

DPAS II GUIDE

TEACHERS

Section	Page
I. Introduction to DPAS II	
Purpose of DPAS II	1
II. DPAS II for Teachers	
Who is Included in the Teacher DPAS II?	2
Framework for Teachers	3
III. DPAS II Process for Teachers	
Evaluation Cycle	13
Teacher Goal Setting	15
Pre-Observation Conference	16
Announced and Unannounced Observations	17
Post-Observation Conference	18
Professional Responsibilities	19
Summative Evaluation	20
Improvement Plan	23
Challenge Process	24
Target Dates	25
IV. DPAS II Forms for Teachers	
Teacher Goal Form	27
Pre-Observation Conference Form	29
Observation Feedback Form	31
Professional Responsibilities Form	33
Summative Evaluation Form	34
Improvement Plan Forms	38
V. Sample DPAS II Forms for Teachers	
Teacher Goal Form	44
Pre-Observation Conference Form	48
Observation Feedback Form	52
Professional Responsibilities Form	55
Summative Evaluation Form	57
Improvement Plan Forms	61
VI. Appendices	
Regulations for DPAS II for Teachers (106)	67
The Delaware Professional Teaching Standards	77
Bibliography of Professional Development Materials	78
DPAS II Contact Information	79

I. INTRODUCTION TO DPAS II

Purpose of DPAS II

- Professional development
- Continuous improvement
- Quality assurance

Professional development focuses on enhancing the skills and knowledge of educators. Educators improve their professional practices in ways that will contribute to improved student learning through self-assessment and goal-setting, working with colleagues, taking courses, attending workshops, designing new programs, piloting new programs or approaches, developing proficiency in test data analysis, and many other learning opportunities.

Continuous improvement focuses on the teacher's commitment to continuously improving practice so that student performance is continuously enhanced.

Quality assurance focuses on the collection of credible evidence about the performance of educators. Evaluators use the evidence to make important decisions: recognizing effective practice, recommending continued employment, recommending an improvement plan, or beginning dismissal proceedings.

II. DPAS II FOR TEACHERS

Who is Included in the Teacher DPAS II?

Teachers are those educators who do all of the following:

- hold a Delaware teaching license (either initial, continuing, or advanced)
- hold a Delaware certificate (either emergency or standard) in a particular content area, such as English or mathematics, or in a field, such as elementary or special education
- are employed as either a part-time **or** a full-time teacher in a Delaware public school

For the purpose of DPAS II, all educators who meet the definition as stated above will follow the procedures for teachers. This definition includes, but is not limited to, teachers of art, music, physical education, vocational/trade and industry, world languages, bilingual education, health education, English as a second language, driver education, computer science/technology, gifted and talented, reading specialists, math specialists, and science coalition specialists.

Definitions of Novice and Experienced Teachers

Novice Teachers

Novice teachers hold an initial Delaware license and either:

- Are enrolled in the Alternate Route to Teacher Licensure and Certification (ARTC) program, **or**
- Have less three years of experience.

Experienced Teachers

Experienced Teachers hold a Delaware continuing license **OR** a standard certificate that has not yet triggered the issuance of a continuing license and either:

- Have more than three years of experience, **or**
- Come to Delaware with National Board for Professional Teaching Standards Certification, **or**
- Have more than three years of experience in another state, **or**
- Have returned to the classroom after an absence of less than three years.

Teachers with more than three years of experience in another state will begin a summative evaluation year.

Evaluator

An evaluator is a person who is certified by the State of Delaware to evaluate teachers and specialists and designated by the local district superintendent.

Framework for Teachers

The Framework for Teaching, developed by Charlotte Danielson, is the conceptual basis of DPAS II and is modified to meet the needs of Delaware. The Framework for Teaching is a definition of professional practice which outlines elements of practice clustered under five separate Components. The five Components are described in the sections that follow:

Component One: Planning and Preparation

Criteria:

The following are the basis upon which the performance of a teacher shall be evaluated.

The teacher selects instructional goals that are aligned with the DE content standards and available DSTP/district/school/program data. The goals are appropriate for the learners and reflect high expectations consistent with DSTP levels of performance. The teacher plans for learning activities that align with the goals and support student learning. The instructional planning shows a structure and selection of materials and activities that support student learning relative to the DE content standards. The teacher shows his/her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections between content areas that deepen student learning. The content that he/she teaches is aligned to the DE content standards. The teacher shows an awareness of his/her knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and DSTP performance levels.

The following shall be used to assign a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.

The teacher...

- selects goals that are clear, reflect high expectations, are consistent with DSTP levels of performance, focus on learning, align with Delaware content standards and available DSTP/district/school/program data, and are suitable for the class.
- designs instruction that has a clearly defined structure, is appropriate for students, and matches the selected goals.
- chooses materials and activities that match the goals and engage students in learning.
- displays solid content and pedagogy knowledge and makes connections within the content area and with other content areas that deepen student learning; displays an understanding of prerequisite knowledge and anticipates student misconceptions.
- displays knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and DSTP performance levels.

The Importance of Component One:

Sometimes referred to as the "hidden Component," this Component actually defines how a teacher selects and organizes the content to be taught. Teachers command a deep understanding of both the content and pedagogy related to that subject(s) matter. In planning, teachers are expected to consider and understand the skills and knowledge that students bring to a lesson and build upon that understanding.

Knowledge of content alone is not enough to move students toward meeting Delaware Content Standards or teacher defined standards. All elements of instruction -- activities, strategies, and materials should be appropriate to both the content and students. As it is designed, the content is broken into a sequence of activities and experiences aligned to the standards that enable the students to access the knowledge. Further, the teacher selects or designs and implements assessment techniques, both formative and summative, to document the progress of the students throughout the learning experience, inform future instruction, and provide guidance to students in how to improve their skills and knowledge. They consider the use of technology in their lesson and, when and where appropriate, include its use during the learning sequence.

Potential Evidence That Can Be Used for Component One:

- Detailed lesson and unit plans
- Goals for the unit
- Interest surveys for students
- Learning style/Multiple Intelligence surveys
- Parent surveys regarding the interests and strengths of their child
- Examples/explanation of resources to be used for the unit or lesson
- Descriptions of the activities to be used and how they align to instruction
- Description of the strategies to be used to construct the classroom environment and/or used to instruct students with diverse needs
- Formative and summative assessments to be used

Component Two: Classroom Environment

Criteria:

The following are the basis upon which the performance of a teacher shall be evaluated.

The teacher has clearly defined procedures for managing learning time, transitions between learning events, and routine procedures that maximize learning time. The teacher establishes behavioral expectations and consequences and monitors student conduct. The teacher responds to student behavior in appropriate and effective ways to minimize disruptions. The teacher creates an atmosphere in which learning is valued. Teacher-student and student-student interactions show rapport that is grounded in mutual respect. The teacher organizes, allocates, and manages physical space to create a safe learning environment. The teacher uses physical resources to contribute to effective instruction and make resources accessible to all students.

The following shall be used to assign a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.

The teacher...

- posts classroom procedures/rules stated in student friendly terms.
- encourages students in assuming responsibility for following procedures.
- uses transitions appropriately to maximize learning time.
- posts behavioral expectations and consequences in student friendly terms.
- monitors and responds to behavior in effective ways that minimize disruptions.

- discusses classroom procedures/rules with students in ways that show shared valuing of procedures/rules.
- interacts with students and encourages student-student interactions in ways that show rapport and mutual respect.
- displays student work.
- organizes, allocates, and manages physical space in ways that create a safe learning environment.
- uses physical resources in ways that contribute to effective instruction.
- makes resources available to students.

The Importance of Component Two:

Creating an environment in which learning takes place is critical to enabling the planned instruction to take place. Component two includes the management of student behavior and the expectation that classroom procedures are public knowledge. The aspects of this component establish the parameters for interactions, create the atmosphere for learning, and define the routines and procedures. There is a clear expectation that all teacher-to-student and student-to-student interactions elicit respect and rapport within the classroom. The culture of the classroom exhibits a climate in which students feel safe and supported. Students recognize that the teacher is in charge and has high expectations for both their learning and behavior. The students see their teacher as fair and interested in them as individuals and learners.

Potential Evidence That Can Be Used for Component Two:

- Copies of documents used to establish management procedures
- Diagrams and photographs of the classroom(s)
- Rules directed at keeping students safe during instruction, when appropriate
- Documents indicating the rules and consequences for behavior
- Documents sent home to parents about rules and/or procedures
- Seating charts
- Class schedules

Component Three: Instruction

Criteria:

The following are the basis upon which the performance of a teacher shall be evaluated.

The content is appropriate, clear, and links to student knowledge and experience. The content is aligned with the DE content standards and informed by the DSTP instructional needs comments. The activities and assignments engage students in the exploration of the content. The instructional materials are suitable to the instructional goals. The instruction is coherent. The teacher has a repertoire of instructional strategies and makes modifications to lessons as needed. The teacher differentiates instruction based on learner characteristics and DSTP instructional needs comments. Verbal and written communication is clear and appropriate to students' age, background, and level of understanding. Questions are appropriate to the content and level of students' understanding. The teacher encourages

students to pose their own questions and is responsive to student questions. The teacher facilitates student-led discussions.

The following shall be used to assign a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.

The teacher...

- selects content that is aligned with the DE content standards that is appropriate, clear, and links to student knowledge and experience and the DSTP instructional needs comments.
- selects and designs activities and assignments that engage students in the exploration of the content.
- uses instructional materials that are suitable to the instructional goals.
- delivers coherent instruction.
- uses a repertoire of instructional strategies and makes adjustments to lessons as needed.
- differentiates instruction based on learner characteristics and DSTP instructional needs comments.
- communicates clearly in writing and verbally; communicates in ways appropriate to students' age, background, and level of understanding.
- asks questions that are appropriate to the content and level of students' understanding; encourages students to pose their own questions and is responsive to student questions.
- facilitates student-led discussions.

The Importance of Component Three:

This Component is very much dependent on Components One and Two for success. Without the structure and design of instruction and the establishment of an environment in which to learn, the delivery of content will be diminished and student learning affected. Unlike Component One, this Component is observable in the classroom. As teachers deliver their content, they are careful to engage the students in the process of learning, involving them in decisions when possible. Teachers not only instruct the content, they help students to see its value and make meaningful connections to other disciplines related to the theme, topic, or concept.

There is no one style of teaching that is advocated in the DPAS II process. There will be times when teachers are observed in direct instruction of the content or in the facilitation of learning of student groups and collaboration. They motivate students to learn through the implementation of the activities and strategies selected during planning. Students receive feedback on their progress from their teachers and peers. There is an excitement about learning crafted through the design and delivery of instruction. The materials provided go beyond worksheets into inquiry activities that pose deep questions and require that students think. The teacher uses a variety of questioning techniques that move the students from simple to complex answers. Students are encouraged to assume responsibility for their own learning, while supported by the teacher's

guidance in, and through, the content. They employ the use of technology skillfully when appropriate to the lesson.

Potential Evidence That Can Be Used for Component Three:

- Examples of materials used during instruction
- Examples of student work
- Examples of written feedback provided to students during instruction
- Copies of assessments to be used during the instructional period
- Scoring guides used to assess student work
- Examples of homework assignments
- Video and audio of student performances
- Photographs of student generated work

Component Four: Professional Responsibilities

Criteria:

The following are the basis upon which the performance of a teacher shall be evaluated.

The teacher shares information about the school's educational program, its alignment with the DE content standards, and expectations for student performance. The teacher develops two-way communication with families about student progress, behavior, and personal needs or concerns. The teacher keeps records of attendance, emergency contact information, personal information (such as: allergies, medications, accommodations), and behavior. The teacher shares relevant information with appropriate school personnel. The teacher participates in professional development to increase his/her knowledge of content and pedagogy. The teacher chooses professional development that is aligned with the needs of the school/district/students. The teacher engages in reflective thinking as an individual, as a team participant, or as a school/community member with the goal of improving instruction and learning.

The following shall be used to assign a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.

The teacher...

- shares information, in a variety of ways, about the school's educational program, its alignment with the DE content standards, and expectations for student performance.
- develops two-way communication with families about student progress, behavior, and personal needs or concerns.
- responds to families in a timely and appropriate way.
- develops and maintains a record keeping system that is up-to-date, well-organized, accurate, and complete.
- shares relevant student information with appropriate school personnel.
- participates in professional development to increase knowledge of content and pedagogy; chooses professional development that is clearly aligned with the needs of the school/district/and students.

- engages in reflective thinking as an individual, as a team participant, or school/community member with the goal of improving instruction and learning.

The Importance of Component Four:

There are many professional activities that teachers engage in as they work on improving teaching and learning. Component Four gathers evidence of such activities.

There is a clear expectation that teachers will communicate with families about the academic, developmental, and behavioral progress of the student. Such communication is two-way, ongoing, and interactive. Teachers understand the needs of the families and work with them to schedule meetings, phone calls, emails, and other interactions which keep them constantly informed of progress. When possible, the teacher involves the students in the conversations. They inform their administrators of the communications when appropriate.

Teachers are expected to grow as professionals throughout their careers. They understand that methods, curriculum, and technology are constantly evolving and that there is a need to stay current in the field. Such professional growth may include topics related to new curriculum, the implementation of new strategies and/or programs, working with others on teams or in study groups, or conducting action research. The selection of professional goals is directly related to the teaching standards, improving student learning, and/or school improvement.

Teachers take an active role in their school and participate in activities that will enhance both their professional practice and improve student learning. They understand that the improvement of student learning within a school relates to all parties and should be a collaborative effort made by staff and administration. They reflect on their practice in terms of their every day work and consider how to improve their skills and knowledge and/or instruction. They are able to self-assess their own performance against standards, set goals to improve their personal practice, and document their progress.

Potential Evidence That Can Be Used for Component Four:

- Logs of communication with families
- Documents sent home to families
- Samples of email communications with families
- Websites that are interactive and provide information about events in the classroom and/or homework
- Documents that demonstrate that parents are encouraged to take an active part in assisting in their child's education

Component Five: Student Improvement

Criteria:

The following are the basis upon which the performance of a teacher shall be evaluated.

The teacher uses DSTP data analysis to inform classroom improvement, curriculum and instruction decisions. The teacher creates dependable assessments and scoring criteria that accurately measure the learning goals based on the DE content standards and DSTP and classroom performance assessments and that yield data about student needs and progress relative to the content standards measured by the DSTP.

The following shall be used to assign a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.

- The teacher provides evidence of a positive contribution to the school's State Progress Determination.
- For the aggregate group of students taught by the teacher for the previous two years, the average scale scores on the DSTP in reading and math have increased, excluding those students pursuant to 14 **Del.C.** §1270(c).
- The average scale score for the groups of students disaggregated by race/ethnicity, LEP, Special education and low income have increased for the previous two (2) years on the DSTP in reading and math, provided that there were a minimum of ten (10) students in a subgroup, excluding those students pursuant to 14 **Del.C.** §1270(c). If there were fewer than ten (10) students in a subgroup, the subgroup shall not be considered for these criteria.
- The students currently being instructed in the teacher's classroom in the aggregate have shown improvement on Classroom Based Assessments, excluding those students pursuant to 14 **Del.C.** §1270(c)
- The students currently being instructed in the teacher's classroom disaggregated by race/ethnicity, LEP, special education and low income have shown improvement on Classroom Based Assessments, provided that there were a minimum of five (5) students in a subgroup, excluding those students pursuant to 14 **Del.C.** §1270(c). If there were fewer than five (5) students in a subgroup, the subgroup shall not be considered for these criteria.

The Importance of Component Five:

The improvement of student learning is the overall goal of all Components. Planning sets the expectations for the improvement, the classroom environment supports the learning, instruction delivers the content in ways that will meet the needs of the individual learners, and professional responsibilities indicate that teachers communicate with the families and appropriate members of the learning community and consider the needs of the students and the school when determining what professional growth activities will enhance their skills and knowledge as related to their learning community.

Through Component five, teachers demonstrate their understanding of the use of assessment for, and of, learning and how each plays a valuable part in teaching and learning. They are able to analyze the data presented in reports and determine how to plan for the instruction of the students in their rooms. They use formative assessments such as observations, homework, and conferences as a means of better understanding the progress of their students. There are times when such information is not recorded in the grade book, but is collected for the purpose of providing the student with descriptive feedback that will allow for more focused revisions of the product before the summative assessment is conducted.

Within their classroom-based assessment repertoire, teachers are able to select and use the appropriate assessment methods to solicit student responses. They understand when a multiple choice item or single answer response is the best selection and when a deep performance of the learning would be more appropriate. They use the content standards to set clear targets for their students and explain the levels of performance toward the target through the use of exemplar papers and discussions. Students are able to use the rubrics for the task to assess their own learning and understand the rubrics used on the state tests that govern the expectation for success. Through the use of the data from their classroom assessments, district

assessments, and state assessments, teachers inform their instruction and inform families and students of progress and involve them in the setting of goals that will move the students toward the standards.

Teachers understand that the improvement of student learning is their responsibility. Further, they recognize that students come to them at different places along the continuum of learning. They understand that, in a standards based environment, the ultimate goal is to move all students to the standard. In addition, there is recognition that gains for all students will not be the same during the year, but that it is reasonable to expect that all students will move further toward the standards during a year of instruction. Through careful planning, instruction, and evaluation of data, teachers use the information to inform their instruction for both the class and the individual students in the classroom.

Potential Evidence That Can Be Used For Component Five:

- Results of classroom assessments administered throughout the year
- Disaggregated results of student performance on classroom assessments
- Results of school-wide assessments and other DSTP-like assessments

How do the Components Create a Picture of Practice?

Although practice has been defined in terms of five Components, they are very dependent on each other to both improve professional practice through individual growth plans and improve student learning through the skillful application of each Component. As a basis for evaluation, it is obvious that Components Two and Three are observable. These are the areas from which administrators collect the most direct evidence during formal observations. One cannot negate the fact that effective planning and preparation are crucial to the successful delivery of content. To better understand a sequence of learning, large unit to small daily lesson, an administrator benefits from seeing the scaffolding created to support the classroom environment and instructional delivery. Thus, sharing of those documents between the parties leads to a greater understanding of the observable parts of the system. Included in Component Four is the expectation that the teachers collect accurate information related to students and are able to communicate that information to families, administrators, and others who may need the information in order to assist the students toward meeting the standards. Component Five produces the natural harvest of evidence of student progress. It is broad in context, including formative and summative assessments used by the teacher to inform practice and improve student learning. Class grade books containing accurate information about academic progress coupled with district and statewide assessments provide observable information related to student gains made while under the instruction of the teacher.

In addition, Component Four sets the expectation that professionals are able to self-assess their performance, evaluate their practice, and set goals for the future. Taken as part of the evaluation process in which teachers are part of the learning community of the school, there is an expectation that consideration for professional growth activities will result in improving the school, as defined by needs of the site, and student learning. Evidence of this growth and participation will be varied dependent on the teacher's self-assessment and needs. In some cases, the teacher may elect to continue his/her education, others may elect to take part in clusters or study groups, while others may simply attend school/district professional development. It is not the quantity of evidence that is to be considered, but rather the potential to improve practice and student learning that is paramount to this Component.

The system is designed to be evidence based. Such evidence may be collected through observations, conversations, and artifacts presented during the process. While the collection evidence of professional practice, during which an observation(s) is conducted, yields some information, it fails to provide the entire picture related to all aspects of professional practice. This part of the process is conducted to provide teachers with meaningful feedback on their practice and to set goals for future performance. It includes a conference in which the teacher and administrator set the stage for the understanding of the teaching event. During that conference there will be certain elements of practice that will not be included in the conversation.

The summative process is when the information contained in the observation process and additional information about elements not addressed in the observation process are used to determine the effectiveness of the teacher's overall performance. During the summative conference, information observed, questions related to both observed and non-observed elements of practice, and artifacts become part of the process. Teachers should be prepared to provide documentation, oral and/or physical, that will address all aspects of the standards contained in the process. They may elect to take artifacts (lesson plans, student work, and professional development information) to the summative conference or administrators could request that some documents be presented. Teachers should view this conference as the time

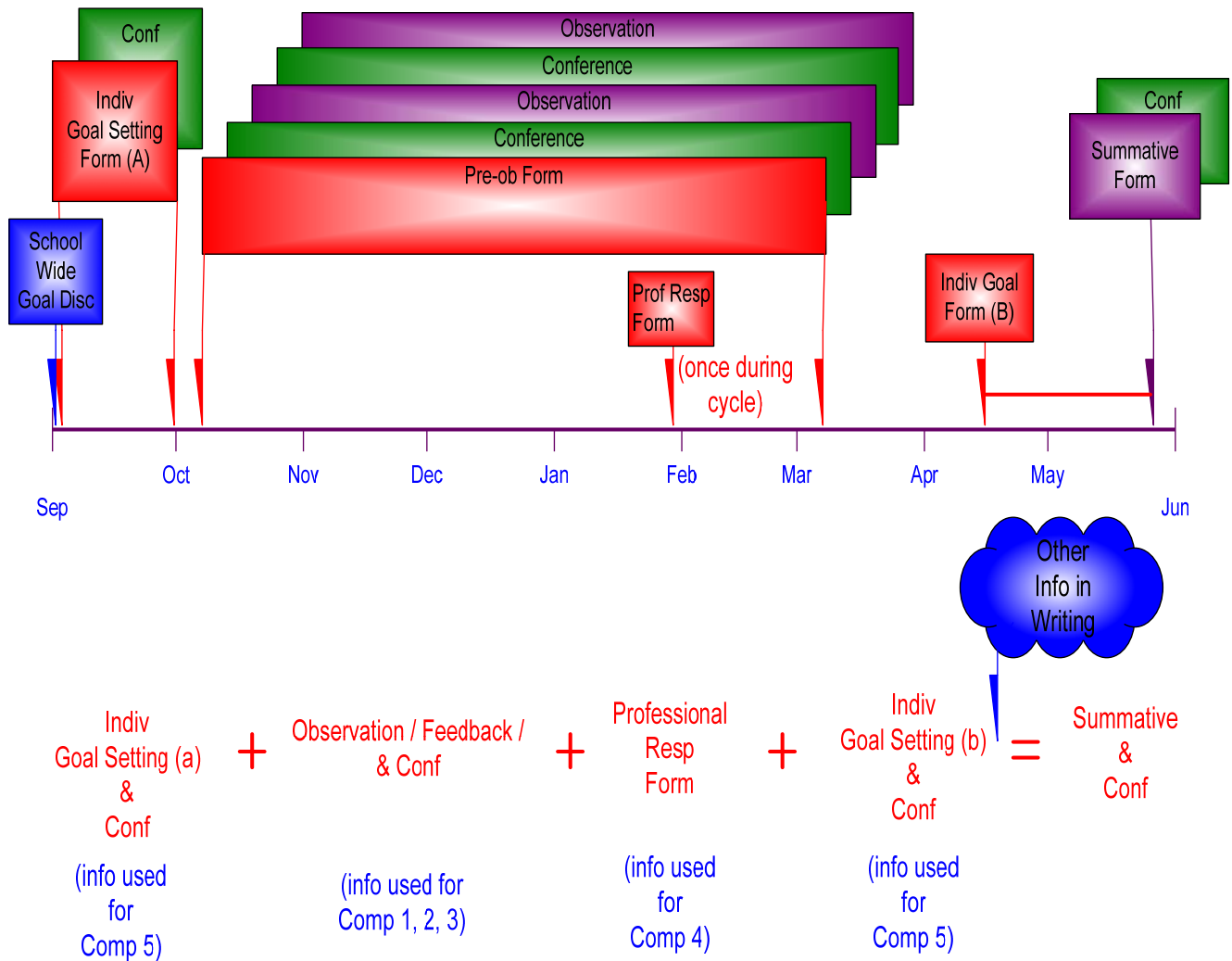
to showcase their work and have professional conversations with their administrators. As part of their continued professional growth plans, they should consider the discussions and recommendations made in the conference as they move to select additional professional growth activities for the future.

III. PROCESS FOR TEACHERS

Evaluation Cycle

The diagram below provides a graphic representation of the DPAS II evaluation for teachers. It is color coded to depict the responsibilities of the parties with respect to the evaluation cycle. Red represents those items for which teachers are responsible. Purple represents those items for which the evaluator has responsibility. Blue represents items in which both the evaluator and the teacher participate.

DPAS II Evaluation Cycle for T/S



Events of DPAS II

The following chart indicates the pieces of the evaluation process in the Delaware Professional Appraisal System II and how they fit together.

<p>Teacher Goal Setting Form (Component Five)</p> <ul style="list-style-type: none"> • School wide meeting to discuss ways to improve the school and increase student achievement • Meet with a team or department to discuss ways that the goals of the school and/or district can be used to identify personal goals • Identify personal goals related to school improvement and/or improved student achievement • Complete the first side of the form and submit it to the evaluator in September • Conference with your administrator • Implement your plans to achieve your goals • Keep track of improvements • Consider your progress, complete second side of the form for your summative conference • Bring a copy of the form to the conference and be prepared to discuss your progress, submit other evidence/documentation 	<p>Observation Feedback Events (Components One, Two, Three) (only the * are conducted in an unannounced observation)</p> <ul style="list-style-type: none"> • Consider the elements of Components One and complete the lesson plan you will attach to the form • Review the elements of Components One, Two, and Three and respond to the questions on the Pre-Observation Form • At the Pre- Observation conference discuss the documents with the evaluator, respond to any questions, and offer any artifacts • After the observation you might want to make notes about how you feel the lesson went • *Review the elements of the three Components to prepare for the Observation Conference • *Attend the Post Observation conference and discuss the observation, respond to any questions, and offer any artifacts • *Review the written Formative Feedback form and sign as indicated
<p>Professional Responsibilities Form (Component Four)</p> <ul style="list-style-type: none"> • Review the elements of Component Four • Respond to the questions on the Form • By Jan. 31 submit the form to the evaluator • Keep the Form updated with new professional development and/or activities • Review the elements before your summative conference • Consider any additional information you want to submit or artifacts you wish to present • At the summative conference discuss the Form, respond to any questions, offer any artifacts, and /or documentation 	<p>Summative Events (Components One, Two, Three, Four, and Five)</p> <ul style="list-style-type: none"> • Review all of your documents- Teacher Goal Setting Form, Professional Responsibilities Form, All Formative Forms • Review all the elements of the Components included in the process • Attend the Summative conference to discuss the documents, answer any questions, and offer any artifacts • Review the completed he Summative Evaluation sign as indicated

Teacher Goal Setting (Component Five)

Purpose:

Setting goals for student achievement is a very important part of every educator's responsibility. Clear, measurable goals provide a road map for teachers and students, and enable the teacher to plan lessons and activities that help to ensure the achievement of the goals. Goals serve two purposes in the DPAS II system. First, they inform the Planning and Preparation Component and guide the teacher's development of a plan for learning for students. Second, the goal(s) set forth for Component 5 help to integrate all five Components of DPAS II into a cohesive system.

Process:

School -

Near the beginning of the school year, the principal will review the School Improvement Plan with staff. He/She will share school wide data and other information relevant to the goals of the School Improvement Plan. Each teacher will receive a data packet for the school, as well as his/her current students' results from the prior spring administration of the Delaware Student Testing Program (DSTP).

Teams (optional) -

Using the School Improvement Plan goals and DSTP data, teams of teachers will establish goals for their grade levels, departments, or curricular teams. These goals should be directly related to the School Improvement Plan goals and focused on strengthening any areas of weakness discovered through an analysis of the DSTP and school climate data.

Individual teachers -

Teachers will establish goals derived from the school and/or team goals and will identify what measures will be used to determine success and what evidence will be provided to document progress on the goals. It is possible that each member of a team could have the same goal(s), although nothing precludes teachers from developing additional goals, or modifying the team goals to meet the teacher's particular teaching assignment.

With respect to teachers who teach all students in the school, such as physical education, art, and music, their goals will be based on the school-wide results. Their goals will reflect how they will focus on supporting the school's goals for student achievement, as measured by the DSTP and other assessments.

Procedure:

The completion of the Teacher Goal Form is a two-part process. The first side of the form is completed in the fall and the back side of the form is completed in the spring. Aligned to the School Improvement Plan and goal setting discussions, the teacher will develop measurable goals for student performance. The teacher will use the data to determine goals for the school year and what indicators he/she will use to determine student progress. This form will be used by the evaluator to provide feedback on Component Five: Student Improvement.

The teacher will bring a copy of the Teacher Goal Form to the evaluator for the September conference to briefly discuss the teacher's goals. Throughout the year, the teacher should monitor progress toward achievement of the goals, and should gather evidence as appropriate. Prior to the summative conference in the spring, the teacher will complete the other side of the

form analyzing the students' progress, and provide a copy to the evaluator. The teacher may attach artifacts, such as classroom assessments, school achievements tests, and other documents, which show evidence of student improvement.

Possible Evaluator Questions for the initial Goal Setting Conference:

- How do your goals fit into the school goals?
- Why did you choose this goal?
- How will your goals contribute to student improvement on the DSTP or other assessment?
- What information will you collect to monitor student progress?
- How will you determine whether you have or have not met your goals?

Pre-Observation Conference

Purpose:

The purpose of the Pre-Observation Form and conference is to provide the evaluator with information about the upcoming observation and elements of the Components that are not directly observable. Assessment of practice is an on-going process conducted by the teacher continually and, in the case of DPAS II, shared with the evaluator to provide snapshots of practice used later to construct a picture of practice in the summative process. It is the information from self-assessment and the formal process of sharing the pieces of evidence collected through the plans, observations, conferences, and artifacts that help to clarify strengths and identify potential areas for growth.

Process:

Prior to the pre-observation conference, the teacher shall complete the Pre-Observation Form. The conference shall be held as close to the scheduled observation as is practical. Pre-Observation forms and conferences are only necessary for an announced observation. They are not used in an unannounced observation. The conference provides an opportunity for both the teacher and evaluator to clarify any information through conversations and the posing of questions related to specific elements of any of the Components that may not be directly addressed in the lesson plan and/or on the form.

Procedure:

The Pre-Observation Form shall be completed by the teacher and provided to the evaluator prior to the pre-observation conference. It is required that the teacher attach a copy of his/her plans and any assessments related to the lesson to be observed. A detailed lesson plan should include the standards, objectives, descriptions of activities, and any assessments the teacher plans to use to assess student understanding of the lesson. The teacher shall bring a copy of the document, the detailed lesson plan, the assessments, and any other applicable documents related to the elements of Component One to the pre-observation conference. The evaluator will schedule the pre-observation conference as close to the time of the scheduled observation as can be arranged. During the pre-observation, the teacher and the evaluator will engage in a conversation about the lesson to be observed, how it fits into the teacher's overall goal, if applicable, the standard or standards the lesson is designed to address, any unique issues the class presents, and other issues related to the lesson.

Possible Evaluator Questions for Pre-Observation Conference:

- Describe the standards to be addressed in the learning sequence.
- How will the learning sequence prepare students to demonstrate their mastery of the standards on both classroom assessments and the DSTP?

- Describe the students in this class.
- How did you use your knowledge of these students as you selected strategies, activities, and materials?
- Outline your goals for this unit.
- How does this lesson fit into the unit?

Announced and Unannounced Observations (Components One, Two and Three)

Purpose:

An observation is a means of collecting sufficient data to assess performance. It serves to collect a snapshot of practice captured through watching teaching and providing feedback on what is observed.

Process:

A pre-observation conference precedes each announced observation and a post-observation conference follows each announced and unannounced observation. In some cases one observation is sufficient to clearly see the teacher's practice, but in other cases multiple snapshots are necessary. In some cases the teacher knows that the evaluator will take that snapshot, but in others there is no advanced notification. However, the quality of teaching should be consistent in both situations. The conference conversations and questions provide an opportunity to gather additional evidence for assessing performance relative to the teacher's framework of professional practice.

Procedure:

It is strongly recommended that the first observation be announced and of sufficient length to see a lesson from beginning to end. Subsequent observations may be announced or unannounced but should be of sufficient length, at least twenty (20) minutes, so that the evaluator can analyze the lesson and accurately assess performance. There shall be an appropriate amount of time between observations for the teacher to improve his or her performance. Observations shall not begin until after the first full week of the school year, unless an Improvement Plan calls for such an observation. Observations shall be completed before the last full week of the school year.

In the event that the evaluator is unable to conduct the observation at the agreed upon time, an additional Pre-Observation Conference Form and conference may not be necessary. The responses and plans presented in the initial conference will be used to complete the narrative in Component One, but will not be expected to be demonstrated during the observation. The documentation of performance for Components Two and Three will be collected when the actual observation is conducted.

Novice teachers who hold an initial license shall receive a minimum of two (2) observations each school year. One observation shall be announced and the other shall be unannounced. A Summative Evaluation Form shall be completed annually for the novice teacher.

Experienced teachers who hold a continuing or advanced license shall receive a minimum of one (1) announced observation and a Summative Evaluation each school year unless the Summative Evaluation is waived.

Post-Observation Conference (Components One, Two, and Three)

Purpose:

The post-observation conference provides an opportunity for the evaluator and the teacher to discuss the observation and the teacher's performance relative to Components One, Two, and Three. The Observation Feedback Form serves as a written record of the post-observation conference. The content of the Observation Feedback Form should simply be a verification of what was discussed and observed. The information contained on the Observation Feedback Form can help a teacher plan future goals and professional growth plans. The Form is a valuable tool for the teacher to use in reflecting on his/her practice and reviewing progress on goals.

Process:

After the observation, a conference between the teacher and the evaluator shall be held. Specific feedback regarding the observation relative to elements of the Components observed will be discussed with the teacher. During the post-observation conference, the teacher may present any additional information or evidence to support the lesson observed. The evaluator shall follow-up the conference with written feedback.

Possible Evaluator Questions for Post-Observation Conference:

- How do you establish and communicate your expectations, rules, and procedures to your students?
- How do you create a climate in your room in which students are engaged in their learning and treat each other with respect?
- How did you assure that all students have access to the resources needed during the course of the lesson?
- Describe any adjustments you made to the lesson.
- Briefly describe what came before the observed lesson and what took place during the next lesson or lessons.
- How do you know that student understand what you taught in this lesson?

Procedure:

After the conference, the evaluator will write a concise narrative on the Observation Feedback Form that describes performance based on the elements of the Components observed, discussion related to the elements, and any artifacts presented related to Components One, Two, and Three. This form will be provided to the teacher.

Observation Feedback Forms are required for **both** announced and unannounced observations. For an unannounced observation, or for an observation that is part of the Improvement Plan process, feedback for some elements of the Components may not be necessary.

Should a teacher's performance related to the observation and discussion be rated as unsatisfactory, the evaluator shall so indicate on the last page of the Observation Feedback Form by writing PERFORMANCE IS UNSATISFACTORY on the form. This rating is determined by the performance related to one or more of Components One, Two, and/or Three. Further, the evaluator shall check the Components that are identified as requiring an Improvement Plan. The content of the Observation Feedback Form(s), along with the Goal Form and the Professional Responsibilities Form, are reflected in the Summative Evaluation, during which an overall judgment of a teacher's performance is made.

Response:

If a teacher disagrees with any feedback on the Observation Feedback Form or wishes to add additional information to support any comment, he/she may provide information in writing to the evaluator within ten (10) working days of receipt of the form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information provided will become part of the appraisal record.

Challenge:

A teacher may challenge the conclusions of a lesson observation if “**PERFORMANCE IS UNSATISFACTORY**” is written on the form. This is accomplished by submitting additional information, specific to the point of disagreement, in writing within ten (10) working days of the teacher’s receipt of the Observation Feedback Form. This information is forwarded directly to the supervisor of the evaluator. Any additional information will become part of the appraisal record.

Professional Responsibilities Form (Component Four)**Purpose:**

This form provides the evaluator with information about the teacher’s professional performance related to the elements in Component Four.

Process:

Information for this Component will come from two sources. First, the teacher maintains and collects accurate records throughout the school year, using the appropriate pupil accounting software. The bullet related to record keeping will be satisfied by this activity. Second, the Professional Responsibilities Form will provide the evaluator with the information for the rest of Component Four.

Procedures:

Before January 31, the teacher must complete a Professional Responsibilities Form and submit it to the evaluator. As many of these responsibilities may change and/or increase during the cycle, it is important for the teacher to consider any updates that he/she would like to submit. The teacher will want to review the elements of Component Four as he/she prepares for the summative conference. The teacher may want to provide artifacts related to the elements and/or discuss aspects not covered on the form with the evaluator during the conference. The information provided on this form and any additional information presented during the summative conference will be used by the evaluator in the summative evaluation to determine the rating for this Component.

Summative Evaluation Conference (Components One through Five)**Purpose:**

The purpose of the Summative Evaluation conference is for the evaluator to share his/her overall impressions of each Component of a teacher’s practice, as well as a summary of the teacher’s performance. It is an opportunity for a rich conversation between the evaluator and the teacher, where clarification and additional information may be provided, and where, together, the evaluator and the teacher may discuss future professional development goals that support a model of continuous professional growth.

Process:

In the spring of each year, when all forms have been completed by both the evaluator and the teacher, a conference is held to discuss the teacher's overall performance. The teacher may bring additional evidence to that conference, and may update the Teacher Goal Form or the Professional Responsibilities Form prior to that conference. The evaluator will indicate during the conference the Component ratings and the overall summative rating that will appear on the Summative Evaluation Form. The evaluation conference may include follow up discussion on goals, clarification of issues, other ways to collect data throughout the year, and other written documentation shared with the teacher during the course of the evaluation cycle.

Procedure:

The evaluator will compile all of the data sources relative to a teacher's performance on all five Components of the system over the course of the year. That evidence shall form the basis for the Summative Evaluation conference. The evaluator will schedule the conference. The evaluator and the teacher shall review any additional evidence provided, and may begin the goal setting process for the upcoming year.

Possible Evaluator Questions for Summative Evaluation Conference:

- How did you analyze and use data on student performance to inform planning and instruction?
- Did you achieve your goal(s)?
- How did you measure attainment of your goal(s)?
- Did your goals lead to strengthened professional performance and improved student learning?
- What professional growth activities did you engage in this year?
- As you reflect on your practice, what goals do you want to achieve next year?
- What are your professional growth plans for the upcoming year?

Summative Evaluation Form (Components One through Five)

Purpose:

The purpose of the Summative Evaluation Form is to provide written feedback relative to performance of the teacher. It constitutes a written record of the conversation that took place during the Summative Evaluation conference. Hence, there should be no surprises for the teacher in the content of the written form. The Summative Evaluation is a compilation of multiple sources of data, including the Teacher Goal Form, the Professional Responsibilities Form, the Pre-Observation Form and the Observation Feedback Form(s), the conversations that surround the development and sharing of those forms, and any other previous information shared in writing. Based on all of the data and evidence collected on a teacher's performance, the evaluator rates each Component of the system, and provides an overall rating of the teacher's performance.

Process:

The content for the Summative Evaluation is based on the evidence from the observations, conferences, artifacts presented, and forms completed by both teachers and evaluators, as well as from other evidence, including written communications from the evaluator during the course of the evaluation cycle, that was collected related to the five Components.

After the Summative conference, the evaluator completes the Summative Evaluation Form.

Procedure:

To complete the Summative Evaluation, the evaluator shall rate the teacher's performance on each Component as either Satisfactory or Unsatisfactory considering all elements indicated as part of the Components and derived from the criteria listed. The meanings of these two ratings are:

Satisfactory. The teacher understands the concepts of the Component and the teacher's performance in that Component is acceptable.

Unsatisfactory. The teacher does not understand the concepts of the Component and the teacher's performance in that Component is not acceptable.

Should a teacher's performance be rated as "Unsatisfactory" in any Component, an Improvement Plan shall be developed.

The ratings are as follows:

Component 1: Planning and Preparation (must meet **4 of 5** criteria)

Component 2: Classroom Environment (must meet **8 of 11** criteria)

Component 3: Instruction (must meet **7 of 9** criteria)

Component 4: Professional Responsibilities (must meet **5 of 7** criteria)

Component 5: Student Improvement (must meet **4 of 5** criteria)

The evaluator shall also give an overall rating based on the combination of "Satisfactory" ratings of the five Components of either "Effective", "Needs Improvement", or "Ineffective." The meanings of these three overall ratings are:

Effective. The teacher has received Satisfactory Component ratings in four (4) of the five (5) Components of the appraisal criteria.

Needs Improvement. The teacher has received no more than two (2) Unsatisfactory Component ratings out of the five (5) Components of the appraisal criteria.

Ineffective. The teacher has received three (3) or more Unsatisfactory Component ratings out of the five (5) Components of the appraisal criteria or the overall rating is "Needs Improvement" for the third consecutive year.

The overall rating is based on the number of Satisfactory ratings on the five Components in this way:

Effective = Four (4) to five (5) Satisfactory Component ratings

Needs Improvement = Three (3) Satisfactory Component ratings

Ineffective = Zero (0) to two (2) Satisfactory Component ratings.

Upon receipt of the Summative Evaluation Form, a post conference can be held at the request of either the teacher or the evaluator for the purpose of presenting or requesting additional information, posing additional questions to clarify information, or submitting additional artifacts.

DPAS II Component and Summative Ratings

Component Ratings		Summative Rating	Follow-up
Satisfactory	Unsatisfactory		
5	0	Effective	May waive next annual evaluation
4	1		
3	2	Needs Improvement	Annual evaluation Improvement Plan Rating for 3 consecutive years begins “pattern of ineffective teaching”
2	3	Ineffective	Annual evaluation Improvement Plan Begins “pattern of ineffective teaching”
1	4		

Waiver Year

If an experienced teacher receives an “Effective” rating on the Summative Evaluation, the next annual summative evaluation may be waived. The evaluator shall indicate on the Summative Evaluation Form if a teacher is granted a waiver for the next year. Up to one half of the experienced teachers in a building who received a rating of “Effective” may have the annual Summative Evaluation waived. A waiver may only be granted for one year, and may not be granted for two consecutive years. Granting a waiver for an experienced teacher provides additional time for the evaluator to focus on those teachers who need additional support, who have been rated “Needs Improvement” or “Ineffective”, and who have Improvement Plans.

During the waiver year, the experienced teacher is responsible for completing and updating the Teacher Goal Form. The Professional Responsibilities Form may be updated if desired, but it is not required. A minimum of one observation, either announced or unannounced, will take place during the waiver year. The information provided on these forms and collected through the observation will be incorporated into the Summative Evaluation to be conducted the following year.

Pattern of Ineffective Teaching

A pattern of ineffective teaching shall be based on the most recent appraisal ratings of a teacher using the DPAS II process. Two consecutive ratings of Ineffective shall be deemed as a pattern of ineffective teaching.

The following appraisal ratings shall be determined to be a pattern of ineffective teaching.

YEAR 1	YEAR 2	YEAR 3
Ineffective	Ineffective	
Needs Improvement	Ineffective	Needs Improvement
Needs Improvement	Needs Improvement	Ineffective
Ineffective	Needs Improvement	Ineffective
Ineffective	Needs Improvement	Needs Improvement
Needs Improvement	Ineffective	Ineffective

Improvement Plans

Purpose:

Although there is always room for growth, unsatisfactory ratings may indicate that the teacher does not yet appear to understand the underlying concepts being taught or the best strategies with which to teach them. Working on the areas of the framework Components and their performance descriptors will enable the teacher to grow and develop in the identified area(s) of concern. Therefore, formal plans for improving performance are required.

Process:

An Improvement Plan shall be developed when:

- The evaluator has written on the Observation Feedback Form that the teacher's **Performance is Unsatisfactory** and has checked the Component(s) requiring improvement; **or**
- A teacher's performance in any Component is rated as "Unsatisfactory" on the Summative Evaluation Form; **or**
- A teacher's performance evaluation is rated as "Ineffective" on the Summative Evaluation Form; **or**
- A teacher's performance evaluation is rated as "Needs Improvement" on the Summative Evaluation Form.

Procedure:

The Recommendations for an Improvement Plan form may be filled out by the evaluator and/or the teacher. The evaluator and the teacher will have a conference to discuss the recommendations and develop the final plan on the Improvement Plan form.

Improvement Plans must include:

1. Identification of the specific deficiencies and recommended area(s) for growth.
2. Measurable goals for improving the deficiencies to satisfactory levels.
3. Specific professional development or activities to accomplish the goals.
4. Specific resources necessary to implement the plan, including, but not limited to, opportunities for the teacher to work with curriculum specialists, veteran teacher(s), and teacher-to-teacher cadre.
5. Procedures and evidence that must be collected to determine that the goals of the plan were met.
6. A timeline for the plan, including intermediate check points, to determine progress.
7. Procedures for determining satisfactory improvement.

Upon completion of the plan, the evaluator and teacher shall sign the plan, documenting the completion of the plan. The teacher shall be accountable for the implementation and completion of the plan.

Challenge Process

A teacher may challenge any rating on the Summative Evaluation, either a Component rating or the overall rating, by submitting, in writing, additional documentation specific to the point of disagreement. The teacher must submit the challenge within ten (10) working days of the date of the receipt of the Summative Evaluation Form.

It is desirable to resolve the differences with the evaluator, if at all possible. For that reason, teachers are encouraged to discuss their concerns with the evaluator, and attempt to resolve the issues prior to submitting a formal challenge. Any documents generated as part of this discussion shall be attached to the Summative Evaluation and shall become part of the record.

If resolution is not reached with the evaluator, the written response shall become part of the appraisal record and shall be attached to the Summative Evaluation. The appraisal record consists of the Pre-observation Forms, the Observation Feedback Forms, the Summative Evaluation Form, and the written challenge with documentation.

The challenge and the appraisal record shall be forwarded to the supervisor of the evaluator. Within ten (10) working days of receiving the written challenge, the supervisor of the evaluator shall review the challenge and the appraisal record and issue a written decision.

If the challenge is denied, the decision shall state the reasons for denial. The decision of the supervisor of the evaluator shall be final.

Teachers may also challenge any information on the Observation Feedback Form if an Improvement Plan is necessary. The procedures for this challenge are the same as for the Summative Evaluation as described above.

Target Dates

Observations shall not begin until after the first full week of the school year, unless an Improvement Plan calls for such an observation. Observations shall be completed before the last full week of the school year. The following are suggested target dates.

Novice Teachers

Observation 1	October 31
Observation 2	February 28
Summative Evaluation	April 30

Experienced Teachers

Observation	January 31
Summative Evaluation	April 30

IV. FORMS FOR TEACHERS

All forms are available on the web at <http://www.doe.k12.de.us/dpasii/>

**TEACHER GOAL FORM
(Component Five)**

Teacher _____ School Year _____

Grade(s) _____ Subject Area(s) _____

Evaluator _____ School _____

Complete this portion of the form and bring it with you to the goal conference.

September

Prioritize students' needs and identify the area(s) of need on which you will focus with your students this school year.

Identify the measurable indicator(s) and methods of measurement you will use to show student progress in the area(s) identified above.

Teacher
Initials _____

Evaluator
Initials _____

Date of
Conference _____

(over)

In the spring complete this portion of the form and give it to your evaluator. Attach any applicable documents.

Summarize your students' progress in the area(s) of need as shown by the indicators identified on the front side of this form.

If you met your goal(s), what conditions were most helpful?

If you did not meet your goal(s), what were your obstacles/barriers?

Teacher
Initials _____

Date
Submitted _____

**PRE-OBSERVATION FORM
FOR TEACHERS**

Teacher _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) _____

Complete this form and provide a copy to your evaluator before the pre-observation conference. Attach your detailed lesson plan, assessments, and any other applicable documents.

How does this lesson fit into the sequence of learning in your classroom?

How will you determine student progress in meeting the goals for this lesson?

(over)

For the class as a whole what challenges are presented and how are you addressing them?

Are there any characteristics of the physical space that may negatively impact student learning?
If yes, please describe.

Additional comments or information that you would like to share with your evaluator. (Optional)

Teacher
Initials _____

Evaluator
Initials _____

Date of
Conference _____

_____ Date of Receipt
by Teacher
_____ Teacher Initials

**OBSERVATION FEEDBACK FORM
FOR TEACHERS
(Components One, Two, and Three)**

Teacher _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) Observed _____

Observation Date and Time: _____

Observation Type: Announced Unannounced

Novice Teacher OR Experienced Teacher

DESCRIPTION OF LESSON:

COMPONENT 1: PLANNING AND PREPARATION

Narrative:

COMPONENT 2: CLASSROOM ENVIRONMENT

Narrative:

COMPONENT 3: INSTRUCTION

Narrative:

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

--

Improvement Plan Required for:Component 1 Component 2 Component 3

The teacher and evaluator shall sign the Observation Feedback Form to indicate that it has been reviewed and discussed, not that the teacher necessarily agrees with the observations and/or comments on this form.

Teacher's
Signature _____ Date: _____

Evaluator's
Signature _____ Date: _____

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within ten (10) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

A teacher may challenge the conclusions of a lesson observation if "**PERFORMANCE IS UNSATISFACTORY**" is written on this form. This is accomplished by submitting additional information, specific to the point of disagreement, in **writing** within **ten (10) working days** of the teacher's receipt of this form. The teacher will forward the additional information directly to the supervisor of the evaluator. Any additional information will become part of the appraisal record.

**PROFESSIONAL RESPONSIBILITIES FORM
FOR TEACHERS
(Component Four)**

Teacher _____ School Year _____

Grade(s) _____ Subject Area(s) _____

Evaluator _____ School _____

Complete this form for the current school year and submit it to your evaluator no later than January 31. You may update this information later in the cycle. (If you are on a two year cycle, this form is to be submitted by January 31 of the first year. It may be updated at any time during the cycle.)

In what ways do you ensure that families and appropriate staff are informed of student progress or needs?

List your curricular activities for this school year.

List your extra-curricular activities for this school year.

List any other professional activities, including professional development and courses, for this school year.

List any other information that you would like to share with your evaluator.

_____ Date of Receipt
by Teacher
_____ Teacher Initials

SUMMATIVE EVALUATION FORM FOR TEACHERS

Teacher _____ Evaluator(s) _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) Observed _____

Observation Date(s) _____

Novice Teacher OR Experienced Teacher

COMPONENT 1: PLANNING AND PREPARATION

- Selects goals that are clear, reflect high expectations, are consistent with DSTP levels of performance, focus on learning, align with Delaware content standards and available DSTP/district/school/program data, and are suitable for the class.
- Designs instruction that has a clearly defined structure that is appropriate for students, and matches the selected goals.
- Chooses materials and activities that match the goals and engages students in learning.
- Displays solid content and pedagogy knowledge and makes connections within the content area and with other content areas that deepen student learning. Displays an understanding of prerequisite knowledge and anticipates student misconceptions.
- Displays knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and DSTP performance levels.

Narrative:

Satisfactory Unsatisfactory

COMPONENT 2: CLASSROOM ENVIRONMENT

- Displays student work.
- Posts classroom procedures/rules stated in student friendly terms.
- Posts behavioral expectations and consequences in student friendly terms.
- Organizes, allocates, and manages physical space in ways that create a safe learning environment.
- Encourages students in assuming responsibility for following procedures.
- Uses transitions appropriately to maximize learning time.
- Monitors and responds to behavior in effective ways that minimize disruptions.
- Discusses classroom procedures/rules with students that shows shared valuing of procedures/rules.
- Interacts with students and encourages student-student interactions in ways that show rapport and mutual respect.
- Uses physical resources in ways that contribute to effective instruction.

- Makes resources available to all students.

Narrative:

Satisfactory Unsatisfactory

COMPONENT 3: INSTRUCTION

- Selects content that is aligned with the DE content standards, is appropriate, clear, and links to student knowledge and experience and the DSTP instructional needs comments.
- Selects and designs activities and assignments that engage students in the exploration of the content.
- Uses instructional materials that are suitable to the instructional goals.
- Delivers coherent instruction.
- Uses a repertoire of instructional strategies and makes adjustments to lessons as needed.
- Differentiates instruction based on learner characteristics and DSTP instructional needs comments.
- Communicates clearly in writing and verbally. Communicates in ways appropriate to students' age, background, and level of understanding.
- Asks questions that are appropriate to the content and level of students' understanding. Encourages students to pose their own questions and is responsive to student questions.
- Facilitates student-led discussions

Narrative:

Satisfactory Unsatisfactory

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

- Develops and maintains a record keeping system that is up-to-date, well-organized, accurate, and complete.
- Shares information, in a variety of ways, about the school's educational program, its alignment with the DE content standards, and expectations for student performance.
- Develops two-way communication with families about student progress, behavior, and personal needs or concerns.
- Responds to families in a timely and appropriate manner.
- Shares relevant student information with appropriate school personnel.
- Participates in professional development to increase knowledge of content and pedagogy. Chooses professional development that is clearly aligned with the needs of the school/district/and students.
- Engages in reflective thinking as an individual, as a team participant, or school/community member with the goal of improving instruction and learning.

Narrative:

Satisfactory Unsatisfactory

COMPONENT 5: STUDENT IMPROVEMENT

- Provides evidence of a positive contribution to the school's State Progress Determination.
- For the aggregate group of students taught by the teacher for the previous two years the average scale scores on the DSTP in reading and math have increased, excluding those students pursuant to 14 **Del.C.** §1270(c).
- The average scale score for the groups of students disaggregated by race/ethnicity, LEP, Special education and low income have increased for the previous two (2) years on the DSTP in reading and math, provided that there were a minimum of ten (10) students in a subgroup, excluding those students pursuant to 14 **Del.C.** §1270(c). If there were fewer than ten (10) students in a subgroup, the subgroup shall not be considered for these criteria.
- The students currently being instructed in the teacher's classroom in the aggregate have shown improvement on Classroom Based Assessments, excluding those students pursuant to 14 **Del.C.** §1270(c)
- The students currently being instructed in the teacher's classroom disaggregated by race/ethnicity, LEP, special education and low income have shown improvement on Classroom Based Assessments, provided that there were a minimum of five (5) students in a subgroup, excluding those students pursuant to 14 **Del.C.** §1270(c). If there were fewer than five (5) students in a subgroup, the subgroup shall not be considered for these criteria.

Narrative:

Satisfactory Unsatisfactory

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

SUMMATIVE EVALUATION RATING:

Effective Needs Improvement Ineffective

Improvement Plan Required for

Component 1 Component 2 Component 3 Component 4 Component 5

The teacher and evaluator shall sign the Summative Evaluation Form to indicate that it has been reviewed and discussed, not that the teacher necessarily agrees with comments on this form.

Teacher's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within ten (10) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

The teacher may challenge any rating on the Summative Evaluation by submitting additional information specific to the point of disagreement in **writing** within **ten (10) working days** of the date of the teacher's receipt of this form. The teacher will forward the additional information directly to the supervisor of the evaluator. Any additional information will become part of the appraisal record.

Status for the Next School Year

Summative Year Waiver of Summative Year

RECOMMENDATIONS FOR AN IMPROVEMENT PLAN

Preliminary Plan prepared by _____

Teacher _____ School _____

Grade(s) _____ Subject Area(s) _____

Evaluator _____ Date _____

Area(s) of Improvement _____

This information will be discussed at a conference and may be incorporated into a final Improvement Plan.

Describe specific deficiencies in performance as related to the DPAS II Component(s)/area(s).

List the specific measurable goals to improve performance to a satisfactory level. Indicate how progress will be measured for each goal.

Specify professional development activities, interventions, or resources needed to complete the Improvement Plan goals.

(over)

Indicate the sources of evidence that will be used to document the completion of the Improvement Plan. List reasonable check points and a time line for activities/events of the Improvement Plan. Specify the date by which the Improvement Plan will be completed.

Specify the procedures that will be used to collect the necessary evidence to determine that the goal(s) of the Improvement Plan are met.

Indicate how satisfactory or unsatisfactory completion of the plan will be determined. Indicate what will happen if there is unsatisfactory completion of the plan.

IMPROVEMENT PLAN

Teacher _____ School _____

Grade(s) _____ Subject Area(s) _____

Evaluator _____ Date of
Conference _____

Area(s) of
Improvement _____

The teacher and evaluator will share preliminary recommendations at an Improvement Plan conference. If consensus between the teacher and evaluator is not reached, the evaluator shall develop the Improvement Plan.

Describe specific deficiencies in performance as related to the DPAS II Component(s)/area(s).

List the specific measurable goals to improve performance to a satisfactory level. Indicate how progress will be measured for each goal.

Specify any professional development activities, interventions, or resources needed to complete the goals of the Improvement Plan.

(over)

Indicate the sources of evidence that will be used to document the completion of the Improvement Plan. List reasonable check points and a time line for activities/events of the Improvement Plan. Specify the date by which the Improvement Plan will be completed.

Specify the procedures that will be used to collect the necessary evidence to determine that the goal(s) of the Improvement Plan are met.

Indicate how satisfactory or unsatisfactory completion of the plan will be determined. Indicate what will happen if there is unsatisfactory completion of the plan.

My signature below means that I have received the Improvement Plan, understand what is expected of me, and will work on the plan as described.

Teacher's
Signature _____ Date: _____

My signature below means that I have carefully reviewed the Improvement Plan with the teacher and have clearly communicated what is expected of the educator to complete the plan.

Evaluator's
Signature _____ Date: _____

Amendments to the Plan:

If the Improvement Plan is amended during implementation, specify changes.

Teacher's
Signature _____ Date: _____

Evaluator's
Signature _____ Date: _____

Completion of the Improvement Plan:

The teacher has completed the Improvement Plan as described.

Satisfactory Unsatisfactory

Teacher's
Signature _____ Date: _____

Evaluator's
Signature _____ Date: _____

V. Sample DPAS II Form for Teachers

**TEACHER GOAL FORM
(Component Five)**

Teacher _____ School Year _____

Grade(s) 3 Subject Area(s) Math

Evaluator _____ School _____

Complete this portion of the form and bring it with you to the September conference.

September

Prioritize students' needs and identify the area(s) of greatest need you will focus on with your students this year.

My students seem to have trouble recognizing and extending patterns. For the past couple of years, over 40% of my students have received that DSTP instructional need statement (Math #12) as compared with 28% of the students in my district and school and 20% of the third graders in the state. Thus, I will strive to have fewer than 20% of my students get that INC for this year.

Identify the measurable indicator(s) and methods of measurement you will collect to show student progress in the area(s) identified above.

I have identified the Trailblazer materials dealing with patterns – both initial instruction and follow-up. Further, I have identified the Jostens software strand and assessments covering patterns. By the end of the first semester, I will have 90% of my students meeting mastery on the Jostens assessment on patterns.

Since my summative is not until next year, I will also look at the DSTP Instructional Needs Comments for this year's group of students in June and will provide you with that information as well as results from the Josten's assessment.

Teacher
Initials _____

Evaluator
Initials _____

Date of
Conference 9/8

(over)

In the spring complete this portion of the form and give it to your evaluator. Attach any applicable documents.

Spring

Summarize your students' progress in the area(s) of need as shown by the indicators identified on the front side of this form.

By January 15, all but one of my students (96%) had reached mastery on the Jostens patterns strand, and then on the spring DSTP, only two of my students (8%) got the INC on #12 on patterns.

(Information attached to show this.)

If you met your goal(s), what conditions were most helpful?

Identifying the specific needs of my students through data analysis helped me to meet my goal.

If you did not meet your goal(s), what were your obstacles/barriers?

Teacher _____ Date _____
Initials _____ Submitted 6/2

**TEACHER GOAL FORM
(Component Five)**

Teacher _____ School Year _____

Grade(s) 7 Subject Area(s) Science

Evaluator _____ School _____

Complete this portion of the form and bring it with you to the September conference.

September

Prioritize students' needs and identify the area(s) of need on which you will focus on with your students this year.

Our school is weakest in the Life Science section of the 8th grade Science DSTP. Further, of all of the units I do, my students and I seem to have the most trouble with genetics; my students don't really understand genetics. However, a new and updated kit has been developed to help improve that understanding. I plan to actively use the new genetics kit, to refine the formative assessments which we did last year with the Delaware Foundation for Science and Mathematics, and then to post examples of my students' work on those improved assessments onto the middle school science web site.

Identify the measurable indicator(s) and methods of measurement you will use to show student progress in the area(s) identified above.

I will use the new formative assessments as indicators of my students' progress in genetics. Further, I will share my students work with the other 7th grade science teacher in my school and with the state-wide group formed by the Science Coalition. Hopefully, my students will then do better in the 8th grade DSTP Life Science section.

Teacher
Initials _____

Evaluator
Initials _____

Date of
Conference _____

(over)

In the spring complete this portion of the form and give it to your evaluator. Attach any applicable documents.

Spring

Summarize your students' progress in the area(s) of need as shown by the indicators identified on the front side of this form.

We had a great time with the new kit, and I received very positive feedback from the students. Further, my student work examples were well-received by the other teachers involved in the project. Finally, I now have a much more in-depth understanding of genetics and I feel much more confident in answering student questions.

Attached is the formative assessment that I developed and used for this kit. I have also provided the information showing the number of students who got each item correct and the student's grade on the test. As you can see, all of my students scored at least a B on the test and most of them scored in the 90 to 100% correct range. There are two items on the assessment where students do not do as well...will be a focus for me next year.

If you met your goal(s), what conditions were most helpful?

Working with my team enabled me to meet my goal.

If you did not meet your goal(s), what were your obstacles/barriers?

Teacher
Initials _____

Date
Submitted _____

**TEACHER GOAL FORM
(Component Five)**

Teacher _____ School Year _____
 Grade(s) 10 Subject Area(s) Writing
 Evaluator _____ School _____

Complete this portion of the form and bring it with you to the September conference.

September

Prioritize students' needs and identify the area(s) of greatest need on which you will focus with your students this year.

For the past three years a smaller and smaller percentage of my students have "met the standards" on the 10th grade DSTP Writing test. Just a couple of years ago, we had over 80 % meeting, and now we are down below 70%. Further, my own students – despite all being in "average classes" – actually fall below the school-wide level. I had 62% meet last year and 66% the year before. Further, though we did a little better this year on the "embedded prompt," we did worse on the "stand alone." They just don't write enough; when they need to use three or four examples, they only use one or two and they don't really elaborate. Thus, I plan to pull out all of the stops to get at least 80% of my 2007 students to "meet or exceed" in writing.

Identify the measurable indicator(s) and methods of measurement you will use to show student progress in the area(s) identified above.

The two department-wide prompts will be used, and I will add two additional DSTP-like prompts just for my students. Further, I am going to switch papers with Mr. Smith on the two additional prompts to be sure that we are using the state rubric correctly and so that each paper gets scored twice. With the four sets of scores, I will chart progress and try to instigate some enthusiasm from the students; if they make major improvements, I will give them the option of dropping a homework grade.

Teacher _____ Evaluator _____ Date of
 Initials _____ Initials _____ Conference _____

(over)

In the spring complete this portion of the form and give it to your evaluator. Attach any applicable documents.

Summarize your students' progress in the area(s) of need as shown by the indicators identified on the front side of this form.

Prompt 1 – 56 % meets or exceeds

Prompt 2 – 72 % meets or exceeds

Prompt 3 – 68% meets or exceeds

Prompt 4 – 76% meets or exceeds

DSTP – 84% meets or exceeds

If you met your goal(s), what conditions were most helpful?

Working with my team partners to develop department wide prompts helped me achieve my goal.

If you did not meet your goal(s), what were your obstacles/barriers?

Teacher _____ Date _____
Initials _____ Submitted _____

**PRE-OBSERVATION FORM
FOR TEACHERS**

Teacher _____ Evaluator _____
 School _____ Date of Conference _____
 Grade(s) _____ Subject Area(s) _____

Complete this form and provide a copy to your evaluator before the pre-observation conference. Attach your detailed lesson plan, assessments, and any other applicable documents.

How does this lesson fit into the sequence of learning in your classroom?

This lesson is near the end of the learning sequence being taught over the last three weeks. Before the lesson indicated, students worked with only mixtures and solutions separately. In this lesson they are presented with a scenario in which they are expected to apply their skills and knowledge to differentiate mixtures and solutions. It covers the indicated standards for 7th grade related to chemistry in integrated science. This topic is typically on the DSTP for this age group.

How will you determine the students' progress in meeting the goals for this lesson?

Throughout the process I have been using formative assessments and providing feedback to all students on their lab work, homework, and quizzes. In the culminating events they will use rubrics to evaluate their lab manuals and complete a test on the content. Expectations are that all students will meet or exceed the categories on the rubric. On the test students will achieve 80% to meet the standard and 90% or above to exceed the standard.

For the class as a whole what challenges are presented and how are you addressing them?

Some of my students are non-English speakers and have difficulty understanding the assignments. I have paired them with strong students for group work and use graphics as often as possible to explain procedures.

(over)

Are there any characteristics of the physical space that may negatively impact student learning?
If yes, please describe.

Safety in the science lab is always a concern. At this age they should be able to handle the equipment. To assure that all are safe during the process, I always review the safety manual before we begin and have established procedures for conducting lab work. I model and review them before any group is allowed to start.

Additional comments or information that you would like to share with your evaluator (Optional).

I enjoy the classes that I am teaching and find this age group rewarding. This is my third year in the building and I have noted that we are often short on the equipment needed for lab. I was wondering if we could work on a plan to either place all equipment in a common area and sign it out, or make certain that we all have at least 20 sets of the materials required for the units. Part of the challenge I faced with this unit was the lack of materials. Since students learn by doing, I feel that I am keeping some from experiencing the hands-on activities because there are not enough supplies.

Teacher
Initials _____

Evaluator
Initials _____

Date of
Conference _____

_____ Date of Receipt
by Teacher
_____ Teacher Initials

**OBSERVATION FEEDBACK FORM
FOR TEACHERS
(Components One, Two, and Three)**

Teacher _____ Evaluator _____

School _____ Date of Conference 11/8

Grade(s) 7 Subject Area(s) Observed Science

Observation Date and Time: 11/8 10:02 – 10:47

Observation Type: Announced Unannounced

Novice Teacher OR Experienced Teacher

DESCRIPTION OF LESSON:

The teacher introduced the problem, and identified the science standard that was being addressed in this lesson. The classroom is a science lab, and materials needed for the experiment were set out on the lab tables, along with a lab manual for each team of students. A criminal case with forensic testing was used to differentiate mixtures that are solutions and those that are not. Scaffolding on previous lessons, the teacher established the expectations for the lab and provided instructions. There are twenty-two students in the class, 14 boys and 8 girls. Three of the students have been identified as having special needs. The students, working in teams of two, performed the experiment and recorded their findings in the lab manual provided. The teacher circulated from station to station, responding to occasional questions, prompting students to maintain safety rules, and monitoring progress. When students completed their experiment and recorded their results, they employed a teacher developed rubric to evaluate their performance. At the conclusion of the lab, students cleaned up their lab tables and stored the equipment with which they had been working. At the end of the class period, students were reminded that they would have a test on the content of the experiment the following day.

(over)

COMPONENT 1: PLANNING AND PREPARATION

Narrative:

The lesson plan that was submitted was standards based, as evidenced by identifying the standards to be addressed, provided evidence of prior learning. It set forth the objectives and teaching strategies that would be employed in the lesson. There was evidence of effective planning in that all materials needed for the experiment were distributed and available to students. The teacher showed where this lesson fit into the larger learning sequence. Pairing of the students was done with care and thought to accommodate the needs of special needs learners in the class. The activity was age-appropriate for the students and caught their interest because of its connection to forensic science.

COMPONENT 2: CLASSROOM ENVIRONMENT

Narrative:

The classroom rules were clearly posted. It was evident from the manner in which students conducted themselves during the lab that they were familiar with lab safety and behavioral expectations in a lab setting. They handled materials with care, wore safety glasses, and behaved in a manner that caused no disruptions or safety hazards to the class. Having all materials readily available for students maximized learning time. The students worked well in pairs, showing mutual respect for their peers and lab partners. The teacher monitored student safety and performance throughout the lab and was observant of activities taking place in the room. Students acted responsibly in cleaning up their lab areas and properly storing equipment.

COMPONENT 3: INSTRUCTION

Narrative:

The Delaware content standard for science was clearly linked to this lesson. The problem and the activity were designed to capture the interest of seventh grade students, who were actively engaged in the learning. The problem was clearly stated, and instructions were stated in clear, language. Working in pairs enabled the more able students to assist their less able peers, while both team members benefited from the activity, as was evidenced by the team evaluation using the rubric. The use of a rubric to evaluate their performance gave students the opportunity to assess their own performance. The teacher showed how this lesson fits into the overall learning sequence for the content.

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

- *Classroom organization and management were well designed and implemented. Students remained on task. There were no disruptions due to discipline issues.*
- *All materials and resources were readily available for student use. There were sufficient resources so that students did not have to wait to use specific pieces of equipment.*
- *As was discussed in our pre-observation conference, you intend to participate in a professional development cluster on standards-based middle level science. I encourage you to pursue that avenue of professional growth.*

Improvement Plan Required for:Component 1 Component 2 Component 3

The teacher and evaluator shall sign the Observation Feedback Form to indicate that it has been reviewed and discussed, not that the teacher necessarily agrees with the observations and/or comments on this form.

Teacher's
Signature _____ Date: _____

Evaluator's
Signature _____ Date: _____

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within ten (10) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

A teacher may challenge the conclusions of a lesson observation if "**PERFORMANCE IS UNSATISFACTORY**" is written on this form. This is accomplished by submitting additional information, specific to the point of disagreement, in **writing** within **ten (10) working days** of the teacher's receipt of this form. The teacher will forward the additional information directly to the supervisor of the evaluator. Any additional information will become part of the appraisal record.

**PROFESSIONAL RESPONSIBILITIES FORM
FOR TEACHERS
(Component Four)**

Teacher _____ Evaluator _____

School _____ Grade(s) _____

Subject Area(s) _____

Complete this form for the current school year and submit it to your evaluator no later than January 31. You may update this information later in the cycle. (If you are on a two year cycle, this form is to be submitted by January 31 of the first year. It may be updated at any time during the cycle.)

In what ways do you ensure that families and appropriate staff are informed of student progress or needs?

*Attend Open House and talk with them about my classes
Send home newsletters to let them know what is happening
Attend parent conferences on assigned dates*

List your curricular activities for this school year.

Attended the school session on UBD

List your extra-curricular activities for this school year.

*Coached football and track
Attended the school dances
Chaperoned the trip to Europe
Set up the athletic picnic*

List any other professional activities, including professional development and courses, for this school year.

Nothing but what we did in the school

List any other information that you would like to share with your evaluator.

I really like working with the kids in athletics it helps me get to know them better. Social studies classes are not as interesting to them.

**PROFESSIONAL RESPONSIBILITIES FORM
FOR TEACHERS
(Component Four)**

Teacher _____ Evaluator _____

School _____ Grade(s) _____

Subject Area(s) _____

Complete this form for the current school year and submit it to your evaluator no later than January 31. You may update this information later in the cycle. (If you are on a two year cycle, this form is to be submitted by January 31 of the first year. It may be updated at any time during the cycle.)

In what ways do you ensure that families and appropriate staff are informed of student progress or needs?

*Set up for Open House and included a demonstration of how to use the website to access homework
Asked the parents to complete interest inventories for their child
Determined who has access to email, a phone, and who I would have to communicate with in writing
Asked the Spanish teacher to show me how to use the translator program to change my documents to Spanish.*

List your curricular activities for this school year.

*Attended the school session on UBD
Tutor three days after school
Established a reading club for students who cannot go out to recess on my team*

List your extra-curricular activities for this school year.

none

List any other professional activities, including professional development and courses, for this school year.

*Attended school session on UBD
Completed the cluster on Assessment for Learning
Served on the school committee to review new texts for reading
Selected to assist with DSTP item writing.*

List any other information that you would like to share with your evaluator.

Thanks for your support and kindness this year. I will be starting my MI degree this fall and appreciate your encouragement.

_____ Date of Receipt
by Teacher
_____ Teacher Initials

SUMMATIVE EVALUATION FORM FOR TEACHERS

Teacher _____ Evaluator(s) _____

School _____ Date of Conference _____

Grade(s) 7 Subject Area(s) Observed Science

Observation Date(s) _____

Novice Teacher OR Experienced Teacher

COMPONENT 1: PLANNING AND PREPARATION

- Selects goals that are clear, reflect high expectations, are consistent with DSTP levels of performance, focus on learning, align with Delaware content standards and available DSTP/district/school/program data, and are suitable for the class.
- Designs instruction that has a clearly defined structure that is appropriate for students, and matches the selected goals.
- Chooses materials and activities that match the goals and engages students in learning.
- Displays solid content and pedagogy knowledge and makes connections within the content area and with other content areas that deepen student learning. Displays an understanding of prerequisite knowledge and anticipates student misconceptions.
- Displays knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and DSTP performance levels.

Narrative:

Goals for the lesson were articulated in the planning process and were made clear to students. The goals were aligned to the DE science standards. The rubric for evaluating the lab was consistent with those used to score the DSTP. It was clear that the lesson observed fit appropriately into the learning sequence for the larger unit. Students were engaged in the activity and in evaluating their own performance. The teacher demonstrated an in-depth understanding of the topic being taught, and planned appropriate activities to promote student understanding. The teacher demonstrated that she knew her students well, and used that knowledge in assigning lab partners and in providing feedback during the lab.

Satisfactory Unsatisfactory

(over)

COMPONENT 2: CLASSROOM ENVIRONMENT

- Posts classroom procedures/rules stated in student friendly terms.
- Encourages students in assuming responsibility for following procedures.
- Uses transitions appropriately to maximize learning time.
- Posts behavioral expectations and consequences in student friendly terms.
- Monitors and responds to behavior in effective ways that minimize disruptions.
- Discusses classroom procedures/rules with students that shows shared valuing of procedures/rules.
- Interacts with students and encourages student-student interactions in ways that show rapport and mutual respect.
- Displays student work.
- Organizes, allocates, and manages physical space in ways that create a safe learning environment.
- Uses physical resources in ways that contribute to effective instruction.
- Makes resources available to all students.

Narrative:

Classroom rules and procedures were posted in the room. It was obvious that students understood the rules and procedures and applied them in the lab setting. Having all materials set out for the students at the beginning of the lab provided for a smooth transition to the lab and maximized student learning time. There were sufficient materials and resources available so that students did not have to wait to use things. The teacher monitored student behavior and responded appropriately to questions. The room was organized for the lab activity and the teacher was aware of the need for safety in a lab setting, reminding students as she monitored their progress. Students behaved, and displayed respectful relations with their peers and their teacher.

Satisfactory Unsatisfactory

COMPONENT 3: INSTRUCTION

- Selects content that is aligned with the DE content standards, is appropriate, clear, and links to student knowledge and experience and the DSTP instructional needs comments.
- Selects and designs activities and assignments that engage students in the exploration of the content.
- Uses instructional materials that are suitable to the instructional goals.
- Delivers coherent instruction.
- Uses a repertoire of instructional strategies and makes adjustments to lessons as needed.
- Differentiates instruction based on learner characteristics and DSTP instructional needs comments.
- Communicates clearly in writing and verbally. Communicates in ways appropriate to students' age, background, and level of understanding.
- Asks questions that are appropriate to the content and level of students' understanding. Encourages students to pose their own questions and is responsive to student questions.
- Facilitates student-led discussions

Narrative:

The content is aligned with the DE science standards. Efforts to scaffold onto students' prior knowledge were evident and connected. The materials used were appropriate for the activity and furthered the learning goal. The teacher employed an appropriate array of teaching strategies and engaged students in their own learning and in the assessment of their learning, through the use of rubrics. The materials provided in the lab manual and the instructions were stated and communicated to the students in a manner they understood. Questions posed to students while they engaged in the lab activities were thoughtful and probing, and served to extend student learning.

Satisfactory Unsatisfactory

(over)

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

- Shares information, in a variety of ways, about the school's educational program, its alignment with the DE content standards, and expectations for student performance.
- Develops two-way communication with families about student progress, behavior, and personal needs or concerns.
- Responds to families in a timely and appropriate manner.
- Develops and maintains a record keeping system that is up-to-date, well-organized, accurate, and complete.
- Shares relevant student information with appropriate school personnel.
- Participates in professional development to increase knowledge of content and pedagogy. Chooses professional development that is clearly aligned with the needs of the school/district/and students.
- Engages in reflective thinking as an individual, as a team participant, or school/community member with the goal of improving instruction and learning.

Narrative:

Efforts to communicate with families in a variety of ways, including phone, e-mail, and written correspondence were noted. Seeking help in having materials translated into Spanish was appropriate for the parents of the growing population of ELL students in the school. Student records are appropriately maintained in e-school. The teacher's organization of the student trip to Europe over Spring Break were well-received by students, their parents, and your peers. Your plans to enroll in a cluster to further your knowledge is acknowledged as a professional development activity.

Satisfactory Unsatisfactory

COMPONENT 5: STUDENT IMPROVEMENT

- Provides evidence of a positive contribution to the school's State Progress Determination.
- For the aggregate group of students taught by the teacher for the previous two years the average scale scores on the DSTP in reading and math have increased, excluding those students pursuant to 14 **Del.C.** §1270(c).
- The average scale score for the groups of students disaggregated by race/ethnicity, LEP, Special education and low income have increased for the previous two (2) years on the DSTP in reading and math, provided that there were a minimum of ten (10) students in a subgroup, excluding those students pursuant to 14 **Del.C.** §1270(c). If there were fewer than ten (10) students in a subgroup, the subgroup shall not be considered for these criteria.
- The students currently being instructed in the teacher's classroom in the aggregate have shown improvement on Classroom Based Assessments, excluding those students pursuant to 14 **Del.C.** §1270(c)
- The students currently being instructed in the teacher's classroom disaggregated by race/ethnicity, LEP, special education and low income have shown improvement on Classroom Based Assessments, provided that there were a minimum of five (5) students in a subgroup, excluding those students pursuant to 14 **Del.C.** §1270(c). If there were fewer than five (5) students in a subgroup, the subgroup shall not be considered for these criteria.

Narrative:

The teacher reviewed school wide, aggregated and disaggregated DSTP data and data on your individual students, and used that analysis, with your grade level team to inform instruction. The teacher's goal of increasing the number of special education students who score satisfactorily on your classroom based assessments has been met. The teacher's participation in the after school DSTP tutoring program is expected to have a positive impact on the school's overall performance on the DSTP.

Satisfactory Unsatisfactory

(over)

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

- *Classroom organization and management were well designed and implemented. Students remained on task. There were no disruptions due to discipline issues.*
- *All materials and resources were readily available for student use. There were sufficient resources so that students did not have to wait to use specific pieces of equipment.*
- *Participating in the DSTP after school tutoring program is a valuable contribution to the school.*
- *Helping to lead the student trip to Europe over Spring Break provided students with a valuable learning experience.*
- *As was discussed in our pre-observation conference, you intend to participate in a professional development cluster on standards-based middle level science. I encourage you to pursue that avenue of professional growth.*

SUMMATIVE EVALUATION RATING:

Effective Needs Improvement Ineffective

Improvement Plan Required for

Component 1 Component 2 Component 3 Component 4 Component 5

The teacher and evaluator shall sign the Summative Evaluation Form to indicate that it has been reviewed and discussed, not that the teacher necessarily agrees with comments on this form.

Teacher's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within ten (10) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

The teacher may challenge any rating on the Summative Evaluation by submitting additional information specific to the point of disagreement in **writing** within **ten (10) working days** of the date of the teacher's receipt of this form. The teacher will forward the additional information directly to the supervisor of the evaluator. Any additional information will become part of the appraisal record.

Status for the Next School Year

Summative Year Waiver of Summative Year

RECOMMENDATIONS FOR AN IMPROVEMENT PLAN

Preliminary Plan prepared by _____

Teacher _____ School _____

Grade(s) 7 Subject Area(s) Science

Evaluator _____ Date _____

Area(s) of Improvement Planning and Preparation

This information will be discussed at a conference and may be incorporated into a final Improvement Plan.

Describe specific deficiencies in performance as related to the DPAS II Component(s)/area(s).

Lesson plans do not reflect connection to DE content standards, and do not reflect evidence of an understanding of planning a logical, coherent sequence of instruction. There does not appear to be an understanding of how to design instruction that matches identified goals and is appropriate for students. Your knowledge of the content area appears to be weak.

List the specific measurable goals to improve performance to a satisfactory level. Indicate how progress will be measured for each goal.

Lesson plans will display a clear connection to DE content standards, as measured by a review of lesson plans. Lessons will be demonstrated to be clearly part of a coherent sequence of instruction, as measured by review of a complete unit of instruction. Instruction will match identified goals and will be appropriate for students, as measured by at least two additional classroom observations during the year. Content knowledge will be strengthened by satisfactorily completing a course in middle level science or participating in a cluster in seventh grade science.

Specify professional development activities, interventions, or resources needed to complete the Improvement Plan goals.

The Science Teacher-to-Teacher Cadre specialist will model lessons, and will work with the teacher to develop lessons that are aligned to DE science standards.

(over)

Indicate the sources of evidence that will be used to document the completion of the Improvement Plan. List reasonable check points and a time line for activities/events of the Improvement Plan. Specify the date by which the Improvement Plan will be completed.

Evidence that will be used to document completion of the Improvement Plan include lesson plans, a unit of study, at least two observations, preceded by pre-observation forms and conferences, and evidence of satisfactory completion of a content course or 7th grade science cluster. Two observations will take place between February and May. In December and January, the Science Teacher-to-Teacher Cadre specialist will model at least two lessons and will provide assistance in developing standards based lesson plans and a coherent sequence of instruction. A final observation conducted no later than October 1 will be conducted to reflect professional development activities engaged in over the summer.

Specify the procedures that will be used to collect the necessary evidence to determine that the goal(s) of the Improvement Plan are met.

Evidence of lesson plans aligned with DE content standards and developed as part of a learning sequence will be gathered through collecting lesson plans, a pre-observation conference prior to each of the two announced observations, and observations of lessons. Copies of a grade report or certificate of completion of a cluster will be collected, as well.

Indicate how satisfactory or unsatisfactory completion of the plan will be determined. Indicate what will happen if there is unsatisfactory completion of the plan.

Lesson plans and a unit plan which are aligned to the DE science standards and reflect a coherent sequence of instruction will be partial evidence of satisfactory completion of the Improvement Plan. Classroom observations which reflect those lesson plans will also be used as evidence. Evidence of satisfactory completion of either a content course or cluster will also be used as partial evidence of satisfactory completion of the Improvement Plan. Taken together, these three sources of evidence will serve to determine satisfactory completion of the Improvement Plan. Failure to develop standards based lessons that are a clear part of a coherent sequent of instruction shall result in additional, more intensive intervention. Failure to complete the course or cluster will be deemed evidence of unsatisfactory completion of the plan.

IMPROVEMENT PLAN

Teacher _____ School _____

Grade(s) 7 Subject Area(s) ScienceEvaluator _____ Date of Conference 11/20Area(s) of Improvement Planning and Preparation

The teacher and evaluator will share preliminary recommendations at an Improvement Plan conference. If consensus between the teacher and evaluator is not reached, the evaluator shall develop the Improvement Plan.

Describe specific deficiencies in performance as related to the DPAS II Component(s)/area(s).

Lesson plans do not reflect connection to DE content standards, and do not reflect evidence of an understanding of planning a logical, coherent sequence of instruction. There does not appear to be an understanding of how to design instruction that matches identified goals and is appropriate for students. Your knowledge of the content area appears to be weak.

List the specific measurable goals to improve performance to a satisfactory level. Indicate how progress will be measured for each goal.

Lesson plans will display a clear connection to DE content standards, as measured by a review of lesson plans. Lessons will be demonstrated to be clearly part of a coherent sequence of instruction, as measured by review of a complete unit of instruction. Instruction will match identified goals and will be appropriate for students, as measured by at least two additional classroom observations during the year. Content knowledge will be strengthened by satisfactorily completing a course in middle level science or participating in a cluster in seventh grade science.

Specify any professional development activities, interventions, or resources needed to complete the goals of the Improvement Plan.

(over)

The Science Teacher-to-Teacher Cadre specialist will model lessons, and will work with the teacher to develop lessons that are aligned to DE science standards. The teacher will complete the seventh grade science cluster offered by the DE Science Coalition.

Indicate the sources of evidence that will be used to document the completion of the Improvement Plan. List reasonable check points and a time line for activities/events of the Improvement Plan. Specify the date by which the Improvement Plan will be completed.

Evidence that will be used to document completion of the Improvement Plan include lesson plans, a unit of study, at least two observations, preceded by pre-observation forms and conferences, and evidence of satisfactory completion of the seventh grade science cluster. Two observations will take place between February and May. In December and January, the Science Teacher-to-Teacher Cadre specialist will model at least two lessons and will provide assistance in developing standards based lesson plans and a coherent sequence of instruction. A final observation conducted no later than October 1 will be conducted to reflect professional development activities engaged in over the summer. The Improvement Plan will be completed by October 1.

Specify the procedures that will be used to collect the necessary evidence to determine that the goal(s) of the Improvement Plan are met.

Evidence of lesson plans aligned with DE content standards and developed as part of a learning sequence will be gathered through collecting lesson plans, a pre-observation conference prior to each of the two announced observations, and observations of lessons. Copies of a certificate of completion of a cluster will be collected, as well.

Indicate how satisfactory or unsatisfactory completion of the plan will be determined. Indicate what will happen if there is unsatisfactory completion of the plan.

Lesson plans and a unit plan which are aligned to the DE science standards and reflect a coherent sequence of instruction will be partial evidence of satisfactory completion of the Improvement Plan. Classroom observations which reflect those lesson plans will also be used as evidence. Evidence of satisfactory completion of a cluster will also be used as partial evidence of satisfactory completion of the Improvement Plan. Taken together, these three sources of evidence will serve to determine satisfactory completion of the Improvement Plan. Failure to develop standards based lessons that are a clear part of a coherent sequent of instruction shall result in additional, more intensive intervention. Failure to complete the cluster will be deemed evidence of unsatisfactory completion of the plan.

My signature below means that I have received the Improvement Plan, understand what is expected of me, and will work on the plan as described.

Teacher's
Signature _____ Date: _____

My signature below means that I have carefully reviewed the Improvement Plan with the teacher and have clearly communicated what is expected of the educator to complete the plan.

Evaluator's
Signature _____ Date: _____

Amendments to the Plan:

If the Improvement Plan is amended during implementation, specify changes.

Teacher's
Signature _____ Date: _____

Evaluator's
Signature _____ Date: _____

Completion of the Improvement Plan:

The teacher has completed the Improvement Plan as described.

Satisfactory Unsatisfactory

Teacher's
Signature _____ Date: _____

Evaluator's
Signature _____ Date: _____

VI. Appendices

106 Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II)

1.0 The Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) shall be effective for only those districts participating in the pilot of this process.

1.1 For teachers participating in the pilot, any rating received on a Summative Evaluation conducted during the pilot period shall not be included in the determination of a pattern of ineffective teaching as defined in 7.0.

2.0 Definitions

“Announced Observation” shall consist of the Pre-Observation Form and conference with the evaluator, an observation by the evaluator at an agreed upon date and time, and the associated formative conferences/reports. The observation shall be of sufficient length, at least twenty (20) minutes, to analyze the lesson and assess performance.

“Board” shall mean a local board of education or charter school board of directors.

“Certified Evaluator” shall mean the individual, usually the supervisor of the teacher, who has successfully completed the evaluation training in accordance with 9.0.

“DPAS” shall mean the Delaware Performance Appraisal System in effect prior to **DPAS II**.

“Experienced Teacher” shall mean a teacher who holds valid and current Continuing or Advanced License, or Standard or Professional Status Certificate issued prior to August 1, 2003.

“Improvement Plan” shall be the plan that a teacher and evaluator mutually develop in accordance with section 8.0.

“Novice Teacher” shall mean a teacher who holds a valid and current Initial License.

“Satisfactory Component Rating” shall mean the teacher understands the concepts of the Component and the teacher’s performance in that Component is acceptable.

“Satisfactory Evaluation” shall be used to qualify for a continuing license and shall be equivalent to the overall “Effective” or “Needs Improvement” rating on the Summative Evaluation.

“Summative Evaluation” shall be the rating process at the conclusion of the appraisal cycle.

“Technical Assistance Document” shall mean the manual that contains the prescribed forms, detailed procedures, specific details about the 5 Components of evaluation and other relevant documents that assist in the appraisal process.

“Unannounced Observation” shall consist of an observation by the evaluator at a date and time that has not been previously arranged and the associated formative conferences/reports. The observation shall be of sufficient length, at least twenty (20) minutes, to analyze the

lesson and assess performance.

“Unsatisfactory Component Rating” shall mean that the teacher does not understand the concepts of the Component and the teacher’s performance in that Component is not acceptable.

“Unsatisfactory Evaluation” shall be the equivalent to the overall “Ineffective” rating on the Summative Evaluation.

3.0 Appraisal Cycles

3.1 Experienced teachers who have earned a rating of “Effective” on their most recent Summative Evaluation shall receive a minimum of one (1) Announced Observation each year with a Summative Evaluation at the end of the one year period. The minimum annual evaluation for an experienced teacher, who has earned an effective rating, may be waived for the subsequent year but not for two (2) consecutive years. Up to one half of the experienced teachers in a building who received a rating of “Effective” or “Exemplary” on the most recent DPAS Performance Appraisal may have the annual Summative Evaluation waived.

3.2 Experienced teachers who have earned a rating of “Needs Improvement” or “Ineffective” on their most recent Summative Evaluation shall receive a minimum of one (1) Announced Observation and one (1) Unannounced Observation with a Summative Evaluation at the end of the one year period. These teachers shall have an Improvement Plan which may require additional observations and other types of monitoring as outlined in the Technical Assistance Document.

3.3 Novice teachers shall receive a minimum of one (1) Announced Observation and one (1) Unannounced Observation with a Summative Evaluation at the end of the one year period. Novice teachers who have earned a rating of “Needs Improvement” or “Ineffective” on their most recent Summative Evaluation shall have an Improvement Plan which may require additional observations or other types of monitoring as outlined in the Technical Assistance Document.

4.0 Technical Assistance Document

4.1 All districts and charter schools shall use the document entitled *Delaware Performance Appraisal System (DPAS) II Technical Assistance Document* as developed by the Department of Education to assist in the implementation of the appraisal system. The Technical Assistance Document shall be reviewed biannually by the State Board of Education. Any recommendations for change shall be submitted to the Department of Education for consideration.

4.2 The Document shall contain, at a minimum, the following:

4.2.1 Specific details about each of the five (5) Components listed in 5.1.

4.2.2 All forms or documents needed to complete the requirements of the appraisal process including Announced Observation, Unannounced Observation, Summative Evaluation, Improvement Plan and Challenge Form.

4.2.3 Specific procedures for observations, conferences, ratings, Summative Evaluation, Improvement Plan(s), and Challenges.

5.0 Appraisal Criteria

5.1 The following five (5) Components shall be the basis upon which the performance of a teacher shall be evaluated by a certified evaluator:

5.1.1 Planning and Preparation

5.1.1.1 Selecting Instructional Goals: Teacher selects instructional goals that are aligned with the DE content standards and available DSTP/district/school/program data. Goals are appropriate for the learners and reflect high expectations consistent with DSTP levels of performance.

5.1.1.2 Designing Coherent Instruction: Teacher plans for learning activities that align with the goals and supports student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the DE content standards.

5.1.1.3 Demonstrating Knowledge of Content and Pedagogy: Teacher shows his/her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections between content areas that deepen student learning. The content that he/she teaches is aligned to the DE content standards.

5.1.1.4 Demonstrating Knowledge of Students: Teacher shows an awareness of his/her knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and DSTP performance levels.

5.1.2 Classroom Environment

5.1.2.1 Managing Classroom Procedures: Teacher has clearly defined procedures for managing learning time, transitions between learning events, and routine procedures that maximize learning time.

5.1.2.2 Managing Student Behavior: Teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.

5.1.2.3 Creating an Environment to Support Learning: Teacher creates an atmosphere in which learning is valued. Teacher-student and student-student interactions show rapport that is grounded in mutual respect.

5.1.2.4 Organizing Physical Space: Teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and make resources accessible to all students.

5.1.3 Instruction

5.1.3.1 Engaging Students in Learning: Content is appropriate, clear, and links to

student knowledge and experience. Content is aligned with the DE content standards and informed by the DSTP instructional needs comments. Activities and assignments engage students in the exploration of the content. Instructional materials are suitable to the instructional goals. The instruction is coherent.

5.1.3.2 Demonstrating Flexibility and Responsiveness: Teacher has a repertoire of instructional strategies and makes modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and DSTP instructional needs comments.

5.1.3.3 Communicating Clearly and Accurately: Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.

5.1.3.4 Using Questioning and Discussion Techniques: Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student-led discussions.

5.1.4 Professional Responsibilities

5.1.4.1 Communicating with Families: Teacher shares information about the school's educational program, its alignment with the DE content standards, and expectations for student performance. Teacher develops two-way communication with families about student progress, behavior, and personal needs or concerns.

5.1.4.2 Developing a Student Record System: Teacher keeps records of attendance, emergency contact information, personal information (such as: allergies, medications, accommodations), and behavior. Shares relevant information with appropriate school personnel.

5.1.4.3 Growing and Developing Professionally: Teacher participates in professional development to increase his/her knowledge of content and pedagogy. Teacher chooses professional development that is aligned with the needs of the school/district/students.

5.1.4.4 Reflecting on Professional Practice: Teacher engages in reflective thinking as an individual, as a team participant, or as a school/community member with the goal of improving instruction and learning.

5.1.5 Student Improvement

5.1.5.1 Showing Improvement on the DSTP: Teacher uses DSTP data analysis to inform classroom improvement, curriculum and instruction decisions.

5.1.5.2 Aligning Assessments to Learning Goals and DSTP: Teacher creates dependable assessments and scoring criteria that accurately measure the learning goals based on the DE content standards and DSTP and classroom performance assessments and that yield data about student needs and progress relative to the content standards measured by the DSTP.

5.2 Each of the five (5) Components shall be weighted equally and assigned a rating of

Satisfactory or Unsatisfactory on the Summative Evaluation.

5.2.1 Planning and Preparation

5.2.1.1 A satisfactory rating for this Component shall mean the teacher demonstrates acceptable performance by meeting at least 4 of the following 5 criteria:

5.2.1.1.1 Selects goals that are clear, reflect high expectations, are consistent with DSTP levels of performance, focus on learning, align with Delaware content standards and available DSTP/district/school/program data, and are suitable for the class.

5.2.1.1.2 Designs instruction that has a clearly defined structure, is appropriate for students, and matches the selected goals.

5.2.1.1.3 Chooses materials and activities that match the goals and engage students in learning.

5.2.1.1.4 Displays solid content and pedagogy knowledge and makes connections within the content area and with other content areas that deepen student learning. Displays an understanding of prerequisite knowledge and anticipates student misconceptions.

5.2.1.1.5 Displays knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and DSTP performance levels.

5.2.2 Classroom Environment

5.2.2.1 A satisfactory rating for this Component shall mean the teacher demonstrates acceptable performance by meeting at least 8 of the following 11 criteria:

5.2.2.1.1 Posts classroom procedures/rules stated in student friendly terms.

5.2.2.1.2 Encourages students in assuming responsibility for following procedures.

5.2.2.1.3 Uses transitions appropriately to maximize learning time.

5.2.2.1.4 Posts behavioral expectations and consequences in student friendly terms.

5.2.2.1.5 Monitors and responds to behavior in effective ways that minimize disruptions.

5.2.2.1.6 Discusses classroom procedures/rules with students in ways that show shared valuing of procedures/rules.

5.2.2.1.7 Interacts with students and encourages student-student interactions in ways that show rapport and mutual respect.

5.2.2.1.8 Displays student work.

5.2.2.1.9 Organizes, allocates, and manages physical space in ways that create a safe learning environment.

5.2.2.1.10 Uses physical resources in ways that contribute to effective instruction.

5.2.2.1.11 Makes resources available to all students.

5.2.3 Instruction

5.2.3.1 A satisfactory rating for this Component shall mean the teacher demonstrates acceptable performance by meeting at least 7 of the following 9 criteria:

5.2.3.1.1 Selects content that is aligned with the DE content standards, is appropriate, clear, and links to student knowledge and experience and the DSTP instructional needs comments.

5.2.3.1.2 Selects and designs activities and assignments that engage students in the exploration of the content.

5.2.3.1.3 Uses instructional materials that are suitable to the instructional goals.

5.2.3.1.4 Delivers coherent instruction.

5.2.3.1.5 Uses a repertoire of instructional strategies and makes adjustments to lessons as needed.

5.2.3.1.6 Differentiates instruction based on learner characteristics and DSTP instructional needs comments.

5.2.3.1.7 Communicates clearly in writing and verbally. Communicates in ways appropriate to students' age, background, and level of understanding.

5.2.3.1.8 Asks questions that are appropriate to the content and level of students' understanding. Encourages students to pose their own questions and is responsive to student questions.

5.2.3.1.9 Facilitates student-led discussions.

5.2.4 Professional Responsibilities

5.2.4.1 A satisfactory rating for this Component shall mean the teacher demonstrates acceptable performance by meeting at least 5 of the following 7 criteria:

5.2.4.1.1 Shares information, in a variety of ways, about the school's educational program, its alignment with the DE content standards, and expectations for student performance.

5.2.4.1.2 Develops two-way communication with families about student progress, behavior, and personal needs or concerns.

5.2.4.1.3 Responds to families in a timely and appropriate way.

5.2.4.1.4 Develops and maintains a record keeping system that is up-to-date, well-organized, accurate, and complete.

5.2.4.1.5 Shares relevant student information with appropriate school personnel.

5.2.4.1.6 Participates in professional development to increase knowledge of content and pedagogy. Chooses professional development that is clearly aligned with the needs of the school/district/and students.

5.2.4.1.7 Engages in reflective thinking as an individual, as a team participant, or school/community member with the goal of improving instruction and learning.

5.2.5 Student Improvement

5.2.5.1 A satisfactory rating shall mean the teacher demonstrates acceptable performance in this Component by meeting all of the criteria set forth below:

5.2.5.1.1 The teacher provides evidence of a positive contribution to the school's State Progress Determination.

5.2.5.1.2 For the aggregate group of students taught by the teacher for the previous two years the average scale scores on the DSTP in reading and math have increased, excluding those students pursuant to 14 **Del.C.** §1270(c).

5.2.5.1.3 The average scale score for the groups of students disaggregated by race/ethnicity, LEP, Special education and low income have increased for the previous two (2) years on the DSTP in reading and math, provided that there were a minimum of ten (10) students in a subgroup, excluding those students pursuant to 14 **Del.C.** §1270(c). If there were fewer than ten (10) students in a subgroup, the subgroup shall not be considered for these criteria.

5.2.5.1.4 The students currently being instructed in the teacher's classroom in the aggregate have shown improvement on Classroom Based Assessments, excluding those students pursuant to 14 **Del.C.** §1270(c)

5.2.5.1.5 The students currently being instructed in the teacher's classroom disaggregated by race/ethnicity, LEP, special education and low income have shown improvement on Classroom Based Assessments, provided that there were a minimum of five (5) students in a subgroup, excluding those students pursuant to 14 **Del.C.** §1270(c). If there were fewer than five (5) students in a subgroup, the subgroup shall not be considered for these criteria.

6.0 Summative Evaluation Ratings

6.1 The Summative Evaluation shall include ratings of Satisfactory or Unsatisfactory on each of the five (5) components pursuant to 5.0.

6.2 The Summative Evaluation shall also include one of three overall ratings: "Effective",

“Needs Improvement”, or “Ineffective”.

6.2.1 Effective shall mean that the teacher has received Satisfactory Component ratings in Component 5, Student Improvement and in at least three (3) of the other four (4) components of the appraisal criteria.

6.2.2 Needs Improvement shall mean that the teacher has received at least three (3) Satisfactory Component ratings out of the five (5) components of the appraisal criteria.

6.2.2.1 A teacher who has received an unsatisfactory rating on the student improvement Component may have their next Summative Evaluation delayed until the Delaware Student Testing Program (DSTP) data is available for the current group of students the teacher is instructing.

6.2.3 Ineffective shall mean that the teacher has received three (3) or more Unsatisfactory Component ratings out of the five (5) Components of the appraisal criteria.

6.2.3.1 A teacher who has received an unsatisfactory rating on the student improvement Component may have their next Summative Evaluation delayed until the Delaware Student Testing Program (DSTP) data is available for the current group of students the teacher is instructing.

6.2.3.2 If the teacher’s overall Summative Evaluation rating is determined to be “Needs Improvement” for the third consecutive year, the rating shall be re-categorized as Ineffective.

7.0 A pattern of ineffective teaching shall be based on the most recent appraisal ratings of a teacher using the DPAS II process. Two consecutive ratings of Ineffective shall be deemed as a pattern of ineffective teaching. The following appraisal ratings shall be determined to be a pattern of ineffective teaching:

Ineffective	Ineffective	
Needs Improvement	Ineffective	Needs Improvement
Needs Improvement	Needs Improvement	Ineffective
Ineffective	Needs Improvement	Ineffective
Ineffective	Needs Improvement	Needs Improvement
Needs Improvement	Ineffective	Ineffective

8.0 Improvement Plan

8.1 An Improvement Plan shall be developed for a teacher who receives an overall rating of Needs Improvement or Ineffective on the Summative Evaluation or a rating of Unsatisfactory (Unsatisfactory Component Rating) on any Component on the Summative Evaluation regardless of the overall rating.

8.1.1 An Improvement Plan shall also be developed if a teacher's performance during an observed lesson is unsatisfactory. This unsatisfactory performance shall be noted by the evaluator on the Formative Feedback form by typing "PERFORMANCE IS UNSATISFACTORY" and initialing the statement.

8.2 The Improvement Plan shall contain the following:

8.2.1 Identification of the specific deficiencies and recommended area(s) for growth;

8.2.2 Measurable goals for improving the deficiencies to satisfactory levels;

8.2.3 Specific professional development or activities to accomplish the goals;

8.2.4 Specific resources necessary to implement the plan, including but not limited to, opportunities for the teacher to work with curriculum specialist(s), subject-area specialist(s), instructional specialist(s) or others with relevant expertise;

8.2.5 Procedures and evidence that must be collected to determine that the goals of the plan were met;

8.2.6 Timeline for the plan, including intermediate check points to determine progress;

8.2.7 Procedures for determining satisfactory improvement.

8.3 The Improvement Plan shall be developed cooperatively by the teacher and evaluator. If the plan cannot be cooperatively developed, the evaluator shall have the authority and responsibility to determine the plan as specified in 8.2 above.

8.4 The teacher shall be held accountable for the implementation and completion of the Improvement Plan.

8.5 Upon completion of the Improvement Plan, the teacher and evaluator shall sign the documentation that determines the satisfactory or unsatisfactory completion of the plan.

9.0 Evaluator Credentials

9.1 Evaluators shall have completed the DPAS II training as developed by the Department of Education. Evaluators shall receive a certificate of completion which is valid for five (5) years and is renewable upon completion of professional development focused on DPAS II as specified by the Department of Education.

9.2 The training for the certificate of completion shall include techniques of observation and

conferencing, content and relationships of frameworks for teaching training and a thorough review of the Technical Assistance Document. Activities in which participants practice implementation of DPAS II procedures shall be included in the training.

9.3 The credentialing process shall be conducted by the Department of Education.

10.0 Challenge Process

10.1 A teacher may challenge any rating on the Summative Evaluation, either a Component Rating or the Overall Rating, or a teacher may challenge the conclusions of a lesson observation if the statement "PERFORMANCE IS UNSATISFACTORY" has been included on the Formative Feedback form by submitting additional information specific to the point of disagreement in writing within ten (10) working days of the date of the teacher's receipt of the Summative Evaluation. Such written response shall become part of the appraisal record and shall be attached to the Summative Evaluation. All challenges together with the record shall be forwarded to the supervisor of the evaluator.

10.1.1 Within ten (10) working days of receiving the written challenge, the supervisor of the evaluator shall review the record which consists of the Pre-observation Form(s), the Formative Feedback Form(s), the Summative Evaluation and the written challenge, and issue a written decision.

10.1.2 If the challenge is denied, the decision shall state the reasons for denial.

10.1.3 The decision of the supervisor of the evaluator shall be final.

8 DE Reg. 431 (9/1/04)

The Delaware Professional Teaching Standards

#1 Content	The teacher understands the core concepts and structure(s) of the discipline(s) and creates learning experiences that make the content meaningful to students.
#2 Human Development and Learning	The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional and physical development of the students.
#3 Diverse Learners	The teacher understands how students differ and adapts instruction for diverse learners.
#4 Communication	The teacher understands and uses effective communication.
#5 Learning Environment	The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.
#6 Planning for Instruction	The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards.
#7 Instructional Strategies	The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.
#8 Assessment	The teacher understands multiple assessment strategies and uses them for the continuous development of students.
#9 Professional Growth	The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.
#10 Professional Relationships	The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.
#11 Educational Technology	The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.
#12 Professional Conduct	The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.

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