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Work Session/Regular Meeting
Dr. Thomas J. Duffy, Superintendent
September 9, 2024

thomasduffy 9/9/24

Education Updates

Plans for our first Act 80 Day In Service (half day for students - September 13, 2024) are being finalized with topical areas for faculty review to include: curriculum review and updates including scope and sequence in relation to the updated middle school schedule, examination and creation of Technology Enhanced Items (TEI) and Keystone/Benchmark correlation of the HS, and Health Curriculum review and Structured Literacy and STEELS Committee Meetings at the K-5 level.

Response to Intervention (RtI) and the continued implementation of a system of tiered support for students has been reviewed with faculty and staff and RtI meetings have been scheduled in all buildings. In addition to guidance counselors and principals, school nurses, school psychologists, and partnering entities (Children's Service Center and LIU 18) continue to support those teams at the building level. Parent and family communications regarding RtI were part of back to school events and information has been shared via our webpage.

All schools will recognize the anniversary of September 11, 2001 this week. In June, Act 25 of 2024 amended the Public School Code of 1949, requiring school entities to annually conduct a moment of silence during the instructional day on September 11th to honor the memory of those who lost their lives or were injured during the terrorist attacks that occurred on that day in 2001. The remembrance will include developmentally appropriate opportunities for students and faculty to come together and reflect on the historical significance of this event and its lasting impact on our nation and the world. PDE is currently working on a complete toolkit to assist with instruction and has shared resources to assist in the remembrance.

Our Differentiated Supervision assignments are being finalized and formal classroom observations are underway. Act 13's Framework for Observation and Practice guides the observation process that includes a pre-conference, observation and post conference. Faculty participating in clinical supervision participate in two formal observations per school year. Those in the self-directed mode may participate in peer coaching and less experienced teachers are in focus-assistance, a mode that includes 5 observations per school year. Attached are our DSD Act 13 aligned observation tool and the Act 13 form required that is ultimately recorded in the PA Educator Effectiveness Rating System (PEERS.)

Policy Updates

(Under review for 30 days)

Policy 339. Uncompensated Leave

PSBA's template increases detail in the policy and includes specific circumstances for leave requests to be made, clarity on the duration of leave, and assignment upon return different than the current District version.

(Recommendation for approval - October 14, 2024)

Policies 103. Discrimination/Harassment Affecting Students and 104.

Discrimination/Harassment Affecting Staff

U.S. Department of Education released its Final Rule under Title IX, publishing revised regulations for the implementation of Title IX. Policy guides 103 and 104 changes include:

- Updates to the title to broadly address discrimination/harassment regardless of protected classification or specific law or regulation.
- Updated definitions and terminology based on the changes to the Title IX regulations, the PHRC regulations, the Pregnant Workers Fairness Act and the EEOC guidance.
- Actions required to be taken by the school entity if the Title IX Coordinator reasonably determines that conduct may constitute discrimination/harassment as outlined in the policy and procedures.
- Updated reporting requirements and report forms.
- Updated training requirements.
- Two separate procedures for handling complaints related to discrimination/harassment of protected classifications that do not fall under Title IX (Discrimination Complaint Procedures) and separately handling complaints related to sex-based discrimination and harassment under Title IX (Grievance Procedures).
- Report Forms, Discrimination Complaint Procedures Grievance Procedures for Complaints of Title IX Sex-Based Discrimination and Harassment and Other Forms of Discrimination and Harassment.

Policy 103.1. Nondiscrimination - Qualified Students With Disabilities

This policy was revised both to align with the terminology and provisions of the revised 103 policy on handling reports of discrimination/harassment, as well as to update the language related to school safety and security reporting based on [Act 33 of 2023](#) (Office of Safe Schools change to PCCD.) Based on these changes, language and legal citations that address incident reporting to law enforcement and PDE, as well as school entity responsibilities under the school safety and security sections of the School Code, were revised.

Policy 247. Hazing

The language addressing discrimination/harassment in this policy guide was revised to more broadly reference the responsibilities for coordinating with the Compliance Officer and Title IX Coordinator when reports of alleged hazing may also be impacted by laws, regulations and policies addressing discrimination/harassment. The language on incident reporting to law enforcement and the PA Department of Education was also updated to reflect the current School Code terminology based on Act 33 of 2023. Legal citations to the new sections of the School Code were added as well.

Policy 249. Bullying/Cyberbullying

The language addressing discrimination/harassment in this policy guide was revised to more broadly reference the responsibilities for coordinating with the Compliance Officer and Title IX Coordinator when reports of alleged bullying may also be impacted by laws, regulations and policies addressing discrimination/harassment. Reference to the Safe Schools reporting was replaced with language reflecting school safety and security incident reports, in accordance with Act 33 of 2023.

Policy 807. Opening Exercises/Moment of Silence

Act 25 of 2024 created a new section of the PA Public School Code, Section [1555](#), which includes a requirement for each school entity to conduct a moment of silence during instructional hours for students and faculty to observe the anniversary of September 11, 2001.

13-1

Classroom Teacher Rating Form

PDE 13-1

Name _____

District/LEA School

Rating Date _____ Evaluation (Check One) Semi-Annual Annual

(A) Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I	Planning & Preparation	<input type="text"/>	20 %	0.00	0.50
II	Classroom Environment	<input type="text"/>	30 %	0.00	0.90
III	Instruction	<input type="text"/>	30 %	0.00	0.90
IV	Professional Responsibilities	<input type="text"/>	20 %	0.00	0.60
Teacher Observation & Practice Rating:				0.00	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Student Performance - Building Level Score Teacher Specific Data LEA Selected Measures

Building Level Score	Single Bldg <input type="checkbox"/> No Score <input type="checkbox"/> Multiple Bldgs <input type="checkbox"/> Transfer <input type="checkbox"/>	0
B 1 Building Level Score Converted to 3 Point Rating		0.00

B 2 Teacher Specific Data	<input type="text"/>
B 3 LEA Selected Measures	<input type="text"/>

Classroom Teacher Summative Rating (All Measures)

Measure	Rating (C)	Factor (D)	Earned Points	Max Points
Teacher Observations & Practice Rating	0.00	70%	0.000	2.100
Building Level Score-Substitute Measure(s)	0.00	10%	0.000	0.300
Teacher Specific Data-Substitute Measure(s)	0.00	10%	0.000	0.300
LEA Selected Measures	0.00	10%	0.000	0.300
Total Earned Points			0	3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished
Performance Rating	Failing

Rating: Professional Employee Or Rating: Temporary Professional Employee

I certify that the above-named employee for period beginning and ending has received a performance rating of _____

Distinguished Proficient Needs Improvement **FAILING**

Satisfactory Unsatisfactory

Distinguished Proficient or Needs Improvement shall be considered Satisfactory. Failing shall be considered Unsatisfactory. A second Needs Improvement issued by the same employer within 4 years of the first where the employee is in the same certification shall be considered Unsatisfactory.



Dallas School District Teacher Observation Form

Teacher:

Subject:

Grade:

Date:

Observer:

The purpose of the observation form is to identify a teacher's levels of performance related to classroom instruction as related to best practices in respective fields. The primary goal is to use this document as a tool to inform decisions related to continuously improving instruction in the Dallas School District.

Domain 1: Planning and Preparation						
Component	Elements	0	1	2	3	Evidence
1a. Demonstrating Knowledge of Content and Pedagogy	Knowledge of: -Content and structure of the discipline -Prerequisite relationships -Content-related pedagogy					
1b. Demonstrating Knowledge of Students	Knowledge of: -The learning process -Students' skills, knowledge, and language proficiency -Students' interests and cultural heritage -Students' special needs					
1c. Setting Instructional Outcomes	-Value, sequence, and alignment -Clarity -Balance -Suitability for diverse learners					
1d. Demonstrating Knowledge of Resources	Resources: -For classroom use -To extend content knowledge and pedagogy -For students					
1e. Demonstrating Coherent Instruction	Learning activities: -Instructional materials and resources -Instructional groups					
1f. Designing Students Assessments	-Congruence with instructional outcomes -Criteria and standards -Design of formative assessments -Use of planning					

Additional Notes:

Planning and Preparation Domain Total Score: 0

Planning and Preparation Domain Average Score: 0

Domain 2: Classroom Environment						
Component	Elements	0	1	2	3	Teacher and Student Evidence Collected in the Classroom
2a. Creating an Environment of Respect and Rapport	-Teacher interactions with students -Students interactions with other students					

2b. Establishing a Culture for Learning	-Importance of the Content -Expectations for learning and achievement -Student pride in work				
2c. Managing Classroom Procedures	-Management of instructional groups -Management of transitions -Management of materials and supplies -Performance of non-instructional duties -Supervision of volunteers and paraprofessionals				
2d. Managing Student Behavior	Expectations: -Monitoring of student behavior -Response to student misbehavior				
2e. Organizing Physical Space	-Safety and accessibility -Arrangement of furniture and use of the physical resources				

Additional Notes:

Planning and Preparation Domain Total Score: 0

Planning and Preparation Domain Average Score: 0

Domain 3: Instruction						
Component	Elements	0	1	2	3	Teacher and Student Evidence Collected in the Classroom
3a. Communication with Students	-Expectations for learning -Directions and procedures -Explanations of content -Use of oral and written language					
3b. Using Questioning and Discussion Techniques	-Quality of questions -Discussion techniques -Student participation					
3c. Engaging Students in Learning	-Activities and assignments -Grouping of students -Instructional materials and resources -Structure and pacing					
3d. Using Assessment in Instruction	-Assessment criteria -Monitoring of student learning -Feedback to students -Student self-assessment and monitoring of progress					
3e. Demonstrating Flexibility and Responsiveness	-Lesson adjustment -Response to students -Persistence					

Additional Notes:

Planning and Preparation Domain Total Score: 0

Planning and Preparation Domain Average Score: 0

Domain 4: Professional Responsibilities						
Component	Elements	0	1	2	3	Evidence
4a. Reflecting on Teaching	-Accuracy -Use in future teaching					

4b. Maintaining Accurate Records	-Student completion of assignments -Student progress in learning -Non-instructional records				
4c. Communicating with Families	-Information about the instructional program -Information about individual students -Engagement of families in the instructional program				
4d. Participating in a Professional Learning Community	-Relationship with colleagues -Involvement in a culture of professional inquiry -Service to the school -Participation in school and district projects				
4e. Growing and Developing professionally	-Enhancement of content knowledge and pedagogical skills -Receptivity to feedback from colleagues -Service to the profession				
4f. Showing Professionalism	-Integrity and ethical conduct -Service to students -Advocacy -Decision making -Compliance with school and district regulations				

Additional Notes:

Planning and Preparation Domain Total Score: 0
Planning and Preparation Domain Average Score: 0

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points	*Domain Rating Assignment* 0 to 3 Point Scale (A)
I.	Planning & Preparation	0	20%	0	0.6	Falling - 0
II.	Classroom Environment	0	30%	0	0.9	Needs Improvement - 1
III.	Instruction	0	30%	0	0.9	Proficient - 2
IV.	Professional Responsibilities	0	20%	0	0.6	Distinguished - 3
(1) Teacher Observation & Practice Rating				0	3	

Observer Signature:

Date:

Employee Signature:

Date: