Delaware Performance Appraisal System
Building greater skills and knowledge for educators

DPAS-II Guide (Revised) for Teachers

Updated August 2017

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Purpose of the Delaware Performance Appraisal System II (DPAS II)

DPAS II is Delaware's statewide educator evaluation system. As a statewide system, DPAS II establishes consistent educator and student performance expectations and outcomes across all schools. There are multiple versions of DPAS II:
1. DPAS II for Teachers
2. DPAS II for Specialists
3. DPAS II for Assistant Principals
4. DPAS II for Principals
5. DPASII for District Administrators

The three main purposes of DPAS II are to assure and support
- Educators' professional growth
- Continuous improvement of student outcomes
- Quality educators in every school building and classroom

Role of DPAS II for Teachers

DPAS II for Teachers supports professional growth by helping evaluators and teachers identify areas for growth and opportunities to enhance teachers' skills and knowledge through:
- Self-assessment and reflection
- Working collaboratively with colleagues to improve curriculum, assessment, instruction, and other classroom practices
- Conducting action research
- Designing and piloting new instructional programs or techniques
- Analyzing student and school data to shape the school program and classroom instruction
- Other learning opportunities

DPAS II for Teachers supports continuous improvement of instructional practice and student outcomes by helping evaluators and teachers monitor professional growth and student improvement. Teaching is a complex and ever-changing profession requiring a teacher's commitment to continuously improve his or her practice and, in turn, student performance. Teachers need opportunities to try new tools, methods, and approaches for instruction. At the same time, these opportunities must be monitored to ensure that students are reaping the intended benefits.

DPAS II for Teachers assures quality teachers in every classroom by helping evaluators and teachers select credible evidence about teacher performance. Evaluators use this evidence to make important decisions such as:
- Recognizing and rewarding effective practice
- Recommending continued employment and/or career growth opportunities
- Recommending strategies and/or activities that will enhance teacher effectiveness
- Developing a plan to improve teacher performance
- Beginning dismissal proceedings

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Who is evaluated through DPAS II for Teachers?

For the purposes of DPAS II, a Teacher is defined as an educator who
- holds a valid Delaware teaching license (either initial, continuing, or advanced) OR professional salary certificate issued by DOE prior to August 31, 2003
- holds a Delaware certificate in a particular content area, such as English or mathematics or in a category e.g., elementary or special education; *and*
- is employed as either a part-time or a full-time teacher in a Delaware public school.

All Teachers who meet these criteria will follow the evaluation procedures outlined in DPAS II for Teachers. Categories include, but are 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.

Specialists in the Classroom
In addition, any Specialist, as defined in the Specialist DPAS II regulation, who teaches in a classroom setting part of the instructional day may be evaluated using the Teacher appraisal process (DPAS II for Teachers).

Who evaluates teachers through DPAS II for Teachers?

Delaware Administrative Code and regulation 106A requires all school districts and charter schools to evaluate teachers using the DPAS II Guide Revised for Teachers, unless approved by the Delaware Department of Education to use an alternative educator evaluation system. This regulation also requires all Evaluators to complete DPAS II training and credentialing, as developed by the Delaware Department of Education.

"Evaluator" shall mean a Credentialed Observer who is responsible for a teacher's Summative Evaluation. The assigned Evaluator shall generally conduct a teacher's required observations as part of the appraisal cycle; however, the assigned Evaluator may designate another person who is also a Credentialed Observer to conduct the required observations.

Design of DPAS II: Delaware's Professional Teaching Standards and Framework for Teaching

The Delaware Framework for Teaching, the basis for DPAS II, is aligned to the Delaware Professional Teaching Standards and is based on Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching (2nd Edition)*.

The Delaware Professional Teaching Standards establish a common set of knowledge, skills, and attributes expected of Delaware's teachers. These standards are outlined in regulation. The Delaware framework and DPAS II are a modified version of Danielson's influential work with student improvement added as one of five Components for teacher evaluation.

Delaware's framework for teaching defines professional practice and outlines essential criterion and elements of practice among five separate Components of teaching. DPAS II is used to assess and support student improvement by evaluating a teacher's current practice, identifying

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ways to support that teacher's professional growth, and measuring student growth for each teacher.

The Five Components of Delaware's Framework and DPAS II for Teachers
1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities
5. Student Improvement

The five Components of DPAS II identify five separate areas of teacher practice and responsibility. Effective practice within a Component is characterized by evidence tied to several criteria that highlight the essential knowledge and skills particular to each Component.

In turn, evidence of criterion performance can be broken out into several specific observable elements. Each element is a specific and observable area of knowledge and skills that is directly related to specific Component criterion.

Using DPAS II Rubrics to Evaluate Teacher Performance

Rubrics exist for each of the first four Components, with ratings as follows:

Highly Effective - Evidence of exceptional performance; outstanding knowledge, implementation, and integration of teaching standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues.

Effective - Evidence of solid performance; strong knowledge, implementation, and integration of teaching standards; clear evidence of proficiency and skill in the Component/criterion.

Needs Improvement - Evidence of mediocre or developing performance; fundamental knowledge and implementation of teaching standards is uneven or rudimentary. Integration of teaching standards is inconsistent. Teacher is making progress towards proficiency.

Ineffective – Evidence of little or no knowledge and minimal implementation of teaching standards. Does not meet minimal teaching standards and needs substantial improvement.

Evaluators and teachers are expected to use the Component rubrics, included in Section II of this guide, to focus pre-observation, post-observation, and summative conference discussions around levels of performance, commendations, recommendations, and expectations. In addition, evaluators use the rubrics to assign ratings for each criterion in each observation. Using DPAS II rubrics allows the teacher and evaluator to develop a common understanding of the teacher's strengths and areas for improvement.

Use of rubrics also helps ensure evaluator consistency when documenting teacher performance. During a formative observation, Credentialed Observers are required to document a level of performance for every criteria observed. It is not necessary to observe/rate each criterion in every observation. However, all criteria must be observed and rated during the appraisal cycle and rated on the Summative Evaluation.

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All written evaluation documents must include specific evidence collected during the teacher's evaluation process.

Additional criteria rubrics are included in the appendices to this guide. These detailed criteria rubrics may be used to provide additional feedback when more information is needed or performance for a Component is deemed unsatisfactory, resulting in an improvement plan and/or to enhance the overall quality and rigor of the appraisal process.

Documentation of the appraisal process should be completed using a state-approved online platform which adheres to the minimum requirements of the DPAS-II appraisal cycle as outlined in Regulation 106A.

Definitions

The following definitions are applicable at the time this Guide was updated:

"**Announced Observation**" means an observation by a Credentialed Observer at a date and time that has been previously arranged, using the associated formative conferences and reports, which may include the use of an observation form. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance.

 "Commendations" must be reserved for teachers with high levels of performance. Teachers who perform above expectations and/or who clearly excel in any Component, criterion, or element are eligible for a commendation. Commendations are not intended for teachers showing "expected" levels of performance.

"**Component**" means one of the five specific areas of teacher practice and responsibility.

"Credentialed Observer" means an individual, not always the supervisor of the teacher, who has successfully completed DPAS II credentialing in accordance with Regulation 106A, Section 10.0. Credentialed Observer denotes any individual who may conduct observations as part of a teacher's appraisal process. The term Credentialed Observer encompasses those administrators who are Evaluators.

"Criterion" means a broad area of knowledge and skills related to a specific Component.

"Documentation" means the appropriate capturing of the necessary information outlined in Regulation 106A in either an approved on-line platform or hard copy form.

"**Element**" means an observable and specific area of knowledge and/or skill directly related to a Component criterion.

"Evaluator" means a Credentialed Observer who is responsible for a teacher's Summative Evaluation. A teacher's required observations as part of the appraisal cycle shall generally be conducted by the assigned Evaluator; however, the assigned Evaluator may designate a school administrator who is also a Credentialed Observer to conduct the required observations.

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"**Expectations**" are specific performances that must be carried out. If expectations for improvement are included at any point in the appraisal cycle, they must be clear and specific and include a description of the evidence the teacher must exhibit/provide. There must also be clear timelines for when the teacher must show evidence of meeting the expectation.

"**Experienced Teacher**" means a teacher who holds a valid and current Continuing or Advanced License, issued pursuant to Chapter 12 of Title 14 of the Delaware Code; or Standard or Professional Status Certificate issued prior to August 1, 2003.

"**Group 1 Teacher**" means any Novice Teacher or Experienced Teacher providing instruction in ELA and/or mathematics to a student enrolled in any grade four (4) through eight (8) as verified by the State's pupil accounting system.

"**Improvement Plan**" means the plan that a teacher and Evaluator mutually develop for a teacher who receives an overall rating of "Needs Improvement" or "Ineffective" on the Summative, a rating of Unsatisfactory on the Student Improvement Component (Component Five) on a Summative, and may be developed if a teacher's overall performance is unsatisfactory during an observed lesson.

"**Measure**" A Measure is defined as an instrument used to assess student and/or professional growth.

"**Novice Teacher**" means a teacher who holds a valid and current Initial License issued by the Delaware Department of Education.

"**Recommendations**" are specifically designed to help the teacher improve his or her performance. Because DPAS II is designed to promote continuous improvement, recommendations may be made to teachers at any level of performance as long as they are relevant and meaningful. Recommendations are not binding. They are a suggested course of action that the teacher can consider.

"**Satisfactory Evaluation**" is equivalent to the overall "Highly Effective" or "Effective" rating on the Summative Evaluation and shall be used to qualify for a continuing license.

"**Short Observation**" shall consist of an observation by a Credentialed Observer, using the associated conferences and forms, at a date and time that has not been previously arranged. The observation shall be no less than ten (10) minutes, and be limited to specified criteria. Such observations shall not substitute for required observations under Section 3.0.

"**Sign**" shall mean an individual hand writing or typing their signature, initials, or declaring their consent on any documentation in paper copy or electronic form.

"**Student Achievement**" means:

    (a) For tested grades and subjects:

        (1) Student scores on the state assessment system; and, as appropriate,

(2) Other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

(b) For non-tested grades and subjects: Alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms. Such alternative measures must be approved by the Department and developed in partnership with DSEA and DASA.

"**Student Growth**" means the change in Student Achievement data for an individual student between two points in time. Growth may also include other measures that are rigorous and comparable across classrooms.

"**Summative Evaluation**" or **"Evaluation"** means the comprehensive, end-of-cycle appraisal and shall incorporate the results of the minimum required observations, any additional observations, and required Component-level data. At the discretion of the Evaluator, it may also include additional Announced, Unannounced, or Short observation data beyond the required observation data provided by other Credentialed Observers.

"Teacher of Record" The Teacher of Record is a full-time teacher who has been assigned the primary responsibility for a student's learning in a course/class, provided the student has been in attendance at least 85% of the time that the class is in session.

"**Unannounced Observation**" shall consist of an observation by a Credentialed Observer at a date and time that has not been previously arranged using the associated formative conferences and reports, and which may include the use of an observation form. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance.

"**Unsatisfactory Evaluation**" is the equivalent to the overall "Needs Improvement" or "Ineffective" rating on the Summative Evaluation as it pertains to educators seeking a continuing license.

"**Working Day**" means a day when the employee would normally be working in that district or charter school.

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The following five (5) Appraisal Components, including any Appraisal Criteria specified for each, shall be the basis upon which performance of a teacher shall be evaluated by the assigned Evaluator.

In each academic year, for each of the first four (4) Appraisal Components, a school district or charter school may waive one (1) criterion identified as optional below. Notification of any such waiver shall be provided to all teachers in a school district or charter school and the Department of Education by the last day in August of each year.

Component One: Planning and Preparation

Component One defines how a teacher selects and organizes the content and skills to be taught. Teachers command a deep understanding of both the content and pedagogy related to the subject 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, content is broken into sequences of activities and experiences aligned to the standards that enable students to learn.

Further, the teachers select or design and implement assessment techniques, both formative and summative, to document student progress throughout the learning experience, to inform future instruction, to guide student improvement, and to use technology when and where appropriate.

The following criteria and elements are evaluated under Component One:

1a. Selecting Instructional Goals *(Optional)*
- *Value, sequence, and alignment*
- *Clarity*
- *Balance*
- *Suitability for diverse learners*

1b. Designing Coherent Instruction
- *Learning activities*
- *Instructional materials and resources*
- *Instructional groups*
- *Lesson and unit structure*

1c. Demonstrating Knowledge of Content and Pedagogy *(Optional)*
- *Knowledge of content and the structure of the discipline*
- *Knowledge of prerequisite relationships*
- *Knowledge of content-related pedagogy*

1d. Demonstrating Knowledge of Students
- *Knowledge of child and adolescent development*
- *Knowledge of the learning process*
- *Knowledge of students' skills, knowledge, and language proficiency*
- *Knowledge of students' interests and cultural heritage*

- *Knowledge of students' special needs*

1e. Designing Student Assessments
- *Congruence with instructional outcomes*
- *Criteria and standards*
- *Design of formative assessments*
- *Use for planning*

Component Two: Classroom Environment

Creating an environment in which learning takes place is critical. Component Two includes 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 routines and procedures.

All teacher-to-student and student-to-student interactions should elicit respect and rapport. The classroom culture should reflect a climate where students feel safe and supported. Students recognize that the teacher is in charge and has high expectations for their learning and behavior. Students see their teacher as fair and interested in them as individuals and learners.

The following criteria and elements are evaluated under Component Two:

2a. Managing Classroom Procedures
- *Management of instructional groups*
- *Management of transitions*
- *Management of materials and supplies*
- *Performance of non-instructional duties*

2b. Managing Student Behavior
- *Expectations*
- *Monitoring of student behavior*
- *Response to student misbehavior*

2c. Creating an Environment to Support Learning *(Optional)*
- *Teacher interaction with students*
- *Student interaction with other students*
- *Importance of the content*
- *Expectations for learning and achievement*
- *Student pride in work*

2d. Organizing Physical Space *(Optional)*
- *Safety and accessibility*
- *Arrangement of furniture and use of physical resources*

Component Three: Instruction

This Component depends on Components One and Two for success. Without a structure for instruction and a productive learning environment, content delivery will be affected and student learning will be diminished.

Component Three is observed in the classroom. As teachers deliver content, they engage students in the process of learning and involve them in decisions when possible. Teachers instruct students in the content and help students see its value by making connections to other disciplines. This is accomplished through clear and accurate communication with students about their individual work and progress toward the standard(s).

Teachers understand the need to be flexible and responsive to the needs of the class, as a whole, as well as individual students. They adjust lessons and assignments to meet student needs. Teachers understand the value of formative and summative assessment data and employ that information as they plan for future instruction.

The following criteria and elements are evaluated under Component Three:

3a. Engaging Students in Learning
- *Activities and assignments*
- *Grouping of students*
- *Instructional materials and resources*
- *Structure and pacing of the lesson*

3b. Demonstrating Flexibility and Responsiveness *(Optional)*
- *Lesson adjustment*
- *Response to students*
- *Persistence*

3c. Communicating Clearly and Accurately *(Optional)*
- *Expectations for learning*
- *Directions and procedures*
- *Explanation of content*

3d. Using Questioning and Discussion Techniques
- *Quality of questions*
- *Discussion techniques*
- *Student participation*

3e. Using Assessment in Instruction
- *Assessment criteria*
- *Monitoring of student learning*
- *Feedback to students*
- *Student self-assessment and monitoring of progress*

Component Four: Professional Responsibilities

Teachers engage in many professional activities as they develop teaching skills. For Component Four, teachers and administrators gather evidence of such activities, but the document is not expected to be inclusive of all professional growth activities. It is intended to focus on professional growth activities within the context of school, district, and student.

Note: A school district or charter school may submit an application for a locally determined alternative Component IV to the Department of Education, which may substitute for this Component if approved. The application format and process will be provided by the Department. Applications must be received and approved no later than the last day of July for the upcoming school year.

The following criteria and elements are evaluated under Component Four:

4a. Communicating with Family *(Optional)*
- *Information about the instructional program*
- *Information about individual students*
- *Engagement of families in the instructional program*

4b. Recording Data in a Student Record System
- *Student completion of assignments*
- *Student progress in learning*
- *Non-instructional records*

4c. Growing and Developing Professionally *(Optional)*
- *Enhancement of content knowledge and pedagogical skills*
- *Receptivity to feedback from colleagues*
- *Service to the profession*

4d. Reflecting on Professional Practice
- *Accuracy*
- *Use in future teaching*

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Component Five: Student Improvement

Teachers understand that improvement of student learning is their primary 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 toward the standard. In addition, they recognize that student improvement rates will vary during the year. Through careful planning and evaluation of data, teachers modify their instruction for both the class and individual students.

The following structure is the basis upon which the performance of a teacher shall be evaluated, specific to Component Five - Student Improvement:

MEASURES FOR COMPONENT V

There are three (3) different measures that determine the Component V rating for teachers: Measure A, Measure B and Measure C.

Measure A: State Assessment Scores
- Measure A is based upon student scores of the state assessment for ELA and/or mathematics for grades four (4) through eight (8).

Measure B: Content Assessments
- **Measure B** can be comprised of two types of content measures:
    1. Internal assessments that are educator-developed and DDOE-approved specific to subjects and grade levels.
    2. External measures that are DDOE-approved and can be used at the discretion of each district.

Measure C: Growth Goals
- Growth goals are educator-developed and DDOE-approved. Goals are specific to content areas and job assignments.

EDUCATOR GROUPS

The following structure will determine educator groups and applicable measures.

- **Group 1:** Includes any educator who instructs ELA and/or mathematics for at least 10 students in grades four (4) through eight (8).

- **Group 2:** Includes any educator who generally reports student grades for at least 10 students in any subject or grade where state assessments in ELA and mathematics are not administered and/or a Measure B assessment is available.

- **Group 3:** Includes any educator who generally does NOT report student grades and any educator who cannot otherwise be categorized into Groups 1 or 2.

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Use the following chart to determine applicable Educator Groups and Measures:

Are you the ELA and/or math Teacher of Record for grades 4-8 and give grades for at least 10 students?

Yes → You are a Group 1 Educator

No ↓

Are you the Teacher of Record for any grade or subject (other than ELA and/or math 4-8) and give grades for at least 10 students?

Yes → You are a Group 2 Educator

No ↓

You are a Group 3 Educator
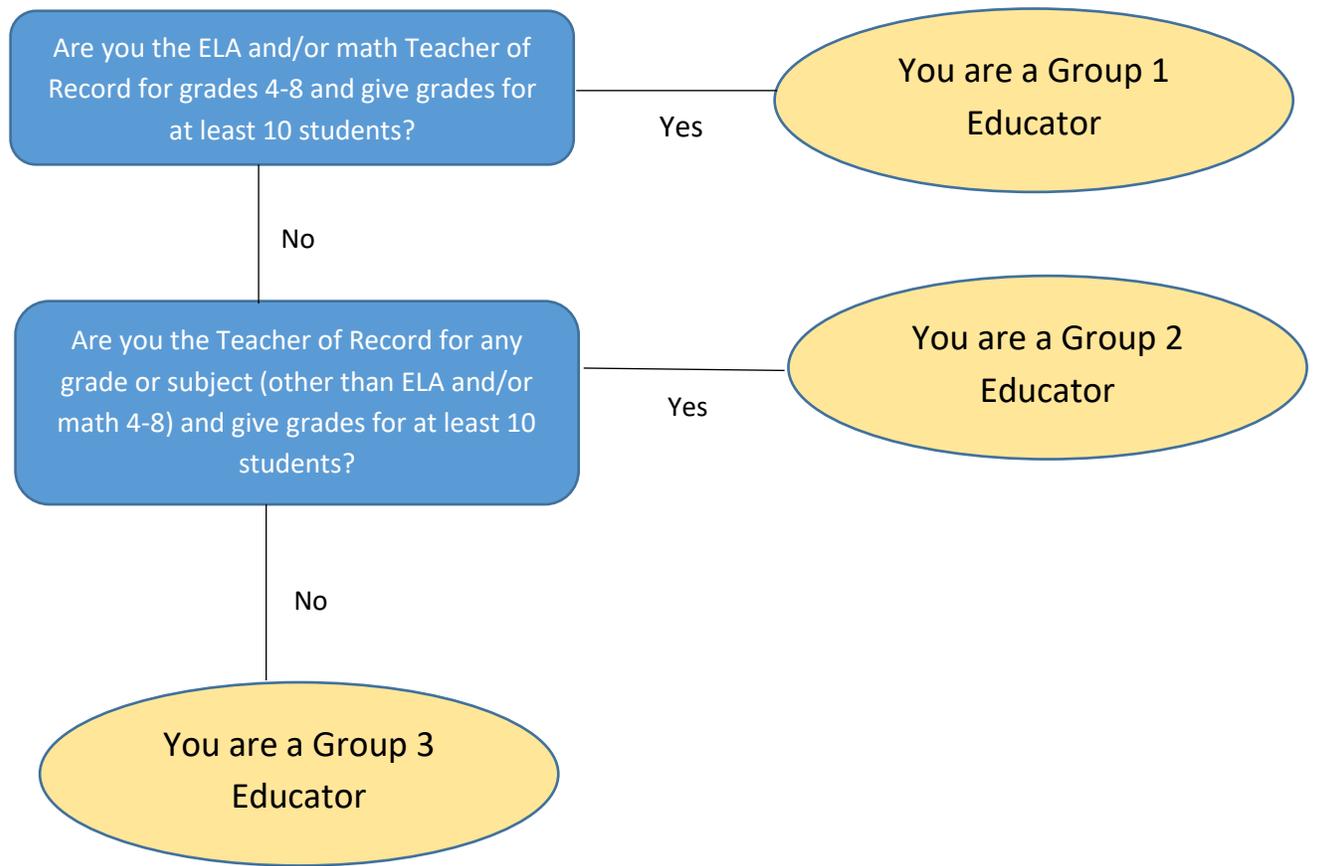
Definition of **Teacher of Record:** The teacher of record is a full-time teacher who has been assigned the primary responsibility for a student's learning in a course/class, provided the student has been in attendance at least 85% of the time that the class is in session.

*Educators who have unique circumstances should work with their administrator to determine the most appropriate educator group for them to participate in for Component V.

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MEASURES REQUIREMENTS FOR EDUCATOR GROUPS
The following provides guidance as to the application of Measure A, Measure B and Measure C.

Group 1 Educators:
- **MUST** use two (2) measures for all students assessed in reading and/or math for grades four (4) through eight (8)
- **MUST** use one (1) Measure A AND one (1) Measure B OR one (1) Measure C
- **Each data point weighted 50%**

Group 2 Educators:
- **MUST** use two (2) measures ("data points")
- **MUST** use at least one (1) Measure B AND one (1) Measure B OR one (1) Measure C
- **Measure B and Measure B/C weighted 50% each**

Group 3 Educators:
- **MUST** use two (2) Measure C's
- **Measure C weighted 100%**

In rare cases, educators along with their evaluators may determine that four "data points" are beneficial in capturing their impact on student outcomes. LEAs shall notify DDOE as to how many educators are evaluated as such.

While an assessment must be administered to all students within a class, a teacher may, in some cases, set a target for a cohort of a minimum of ten (10) students within that class. The assessment may be used for different classes and can be utilized as another data point.

SELECTING GROWTH TARGETS

Measure A: Targets will be determined as follows:

Targets will be determined based on the state's student growth model, which shall be established by the Department of Education.

Measure B: Growth targets shall be determined as follows:

Growth targets will generally be determined after the fall administration of the pre-test measure(s) and are based on professional conversations between the administrator and educator during the fall and spring conferences. However, prior to administration of any Measure B, the administrator must approve the selected Measure(s). Based on the results of the pre-test, the educator will use the Component Five Form/Online Tool and set growth targets. Then the educator and administrator should meet (fall conference) to develop "Satisfactory" and "Exceeds" targets based upon the identified area(s) of need and goals for their students.

Measure C: Growth Targets shall be determined as follows:

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Growth Targets will be determined during the fall conference between the educator and administrator, based on professional conversations. The educator will be responsible for selecting (with administrator approval) from a menu of growth goals applicable to their job assignment. Using a Component Five Form/Online Tool, the educator will set growth targets. The educator and administrator (during the fall conference) will then develop "Satisfactory" and "Exceeds" targets based upon the identified area(s) of need for their class or cohort of students.

Exceeds	Satisfactory	Unsatisfactory
The agreed upon "exceeds" target is met or surpassed.	The agreed upon "satisfactory" target is met or surpassed, but the "exceeds" target is not met.	The agreed upon "satisfactory" target is not met.

COMPONENT V RATING

Progress toward attaining Component Five targets occurs during the Summative Evaluation Conference and Component Five ratings are determined. Progress toward each measure is analyzed and discussed by the teacher and evaluator. A Measure rating is determined by comparing actual data with the targets set at the Fall Conference. Ratings for each Measure are determined by the "Exceeds", "Satisfactory", and "Unsatisfactory" targets set. Once each Measure rating is determined, an overall Component Five Rating can be decided.

The following structure shall determine the overall Component Five Rating:

Possible Measure Rating Combinations		Summative Evaluation Rating for Component Five
Exceeds	Exceeds	Highly Effective
Exceeds	Satisfactory	Effective
Exceeds	Unsatisfactory	Effective
Satisfactory	Satisfactory	Effective
Satisfactory	Unsatisfactory	Needs Improvement
Unsatisfactory	Unsatisfactory	Ineffective

Experienced teachers receiving a Summative Evaluation every two years shall receive and overall Component Five - Student Improvement rating on the Summative Evaluation in accordance with the following chart. Year 1 and Year 2 ratings should be calculated each year, prior to determining an overall Summative Evaluation Rating for Component Five.

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Year 1 and Year 2 Possible Rating Combinations		Summative Evaluation Rating for Component Five
Highly Effective	Highly Effective	Highly Effective
Highly Effective	Effective	Effective
Highly Effective	Needs Improvement	Effective
Highly Effective	Ineffective	Effective
Effective	Effective	Effective
Effective	Needs Improvement	Effective
Effective	Ineffective	Needs Improvement
Needs Improvement	Needs Improvement	Needs Improvement
Needs Improvement	Ineffective	Ineffective
Ineffective	Ineffective	Ineffective

In rare cases, educators and evaluators may determine that four "data points" are beneficial in capturing their impact on student outcomes. LEAs shall notify DDOE as to how many educators are evaluated as such.

If an educator and evaluator disagree about the educator's performance rating(s), the evaluator makes the final determination. The educator may address any differences through the Challenge Process *(see Section III: Process for Teachers).*

Sample Summative Evaluation calculations are outlined in Appendix C.

DPAS II: Process At-A-Glance

The two major features of DPAS II are its conceptual framework and its activities. The conceptual framework consists of elements derived from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching (2nd Edition).* The activities generate the data used in the appraisal.

DPAS II is a continuous process of professional improvement, which may entail a one- or two-year cycle, depending on an educator's status and length of service and the LEA's determination regarding annual cycles.

To the extent that the DPAS II Guide for Teachers provides a time period within which any part of the process must be completed, the Guide shall prevail unless the controlling collective bargaining agreement provides a different timeline that does not interfere with the spirit of the DPAS-II process. In such case, the collective bargaining agreement prevails.

Evaluation Timeline

Observations shall not begin until students have been in attendance for five (5) full school days, unless an Improvement Plan calls for such an observation. Observations shall be completed before the last five (5) school days with full day student attendance.

To the extent that the *DPAS II Guide for Teachers* suggests a time period within which any part of the process will be completed, the Guide shall prevail unless the controlling bargaining agreement requires activities to be completed on a different timeline that does not interfere with the spirit of the DPAS-II process. See the DPAS II Process, Suggested Timelines, and Responsibilities chart (found in this section) for more detailed information.

Step 1: Measures/Target Selection and Professional Responsibilities Conferences

Component Five Form/Online Tool and Conference

The Component Five Form/Online Tool/online tool and conference provide the teacher and evaluator with information about how the teacher's Component Five rating will be determined. For further detail on Measures and Target requirements, see Section II of this Guide.

It is recommended that this conference be completed by October 31 each year. The administrator may choose to meet with groups of teachers with common measures or the administrator may schedule individual conferences to address both Measures/Target Selection (Component V) and Professional Responsibilities.

Professional Responsibilities Form and Conference

The Professional Responsibilities form and conference allow the teacher and evaluator to plan appropriate and relevant professional growth activities. Professional growth opportunities within this plan should be designed to improve the teacher's practice in relation to the four criteria

within Component Four. This conference **may** be held at the same time as the Fall Conference or it may be held during the first Post-observation Conference. If the district/charter allows and both the administrator and teacher agree, then the Professional Responsibilities form may be optional for Experienced Teachers. The Professional Responsibilities form may not be waived for Novice Teachers.

Step 2: Pre-observation

The Component One Form and Pre-observation Conference provide the evaluator with information about the upcoming observation and criteria of the Components that may not be directly observable. Information from self-assessment and the formal process of sharing the evidence collected helps teachers clarify strengths and identify areas for growth.

The Pre-observation Conference is required for all Announced observations. However, if the district/charter allows and both the administrator and teacher agree, then the Component One Form may be optional for Announced observations of Experienced Teachers. The Component One Form may not be waived for Novice Teachers. The Pre-observation Conference is applicable to an "Announced" observation.

If the evaluator and Experienced Teacher mutually decide a Component One Form is not necessary, the Component One evidence/narrative will be completed using the lesson plan and discussion points from the Pre and Post-observation Conferences. However, the Component One Form may be requested by the evaluator at any point in the formative process (either before the Pre-observation Conference or immediately following an observation. If requested after an observation, the evaluator should make the request on the same day the observation occurred). The evaluator may also request a completed Component One Form following an Unannounced observation, and Component One may be discussed during the post-observation conference. The form may also be requested via a school-wide routine established by an administrator. The documentation of performance for Components Two and Three will be collected when the actual observation is conducted.

Whenever possible, the Pre-observation Conference should be held in the teacher's classroom. This allows the teacher easy access to materials and/or evidence that may help strengthen the discussion.

Component Four may be discussed during this conference or the Post-observation Conference or both. The evaluator is expected to provide relevant initial feedback to the teacher concerning Component One during the Pre-observation Conference.

Step 3: Observation

Observation provides a view of teacher practice and the opportunity to collect information to assess performance. The purpose of the observation is to record observed evidence of Component Two and Three. (The observation may provide you with evidence of Components One and Four). This process is the same for both Novice and Experienced teachers.

III. DPAS II Process

Observation serves as a snapshot of practice captured through watching teaching and providing feedback on what is observed.

Frequency of Observations

- Novice teachers shall receive a minimum of one (1) Announced observation and two (2) Unannounced observations with a Summative Evaluation every year. Novice teachers who have earned a rating of "Needs Improvement" or "Ineffective" on their most recent Summative Evaluation must have an Improvement Plan which may require additional observations and other types of monitoring.

- Novice teachers who have earned three "Highly Effective" or "Effective" ratings on their most recent Summative Evaluations may receive a minimum of one (1) Announced or Unannounced observation each year with a Summative Evaluation at least once every two (2) years.

- Experienced teachers who have earned a rating of "Highly Effective" on their most recent Summative Evaluation shall receive a minimum of one (1) Announced or Unannounced observation each year with a Summative Evaluation at least once every two (2) years.

- Experienced teachers who have earned a summative rating of "Effective" on their most recent Summative Evaluation shall receive a minimum of one (1) Announced or Unannounced observation each year with a Summative Evaluation at least once every two (2) years.

- Experienced teachers who have earned a summative rating of "Needs Improvement" or "Ineffective" shall receive a minimum of one (1) Announced observation and one (1) Unannounced observation, with a Summative Evaluation at the end of the one (1) year period. These teachers shall also have an Improvement Plan, which may require additional observations and other types of monitoring.

Short Observation

A Short Observation allows an evaluator to collect additional targeted evidence to better inform teacher practice and assess performance. A Short Observation shall focus on Components II and III only, and cannot include the use of the Component One Form. A Short Observation must be followed by a brief conference within 10 days of the observation. Furthermore, a Short Observation shall not be conducted until at least one full observation (no less than 30 minutes) has occurred during the teacher's appraisal cycle. Evidence collected from a "Short" should be included in the overall Summative Evaluation, similar to how evidence from formative observations is integrated.

- A "Short" observation is a formal observation.

- "Short" observations are used to evaluate teachers, not specialists.

- Once a full observation has occurred during an educator's cycle, the evaluator may conduct "Short" observations as appropriate or needed, keeping in mind that the **minimum number of full observations must be completed within the cycle**.

III. DPAS II Process

- One "Short Observation" taken alone cannot lead to a mid-year Improvement Plan.

Key Concepts – Observations

- In some cases, observations are Announced. The teacher receives advanced notification of the observation. In other cases, the observation is Unannounced and there is no advance notification.

- An Announced observation provides a forum for the teacher and evaluator to discuss the context and plans for the lesson to be observed prior to its implementation. An Unannounced observation is an opportunity for an evaluator to watch a teacher in action without providing prior notice. The evaluator relies upon direct observation of the lesson to examine the teacher's practice during the observation period.

- Observations should be of sufficient length, at least thirty (30) minutes, so that the evaluator can analyze the lesson and accurately assess performance. "Short Observations" may also be appropriate. A Short Observation of at least 10 minutes allows the evaluator to provide timely feedback that targets specific areas for educator growth/development in Components Two and Three only.

- There must be a reasonable amount of time between observations. Time between observations must be sufficient for teachers to improve their performance. If the teacher needs support(s) to improve their performance (i.e. coaching and professional development), then the time between observations must be sufficient for the teacher to have had the opportunity to access appropriate supports.

- Observations may not begin until students have been in attendance for five (5) full days, unless an Improvement Plan calls for such an observation.

- Observations must be completed before the last five (5) days during which students are in attendance for the entire day.

- Under Regulation 106A, non-administrators may become Credentialed Observers. When this is the case, a Credentialed Observer may conduct observations above and beyond the minimum number of required observations performed by the Evaluator.

Step 4: Post-observation Conference

During the Post-observation Conference, the teacher and evaluator discuss evidence collected during the observation. This conference includes discussion about evidence of the teacher's performance. The evaluator may request that the Component One Form be completed prior to the conference to provide the teacher the opportunity to present additional evidence and allow for richer discussion. Criterion and/or element rubrics are used to focus discussion around levels of performance, commendations, and recommendations.

The Post-observation Conference is also an appropriate time to discuss the teacher's progress related to Component Four. Any updates to the Professional Responsibilities Form should be discussed during the Post-observation Conference.

Teachers are expected to come to the conference prepared to discuss:
1. their reflections on their performance during the lesson observed
2. any special circumstances or events that impacted the lesson
3. adjustments made to the planned lesson and the rationale for these adjustments
4. ways to improve their future practice

The Lesson Reflection Template included in Section IV of this guide is a valuable tool for teachers to reflect on their performance during the observed lesson. This form is optional. The teacher may choose to complete this form and bring it to the Post-observation Conference. The teacher has full discretion as to whether this form is completed and/or shared with the evaluator.

The evaluator is expected to come to the conference prepared to discuss:
1. specific evidence collected during the observation
2. clarifications about evidence collected (pose relevant questions)
3. the teacher's self-reflection and thoughts on performance
4. his or her assessment of the teacher's level of performance during the observation
5. areas for commendation (as appropriate)
6. expectations or recommendations for improvement

Whenever possible, this conference should be held in the teacher's classroom. Holding the conference in the teacher's classroom allows the teacher and evaluator quick access to materials and/or evidence that may help strengthen discussion.

The Post-observation Conference should be held as soon as reasonable after the observation to ensure timely feedback to the teacher. The conference must be held within ten (10) working days of the observation.

Step 5: Level of Performance Ratings

At the conclusion of the Post-observation Conference, the teacher and evaluator should have a common understanding of the teacher's performance during the observation. Criterion and/or element rubrics are used to focus their discussion and determine accurate performance levels. During the formative observation it is underline required to document a level of performance for every criteria observed. However, it is not necessary to observe/rate each criterion in every observation. All criteria must be observed and rated during the summative cycle.

If the teacher and evaluator disagree about the teacher's performance rating(s), the final determination is made by the evaluator. The teacher may address any differences through the Formative Feedback Documentation and/or Challenge processes.

Step 6: Formative Feedback Documentation

Documentation of the appraisal process will be completed utilizing the DPAS-II forms. This should be done via a state-approved online platform which adheres to the minimum requirements of the DPAS II appraisal cycle. The DPAS-II Guide includes forms that outline the required documentation.

The evaluator will collect evidence describing the performance of the teacher based on the criteria of the observed Components, discussion related to the criteria, and artifacts related to Components One, Two, and Three. If a criterion was not observed during the observation, the evaluator will note that in the observation evidence. DPAS-II rubrics should be used to focus discussion around levels of performance and any commendations, recommendations, and expectations.

The Post-observation Conference is also an appropriate time to discuss the teacher's progress related to Component Four. Discussion from the Post-observation Conference related to Component Four progress and/or the Professional Responsibilities Form may be documented in the Formative Evaluation and entered into the evaluation record.

The Formative Feedback Form's content should be a verification and rating of what was observed during the lesson and discussed during the Post-observation Conference. If a teacher disagrees with any feedback on the Formative Feedback Form or wishes to add additional information to support any comment, he or she may provide information in writing to the evaluator within fifteen (15) working days of receipt of the form. The teacher may also request a second conference with the evaluator to discuss concerns. Additional information provided will become part of the appraisal record.

Commendations should be reserved for teachers with high levels of performance or in the case of Novice teachers, those who have demonstrated substantial professional growth. Commendations are not intended for teachers showing "expected" levels of performance.

The Evaluator is encouraged to make **Recommendations** specifically designed to help the teacher improve his or her performance. Because DPAS II is designed to promote continuous improvement, Recommendations may be made to teachers at any level of performance as long as they are relevant and meaningful. Recommendations are a suggested course of action that the teacher can consider.

Expectations are specific actions that must be carried out. If Expectations for improvement are included at any point in the appraisal process, they must be clear and specific and include a description of the evidence the teacher must exhibit/provide. There must also be clear timelines for when the teacher must show evidence of meeting the Expectation.

Key Concepts - Formative Feedback Documentation

- The completed Formative Feedback documentation must be provided to the teacher within ten (10) working days of the post-conference.

- Formative Feedback documentation is required for both Announced and Unannounced observations.

- For an Unannounced observation or for an observation that is part of the Improvement Plan process, feedback on some criteria may not be necessary.

- It is <u>required</u> to document a level of performance for every criteria observed. However, it is not necessary to observe/rate each criterion in every observation. All criteria must be observed and rated during the summative cycle.

- If a teacher's overall performance related to the observation and discussion is deemed unsatisfactory, the evaluator may indicate this by noting "Performance Requires an Improvement Plan" on the required form(s)/documentation and signing the statement.

- The decision as to whether an Improvement Plan is deemed necessary following any formative observation is at the discretion of the Evaluator.

- The teacher must sign the Formative Feedback Form/Documentation and return it to the evaluator within five (5) working days. This documentation (with both signatures) will be provided to the teacher.

Step 7: Summative Evaluation Conference

The Summative Evaluation process occurs at the end of the evaluation cycle. It may be yearly or every other year depending upon the experience of the teacher and his/her evaluation status.

The first step is the Summative Evaluation Conference, followed by completion of the Summative Evaluation documentation. This process is the same for both Novice and Experienced teachers.

At the Summative Evaluation Conference, the evaluator shares overall impressions of a teacher's practice based upon previously shared evidence, as well as a summary of the teacher's performance as it relates to all five Components. It is an opportunity for a rich conversation between the evaluator and the teacher, where clarification and additional information may be provided, and where the evaluator and the teacher may discuss future professional development goals that support continuous professional growth.

Criterion and/or element rubrics should be used to focus discussion around levels of performance, and any commendations, recommendations, and expectations.

Commendations should be reserved for teachers with high levels of performance or in the case of Novice teachers, those who have demonstrated substantial professional growth. Teachers who perform above Expectations and/or who clearly excel in any criterion or element are eligible for a Commendation. Commendations are not intended for teachers showing "expected" levels of performance.

The evaluator is encouraged to make Recommendations specifically designed to help the teacher improve his or her performance. Because DPAS-II is designed to promote continuous improvement, Recommendations may be made to teachers at any level of performance as long

as they are relevant and meaningful. Recommendations are a suggested course of action that the teacher can consider.

Expectations are specific performances that must be carried out. If Expectations for improvement are included in the Summative Evaluation, they must be clear and specific and include a description of the evidence the teacher must exhibit/provide. There must also be clear timelines for when the teacher must show evidence of meeting the Expectation.

Step 8: Summative Evaluation Documentation

The Summative Evaluation documentation includes the evaluator's ratings of the teacher's performance in each Component and an overall rating. Appraisal Criteria shall also be assigned an overall rating in a teacher's Summative Evaluation.

The evaluator uses data from Formative Feedback Documentation (including "Shorts"), observation evidence, and Post-observation Conference discussions to complete the Summative Evaluation documentation. A completed Summative Evaluation is *required*:

- Every year for Novice teachers
- Every year for Experienced teachers who have earned a rating of "Needs Improvement" or "Ineffective" on their previous summative evaluation
- Every two (2) years for Experienced teachers who have earned a rating of "Highly Effective" or "Effective" on their previous summative evaluation

Within ten (10) working days of the Summative Evaluation Conference, the evaluator completes the Summative Evaluation documentation and provides it to the teacher. The Summative Evaluation documentation contains ratings and evidence about the performance of the teacher related to all five Components of DPAS II. It is a written record of the conversation during the Summative Evaluation Conference.

The evaluator may create a narrative on the Summative Evaluation Form describing evidence of performance for each Component and Criterion. Evidence must be cited from previous observations. Evidence from Pre-observation and Post-observation Conferences should also be cited.

The Summative Evaluation Documentation content should be a verification of what was observed and discussed with the teacher throughout the evaluation cycle, including commendations, and/or recommendations, and/or expectations for improvement. The information can be used by teachers to reflect on their practice and plan future professional growth options.

Summative Evaluation Ratings

DPAS II Components One, Two, Three, and Four are each assigned a rating of ""Highly Effective", "Effective", "Needs Improvement", or "Ineffective" on the Summative Evaluation. *A "Highly Effective" or "Effective" rating for Components One through Four means the teacher demonstrates acceptable performance by having no more than one unacceptable rating on the appraisal criteria specified in each of the Components.* A Summative Evaluation rating also

includes one of four overall ratings: "Highly Effective", "Effective", "Needs Improvement", or "Ineffective."

Component Five, is first assigned a rating of "Exceeds", "Satisfactory", or "Unsatisfactory." Within Component Five, a "Satisfactory" rating means the teacher's students on average achieve acceptable levels of student growth. A rating of "Exceeds" means that teacher's students on average achieve high rates of student growth. See the Component Five - Student Improvement Component in Part II of this Guide to determine Summative Evaluation Ratings for Component Five.

Each of the five appraisal Components are equally weighted and each Component rating shall be assigned a point value, in accordance with the following chart. No partial points are allowed.

Component Rating	Point Value
Highly Effective	4 points
Effective	3 points
Needs Improvement	2 points
Ineffective	1 point

Once all Component ratings are assigned, a Summative Evaluation rating is determined using the sum of all five Components, in accordance with the following chart.

Sum of Component Points Earned	Summative Evaluation Rating
19 or 20 points	Highly Effective
14-18 points	Effective
9-13 points	Needs Improvement
5-8 points	Ineffective

See Appendix C for more detailed Summative Evaluation Calculation information.

Key Concepts – Summative Evaluation Documentation

- Commendations should be reserved for teachers with high levels of performance. Teachers who perform above expectations and/or who clearly excel in any component, criterion, or element are eligible for a commendation. Commendations are not intended for teachers showing "expected" levels of performance.

- The evaluator is encouraged to make recommendations specifically designed to help the teacher improve his or her performance. Because DPAS II is designed to promote continuous improvement, recommendations may be made to teachers at any level of performance as long as they are relevant and meaningful. Recommendations are a suggested course of action that the teacher can consider.

- Expectations are specific performances that must be carried out. If expectations for improvement are included in the Summative Evaluation, they must be clear and specific and include a description of the evidence the teacher must exhibit/provide. There must also be clear timelines for when the teacher must show evidence of meeting the expectation.

III. DPAS II Process

- If a teacher disagrees with any feedback on the Summative Evaluation Form or wishes to add additional information to support any comment, he or she may provide information in writing to the evaluator within fifteen (15) working days of receipt of the form. The teacher may request a second conference with the evaluator to discuss concerns. Additional information provided will become part of the appraisal record.

Pattern of Ineffective Teaching

A "Pattern of Ineffective Teaching" is based on the teacher's most recent Summative Evaluation ratings. Under state law, Novice teachers are not eligible for a Continuing License if they have earned more one (1) unsatisfactory (defined as "Ineffective" or "Needs Improvement") summative rating. Beginning in 2014-2015, revised Regulation 106A no longer considers "Needs Improvement" as a satisfactory summative rating for a Novice teacher.

The following chart shows the consecutive Summative Evaluation ratings that are considered a pattern of ineffective teaching:

	Year 1	Year 2	Year 3
DPAS II Rating	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

Improvement plans are developed to help teachers focus on area(s) where they need extra assistance to improve their practice.

*An Improvement Plan **shall** be developed when:*

- A teacher's overall performance is rated as "Needs Improvement" on the Summative Evaluation; or

- A teacher's overall performance is rated as "Ineffective" on the Summative Evaluation; or

- A teacher earns a rating of "Need Improvement", "Ineffective", or "Unsatisfactory" on any Appraisal Component on the Summative Evaluation regardless of the overall rating.

*An Improvement Plan **may** be developed when:*

A teacher's overall performance during an observed lesson is unsatisfactory. In instances where an improvement plan is to be developed, the evaluator shall first have noted the unsatisfactory performance on the required forms by noting "Performance Requires an Improvement Plan" and initialing the statement.

III. DPAS II Process

Improvement Plan Requirements

All 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, subject area specialists, instructional specialists, or others with relevant expertise.

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 checkpoints, to determine progress.

7. Procedures for determining satisfactory improvement.

8. Multiple observations and opportunities for feedback provided by a Credentialed Observer, a mentor, a lead teacher, or an instructional coach.

Professional development that is completed during the time that the Improvement Plan is in effect must directly relate to areas identified as needing improvement.

Improvement Plan Conference

The teacher and evaluator should review the requirements of the Improvement Plan before the Improvement Plan Conference. This gives each time to prepare for discussion and generate ideas for the plan. At the Improvement Plan Conference, the teacher and evaluator develop a plan for improvement.

Delaware regulation requires that the teacher and evaluator develop the Improvement Plan cooperatively. However, if cooperative development of the plan is not possible or if the teacher and evaluator cannot come to agreement on the plan, regulation gives the evaluator the authority and responsibility to determine the plan.

Improvement Plan Implementation

Teachers, evaluators, and other professionals that may be named in the Improvement Plan are accountable for the implementation and completion of the plan. If amendments to the plan are necessary, all parties affected by the amendment must discuss the changes, document them in the appropriate space on the Improvement Plan. The teacher and evaluator, at a minimum, must also sign the amendment to indicate their agreement to the changes.

Upon completion of the plan, the evaluator and teacher shall sign the Improvement Plan, documenting the completion of the plan. If the teacher's practice is not deemed satisfactory at the completion of the Improvement Plan, then the appropriate consequences, as detailed in the Improvement Plan, will be carried out.

The Challenge Process

Sometimes a teacher will disagree with his or her evaluator's assessment. It is desirable to resolve the differences directly with the evaluator, if at all possible. Teachers are encouraged to discuss their concerns with the Evaluator and attempt to resolve the issues prior to submitting a formal challenge. Documents generated as part of this discussion shall be attached to the Summative Evaluation and become part of the appraisal record.

If resolution is not reached with the Evaluator, the teacher may submit a written challenge to the evaluator's supervisor. Delaware allows a teacher to challenge according to the following guidelines:

1. Conclusions of a lesson observation if the statement "PERFORMANCE REQUIRES AN IMPROVEMENT PLAN" has been included on the required form(s)

2. Any rating on the Summative Evaluation, either a Component Rating or the Overall Summative Rating.

A teacher initiates the challenge by submitting information specific to the point of disagreement to the evaluator's supervisor. This must be done in writing within fifteen (15) working days of the teacher's receipt of the evaluation document.

If the evaluator's supervisor is in the same building as the teacher, the challenge and appraisal record are submitted to a designated district or charter school-level Evaluator.

Within fifteen (15) working days of receiving the written challenge, the supervisor of the Evaluator or the designated district or charter school level Evaluator shall review the record which consists of all documents used in the appraisal process and the written challenge, meet with the teacher, and issue a written decision.

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

The decision of the supervisor of the Evaluator or the designated district or charter school's level Evaluator shall be final.

While a challenge process is taking place, the Improvement Plan may be started by mutual agreement of teacher and evaluator. If agreement cannot be reached, the Evaluator's decision will prevail.

III. DPAS II Process

DPAS II Process, Suggested Timelines, and Responsibilities

DPAS II Process Step	Suggested Timeline	Related Form/Online Tool	Teacher Responsibilities	Observer Responsibilities
Step 1: Measures/Target Selection and Professional Responsibilities Conferences (Measures/Target Selection)	Prior to October 31	Component Five Form	**Prior to Fall Conference:** Obtain evaluator approval for selected measures. Identify rosters. Administer selected measures to obtain baseline data. Complete draft of Component Five Form and be prepared to discuss. **During Fall Conference:** Take an active part of the conference. Present baseline data and proposed targets. Be prepared to discuss Measure A, B, and/or C targets and rationale for selection. Sign Fall selection of Component Five Form.	**Prior to Fall Conference:** Communicate to staff artifacts to be presented at Fall Conference. Review the Component Five Forms **During Fall Conference:** Hold conference with the teacher. Discuss Measure A, B, and/or C targets and rationale for selection. Finalize Fall section of Component Five Form and sign.
Step 1: Measures/Target Selection and Professional Responsibilities Conferences	Fall Conference, Post Conference, and/or throughout the DPAS II process	Professional Responsibilities Form (may be optional for Experienced Teachers)	**Prior to Professional Responsibilities Conference:** Complete the Professional Responsibilities Form and be prepared to discuss (may be optional for Experienced Teachers). Complete Professional Responsibilities Reflection Sheet (optional)	**Prior to Professional Responsibilities Conference:** Review the Professional Responsibilities Form and be prepared to discuss. (may be optional for Experienced Teachers) **During Professional Responsibilities Conference:** Hold conference with the teacher.

DPAS II Process Step	Suggested Timeline	Related Form/Online Tool	Teacher Responsibilities	Observer Responsibilities
(Professional Responsibilities Conferences)		Professional Responsibilities Reflection Sheet (optional)	**During Professional Responsibilities Conference:** Take an active part in the conference. Discuss information from relevant forms.	Seek evidence of and provide initial feedback to Component Four – Professional Responsibilities.
Step 2: Pre-Observation	Prior to an Announced Observation	Component One – Planning and Preparation Form	**Prior to Pre-Observation Conference:** Complete a Component One Form with a detailed lesson plan and submit to the observer. The lesson plan should address each of the criteria in Component One (may be optional for Experienced Teachers). **During Pre-Observation Conference:** Take an active part in the conference. Discuss Component One. Present and discuss relevant artifacts.	**Prior to Pre-Observation Conference:** Review the Component One Form and the teacher's lesson plan. **During Pre-Observation Conference:** Hold the conference with the teacher. Seek evidence and provide initial feedback related to Component One. Review and discuss artifacts presented.
Step 3: Observation	September through April	Formative Feedback Form	Demonstrate evidence of Components.	Collect evidence of Components.
Step 4: Post-Observation Conference	Within 10 working days of the observation	Lesson Reflection Sheet (optional)	**Prior to Post-Observation Conference:** Reflect on performance using the rubrics and organize related evidence. Complete the Component One Form upon request. **During Post-Observation Conference:** Actively participate in the conference.	**Prior to Post-Observation Conference** Organize evidence collected, prepare clarifying questions, and be ready to provide feedback on the teacher's performance. **During Post-Observation Conference:** Discuss observed lesson and review related evidence. Pose reflective and post observation questions.

III. DPAS II Process

DPAS II Process Step	Suggested Timeline	Related Form/Online Tool	Teacher Responsibilities	Observer Responsibilities
			Discuss the lesson and present related evidence. Respond to post-observation questions. Discuss progress on Component Four and update Professional Responsibilities Form, as appropriate.	Discuss Component Four progress. Share commendations, expectations, and recommendations, appropriate.
Step 5: Level of Performance Ratings	At post-observation conference	N/A	Discuss evidence, resources, and support as appropriate.	Discuss evidence and level of performance for each criteria observed.
Step 6: Formative Feedback Documentation	Within 10 working days of the post-observation conference	Formative Feedback Form	Review, sign, and return to the observer within 5 working days.	Prepare Formative Feedback Form and present to teacher. Record documentation into online platform.
Step 7: Summative Evaluation Conference	April-May	Professional Responsibilities Reflection Sheet (optional) Component Five Form	Review and discuss all documents for the full evaluation cycle. Collect data, track and analyze/discuss progress toward attaining Component V targets. Complete the Component Five Form.	Review and discuss all documents for the full evaluation cycle. Analyze/discuss progress toward attaining Component V targets Review the Component Five Form.
Step 8: Summative Evaluation Documentation	April-May Within 10 working days of the Summative Conference	Summative Feedback Form	Review, sign, and return to the observer within 5 working days.	Prepare Summative Feedback Form and present to teacher. Record documentation into online platform.

DELAWARE PERFORMANCE APPRAISAL SYSTEM II
COMPONENT FIVE FORM
FOR GROUP 1 Educators

Educator: **Evaluator:**

School: **Grade(s):**   **Subject Area(s):**

Part I: Roster Identification (recommended date: by October 31st)

Class list(s) that will be used for each Measure A* attached: ☐   Yes   ☐   No

I hereby verify that the attached class list represents exactly all of my students in accordance with the state's Teacher of Record Policy.		*I hereby verify that the attached class list represents exactly all of the students scheduled for the teacher noted above in accordance with the state's Teacher of Record Policy.*	
Educator Signature	Date	Evaluator Signature	Date

Part II: Measure Selection (recommended date: by October 31st)

MUST be completed and approved by administrator prior to using any Measure.
MUST use Measure A* _and_ at least one (1) Measure B.

Measure A*:

Measure B or C: _____

Class(s) Tested: _____

Measure Selection completed: ☐   Yes   ☐No

I hereby agree to use the above measure(s) as part of Component V of my DPAS II evaluation.		*I hereby agree to the use of the above measure(s) as part of Component V for the aforementioned teacher's DPAS II evaluation.*	
Educator Signature	Date	Evaluator Signature	Date

PART III: (FALL Conference) – Set targets based on selected administrator approved measures.

- *Group 1 educators will set targets for Measure B/C assessments on the Component Five Form.*
- *Measure A* targets will be calculated and provided by the Department of Education.*

Data and Evidence Collection Procedures Chart
Target Selection/Results

Measure: ☐B ☐C	*What is the goal?*		
Data Procedures			
Measure Used:			
Class Tested:		**Baseline Date:**	
Evidence			
Baseline Data:			
Target date:			
Satisfactory target: *Minimum that needs to be met to earn "Satisfactory" rating.**			
Exceeds target: *Minimum that needs to be met to earn "Exceeds" rating.*			

* NOTE: *An Unsatisfactory rating will result if anything less than the Satisfactory target is achieved.*

The listed targets for Satisfactory and Exceeds have been agreed upon by the educator and evaluator. Final approval rests with the evaluator.			
Educator Signature	Date	Evaluator Signature	Date

IV. DPAS II Forms for Teachers
Component Five Form for Group 1

PART IV: **Spring Conference Preparation**

Roster Verification:			
The rosters for Measure A has been verified: ☐ Yes ☐ No			
Class list that was used for Measure B/C is attached: ☐ Yes ☐ No			
I hereby verify that the attached class list represents exactly all of my students in accordance with the state's Teacher of Record Policy.		*I hereby verify that the attached class list represents exactly all of the students scheduled for the teacher noted above in accordance with the state's Teacher of Record Policy.*	
Educator Signature	Date	Evaluator Signature	Date

Measure A* calculations are based on state assessment scores and student growth targets

Exceeds	Satisfactory	Unsatisfactory (*with administrator discretion*)	Unsatisfactory
65% or more of an educator's student growth targets are met.	*50%-64% of an educator's student growth targets are met.*	*35%-49% of an educator's student growth targets are met (conference between administrator and educator could provide option to upgrade to a "Satisfactory" rating.*	*Less than 35% of an educator's student growth targets are met.*
Measure A*	☐ **Exceeds** ☐ **Satisfactory** ☐ **Unsatisfactory**		

Measure B/C calculations are based on the targets set during the fall conference.

Exceeds	Satisfactory	Unsatisfactory
The agreed upon "exceeds" target is met or surpassed.	*The agreed upon "satisfactory" target is met or surpassed, but the "exceeds" target is not met.*	*The agreed upon "satisfactory" target is not met.*
Measure B/C Rating:	☐ **Exceeds** ☐ **Satisfactory** ☐ **Unsatisfactory**	

Measure A = 50% of Component V   Measure B or C = 50% of Component V

Possible Rating Combinations		Overall Component V Rating
Exceeds	Exceeds	Highly Effective
Exceeds	Satisfactory	Effective
Exceeds	Unsatisfactory	Effective
Satisfactory	Satisfactory	Effective
Satisfactory	Unsatisfactory	Needs Improvement
Unsatisfactory	Unsatisfactory	Ineffective
Overall Component V Rating:	☐ **Highly Effective** ☐ **Effective** ☐ **Needs Improvement** ☐ **Ineffective**	
Educator Signature	Date	Evaluator Signature	Date

DELAWARE PERFORMANCE APPRAISAL SYSTEM II
COMPONENT FIVE FORM
FOR GROUP 2 Educators

Educator: _____   Evaluator: _____

School: _____   Grade(s): _____   Subject Area(s): _____

Part I: Roster Identification (recommended date: by October 31st)

Class list(s) that will be used for each measure attached: ☐ Yes   ☐ No

I hereby verify that the attached class list represents exactly all of my students in accordance with the state's Teacher of Record Policy.		*I hereby verify that the attached class list represents exactly all of the students scheduled for the teacher noted above in accordance with the state's Teacher of Record Policy.*	
Educator Signature	Date	Evaluator Signature	Date

Part II: Measure Selection (recommended date: by October 31st)

- ***MUST*** *be completed and approved by administrator prior to using any Measure.*
- ***MUST*** *use a minimum of two (2) Measures.*
- ***MUST*** *use at least one (1) Measure B and one (1) Measure B or C.*

Measure ☐B ☐C: _____ Class(es) Tested: _____
Measure ☐B ☐C: _____ Class(es) Tested: _____

Measure Selection completed: ☐ Yes   ☐No

I hereby agree to use the above measure(s) as part of Component V of my DPAS II evaluation.		*I hereby agree to the use of the above measure(s) as part of Component V for the aforementioned teacher's DPAS II evaluation.*	
Educator Signature	Date	Evaluator Signature	Date

PART III: (FALL Conference) – Set targets based on selected administrator approved measures.

- *Group 2 educators will set targets for Measure B and Measure C assessments on the Component Five Form/Online Tool. Final approval rests with the evaluator.*

Data and Evidence Collection Procedures Chart
Target Selection/Results

Measure: ☐B ☐C	*What is the goal?*		
Data Procedures			
Measure Used:			
Class Tested:		**Baseline Date:**	
Evidence			
Baseline Data:			
Target date:			
Satisfactory target: *Minimum that needs to be met to earn "Satisfactory"*			
Exceeds target: *Minimum that needs to be met to earn "Exceed" rating.*			

Measure: ☐B ☐C	*What is the goal?*		
Data Procedures			
Measure Used:			
Class Tested:		**Baseline Date:**	
Evidence			
Baseline Data:			
Target date:			
Satisfactory target: *Minimum that needs to be met to earn "Satisfactory" rating.**			
Exceeds target: *Minimum that needs to be met to earn "Exceeds" rating*			

* NOTE: *An unsatisfactory rating will result if anything less than the Satisfactory target is achieved.*

The listed targets for Satisfactory and Exceeds have been agreed upon by the educator and evaluator.			
Educator Signature	Date	Evaluator Signature	Date

IV. DPAS II Forms for Teachers
Component Five Form for Group 2

PART IV: **Spring Conference Preparation**

Roster Verification:			
Class list(s) that was used for Measure B is attached: ☐ Yes ☐ No			
*Class list(s) that was used for Measure C is attached: ☐ Yes ☐ No			
*if applicable			
I hereby verify that the attached class list represents exactly all of my students in accordance with the state's Teacher of Record Policy.		*I hereby verify that the attached class list represents exactly all of the students scheduled for the teacher noted above in accordance with the state's Teacher of Record Policy.*	
Educator Signature	Date	Evaluator Signature	Date

Measure B & Measure C calculations are based on the targets set during the fall conference.

Exceeds	Satisfactory	Unsatisfactory
The agreed upon "exceeds" target is met or surpassed.	*The agreed upon "satisfactory" target is met or surpassed, but the "exceeds" target is not met.*	*The agreed upon "satisfactory" target is not met.*
Measure B Rating: ☐ **Exceeds** ☐ **Satisfactory** ☐ **Unsatisfactory**		
Measure B/C ☐ **Exceeds** ☐ **Satisfactory** ☐ **Unsatisfactory**		

<u>**Measure B = 50% of Component V**</u>   <u>**Measure B/C = 50% of Component V**</u>

Possible Rating Combinations		Overall Component V Rating
Exceeds	Exceeds	Highly Effective
Exceeds	Satisfactory	Effective
Exceeds	Unsatisfactory	Effective
Satisfactory	Satisfactory	Effective
Satisfactory	Unsatisfactory	Needs Improvement
Unsatisfactory	Unsatisfactory	Ineffective
Overall Component V Rating:	☐ **Highly Effective** ☐ **Effective** ☐ **Needs Improvement** ☐ **Ineffective**	
Educator Signature	Date	Evaluator Signature	Date

DELAWARE PERFORMANCE APPRAISAL SYSTEM II
COMPONENT FIVE FORM
FOR GROUP 3 EDUCATORS

Educator: _____   Evaluator: _____

School: _____ Grade(s): _____ Subject Area(s): _____

Part I: Measure Selection (*recommended date: by October 31st*)
• ***MUST*** *be completed and approved by administrator prior to using any Measure.*
• ***MUST*** *use a minimum of two (2) Measures.*
• ***MUST*** *use Measure C.*

Measure C: _____ Focus of Goal: _____

Measure C: _____ Focus of Goal: _____

Measure Selection completed: ☐ Yes   ☐No

I hereby agree to use the above measure(s) as part of Component V of my DPAS II evaluation.		*I hereby agree to the use of the above measure(s) as part of Component V for the aforementioned teacher's DPAS II evaluation.*	
Educator Signature	Date	Evaluator Signature	Date

PART II: **(FALL Conference) – Set targets based on selected administrator approved measures.**
• *Group 3 educators will set targets for Measure C assessments on the Component Five Form*

Data and Evidence Collection Procedures Chart
Target Selection/Results

Measure: ☐C	What is the goal?		
Data Procedures			
Measure Used:			
Class Tested:		**Baseline Date:**	
Evidence			
Baseline Data:			
Target date:			
Satisfactory target: *Minimum that needs to be met to earn "Satisfactory" rating.**			
Exceeds target: *Minimum that needs to be met to earn "Exceeds" rating.*			

Measure: ☐C	What is the goal?		
Data Procedures			
Measure Used:			
Class Tested:		**Baseline Date:**	
Evidence			
Baseline Data:			
Target date:			
Satisfactory target: *Minimum that needs to be met to earn "Satisfactory" rating.**			
Exceeds target: *Minimum that needs to be met to earn "Exceeds" rating.*			

* NOTE: *An unsatisfactory rating will result if anything less than the Satisfactory target is achieved.*

The listed targets for Satisfactory and Exceeds have been agreed upon by the educator and evaluator.			
Educator Signature	Date	Evaluator Signature	Date

PART IV: **Spring Conference Preparation**

Roster Verification:			
Class list(s) that was used for the first Measure C is attached: ☐ Yes ☐ No			
Class list(s) that was used for the second Measure C is attached: ☐ Yes ☐ No			
I hereby verify that the attached class list represents exactly all of my students in accordance with the state's Teacher of Record Policy.		*I hereby verify that the attached class list represents exactly all of the students scheduled for the teacher noted above in accordance with the state's Teacher of Record Policy.*	
Educator Signature	Date	Evaluator Signature	Date

Measure C calculations are based on the targets set during the fall conference.

Exceeds	Satisfactory	Unsatisfactory
The agreed upon "exceeds" target is met or surpassed.	*The agreed upon "satisfactory" target is met or surpassed, but the "exceeds" target is not met.*	*The agreed upon "satisfactory" target is not met.*
Measure C Rating 1: ☐ **Exceeds** ☐ **Satisfactory** ☐ **Unsatisfactory**		
Measure C Rating 2: ☐ **Exceeds** ☐ **Satisfactory** ☐ **Unsatisfactory**		

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Possible Rating Combinations		Overall Component V Rating
Exceeds	Exceeds	Highly Effective
Exceeds	Satisfactory	Effective
Exceeds	Unsatisfactory	Effective
Satisfactory	Satisfactory	Effective
Satisfactory	Unsatisfactory	Needs Improvement
Unsatisfactory	Unsatisfactory	Ineffective
Overall Component V Rating:	☐ **Highly Effective** ☐ **Effective** ☐ **Needs Improvement** ☐ **Ineffective**	
Educator Signature	Date	Evaluator Signature Date

<div align="center">

**DELAWARE PERFORMANCE APPRAISAL SYSTEM II
PROFESSIONAL RESPONSIBILITIES FORM
FOR TEACHERS
(Component Four)**

</div>

Teacher _____   Evaluator _____

School _____   Date of Conference _____

Grade(s) _____   Subject Area(s) _____

Teachers must complete this form for the current school year and submit it to the evaluator no later than their first Observation Conference. Teachers on a two-year evaluation cycle must submit the form during the first year of the cycle. This form may be updated at any time during the evaluation cycle.

Part I –Communicating with Family (4a):

How do you share instructional program information with families? How do you engage families in the instructional program?

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

Part II – Recording Data (4b):

How do you ensure student data is recorded accurately and kept up to date?

Part III – Growing and Developing Professionally (4c):

Describe any professional learning activities in which you regularly participate.   How do these activities enhance your professional practice?

Part IV – Additional Reflections:

Describe any extra-curricular activities in which you participate. How do these activities enhance your professional practice and/or engagement in the school community?

Part V – Professional Growth Goals:

Describe any professional growth goals you may have related to Parts I, II, and III in this form. Include information about any additional professional learning activities you would like to participate in this year. Also include any resources you may need to achieve your goal(s).

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

DELAWARE PERFORMANCE APPRAISAL SYSTEM II
COMPONENT ONE FORM
FOR TEACHERS

Educator: _____   Evaluator: _____

School: _____   Date of Conference: _____

Subject Area(s):_____   Grade(s): _____

The teacher should complete this form and provide a copy to the Credentialed Observer before the Pre-observation Conference or upon request. A detailed lesson plan, relevant assessments, and other relevant documents must be attached. The teacher may reference such materials in the prompts below as evidence.

1a. Selecting Instructional Goals: Teacher selects instructional goals that are aligned with the Delaware content standards, Common Core Standards, and/or the district or charter school's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with State Assessment levels of performance where applicable.

> What are your goals for this lesson? How does this lesson fit into the overall goals of the unit?

1b. Designing Coherent Instruction: Teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district or charter school's curricula.

> Explain the rationale for the design of your lesson and instruction.

1c. Demonstrating Knowledge of Content and Pedagogy: Teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district or charter school's curricula.

> How will you differentiate instruction to meet the learning needs of a variety of students?
>
> Where do you see your students struggling with the concepts of this lesson? How will you address these struggles?

1d. Demonstrating Knowledge of Students: Teacher shows his or her knowledge of student developmental characteristics; approaches to learning, knowledge, and skills; interests; cultural heritage; and, where applicable, State Assessment performance levels.

Describe the students in your class in terms of ability, culture, and interests. How did you use this knowledge when planning your lesson?

1e. Designing Student Assessments: Teacher creates and/or selects assessments that are congruent with instructional goals, criteria, and standards. The teacher plans for the use of formative and summative assessments of the teacher's students.

How will you determine student progress toward lesson and/or unit goals?

Component One Overall:

Provide any additional comments or information pertaining to Component One/Planning and Preparation.

DELAWARE PERFORMANCE APPRAISAL SYSTEM II
LESSON REFLECTION SHEET
FOR TEACHERS

Educator: _____   Evaluator: _____

Grade(s): _____   Subject Area(s): _____

Date & Time of Observation: _____

This form is optional
The teacher may choose to complete this form, in whole or in part, and bring it to the Post-observation Conference. **The teacher has full discretion as to whether this form is completed and/or shared with the evaluator.**

Reflect and comment on the different aspects of your instructional delivery for this particular lesson. To what extent was the lesson effective? What would you do differently to improve the lesson?

	Were the following aspects of your instructional delivery effective? Why or why not?	What would you do differently to improve the lesson?
Instructional Strategies		
Student Grouping(s)		
Student Activities		
Materials, Resources, and Technology		
Assessment Methods		
Classroom Management/Student Behavior		
Student Engagement/Interest		

DELAWARE PERFORMANCE APPRAISAL SYSTEM II
FORMATIVE FEEDBACK FORM (OBSERVATION FORM)
FOR TEACHERS
(Components One, Two, Three, and Four)

Teacher: _____   Evaluator(s): _____

School: _____   Date of Post-Conference: _____

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

Observation Date and Time: _____

Observation Type: Announced ☐   Unannounced ☐

Novice Teacher ☐   OR   Experienced Teacher ☐

COMPONENT 1: PLANNING AND PREPARATION

1a.   Selecting Instructional Goals: Teacher selects instructional goals that are aligned with the Delaware content standards and the district or charter school's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with State Assessment levels of performance where applicable.

Criterion 1a. Performance: ☐Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

1b.   Designing Coherent Instruction: Teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district or charter school's curricula.

Criterion 1b. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

1c.   Demonstrating Knowledge of Content and Pedagogy: Teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district or charter school's curricula.

Criterion 1c. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

1d.   Demonstrating Knowledge of Students: Teacher shows his or her knowledge of student developmental characteristics; approaches to learning, knowledge, and skills; interests; cultural heritage; and, where applicable, State Assessment performance levels.

Criterion 1d. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

1e.   Designing Student Assessments: Teacher creates and/or selects assessments that are congruent with instructional goals, criteria, and standards. The teacher plans for the use of formative and summative assessments of the teacher's students.

Criterion 1e. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

COMPONENT 2: CLASSROOM ENVIRONMENT

2a.   Managing Classroom Procedures: Teacher has clearly defined procedures for managing learning time, transitions between learning events, and routines that maximize learning time.

Criterion 2a. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

2b.   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.

Criterion 2b. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

2c.   Creating an Environment to Support Learning: Teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

Criterion 2c. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

2d.   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 makes resources accessible to all students.

Criterion 2d. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

COMPONENT 3: INSTRUCTION

3a.   Engaging Students in Learning: Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district or charter school's curricula. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.

Criterion 3a. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

3b.   Demonstrating Flexibility and Responsiveness: Teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and achievement data.

Criterion 3b. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

3c.   Communicating Clearly and Accurately: Verbal and written communication is clear and appropriate to students' ages, backgrounds, and levels of understanding.

Criterion 3c. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

3d.   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.

Criterion 3d. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

3e.   Using Assessment in Instruction: Teacher makes the criteria of the assessment known to the students, monitors the students' progress, provides descriptive feedback, promotes student self-assessment, and uses data to plan future instruction.

Criterion 3e. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

4a.   Communicating with Families: Teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.

Criterion 4a. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

4b.   Recording student data in a Student Record System: Teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.

Criterion 4b. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

4c.   Growing and Developing Professionally: Teacher chooses and participates in professional development that is aligned with his or her professional needs and aligned with the needs of the school, district or charter school, or students.

Criterion 4c. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

4d.   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 for all students.

Criterion 4d. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

PERFORMANCE SUMMARY

An Improvement Plan may be developed if a teacher's overall performance during an observed lesson is unsatisfactory. In instances where an improvement plan is to be developed, the evaluator shall first have noted the unsatisfactory performance on the required forms by noting "Performance Requires an Improvement Plan" and initialing the statement.

Summary of Commendations/Expectations/Recommended Area(s) of Growth:

Additional Evaluator Feedback:

SIGNATURES

The teacher and evaluator shall sign the Formative feedback form to indicate that the lesson has been reviewed and discussed, not that the teacher necessarily agrees with the observation 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 fifteen (15) 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 Requires an Improvement Plan**" is written/noted on this form. This is accomplished by submitting additional information, specific to the point of disagreement, in **writing** within **fifteen (15) working days** of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level evaluator. Any additional information will become part of the appraisal record.

DELAWARE PERFORMANCE APPRAISAL SYSTEM II
FORMATIVE FEEDBACK SHORT FORM
FOR TEACHERS
(Components Two and Three)

Teacher: _____   Evaluator(s): _____

School: _____   Date of Post-Conference: _____

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

Observation Date and Time: _____

Novice Teacher ☐   OR   Experienced Teacher ☐

"Short Form" observations are generally unannounced, should be at least 10 minutes, can occur after one full observation in an appraisal cycle, and do not replace required observations.

COMPONENT 2: CLASSROOM ENVIRONMENT

2a.   Managing Classroom Procedures: Teacher has clearly defined procedures for managing learning time, transitions between learning events, and routines that maximize learning time.

Criterion 2a. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

2b.   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.

Criterion 2b. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

2c.   Creating an Environment to Support Learning: Teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

Criterion 2c. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

2d.   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 makes resources accessible to all students.

Criterion 2d. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

COMPONENT 3: INSTRUCTION

3a.   Engaging Students in Learning: Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district or charter school's curricula. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.

Criterion 3a. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

3b.   Demonstrating Flexibility and Responsiveness: Teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and achievement data.

Criterion 3b. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

3c.   Communicating Clearly and Accurately: Verbal and written communication is clear and appropriate to students' ages, backgrounds, and levels of understanding.

Criterion 3c. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

3d.   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.

Criterion 3d. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

3e.   Using Assessment in Instruction: Teacher makes the criteria of the assessment known to the students, monitors the students' progress, provides descriptive feedback, promotes student self-assessment, and uses data to plan future instruction.

Criterion 3e. Performance: ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

PERFORMANCE SUMMARY

A "Short" should be followed by a brief conference within 10 days of the observation. One "Short" observation standing alone cannot lead to an Improvement Plan mid-year.

Summary of Commendations/Expectations/Recommended Area(s) of Growth:

Additional Evaluator Feedback:

SIGNATURES

The teacher and evaluator shall sign the form to indicate that the lesson has been reviewed and discussed, not that the teacher necessarily agrees with the performance appraisal.

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 fifteen (15) 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 Requires an Improvement Plan**" is written/noted on this form. This is accomplished by submitting additional information, specific to the point of disagreement, in **writing** within **fifteen (15) working days** of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level evaluator. Any additional information will become part of the appraisal record.

DELAWARE PERFORMANCE APPRAISAL SYSTEM II
PROFESSIONAL RESPONSIBILITIES REFLECTION SHEET
FOR TEACHERS

Teacher: _____   Evaluator: _____

Grade(s): _____   Subject Area(s): _____

Date & Time of Summative Conference: _____

This form is optional

The teacher may choose to complete this form, in whole or in part, and use it to complete the Professional Responsibilities form. The teacher may also bring this form to any evaluation conference.
The teacher has full discretion as to whether this form is completed and/or shared with the evaluator*.*

Reflect and comment on the different aspects of your professional practice. To what extent are you effective? What are your professional practice goals? How will your goals support student learning? What opportunities or supports do you need to achieve your professional practice goals?

	Are the following aspects of your professional practice effective? Why or why not?	What are your professional practice goals? How will your goals support student learning?	What opportunities or supports do you need to achieve your professional practice goals?
Family Communications /Engagement			
Record Keeping			
Professional Growth and Development			
Reflection on Professional Practice			
Other Reflections			

DELAWARE PERFORMANCE APPRAISAL SYSTEM II
SUMMATIVE FEEDBACK 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

1a.   Selecting Instructional Goals: Teacher selects instructional goals that are aligned with the Delaware content standards and the district or charter school's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with State Assessment levels of performance where applicable.

Criterion 1a. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

1b.   Designing Coherent Instruction: Teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district or charter school's curricula.

Criterion 1b. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

1c.   Demonstrating Knowledge of Content and Pedagogy: Teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district or charter school's curricula.

Criterion 1c. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

1d.   Demonstrating Knowledge of Students: Teacher shows his or her knowledge of student developmental characteristics; approaches to learning, knowledge, and skills; interests; cultural heritage; and, where applicable, State Assessment performance levels.

Criterion 1d. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

1e.   Designing Student Assessments: Teacher creates and/or selects assessments that are congruent with instructional goals, criteria, and standards. The teacher plans for the use of formative and summative assessments of the teacher's students.

Criterion 1e. Performance: ☐ Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

Evidence:

COMPONENT 1 PERFORMANCE:

☐ **Highly Effective**   ☐ **Effective**   ☐ **Needs Improvement**   ☐ **Ineffective**

COMPONENT 2: CLASSROOM ENVIRONMENT

2a.   Managing Classroom Procedures: Teacher has clearly defined procedures for managing learning time, transitions between learning events, and routines that maximize learning time.

Criterion 2a. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

2b.   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.

Criterion 2b. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

2c.   Creating an Environment to Support Learning: Teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

Criterion 2c. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

2d.   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 makes resources accessible to all students.

Criterion 2d. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

Evidence:

COMPONENT 2 PERFORMANCE:

☐ **Highly Effective**   ☐ **Effective**   ☐ **Needs Improvement**   ☐ **Ineffective**

COMPONENT 3: INSTRUCTION

3a.   Engaging Students in Learning: Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district or charter school's curricula. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.

Criterion 3a. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

3b.   Demonstrating Flexibility and Responsiveness: Teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and achievement data.

Criterion 3b. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

3c.   Communicating Clearly and Accurately: Verbal and written communication is clear and appropriate to students' ages, backgrounds, and levels of understanding.

Criterion 3c. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

3d.   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.

Criterion 3d. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

3e.   Using Assessment in Instruction: Teacher makes the criteria of the assessment known to the students, monitors the students' progress, provides descriptive feedback, promotes student self-assessment, and uses data to plan future instruction.

Criterion 3e. Performance: ☐Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

Evidence:

COMPONENT 3 PERFORMANCE:

☐ **Highly Effective**   ☐ **Effective**   ☐ **Needs Improvement**   ☐ **Ineffective**

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

4a.   Communicating with Families: Teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.

Criterion 4a. Performance: ☐ Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

4b.   Recording student data in a Student Record System: Teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.

Criterion 4b. Performance: ☐ Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

4c.   Growing and Developing Professionally: Teacher chooses and participates in professional development that is aligned with his or her professional needs and aligned with the needs of the school, district or charter school, or students.

Criterion 4c. Performance: ☐ Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

4d.   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 for all students.

Criterion 4d. Performance: ☐ Ineffective   ☐ Needs Improvement   ☐ Effective   ☐ Highly Effective

Evidence:

COMPONENT 4 PERFORMANCE:

☐ **Highly Effective**   ☐ **Effective**   ☐ **Needs Improvement**   ☐ **Ineffective**

COMPONENT 5: STUDENT IMPROVEMENT

Measure A Growth Rating (if applicable):

☐ **Exceeds**   ☐ **Satisfactory**   ☐ **Unsatisfactory/Admin Discretion**   ☐ **Unsatisfactory**

Measure B Growth Rating (if applicable):

☐ **Exceeds**   ☐ **Satisfactory**   ☐ **Unsatisfactory**

Measure C Growth Rating (if applicable):

☐ **Exceeds**   ☐ **Satisfactory**   ☐ **Unsatisfactory**

COMPONENT 5 PERFORMANCE:

☐ **Highly Effective**   ☐ **Effective**   ☐ **Needs Improvement**   ☐ **Ineffective**

PERFORMANCE SUMMARY

Summative performance rating:

☐ **Highly Effective**   ☐ **Effective**   ☐ **Needs Improvement**   ☐ **Ineffective**

An Improvement Plan shall be developed for a teacher who receives an overall rating of "Needs Improvement" or "Ineffective" on the Summative Evaluation.

Summary of Commendations/Expectations/Recommended Area(s) of Growth:

Additional Evaluator Feedback:

Improvement Plan Required for

Component 1 ☐   Component 2 ☐   Component 3 ☐   Component 4 ☐   Component 5 ☐

SIGNATURES

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 fifteen (15) 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 **fifteen (15) working days** of the date of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level evaluator. Any additional information will become part of the appraisal record.

DELAWARE PERFORMANCE APPRAISAL SYSTEM II
IMPROVEMENT PLAN FOR TEACHERS

Teacher: _____   Evaluator: _____

School: _____   Date of Conference: _____

Grade(s): _____   Subject Area(s): _____

Area(s) for 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.

Deficiencies
Describe specific deficiencies in teacher performance related to DPAS II Components, Criteria, and/or Elements.

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

Professional Learning Activities, Interventions, and/or Resources

Describe professional learning activities, interventions, or resources the teacher is expected to engage in to meet the goals of the Improvement Plan.

Evidence and Timelines for Goal Completion

Indicate types of evidence and timelines for completion of the Improvement Plan goals including, but not limited to: observation follow-up timelines, target dates for activity completion, and target dates for evidence submission, data sets, and Improvement Plan completion date.

Plan Completion

Describe how satisfactory or unsatisfactory completion of the plan will be determined. Indicate potential consequences of unsatisfactory completion of the plan.

Plan Agreement:

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 teacher to complete this plan.

Evaluator's
Signature: _____ Date: _____

Amendments to the Plan:

Specify any changes to the Improvement Plan if it is amended during implementation.

Teacher's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

Improvement Plan Completion:

The teacher's completion of the Improvement Plan is:

☐ Satisfactory   ☐ Unsatisfactory

Teacher's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

DELAWARE PERFORMANCE APPRAISAL SYSTEM II
IMPROVEMENT PLAN
STUDENT IMPROVEMENT FOR EDUCATORS (COMPONENT V)

Educator: _____   Evaluator: _____

School: _____   Date of Conference: _____

Grade(s): _____   Subject Area(s): _____

Area(s) for Improvement: _____

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

Deficiencies and Student Achievement Analysis
Describe specific deficiencies in educator performance related to DPAS-II, Component V. As applicable, the educator should review state assessment benchmark reports, Measure B/Measure C assessments, and other state/district/school common assessments to identify trends or patterns related to specific weaknesses in student and educator performance. The educator should present this data/evidence in the Improvement Plan Conference *(to be held following the Spring Conference and/or as part of the Fall Conference in the following year).*

Linkage to other Components
The educator and evaluator will work to identify other DPAS-II Component areas that have the greatest potential to impact student achievement in the educator's classroom. The identification of specific components and/or appraisal criteria will allow the evaluator and educator to develop strategies to link student outcomes to improved practices within the other performance areas.

Measurable Goals
List the specific measurable goals to improve performance to a satisfactory level. Indicate how progress will be measured for each goal at various points throughout the upcoming school year.

Professional Learning Activities, Interventions, and/or Resources
Describe professional learning activities, interventions, or resources the educator is expected to access in order to help meet the goals of the Improvement Plan.

Evidence and Timelines for Goal Completion
Indicate types of evidence and timelines for completion of the Improvement Plan including, but not limited to: observation follow-up timelines, target dates for activity completion, target dates for evidence submission, student data sets, and Improvement Plan completion date *(which should linked to the next time the educator/evaluator will conduct a Spring Conference/C-V Conference).*

Plan Completion
Describe how satisfactory or unsatisfactory completion of the plan will be determined. Indicate potential consequences of unsatisfactory completion of the plan.

Plan Agreement:
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.

Educator's
Signature: _____   Date: _____

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

Evaluator's
Signature: _____   Date: _____

Amendments to the Plan:

Date:

Specify any changes to the Improvement Plan if it is amended during implementation.

Educator's
Signature: _____   _____

Evaluator's
Signature: _____   Date: _____

Improvement Plan Completion:

The educator's completion of the Improvement Plan *(based upon student achievement/performance data)* is:

☐ Satisfactory   ☐ Unsatisfactory

Educator's
Signature: _____   Date: _____

Evaluator's
Signature: _____   _____

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DELAWARE PERFORMANCE APPRAISAL SYSTEM II
EXPECTATIONS FOLLOW-UP FORM
(OPTIONAL)

</div>

Teacher: _____   Evaluator: _____

School: _____   Date: _____

TYPE OF EXPECTATIONS FOLLOW-UP (check and date one)

☐ Follow up for Formative Feedback Expectations

       Date of original Formative Documentation_____

☐ Follow up for Summative Evaluation Expectations

       Date of original Summative Documentation_____

EXPECTATIONS FOLLOW-UP DETAIL

Expectation: [Number expectations if more than one.]

Method of data collection: How was evidence of expectations progress collected?

Evidence collected: What specific evidence was collected on what dates? Attach copies of any documents or artifacts collected. [If more than one Expectation, number evidence collected by Expectation number.]

EXPECTATIONS PERFORMANCE (check one)

☐ Evidence collected meets all Expectations. No further course of action is required.

☐ Evidence collected meets the following Expectations: [Number expectations if more than one.]

☐ Evidence collected does <u>not</u> meet the following Expectations: [Number expectations if more than one.]

Course of action: Complete this section if one or more Expectations were not met in the prescribed timeline.

Additional Notes:

SIGNATURES

The teacher and evaluator shall sign the Expectations Follow-Up 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 fifteen (15) 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 **fifteen (15) working days** of the date of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level evaluator.   Any additional information will become part of the appraisal record.*

Appendix A: DPAS II Criterion Rubric
Component 1: Planning and Preparation

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
1a: Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.
1b: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1c: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1d: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.
1e: Designing Student Assessments	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of the students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and uses clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

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Appendix A: DPAS II Criterion Rubric

Component 2: The Classroom Environment

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
2a: Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2b: Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
2c: Creating an Environment to Support Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
2d: Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe and students contribute to ensuring that the physical environment supports the learning of all students.

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Component 3: Instruction

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
3a: Engaging Students in Learning	Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
3b: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.
3c: Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3d: Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by most students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion. Teacher employs cognitive coaching in questioning.
3e: Using Assessment in Instruction	Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress of students, nor provide feedback to them. Students are not engaged in self-assessment.	Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally.	Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high quality feedback to students. Occasional formative assessment is used and students are aware of most summative assessment criteria.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria.

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Appendix A: DPAS II Criterion Rubrics

Component 4: Professional Responsibilities

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
4a: Communicating with Family	The teacher provides little or no information to families and makes no effort to engage families in the instructional program.	The teacher complies with school procedures/policies for providing information to families and makes an effort to engage families in the instructional program.	The teacher communicates frequently with families and successfully engages families in the instructional program.	The teacher communicates frequently with families; communication is sensitive to families' cultures and values. The teacher successfully engages families in the instructional program. Students participate in communication with families.
4b: Recording Data in a Student Record System	The teacher does not maintain and record accurate data which results in errors and confusion.	The teacher maintains accurate data, but the teacher officially records data in a rudimentary and ineffective manner.	The teacher maintains and records accurate data in an efficient and effective manner.	The teacher maintains and records accurate data in an efficient and effective manner. Data are always recorded in a timely manner and readily accessible for those who have permission to access them.
4c: Growing and Developing Professionally	The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching skills.	The teacher has limited participation or involvement in professional development activities.	The teacher actively participates in professional development activities and contributes to the profession.	The teacher makes a substantial contribution to the profession through activities such as action research and mentoring new teachers and actively pursues professional development.
4d: Reflecting on Professional Practice	The teacher does not accurately reflect on the lesson or propose ideas on how the lesson could be improved.	The teacher's reflection on the lesson is generally accurate and the teacher makes global suggestions about how the lesson may be improved.	The teacher's reflection on the lesson is accurate, citing general characteristics of the lesson, and the teacher provides specific suggestions about how the lesson may be improved.	The teacher's reflections on the lesson are accurate and perceptive, citing specific examples within the lesson and specific suggestions for improvement. The teacher draws on an extensive repertoire to support suggestions for alternative strategies.

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Component 1: Planning and Preparation
Criterion 1a: Selecting Instructional Goals
Elements: Value, sequence and alignment ♦ Clarity ♦ Balance ♦ Suitability for diverse learners

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectation and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

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Component 1: Planning and Preparation
Criterion 1b: Designing Coherent Instruction
Elements: Learning activities ♦ Instructional materials and resources ♦ Instructional groups ♦ Lesson and unit structure

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

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Component 1: Planning and Preparation
Criterion 1c: Demonstrating Knowledge of Content and Pedagogy
Elements: Knowledge of content and the structure of the discipline ♦ Knowledge of prerequisite relationships ♦ Knowledge of content-related pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**NEEDS IMPROVEMENT**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

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Component 1: Planning and Preparation
Criterion 1d: Demonstrating Knowledge of Students
Elements: Knowledge of child and adolescent development ♦ Knowledge of the learning process ♦ Knowledge of students' skills, knowledge, and language proficiency · Knowledge of students' interests and cultural heritage ♦ Knowledge of students' special needs

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**NEEDS IMPROVEMENT**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general pattern.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

Component 1: Planning and Preparation
Criterion 1e: Designing Student Assessments
Elements: Congruence with instructional outcome ♦ Criteria and standards ♦ Design of formative assessments ♦ Use for planning

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Congruence with instructional outcome	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan for future instruction for individual students.

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Appendix B: DPAS II Element Rubric

Component 2: Classroom Environment
Criterion 2a: Managing Classroom Procedures
Elements: Management of instructional groups ♦ Management of transitions ♦ Management of materials and supplies ♦ Performance of non-instructional duties

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**NEEDS IMPROVEMENT**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

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Component 2: Classroom Environment
Criterion 2b: Managing Student Behavior
Elements: Expectations ♦ Monitoring of student behavior ♦ Response to student misbehavior

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

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Appendix B: DPAS II Element Rubric

Component 2: Classroom Environment
Criterion 2c: Creating an Environment to Support Learning

Elements: Teacher interaction with students ♦ Student interaction with others ♦ Importance of the content ♦ Expectations for learning and achievement ♦ Student pride in work

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate, through their active participation, curiosity and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

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Appendix B: DPAS II Element Rubric

Component 2: Classroom Environment
Criterion 2d: Organizing Physical Space
Elements: Safety and accessibility ♦ Arrangement of furniture and use of physical resources

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe and at least essential learning is accessible to most students.	The classroom is safe and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

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Component 3: Instruction
Criterion 3a: Engaging Students in Learning
Elements: Activities and assignments ♦ Grouping of students ♦ Instructional materials and resources ♦ Structure and pacing of the lesson

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing of the lesson	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

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Component 3: Instruction
Criterion 3b: Demonstrating Flexibility and Responsiveness
Elements: Lesson adjustment ♦ Response to students ♦ Persistence

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**NEEDS IMPROVEMENT**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

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Component 3: Instruction
Criterion 3c: Communicating Clearly and Accurately
Elements: Expectations for learning ♦ Directions and procedures ♦ Explanations of content ♦ Use of oral and written language

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.

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Component 3: Instruction
3d: Using Questioning and Discussion Techniques
Elements: Quality of questions ♦ Discussion techniques ♦ Student participation

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Teacher employs cognitive coaching skills.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

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Component 3: Instruction
3e: Using Assessment in Instruction
Elements: Assessment criteria ♦ Monitoring of student learning ♦ Feedback to students ♦ Student self-assessment and monitoring of progress

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

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Component 4: Professional Responsibilities
4a: Communicating with Families
Elements: Information about the instructional program ♦ Information about individual students ♦ Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Information about the instructional program	The teacher provides families little or no information about the instructional program.	The teacher participates in the school's activities for family communication but offers little additional information.	The teacher provides frequent information to families, as appropriate, about the instructional program.	The teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	The teacher provides minimal information about individual students to families, or the communication is inappropriate to the cultures of the families. The teacher does not respond, or responds insensitively, to family concerns about students.	The teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	The teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	The teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

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Component 4: Professional Responsibilities
4b: Recording data in a Student Record System
Elements: Student completion of assignments ♦ Student progress in learning ♦ Non-instructional records

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Student completion of assignments	The teacher maintains inaccurate or incomplete student assignment records.	The teacher maintains accurate student assignment records but record keeping is inefficient or confusing.	The teacher accurately and efficiently maintains student assignment records.	The teacher accurately and efficiently maintains student assignment records. Data are always recorded in a timely manner and readily accessible for those who have permission to access them.
Student progress in learning	The teacher maintains inaccurate or incomplete records of student progress	The teacher maintains accurate records of student progress but record keeping is inefficient or confusing.	The teacher accurately and efficiently maintains records of student progress and records are accessible to students, when appropriate.	The teacher accurately and efficiently maintains records of student progress Students participate in maintaining these records, when appropriate.
Non-instructional records	The teacher maintains inaccurate or incomplete non-instructional records.	The teacher maintains accurate non-instructional records but record keeping is inefficient or confusing.	The teacher accurately and efficiently maintains non-instructional records.	The teacher accurately and efficiently maintains non-instructional records. Data are always recorded in a timely manner and readily accessible for those who have permission to access them.

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Component 4: Professional Responsibilities
4c: Growing and Developing Professionally
Elements: Student completion of assignments ♦ Student progress in learning ♦ Non-instructional records

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	**NEEDS IMPROVEMENT**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Enhancement of content knowledge and pedagogical skills	The teacher engages in no professional development activities to enhance knowledge or skill.	The teacher has limited participation or involvement in professional development activities to enhance knowledge or skill.	The teacher actively participates in professional development activities to enhance content knowledge and pedagogical skill.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	The teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	The teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	The teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher finds limited ways to contribute to the profession.	The teacher actively participates in assisting other educators.	The teacher initiates important activities to contribute to the profession.

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Component 4: Professional Responsibilities
4d: Reflecting on Professional Practice
Elements: Accuracy ♦ Use in future teaching

ELEMENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Accuracy	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	The teacher has an accurate assessment of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher can cite general references to support the judgment.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher cites many specific examples from the lesson and weighs the relative strengths of each example.
Use in future teaching	The teacher has no suggestions for improving a lesson in the future.	The teacher makes general suggestions about how a lesson could be improved in the future.	The teacher makes a few specific suggestions of how the lesson could be improved in the future	The teacher draws on an extensive repertoire and provides specific suggestions for improving the lesson and explains the probable success of each suggestion.

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Appendix C:
Summative Evaluation Calculations

Although Summative Rating Calculations can be completed by the state-approved online platform, overall Summative Evaluation ratings can be determined using the following sequence:

1. **Ratings are determined for Components 1-4** by the observer using a preponderance of evidence collected during the summative evaluation cycle. Ratings for each Component are either Highly Effective, Effective, Needs Improvement, or Ineffective.

2. A **rating for the Student Improvement Component (Component 5) is determined** and is based on the roster, measure, and target selection process outlined in the Guide and discussed at the Fall and Spring conferences.

   First, each of the two measures is given a rating of Exceeds, Satisfactory, or Unsatisfactory. Then, an overall Component rating is determined using the chart below. <u>An educator is given a Component Five rating each year whether or not it is not the final year of the educator's Summative Evaluation cycle.</u>

Possible Rating		Overall Component V
Exceeds	Exceeds	Highly Effective
Exceeds	Satisfactory	Effective
Exceeds	Unsatisfactory	Effective
Satisfactory	Satisfactory	Effective
Satisfactory	Unsatisfactory	Needs Improvement
Unsatisfactory	Unsatisfactory	Ineffective

If an Experienced Educator receives a Summative Evaluation every two years, an overall Component 5 rating is identified using the chart below. <u>*Year 1 and Year 2 ratings should be calculated each year, prior to determining an overall Summative Evaluation rating for Component 5.*</u>

Year 1 and Year 2 Possible Rating Combinations		Summative Evaluation Rating for Component Five
Highly Effective	Highly Effective	Highly Effective
Highly Effective	Effective	Effective
Highly Effective	Needs Improvement	Effective
Highly Effective	Ineffective	Effective
Effective	Effective	Effective
Effective	Needs Improvement	Effective

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Appendix C:
Summative Evaluation Calculations

Effective	Ineffective	Needs Improvement
Needs Improvement	Needs Improvement	Needs Improvement
Needs Improvement	Ineffective	Ineffective
Ineffective	Ineffective	Ineffective

3. **Each of the five (5) Component ratings are given numerical values** indicated in the chart below:

Component Rating	Point Value
Highly Effective	4 points
Effective	3 points
Needs Improvement	2 points
Ineffective	1 point

4. **The sum of all Components is calculated.**

5. **An overall Summative Evaluation rating is determined** in accordance with the chart below, using the sum of all Components:

Sum of Component Points Earned	Summative Evaluation Rating
19 or 20 points	Highly Effective
14-18 points	Effective
9-13 points	Needs Improvement
5-8 points	Ineffective