Teaching/Training as a Profession
Module II

Module II - Representing the Profession in the Community

A. Business/Industry links
B. District committees
C. Parents
D. Policy Making
E. TEA Evaluation Visit
A. Business/Industry Links

Business/Industry Links:

- Why is it important for CATE teachers to have links to business and/or industry representatives?
- Why is it important for corporate trainers to have links to other business and/or industry trainers or Human Resource Department representatives?

Business/Industry Links (continued)

- Community resources are used to strengthen schools by:
  
  Providing students a hands-on look at what they are learning; this will help students relate the classroom learning to the actual task at hand. Trainers are good sources of contacts to assist with giving your students that hands-on look.

  Work-based programs need training stations for students. Human Resource departments often need these students on a part-time basis.
Business/Industry representatives are needed to serve on Advisory Committees.

Students may not plan on immediate college; you may be able to help them find a job in the vocational/technical area in which they are qualified.

Remember, your students may decide at a later date that the value of more education is apparent.

$ Business may be a resource of money for special classroom projects that the district cannot fund. $
How can you make those important links with businesses?

Create Business Cards

- When you meet someone in a community business, have the cards handy.
- Be sure you include your name, location, and a work number and/or email address where you can be reached.

Business cards simplify this!

Submit Articles to the School or Local Newspaper

- This is a good way to let business/industry know what your class involves.
- This allows students experience in talking with community representatives, taking photos, basically numerous skills it takes to run a business.
B. District Committees

- Why is it important for teachers/trainers to serve on district or corporate committees?

Committee Membership (continued)

- Promote restoration of education funding
- Inform government of current educational issues and concerns
- Assist in the development of new curriculum
- Assist in rule development concerning accountability, evaluation, achievement testing, etc.
- Inform academic teachers about CATE program benefits to students.
- Inform department managers about training programs available that can benefit their departments.

Committee Membership (continued)

- Inform government of current educational issues and concerns
- Allows teachers to stand up for their rights; optimum learning conditions for students must not be at the expense of teacher well being.
Why is it important for your students’ parents to be involved in their child’s education, particularly with your program?

First and foremost, parents are the first and primary educators for their children
- Parents are advocates for their children
- Parents will support your program if they understand it

Student self esteem will improve knowing that their parents care about what they are learning

How can you get your students’ parents involved?
- Get to know their parents early on in the school year. Getting to know parents makes frequent communication easier. No one knows your students better than their parents.
- Have the parents of all the students team up with one another. This creates a support group for the parents and helps you, as a teacher, when you need parental support in your classroom or assistance with contest judgings, field trips, etc.
Parent Involvement (continued)

- Encourage attendance and participation in school events: Open House, CATE program activities.
- Parent volunteerism shows students that their parents are interested in their education. Their presence will give you additional help in your classroom, on field trips, and at conventions.

D. Policy Making

- Perkins Requirements: What is the Carl D. Perkins Vocational and Technical Education Act?

It is a basic Federal grant that assists with funding of secondary and postsecondary vocational and technical programs.

What is the goal of the Act?

- The Act seeks to improve the academic and occupational competencies of all segments of vocational/technical students.
How can funds be used?

- Funds can be used for leasing, purchasing, or adapting equipment;
- Mentoring and support services to help students, including "special populations" to complete course work content in order to seek employment.

Most Recent Perkins Funding Act

- In President Bush's 2004 budget, he proposed eliminating the $1.2 billion currently set aside for the Perkins Act, plus $80 million in additional vocational funds. He called for a new $1 billion Secondary and Technical Education program.

Most Recent Perkins Funding Act (continued)

- In the proposal, the administration wanted to "shift from providing traditional vocational education...to providing high-quality technical education at the community-college level that is coordinated with local high schools."
Legislation Impacting Corporate Trainers

- Workforce development funds may be available to assist corporate America in providing training programs for new employees.
- Research the availability of such funds for your parent company and report back to the class.

2. State Appraisal System

- The professional teacher understands the state teacher appraisal system, Professional Development and Appraisal System, PDAS.
- A. What is PDAS?
- B. Who must be appraised?
- C. What are the appraisal requirements?

A. PDAS Defined:

- Professional Development and Appraisal System (PDAS) is the State’s approved teacher evaluation system including the instrument(s) used for appraising its teachers.

✓ For a complete copy of this evaluation system, visit the TEA website and download the form.
B. Who must be appraised under PDAS?

- Anyone who is the teacher of record for one class each day in an academic instructional setting or a Career and Technology instructional setting must be appraised using PDAS or the locally developed and adopted teacher appraisal system.

C. What does the PDAS entail?

1. Observation
2. Domains
3. Additional info

- There must be at least one classroom observation that lasts a minimum of 45 minutes; any additional walk-throughs/observations may be conducted at the discretion of the appraiser

Domains Defined

- Each teacher will be appraised on the following 8 domains:
  - **Domain I:** Active, successful student
  - **Domain II:** Learner-centered instruction
  - **Domain III:** Evaluation and feedback on student progress
  - **Domain IV:** Management of student discipline, instructional strategies, time and materials
Domains (continued)

- Domain V: Professional communication
- Domain VI: Professional Development
- Domain VII: Compliance with policies, operating procedures and requirements
- Domain VIII: Improvement of academic performance of all students on the campus. CATE teachers should include in their lesson plans how they are reinforcing academic performance in their courses

PDAS (continued)

- Each domain will be scored independently.
- The evaluation of each of the domains will consider all data generated in the appraisal process.
- The data shall describe teacher contributions in increasing student achievement, making the whole school safe and orderly, and creating a stimulating learning environment for children.

PDAS (continued)

- Domains I through VIII will be evaluated using the following categories:
  1. Exceeds expectations;
  2. Proficient;
  3. Below expectations; or
  4. Unsatisfactory
- The teacher evaluation in Domain VIII will include the following areas:
PDAS (continued)

- (1) efforts to enhance academic performance
- (2) efforts to enhance student attendance
- (3) efforts to identify and assist students in at-risk situations
- (4) campus performance rating

Note: This pertains to any written documentation collected regarding job-related teacher performance, in addition to formal classroom observations.

Additional PDAS information

- A teacher may be given advance notice of the date or time of an appraisal, but advance notice is not required.
- Appraisals must be conducted at least once during each school year.
- Each teacher is entitled to receive a written copy of the evaluation on its completion.

Local District Appraisal Systems

- Districts are required to develop a teacher appraisal system according to the rules and regulations set out in Section 21.351 and 21.352 of the Texas Education Code.
- The code states that each school district in appraising teachers must use the appraisal process and performance criteria developed by the Commissioner of Education, the state’s Professional Development and Appraisal (PDAS) or adopt a recommended appraisal process.
Local District Appraisal Systems

- The criteria must address a teacher's implementation of discipline management procedures and the performance of the teacher's students.
- Consequently, most districts use PDAS as their appraisal system rather than design their own. For example, about 5 years ago the San Antonio ISD set out to create a new appraisal system. The committee decided that the PDAS was as comprehensive a system as they could develop.

Corporate Evaluation Models

- Corporate trainers enrolled in this course are asked to share their evaluation models with other trainers in the class. If this is confidential information, then trainers are expected to research evaluation models which have been produced by recognized professional organizations.