

Delaware Performance Appraisal System

Building greater skills and knowledge for educators

DPAS II Guide for Specialists

Revised, December 2011



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I. INTRODUCTION to DPAS II

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 three versions of DPAS II:

1. DPAS II for Teachers
2. DPAS II for Specialists
3. DPAS II for 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 Specialists

DPAS II for Specialists supports **professional growth** by helping evaluators and specialists identify areas for growth and opportunities to enhance specialists' skills and knowledge through:

- Self-assessment and reflection
- Working collaboratively with colleagues
- Conducting action research
- Designing and piloting new programs or techniques
- Analyzing student and school data to shape the school program
- Other learning opportunities

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

DPAS II for Specialists assures **quality specialists in every school building** by helping evaluators and specialists select credible evidence about specialist 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 specialist effectiveness
- Developing a plan to improve specialist performance
- Beginning dismissal proceedings

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Who is evaluated through DPAS II for Specialists?

For the purposes of DPAS II, a Specialist is defined as an educator other than a teacher or administrator who

- holds a Delaware teaching license (either initial, continuing, or advanced);
- holds a Delaware certificate (either emergency or standard) in a particular area, such as School Counselor or Library Media Specialist; *and*
- is employed as either a part-time or a full-time specialist in a Delaware public school.

All educators who meet these criteria will follow the evaluation procedures outlined in DPAS II for Specialists. The seven specialist categories are school counselors, instructional support specialists, library media specialists, school psychologists, speech pathologists, school nurses, student support specialists, and therapeutic services 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 process for one announced formative observation.

Who evaluates specialists through DPAS II for Specialists?

Delaware Administrative Code, §107A requires all school districts and charter schools to evaluate specialists using the DPAS II Guide Revised for Specialists. This regulation also requires all evaluators to complete DPAS II training, as developed by the Delaware Department of Education, and to be credentialed by the Delaware Department of Education.

Typically evaluators of specialists are their direct supervisors: building principals and assistant principals. However, others such as district office administrators may also conduct specialist evaluations as long as they have been trained and credentialed by the Delaware Department of Education.

Design of DPAS II: Delaware's Framework for Specialists

Delaware educators, representing the seven specialist areas, developed seven different frameworks for specialists. This group consulted and incorporated national standards for each specialty when developing the frameworks. Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching (2nd Edition)* has included specialist frameworks based on the work of these Delaware specialists.

The Delaware Framework for Specialists, the basis for DPAS II, was developed by the Department of Education. The one Delaware Framework for Specialists was drawn from the seven separate frameworks and is consistent, to the extent possible, with the Delaware Framework for Teaching.

Delaware's framework for specialists defines professional practice and outlines essential criterion among the five separate components of professional practice. DPAS II is used to assess and support student improvement by evaluating a specialist's current practice, identifying ways to support that specialist's professional growth, and measuring student growth for each specialist.

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The Seven Categories of Specialists in DPAS II

| Category of Specialist | Specialists within the Category |
|---|---|
| School Counselor | School Counselor Guidance Services Specialist Career Guidance and Placement Specialist |
| Instructional Support Specialist | Instructional Specialist Instructional Support Specialist Instructional Coach |
| Library Media Specialist | Instructional Media Specialist Library Media Specialist |
| School Nurse | School Nurse |
| School Psychologist | Psychological Services Specialist Psychometrist School Psychologist |
| Student Support Specialist | Braillist Dental Hygienist Disciplinarian, Dean of Students (if not an administrator) Educational Diagnostician Interpreter/Tutor Migrant Recruiter Resident Advisor Social Services Specialist Social Worker Student Advisor Transition Specialist Visiting Teacher, Home Visitor |
| Therapeutic Services Specialist | Audiologist Occupational Therapist Physical Therapist Speech and Audio Services Specialist Speech and Language Pathologist/Speech and Hearing Therapist |

I. INTRODUCTION to DPAS II

The Five Components of Delaware's Framework and DPAS II for Specialists

1. Planning and Preparation
2. Professional Practice and Delivery of Service
3. Professional Consultation and Collaboration
4. Professional Responsibilities
5. Student Improvement

The five components of DPAS II identify five separate areas of specialist 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 Specialist Performance

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

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

Proficient - Evidence of solid performance; strong knowledge, implementation, and integration of professional standards; clear evidence of proficiency and skill in the component/criterion.

Basic - Evidence of novice performance; fundamental knowledge and implementation of professional standards. Integration of professional standards is inconsistent. Specialist is making progress towards proficiency.

For **Novice Specialists**, a Basic rating may be deemed satisfactory performance. However, it is expected that a **Novice Specialist** will rise to a Proficient rating within the three (3) year initial license period.

Generally, a Basic rating is NOT considered satisfactory performance for an **Experienced Specialist**. However, special circumstances may cause an **Experienced Specialist** to revert to basic practice for a short period of time. Examples of such situations include, but are not limited to: a change in assignment, types of students or clients served, or life crisis. In these cases, the expectation is that the specialist will rise to a proficient level as soon as practicable.

Unsatisfactory - Little or no knowledge and minimal implementation of professional standards. Does not meet minimal professional standards and needs substantial improvement.

Evaluators and specialists 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. Using DPAS II rubrics allows the specialist and evaluator to develop a common understanding of the specialist's strengths and areas for improvement.

I. INTRODUCTION to DPAS II

Use of rubrics also helps ensure evaluator consistency when documenting specialist performance. When writing evaluation documents, the evaluator should use rubrics as a guide to organize relevant evidence of specialist performance. All written evaluation documents must include specific evidence collected during that specialist's evaluation process.

Additional criterion rubrics are included in the appendices to this guide. These detailed criterion rubrics may be used to provide additional feedback when performance for a component is deemed unsatisfactory, resulting in an improvement plan.

I. INTRODUCTION to DPAS II

Definitions

"Announced Observation" consists of the Pre-observation Form and conference with the evaluator and an observation by the evaluator at an agreed upon date and time using the associated formative conferences and reports. The observation for the specialist may be a collection of data over a specified period of time, up to four (4) weeks, or it may be an observation of sufficient length, at least thirty (30) minutes, to gather appropriate data and assess specialist performance.

"Credentialed Evaluator" means the individual, usually the supervisor of the specialist, who has successfully completed DPAS II evaluation training and been credentialed by the Delaware Department of Education.

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

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

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

"Experienced Specialist" means a specialist who holds a valid and current Continuing or Advanced License issued by the Delaware Department of Education; or holds a valid and current license from his or her respective licensure body.

"Improvement Plan" is the plan that a specialist and evaluator mutually develop for a specialist who receives an overall rating of "Needs Improvement" or "Ineffective" on the Summative, or if a specialist's overall performance is unsatisfactory during an observation.

"Novice Specialist" means a specialist who holds a valid and current Initial License issued by the Delaware Department of Education or holds a valid and current license from his or her respective licensure body.

"Satisfactory Component Rating" means the specialist's performance demonstrates an understanding of the concepts contained within the component.

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

"State Assessment" means the Delaware Comprehensive Assessment System (DCAS) or its successor.

"Student Achievement" means

(a) For DCAS tested grades and subjects:

(1) A student's score on the DCAS or successor statewide assessment; and, as appropriate,

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(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 the local collective bargaining representatives.

"Student Growth" means the change in 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" is the final evaluation at the conclusion of the appraisal cycle.

"Unannounced Observation" consists of an observation by the evaluator at a date and time that has not been previously arranged 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 specialist performance.

"Unsatisfactory Component Rating" means the specialist's performance does not demonstrate an understanding of the concepts of the component.

"Unsatisfactory Evaluation" is the equivalent to the overall "Ineffective" rating on the Summative Evaluation.

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

II. DPAS II and the Delaware Framework for Specialists

Component 1: Planning and Preparation

Component One defines how a specialist plans for the delivery of services. While each group commands its unique content knowledge and expertise, when placed in the school setting the specialists focus on supporting the needs of the students, parents, and staff. Each group possesses a deep knowledge of the needs and characteristics of the groups they serve, from young students to adults. They know about resources within the school and/or community that can be obtained and used to meet the needs of the school, district, or individuals.

When planning, these professionals consult the current standards of practice established by their national committees. They rely on this knowledge base to guide them in determining the standards of effective practice. Further, the specialists select or design and implement assessment techniques to document student progress, to inform future service delivery, to guide student improvement, and to use technology when and where appropriate.

The following criteria and elements are evaluated under Component 1

1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

1b. Demonstrating Knowledge of Best Practice and Models of Delivery

The specialist uses practices and models of delivery that are aligned with local and national standards.

1c. Demonstrating Knowledge of Students or Clients

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

1d. Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

1e. Demonstrating Knowledge of How to Design or Use Student Assessments

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and to plans for the use of those assessments.

Potential Evidence That Can Be Used for Component One:

- Detailed plans for service to individuals or groups
- Goals for clients that will impact learning
- Interest or needs surveys for students or clients
- Parent survey results regarding the interests and strengths of their child
- Examples or explanations of activities, strategies, and/or resources to be used
- Schedules for service provision
- Description of assessments to be used

II. DPAS II and the Delaware Framework for Specialists

Component 1: Planning and Preparation

| CRITERION | LEVEL OF PERFORMANCE | | | |
|--|---|--|---|--|
| | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| 1a. Designing Coherent Programs or Services Aligned with State and National Standards | The program is not aligned to state/national standards and/or resources; activities are inappropriate in nature for the group being served. | The program is partially aligned to state/national standards and/or the activities partially support the needs of the clients being served. | The program is aligned to state/national standards, and the activities are appropriate for those being served. | The program is aligned to state/national standards and the activities are appropriate for those being served and are shared with a variety of members of the community, as applicable. |
| 1b. Demonstrating Knowledge of Best Practice and/or Models of Delivery | Little or no knowledge of best practices and/or models of delivery are identified and/or they are inappropriate for the group being served or the setting in which it is implemented. | There is partial knowledge of best practices and/or models of services indicated in the plan that will meet the needs of most of those being served. | Solid knowledge of best practices and/or models of delivery of services are indicated in the plan and the selected practices are appropriate to those being served. | There is a deep knowledge of the practices/models of delivery indicated in the plan which are appropriate to those being served and extend into applications in the school community beyond the school. |
| 1c. Demonstrating Knowledge of Students and/or Clients | Little to no knowledge of the developmental, learning, social, and cultural needs of the students or clients is demonstrated in the plan with no specific means of addressing the elements. | There is partial knowledge of the developmental, learning, social, and cultural needs of the clients demonstrated in the plan with each element partially being addressed. | There is a solid knowledge of the developmental, learning, social, and cultural needs of the students or clients demonstrated in the plan to include at least one specified means of addressing each noted in the plan. | There is a deep knowledge of the developmental, learning, social, and cultural needs of the students or clients with a variety of ways to address each noted in the plan. |
| 1d. Demonstrating Knowledge of Resources | Little to no knowledge of how to select and/or access resources to support the program and understanding of the program are demonstrated. | There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program. | There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the building level. | There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting. |
| 1e. Demonstrating Knowledge of How to Design or Use Assessments | Assessment tools are inappropriate and/or not used in planning. | The assessment tools are appropriate and they are partially used in planning. | The assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate. | There are multiple assessment tools that are appropriate and they are used in planning and are shared with a variety of groups beyond the school where appropriate. |

II. DPAS II and the Delaware Framework for Specialists

Component 1 Indicators of Performance

1a. Designing Coherent Programs or Services

- The specialist selects goals that are aligned with state/national standards.
- Goals are appropriate for the students or clients.
- The specialist communicates how and why the goals are important.
- Goals are congruent with the sequence of services.

1b. Demonstrating Knowledge of Best Practice and Models of Delivery

- The specialist uses their deep knowledge of the profession while planning.
- The specialist identifies the important concepts in the profession and applies them suitably for their students or clients.
- The specialist considers intra-disciplinary connections and plans how they will help students or clients.
- The specialist identifies how professional services are related to and support other disciplines.

1c. Demonstrating Knowledge of Students or Clients

- The specialist determines the students' or client's needs and uses that information in planning service delivery.
- The specialist values student or client interests and cultural heritage.
- The specialist collects information about each student's or client's learning and medical needs as appropriate.
 - The specialist collects student information from a variety of sources.
 - The specialist refers to this information when considering adaptations or accommodations for service delivery.
 - The specialist uses student information when creating groups or considering seating arrangements.

1d. Demonstrating Knowledge of Resources

- All materials and resources are suitable for the students or clients and support the stated goals of service.
- The specialist assures that activities and tasks support meaningful student improvement.
- When appropriate and possible, the specialist uses technology to enhance service delivery.

1e. Demonstrating Knowledge of How to Design or Use Student Assessments

- The specialist creates and/or selects assessments that are fully aligned with goals for services.
- The specialist plans for the use of assessments to closely monitor student or client progress.
- The specialist is familiar with a broad array of assessment data related to the students or clients they serve.
 - The specialist uses information such as state assessment data, district assessment data, and classroom data when planning.
 - The specialist uses the collective data to design services for groups and for individual students or clients.

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Component Two: Professional Practice and Delivery of Service

Each specialist establishes an environment to work with his or her clients. Although this environment may be shared with others, the specialist can design a setting that will meet the needs of their work. Specialists interact respectfully with students, staff, and others. They help students learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Each group, therefore, feels that their needs and interests are important and will be addressed.

Specialists command an extensive repertoire of instructional or professional strategies. They identify appropriate strategies to be used as they work with others. They realize that daily interactions and plans may require adjustment. They are responsive to change requests. In addition, they communicate clearly and accurately with clients, moving from discussions with students using student-friendly terms to practice-specific discussions with professionals. They seek information about their clients' backgrounds and work effectively with all ethnic groups.

As they deliver their services, specialists select resources and materials aligned to meet the needs of their clients. For example, they may seek information translated into another language to make certain that parents can read and access the material. They know how to assist their clients in securing resources and materials within the district and community.

The following criteria and elements are evaluated under Component 2.

2a. Creating an Environment to Support Student or Client Needs

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

2b. Demonstrating Flexibility and Responsiveness

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

2c. Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students' or clients' ages, backgrounds, needs, and/or levels of understanding.

2d. Delivering Services to Students or Clients

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

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Potential Evidence That Can Be Used for Component Two:

- Diagrams and photographs of the work area(s)
- Description of the location where services are provided indicating how it supports client learning
- Work samples indicating the strategies the specialist used or taught others to use
- Samples of instructional materials used during delivery of services
- Samples of written communication with students, staff, and/or families

II. DPAS II and the Delaware Framework for Specialists

Component 2: Professional Practice and Delivery of Service

| CRITERION | LEVEL OF PERFORMANCE | | | |
|---|--|--|---|--|
| | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| 2a. Creating an Environment to Support Student or Client Needs | Interaction with at least some staff and students is negative, demeaning, sarcastic, or inappropriate. Students/stakeholders exhibit disrespect for the specialist. Specialist allows or encourages interactions between others that mirror the above. | Interactions are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture. Students/stakeholders exhibit only minimal respect for the specialist. The students/stakeholders in the setting do not demonstrate disrespect for each other. | The interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and culture of the students/stakeholders and they exhibit respect for the specialist. Interactions in settings between students/stakeholders are generally polite and respectful. | Interactions with students/stakeholders reflect genuine respect and caring for individuals as well as the group. Students/stakeholders appear to trust the specialist with sensitive information. Students/stakeholders in the setting reflect the same characteristics when interacting with others. |
| 2b. Demonstrating Flexibility and Responsiveness | The specialist rigidly adheres to his/her plan, even when change is clearly needed. The specialist brushes aside the concerns or questions of the students/stakeholders. When the program is not successful the specialist blames the students/stakeholders or the environment. | The specialist attempts to adjust the program when needed with partial success. The specialist attempts to accommodate the concerns and questions of the students/stakeholders with partial success. The specialist accepts responsibility for the program but has a limited repertoire of strategies. | The specialist makes minor adjustments to the program which enhances the success. The specialist successfully accommodates questions for the students/stakeholders. The specialist accepts responsibility for the program and works to include students/stakeholders who are resistant. The specialist has a broad repertoire of strategies. | The specialist makes major adjustments to the program when needed to guarantee the effectiveness of the program. The specialist seizes the opportunity to enhance the program through work with others. The specialist persists in seeking effective approaches for students/stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program. |
| 2c. Communicating Clearly and Accurately | The purpose of the communication is unclear or confusing to the students/stakeholders. It may contain inappropriate language and/or major errors when speaking or in writing. | The purpose of the communication is vague with clarifications after initial response from students/stakeholders. The explanation is uneven and may be difficult to follow. There are few errors in speaking or writing. | The purpose of the communication is clear to all and the content is appropriate and connects with students'/stakeholders' knowledge and experience. There are no errors in speaking or writing. | The purpose of the communication is clear to all and the content is differentiated to meet the needs of the readers. There are no errors in speaking and writing. |
| 2d. Delivery of Services to Students or Clients | The setting is not safe and/or some students/stakeholders do not have appropriate access to services. Considerable time is lost in delivery of services due to the managing of procedures by the specialist. Routines are ineffective resulting in significant loss of time. Standards of conduct are not clearly established and result in loss of time. National standards/models of delivery are not the focus of the specialist. | The setting is safe, and at least essential services are accessible to most students/stakeholders. Some time is lost in the delivery of services due to the managing of procedures by the specialist. Routines function moderately well with some loss of time. Standards of conduct may be established but are not consistent. National standards/models of delivery are present and beginning to be implemented. | The setting is safe, and the services are equally accessible to all students/stakeholders. Effective systems for the delivery of services result in little loss of instructional time. Routines occur smoothly with little loss of time. Standards of conduct are established and generally consistent. National standards/models of delivery are present and support the success of the program. | The specialist advocates for accessibility of services for all students/stakeholders. Systems for performing delivery of services are well established and optimize the time for services. Routines are seamless and optimize the time for delivery of services. Standards of conduct are well established and consistent. National standards/models of delivery are well established and reflect the high involvement of the specialist within and outside of the school setting. |

II. DPAS II and the Delaware Framework for Specialists

Component 2 Indicators of Performance

2a. Creating an Environment to Support Student or Client Needs

- Students or clients understand the specialist is there to support them.
- Students display respect and caring for the specialist.
- The specialist's interactions with students or clients reflect genuine respect and caring for individual students or clients and groups of students or clients.
- The specialist's interactions are appropriate for the age and culture of the students or clients.
- The specialist deals with sensitive interactions with students or clients appropriately.
- The specialist models and sets expectations for student or client interactions.

2b. Demonstrating Flexibility and Responsiveness

- The specialist accurately observes the actions and reactions of the students or clients as the session is underway.
- The specialist adjusts his or her plans and pacing based on student's or client's needs.
- Adjustments within the session occur smoothly.

2c. Communicating Clearly and Accurately

- Directions are presented to students or clients in clear and "student friendly" terms.
- Procedures are clear and understood by the students or clients.
- The specialist intervenes and assists students when appropriate.
- The specialist's explanations are accurate and appropriate.
- The specialist helps students connect previous experience to current learning.

2d. Delivery of Services to Students or Clients

- The specialist has clearly established standards of conduct and students or clients can articulate what is expected of them.
- The workspace is safe.
- Aisles/passage areas are clear to ensure the safe movement of the students.
- The room arrangement assures that all students or clients have access to services.
- The specialist models and sets expectations for appropriate equipment use and safety procedures.
- The specialist monitors and corrects any safety infractions.
- The specialist ensures all students have the needed materials to be successful.

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Component Three: Professional Consultation and Collaboration

The nature of specialists' assignments requires them to form partnerships with families, staff, and/or external agencies. They are skillful in establishing these relationships and understand that the interactions between these parties impact student learning. They understand that they are valued members of the school learning community and that part of their responsibility is to assist clients in addressing schoolwide issues, problems, and concerns. This often includes training others and providing awareness of problems and concerns.

Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they may assist staff members in securing resources to meet the individual needs of students, such as technology or materials in other languages.

There are times when a specialist needs to maintain student/client confidentiality. Such circumstances may be related to families, students, staff, or other district employees. Specialists know the appropriate authorities to address issues and make those contacts for the client when appropriate.

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

3a. Collaborating with Others

The specialist develops partnerships with school, district staff, and external agencies to provide integrated services that meet student or client needs.

3b. Serving as a Consultant to the School Community

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to schoolwide issues, problems, or concerns.

3c. Providing Resources and Access

The specialist provides school, district, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

3d. Maintaining Standards of Professional Practice

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

3e. Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

II. DPAS II and the Delaware Framework for Specialists

Potential Evidence That Can Be Used for Component Three:

- Examples of materials used during consultation
- Examples of written feedback to clients, *when appropriate*
- Agendas and other documents indicating when the specialist conducted training, workshops, or parent evenings
- Copies of assessments used to plan and deliver services
- Lists of the resources that the specialist made available to clients
- Letters, notes, responses that indicate the specialist worked with a group of clients
- Samples/examples of documents related to securing and sharing of resources with clients and/or colleagues

II. DPAS II and the Delaware Framework for Specialists

Component 3: Professional Consultation and Collaboration

| CRITERION | LEVEL OF PERFORMANCE | | | |
|---|---|--|---|---|
| | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| 3a. Collaborating with Others | The specialist declines or resists collaboration with others in the design of the program to meet the needs of the school. | The specialist collaborates with others in the design of the program but is only partially successful in meeting the needs of the school. | The specialist collaborates with others in the design of the plan and meeting the needs of the school. | The specialist collaborates with others in the design of the plan and seeks input from all levels to assure the needs of the school/district are being met. |
| 3b. Serving as a Consultant to the School Community | The specialist declines or resists serving as a consultant to the school community. | The specialist serves as a consultant to the school community but the services may be inconsistent. | The specialist serves as a consultant to the school community and shares expertise with others frequently. | The specialist serves as a consultant to the school community and seeks ways to share expertise within the school setting and beyond. |
| 3c. Providing Resources and Access | The specialist fails to locate and provide the resources to support the needs to the students/stakeholders or must be directed to do so. The specialist is not accessible to students/stakeholders. | The specialist locates resources to support the program but they may be limited to only giving them to the student/stakeholder when requested to do so. The specialist is accessible to the students/stakeholder upon request. | The specialist locates resources to support the program that supports the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources. | The specialist locates resources to support the program and the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources. The specialist seeks and provides resources beyond the school setting to enhance the program. |
| 3d. Maintaining Professional Standards | The specialist resists application of adopted professional standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines. | The specialist attempts to apply the adopted standards but may do so inconsistently. The specialist does follow the established procedures and guidelines. | The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist shares findings, as appropriate. | The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate. |
| 3e. Using Assessment Data in Planning and Delivery of Services | The specialist fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray. | The specialist seeks and uses data to inform some aspects of planning and delivery of services but implementation is inconsistent. | The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders. | The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders. The specialist uses the data to inform those at the district level of progress. |

II. DPAS II and the Delaware Framework for Specialists

Component 3 Indicators of Performance

3a. Collaborating with Others

- The specialist collaborates with teachers, administrators, and/or other specialists to meet the needs of students or clients.
- The specialist collaborates with teachers, administrators, and/or other specialists to meet the needs of the school and/or district.
- The specialist participates in school or district committees to ensure student or client needs are addressed appropriately.
- The specialist participates in school or district committees to ensure services address school and/or district needs.

3b. Serving as a Consultant to the School Community

- The specialist shares information about services with colleagues in the school and/or district.
- The specialist provides information about services in multiple formats.
- The specialist seeks opportunities to provide expertise in appropriate venues and formats.

3c. Providing Resources and Access

- The specialist shares information about external resources and/or services with colleagues in the school and/or district.
- The specialist welcomes inquiries about his or her services and available resources.
- The specialist helps colleagues and students or clients access services and/or resources, as appropriate.
- The specialist welcomes the opportunity to help his or her colleagues.

3d. Maintaining Professional Standards

- The specialist carries out student or client services according to state/national standards of practice.
- The specialist follows professional standards/protocols for student or client confidentiality.
- The specialist follows professional standards/protocols for recording and sharing of data.
- The specialist studies current trends in his or her professional practice.
- The specialist maintains current and valid credentials, as appropriate.

3e. Using Assessment Data in Planning and Delivery of Services

- Students or clients find specialist feedback valuable.
- The specialist shares data with colleagues, if permitted/appropriate.
- The specialist provides accurate, constructive, substantive, specific, and timely feedback to students or clients.
- The specialist analyzes assessment responses and student or client behaviors to assess progress.
- The specialist uses assessment data to inform future plans and service delivery.

II. DPAS II and the Delaware Framework for Specialists

Component Four: Professional Responsibilities

Not everything that specialists do can be captured through viewing their practice. They engage in many activities that lie outside of their offices, as they improve services and build an understanding of their program.

Component Four addresses 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.

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

4a. Communicating with Families/Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

4b. Recording Data in a Student Record System

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

4c. Growing and Developing Professionally

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or district. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

Potential Evidence That Can Be Used for Component Four:

- Logs of communication with families
- Documents sent home to families, *when appropriate*
- Samples of information shared with staff about specific programs
- Interactive websites that provide information about events or programs
- Documents that demonstrate record keeping and tracking clients
- Documents demonstrating participation in relevant professional growth activities
- Professional Responsibilities Form

II. DPAS II and the Delaware Framework for Specialists

Component 4: Professional Responsibilities

| CRITERION | LEVEL OF PERFORMANCE | | | |
|--|---|--|--|---|
| | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| 4a: Communicating with Families/Clients | The specialist provides little or no information about the program to families or clients. The communication with others may be inappropriate and insensitive. The communication is not provided in a timely manner. | The specialist participates in required activities related to communication but offers little additional information. Responses to families/clients are minimal. The specialist makes modest and partially successful attempts to engage families and others in the program. Information is provided in a timely manner. | The specialist provides frequent information to families and clients about the program. Communication about progress and other related information is on a regular basis and addresses the concerns of the families/clients. The specialist is successful in engaging others within the school in the program. Information is provided in a timely manner. | The specialist provides frequent information about the program and seeks additional input on how to improve the program. Communication about progress and other related information is frequent and addresses the concerns of the families/clients. The specialist is successful in engaging the program both inside the school setting and beyond. Information is provided in a timely manner and is thorough. |
| 4b: Recording Data in a Student Record System | The record keeping system is limited to entries of completion only and in disarray. There is no apparent system for maintaining information related to students/stakeholders/program or it is in disarray. The specialist records are in such disarray that it results in error and/or confusion. | The record keeping system is rudimentary and only partially effective. The information related to students/stakeholders/program is partially present. The records are accurate but require frequent monitoring by the specialist to avoid errors or confusion. | The record keeping system is complete and effective. The information on progress of students/stakeholders/program is complete and used to effectively report progress. The information is effectively used to improve the program or services. | The record keeping system is complete and effective, and the specialist seeks input from others. The information is complete and effectively used to report progress. The input from others is used to improve services. |
| 4c: Growing and Developing Professionally | The specialist does not demonstrate how he/she takes part in professional development and uses the knowledge to improve practice. The specialist does not take an active part in the professional learning community both within the school setting and beyond. | The specialist demonstrates how he/she has taken part in professional development that is required and makes some connections to how the knowledge was used to improve practice. The specialist takes part in the professional learning community only to the extent to which it is required. | The specialist demonstrates how he/she has actively sought professional development related to the program and used it to improve practice. The specialist takes an active role in the professional learning community within the school setting. | The specialist demonstrates how he/she takes an active part in professional development through a leadership role and how he/she helps others to use the knowledge to better practice. The specialist leads the professional learning community within the school setting and contributes to the professional learning community at the local and state level. |
| 4d: Reflecting on Professional Practice | The specialist does not know whether the program was effective or the goals were achieved using data. The specialist has no suggestions for how the program could be improved or how the goals could have been met. | The specialist has a generally accurate impression of the program's effectiveness and the extent to which goals were met using data. He/she can make general suggestions about how to improve the program or to meet goals for the next cycle. | The specialist makes an accurate assessment of the effectiveness of the program and the extent to which goals were met using data. He/she can make a few specific suggestions of what could be tried to improve the program and meet the goals for the next cycle. | The specialist makes a thorough and accurate assessment of the effectiveness of the program and the extent to which they met goals with data. He/she draws upon an extensive repertoire of skills and offers specific alternate actions on how to improve the program and meet the goals. |

II. DPAS II and the Delaware Framework for Specialists

Component 4 Indicators of Performance

4a. Communicating with Families and Clients

- The specialist provides frequent information about the program to families.
- The specialist provides information in a format(s) accessible to all parents.
- The specialist provides information using understandable language and terms.
- Communication between the specialist and families is two-way and ongoing.
- When appropriate, the specialist involves the student in the conversations.

4b. Recording Data in a Student Record System

- Records are organized, accurate, and timely.
- The specialist records and maintains student or client data in appropriate data systems.
- The specialist shares data appropriately with his or her colleagues.

4c. Growing and Developing Professionally

- The specialist seeks opportunities to enhance his or her knowledge and/or skills.
- The specialist seeks and participates in opportunities to stay current in the field.
- The specialist selects professional goals directly related to state/national standards, improving student learning, and school improvement.
- The specialist welcomes feedback from colleagues and supervisors.
- The specialist welcomes the opportunity to help his or her colleagues.
- The specialist participates in school, district, and/or state committees and/or councils, as appropriate.

4d. Reflecting on Professional Practice

- The specialist accurately assesses his or her effectiveness using the various components of the framework for specialists.
- The specialist assesses his or her own performance against state/national standards.
- The specialist accurately attributes performance to various inputs and/or conditions (student, teacher, environment, et cetera).
- The specialist accurately assesses his or her ability to add value.
- The specialist regularly uses reflection to improve his or her performance and asks for assistance to improve future services, when appropriate.
- The specialist sets goals to improve his or her personal practice and documents his or her progress toward goals.

II. DPAS II and the Delaware Framework for Specialists

Component Five: Student Improvement

Specialists 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. 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, specialists modify their practice for both groups and individual students/clients.

The following structure is the basis upon which the performance of a specialist shall be evaluated.

2011-12 Interim Structure

Five important points are made in outlining this proposal that warrant critical emphasis:

- 1) This policy proposal is an INTERIM step to allow DDOE to collect data and make projections needed to inform further discussion before any high stakes consequences related to Component 5 proceed.
- 2) DDOE is proposing that the 2011-12 school year hold NO CONSEQUENCES for educators related solely to DPAS II Component 5. Until the system can be more fully developed and vetted, no consequences related to Component 5 for educators will take place. It is to be noted that the consequences (i.e., improvement plans) related to Components I-IV are still applicable.
- 3) At this time, rewards for “Highly Effective” specialists, based upon Components I-V in total, will be put in place for 2011-12. Specifically, rewards will be associated with “Highly Effective” educators in high needs schools, in high needs subjects, and for the teacher-leader cadre.
- 4) Regulatory language is being proposed to define highly effective, effective, and ineffective educators based on student growth, but NOT based on a “year’s worth” or “more than a year’s worth” of student growth that existed in the regulatory language until this point.
- 5) The Part I, II, III calculations in this proposal will yield a combined 100-point scale for Component 5 ONLY. On the Component 5 scale, 80-100 points will be awarded a rating of “Exceeds.” A specialist must be rated as “Exceeds” in Component 5 to be considered for an overall “Highly Effective” rating. A score of 50-79 points will be rated as “Satisfactory” on this component, and a score below 50 will be rated as “Unsatisfactory.”

II. DPAS II and the Delaware Framework for Specialists

Part I: Schoolwide Assessment Measure (DCAS-based using AYP scores)

Description: The schoolwide assessment measure will be used with ALL teachers and specialists for 30% of Component 5. Each educator will receive one of the following schoolwide assessment measures, based upon which of the options below shows the most positive result. In other words, the educator will have the best result between the two options for Part I. All schools in the state have reported accountability ratings in both Reading and Mathematics. For Part I, DDOE will use the approved AYP calculation that reflects the DCAS accountability scores with percent proficient by grade and by content area.

Option 1: This option measures the DCAS Reading across all grade levels in the school according to the number who participated and the number of students who have eligible scores (same business rules as apply for AYP determination). This option would reflect the proficiency (status) metric or the AYP fall-spring (growth) metric across the reading test for all grades/participants in that school.

Option 2: This option measures the DCAS Mathematics in the school across all grade levels according to the number who participated and the number of students who have eligible scores (same business rules as apply for AYP determination). This option would reflect the proficiency (status) metric or the AYP fall-spring (growth) metric across the mathematics test for all grades/participants in that school.

Part II: Student Cohort Assessment Measure (DCAS-based using instructional scores)

Description: The student cohort assessment measure will be used with ALL teachers and specialists for 20% of Component 5. For Part II, DDOE will use DCAS instructional scores as the basis for fall-to-spring growth. The cohort determination will be related to the educator with the following parameters:

DCAS Educators to include Reading and Math in tested grades:

For each educator in this group, a cohort is defined as ALL the students they teach in that content area to include reading and math, grades 3-10. This measure would be directly tied to the specialist's participation in a Professional Learning Community (PLC) thereby designating the school PLC group in which the educator will participate for the year. This component will reflect the fall-spring growth (improvement) based upon students' instructional scores.

Non-DCAS Educators:

Those grade 3-10 teachers and specialists whose assignment does not clearly fall in a DCAS Reading or Math area will identify, with the agreement of the building administrator, a DCAS test area for a cohort of students "touched" regularly. The cohort could be specific to grade level, subject area, or student-based cohort within a test grade/subject area to include Math or Reading. The identification of a cohort should be supported by the data analysis for that school and must be approved by the administrator prior to the first DCAS administration. For example, a counselor who, in collaboration with the administrator, might identify a subset of students with frequent absences and focus on DCAS Math with that group of students. This component will reflect the fall-spring growth (improvement) based upon students' instructional scores. The size of the cohort will likely be a minimum of 25 students, but administrators will determine exceptions to the guideline as necessitated by educator assignment.

II. DPAS II and the Delaware Framework for Specialists

Part III: Specialist Specific Assessment Measure (non-DCAS measure)

Description: The Specialist Specific Assessment Measure(s) (non-DCAS assessment) will be approved by the Secretary of Education and the Department of Education and reflect the work that the group of subcommittees has submitted for review. Specific measures (50% of Component 5) are currently being reviewed for fiscal implications, standards-based reliability, and strength of fall-spring comparisons to show student growth. Such measures will be directly tied to the teacher's or specialist's current teaching assignment. Further work in this area, including the involvement of the existing subcommittees, will continue to take place to identify or develop unique assessment measures for each subject area and/or grade level.

Application of Student Growth Measures

- 1) If Part I, Part II, and Part III measures are available, then the following balance of measures will be calculated as follows:
 - a) Schoolwide assessment measure (whichever option is higher) 30%
 Option 1: Schoolwide DCAS Reading
 Option 2: Schoolwide DCAS Mathematics
 - b) Student Cohort assessment measure 20%
 - c) Specialist Specific assessment measure 50%
- 2) If by the beginning of the 2011-12 school year or by the beginning of each subsequent school year no acceptable measures for Part III have been approved by the Secretary of Education and the Department of Education, then those educators will receive a 30%/70% split between Part I and Part II until a measure of sufficient quality is identified for Part III.
- 3) If by the beginning of the 2011-12 school year or by the beginning of each subsequent school year no acceptable measure for Part II is available, then those educators will receive a 30%/70% split between Part I and Part III.
- 4) If by the beginning of the 2011-12 school year or by the beginning of each subsequent school year no acceptable measure for Part II AND Part III is available, then those educators will receive 100% for Part I until such time as measures for Part III are approved.

These percentages are recommended for the first year of implementation ONLY. Once operational information informs further discussion, it is possible that the percentages in future years may warrant rebalancing based on stakeholder input. Further development and approval of Part III measures will also necessitate additional discussion and development of policy for the 2012-13 school year and beyond.

III. DPAS II Process

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, depending on an educator's status and length of service.

To the extent that the DPAS II Guide for Specialists 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 more aggressive timeline. In such case, 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) Professional Practice and Delivery
- 3) Professional Consultation and Collaboration
- 4) Professional Responsibilities
- 5) Student Improvement

Activities:

Forms:

Measures Selection Form – Specialists
Professional Responsibilities Form - Specialists
Pre-observation Form – Specialists
Formative Feedback Form – Specialists
Summative Evaluation Form – Specialists
Improvement Plan Form – Specialists

Conferences:

Measures Selection Conference (brief) – Specialists
Pre-observation Conference – Specialists
Post-observation Conference – Specialists
Summative Evaluation Conference – Specialists
Improvement Plan Conference – Specialists

Observations:

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

III. DPAS II Process

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 Specialists* suggests a time period within which any part of the process will be completed, the guide shall prevail unless the controlling bargaining agreement provides a more aggressive timeline. In such case, the collective bargaining agreement prevails.

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

The following are suggested target dates:

Novice Specialists

Measures, Goals Selection - September 30
Observation 1 - October 31
Observations 2 & 3 – March 31
Summative Evaluation - April 30
Student Growth Measures – May 31

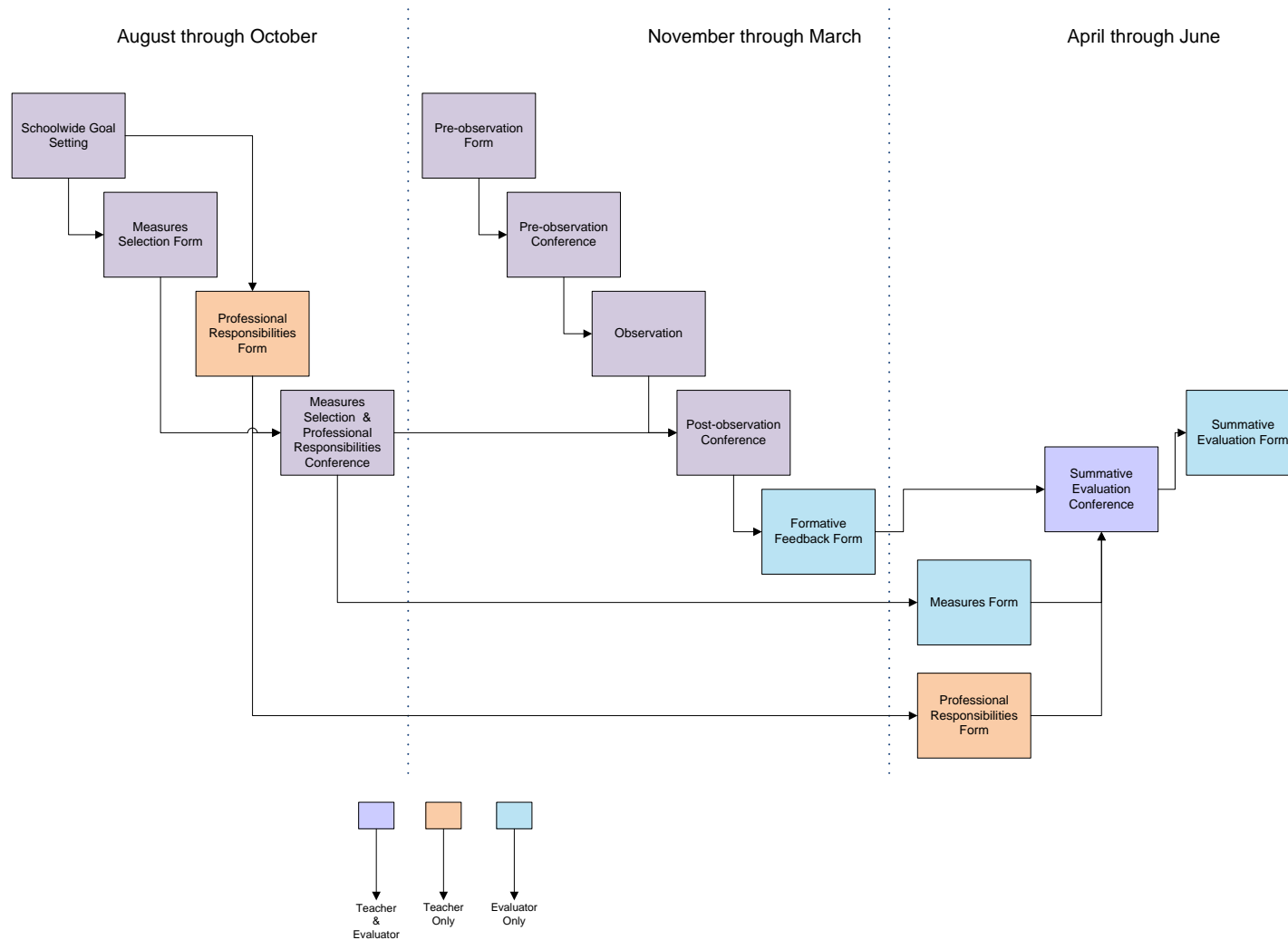
Experienced Specialists

Measures, Goals Selection - September 30
Observation - January 31
Summative Evaluation - May 31
Student Growth Measures – May 31

III. DPAS II Process

Appraisal Cycle

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



Note: Observation feedback process may be repeated using announced or unannounced observations

III. DPAS II Process

Step 1: Student Growth Measures Selection and Professional Responsibilities Conferences

Component Four (Professional Responsibilities)

Component Five (Student Improvement)

Student Growth Measures Selection Form and Conference

The Student Growth Measures Selection Form and conference provide the specialist and evaluator with information about how the specialist's Component Five rating will be determined. Information from schoolwide goal setting must be used to identify common measures for Parts I and II. Part III measures must be equivalent across all specialists who provide the same services for the district or charter school. For further detail on Student Growth Measures requirements, see Section II of this Guide.

It is recommended that this conference be completed by the end of September each year. The administrator may choose to meet with groups of specialists having common measures across all three Student Improvement parts, or the administrator may schedule individual conferences to address both Student Growth Measures selection and Professional Responsibilities.

Possible Prompts/Questions for the Student Growth Measures Selection Conference:

- What activities will you engage in to contribute to whole school progress measured in Part I of Component Five?
- What activities will you engage in to contribute to cohort progress measured in Part II of Component Five?
- How will you monitor interim progress on your Part III measure(s)?

Professional Responsibilities Form and Conference

The Professional Responsibilities form and conference allow the specialist and evaluator to plan appropriate and relevant professional growth activities within the context of school, district, and student. Professional growth opportunities within this plan should be designed to improve the specialist's practice in relation to the four criteria within Component Four. This conference may be held at the same time as the Student Growth Measures Selection Conference or it may be held during the first Post-observation Conference.

Possible Prompts/Questions for the Professional Responsibilities Conference:

- Outline your goals for professional growth. How do your goals help you improve your current practice?
- What supports or professional learning opportunities do you need in order to meet your goals?

III. DPAS II Process

- Describe your PLC(s) participation. How does it enhance your professional practice?
- What strategies do you use to communicate with families? How often do you communicate with families?

The tables on this page outline specialist and evaluator responsibilities during the Student Growth Measures Selection and Professional Responsibilities Conferences phase of DPAS II. These conferences are required for specialists. However, if the district allows and both the administrator and specialist agree, then the Professional Responsibilities form may be optional for Experienced Specialists. The Professional Responsibilities form may not be waived for Novice Specialists. The Student Growth Measures Form may not be waived for Novice or Experienced Specialists.

Student Growth Measures Selection Conference Event Responsibilities

| Specialist Responsibilities | Evaluator Responsibilities |
|--|--|
| Prior to Measures Selection Conference | Prior to Measures Selection Conference |
| Review the Student Growth Measures Selection Form and be prepared to discuss. | Complete the Student Growth Measures Selection Form and be prepared to discuss. |
| During Measures Selection Conference | During Measures Selection Conference |
| Take an active part in the conference. Be prepared to discuss Part I, II, and III measures. | Hold the conference with the specialist. Be prepared to discuss Part I, II, and III measures and rationale for their selection. |

Professional Responsibilities Conference Event Responsibilities

| Specialist Responsibilities | Evaluator Responsibilities |
|---|---|
| Prior to Professional Responsibilities Conference | Prior to Professional Responsibilities Conference |
| Complete the Professional Responsibilities Form and be prepared to discuss. The specialist may wish to complete the Professional Responsibilities Reflection Template, but this is optional. | Review the Professional Responsibilities Form and be prepared to discuss. |
| During Professional Responsibilities Conference | During Professional Responsibilities Conference |
| Take an active part in the conference. Be prepared to discuss Component Four - <i>Professional Responsibilities</i> . | Hold the conference with the specialist. Be prepared to seek evidence of and provide initial feedback related to Component Four - <i>Professional Responsibilities</i> . |

III. DPAS II Process

Step 2: Pre-observation

Component One (Planning and Preparation)

Component Two (Classroom Environment)

Component Three (Instruction)

Component Four (Professional Responsibilities)

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 specialists clarify strengths and identify areas for growth.

The table on the next page outlines specialist and evaluator responsibilities during the Pre-observation Conference phase of DPAS II. The Pre-observation Conference is required for all announced observations. However, if the district allows and both the administrator and specialist agree, then the Pre-observation Form may be optional for announced observations of Experienced Specialists. The Pre-observation Form may not be waived for Novice Specialists. The Pre-observation Conference is only applicable prior to an “announced” observation.

If the evaluator and Experienced Specialist mutually decide a Pre-observation Form is not necessary, the Component One narrative will be completed using planning documents and discussion points from the Pre and Post-observation Conferences. 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 specialist’s work area. This allows the specialist easy access to materials and/or evidence that may help strengthen the discussion.

Each element of Component One is discussed during this conference. 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 specialist concerning Component One and Four during the Pre-observation Conference.

Possible Prompts/Questions for the Pre-observation Conference:

- Outline your goals for services. How do your goals align with overall school or district goals?
- How will your services contribute to student improvement?
- Describe the students or client(s) you serve.
- How do you use your knowledge of the students or client(s) as you select strategies, activities, and materials?
- Describe methods you use to provide information about services to families and colleagues.
- In which professional development opportunities are you participating? Describe your PLC(s) participation. How does it enhance your professional practice?

III. DPAS II Process

Pre-observation Conference Event Responsibilities

The Pre-observation Conference is required for all announced observations. However, if the district allows and both the administrator and specialist agree, then the Pre-observation Form may be optional for announced observations of Experienced Specialists. The Pre-observation Form may not be waived for Novice Specialists. The Pre-observation Conference is only applicable prior to an “announced” observation.

| Specialist Responsibilities | Evaluator Responsibilities |
|--|--|
| Prior to Pre-observation Conference | Prior to Pre-observation Conference |
| Complete a Pre-observation Form with detailed planning documents and submit these documents to the administrator. The plan should address each of the five criteria in Component One. | Review the Pre-observation Form and the specialist’s planning documents. Planning documents should address each of the five criteria in Component One as listed below. |
| During Pre-observation Conference | During Pre-observation Conference |
| <p>Take an active part in the conference.</p> <p>Be prepared to discuss Component One - <i>Planning and Preparation</i>.</p> <p>Submit Professional Responsibilities Form (if the specialist has not done so already).</p> <p>Be prepared to discuss Component Four – <i>Professional Responsibilities</i>. *</p> <p>Be prepared to present and discuss artifacts.</p> | <p>Hold the conference with the specialist.</p> <p>Be prepared to seek evidence of and provide initial feedback related to Component One - <i>Planning and Preparation</i>:</p> <p>Be prepared to seek evidence of and provide initial feedback related to Component Four- <i>Professional Responsibilities</i>. *</p> <p>Be prepared to review artifacts presented.</p> |

* Discussions about Component Four progress may occur during the Pre-observation Conference.

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

III. DPAS II Process

Step 3: Observation

Component One (Planning and Preparation)

Component Two (Professional Practice and Delivery of Service)

Component Three (Professional Consultation and Collaboration)

Component Four (Professional Responsibilities)

Observation provides a view of specialist practice and the opportunity to collect information to assess performance. The purpose of the observation is to record observed evidence of Components One, Two, and Three. (The observation may provide you with evidence that Component 4 goals are being met. Additional evidence will come from the specialist in the post observation conference). This process is the same for both novice and experienced specialists.

Observation serves as a snapshot of practice captured through watching the specialist deliver services and providing feedback on what is observed. In some cases, one observation is sufficient to clearly see the specialist's practice, but sometimes multiple snapshots are necessary.

The table on page 34 outlines specialist and evaluator responsibilities during observations.

Frequency of Observations

- Novice specialists must receive a minimum of two (2) announced observations and one (1) unannounced observation with a Summative Evaluation each school year. Novice specialists 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.
- Experienced specialists who have earned a rating of "Highly Effective" on their most recent Summative Evaluation must receive a minimum of one (1) announced observation each year with a summative evaluation at least once every two (2) years. The student improvement component for Highly Effective specialists must be evaluated each year, regardless of whether a summative evaluation is conducted.
- Experienced specialists who have earned a rating of "Effective" and have earned "Satisfactory" ratings on at least four (4) of the components, including Student Improvement, on their most recent Summative Evaluation must receive a minimum of one (1) announced observation each year with a summative evaluation at least once every two (2) years. The student improvement component for Effective specialists must be evaluated each year, regardless of whether a summative evaluation is conducted.
- Experienced specialists who have earned a rating of "Needs Improvement" or "Ineffective" on their most recent Summative Evaluation must 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 specialists must also have an Improvement Plan, which may require additional observations and other types of monitoring.

III. DPAS II Process

Key Concepts - Observations

- In some cases observations are announced. The specialist receives advanced notification of the observation. In other cases, the observation is unannounced and there is no advance notification. The quality of practice should be consistent across both situations.
- An announced observation provides a forum for the specialist and evaluator to discuss the context and plans for the service to be provided prior to its implementation. This discussion occurs during the Pre-observation Conference.
- An unannounced observation is an opportunity for an evaluator to watch a specialist in action without providing prior notice. The evaluator relies solely on direct observation to examine the specialist's practice during the observation period. Specialists are expected to conduct "business as usual" in his or her work area.
- It is strongly recommended that the first observation be announced and of sufficient length to see the service session from beginning to end.
- The observation for a specialist may be a collection of data over a specified period of time, up to four (4) weeks, or it may be an observation of sufficient length, at least thirty (30) minutes, to gather appropriate data and assess the specialist's performance.
- 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 service provided and accurately assess performance.
- There must be a reasonable amount of time between observations. Time between observations must be sufficient for specialists to improve their performance. If the specialist needs support(s) to improve their performance (i.e. coaching and professional development), then the time between observations must be sufficient for the specialist 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.
- 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.

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Observation Event Responsibilities

| Specialist Responsibilities | Evaluator Responsibilities |
|--|--|
| Demonstrate evidence of: Component One – <i>Planning and Preparation</i> ** Component Two – <i>Professional Practice and Delivery of Service</i> ** Component Three – <i>Professional Consultation and Collaboration</i> ** Component Four – <i>Professional Responsibilities</i> : ** | Collect evidence of: Component One – <i>Planning and Preparation</i> ** Component Two – <i>Professional Practice and Delivery of Service</i> ** Component Three – <i>Professional Consultation and Collaboration</i> Component Four- <i>Professional Responsibilities</i> : ** |

****Not all elements of Components One, Two, Three, and Four may be demonstrated, depending on the lesson that is delivered during the observation.**

III. DPAS II Process

Step 4: Post-observation Conference

Component One (Planning and Preparation)

Component Two (Professional Practice and Delivery of Service)

Component Three (Professional Consultation and Collaboration)

Component Four (Professional Responsibilities)

During the Post-observation Conference, the specialist and evaluator discuss evidence collected during the observation. This conference includes discussion about evidence of the specialist's performance on elements from components one through three. Component rubrics are used to focus discussion around levels of performance, commendations, and recommendations. This process is the same for both novice and experienced specialists.

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

Specialists are expected to come to the conference prepared to discuss

1. their reflections on their performance during the observation
2. any special circumstances or events that impacted services
3. adjustments made to the planned services and the rationale for these adjustments
4. ways to improve their future practice

The Service Reflection Template included in Section IV of this guide is a valuable tool for specialists to reflect on their performance during the observation. This form is optional. The specialist may choose to complete this form and bring it to the Post-observation Conference. The specialist 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 specialist's self reflection and thoughts on performance
4. his or her assessment of the specialist'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 specialist's work area. Holding the conference in the specialist's work area allows the specialist and evaluator quick access to materials and/or evidence that may help strengthen discussion.

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

Possible Prompts/Questions for Post-observation Conference

- Describe the students or clients in this group.
- How did you establish and communicate your expectations, rules, and procedures to your students or clients?

III. DPAS II Process

- How did you use your knowledge of these students or clients as you selected strategies, activities, and materials?
- How did you ensure that all students or clients had access to the resources needed during the session?
- Describe any adjustments you made during the session.
- How does this session fit into the broader plan for these students or clients?

Post-observation Conference Responsibilities

| Specialist Responsibilities | Evaluator Responsibilities |
|--|--|
| Prior to Post-observation Conference | Prior to Post-observation Conference |
| <p>The specialist is expected to reflect on their performance using the rubrics for Components One, Two, Three, and Four and organize any additional evidence the specialist wishes to bring to the Post-observation Conference. Reflection helps the specialist self-assess their performance, anticipate evaluator clarifying questions, and prepare for the Post-observation Conference discussion.</p> | <p>The evaluator is expected to organize evidence collected during the observation, prepare clarifying questions, and provide feedback on the specialist's performance during the observation event.</p> |
| During Post-observation Conference | During Post-observation Conference |
| <p>Participate in the conference.</p> <p>Discuss the lesson observed and present evidence related to that lesson.</p> <p>Be prepared to reflect on the effectiveness of his/her practice with administrator.</p> <p>Respond to Post-observation Conference questions.</p> <p>Discuss progress on Component Four and update Professional Responsibilities Form, as appropriate.</p> | <p>When possible, hold the conference in the specialist's classroom.</p> <p>Discuss the lesson observed and review evidence related to that lesson.</p> <p>Be prepared to pose reflective questions.</p> <p>Discuss Post-observation Conference questions.</p> <p>Use evidence collected during the observation process to construct the Formative Feedback Form.</p> <p>Discuss progress on Component Four and update Professional Responsibilities Form, as appropriate.</p> <p>Discuss commendations (if appropriate), expectations, and recommendations.</p> |

III. DPAS II Process

Step 5: Level of Performance Ratings

Component One (Planning and Preparation)

Component Two (Professional Practice and Delivery of Service)

Component Three (Professional Consultation and Collaboration)

Component Four (Professional Responsibilities)

At the conclusion of the Post-observation Conference, the specialist and evaluator should have a common understanding of the specialist's performance during the observation. Component rubrics are used to focus their discussion and determine accurate performance levels. During a formative evaluation, it is not necessary to document a level of performance for every criterion or for every element related to the criterion.

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

The chart on page 38 outlines the responsibilities for specialists and their evaluators.

Possible Prompts/Questions for Levels of Performance (during Post-observation Conference)

- Upon reflection, what were the strengths and weaknesses of the observed session?
- Which criteria were observable during this session?
- Which criteria were not observable during this session?
- How would you rate the observed session overall?
- Upon reflection, what improvements do you intend to make in future sessions?

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Level of Performance Responsibilities

| Specialist Responsibilities | Evaluator Responsibilities |
|--|---|
| Distinguished or Proficient Rating | Distinguished or Proficient Rating |
| <p>Set personal goals for continuous learning and improvement.</p> <p>Demonstrate ratings of Proficient and/or Distinguished in subsequent evaluations.</p> | <p>Focus on unobserved criteria/elements in subsequent observations.</p> <p>If there is concern related to any criterion or element, record this on the Formative Feedback Form.</p> |
| Basic Rating*** | Basic Rating*** |
| <p>Discuss with the administrator those circumstances leading to the rating of Basic performance.</p> <p>Discuss with the administrator the evidence used to determine the performance level.</p> <p>Review and provide input to expectations set by the administrator.</p> <p>Accept resources and support provided by the administrator and work towards the Proficient level.</p> <p>Acknowledge the specified time frame for improvement set by the administrator.</p> <p>Acknowledge that a Formal Improvement Plan may be implemented if Proficient performance is not reached by the end of the specified period.</p> | <p>Discuss with the specialist evidence of Basic performance.</p> <p>Document evidence of Basic performance and specify the elements for improvement.</p> <p>Assist specialist in understanding how to move to Proficient rating level.</p> <p>Determine and document expectations for moving to Proficient performance.</p> <p>Identify resources and support to assist the specialist, as appropriate.</p> <p>Set a specified time frame for improvement and discuss with the specialist.</p> <p>Provide resources and support, as appropriate.</p> <p>Consider implementing a Formal Improvement Plan if specialist has not reached Proficient performance by the end of the specified period.</p> |
| Unsatisfactory Rating | Unsatisfactory Rating |
| <p>Discuss the evidence and provide additional information, if available.</p> <p>Review, sign, and return the Formative Feedback Form within five (5) working days of receipt of the form.</p> <p>Acknowledge that overall performance of "Unsatisfactory" during a Formative Evaluation must initiate a formal Improvement Plan.</p> | <p>Discuss with the specialist evidence of Unsatisfactory performance.</p> <p>Document evidence of Unsatisfactory performance and specify the elements for improvement.</p> <p>Indicate specialist's Unsatisfactory rating by writing "PERFORMANCE IS UNSATISFACTORY" on the last page of the Formative Feedback Form and initial the form.</p> <p>Initiate the formal Improvement Plan process.</p> |

*** **Basic Performance Rating:** For *Novice Specialists*, a Basic rating may be deemed satisfactory performance. However, it is expected that a *Novice Specialist* will rise to a Proficient rating within the three (3) year initial license period. Generally, a Basic rating is NOT considered satisfactory performance for an *Experienced Specialist*. However, special circumstances may cause an *Experienced Specialist* to revert to basic practice for a short period of time. Examples of such situations include, but are not limited to: a change in assignment, types of students or clients served, or life crisis. In these cases, the expectation is the specialist will rise to a proficient level as soon as practicable.

III. DPAS II Process

Step 6: Formative Feedback Documentation

Component One (Planning and Preparation)

Component Two (Professional Practice and Delivery of Service)

Component Three (Professional Consultation and Collaboration)

Component Four (Professional Responsibilities)

After the Post-observation Conference, formative feedback is documented on the Formative Feedback form. A completed Formative Feedback Form is required for both announced and unannounced observations.

The evaluator will write a concise narrative on the Formative Feedback Form describing evidence of performance 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. Standards for effective Formative Feedback documentation may be found in Section IV of this manual.

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

The Formative Feedback Form's content should be a verification of what was observed during the session and discussed during the Post-observation Conference. If a specialist 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 specialist may also request a second conference with the evaluator to discuss concerns. Additional information provided will become part of the appraisal record.

Key Concepts - Formative Feedback Documentation

- The completed Formative Feedback Form must be provided to the specialist 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 specialist'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.
- In order for an overall observation to be deemed unsatisfactory, one or more observed components must be rated unsatisfactory.

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- The specialist should sign the Formative Feedback Form and return it to the evaluator within five (5) working days. A copy of this form with both signatures will be provided to the specialist.

Formative Feedback Documentation Responsibilities

| Specialist Responsibilities | Administrator Responsibilities |
|---|---|
| Review, sign, and return the Formative Feedback Form within five (5) working days of receipt. <i>(Specialist's signature does not indicate agreement, it only acknowledges receipt.)</i> | Complete a Formative Feedback Form based on evidence collected during the formative process. Sign form and present it to specialist within ten (10) working days of the Post-observation Conference. Record Formative Feedback Documentation data in DDOE's online Education Reporting System (ERS). |

III. DPAS II Process

Step 7: Summative Evaluation Conference

Component One (Planning and Preparation)

Component Two (Professional Practice and Delivery of Service)

Component Three (Professional Consultation and Collaboration)

Component Four (Professional Responsibilities)

Component Five (Student Improvement)

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 specialist and his/her evaluation status.

The first step is the Summative Evaluation Conference, followed by completion of the Summative Evaluation Form. This process is the same for both novice and experienced specialists.

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

Component rubrics should be used to focus discussion around levels of performance and any commendations, recommendations, and expectations.

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

The evaluator is encouraged to make recommendations specifically designed to help the specialist improve his or her performance. Because DPAS II is designed to promote continuous improvement, recommendations may be made to specialists 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 specialist 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 specialist must exhibit/provide. There must also be clear timelines for when the specialist must show evidence of meeting the expectation.

III. DPAS II Process

Possible Prompts/Questions for Summative Evaluation Conference

- How did you analyze and use student performance data to inform planning and delivery of services?
- Did you achieve your goal(s)? Why or why not?
- How did you measure attainment of your goal(s)?
- Did your goal(s) lead to strengthened professional performance and improved student outcomes? To what extent? What evidence do you have to support your conclusions?
- What professional growth activities did you engage in this year? How did they impact your classroom practice? How did they impact student performance?
- As you reflect on your practice, what are your professional growth plans for the upcoming year?

III. DPAS II Process

Summative Evaluation Conference Responsibilities

| Specialist Responsibilities | Evaluator Responsibilities |
|---|--|
| Prior to Summative Evaluation Conference | Prior to Summative Evaluation Conference |
| <p>Review all documents for full cycle: Student Growth Measures Selection Form(s), Professional Responsibilities Form(s), Formative Feedback Form(s), and other relevant written communications from evaluator.</p> <p>Collect data, track, and analyze progress toward attaining Component 5 goal(s).</p> | <p>Review all documents for full cycle: Student Growth Measures Selection Form(s), Professional Responsibilities Form(s), Formative Feedback Form(s), and other relevant written communications from the specialist.</p> <p>Analyze schoolwide progress toward attaining Component 5, Part I goal.</p> <p>Run data and analyze specialist progress toward attaining Component 5, Part II goal.</p> <p>Run data and analyze specialist progress toward attaining Component 5, Part III goal.</p> <p>Calculate specialist's overall Component V rating.</p> <p>Complete Student Growth Measures Selection Form and share with specialist.</p> |
| During Summative Evaluation Conference | During Summative Evaluation Conference |
| <p>Take an active part in the conference.</p> <p>Be prepared to discuss: Component One - <i>Planning and Preparation</i> Component Two – <i>Professional Practice and Delivery of Service</i> Component Three – <i>Professional Consultation and Collaboration</i> Component Four – <i>Professional Responsibilities</i> Component Five – <i>Student Improvement</i></p> <p>Be prepared to present and discuss evidence.</p> <p>Be prepared to present and discuss recommendations for improving practice and potential related professional growth opportunities.</p> | <p>Hold the conference with the specialist.</p> <p>Be prepared to share evidence related to: Component One - <i>Planning and Preparation</i> Component Two – <i>Professional Practice and Delivery of Service</i> Component Three – <i>Professional Consultation and Collaboration</i> Component Four – <i>Professional Responsibilities</i> Component Five – <i>Student Improvement</i></p> <p>Be prepared to review evidence presented.</p> <p>Be prepared to present and discuss commendations, if appropriate.</p> <p>Be prepared to present and discuss recommendations and expectations for improved performance, as appropriate.</p> |

III. DPAS II Process

Step 8: Summative Evaluation Documentation

Component One (Planning and Preparation)

Component Two (Professional Practice and Delivery of Service)

Component Three (Professional Consultation and Collaboration)

Component Four (Professional Responsibilities)

Component Five (Student Improvement)

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

The evaluator uses data from Formative Feedback Documentation, observation evidence, and Post-observation Conference discussions to complete the Summative Evaluation Form. A completed Summative Evaluation Form is required

- Every year for novice specialists
- Every year for experienced specialists who have earned a rating of "Needs Improvement" or "Ineffective" on their previous summative evaluation
- Every two (2) years for experienced specialists 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 Form and provides it to the specialist. The Summative Evaluation Form contains ratings and evidence about the performance of the specialist 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 specialist in the content of the written form.

The evaluator writes a concise 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. Standards for effective Formative Feedback Documentation may be found in Section IV of this manual.

The Summative Evaluation Documentation content should be a verification of what was observed and discussed with the specialist throughout the evaluation cycle, including commendations, and/or recommendations, and/or expectations for improvement. The information can be used by specialists 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 "Satisfactory" or "Unsatisfactory" on the Summative Evaluation. A satisfactory rating for Components One through Four means the specialist demonstrates acceptable performance by having no more than one unacceptable rating on the appraisal criteria specified in each of the components.

Component Five, is assigned a rating of "Exceeds", "Satisfactory", or "Unsatisfactory." Within Component Five, a satisfactory rating means the specialist's students on average achieve acceptable levels of student growth. A rating of "Exceeds" means that specialist's students on average achieve high rates of student growth.

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The Summative Evaluation also includes one of four overall ratings: "Highly Effective," "Effective," "Needs Improvement," or "Ineffective." These overall ratings are effective beginning with the 2012-2013 school year. Summative Evaluation rating criteria for the 2011-2012 school year are included in a guide supplement.

- "Highly Effective" means:
 - The specialist has earned a satisfactory component rating in four (4) of the five (5) components including a rating of "Exceeds" for Component Five.
- "Effective" means:
 - The specialist has earned a satisfactory rating in at least three (3) of the five (5) components including Component V, but the specialist does not meet the student growth requirements for a "Highly Effective" rating.
- "Needs Improvement" means:
 - The specialist has earned one (1) or two (2) satisfactory ratings out of the five (5) components including a Satisfactory rating in Component Five, **or**
 - The specialist has earned three (3) or four (4) satisfactory ratings out of the five (5) components, and the specialist has earned an unsatisfactory rating in Component Five.
- "Ineffective" means:
 - The specialist has received zero (0), one (1), or two (2) satisfactory ratings out of the five (5) components, and the specialist has received an unsatisfactory rating in Component Five, **or**
 - The specialist's overall Summative Evaluation rating is "Needs Improvement" for three consecutive years. In this case, the specialist's rating is re-categorized as "Ineffective."

Pattern of Ineffective Practice

A "Pattern of Ineffective Practice" is based on the specialist's most recent Summative Evaluation ratings. Under state law, novice specialists who have a pattern of ineffective practice are not eligible for a Continuing License until they have earned at least two (2) satisfactory summative ratings.

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

| | 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 |

III. DPAS II Process

Key Concepts – Summative Evaluation Documentation

- Commendations should be reserved for specialists with high levels of performance. Specialists who perform above expectations and/or who clearly excel in any component or criterion are eligible for a commendation. Commendations are not intended for specialists showing “expected” levels of performance.
- The evaluator is encouraged to make recommendations specifically designed to help the specialist improve his or her performance. Because DPAS II is designed to promote continuous improvement, recommendations may be made to specialists 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 specialist 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 specialist must exhibit/provide. There must also be clear timelines for when the specialist must show evidence of meeting the expectation.

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

Summative Evaluation Documentation Responsibilities

| Specialist Responsibilities | Evaluator Responsibilities |
|---|---|
| Review, sign, and return the Summative Evaluation Form within five (5) working days of receipt. <i>(Specialist's signature does not indicate agreement, it only acknowledges receipt.)</i> | Draft the Summative Evaluation Document using the required form. The evaluation must be based on evidence collected during the formative process and the summative evaluation conference. Sign form and present it to specialist within ten (10) working days of the summative conference. Record Summative Evaluation Documentation data in DDOE's online Education Reporting System (ERS). |

III. DPAS II Process

Improvement Plans

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

An Improvement Plan must be developed when:

- An overall lesson is rated unsatisfactory as a result of unsatisfactory performance in any one or more component areas, and the evaluator has written the words, “PERFORMANCE IS UNSATISFACTORY” on the Formative Feedback Form and has initialized the statement; or
- A specialist’s overall performance is rated as “Needs Improvement” on the Summative Evaluation Form; or
- A specialist’s overall performance is rated as “Ineffective” on the Summative Evaluation Form.
- A specialist’s overall performance is rated as “Effective” on the Summative Evaluation but one or more components is rated “Unsatisfactory”.

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 specialist to work with colleagues, veteran specialist(s), and other experts in the field.
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 trained evaluator, a mentor, a lead teacher, or an instructional coach.

Any state or federally funded professional development that is completed during the time that the Improvement Plan is in effect must be certified by the Department and must directly relate to areas identified as needing improvement.

Improvement Plan Conference

The specialist and evaluator should review the Improvement Plan Form before the Improvement Plan Conference. This gives each time to prepare for discussion. At the Improvement Plan Conference, the specialist and evaluator develop a plan using the Improvement Plan Form.

Delaware regulation requires that the specialist and evaluator develop the Improvement Plan cooperatively. However, if cooperative development of the plan is not possible or if the specialist

III. DPAS II Process

and evaluator cannot come to agreement on the plan, regulation gives the evaluator the authority and responsibility to determine the plan.

Improvement Plan Implementation

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

III. DPAS II Process

The Challenge Process

Sometimes a specialist will disagree with his or her evaluator's assessment. It is desirable to resolve the differences directly with the evaluator, if at all possible. Specialists 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 specialist may submit a written challenge to the evaluator's supervisor. Delaware regulation allows a specialist to challenge:

1. conclusions of a lesson observation if the statement "PERFORMANCE IS UNSATISFACTORY" has been included on the Formative Feedback.
2. any rating on the Summative Evaluation, either a Component Rating or the Overall Summative Rating.

A specialist 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 specialist's receipt of the evaluation document.

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

Within fifteen (15) working days of receiving the written challenge, the supervisor of the evaluator or designated district or charter school-level credentialed evaluator shall meet with the specialist to review and discuss the challenge and 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 specialist. The supervisor shall issue a written decision to the specialist within fifteen (15) working days of the challenge hearing.

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 specialist and evaluator. If agreement cannot be reached, the evaluator's decision will prevail.

IV. DPAS II Forms for Specialists

Measures Selection Form

DELAWARE PERFORMANCE APPRAISAL SYSTEM II MEASURES SELECTION FORM FOR SPECIALISTS (Component Five)

Specialist _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Specialist Area(s) _____

Part I – Schoolwide DCAS Measure: *to be determined upon calculation*

Part I will account for:

- 30% of the specialist's Component V overall score *(The specialist has measures for Part II and/or Part III)*
- 100% of the specialist's Component V overall score *(The specialist has no Part II or Part III measures)*
-

Part II – Student Cohort DCAS Measure:

Does the specialist instruct reading in a DCAS-tested grade? Yes No

If yes, Part II Cohort is all students assigned to the specialist for reading instruction.

Does the specialist instruct mathematics in a DCAS-tested grade? Yes No

If yes, Part II Cohort is all students assigned to the specialist for mathematics instruction.

Does the specialist instruct any content area in a DCAS-tested grade? Yes No

If yes, fill out cohort description below.

If no, there is no Part II measure for this specialist.

Cohort Description

The cohort could be specific to grade level, subject area, or student-based cohort within a test grade/subject area to include Math or Reading. The identification of a cohort should be supported by the data analysis for that school and must be approved by the administrator prior to the first DCAS administration.

Part II will account for:

- 0% of the specialist's Component V overall score *(The specialist has no Part II measures)*
- 20% of the specialist's Component V overall score *(The specialist has Part I, II, and III measures)*
- 70% of the specialist's Component V overall score *(The specialist has no Part III measures)*
-

IV. DPAS II Forms for Specialists

Measures Selection Form

Part III – Specialist Specific non-DCAS Measure:

Does the specialist provide services in an area with DOE-approved Specialist Specific Assessment Measure(s)? Yes No

If yes, Part III will be measured for all students assigned to the specialist in the area.
If yes, fill out content area and assessment below.

Specialist Specific Assessment Measure(s)

List DOE-approved assessments to be used for this specialist.

Part III will account for:

- 0% of the specialist's Component V overall score (*The specialist has no Part III measures*)
- 50% of the specialist's Component V overall score (*The specialist has Part I, II, and III measures*)
- 70% of the specialist's Component V overall score (*The specialist has no Part II measures*)

IV. DPAS II Forms for Specialists

Professional Responsibilities Form

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

Specialist _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) _____

Specialists must complete this form for the current school year and submit it to the evaluator no later than their first Pre-observation Conference. Specialists 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:

How do you share service or program information with families? How do you engage families in the services or program?

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

Part II – Recording Data:

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

IV. DPAS II Forms for Specialists

Professional Responsibilities Form

Part III – Growing and Developing Professionally:

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.

IV. DPAS II Forms for Specialists

Pre-observation Form

DELAWARE PERFORMANCE APPRAISAL SYSTEM II PRE-OBSERVATION FORM FOR SPECIALISTS (All Components)

Specialist _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) _____

The specialist completes this form and provides a copy to the evaluator before the Pre-observation Conference. The detailed session plan, assessments, and any other relevant documents must be attached.

1. Outline your goals for this session. How does this session fit into overall goals of service?

2. How will you determine student progress toward goals?

IV. DPAS II Forms for Specialists

Pre-observation Form

3. Describe any challenges you are having with this student or client and describe how you are addressing these challenges.

4. Describe any physical characteristics of the workspace that negatively impact services.
(Examples: excessive heat, excessive external noise, classroom areas obstructed from view)

5. Provide any additional comments or information you would like to share with your evaluator (optional).

IV. DPAS II Forms for Specialists

Lesson Reflection Sheet - OPTIONAL

DELAWARE PERFORMANCE APPRAISAL SYSTEM II LESSON REFLECTION SHEET FOR SPECIALISTS

Specialist _____ Evaluator _____

Date & Time of Observation _____

Grade(s) _____ Subject Area(s) _____

This form is optional

*The specialist may choose to complete this form, in whole or in part, and bring it to the Post-observation Conference. **The specialist 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 service delivery for this particular session. To what extent was the session effective? What would you do differently to improve the session?

| | Were the following aspects of your service delivery effective? Why or why not? | What would you do differently to improve service? |
|--|---|--|
| Interacting with Students or Clients | | |
| Student or Client Grouping(s) | | |
| Student or Client Activities | | |
| Materials, Resources, and Technology | | |
| Assessment Methods | | |
| Student or Client Behavior | | |
| Student or Client Engagement/Interest | | |

IV. DPAS II Forms for Specialists

Formative Feedback Form

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

Specialist _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Specialist Area(s) _____

Observation Date and Time: _____

Observation Type: Announced Unannounced

Novice Specialist OR Experienced Specialist

DESCRIPTION OF SESSION:

Description of the session's

- Purpose
- Link to student improvement
- Sequence within the service plan
- Expectations for student outcomes
- Major activities

COMPONENT 1: PLANNING AND PREPARATION

1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

1b. Demonstrating Knowledge of Best Practice and Models of Delivery

The specialist uses practices and models of delivery that are aligned with local and national standards.

1c. Demonstrating Knowledge of Students or Clients

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

1d. Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

1e. Demonstrating Knowledge of How to Design or Use Student Assessments

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and to plans for the use of those assessments.

Evidence:

IV. DPAS II Forms for Specialists

Formative Feedback Form

COMPONENT 2: PROFESSIONAL PRACTICE AND DELIVERY OF SERVICE

2a. Creating an Environment to Support Student or Client Needs

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

2b. Demonstrating Flexibility and Responsiveness

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

2c. Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students' or clients' ages, backgrounds, needs, and/or levels of understanding.

2d. Delivering Services to Students or Clients

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

Evidence:

IV. DPAS II Forms for Specialists

Formative Feedback Form

COMPONENT 3: PROFESSIONAL CONSULTATION AND COLLABORATION

3a. Collaborating with Others

The specialist develops partnerships with school, district staff, and external agencies to provide integrated services that meet student or client needs.

3b. Serving as a Consultant to the School Community

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to schoolwide issues, problems, or concerns.

3c. Providing Resources and Access

The specialist provides school, district, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

3d. Maintaining Standards of Professional Practice

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

3e. Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

Evidence:

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

4a. Communicating with Families/Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

4b. Recording Data in a Student Record System

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

4c. Growing and Developing Professionally

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or district. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

Evidence:

IV. DPAS II Forms for Specialists

Formative Feedback Form

PERFORMANCE SUMMARY

An Improvement Plan shall be developed if a teacher's overall performance during an observed lesson is unsatisfactory as a result of unsatisfactory performance in any one or more component areas. This unsatisfactory performance shall be noted by the evaluator on the Formative Feedback form by noting "PERFORMANCE IS UNSATISFACTORY" and initialing the statement.

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

Additional Evaluator Feedback:

SIGNATURES

The specialist and evaluator shall sign the Formative feedback form to indicate that the lesson has been reviewed and discussed, not that the specialist necessarily agrees with the observation or comments on this form.

Specialist's
Signature _____

Date: _____

Evaluator's
Signature _____

Date: _____

If the specialist disagrees with any feedback on this form, the specialist may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The specialist may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

A specialist 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 specialist's receipt of this form. The specialist 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 specialist. 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.

IV. DPAS II Forms for Specialists

Professional Responsibilities Reflection Sheet - OPTIONAL

DELAWARE PERFORMANCE APPRAISAL SYSTEM II PROFESSIONAL RESPONSIBILITIES REFLECTION SHEET FOR SPECIALISTS

Specialist _____ Evaluator _____

Date & Time of Summative Conference _____

Grade(s) _____ Subject Area(s) _____

This form is optional

*The specialist may choose to complete this form, in whole or in part, and use it to complete the Professional Responsibilities form. The specialist may also bring this form to any evaluation conference. **The specialist 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 | | | |

IV. DPAS II Forms for Specialists

Student Growth Measures Result Form

DELAWARE PERFORMANCE APPRAISAL SYSTEM II STUDENT GROWTH MEASURES RESULTS FORM FOR SPECIALISTS (Component Five)

Specialist _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) _____

Part I – Schoolwide DCAS Measure:

Schoolwide Reading AYP Growth

Schoolwide Mathematics AYP Growth

Part I accounts for:

30% of the specialist's Component V overall score *(The specialist has measures for Part II and/or Part III)*

100% of the specialist's Component V overall score *(The specialist has no Part II or Part III measures)*

Points earned in Part I:

Part II – Student Cohort DCAS Measure:

Student Cohort Instructional Growth:

Part II accounts for:

0% of the specialist's Component V overall score *(The specialist has no Part II measures)*

20% of the specialist's Component V overall score *(The specialist has Part I, II, and III measures)*

70% of the specialist's Component V overall score *(The specialist has no Part III measures)*

Points earned in Part II:

IV. DPAS II Forms for Specialists

Student Growth Measures Result Form

Part III – Specialist Specific non-DCAS Measure:

Specialist Specific non-DCAS Growth:

Part III accounts for:

- 0% of the specialist's Component V overall score *(The specialist has no Part III measures)*
- 50% of the specialist's Component V overall score *(The specialist has Part I, II, and III measures)*
- 70% of the specialist's Component V overall score *(The specialist has no Part II measures)*

Points earned in Part III:

Part I points x % = +

Part II points x % = +

Part III points x % = +

Overall Score =

IV. DPAS II Forms for Specialists

Summative Feedback Form - Streamlined

DELAWARE PERFORMANCE APPRAISAL SYSTEM II SUMMATIVE FEEDBACK FORM – VERSION 1 FOR SPECIALISTS

Specialist _____ Evaluator(s) _____

School _____ Date of Conference _____

Grade(s) _____ Specialist Area(s) _____

Observation Date(s) _____

Novice Specialist OR Experienced Specialist

COMPONENT 1: PLANNING AND PREPARATION

1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

1b. Demonstrating Knowledge of Best Practice and Models of Delivery

The specialist uses practices and models of delivery that are aligned with local and national standards.

1c. Demonstrating Knowledge of Students or Clients

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

1d. Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

1e. Demonstrating Knowledge of How to Design or Use Student Assessments

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and to plans for the use of those assessments.

Evidence:

COMPONENT 1 PERFORMANCE: Satisfactory

Unsatisfactory

IV. DPAS II Forms for Specialists

Summative Feedback Form - Streamlined

COMPONENT 2: PROFESSIONAL PRACTICE AND DELIVERY OF SERVICE

2a. Creating an Environment to Support Student or Client Needs

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

2b. Demonstrating Flexibility and Responsiveness

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

2c. Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students' or clients' ages, backgrounds, needs, and/or levels of understanding.

2d. Delivering Services to Students or Clients

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

Evidence:

COMPONENT 2 PERFORMANCE:

Satisfactory

Unsatisfactory

IV. DPAS II Forms for Specialists

Summative Feedback Form - Streamlined

COMPONENT 3: PROFESSIONAL CONSULTATION AND COLLABORATION

3a. Collaborating with Others

The specialist develops partnerships with school, district staff, and external agencies to provide integrated services that meet student or client needs.

3b. Serving as a Consultant to the School Community

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to schoolwide issues, problems, or concerns.

3c. Providing Resources and Access

The specialist provides school, district, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

3d. Maintaining Standards of Professional Practice

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

3e. Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

Evidence:

COMPONENT 3 PERFORMANCE:

Satisfactory

Unsatisfactory

IV. DPAS II Forms for Specialists

Summative Feedback Form - Streamlined

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

4a. Communicating with Families/Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

4b. Developing a Record Keeping System

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

4c. Growing and Developing Professionally

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or district. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

Evidence:

COMPONENT 4 PERFORMANCE:

Satisfactory

Unsatisfactory

IV. DPAS II Forms for Specialists

Summative Feedback Form - Streamlined

COMPONENT 5: STUDENT IMPROVEMENT

Student Growth Measure Part I Performance Data:

Student Growth Measure Part 2 Performance Data:

Student Growth Measure Part 3 Performance Data:

COMPONENT 5 PERFORMANCE:

Exceeds Satisfactory Unsatisfactory

IV. DPAS II Forms for Specialists

Summative Feedback Form - Streamlined

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

IV. DPAS II Forms for Specialists

Summative Feedback Form - Streamlined

SIGNATURES

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

Specialist's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

If the specialist disagrees with any feedback on this form, the specialist may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The specialist may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

The specialist 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 specialist's receipt of this form. The specialist 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 specialist. 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.

IV. DPAS II Forms for Specialists

Summative Feedback Form - Detailed

DELAWARE PERFORMANCE APPRAISAL SYSTEM II SUMMATIVE FEEDBACK FORM FOR SPECIALISTS – VERSION 2

Specialist _____ Evaluator(s) _____

School _____ Date of Conference _____

Grade(s) _____ Specialist Area(s) _____

Observation Date(s) _____

Novice Specialist OR Experienced Specialist

COMPONENT 1: PLANNING AND PREPARATION

1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

Criterion 1a. Performance: Unsatisfactory Basic Proficient Distinguished

1b. Demonstrating Knowledge of Best Practice and Models of Delivery

The specialist uses practices and models of delivery that are aligned with local and national standards.

Criterion 1b. Performance: Unsatisfactory Basic Proficient Distinguished

1c. Demonstrating Knowledge of Students or Clients

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

Criterion 1c. Performance: Unsatisfactory Basic Proficient Distinguished

1d. Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

Criterion 1d. Performance: Unsatisfactory Basic Proficient Distinguished

1e. Demonstrating Knowledge of How to Design or Use Student Assessments

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and to plans for the use of those assessments.

Criterion 1e. Performance: Unsatisfactory Basic Proficient Distinguished

Evidence:

IV. DPAS II Forms for Specialists

Summative Feedback Form - Detailed

COMPONENT 1 PERFORMANCE: Satisfactory

Unsatisfactory

IV. DPAS II Forms for Specialists

Summative Feedback Form - Detailed

COMPONENT 2: PROFESSIONAL PRACTICE AND DELIVERY OF SERVICE

2a. Creating an Environment to Support Student or Client Needs

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

Criterion 2a. Performance: Unsatisfactory Basic Proficient Distinguished

2b. Demonstrating Flexibility and Responsiveness

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

Criterion 2b. Performance: Unsatisfactory Basic Proficient Distinguished

2c. Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students' or clients' ages, backgrounds, needs, and/or levels of understanding.

Criterion 2c. Performance: Unsatisfactory Basic Proficient Distinguished

2d. Delivering Services to Students or Clients

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

Criterion 2d. Performance: Unsatisfactory Basic Proficient Distinguished

Evidence:

COMPONENT 2 PERFORMANCE:

Satisfactory Unsatisfactory

IV. DPAS II Forms for Specialists

Summative Feedback Form - Detailed

COMPONENT 3: PROFESSIONAL CONSULTATION AND COLLABORATION

3a. Collaborating with Others

The specialist develops partnerships with school or district staff or external agencies to provide integrated services that meet student or client needs.

Criterion 3a. Performance: Unsatisfactory Basic Proficient Distinguished

3b. Serving as a Consultant to the School Community

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to schoolwide issues, problems, or concerns.

Criterion 3b. Performance: Unsatisfactory Basic Proficient Distinguished

3c. Providing Resources and Access

The specialist provides school, district, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

Criterion 3c. Performance: Unsatisfactory Basic Proficient Distinguished

3d. Maintaining Standards of Professional Practice

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

Criterion 3d. Performance: Unsatisfactory Basic Proficient Distinguished

3e. Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

Criterion 3e. Performance: Unsatisfactory Basic Proficient Distinguished

Evidence:

COMPONENT 3 PERFORMANCE:

Satisfactory

Unsatisfactory

IV. DPAS II Forms for Specialists

Summative Feedback Form - Detailed

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

4a. Communicating with Families/Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

Criterion 4a. Performance: Unsatisfactory Basic Proficient Distinguished

4b. Recording Data in a Student Record System

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

Criterion 4b. Performance: Unsatisfactory Basic Proficient Distinguished

4c. Growing and Developing Professionally

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

Criterion 4c. Performance: Unsatisfactory Basic Proficient Distinguished

4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or district. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

Criterion 4d. Performance: Unsatisfactory Basic Proficient Distinguished

Evidence:

COMPONENT 4 PERFORMANCE:

Satisfactory

Unsatisfactory

IV. DPAS II Forms for Specialists

Summative Feedback Form - Detailed

COMPONENT 5: STUDENT IMPROVEMENT

Student Growth Measure Part I Performance Data:

Student Growth Measure Part 2 Performance Data:

Student Growth Measure Part 3 Performance Data:

COMPONENT 5 PERFORMANCE:

Exceeds Satisfactory Unsatisfactory

IV. DPAS II Forms for Specialists

Summative Feedback Form - Detailed

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

IV. DPAS II Forms for Specialists

Summative Feedback Form - Detailed

SIGNATURES

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

Specialist's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

If the specialist disagrees with any feedback on this form, the specialist may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The specialist may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

The specialist 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 specialist's receipt of this form. The specialist 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 specialist. 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.

IV. DPAS II Forms for Specialists

Expectations Follow-Up Form

DELAWARE PERFORMANCE APPRAISAL SYSTEM II IMPROVEMENT PLAN FOR SPECIALISTS

Specialist _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) _____

Area(s) for Improvement _____

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

Deficiencies

Describe specific deficiencies in specialist performance related to DPAS II Components, Criteria.

Measurable Goals

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

IV. DPAS II Forms for Specialists

Expectations Follow-Up Form

Professional Learning Activities, Interventions, and/or Resources

Describe professional learning activities, interventions, or resources the specialist 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, 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.

Specialist's Signature _____ Date _____

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

Evaluator's Signature _____ Date _____

IV. DPAS II Forms for Specialists

Expectations Follow-Up Form

Amendments to the Plan:

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

Specialist's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Improvement Plan Completion:

The specialist's completion of the Improvement Plan is:

Satisfactory Unsatisfactory

Specialist's Signature _____ Date _____

Evaluator's Signature _____ Date _____

IV. DPAS II Forms for Specialists

Expectations Follow-Up Form

DELAWARE PERFORMANCE APPRAISAL SYSTEM II EXPECTATIONS FOLLOW-UP FORM

Specialist Name _____ Evaluator Name _____

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.]

IV. DPAS II Forms for Specialists

Expectations Follow-Up Form

DELAWARE PERFORMANCE APPRAISAL SYSTEM II EXPECTATIONS FOLLOW-UP FORM

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 not 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 specialist and evaluator shall sign the Expectations Follow-Up Form to indicate that it has been reviewed and discussed, not that the specialist necessarily agrees with comments on this form.

Specialist's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

If the specialist disagrees with any feedback on this form, the specialist may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The specialist may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

*The specialist 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 specialist's receipt of this form. The specialist 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 specialist. 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.*

V. DPAS II Documentation Analysis

Purpose, Goal, and Uses of DPAS II Documentation Analysis

Purpose and Goal of DPAS II Documentation Analysis Rubrics

The purpose of DPAS II Documentation Analysis Rubrics is to help evaluators, LEA administrators, and the Department of Education identify strengths and needs related to DPAS II documentation. This information will allow schools, districts, and the state to develop and provide targeted professional development for evaluators. The goal is to ensure consistent and high quality DPAS II documentation across all evaluators.

DPAS II Documentation Analysis Rubrics clarify state expectations about the quality of DPAS II Formative Feedback, Summative Evaluation, and Improvement Plan documents. DPAS II documents must be clear, objective, specific, and free from error because

1. Teachers and specialists receive rewards and consequences based on DPAS II results.
2. All DPAS II documents are legal documents.
3. Every DPAS II document has several potential audiences who all need to clearly understand events and evidence described. Audiences include, but are not limited to:
 - a. the person evaluated
 - b. person(s) hearing challenges
 - c. other evaluators

Uses of DPAS II Documentation Analysis Rubrics

Documentation Analysis Rubrics may be used for

1. Evaluator self-assessment of DPAS II documentation quality
2. Evaluator PLC discussions and/or peer assessment of DPAS II documentation quality
3. LEA (district and charter school) monitoring of DPAS II documentation quality in order to
 - a. Identify areas for improvement across the LEA and within specific schools
 - b. Identify training needs for individual evaluators and groups of evaluators
 - c. Develop targeted assistance and training support systems for evaluators, as needed
4. SEA (Delaware Department of Education) monitoring of LEA DPAS II documentation quality in order to
 - a. Identify statewide areas for improvement
 - b. Identify statewide and LEA-specific training needs
 - c. Assist LEA development of evaluator support systems

Documentation Analysis Rubrics are intended to inform continuous improvement of DPAS II documentation techniques.

V. DPAS II Documentation Analysis

Guiding Principles of DPAS II Documentation

DPAS II documentation needs to be:

1. **Relevant to DPAS II.** DPAS II documentation is the written account of the appraisal process. Therefore all statements and evidence within the documentation need to be directly related to the DPAS II process as it was carried out. DPAS II documentation should document professional practices observed and discussed during pre and post-observation conferences. DPAS II documentation should not include statements about day-to-day managerial issues or events that have not been discussed or observed during the appraisal process.

Examples:

- 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.

Evidence is related to ongoing managerial issues

Insufficient Documentation: Ms. Apple entered the classroom 5 minutes after the class period began. Ms. Apple is routinely late for class. This has been a concern for the last 3 months. Although I have addressed this issue with Ms. Apple on several occasions prior to this observation I continue to get complaints from her colleagues and from students.

Evidence is directly related to events observed and framework

Satisfactory Documentation: Ms. Apple entered the classroom 5 minutes after the class period began because she was breaking up a fight in the B-wing. Students entered the room and started working on their warm-up activities even though Ms. Apple was not present.

Evidence is specific, clear, and directly related to events observed, conference discussions, and framework criteria

Advanced Documentation: Ms. Apple entered the classroom 5 minutes after the class period began. During the post-observation conference Ms. Apple explained she was late because she was breaking up a fight in the B-wing. Students entered the room and started working on their warm-up activities even though Ms. Apple was not present. When Ms. Apple entered the room she thanked the students for getting right to work and following the class routine.

V. DPAS II Documentation Analysis

DPAS II documentation needs to be:

2. **Evidenced-based and objective.** DPAS II documentation must reflect an honest and fair appraisal of professional practice. DPAS II uses evidence collected during the DPAS II process to support each educator's Performance Summary and Summative Evaluation rating. Therefore, all evidence cited within the individual component sections of DPAS II documentation must directly align with and support the overall rating (i.e. satisfactory or unsatisfactory for Formative Feedback or Highly Effective, Effective, Needs Improvement, or Ineffective for a Summative Evaluation). Statements of opinion, a subjective nature and hyperbole are not appropriate.

Examples:

- 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.

Evidence is vague, subjective, and

Evidence is clear, fact-based, related to events observed, and framework criteria. Evidence sets the stage for a performance summary recommendation

Evidence is clear, specific, fact-based, directly related to events observed and framework criteria. Evidence sets the stage for a performance summary

Insufficient Documentation: Mr. Bell did not allow sufficient time to conduct timely formative assessments related to the lesson.

Satisfactory Documentation: Mr. Bell posted essential questions on the board and read them to students at the beginning of class. During the post-observation conference Mr. Bell explained he assessed student learning for this lesson when he revisited the lesson essential questions at the beginning of the next class. Mr. Bell provided student discussion notes as evidence. During the post-observation conference we also discussed how exit tickets could be used as immediate assessments of student learning.

Advanced Documentation: Mr. Bell posted the unit essential question and lesson essential question on the board and read them to students at the beginning of class. Mr. Bell did not revisit essential questions at the end of the lesson or in the homework assignment. During the post-observation conference Mr. Bell explained, "I ran out of class time and did not have time for a full class discussion. Instead, we revisited the essential questions at the beginning of the next class." Mr. Bell provided student discussion notes from the SmartBoard as evidence. During the post-observation conference Mr. Bell and I discussed how exit tickets could be used as immediate assessments of student learning.

V. DPAS II Documentation Analysis

DPAS II documentation needs to be

3. **Specific and accurate enough to drive continuous improvement.** DPAS II documentation must allow the educator and any other appropriate audience to understand exactly what s/he is doing well and where s/he can improve practice. All evidence cited within the individual components sections of DPAS II documents must also directly support any commendations, recommendations, and/or expectations provided in the Performance Summary. Documentation must clearly describe actions observed or discussed and/or expected future actions. It is appropriate to state specific examples of observed or expected performances. It is not appropriate to make vague statements.

Examples:

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

Evidence is vague, subjective, unsubstantiated and does not provide sufficient detail to drive

Insufficient Documentation: Mr. Lingo did not have appropriate control over classroom discussions. He has classroom discussion rules posted but students routinely ignored them. Mr. Lingo did nothing to regain control of the discussion or to address student violations of rules. As a result, learning time was lost for several students.

Evidence is clear, fact-based, and sets the stage for performance summary expectations

Satisfactory Documentation: Classroom discussion rules are clearly posted but Mr. Lingo did not enforce the rules when students violated them. Specific examples of unaddressed violations include:

- a. Student A interrupted Student B twice by calling out, "That's stupid!"
- b. Student C spent 10 minutes with his head down on his desk during discussion.

Evidence is clear, specific, fact-based, and directly sets the stage for a performance summary expectation

Advanced Documentation: Classroom discussion rules are clearly posted but were not enforced during the observation. Specific examples include:

- a. Student A interrupted Student B twice calling out, "That's stupid!" This violated rules 2 (Be polite and respectful) and 3 (Wait your turn to speak).
- b. Student C spent 10 minutes with his head down on his desk during discussion. This violated rule 1 (Be engaged).

As discussed in the post-observation conference, Mr. Lingo is expected to show future evidence that classroom discussion rules are enforced in order to maximize student learning.

V. DPAS II Documentation Analysis

DPAS II documentation needs to be:

4. **Aligned across all portions of the document.** DPAS II documentation must be aligned in order to be defensible. Therefore, evidence provided for components and criteria must align with levels of performance for that component and criteria. Similarly, evidence and levels of performance for components and criteria must fully align and substantiate the overall rating and any commendations, recommendations, and/or expectations provided in the Performance Summary.

V. DPAS II Documentation Analysis

DELAWARE PERFORMANCE APPRAISAL SYSTEM II FORMATIVE FEEDBACK DOCUMENTATION ANALYSIS FOR SPECIALIST EVALUATIONS

Evaluator _____ Reviewer _____

School _____ Date of Review _____

Number of Formative Feedback Forms Reviewed: Announced Unannounced

Number of Formative Feedback Forms Reviewed: Novice Experienced

| Document Section/Criteria | Quality of Documentation | | |
|---------------------------|--|--|---|
| | Advanced documentation | Satisfactory documentation (2011-2012 target) | Insufficient documentation |
| Objectivity | Statements are fact based and directly supported by aligned factual evidence. | Statements are either fact based or directly supported by aligned factual evidence. | A number of statements are subjective and not directly supported by aligned factual evidence |
| | The description is a clear, concise, and organized overview of the lesson's purpose and structure. | The description is a concise overview of the lesson's purpose and structure. | The description does not clearly describe the lesson's purpose or structure. |
| Lesson Detail | Clearly describes the lesson's <ul style="list-style-type: none"> • Purpose • Link to content standards • Sequence within the instructional unit • Expectations for student outcomes • Major activities | Describes the lesson's <ul style="list-style-type: none"> • Purpose • Link to content standards • Sequence within the instructional unit • Expectations for student outcomes • Major activities | Does not clearly describe one or more of the following: <ul style="list-style-type: none"> • Purpose • Link to content standards • Sequence within the instructional unit • Expectations for student outcomes • Major activities |

Description of the lesson's

- Purpose - *what the lesson is supposed to accomplish*
- Link to content standards, GLEs, and/or KUDs – *which content standards, GLEs, and/or KUDs are addressed through this lesson*
- Sequence within the instructional unit – *where the lesson falls within the unit structure; brief description of instruction/goals of previous unit lessons and of instruction or outcomes that will follow this lesson*
- Expectations for student outcomes – *what students will be able to know, understand, and/or do as a result of this lesson*
- Major activities - *the sequence of key student and teacher activities within the lesson*

Descriptive Feedback:

V. DPAS II Documentation Analysis

FORMATIVE FEEDBACK DOCUMENTATION ANALYSIS

| Document Section/Criteria | Quality of Documentation | | |
|--|---|---|--|
| Component I Evidence | Advanced documentation | Satisfactory documentation (2011-2012 target) | Insufficient documentation |
| Objectivity | Statements are fact based and directly supported by aligned factual evidence. | Statements are either fact based or directly supported by aligned factual evidence. | A number of statements are subjective and not directly supported by aligned factual evidence. |
| Specificity | Feedback includes a concise, specific, and thorough description of relevant observed events. | Feedback includes specific detail about relevant observed events. | Feedback lacks specific detail about relevant observed events. |
| | Feedback for this component shows clear and specific evidence of pre and/or post-observation conferencing discussions for multiple criteria. | Feedback for this component shows clear evidence of pre and/or post-observation conferencing discussions for at least one criterion. | Feedback for this component does not show evidence of pre and/or post-observation conferencing discussions. |
| Alignment to Component I Criteria and/or Rubrics | All evidence content is directly related to Component I criteria. | Most evidence content is directly related to Component I criteria. | Most evidence content is not directly related to Component I criteria. |
| | Evidence directly supports specific levels of performance for Component I criteria and provides ample information to inform continuous improvement. | Most evidence supports levels of performance for Component I criteria. | Evidence does not allow the reader to determine levels of performance for Component I criteria. |
| | <i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and explicitly state that the levels of performance given are only related to this observation. | <i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and clearly in reference to this observation alone. | <i>If</i> levels of performance are stated, they are inappropriate, not supported by evidence provided, or stated as a summative rating. |
| Evidence and Performance Summary Alignment | Evidence provided clearly substantiates commendations, recommendations, and/or expectations documented in the Performance Summary. | Evidence provided aligns with commendations, recommendations, and/or expectations documented in the Performance Summary. | Evidence provided does not align with or substantiate commendations, recommendations, and/or expectations documented in the Performance Summary. |

Component I – Planning and Preparation

Criteria:

- 1a. Designing Coherent Programs or Services
- 1b. Demonstrating Knowledge of Best Practice and Models of Delivery
- 1c. Demonstrating Knowledge of Students or Clients
- 1d. Demonstrating Knowledge of Resources
- 1e. Demonstrating Knowledge of How to Design or Use Student Assessments

Descriptive Feedback:

V. DPAS II Documentation Analysis

FORMATIVE FEEDBACK DOCUMENTATION ANALYSIS

| Document Section/Criteria | Quality of Documentation | | |
|---|---|---|--|
| Component II Evidence | Advanced documentation | Satisfactory documentation (2011-2012 target) | Insufficient documentation |
| Objectivity | Statements are fact based and directly supported by aligned factual evidence. | Statements are either fact based or directly supported by aligned factual evidence. | A number of statements are subjective and not directly supported by aligned factual evidence. |
| Specificity | Feedback includes a concise, specific, and thorough description of relevant observed events. | Feedback includes specific detail about relevant observed events. | Feedback lacks specific detail about relevant observed events. |
| | Feedback for this component shows clear and specific evidence of pre and/or post-observation conferencing discussions for multiple criteria. | Feedback for this component shows clear evidence of pre and/or post-observation conferencing discussions for at least one criterion. | Feedback for this component does not show evidence of pre and/or post-observation conferencing discussions. |
| Alignment to Component II Criteria and/or Rubrics | All evidence content is directly related to Component II criteria. | Most evidence content is directly related to Component II criteria. | Most evidence content is not directly related to Component II criteria. |
| | Evidence directly supports specific levels of performance for Component II criteria and provides ample information to inform continuous improvement. | Most evidence supports levels of performance for Component II criteria. | Evidence does not allow the reader to determine levels of performance for Component II criteria. |
| | <i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and explicitly state that the levels of performance given are only related to this observation. | <i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and clearly in reference to this observation alone. | <i>If</i> levels of performance are stated, they are inappropriate, not supported by evidence provided, or stated as a summative rating. |
| Evidence and Performance Summary Alignment | Evidence provided clearly substantiates commendations, recommendations, and/or expectations documented in the Performance Summary. | Evidence provided aligns with commendations, recommendations, and/or expectations documented in the Performance Summary. | Evidence provided does not align with or substantiate commendations, recommendations, and/or expectations documented in the Performance Summary. |

Component II – Professional Practice and Delivery of Service

Criteria:

- 2a. Creating an Environment to Support Student or Client Needs
- 2b. Demonstrating Flexibility and Responsiveness
- 2c. Communicating Clearly and Accurately
- 2d. Delivering Services to Students or Clients

Descriptive Feedback:

V. DPAS II Documentation Analysis

FORMATIVE FEEDBACK DOCUMENTATION ANALYSIS

| Document Section/Criteria | Quality of Documentation | | |
|--|---|---|--|
| Component III Evidence | Advanced documentation | Satisfactory documentation (2011-2012 target) | Insufficient documentation |
| Objectivity | Statements are fact based and directly supported by aligned factual evidence. | Statements are either fact based or directly supported by aligned factual evidence. | A number of statements are subjective and not directly supported by aligned factual evidence. |
| Specificity | Feedback includes a concise, specific, and thorough description of relevant observed events. | Feedback includes specific detail about relevant observed events. | Feedback lacks specific detail about relevant observed events. |
| | Feedback for this component shows clear and specific evidence of pre and/or post-observation conferencing discussions for multiple criteria. | Feedback for this component shows clear evidence of pre and/or post-observation conferencing discussions for at least one criterion. | Feedback for this component does not show evidence of pre and/or post-observation conferencing discussions. |
| Alignment to Component III Criteria and/or Rubrics | All evidence content is directly related to Component III criteria. | Most evidence content is directly related to Component III criteria. | Most evidence content is not directly related to Component III criteria. |
| | Evidence directly supports specific levels of performance for Component III criteria and provides ample information to inform continuous improvement. | Most evidence supports levels of performance for Component III criteria. | Evidence does not allow the reader to determine levels of performance for Component III criteria. |
| | <i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and explicitly state that the levels of performance given are only related to this observation. | <i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and clearly in reference to this observation alone. | <i>If</i> levels of performance are stated, they are inappropriate, not supported by evidence provided, or stated as a summative rating. |
| Evidence and Performance Summary Alignment | Evidence provided clearly substantiates commendations, recommendations, and/or expectations documented in the Performance Summary. | Evidence provided aligns with commendations, recommendations, and/or expectations documented in the Performance Summary. | Evidence provided does not align with or substantiate commendations, recommendations, and/or expectations documented in the Performance Summary. |

Component III – Professional Consultation and Collaboration

Criteria:

- 3a. Collaborating with Others
- 3b. Serving as a Consultant to the School Community
- 3c. Providing Resources and Access
- 3d. Maintaining Standards of Professional Practice
- 3e. Using Assessment Data in Planning and Delivery of Services

Descriptive Feedback:

V. DPAS II Documentation Analysis

FORMATIVE FEEDBACK DOCUMENTATION ANALYSIS

| Document Section/Criteria | Quality of Documentation | | |
|---|---|---|--|
| Component IV Evidence | Advanced documentation | Satisfactory documentation (2011-2012 target) | Insufficient documentation |
| Objectivity | Statements are fact based and directly supported by aligned factual evidence. | Statements are either fact based or directly supported by aligned factual evidence. | A number of statements are subjective and not directly supported by aligned factual evidence. |
| Specificity | Feedback includes a concise, specific, and thorough description of relevant observed events. | Feedback includes specific detail about relevant observed events. | Feedback lacks specific detail about relevant observed events. |
| | Feedback for this component shows clear and specific evidence of pre and/or post-observation conferencing discussions for multiple criteria. | Feedback for this component shows clear evidence of pre and/or post-observation conferencing discussions for at least one criterion. | Feedback for this component does not show evidence of pre and/or post-observation conferencing discussions. |
| Alignment to Component IV Criteria and/or Rubrics | All evidence content is directly related to Component IV criteria. | Most evidence content is directly related to Component IV criteria. | Most evidence content is not directly related to Component IV criteria. |
| | Evidence directly supports specific levels of performance for Component IV criteria and provides ample information to inform continuous improvement. | Most evidence supports levels of performance for Component IV criteria. | Evidence does not allow the reader to determine levels of performance for Component IV criteria. |
| | <i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and explicitly state that the levels of performance given are only related to this observation. | <i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and clearly in reference to this observation alone. | <i>If</i> levels of performance are stated, they are inappropriate, not supported by evidence provided, or stated as a summative rating. |
| Evidence and Performance Summary Alignment | Evidence provided clearly substantiates commendations, recommendations, and/or expectations documented in the Performance Summary. | Evidence provided aligns with commendations, recommendations, and/or expectations documented in the Performance Summary. | Evidence provided does not align with or substantiate commendations, recommendations, and/or expectations documented in the Performance Summary. |

Component IV – Professional Responsibilities

Criteria:

- 4a. Communicating with Families/Clients
- 4b. Recording Data in a Student Record System
- 4c. Growing and Developing Professionally
- 4d. Reflecting on Professional Practice

Descriptive Feedback:

V. DPAS II Documentation Analysis

FORMATIVE FEEDBACK DOCUMENTATION ANALYSIS

| Document Section/Criteria | Quality of Documentation | | |
|---------------------------|---|--|---|
| | Advanced documentation | Satisfactory documentation (2011-2012 target) | Insufficient documentation |
| Commendation statements | <i>If commendations are documented, all commendations are for exceptional performance and are supported by clear evidence of exceptional performance.</i> | <i>If commendations are documented, all commendations are for above-average performance and are linked to some evidence of that performance.</i> | <i>If commendations are documented, commendations are given for “expected” levels of performance AND/OR are completely unsupported by evidence.</i> |
| Recommendation statements | <i>If recommendations are documented, all recommendations are phrased in a supportive style and are designed to help the educator improve his or her practice and grow as a professional.</i> | <i>If recommendations are documented, all recommendations are designed to help the educator improve his or her practice and grow as a professional.</i> | <i>If recommendations are documented, it is unclear how recommendations would help the educator improve his or her practice and grow as a professional.</i> |
| | <i>If recommendations are documented, recommendations are stated as suggestions, not requirements.</i> | <i>If recommendations are documented, recommendations are clearly meant to be suggestions, not requirements.</i> | <i>If recommendations are documented, recommendations are stated as required activities.</i> |
| Expectation statements | <i>If expectations are documented, all expectations are phrased in a supportive style and are clearly designed to help the educator improve his or her practice and grow as a professional.</i> | <i>If expectations are documented, all expectations are clearly designed to help the educator improve his or her practice and grow as a professional.</i> | <i>If expectations are documented, it is unclear how expectations would help the educator improve his or her practice and grow as a professional.</i> |
| | <i>If expectations are documented, all expectation statements include clear, observable, and relevant teacher performances and specific timelines for when the teacher is expected to show evidences of those performances.</i> | <i>If expectations are documented, all expectation statements include observable and relevant teacher performances and timelines for when the teacher is expected to show evidences of those performances.</i> | <i>If expectations are documented, expectation statements do not include observable and relevant teacher performances AND/OR do not include timelines for when the teacher is expected to show evidences of those performances.</i> |

Descriptive Feedback:

V. DPAS II Documentation Analysis

FORMATIVE FEEDBACK DOCUMENTATION ANALYSIS

| Document Section/Criteria | Quality of Documentation | | |
|---------------------------|---|---|--|
| | Advanced documentation | Satisfactory documentation (2011-2012 target) | Insufficient documentation |
| Overall Document | | | |
| Documentation Alignment | Performance Summary comments, commendations, recommendations, and/or expectations are fully aligned and thoroughly supported by evidence related to Components 1-4. | Performance Summary comments, commendations, recommendations, and/or expectations are sufficiently supported by evidence related to Components 1-4. | Performance Summary comments, commendations, recommendations, and/or expectations are not supported by evidence related to Components 1-4. |
| Writing Conventions | The document is free of grammatical, spelling, word choice, and punctuation errors. | The document has minor grammatical, spelling, word choice, and/or punctuation errors that do not affect sentence meaning. | The document contains significant grammatical, spelling, word choice, and/or punctuation errors. |

Descriptive Feedback

V. DPAS II Documentation Analysis

FORMATIVE FEEDBACK DOCUMENTATION ANALYSIS

| Document Section | Section Performances | | | |
|---------------------|------------------------|---|----------------------------|----------------------------|
| | Advanced documentation | Satisfactory documentation (2011-2012 target) | Insufficient documentation | Not included in evaluation |
| Lesson Description | | | | |
| Component I | | | | |
| Component II | | | | |
| Component III | | | | |
| Component IV | | | | |
| Performance Summary | | | | |
| Overall Document | | | | |

Descriptive Feedback:

V. DPAS II Documentation

**DELAWARE PERFORMANCE APPRAISAL SYSTEM II
SUMMATIVE FEEDBACK DOCUMENTATION ANALYSIS
FOR SPECIALIST EVALUATIONS**

THIS FORM IS CURRENTLY UNDER REVISION.

V. DPAS II Documentation Analysis

DELAWARE PERFORMANCE APPRAISAL SYSTEM II IMPROVEMENT PLAN DOCUMENTATION ANALYSIS

THIS FORM IS CURRENTLY UNDER REVISION.