

GUIDE for TEACHERS



*Building greater skills and
knowledge for educators*

DPAS II

Delaware
Performance Appraisal
System



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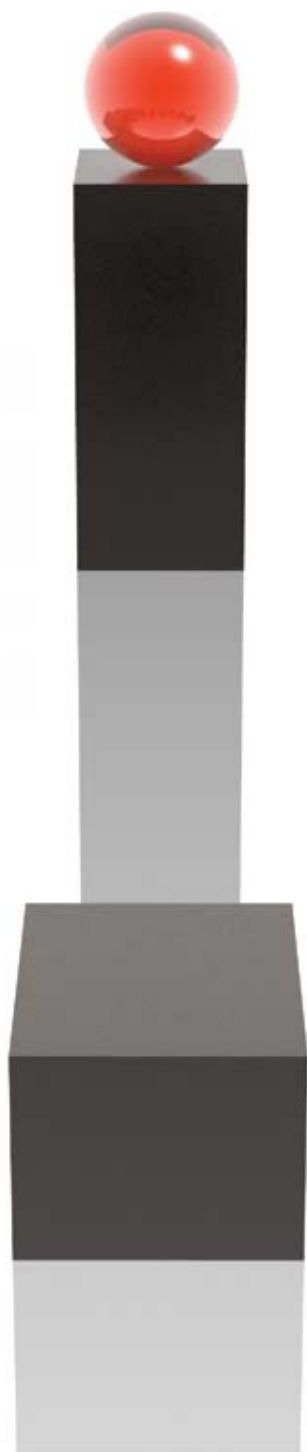


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Purpose of DPAS II

- Professional growth
- Continuous improvement
- Quality assurance

Professional growth focuses on enhancing the skills and knowledge of educators through:

- Self-assessment and goal-setting
- Working with colleagues
- Taking courses
- Attending workshops
- Designing new programs
- Piloting new programs or approaches
- Developing proficiency in test data analysis
- Other learning opportunities

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

Quality assurance focuses on the collection of credible evidence about educator performance. Evaluators use the evidence to make important decisions:

- Recognizing effective practice
- Recommending continued employment
- Recommending an improvement plan
- Beginning dismissal proceedings



Who is Included in the Teacher DPAS II?

A Teacher is an educator who does all of the following:

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

For the purposes of DPAS II, all educators who meet these definitions will follow the procedures for teachers. They 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 type of setting part of the instructional day may be evaluated using the teacher process for one announced formative observation.

Definitions of Novice Teacher and Experienced Teacher

Novice Teacher

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

Experienced Teacher

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



A Framework for Teachers

Enhancing Professional Practice: A Framework for Teaching (2nd Edition) developed by Charlotte Danielson, is the conceptual basis of DPAS II. It has been modified to meet the needs of Delaware. Delaware's framework for teaching is a definition of professional practice, which outlines elements of practice in five separate components.

The Five Components of DPAS II

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities
5. Student Improvement



SECTION
NOTES



Component One: Planning and Preparation

Criteria:

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

- **Selecting Instructional Goals**
The teacher selects instructional goals that are aligned with the DE 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.
- **Designing Coherent Instruction**
The 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.
- **Demonstrating Knowledge of Content and Pedagogy**
The 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.
- **Demonstrating Knowledge of Students**
The teacher shows his or her knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and, where applicable, State Assessment performance levels.

SECTION

A Framework for Teachers

The Importance of Component One:

Sometimes referred to as the “hidden component,” this component actually defines how a teacher selects and organizes the content to be taught. Teachers command a deep understanding of both the content and pedagogy related to 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 teacher selects or designs and implements assessment techniques, both formative and summative, to document student progress throughout the learning experience, to inform future instruction, to guide student improvement, and uses technology when and where appropriate.

Potential Evidence That Can Be Used for Component One:

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

STATION

A Framework for Teachers



Component Two: Classroom Environment

Criteria:

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

- **Managing Classroom Procedures**
The teacher has clearly defined procedures for managing learning time, transitions between learning events, and routine procedures that maximize learning time.
- **Managing Student Behavior**
The teacher establishes behavioral expectations and consequences and monitors student conduct. The teacher responds to student behavior in appropriate and effective ways to minimize disruptions.
- **Creating an Environment to Support Learning**
The 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.
- **Organizing Physical Space**
The teacher organizes, allocates, and manages physical space to create a safe learning environment. The teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.



NOTES

A Framework for Teachers

The Importance of Component Two:

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 exhibit 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.

Potential Evidence That Can Be Used for Component Two:

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

SECTION



Component Three: Instruction

Criteria:

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

- **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.
- **Demonstrating Flexibility and Responsiveness**
The 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.
- **Communicating Clearly and Accurately**
Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.
- **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.

The Importance of Component Three:

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 observable in the classroom, unlike Component One. As teachers deliver content, they engage students in the process of learning, involving them in decisions when possible. Teachers not only instruct content, they help students see its value by making connections to other disciplines.

SECTION

A Framework for Teachers

Teaching Methods

No single style of teaching is advocated in the DPAS II process. Sometimes teachers use direct instruction of the content or facilitate learning in student groups and through collaboration. They motivate students through the implementation of their planned activities. Students receive feedback on their progress from teachers and peers.

There is an excitement about learning crafted through the design and delivery of instruction. The materials provided go beyond worksheets into inquiry activities that pose deep questions and require students to think.

Teachers use a variety of questioning techniques that move students from simple to complex answers. Students are encouraged to assume responsibility for their own learning, while supported by the teacher's guidance. Teachers employ technology skillfully when appropriate to the lesson.

Potential Evidence That Can Be Used for Component Three:

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

SECTION



Component Four: Professional Responsibilities

Criteria:

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

- **Communicating with Family**
The 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.
- **Developing a Student Record System**
The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.
- **Growing and Developing Professionally**
The teacher chooses and participates in professional growth that is aligned with his or her professional needs and aligned with the needs of the students, school, or district.
- **Reflecting on Professional Practice**
The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.



The Importance of Component Four:

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

Communication and Record Keeping

Teachers should communicate with families about the academic, developmental, and behavioral progress of the student. This communication is two-way and on-going. Teachers understand family needs and work with them to schedule meetings, phone calls, e-mails, and other interactions to keep them constantly informed of progress. When possible, teachers involve students in the conversations. They inform their evaluators of the communications when appropriate. Maintaining records such as attendance, disciplinary actions, and contact information are important communication functions.

Professional Growth

Teachers are expected to grow as professionals throughout their careers. They understand that methods, curriculum, and technology constantly evolve and there is a need to stay current in the field. Professional growth activities may include:

- Studying topics related to new curricula
- Implementing new strategies or programs
- Working with others on teams or in study groups
- Conducting action research

Selection of professional goals is directly related to teaching standards, improving student learning, and school improvement.

SECTION

A Framework for Teachers

Reflective Thinking

Teachers take an active role in their school and participate in activities that will enhance their professional practice and improve student learning. They understand improvement of student learning should be a collaborative effort of school staff and administration. They reflect on their practice in terms of daily work and consider how to improve their skills and knowledge. They can self-assess their own performance against standards, set goals to improve their personal practice, and document their progress.

Potential Evidence That Can Be Used for Component Four:

- Logs of communication with families
- Documents sent home to families
- Samples of e-mail communications with families
- Interactive websites that provide information about events in the classroom or homework
- Documents that demonstrate that parents are encouraged to actively assist in their child's education
- Professional Responsibilities Form



NOTES



Component Five: Student Improvement

Criteria:

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

- **Showing Student Improvement**
The teacher uses school goals from the school success process to set his or her annual data-driven goal(s) for student improvement. Data used to establish goals shall include school accountability data, state assessment data where available, and classroom-based assessment data, where available.
- **Aligning Assessments to Teacher Data-Driven Goals**
The teacher uses assessments and scoring criteria that accurately measure progress towards the student improvement goal(s).
- **Measuring Student Improvement**
The teacher has specific, measurable evidence to show progress towards or attainment of goal(s) for student improvement.
- **Reflecting on Student Improvement**
The teacher reflects on the goal-setting process and outcomes for the purpose of continuous professional improvement and shares student improvement information with other staff as appropriate.

The Importance of Component Five:

Improvement of student learning is the overall goal of all components:

- Planning sets expectations for improvement.
- The classroom environment supports learning.
- Instruction delivers the content in ways that will meet the needs of individual learners.
- Professional responsibilities indicate that teachers communicate with students, families and members of the learning community and consider student and school needs when choosing their professional growth activities.

SECTION

A Framework for Teachers

Assessment

Through Component Five, teachers demonstrate their understanding of assessment for, and of, learning and how each plays a valuable part in teaching and learning.

- Teachers can analyze data presented in reports and determine how to plan instruction for the students in their classroom.
- Teachers use formative assessments like observations, homework, and conferences to track and understand student progress.
- There are times when such information is not recorded in the grade book, but is collected to provide the student with descriptive feedback that allows more focused revisions of the product before the summative assessment is conducted.
- Within their classroom-based assessment repertoire, teachers can select and use appropriate assessment methods to solicit student responses. They understand when a multiple-choice item or single-answer response is the best selection or when a deeper demonstration of the learning would be more appropriate.
- Teachers use content standards to set clear targets for their students and explain the performance levels required by using exemplar papers and discussions. Students can use the rubrics to assess their own learning and understand the rubrics used on state tests that govern the expectation for success.
- Using data from their classroom assessments, district assessments, and State Assessments, teachers inform their instruction and inform families and students of progress. They involve families in goal-setting that will move the students toward the standards.

SECTION

II. DPAS II FOR TEACHERS

A Framework for Teachers

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 to the standard.

In addition, they recognize that student improvement rates will not be the same during the year. However, it is reasonable to expect that all students will move further toward the standards during the school year. Through careful planning and evaluation of data, teachers modify their instruction for both the class and individual students.

Potential Evidence That Can Be Used For Component Five:

- Results of classroom assessments administered throughout the year
- Disaggregated results of student performance on classroom assessments
- Results of district-wide, school-wide assessments or other assessments
- Results of curricula-based assessments



DPAS II: Process At-A-Glance

The two principal features of DPAS II are its conceptual framework and its activities. The conceptual framework consists of elements in 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.

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 otherwise. In the case of such conflict, the collective bargaining agreement prevails.

DPAS II's components and activities are listed below. Used in conjunction with the Appraisal Cycle chart (p. 17), they are the core of DPAS II.

Conceptual Framework Components:

- 1) Planning and Preparation
- 2) Classroom Environment
- 3) Instruction
- 4) Professional Responsibilities
- 5) Student Improvement

Activities:

Forms:

- Goal Form – Teachers
- Pre-Observation Form – Teachers
- Formative Feedback Form – Teachers
- Professional Responsibilities Form – Teachers
- Summative Evaluation Form – Teachers
- Improvement Plan Form – Teachers

Conferences:

- Goal-Setting Conference (brief) – Teachers
- Pre-Observation Conference – Teachers
- Post-Observation Conference – Teachers
- Summative Evaluation Conference – Teachers
- Improvement Plan Conference – Teachers

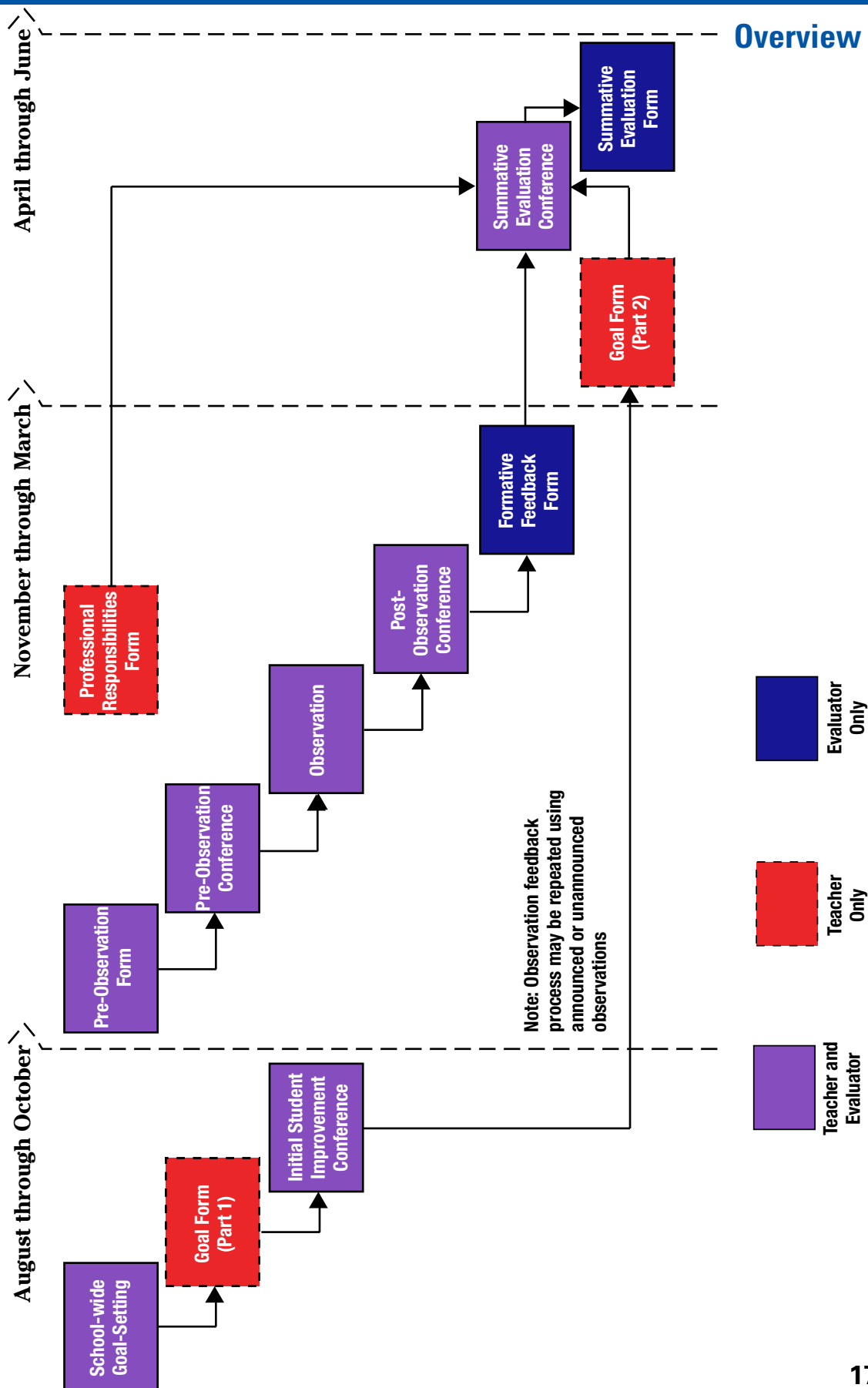
Observations:

- Observation #1
- Observation #2 (in some cases)
- Unannounced Observations (optional)

Appraisal Cycle—

The diagram illustrates a suggested timeline for the DPAS II evaluation process for teachers. This timeline is intended as a guide, not a mandate.

APPRAISAL CYCLE



A teacher who is evaluated with the Delaware Performance Appraisal System II will complete the following activities during each appraisal cycle.

1. Goal-Setting

Component Five (Student Improvement)

- Participate in school-wide review and discussion of school success plan and goals
- Meet with instructional team or department to discuss how school goals can be used as basis for team and personal goal(s) for student improvement
- Identify personal goal(s) for student improvement
- Complete first section of Teacher Goal-Setting Form and submit to evaluator in September
- Conference with evaluator to review and clarify personal goal(s) for student improvement
- Implement plans to achieve personal goal(s) for student improvement
- Collect data, track, and analyze progress toward attaining goal(s)
- Complete second section of Teacher Goal-Setting Form and submit to evaluator in spring
- Participate in Summative Evaluation Conference (if in summative year of appraisal cycle) to discuss progress toward attaining goal(s) for student improvement and provide additional documentation if appropriate
- In a non-summative year, the Teacher Goal Form will be submitted to the evaluator by the end of the school year and will be reviewed at the Goal Setting Conference at the beginning of the next year.

SECTION

2. Observation and Formative Feedback

Component One (Planning and Preparation)

Component Two (Classroom Environment)

Component Three (Instruction)

- Complete Pre-Observation Form
- Participate in Pre-Observation Conference to discuss documents, including a detailed lesson plan, offer additional information or artifacts, and respond to evaluator's questions
- After observation, reflect on events during observation period
- Participate in Post-Observation Conference to discuss observation, respond to evaluator's questions, and offer additional information or artifacts
- Review written Formative Feedback Form, sign as indicated, and return to evaluator

Note: Unannounced observation process does not include Pre-Observation Form or Conference.

3. Professional Responsibilities Reporting

Component Four (Professional Responsibilities)

- Complete Professional Responsibilities Form
- Submit completed form to evaluator by January 31
If you are on a two-year cycle, this form is to be submitted by January 31 of the first year.
- Submit additional information about professional growth and activities initiated later in the appraisal cycle
- Participate in Summative Evaluation Conference to discuss documents, offer additional information or artifacts, and respond to evaluator's questions

4. Summative Evaluation (All Components)

A NOVICE teacher (Initial License) is on a one (1) year cycle and will receive a summative evaluation every year. An EXPERIENCED teacher (Continuing License) whose last evaluation was satisfactory is on a two-year cycle and will receive at least a summative evaluation every two (2) years.

During the one-year appraisal cycle or the second year of a two-year appraisal cycle:

- Review all documents for full cycle: Teacher Goal-Setting Form(s), Professional Responsibilities Form(s), Formative Feedback Form(s), and other relevant written communications to or from evaluator.
- Participate in Summative Evaluation Conference to discuss documents, offer additional information or artifacts, and respond to evaluator's questions.
- Review written Summative Evaluation Form, sign as indicated, and return to evaluator.





Teacher Goal-Setting Component Five (Student Improvement)

Purpose:

Setting goals for student improvement is an important part of every educator's work. Clear, measurable goals provide a road map for teachers and students, and enable the teacher to plan lessons and activities that help to ensure the achievement of the goals. Goals serve two purposes in the DPAS II system.

- Specific goals inform the Planning and Preparation Component and guide the teacher's development of a plan for learning for all students.
- Goals set forth for Component Five help integrate all five components of DPAS II into a cohesive system.

Note: The dates noted in the following activities establish a general timeframe. It is recognized that due to the number of people involved, the dates represent a flexible range.

Process:



SCHOOL-WIDE GOAL-SETTING August–September

Near the beginning of the school year, principals will review the School Success Plan with staff. They will share school-wide data and other information relevant to the goals of the School Success Plan. Teachers will have access to data for the school as well as their current students' results from the prior spring's State Assessment.

SECTION

1b

TEAM GOAL-SETTING (optional) **August–September**

Using the School Success Plan goals, State Assessment and other data, teams of teachers will establish student improvement goals for their grade levels, departments, or curricular teams.

These goals should directly relate to the School Success Plan goals and focus on strengthening any weaknesses discovered after analyzing the data.

1c

INDIVIDUAL TEACHER GOAL-SETTING **August–September**

Teachers will establish personal student improvement goal(s) derived from the school or team goal(s) and will identify what measures will be used to determine success and what evidence will be provided to document progress on the goal(s).

It is possible that each member of a team could have the same goal(s), although teachers may need to develop additional goal(s) or modify the team goal(s) to meet their particular teaching assignments and students' needs. In any case, the individual teacher "owns" the student improvement goal(s).

Teachers who teach all students in the school, such as physical education, art, and music, shall develop measurable student improvement goal(s) for the school-wide student population or for specific groups of students in their classes.

1d

TEACHER GOAL FORM **Fall**

Completion of the Teacher Goal Form is a two-part process. The first portion of the form is completed in the fall and the remainder of the form is completed in the spring.

This form will be used by the evaluator to provide feedback on Component Five: Student Improvement and to assist the teacher in setting student improvement goals for the following year.

FORM

1e

INITIAL STUDENT IMPROVEMENT CONFERENCE **September–October**

CONFERENCE

After completing the first section of the Teacher Goal Form and submitting it to the evaluator in September, the teacher will meet with the evaluator to briefly discuss the teacher's student improvement goal(s).

Throughout the year, teachers should monitor progress toward goal achievement, and gather appropriate evidence. At any point, the teacher may request a meeting with the evaluator to discuss preliminary findings. A Formative Feedback Conference is an opportunity for discussion of preliminary findings.

Possible Evaluator Questions for the Initial Goal-Setting Conference:

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

SECTION

1f

TEACHER GOAL FORM Spring

FORM

In the spring, the teacher will complete the second section of the form analyzing students' progress, and provide a copy to the evaluator. The teacher may attach artifacts, such as classroom assessments, school achievement tests, and other documents, as evidence of student improvement.

The evaluator uses this information to provide feedback on Component Five: Student Improvement, during the teacher's Summative Evaluation. While achievement of the goals is desirable, total attainment is not required for a "satisfactory" rating on Component Five.

At the beginning of the next school year, teachers will review this information and consider follow-up as part of the process of setting student improvement goals for the coming year.



NOTES



Observation and Formative Feedback **Component One (Planning and Preparation)** **Component Two (Classroom Environment)** **Component Three (Instruction)**

Overview:

Observation provides a view of teacher practice and the opportunity to collect information to assess performance. It serves as a snapshot of practice captured through watching, teaching, and providing feedback on what is observed. In some cases, one observation is sufficient to clearly see the teacher's practice, but sometimes multiple snapshots are necessary.

Observation Key Concepts:

- Novice teachers who hold an initial license receive a minimum of two (2) observations each school year. At least one observation must be announced and at least one must be unannounced.
- Experienced teachers who hold a continuing or advanced license receive a minimum of one (1) announced observation each school year.
- It is strongly recommended that the first observation be announced and of sufficient length to see a lesson from beginning to end.
- Subsequent observations may be announced or unannounced but should be of sufficient length, at least thirty (30) minutes, so that the evaluator can analyze the lesson and accurately assess performance.
- There must be an appropriate amount of time between observations for teachers to improve their performance.
- 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.
- In a setting where more than one staff member is working with students, only one staff member may be observed during a single observation period.

SECTION

Announced and Unannounced Observations

In some cases, the teacher knows that the evaluator will take that snapshot, but in others, there is no advance notification. However, the quality of teaching should be consistent in both situations.

Announced Observations

An announced observation is a means for the teacher and evaluator to discuss the context and plans for the lesson to be observed prior to its implementation.

Unannounced Observations

An unannounced observation is an unscheduled opportunity for an evaluator to watch a teacher in action. The evaluator relies solely on direct observation of events to examine the teacher's practice during the observation period. Teachers are expected to conduct "business as usual" in the classroom.



SECTION
NOTES

2a

PRE-OBSERVATION FORM AND CONFERENCE (for announced observation) Fall

Purpose:

The Pre-Observation Form and 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.

FORM

CONFERENCE

Process:

- The teacher completes the Pre-Observation Form and gives it to the evaluator prior to the Pre-Observation Conference.
- A copy of the detailed lesson plan for the lesson to be observed must be attached.
- A detailed lesson plan includes standards, objectives, descriptions of activities, and student assessments pertinent to the lesson.
- The evaluator will schedule the Pre-Observation Conference as close as possible to the time of the scheduled observation.
- The conference should be held in the teacher's classroom, if possible, to facilitate access to supplemental information and examination of the organization of the space.
- During the Pre-Observation Conference, the teacher and the evaluator will engage in a conversation about the lesson including:
 - How it fits into the teacher's overall goal, if applicable
 - The standard or standards the lesson is designed to address
 - Any unique issues the class presents
 - Other lesson-related issues

SECTION

Specific Steps

Note: In the event that the evaluator is unable to conduct the observation at the agreed upon time, an additional Pre-Observation Form and conference may not be necessary. Discussion must take place between the administrator and teacher to make this determination.

Should it be mutually decided upon that an additional Pre-Observation Form and Conference not be necessary, the responses and plans presented in the initial conference will be used to complete the narrative in Component One, but will not be expected to be demonstrated during the observation.

The documentation of performance for Components Two and Three will be collected when the actual observation is conducted.

Possible Evaluator Questions for Pre-Observation Conference:

- Describe the standards to be addressed in the learning sequence.
- How will the learning sequence prepare students to demonstrate their mastery of the standards?
- Describe the students in this class.
- How did you use your knowledge of these students as you selected strategies, activities, and materials?
- Outline your goals for this unit.
- How does this lesson fit into the unit?

SECTION

2b

OBSERVATION (announced or unannounced)

Fall

See heading #2 for more on observation—page 25.

2c

POST-OBSERVATION CONFERENCE

Fall

CONFERENCE

Purpose:

The Post-Observation Conference provides an opportunity for the evaluator and the teacher to discuss the observation and the teacher's performance relative to Components One, Two, and Three.

The Formative Feedback Form serves as a written record of the Post-Observation Conference (see 2d on page 30).

Process:

- After the observation, either announced or unannounced, a conference is held between the teacher and the evaluator. This conference must take place within ten (10) working days of the observation.
- The conference should be held in the teacher's classroom, if possible, to facilitate access to supplemental information and examination of the organization of the space.
- Specific feedback regarding the observation relative to criteria of the observed components will be discussed
- During the Post-Observation Conference, the teacher may present additional information or evidence to support the observed lesson.

Possible Evaluator Questions for Post-Observation Conference:

- How did you establish and communicate your expectations, rules, and procedures to your students?
- How did you create a climate in your classroom in which students were engaged in learning and treated each other with respect?
- How did you ensure that all students had access to the resources needed during the course of the lesson?
- Describe any adjustments you made to the lesson during instruction.
- Briefly describe what came before the observed lesson and what took place during the next lesson or lessons.
- How did you know that all students understood what you taught in this lesson?



FORMATIVE FEEDBACK FORM Fall

FORM

- After the conference, the evaluator will write a concise narrative on the Formative Feedback Form that describes performance based on the criteria of the observed components, discussion related to the criteria, and artifacts related to Components One, Two, and Three.
- The Formative Feedback Form's content should simply be a verification of what was observed and then discussed at the Post-Observation Conference. The information can help a teacher plan future professional growth options. This form is a valuable tool for teachers to use in reflection on their practice.

III. PROCESS FOR TEACHERS

Specific Steps

- This form will be provided to the teacher within ten (10) working days of the conference. Formative Feedback Forms are required for both announced and unannounced observations.
- For an unannounced observation, or for an observation that is part of the Improvement Plan process, feedback on some criteria may not be necessary.
- If a teacher's overall performance related to the observation and discussion is deemed unsatisfactory, the evaluator shall indicate this on the last page of the Formative Feedback Form by writing "PERFORMANCE IS UNSATISFACTORY" on the form, and initialing the statement.
- The teacher should sign the Formative Feedback Form and return it to the evaluator within 5 working days. A copy of this form with both signatures will be provided to the teacher.

Response to Formative Feedback Form

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 request a second conference with the evaluator to discuss concerns. Additional information provided will become part of the appraisal record.



3

Professional Responsibilities Reporting Component Four (Professional Responsibilities)

Overview:

Professional responsibilities include activities outside of classroom instruction, primarily:

- Communicating with students and families
- Maintaining student records
- Pursuing personal professional growth
- Working with school staff on whole school improvement

3a

PROFESSIONAL RESPONSIBILITIES FORM by January 31st

Purpose:

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

Process:

- Before January 31, the teacher completes a Professional Responsibilities Form and submits it to the evaluator. If you are on a two-year cycle, this form is to be submitted by January 31 of the first year.
- Since many of these responsibilities may change during the appraisal cycle, the teacher may need to submit relevant updates later in the cycle.
- Teachers should review the submitted information and the criteria of Component Four when they prepare for the Summative Conference.
- Teachers may provide artifacts related to the criteria or discuss aspects not covered on the form with the evaluator.

The information provided on the Professional Responsibilities Form and any additional information presented during the Summative Conference will be used by the evaluator in the Summative Evaluation to determine the rating for this component.

Updated 8/2008

FORM

SECTION

4

Summative Evaluation All Components

Overview:

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.

Using information contained in the observation process and additional elements it determines a teacher's overall performance rating. The first step is the Summative Evaluation Conference, followed by completion of the Summative Evaluation Form.

4a

SUMMATIVE EVALUATION CONFERENCE April–May

Purpose:

At the Summative Evaluation Conference, the evaluator shares overall impressions of a teacher's practice, as well as a summary of the teacher's performance as it relates to the 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, together, the evaluator and the teacher may discuss future professional development goals that support continuous professional growth.

CONFERENCE

SECTION

Process:

- Over the course of the appraisal cycle, the evaluator compiles all of the data sources relative to a teacher's performance on all five components of the system.
- In the spring, when all DPAS II activities for the appraisal cycle have been completed by both evaluator and teacher, a conference is held to discuss the teacher's overall performance.
- The teacher may bring additional evidence to the conference, and may update the Teacher Goal Form or the Professional Responsibilities Form prior to the conference.
- The evaluator will indicate during the conference the component ratings and the overall summative rating that will appear on the Summative Evaluation Form (see pg. 35).
- The evaluation conference may include follow-up discussion on goals, clarification of issues, other ways to collect data throughout the year, and other written documentation shared with the teacher during the course of the appraisal cycle. It may also begin the goal-setting process for the upcoming year.

Possible Evaluator Questions for Summative Evaluation Conference:

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

SECTION



SUMMATIVE EVALUATION FORM **April-May**

FORM

Purpose:

The Summative Evaluation Form provides written feedback 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. Hence, there should be no surprises for the teacher in the content of the written form.

The Summative Evaluation Form includes the evaluator's ratings of the teacher's performance in each component, and an overall rating.

Process:

- Within ten (10) working days of the Summative Evaluation Conference, the evaluator completes the Summative Evaluation Form and provides it to the teacher.
- To complete the Summative Evaluation Form, the evaluator considers all criteria and evidence and rates the teacher's performance for each component as either Satisfactory or Unsatisfactory. The meanings of these two ratings appear below:

Satisfactory—The teacher's performance reflects the ability to demonstrate an understanding of the concepts of the component. This rating indicates that the teacher meets at least three (3) of the four (4) appraisal criteria specified for that component.

Unsatisfactory—The teacher's performance does not reflect the ability to demonstrate an understanding of the concepts of the component. An unsatisfactory rating for any component requires development of an Improvement Plan.

- The evaluator also assigns an overall summative evaluation rating of "Effective," "Needs Improvement," or "Ineffective" based on the combination of "Satisfactory" and "Unsatisfactory" ratings of the five components. Each of the five components is weighted equally in developing the overall rating.
- The teacher should sign the Summative Evaluation Form and return it to the evaluator within 5 working days. A copy of this form with both signatures will be provided to the teacher.

SECTION

The meanings of these three overall ratings:

Effective shall mean that the teacher has received Satisfactory Component ratings in at least four (4) of the five (5) components in accordance with the appraisal criteria.

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

Ineffective shall mean that the teacher has received two (2) or fewer Satisfactory Component ratings out of the five (5) components in accordance with the appraisal criteria.

If a teacher's overall Summative Evaluation rating is "Needs Improvement" for three consecutive years, the rating is re-categorized as "Ineffective."

Response:

If teachers disagree with any feedback on the Summative Evaluation Form or wish to add additional information, they 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. Any additional information provided will become part of the appraisal record.

SECTION

III. PROCESS FOR TEACHERS

Specific Steps

The overall Summative Evaluation rating determines the teacher's DPAS II activities during the next appraisal cycle as shown below.

DPAS II Component and Summative Ratings Chart

Number of Component Ratings		Summative Rating	Follow-up
Satisfactory	Unsatisfactory		
5	0	Effective	Experienced teacher may begin two-year appraisal cycle Novice teacher begins new one-year appraisal cycle
4	1	Effective	Improvement plan developed for unsatisfactory component One year appraisal cycle begins
3	2	Needs Improvement	Annual evaluation Improvement plan Rating for three consecutive years begins "pattern of ineffective teaching"
2	3	Ineffective	Annual evaluation Improvement plan Begins "pattern of ineffective teaching"
1	4		

Pattern of Ineffective Teaching

A pattern of ineffective teaching is determined by the most recent Summative Evaluation ratings of a teacher using the DPAS II process. The following chart shows the consecutive Summative Evaluation ratings that are defined to be a pattern of ineffective teaching.

Year 1	Year 2	Year 3
Ineffective	Ineffective	
Needs Improvement	Ineffective	Needs Improvement
Needs Improvement	Needs Improvement	Ineffective
Ineffective	Needs Improvement	Ineffective
Ineffective	Needs Improvement	Needs Improvement
Needs Improvement	Ineffective	Ineffective

IMPROVEMENT PLANS

Purpose:

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

Process:

An Improvement Plan shall be developed when:

- The overall lesson is unsatisfactory as a result of unsatisfactory performance in any one or more component areas, the evaluator has written the words, “PERFORMANCE IS UNSATISFACTORY” in the Commendation/Recommendation section of the Formative Feedback Form and has initialized the statement; or
- A teacher’s performance in any component is rated as “Unsatisfactory” on the Summative Evaluation Form regardless of the overall rating; or
- A teacher’s overall performance is rated as “Needs Improvement” on the Summative Evaluation Form; or
- A teacher’s overall performance is rated as “Ineffective” on the Summative Evaluation Form.

IMPROVEMENT PLAN CONFERENCE

The teacher and evaluator should review the Improvement Plan Form before the Improvement Plan Conference to reflect on the items that will be discussed.

At the Improvement Plan Conference, the teacher and evaluator develop a plan using the Improvement Plan Form.

IMPROVEMENT PLAN FORM

Improvement Plans must include:

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

Teachers are accountable for the implementation and completion of the plan and should talk with the evaluator if amendments to the plan seem necessary.

Upon completion of the plan, the evaluator and teacher shall sign the Improvement Plan Form, documenting the completion of the plan.

SECTION

CHALLENGE PROCESS

Sometimes a teacher will disagree with the evaluator. The DPAS II process includes two opportunities for a teacher to challenge an evaluator's judgment.

1. A teacher may challenge the conclusions on the Formative Feedback Form if they necessitate an Improvement Plan (i.e., The overall lesson is unsatisfactory as a result of unsatisfactory performance in any one or more component areas, the evaluator has written the words, "PERFORMANCE IS UNSATISFACTORY" in the Commendation/Recommendation section of the Formative Feedback Form and has initialized the statement.)
2. A teacher may challenge any rating on the Summative Evaluation, either a Component Rating or the Overall Summative Rating.

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.

The appraisal record consists of all documents used in the appraisal process and the written challenge, and any additional documents previously shared with the teacher.

If resolution is not reached with the evaluator, the teacher submits the written challenge and appraisal record to the evaluator's supervisor. 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 credentialed evaluator. This must be done within fifteen (15) working days of receipt of the Formative Feedback Form or Summative Evaluation Form.

Within fifteen (15) working days of receiving the written challenge, the supervisor of the evaluator or designated district or charter school-level credentialed evaluator reviews the challenge and the appraisal record and issues a written decision to the teacher.

If the challenge is denied, the decision shall state the reasons for denial. The decision of the supervisor of the evaluator or designated district or charter school-level credentialed evaluator is final.

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

Specific Steps

Target Dates

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

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 provides otherwise. In the case of such conflict, the collective bargaining agreement prevails.

The following are suggested target dates:

Novice Teachers

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

Experienced Teachers

Observation—January 31
Summative Evaluation—May 31



NOTES

IV. FORMS FOR TEACHERS

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

**GOAL FORM – TEACHER
(Component Five)**

Teacher _____ School Year _____

Grade(s) _____ Subject Area(s) _____

Evaluator _____ School _____

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

September

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

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

Teacher
Initials _____

Evaluator
Initials _____

Date of
Conference _____

GOAL FORM – TEACHER
(Component Five)

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

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

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

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

Teacher
Initials _____

Date
Submitted _____

PRE-OBSERVATION FORM – TEACHER

Teacher _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) _____

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

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

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

PRE-OBSERVATION FORM – TEACHER

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

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

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

Teacher
Initials _____

Evaluator
Initials _____

Date of
Conference _____

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

Teacher _____ Evaluator _____

School _____ Date of Conference _____

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

Observation Date and Time: _____

Observation Type: Announced ☐ Unannounced ☐

Novice Teacher ☐ OR Experienced Teacher ☐

DESCRIPTION OF LESSON:

COMPONENT 1: PLANNING AND PREPARATION

Narrative:

COMPONENT 2: CLASSROOM ENVIRONMENT

Narrative:

COMPONENT 3: INSTRUCTION

Narrative:

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

An Improvement Plan is required if the OVERALL lesson is unsatisfactory and “PERFORMANCE IS UNSATISFACTORY” is written in the Commendation / Recommendation section of this form and the statement is initialed.

The Improvement Plan will be focused on the component(s) indicated:

Component 1 ☐

Component 2 ☐

Component 3 ☐

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 IS UNSATISFACTORY”** is written 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 credentialed evaluator. Any additional information will become part of the appraisal record.

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

Teacher _____ School Year _____

Grade(s) _____ Subject Area(s) _____

Evaluator _____ School _____

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

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

Briefly describe your student record keeping system.

List any professional growth, including activities and courses that you have participated in for this school year. Which of these activities support reflective practice? How will they contribute toward your skills and knowledge of both the Delaware Professional Teaching Standards and the Delaware student content standards?

List any curricular or extra curricular activities that you feel have contributed to the growth of your professional practice.

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

**SUMMATIVE EVALUATION FORM
FOR TEACHERS**

Teacher _____ Evaluator(s) _____

School _____ Date of Conference _____

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

Observation Date(s) _____

Novice Teacher ☐ OR Experienced Teacher ☐

COMPONENT 1: PLANNING AND PREPARATION

- The teacher selects instructional goals that are aligned with the DE 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.
- The 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 curricula.
- The 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.
- The teacher shows his or her knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and, where applicable, state assessment performance levels.

Narrative:

Satisfactory ☐ Unsatisfactory ☐

COMPONENT 2: CLASSROOM ENVIRONMENT

- The teacher has clearly defined procedures for managing learning time, transitions between learning events, and routines that maximize learning time.
- The teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.
- The 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.
- The teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and make resources accessible to all students.

Narrative:

Satisfactory ☐ Unsatisfactory ☐

COMPONENT 3: INSTRUCTION

- 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.
- The 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.
- Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.
- Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student led discussions.

Narrative:

Satisfactory ☐ Unsatisfactory ☐

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

- The 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.
- The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.
- The teacher chooses and participates in professional growth that is aligned with his or her professional needs or aligned with the needs of the school, district or charter school, or students.
- The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

Narrative:

Satisfactory ☐ Unsatisfactory ☐

COMPONENT 5: STUDENT IMPROVEMENT

- The teacher uses school goals from the school improvement process to set his or her annual data driven goal(s) for student improvement. Data used to establish goals shall include school accountability data, state assessment data where available, and classroom based assessment data, where available.
- The teacher uses assessments and scoring criteria that accurately measure progress towards the student improvement goal(s).
- The teacher has specific, measurable evidence to show progress towards or attainment of goal(s) for student improvement.
- The teacher reflects on goal setting process and outcomes for the purpose of continuous professional improvement and shares student improvement information with other staff as appropriate.

Narrative:

Satisfactory ☐ Unsatisfactory ☐

COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

SUMMATIVE EVALUATION RATING:

Effective ☐ Needs Improvement ☐ Ineffective ☐

Improvement Plan Required for

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

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

Teacher's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within 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 credentialed evaluator. Any additional information will become part of the appraisal record.

Improvement Plan - Teacher

Teacher _____ School _____

Grade(s) _____ Subject Area(s) _____

Evaluator _____ Date of
Conference _____

Area(s) of
Improvement _____

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

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

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

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

Improvement Plan - Teacher

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

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

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

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

Teacher's
Signature _____ Date: _____

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

Evaluator's
Signature _____ Date: _____

Improvement Plan - Teacher

Amendments to the Plan:

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

Teacher's
Signature _____ Date: _____

Evaluator's
Signature _____ Date: _____

Completion of the Improvement Plan:

The teacher has completed the Improvement Plan as described.

Satisfactory ☐ Unsatisfactory ☐

Teacher's
Signature _____ Date: _____

Evaluator's
Signature _____ Date: _____

VI. APPENDICES

Teacher Appraisal Process DPAS II (106)

1.0 The Teacher Appraisal Process, Delaware Performance Appraisal System (DPAS II), shall be effective for all public school districts and charter schools beginning with the 2008-2009 school year.

2.0 Definitions

“Announced Observation” shall consist of the Pre-observation Form and conference with the evaluator, an observation by the evaluator at an agreed upon date and time, using the associated formative conferences and reports. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance.

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

“Credentialed Evaluator” shall mean the individual, usually the supervisor of the teacher, who has successfully completed the evaluation training in accordance with 10.0. The Credentialed Evaluator may also be referred to as “Evaluator”.

“DASA” shall mean the Delaware Association of School Administrators.

“DPAS II Guide for Teachers” shall mean the manual that contains the prescribed forms, detailed procedures, specific details about the five (5) components of evaluation and other relevant documents that are used to implement the appraisal process.

“DSEA” shall mean the Delaware State Education Association.

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

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

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

“Satisfactory Component Rating” shall mean the teacher’s performance demonstrates an understanding of the concepts of the component.

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

“State Assessment” shall mean the Delaware Student Testing Program (DSTP) or its successor.

“Summative Evaluation” shall be the final evaluation at the conclusion of the appraisal cycle.

“Unannounced Observation” shall consist of an observation by the evaluator at a date and time that has not been previously arranged using the associated formative conferences and reports.

Teacher Appraisal Process DPAS II (106)

The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance.

“Unsatisfactory Component Rating” shall mean the teacher’s performance does not demonstrate an understanding of the concepts of the component.

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

“Working Day” shall mean a day when the employee would normally be working in that district or charter school.

3.0 Appraisal Cycles

3.1 Experienced teachers who have earned a rating of “Effective” on his or her most recent Summative Evaluation shall receive a minimum of one (1) Announced Observation each year with a Summative Evaluation at least once every two (2) years.

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

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

4.0 DPAS II Guide for Teachers

4.1 All districts and charter schools shall use the manual entitled *DPAS II Guide for Teachers* as developed and as may be amended by the Department of Education in collaboration with DASA and DSEA to implement the appraisal system.

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

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

4.2.2 All forms or documents needed to complete the requirements of the appraisal process.

4.2.3 Specific procedures to implement the appraisal system.

5.0 Appraisal Criteria

5.1 The following five (5) components, including the four (4) Appraisal Criteria specified for each, shall be the basis upon which the performance of a teacher shall be evaluated by a credentialed evaluator:

5.1.1 Planning and Preparation

5.1.1.1 Selecting Instructional Goals: Teacher selects instructional goals that are aligned with the DE content standards and 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.

5.1.1.2 Designing Coherent Instruction: Teacher plans for learning activities that align with the instructional goals and support student learning. Instructional

Teacher Appraisal Process DPAS II (106)

planning shows a structure and selection of materials and activities that support student learning relative to the district or charter school's curricula.

5.1.1.3 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.

5.1.1.4 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.

5.1.2 Classroom Environment

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

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

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

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

5.1.3 Instruction

5.1.3.1 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.

5.1.3.2 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.

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

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

5.1.4 Professional Responsibilities

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

5.1.4.2 Developing a Student Record System: Teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.

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

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

5.1.5 Student Improvement

5.1.5.1 Showing Student Improvement: Teacher uses school goals from the school improvement process to set his or her annual data driven goal(s) for student improvement. Data used to establish goals shall include school accountability data, State Assessment data where available, and classroom based assessment data, where available.

5.1.5.2 Aligning Assessments to Teacher Data Driven Goal(s): Teacher uses assessments and scoring criteria that accurately measure progress towards the student improvement goal(s).

5.1.5.3 Measuring Student Improvement: Teacher has specific, measurable evidence to show progress towards or attainment of goal(s) for student improvement.

5.1.5.4 Reflecting on Student Improvement: Teacher reflects on goal setting process and outcomes for the purpose of continuous professional improvement and shares student improvement information with other staff as appropriate.

6.0 Summative Evaluation Ratings

6.1 Each of the five (5) components pursuant to 5.0 shall be weighted equally and assigned a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.

6.1.1 A satisfactory rating for each component shall mean the teacher demonstrates acceptable performance by meeting at least three (3) of the four (4) Appraisal Criteria specified in each of the five (5) components set forth in 5.1.

6.2 The Summative Evaluation shall also include one of three overall ratings: “Effective”, “Needs Improvement”, or “Ineffective”.

6.2.1 “Effective” shall mean that the teacher has received Satisfactory Component ratings in at least four (4) of the five (5) components in accordance with the Appraisal Criteria in 5.0.

6.2.2 “Needs Improvement” shall mean that the teacher has received three (3) Satisfactory Component ratings out of the five (5) components in accordance with the Appraisal Criteria in 5.0.

6.2.3 “Ineffective” shall mean that the teacher has received two (2) or fewer Satisfactory Component ratings out of the five (5) components in accordance with the Appraisal Criteria in 5.0.

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

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7.0 Pattern of Ineffective Teaching Defined

A pattern of ineffective teaching shall be based on the most recent Summative Evaluation ratings of a teacher using the DPAS II process. Two consecutive ratings of “Ineffective” shall be deemed as a pattern of ineffective teaching. The following chart shows the consecutive Summative Evaluation ratings that shall be determined to be a pattern of ineffective teaching:

Year 1	Year 2	Year 3
Ineffective	Ineffective	
Needs Improvement	Ineffective	Needs Improvement
Needs Improvement	Needs Improvement	Ineffective
Ineffective	Needs Improvement	Ineffective
Ineffective	Needs Improvement	Needs Improvement
Needs Improvement	Ineffective	Ineffective

8.0 Improvement Plan

8.1 An Improvement Plan shall be developed for a teacher who receives an overall rating of “Needs Improvement” or “Ineffective” on the Summative Evaluation or a rating of Unsatisfactory on any component in 5.0 on the Summative Evaluation regardless of the overall rating.

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

8.2 The Improvement Plan shall contain the following:

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

8.2.2 Measurable goals for improving the deficiencies to satisfactory levels;

8.2.3 Specific professional development or activities to accomplish the goals;

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

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

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

8.2.7 Procedures for determining satisfactory improvement.

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

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

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

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9.0 Challenge Process

9.1 A teacher may challenge any rating on the Summative Evaluation, either a Component Rating or the Overall Rating, or a teacher may challenge the conclusions of a lesson observation if the statement “PERFORMANCE IS UNSATISFACTORY” has been included on the Formative Feedback form. To initiate a challenge, a teacher shall submit additional information specific to the point of disagreement in writing within fifteen (15) working days of the date of the teacher’s receipt of the Summative Evaluation. Such written response shall become part of the appraisal record and shall be attached to the Summative Evaluation. All challenges together with the record shall be forwarded to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge together with the record shall be forwarded to a designated district or charter school level credentialed evaluator.

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

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

9.1.3 The decision of the supervisor of the evaluator or the designated district or charter school’s level credentialed evaluator shall be final.

10.0 Evaluator Credentials

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

10.2 The training for the certificate of completion shall include techniques of observation and conferencing, content and relationships of frameworks for teaching, and a thorough review of the *DPAS II Guide for Teachers*. Activities in which participants practice implementation of DPAS II procedures shall be included in the training.

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

11.0 Evaluation of Process

11.1 The Department of Education shall conduct an annual evaluation of the teacher appraisal process. The evaluation shall, at a minimum, include a survey of teachers and evaluators and interviews with a sampling of teachers and evaluators. Data from the evaluation and proposed changes to the *DPAS II Guide for Teachers* shall be presented to the State Board of Education for review on an annual basis.

THE DELAWARE PROFESSIONAL TEACHING STANDARDS

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

**DELAWARE PERFORMANCE APPRAISAL SYSTEM II
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