

Delaware Performance Appraisal System

Building greater skills and knowledge for educators

DPAS II Guide for Teachers

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 Teachers

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

- Self-assessment and reflection
- Working collaboratively with colleagues to improve curriculum, assessment, instruction, and other classroom practices
- Conducting action research
- Designing and piloting new instructional programs or techniques
- Analyzing student and school data to shape the school program and classroom instruction
- Other learning opportunities

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

DPAS II for Teachers assures **quality teachers in every classroom** by helping evaluators and teachers select credible evidence about teacher performance. Evaluators use this evidence to make important decisions such as:

- Recognizing and rewarding effective practice
- Recommending continued employment and/or career growth opportunities
- Recommending strategies and/or activities that will enhance teacher effectiveness
- Developing a plan to improve teacher performance
- Beginning dismissal proceedings

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Who is evaluated through DPAS II for Teachers?

For the purposes of DPAS II, a Teacher is defined as an educator who

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

All educators who meet these criteria will follow the evaluation procedures outlined in DPAS II for Teachers. Educator categories include, but are not limited to, teachers of art, music, physical education, vocational/trade and industry, world languages, bilingual education, health education, English as a second language, driver education, computer science/technology, gifted and talented, reading specialists, math specialists, and science coalition specialists.

Specialists in the Classroom

In addition, any specialist, as defined in the specialist DPAS II regulation, who teaches in a classroom setting part of the instructional day may be evaluated using the teacher process for one announced formative observation.

Who evaluates teachers through DPAS II for Teachers?

Delaware Administrative Code, §106A requires all school districts and charter schools to evaluate teachers using the DPAS II Guide Revised for Teachers. 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 teachers are their direct supervisors: building principals and assistant principals. However, others such as district office administrators may also conduct teacher evaluations as long as they have been trained and credentialed by the Delaware Department of Education.

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

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

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

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

I. INTRODUCTION to DPAS II

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

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

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

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

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

Using DPAS II Rubrics to Evaluate Teacher Performance

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

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

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

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

For **Novice Teachers**, a Basic rating may be deemed satisfactory performance. However, it is expected that a **Novice Teacher** 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 Teacher**. However, special circumstances may cause an **Experienced Teacher** to revert to basic practice for a short period of time. Examples of such situations include, but are not limited to: a change in grade assignment, content area, building, or life crisis. In these cases, the expectation is that the teacher will rise to a proficient level as soon as practicable.

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

Evaluators and teachers are expected to use the component rubrics, included in Section II of this guide, to focus pre-observation, post-observation, and summative conference discussions around levels of performance, commendations, recommendations, and expectations. Using

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

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

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

"Credentialed Evaluator" means the individual, usually the supervisor of the teacher, 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 teacher 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 Teacher" means a teacher who holds a valid and current Continuing or Advanced License, issued by the Delaware Department of Education; or Standard or Professional Status Certificate issued prior to August 1, 2003.

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

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

"Satisfactory Component Rating" means the teacher'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,

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

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(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 teacher performance.

"Unsatisfactory Component Rating" means the teacher'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 Teachers

Component 1: Planning and Preparation

Component One defines how a teacher selects and organizes the content and skills to be taught. Teachers command a deep understanding of both the content and pedagogy related to the subject matter. In planning, teachers are expected to consider and understand the skills and knowledge that students bring to a lesson and build upon that understanding.

Knowledge of content alone is not enough to move students toward meeting Delaware Content Standards or teacher-defined standards. All elements of instruction—activities, strategies, and materials—should be appropriate to both the content and students. As it is designed, content is broken into sequences of activities and experiences aligned to the standards that enable students to learn.

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

The following criteria and elements are evaluated under Component 1

1a. Selecting Instructional Goals

- *Value, sequence, and alignment*
- *Clarity*
- *Balance*
- *Suitability for diverse learners*

1b. Designing Coherent Instruction

- *Learning activities*
- *Instructional materials and resources*
- *Instructional groups*
- *Lesson and unit structure*

1c. Demonstrating Knowledge of Content and Pedagogy

- *Knowledge of content and the structure of the discipline*
- *Knowledge of prerequisite relationships*
- *Knowledge of content-related pedagogy*

1d. Demonstrating Knowledge of Students

- *Knowledge of child and adolescent development*
- *Knowledge of the learning process*
- *Knowledge of students' skills, knowledge, and language proficiency*
- *Knowledge of students' interests and cultural heritage*
- *Knowledge of students' special needs*

1e. Designing Student Assessments

- *Congruence with instructional outcomes*
- *Criteria and standards*
- *Design of formative assessments*
- *Use for planning*

II. DPAS II and the Delaware Framework for Teachers

Potential Evidence That Can Be Used for Component One:

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

II. DPAS II and the Delaware Framework for Teachers

Component 1: Planning and Preparation

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

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II. DPAS II and the Delaware Framework for Teachers

Criterion 1a - Selecting Instructional Goals

The teacher selects instructional goals that are aligned with the Delaware content standards and the district or charter school's curricula. Goals must be appropriate for the learners and reflect high expectations for all students, consistent with State Assessment levels of performance where applicable.

Criterion 1a Elements and Indicators of Performance

Value, Sequence, and Alignment

- The teacher selects goals that are aligned with the Delaware content standards.
- Goals are appropriate for the learners and represent high expectations and rigor for the students.
- Goals reflect important learning in the discipline.
- The teacher communicates how and why the goals are important in building a strong understanding of the content.
- Goals are congruent with the sequence of learning being taught.
 - The sequence moves seamlessly from simple to more complex expectations; the teacher adjusts the expectations for learning as the students acquire the knowledge.
- Goals promote learning connections within the discipline and in other related disciplines.

Clarity

- Goals are clearly presented in written plans.
- Goals define and describe what students will know and be able to do as a result of the teaching.
- Each of the goals can be readily assessed through both formative and summative assessments.

Balance

- Students demonstrate their understanding and knowledge in multiple formats.
- Where appropriate, goals reflect several different learning styles.
- When possible, goals include coordination and integration both within the content area and in other related content areas.

Suitability for Diverse Learners

- Goals are based on a comprehensive assessment of student learning.
- The teacher collects and analyzes both group and individual student data.
- The teacher identifies prerequisite skills and knowledge of the students and uses the information to plan to meet the individual needs of the students.
- The teacher uses a variety of information to plan to meet the individual needs of the students.

II. DPAS II and the Delaware Framework for Teachers

Criterion 1b - Designing Coherent Instruction

The teacher plans learning activities that align with instructional goals and support student learning. Instructional planning must show a structure. Selection of materials and activities must support student learning relative to the district or charter school's curricula.

Criterion 1b Elements and Indicators of Performance

Learning Activities

- Learning activities designed and/or selected are suitable for diverse learners and support the instructional goals.
- Activities reflect a common target for students to master but are adapted to meet the needs of the individual students.
- Activities and tasks are designed to engage all students in cognitive activity.
- Activities require students to think and problem solve, provide choice and initiative in how the student might demonstrate knowledge, and provide for depth rather than breadth.

Instructional Materials and Resources

- All materials and resources are suitable for the students and support the stated instructional goals of the lesson.
- Materials and resources support cognitive engagement.
- The teacher assures that activities and tasks support meaningful learning.
- When appropriate and possible, the teacher uses technology to enhance the learning experience.
- When students are working independently or in groups, they may select and/or adapt materials to be used during learning.

Instructional Grouping

- The teacher creates instructional groups that are varied, appropriate to student learning, and meet instructional goals.
- When appropriate, students are encouraged to have input into constructing the groups.

Lesson and Unit Sequence

- The lesson structure is coherent, meaning that it moves from easy to hard and/or simple to complex over the course of the learning sequence.
- The teacher plans time allocations that are reasonable, including planning to accommodate the diverse student needs in the class.
- The lesson has a beginning, middle, and end.
- Time and opportunities for closure and reflection are included.

II. DPAS II and the Delaware Framework for Teachers

Criterion 1c - Demonstrating Knowledge of Content and Pedagogy

This criterion focuses on the teacher's ability to show his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans should include natural connections among content areas that deepen student learning. The content that he or she teaches must be aligned to the district or charter school's curricula.

Criterion 1c Elements and Indicators of Performance

Knowledge of Content and the Structure of the Discipline

- The teacher uses their deep knowledge of the content while planning.
- The teacher identifies the important concepts in the discipline and organizes concepts to make them suitable for the learners in the class.
- The teacher considers intra-disciplinary connections and plans how they will help students see the connections between what they learned previously and what they will be learning.
- The teacher identifies how the content in this discipline is related to and supports the content in other disciplines.
- The teacher assists students in understanding the importance of the discipline and how it may be used in the "real world."

Knowledge of Prerequisite Relationships

- The teacher's plans reflect the ability to identify the prerequisite relationships between topics and concepts necessary for student success in the lesson and throughout the sequence of learning.
- The teacher determines the students' current skill levels and uses that information in planning the lesson.
- Plans reflect understanding of the relationships among topics and concepts and a link to necessary cognitive structures of students to ensure learning.

Knowledge of Content-Related Pedagogy

- The teacher selects a wide range effective pedagogical approaches that may be used during the sequence of learning.
- The teacher selects specific strategies for each lesson and can discuss why these strategies are appropriate for the students in the class at this time.
- The teacher anticipates student misconceptions related to learning and plans for how to address those misconceptions during instruction.

II. DPAS II and the Delaware Framework for Teachers

Criterion 1d - Demonstrating Knowledge of Students

This criterion focuses on the teacher's ability to show his or her knowledge of student developmental characteristics and approaches to learning, knowledge, skills, interests, cultural heritage, and, where applicable, State Assessment performance levels.

Criterion 1d Elements and Indicators of Performance

Knowledge of Child and Adolescent Development

- The teacher displays current and accurate knowledge of child and adolescent development.
- The teacher uses his/her knowledge of child and adolescent development to plan lessons.
 - The plans indicate how the teacher meets the needs of the general population of students.
 - The plans include adaptations or modifications to meet the needs of individual learners in the class.

Knowledge of the Learning Process

- The teacher uses knowledge of how students learn when crafting plans.
- Plans reflect a variety of approaches to learning to assure all students have access to learning.

Knowledge of Students' Skills, Knowledge, and Language Proficiency

- The teacher displays understanding of individual students' skills, knowledge, and language proficiency.
 - Relevant student data are considered when planning instruction and/or communication with the students.

Knowledge of Students' Interests and Cultural Heritage

- The teacher values student interests and cultural heritage.
- The teacher considers student interests and heritage when planning lessons.
 - The teacher encourages students to share their expertise related to their cultural heritage and/or interests.
 - The teacher actively engages students by tapping into student interests in the lesson.

Knowledge of Students' Special Needs

- The teacher collects information about each student's learning and medical needs.
 - The teacher collects student information from a variety of sources.
 - When planning, the teacher considers the IEP of the students and/or any other special needs.
 - The teacher refers to student information when considering adaptations or accommodations for instruction and assessment.
 - The teacher uses student information when creating groups or considering seating arrangements.

II. DPAS II and the Delaware Framework for Teachers

Criterion 1e - Designing Student Assessments

This criterion focuses on the teacher's ability to create and/or select assessments that are congruent with instructional goals, criteria, and standards and to plan for the use of formative and summative assessments of their students.

Criterion 1e Elements and Indicators of Performance

Congruence with Instructional Goals

- The teacher creates and/or selects assessments that are fully aligned with the instructional goals in both the content and process.
- The teacher ensures assessment methods have been adapted for the individual needs of the students.
 - This may include identified accommodations and/or allowing students to demonstrate their knowledge through an alternate measure.

Criteria and standards

- Assessment criteria and standards are clear to the teachers and the students.
 - This may include rubrics that will be used to evaluate work.
 - Students may have been involved in the development of the criteria and standards.
 - Students use formative assessment data to evaluate their own work and guide their learning.

Design of Formative Assessments

- The teacher uses formative assessment data to inform future instruction.
 - The teacher aligns formative assessments to instructional goals including content and process goals.
 - The teacher uses formative assessments as student practice and allows the assessments to be revised.
 - Such information may be collected on checklists during observations and may or may not be shared with students.

Use for planning

- The teacher plans for the use of formative and summative assessments to closely monitor student learning.
- The teacher is familiar with a broad array of assessment data related to the students in their class.
 - The teacher uses information such as state assessment data, district assessment data, and classroom data when planning.
 - The teacher uses the collective data to design instruction for both the class and for individual students within the class.

II. DPAS II and the Delaware Framework for Teachers

Component Two: Classroom Environment

Creating an environment in which learning takes place is critical. Component Two includes management of student behavior and the expectation that classroom procedures are public knowledge. The aspects of this component establish the parameters for interactions, create the atmosphere for learning, and define routines and procedures.

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

The following criteria and elements are evaluated under Component 2.

2a. Managing Classroom Procedures

- *Management of instructional groups*
- *Management of transitions*
- *Management of materials and supplies*
- *Performance of non-instructional duties*

2b. Managing Student Behavior

- *Expectations*
- *Monitoring of student behavior*
- *Response to student misbehavior*

2c. Creating an Environment to Support Learning

- *Teacher interaction with students*
- *Student interaction with other students*
- *Importance of the content*
- *Expectations for learning and achievement*
- *Student pride in work*

2d. Organizing Physical Space

- *Safety and accessibility*
- *Arrangement of furniture and use of physical resources*

Potential Evidence That Can Be Used for Component Two:

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

II. DPAS II and the Delaware Framework for Teachers

Component 2: The Classroom Environment

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

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Criterion 2a - Managing Classroom Procedures

The teacher has clearly defined procedures for managing learning time, transitions between learning events, and routine procedures that maximize learning time.

Criterion 2a Elements and Indicators of Performance

Management of Instructional Groups

- Student grouping is well organized and constructed to maximize learning.
 - Students interact well with one another.
 - The teacher assists students in developing the skills to effectively work in a group setting.
 - The teacher sets and models student group behavior expectations.
 - The teacher orchestrates all aspects of the grouping process.
 - The teacher relinquishes control as students become more effective in assuming responsibility for their work within the group.

Management of Transitions

- Transitions are seamless and result in little loss of instructional time.
 - The teacher plans and monitors changes in activities and/or grouping.
 - The teacher anticipates the time needed to shift focus from one activity to another.
 - Students are partners in assuring that no time for learning is lost.
 - The teacher has clear and overt signals for students indicating when the students are to be in a location and ready to work.

Management of Materials and Supplies

- Students assume routine classroom duties and activities.
 - Classroom procedures allow for students to hand out and/or collect the materials.
 - Supplies and materials are set up in an area of the classroom where the “supply managers” can find them for distribution.
 - Supplies and resources are at the group location before the students arrive.
 - Students understand how to receive and hand in work.
- The teacher prepares resources ahead of time to facilitate the smooth operation of the classroom.

Performance of Non-Instructional Duties

- Students are engaged in learning tasks directly related to the lesson while their teacher is performing necessary non-instructional duties.
- The teacher establishes and monitors ways to have non-instructional activities conducted while learning continues.

II. DPAS II and the Delaware Framework for Teachers

Criterion 2b - Managing Student Behaviors

The teacher establishes behavioral expectations and consequences and monitors student conduct. The teacher responds to student behavior in appropriate and effective ways to minimize disruptions.

Criterion 2b Elements and Indicators of Performance

Expectations

- The teacher has clearly established standards of conduct and students can articulate what is expected of them both academically and behaviorally.
- Actions and reactions of the students clearly demonstrate understanding of the expectations.

Monitoring of Student Behavior

- Students monitor their own personal and group behaviors in the classroom.
- When students monitor and correct each other, it is done in a respectful manner.
- The teacher uses preventive strategies to monitor student behavior.
- The teacher intervenes before student behaviors impact student learning.

Response to Student Behavior

- The teacher responds to misbehavior effectively.
- Teacher interactions with the student(s) are sensitive to the student's individual needs.
- Teacher reactions to student misbehavior are entirely appropriate in tone, wording, and action.

II. DPAS II and the Delaware Framework for Teachers

Criterion 2c - Creating an Environment to Support Learning

The teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

Criterion 2c Elements and Indicators of Performance

Teacher Interaction with Students

- The teacher's interactions with students reflect genuine respect and caring for individual students and groups of students.
- The teacher establishes a climate in which students are willing to take risks.
- The teacher's interactions are appropriate for the age and culture of the students.
- The teacher deals with sensitive interactions with students appropriately.
- The teacher models and sets expectations for student interactions.

Students Interactions with Others

- Students display respect and caring for their teachers.
- Students demonstrate genuine caring and respect for one another.
- Students may monitor the interactions of others in the class or in a group.
- The teacher monitors interactions between the students and intervenes when interactions are inappropriate.
- Corrective interactions exhibit respect for the individual.

Importance of the Content

- Students participate in class activities and demonstrate their understanding of the content within and outside of the discipline.
- The teacher discusses and models the importance of content and connections.
- Students understand that the content is important for them to acquire.
 - The teacher uses student interest to build upon that understanding.

Expectations for Learning and Achievement

- Students are actively involved during class, have internalized expectations, work hard, and persist to accomplish the goals.
- Students understand the teachers are there to support them.
- Instructional goals, activities, and assignments convey high expectation for student learning.
- Activities are carefully crafted and/or selected to engage the students in learning.

Pride in Student Work

- Students demonstrate attention to detail and take obvious pride in their work.
- Students initiate improvements on individual or group assignments.
 - This is sometimes prompted by teacher feedback and at other times prompted by the students themselves.

II. DPAS II and the Delaware Framework for Teachers

Criterion 2d - Organizing Physical Space

The teacher organizes, allocates, and manages physical space to create a safe learning environment. The teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

Criterion 2d Elements and Indicators of Performance

Safety and Accessibility

- The classroom is safe and students assist in monitoring for safety.
- Aisles/passage areas are clear to ensure the safe movement of the students.
- The room arrangement assures that all students have access to the learning.
- The teacher models and sets expectations for appropriate equipment use and safety procedures.
- The teacher monitors and corrects any safety infractions.
- The teacher ensures all students have the needed materials to be successful in learning.

Arrangement of Furniture and Use of Physical Resources

- Students know where the needed materials are located and acquire the resources in a manner that does not disrupt the learning for others.
- The teacher arranges the setting to maximize learning.
- The teacher implements different grouping strategies during the class period.

II. DPAS II and the Delaware Framework for Teachers

Component Three: Instruction

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

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

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

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

3a. Engaging Students in Learning

- *Activities and assignments*
- *Grouping of students*
- *Instructional materials and resources*
- *Structure and pacing of the lesson*

3b. Demonstrating Flexibility and Responsiveness

- *Lesson adjustment*
- *Response to students*
- *Persistence*

3c. Communicating Clearly and Accurately

- *Expectations for learning*
- *Directions and procedures*
- *Explanation of content*

3d. Using Questioning and Discussion Techniques

- *Quality of questions*
- *Discussion techniques*
- *Student participation*

3e. Using Assessment in Instruction

- *Assessment criteria*
- *Monitoring of student learning*
- *Feedback to students*
- *Student self-assessment and monitoring of progress*

II. DPAS II and the Delaware Framework for Teachers

Potential Evidence That Can Be Used for Component Three:

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

II. DPAS II and the Delaware Framework for Teachers

Component 3: Instruction

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

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II. DPAS II and the Delaware Framework for Teachers

Criterion 3a - Engaging Students in Learning

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

Criterion 3a Elements and Indicators of Performance

Activities and assignments

- Students demonstrate their knowledge and understanding of the content in a variety of ways.
- Activities require students to think and problem solve.
- Activities promote cognitive engagement which promotes students' exploration of the content.
- Tasks provide for some student choice and initiative.
- Students are encouraged to initiate or adapt activities and projects to enhance their understanding.

Grouping of Students

- Students are actively engaged in group work.
- Student groups are structured to promote a productive learning experience.
- Student groups are appropriate to the purpose of the lesson.

Instructional Materials and Resources

- Materials and resources are suitable to the instructional purposes of the lesson.
- Materials and resources promote the cognitive engagement of students.
- Materials and resources are aligned to the goals of the lesson and sequence of learning.

Structure and Pacing of the Lesson

- Students are actively engaged in learning throughout the period.
- The lesson has a logical and well structured sequence of learning experiences.
- Lesson pacing is neither belabored nor rushed.
- Lesson pacing is appropriate for all students within the class.
- Time for reflection and closure is built into the lesson.

II. DPAS II and the Delaware Framework for Teachers

Criterion 3b - Demonstrating Flexibility and Responsiveness

The teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. The teacher differentiates instruction based on learner characteristics and achievement data.

Criterion 3b Elements and Indicators of Performance

Lesson Adjustment

- The teacher accurately observes the actions and reactions of the students as the lesson is being implemented.
- The teacher adjusts his or her plans and pacing based on students needs and progress through the lesson.
- Adjustments to the lesson occur smoothly

Response to Students

- The teacher enhances learning by building on a student's interests and/or talents.
- Spontaneous events within a class are used to enhance understanding of the content.

Persistence

- The teacher seeks effective approaches for students who need help in their classes.
- The teacher uses his or her repertoire of strategies to assist the students in learning.
- The teacher is knowledgeable of and solicits resources from the school and/or community.

II. DPAS II and the Delaware Framework for Teachers

Criterion 3c - Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.

Criterion 3c Elements and Indicators of Performance

Expectations for Learning

- Students understand how the current lesson fits into the broader sequence of learning.
- The teacher communicates the purpose of the lesson or unit (sequence of learning) clearly.
- The teacher links the purpose of the learning to the interests of students.
- The teacher helps students make connections between lesson content and the “real world.”

Directions and Procedures

- Directions are presented to students in clear and “student friendly” terms.
- Classroom procedures are clear and understood by the students.
- The teacher helps students work through misconceptions.
- The teacher intervenes and assists students when appropriate.

Explanation of Content

- Students accurately explain lesson concepts to their peers.
- The teacher’s explanation of content is accurate and appropriate.
- The teacher helps students connect previous experience to current learning.

II. DPAS II and the Delaware Framework for Teachers

Criterion 3d - Questioning and Discussion Techniques

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

Criterion 3d Elements and Indicators of Performance

Quality of Questions

- Students deepen their understanding as the lesson evolves.
- The teacher asks questions that are appropriate (depth and breadth) to the sequence of learning.
- The teacher applies appropriate questioning techniques to deepen student understanding and the quality student responses.
- The teacher provides adequate wait time for students to process responses.
- The teacher supports and encourages students to pose their own questions.

Discussion Techniques

- Students engage in discussions related to the lesson.
- Students initiate discussion topics related to the lesson.
- Students working in groups actively listen, accept multiple perspectives, and respectfully address others during conversation.
- The teacher facilitates student learning rather than directing it.

Student Participation

- Students are prepared to contribute to the conversation.
- Class "experts" are permitted to share their skills and knowledge with their peers.
- The teacher ensures all voices are heard in discussion.
- The teacher sets expectations for all students to participate.
- The teacher draws members of the group into the discussion.
- The teacher uses cues to indicate when a particular student is expected to speak and/or when all other students are expected to be active listeners.

II. DPAS II and the Delaware Framework for Teachers

Criterion 3e - Using Assessment in Instruction

The teacher makes criteria of the assessment known to students, monitors student progress, provides descriptive feedback, and promotes student self-assessment. The teacher uses student assessment data to plan future instruction.

Criterion 3e Elements and Indicators of Performance

Assessment Criteria

- Students are fully aware of the criteria and performance standards to be used in assessments.
- In some cases, the students contribute to the development of the criteria.

Monitoring of Student Learning

- The teacher actively and systemically designs assessments to collect useful information about student learning.
- The teacher uses varied types of formal and informal assessments to collect student learning data.
- The teacher analyzes assessment responses and student behaviors to assess student learning.
- The teacher uses assessment data to inform future instruction.

Feedback to Students

- Students effectively use feedback to correct and/or revise their work.
- Students find teacher comments valuable.
- The teacher provides accurate, constructive, substantive, specific, and timely feedback to students.
- The teacher provides sufficient time and support for students to improve.

Student Self-Assessment and Monitoring of Progress

- Students are part of the assessment process and accept responsibility for their learning.
- Students are able to accurately assess and monitor the quality of their own work against established criteria and performance standards.
- Students use self-assessment information to set goals for improvement.
- The teacher provides students with examples of different levels of performance against which the student can evaluate their own work

II. DPAS II and the Delaware Framework for Teachers

Component Four: Professional Responsibilities

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

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

4a. Communicating with Family

- *Information about the instructional program*
- *Information about individual students*
- *Engagement of families in the instructional program*

4b. Recording Data in a Student Record System

- *Student completion of assignments*
- *Student progress in learning*
- *Non-instructional records*

4c. Growing and Developing Professionally

- *Enhancement of content knowledge and pedagogical skills*
- *Receptivity to feedback from colleagues*
- *Service to the profession*

4d. Reflecting on Professional Practice

- *Accuracy*
- *Use in future teaching*

Potential Evidence That Can Be Used for Component Four:

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

II. DPAS II and the Delaware Framework for Teachers

Component 4: Professional Responsibilities

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

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II. DPAS II and the Delaware Framework for Teachers

Criterion 4a - Communicating with Family

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

Criterion 4a Elements and Indicators of Performance

Information about the instructional program

- The teacher provides frequent information about the instructional program to families.
- The teacher provides information in a format(s) accessible to all parents.
- The teacher provides information using understandable language and terms.

Information about individual students

- The teacher communicates with families about the academic, developmental, and behavioral progress of the student.
- Communication between the teacher and family is two-way and on-going.
- When appropriate, the teacher involves the student in the conversations.

Engagement of families in the instructional program

- Families are actively engaged in the instructional program.
- The teacher makes frequent attempts to engage families in instruction.

II. DPAS II and the Delaware Framework for Teachers

Criterion 4b – Recording Data in a Student Record System

The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. The teacher shares relevant information with appropriate school personnel.

Criterion 4b Elements and Indicators of Performance

Student completion of assignments

- The teacher records data on student assignment completion and grades.
- Records are entered in a timely fashion.
- Records are accurate.

Student progress in learning

- The teacher maintains formative assessment and other relevant data for use in instructional planning.
- The teacher shares data appropriately in his or her Professional Learning Community(s).
- Records are organized and accurate.

Non-instructional records

- The teacher maintains and records all required and relevant data including, but not limited to, attendance, disciplinary actions, and contact information.
- Records are organized and accurate.

II. DPAS II and the Delaware Framework for Teachers

Criterion 4c - Growing and Developing Professionally

The teacher chooses and participates in professional growth that is aligned with his or her professional needs and aligned with the needs of the students, school, or district.

Criterion 4c Elements and Indicators of Performance

Enhancement of content knowledge and pedagogical skills

- The teacher seeks out opportunities to enhance his or her content knowledge and/or pedagogical skills.
- The teacher seeks out/participates in opportunities to stay current in the field.
- The teacher selects professional goals directly related to teaching standards, improving student learning, and school improvement.
- The teacher actively participates in activities that will enhance their professional practice and improve student learning.

Receptivity to feedback from colleagues

- The teacher welcomes feedback from colleagues and supervisors.
- The teacher effectively and actively participates in his or her Professional Learning Community(s).
- The teacher uses feedback and collegial sharing to improve his or her own practice.

Service to the profession

- The teacher welcomes the opportunity to help his or her colleagues.
- The teacher participates in school, district, and/or state committees and/or councils, as appropriate.

II. DPAS II and the Delaware Framework for Teachers

Criterion 4d - Reflecting on Professional Practice

The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

Criterion 4d Elements and Indicators of Performance

Accuracy

- The teacher accurately assesses his or her effectiveness among the various components of teaching.
- The teacher assesses his or her own performance against standards.
- The teacher accurately attributes student performance to various inputs and/or conditions (student, teacher, environment, et cetera).
- The teacher accurately assesses his or her ability to add value.

Use in future teaching

- The teacher regularly uses reflection to improve future instruction.
- The teacher sets goals to improve his or her personal practice.
- The teacher documents his or her progress toward goals.
- The teacher asks for assistance to improve future teaching, when appropriate.

II. DPAS II and the Delaware Framework for Teachers

Component Five: Student Improvement

Teachers understand that improvement of student learning is their primary responsibility. Further, they recognize that students come to them at different places along the continuum of learning. They understand that in a standards-based environment, the ultimate goal is to move all students toward the standard. In addition, they recognize that student improvement rates will vary during the year. However, it is reasonable to expect that all students will move further toward the standards during the school year. Through careful planning and evaluation of data, teachers modify their instruction for both the class and individual students.

The following structure is the basis upon which the performance of a teacher 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” teachers, based upon Components I-V in total, will be put in place for 2011-12. Specifically, rewards will be associated with “Highly Effective” teachers 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 teacher 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 Teachers

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 teacher'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 Teachers

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

Description: The Teacher 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) Teacher 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 Teachers provides a time period within which any part of the process must be completed, the guide shall prevail unless the controlling collective bargaining agreement provides a 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) Classroom Environment
- 3) Instruction
- 4) Professional Responsibilities
- 5) Student Improvement

Activities:

Forms:

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

Conferences:

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

Observations:

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

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

The following are suggested target dates:

Novice Teachers

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

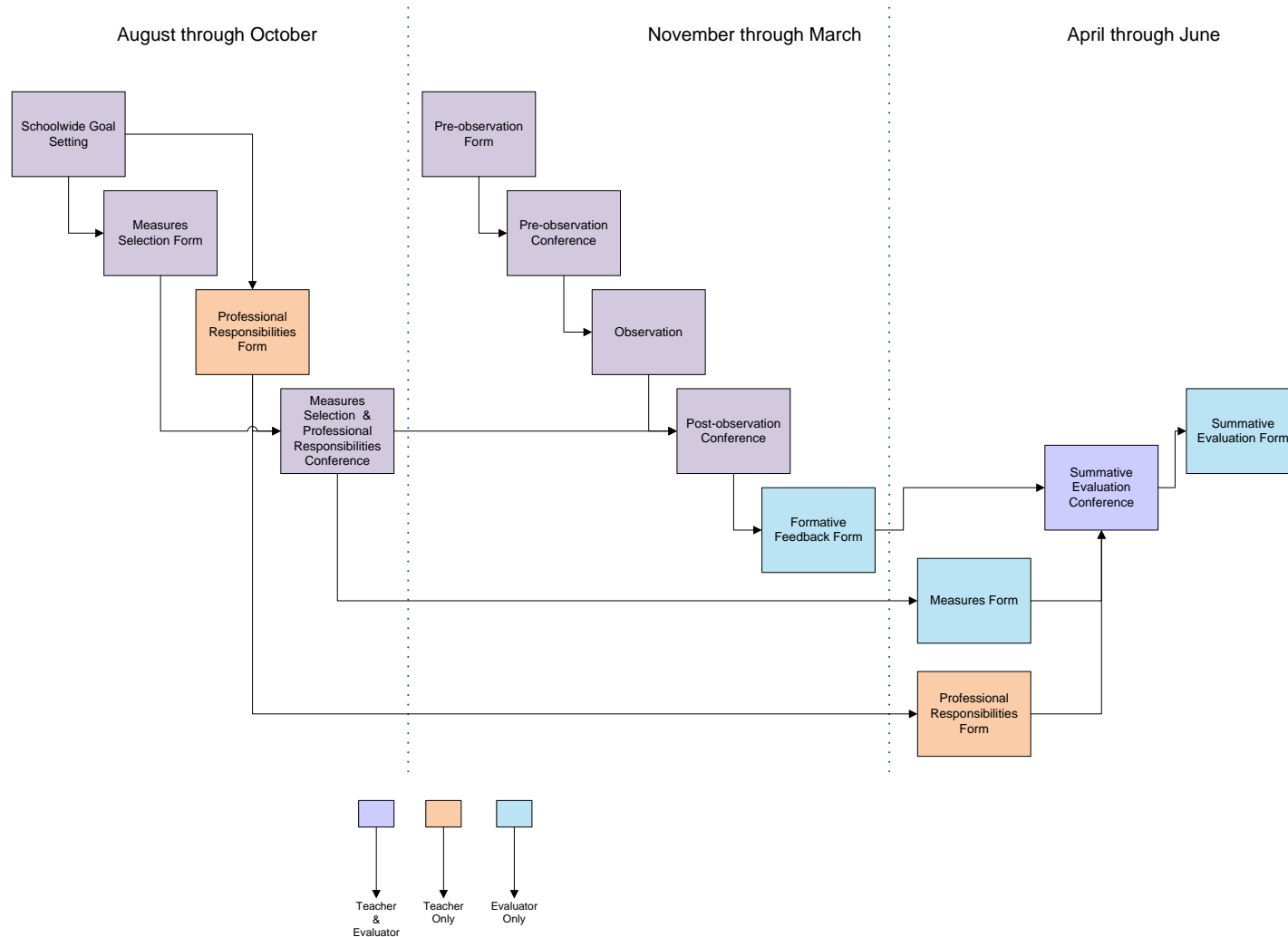
Experienced Teachers

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 teachers. 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 teacher and evaluator with information about how the teacher'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 teachers who instruct the same content and grade level in 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 teachers with 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 teacher 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 teacher'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?

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- 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 teacher and evaluator responsibilities during the Student Growth Measures Selection and Professional Responsibilities Conferences phase of DPAS II. These conferences are required for teachers. However, if the district allows and both the administrator and teacher agree, then the Professional Responsibilities form may be optional for Experienced Teachers. The Professional Responsibilities form may not be waived for Novice Teachers. The Student Growth Measures Form may not be waived for Novice or Experienced Teachers.

Student Growth Measures Selection Conference Event Responsibilities

Teacher 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 teacher. Be prepared to discuss Part I, II, and III measures and rationale for their selection.

Professional Responsibilities Conference Event Responsibilities

Teacher Responsibilities	Evaluator Responsibilities
Prior to Professional Responsibilities Conference	Prior to Professional Responsibilities Conference
Complete the Professional Responsibilities Form and be prepared to discuss. The teacher 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 teacher. Be prepared to seek evidence of and provide initial feedback related to Component Four - <i>Professional Responsibilities</i> .

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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 teachers clarify strengths and identify areas for growth.

The table on the next page outlines teacher 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 teacher agree, then the Pre-observation Form may be optional for announced observations of Experienced Teachers. The Pre-observation Form may not be waived for Novice Teachers. The Pre-observation Conference is only applicable prior to an “announced” observation.

If the evaluator and Experienced Teacher mutually decide a Pre-observation Form is not necessary, the Component One narrative will be completed using the lesson plan 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 teacher’s classroom. This allows the teacher 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 teacher concerning Component One and Four during the Pre-observation Conference.

Possible Prompts/Questions for the Pre-observation Conference:

- Outline your goals for this unit. How does this lesson fit into the unit?
- Describe the standards this lesson and unit address.
- How will the lesson prepare students to demonstrate their mastery of the standards?
- Describe the students in this class.
- How did you use your knowledge of these students as you selected strategies, activities, and materials?
- What formative assessments have you administered as a part of this unit? What have the results indicated?
- Describe methods you use to provide information about the instructional program to families.
- In which professional development opportunities are you participating? Describe your PLC(s) participation. How does it enhance your professional practice?

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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 teacher agree, then the Pre-observation Form may be optional for announced observations of Experienced Teachers. The Pre-observation Form may not be waived for Novice Teachers. The Pre-observation Conference is only applicable prior to an “announced” observation.

Teacher Responsibilities	Evaluator Responsibilities
Prior to Pre-observation Conference	Prior to Pre-observation Conference
Complete a Pre-observation Form with a detailed lesson plan and submit these documents to the administrator. The lesson plan should address each of the five criteria in Component One.	Review the Pre-observation Form and the teacher’s lesson plan. The lesson plan 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 teacher 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 teacher.</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.

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Step 3: Observation

Component One (Planning and Preparation)

Component Two (Classroom Environment)

Component Three (Instruction)

Component Four (Professional Responsibilities)

Observation provides a view of teacher practice and the opportunity to collect information to assess performance. The purpose of the observation is to record observed evidence of 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 teacher in the post observation conference). This process is the same for both novice and experienced teachers.

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

The table on page 47 outlines teacher and evaluator responsibilities during observations.

Frequency of Observations

- Novice teachers must receive a minimum of two (2) announced observations and one (1) unannounced observation with a Summative Evaluation each school year. Novice teachers who have earned a rating of "Needs Improvement" or "Ineffective" on their most recent Summative Evaluation must have an Improvement Plan which may require additional observations and other types of monitoring.
- Experienced teachers 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 teachers must be evaluated each year, regardless of whether a summative evaluation is conducted.
- Experienced teachers 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 teachers must be evaluated each year, regardless of whether a summative evaluation is conducted.
- Experienced teachers who have not earned a rating of "Highly Effective" or "Effective" including Satisfactory in at least four (4) components including Student Improvement 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 teachers must also have an Improvement Plan, which may require additional observations and other types of monitoring.

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Key Concepts - Observations

- In some cases observations are announced. The teacher receives advanced notification of the observation. In other cases, the observation is unannounced and there is no advance notification. The quality of teaching should be consistent across both situations.
- An announced observation provides a forum for the teacher and evaluator to discuss the context and plans for the lesson to be observed prior to its implementation. This discussion occurs during the Pre-observation Conference.
- An unannounced observation is an opportunity for an evaluator to watch a teacher in action without providing prior notice. The evaluator relies solely on direct observation of the lesson to examine the teacher's practice during the observation period. Teachers are expected to conduct "business as usual" in the classroom.
- It is strongly recommended that the first observation be announced and of sufficient length to see a lesson from beginning to end.
- Subsequent observations may be announced or unannounced but should be of sufficient length, at least thirty (30) minutes, so that the evaluator can analyze the lesson and accurately assess performance.
- There must be a reasonable amount of time between observations. Time between observations must be sufficient for teachers to improve their performance. If the teacher needs support(s) to improve their performance (i.e. coaching and professional development), then the time between observations must be sufficient for the teacher to have had the opportunity to access appropriate supports.
- Observations may not begin until students have been in attendance for five (5) full days, unless an Improvement Plan calls for such an observation.
- Observations must be completed before the last five (5) days during which students are in attendance for the entire day.
- 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

Teacher Responsibilities	Evaluator Responsibilities
Demonstrate evidence of: Component One – <i>Planning and Preparation</i> ** Component Two – <i>Classroom Environment</i> ** Component Three – <i>Instruction</i> ** Component Four – <i>Professional Responsibilities</i> : **	Collect evidence of: Component One – <i>Planning and Preparation</i> ** Component Two – <i>Classroom Environment</i> ** Component Three – <i>Instruction</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.**

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Step 4: Post-observation Conference

Component One (Planning and Preparation)

Component Two (Classroom Environment)

Component Three (Instruction)

Component Four (Professional Responsibilities)

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

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

Teachers are expected to come to the conference prepared to discuss

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

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

The evaluator is expected to come to the conference prepared to discuss

1. specific evidence collected during the observation
2. clarifications about evidence collected (pose relevant questions)
3. the teacher's self reflection and thoughts on performance
4. his or her assessment of the teacher's level of performance during the observation
5. areas for commendation (as appropriate)
6. expectations or recommendations for improvement

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

The 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 teacher.

Possible Prompts/Questions for Post-observation Conference

- How did you establish and communicate your expectations, rules, and procedures to your students?
- How did you create a climate in your classroom in which students were engaged in learning and treated each other with respect?

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- How did you ensure that all students had access to the resources needed during the course of the lesson?
- Describe any adjustments you made to the lesson during instruction.
- Briefly describe what came before the observed lesson and what took place during the next lesson or lessons.
- How did you know that all students understood what you taught in this lesson? How did you assess the students' understanding of the lesson?

Post-observation Conference Responsibilities

Teacher Responsibilities	Evaluator Responsibilities
Prior to Post-observation Conference	Prior to Post-observation Conference
<p>The teacher is expected to reflect on their performance using the rubrics for Components One, Two, Three, and Four and organize any additional evidence the teacher wishes to bring to the Post-observation Conference. Reflection helps the teacher 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 teacher'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 teacher'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>

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Step 5: Level of Performance Ratings

Component One (Planning and Preparation)

Component Two (Classroom Environment)

Component Three (Instruction)

Component Four (Professional Responsibilities)

At the conclusion of the Post-observation Conference, the teacher and evaluator should have a common understanding of the teacher's performance during the observation. Component and/or criterion 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 teacher and evaluator disagree about the teacher's performance rating(s), the final determination is made by the evaluator. The teacher may address any differences through the Formative Feedback Documentation and/or Challenge processes.

The chart on page 51 outlines the responsibilities for teachers 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 lesson?
- Which criteria/elements were observable during this lesson?
- Which criteria/elements were not observable during this lesson?
- How would you rate the observed lesson overall?
- Upon reflection, what improvements do you intend to make in future lessons?

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Level of Performance Responsibilities

Teacher 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 teacher evidence of Basic performance.</p> <p>Document evidence of Basic performance and specify the elements for improvement.</p> <p>Assist teacher 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 teacher, as appropriate.</p> <p>Set a specified time frame for improvement and discuss with the teacher.</p> <p>Provide resources and support, as appropriate.</p> <p>Consider implementing a Formal Improvement Plan if teacher 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 teacher evidence of Unsatisfactory performance.</p> <p>Document evidence of Unsatisfactory performance and specify the elements for improvement.</p> <p>Indicate teacher'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 Teachers*, a Basic rating may be deemed satisfactory performance. However, it is expected that a *Novice Teacher* 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 Teacher*. However, special circumstances may cause an *Experienced Teacher* to revert to basic practice for a short period of time. Examples of such situations include, but are not limited to: a change in grade assignment, content area, building, or life crisis. In these cases, the expectation is the teacher will rise to a proficient level as soon as practicable.

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Step 6: Formative Feedback Documentation

Component One (Planning and Preparation)

Component Two (Classroom Environment)

Component Three (Instruction)

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

Key Concepts - Formative Feedback Documentation

- The completed Formative Feedback Form must be provided to the teacher within ten (10) working days of the conference.
- Formative Feedback Forms are required for both announced and unannounced observations.
- For an unannounced observation or for an observation that is part of the Improvement Plan process, feedback on some criteria may not be necessary.
- If a teacher's overall performance related to the observation and discussion is deemed unsatisfactory, the evaluator shall indicate this on the last page of the Formative Feedback Form by writing "PERFORMANCE IS UNSATISFACTORY" on the form and initialing the statement.
- In order for an overall lesson to be deemed unsatisfactory, one or more observed components must be rated unsatisfactory.

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

Formative Feedback Documentation Responsibilities

Teacher Responsibilities	Administrator Responsibilities
Review, sign, and return the Formative Feedback Form within five (5) working days of receipt. <i>(Teacher'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 teacher within 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 (Classroom Environment)

Component Three (Instruction)

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 teacher 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 teachers.

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

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

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

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

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

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Possible Prompts/Questions for Summative Evaluation Conference

- How did you analyze and use student performance data to inform planning and instruction?
- 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 learning? 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?

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Summative Evaluation Conference Responsibilities

Teacher 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 teacher.</p> <p>Analyze schoolwide progress toward attaining Component 5, Part I goal.</p> <p>Run data and analyze teacher progress toward attaining Component 5, Part II goal.</p> <p>Run data and analyze teacher progress toward attaining Component 5, Part III goal.</p> <p>Calculate teacher's overall Component V rating.</p> <p>Complete Student Growth Measures Selection Form and share with teacher.</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>Classroom Environment</i> Component Three - <i>Instruction</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 teacher.</p> <p>Be prepared to share evidence related to: Component One - <i>Planning and Preparation</i> Component Two – <i>Classroom Environment</i> Component Three - <i>Instruction</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 (Classroom Environment)

Component Three (Instruction)

Component Four (Professional Responsibilities)

Component Five (Student Improvement)

The Summative Evaluation Form includes the evaluator's ratings of the teacher'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 teachers
- Every year for experienced teachers who have earned a rating of "Needs Improvement" or "Ineffective" on their previous summative evaluation
- Every two (2) years for experienced teachers who have earned a rating of "Highly Effective" or "Effective" on their previous summative evaluation

Within ten (10) working days of the Summative Evaluation Conference, the evaluator completes the Summative Evaluation Form and provides it to the teacher. The Summative Evaluation Form contains ratings and evidence about the performance of the teacher related to all five components of DPAS II. It is a written record of the conversation during the Summative Evaluation Conference. Hence, there should be no surprises for the teacher 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 teacher throughout the evaluation cycle, including commendations, and/or recommendations, and/or expectations for improvement. The information can be used by teachers to reflect on their practice and plan future professional growth options.

Summative Evaluation Ratings

DPAS II Components One, Two, Three, and Four are each assigned a rating of "Satisfactory" or "Unsatisfactory" on the Summative Evaluation. A satisfactory rating for Components One through Four means the teacher demonstrates acceptable performance by having no more than one unacceptable rating on the appraisal criteria specified in each of the components.

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

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

Pattern of Ineffective Teaching

A "Pattern of Ineffective Teaching" is based on the teacher's most recent Summative Evaluation ratings. Under state law, novice teachers who have a pattern of ineffective teaching 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 teaching:

	Year 1	Year 2	Year 3
DPAS II Rating	Ineffective	Ineffective	
	Needs Improvement	Ineffective	Needs Improvement
	Needs Improvement	Needs Improvement	Ineffective
	Ineffective	Needs Improvement	Ineffective
	Ineffective	Needs Improvement	Needs Improvement
	Needs Improvement	Ineffective	Ineffective

III. DPAS II Process

Key Concepts – Summative Evaluation Documentation

- Commendations should be reserved for teachers with high levels of performance. Teachers who perform above expectations and/or who clearly excel in any component, criterion, or element are eligible for a commendation. Commendations are not intended for teachers showing “expected” levels of performance.
- The evaluator is encouraged to make recommendations specifically designed to help the teacher improve his or her performance. Because DPAS II is designed to promote continuous improvement, recommendations may be made to teachers at any level of performance as long as they are relevant and meaningful. Recommendations are not binding. They are a suggested course of action that the teacher can consider.
- Expectations are specific performances that must be carried out. If expectations for improvement are included in the Summative Evaluation, they must be clear and specific and include a description of the evidence the teacher must exhibit/provide. There must also be clear timelines for when the teacher must show evidence of meeting the expectation.

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

Summative Evaluation Documentation Responsibilities

Teacher Responsibilities	Evaluator Responsibilities
Review, sign, and return the Summative Evaluation Form within five (5) working days of receipt. <i>(Teacher’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 teacher 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 teachers 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 teacher’s overall performance is rated as “Needs Improvement” on the Summative Evaluation Form; or
- A teacher’s overall performance is rated as “Ineffective” on the Summative Evaluation Form.
- A teacher’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 teacher to work with curriculum specialists, veteran teacher(s), and teacher to-teacher cadre.
5. Procedures and evidence that must be collected to determine that the goals of the plan were met.
6. A timeline for the plan, including intermediate checkpoints, to determine progress.
7. Procedures for determining satisfactory improvement.
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 teacher 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 teacher and evaluator develop a plan using the Improvement Plan Form.

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

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

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

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

III. DPAS II Process

The Challenge Process

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

If resolution is not reached with the evaluator, the teacher may submit a written challenge to the evaluator's supervisor. Delaware regulation allows a teacher 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 teacher initiates the challenge by submitting information specific to the point of disagreement to the evaluator's supervisor. This must be done in writing within fifteen (15) working days of the teacher's receipt of the evaluation document.

If the evaluator's supervisor is in the same building as the teacher, the challenge and appraisal record are submitted to a designated district or charter school-level 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 teacher to review and discuss the challenge and the appraisal record. The appraisal record consists of all documents used in the appraisal process, the written challenge, and any additional documents previously shared with the teacher. The supervisor shall issue a written decision to the teacher 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 teacher and evaluator. If agreement cannot be reached, the evaluator's decision will prevail.

IV. DPAS II Forms for Teachers

Measures Selection Form

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

Teacher _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) _____

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

Part I will account for:

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

Part II – Student Cohort DCAS Measure:

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

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

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

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

Does the teacher 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 teacher

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

IV. DPAS II Forms for Teachers

Measures Selection Form

Part III – Teacher Specific non-DCAS Measure:

Does the teacher provide services in a grade and content area with DOE-approved Teacher Specific Assessment Measure(s)? Yes No

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

Content Area Teacher Specific Assessment Measure(s)

List DOE-approved assessments to be used for this teacher

Part III will account for:

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

IV. DPAS II Forms for Teachers

Professional Responsibilities Form

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

Teacher _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) _____

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

Part I –Communicating with Family:

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

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

Part II – Recording Data:

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

IV. DPAS II Forms for Teachers

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 Teachers

Pre-observation Form

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

Teacher _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) _____

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

1. Outline your goals for this lesson. How does this lesson fit into overall goals of the unit?

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

IV. DPAS II Forms for Teachers

Pre-observation Form

3. Describe any challenges you are having with this class and describe how you are addressing these challenges.

4. Describe any physical characteristics of the classroom that negatively impact learning.
(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 Teachers

Lesson Reflection Sheet - OPTIONAL

DELAWARE PERFORMANCE APPRAISAL SYSTEM II LESSON REFLECTION SHEET FOR TEACHERS

Teacher _____ Evaluator _____

Date & Time of Observation _____

Grade(s) _____ Subject Area(s) _____

This form is optional

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

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

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

IV. DPAS II Forms for Teachers

Formative Feedback Form

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

Teacher _____ Evaluator _____

School _____ Date of Conference _____

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

Observation Date and Time: _____

Observation Type: Announced Unannounced

Novice Teacher OR Experienced Teacher

DESCRIPTION OF LESSON:

Description of the lesson's

- Purpose
- Link to content standards, GLEs, and/or KUDs
- Sequence within the instructional unit
- Expectations for student outcomes
- Major activities

COMPONENT 1: PLANNING AND PREPARATION

- 1a. Selecting Instructional Goals:** Teacher selects instructional goals that are aligned with the Delaware content standards and the district or charter school's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with State Assessment levels of performance where applicable.
- 1b. Designing Coherent Instruction:** Teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district or charter school's curricula.
- 1c. Demonstrating Knowledge of Content and Pedagogy:** Teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district or charter school's curricula.
- 1d. Demonstrating Knowledge of Students:** Teacher shows his or her knowledge of student developmental characteristics; approaches to learning, knowledge, and skills; interests; cultural heritage; and, where applicable, State Assessment performance levels.
- 1e. Designing Student Assessments:** Teacher creates and/or selects assessments that are congruent with instructional goals, criteria, and standards. The teacher plans for the use of formative and summative assessments of the teacher's students.

Evidence:

COMPONENT 2: CLASSROOM ENVIRONMENT

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

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.

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

2d. Organizing Physical Space: Teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

Evidence:

COMPONENT 3: INSTRUCTION

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

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

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

3d. Using Questioning and Discussion Techniques: Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student led discussions.

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:

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

- 4a. Communicating with Families:** Teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.
- 4b. Recording student data in a Student Record System:** Teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.
- 4c. Growing and Developing Professionally:** Teacher chooses and participates in professional development that is aligned with his or her professional needs and aligned with the needs of the school, district or charter school, or students.
- 4d. Reflecting on Professional Practice:** Teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

Discussion of Progress:

IV. DPAS II Forms for Teachers

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

Teacher's Signature _____ Date: _____

Evaluator's Signature _____ Date: _____

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

A teacher may challenge the conclusions of a lesson observation if "**PERFORMANCE IS UNSATISFACTORY**" is written on this form. This is accomplished by submitting additional information, specific to the point of disagreement, in **writing** within **fifteen (15) working days** of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level credentialed evaluator. Any additional information will become part of the appraisal record.

IV. DPAS II Forms for Teachers

Professional Responsibilities Reflection Sheet - OPTIONAL

DELAWARE PERFORMANCE APPRAISAL SYSTEM II PROFESSIONAL RESPONSIBILITIES REFLECTION SHEET FOR TEACHERS

Teacher _____ Evaluator _____

Date & Time of Summative Conference _____

Grade(s) _____ Subject Area(s) _____

This form is optional

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

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

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

IV. DPAS II Forms for Teachers

Student Growth Measures Result Form

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

Teacher _____ 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 teacher's Component V overall score *(The teacher has measures for Part II and/or Part III)*

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

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

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

Points earned in Part II:

IV. DPAS II Forms for Teachers

Student Growth Measures Result Form

Part III – Teacher Specific non-DCAS Measure:

Teacher Specific non-DCAS Growth:

Part III accounts for:

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

Summative Feedback Form - Streamlined

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

Teacher _____ Evaluator(s) _____

School _____ Date of Conference _____

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

Observation Date(s) _____

Novice Teacher OR Experienced Teacher

COMPONENT 1: PLANNING AND PREPARATION

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

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

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

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

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

Evidence:

COMPONENT 1 PERFORMANCE: Satisfactory

Unsatisfactory

IV. DPAS II Forms for Teachers

Summative Feedback Form - Streamlined

COMPONENT 2: CLASSROOM ENVIRONMENT

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

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.

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

2d. Organizing Physical Space: Teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

Evidence:

COMPONENT 2 PERFORMANCE:

Satisfactory Unsatisfactory

IV. DPAS II Forms for Teachers

Summative Feedback Form - Streamlined

COMPONENT 3: INSTRUCTION

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

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

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

3d. Using Questioning and Discussion Techniques: Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student led discussions.

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:

COMPONENT 3 PERFORMANCE:

Satisfactory

Unsatisfactory

IV. DPAS II Forms for Teachers

Summative Feedback Form - Streamlined

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

- 4a. Communicating with Families:** Teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.
- 4b. Recording student data in a Student Record System:** Teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.
- 4c. Growing and Developing Professionally:** Teacher chooses and participates in professional development that is aligned with his or her professional needs and aligned with the needs of the school, district or charter school, or students.
- 4d. Reflecting on Professional Practice:** Teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

Evidence:

COMPONENT 4 PERFORMANCE:

Satisfactory

Unsatisfactory

IV. DPAS II Forms for Teachers

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 Teachers

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 Teachers

Summative Feedback Form - Streamlined

SIGNATURES

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

Teacher's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

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

The teacher may challenge any rating on the Summative Evaluation by submitting additional information specific to the point of disagreement in **writing** within **fifteen (15) working days** of the date of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level credentialed evaluator. Any additional information will become part of the appraisal record.

IV. DPAS II Forms for Teachers

Summative Feedback Form - Detailed

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

Teacher _____ Evaluator(s) _____

School _____ Date of Conference _____

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

Observation Date(s) _____

Novice Teacher OR Experienced Teacher

COMPONENT 1: PLANNING AND PREPARATION

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

Criterion 1a. Performance: Unsatisfactory Basic Proficient Distinguished

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

Criterion 1b. Performance: Unsatisfactory Basic Proficient Distinguished

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

Criterion 1c. Performance: Unsatisfactory Basic Proficient Distinguished

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

Criterion 1d. Performance: Unsatisfactory Basic Proficient Distinguished

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

Criterion 1e. Performance: Unsatisfactory Basic Proficient Distinguished

IV. DPAS II Forms for Teachers

Summative Feedback Form - Detailed

Evidence:

COMPONENT 1 PERFORMANCE: Satisfactory

Unsatisfactory

IV. DPAS II Forms for Teachers

Summative Feedback Form - Detailed

COMPONENT 2: CLASSROOM ENVIRONMENT

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

Criterion 2a. Performance: Unsatisfactory Basic Proficient Distinguished

2b. Managing Student Behavior: Teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.

Criterion 2b. Performance: Unsatisfactory Basic Proficient Distinguished

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

Criterion 2c. Performance: Unsatisfactory Basic Proficient Distinguished

2d. Organizing Physical Space: Teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

Criterion 2d. Performance: Unsatisfactory Basic Proficient Distinguished

Evidence:

COMPONENT 2 PERFORMANCE:

Satisfactory Unsatisfactory

IV. DPAS II Forms for Teachers

Summative Feedback Form - Detailed

COMPONENT 3: INSTRUCTION

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

Criterion 3a. Performance: Unsatisfactory Basic Proficient Distinguished

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

Criterion 3b. Performance: Unsatisfactory Basic Proficient Distinguished

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

Criterion 3c. Performance: Unsatisfactory Basic Proficient Distinguished

3d. Using Questioning and Discussion Techniques: Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student led discussions.

Criterion 3d. Performance: Unsatisfactory Basic Proficient Distinguished

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

Criterion 3e. Performance: Unsatisfactory Basic Proficient Distinguished

Evidence:

COMPONENT 3 PERFORMANCE:

Satisfactory

Unsatisfactory

IV. DPAS II Forms for Teachers

Summative Feedback Form - Detailed

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

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

Criterion 4a. Performance: Unsatisfactory Basic Proficient Distinguished

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

Criterion 4b. Performance: Unsatisfactory Basic Proficient Distinguished

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

Criterion 4c. Performance: Unsatisfactory Basic Proficient Distinguished

4d. Reflecting on Professional Practice: Teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

Criterion 4d. Performance: Unsatisfactory Basic Proficient Distinguished

Evidence:

COMPONENT 4 PERFORMANCE:

Satisfactory

Unsatisfactory

IV. DPAS II Forms for Teachers

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 Teachers

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 Teachers

Summative Feedback Form - Detailed

SIGNATURES

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

Teacher's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

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

The teacher may challenge any rating on the Summative Evaluation by submitting additional information specific to the point of disagreement in **writing** within **fifteen (15) working days** of the date of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level credentialed evaluator. Any additional information will become part of the appraisal record.

IV. DPAS II Forms for Teachers

Improvement Plan Form

DELAWARE PERFORMANCE APPRAISAL SYSTEM II IMPROVEMENT PLAN FOR TEACHERS

Teacher _____ Evaluator _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) _____

Area(s) for Improvement _____

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

Deficiencies

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

Measurable Goals

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

IV. DPAS II Forms for Teachers

Improvement Plan Form

Professional Learning Activities, Interventions, and/or Resources

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

Evidence and Timelines for Goal Completion

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

Plan Completion

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

Plan Agreement:

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

Teacher's Signature _____ Date _____

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

Evaluator's Signature _____ Date _____

IV. DPAS II Forms for Teachers

Improvement Plan Form

Amendments to the Plan:

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

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Improvement Plan Completion:

The teacher's completion of the Improvement Plan is:

Satisfactory Unsatisfactory

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

IV. DPAS II Forms for Teachers

Expectations Follow-Up Form

DELAWARE PERFORMANCE APPRAISAL SYSTEM II EXPECTATIONS FOLLOW-UP FORM

Teacher 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 Teachers

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

Teacher's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

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

*The teacher may challenge any rating on the Summative Evaluation by submitting additional information specific to the point of disagreement in **writing** within **fifteen (15) working days** of the date of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level 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:

- 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:

- 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 TEACHER 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
Lesson Description	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.
Objectivity	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. Selecting Instructional Goals
- 1b. Designing Coherent Instruction
- 1c. Demonstrating Knowledge of Content and Pedagogy
- 1d. Demonstrating Knowledge of Students
- 1e. Designing 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 – Classroom Environment

Criteria:

- 2a. Managing Classroom Procedures
- 2b. Managing Student Behavior
- 2c. Creating an Environment to Support Learning
- 2d. Organizing Physical Space

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 – Instruction

Criteria

- 3a. Engaging Students in Learning
- 3b. Demonstrating Flexibility and Responsiveness
- 3c. Communicating Clearly and Accurately
- 3d. Using Questioning and Discussion Techniques
- 3e. Using Assessment in Instruction

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
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 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
- 4b. Recording student 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		
Commendations/Expectations/ Recommended Area(s) of Growth Evidence	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		
Overall Document	Advanced documentation	Satisfactory documentation (2011-2012 target)	Insufficient documentation
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 Analysis

**DELAWARE PERFORMANCE APPRAISAL SYSTEM II
SUMMATIVE FEEDBACK DOCUMENTATION ANALYSIS
FOR TEACHER 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.

Appendix A: DPAS II Component Rubrics

Component 1: Planning and Preparation

Criterion 1a: Selecting Instructional Goals

Elements: Value, Sequence and alignment ♦ Clarity ♦ Balance ♦ Suitability for diverse learners

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

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Appendix A: DPAS II Component Rubrics

Component 1: Planning and Preparation

Criterion 1b: Designing Coherent Instruction

Elements: Learning activities ♦ Instructional materials and resources ♦ Instructional groups ♦ Lesson and unit structure

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

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Appendix A: DPAS II Component Rubrics

Component 1: Planning and Preparation

Criterion 1c: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of content and the structure of the discipline ♦ Knowledge of prerequisite relationships ♦ Knowledge of content-related pedagogy

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

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Appendix A: DPAS II Component Rubrics

Component 1: Planning and Preparation

Criterion 1d: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development ♦ Knowledge of the learning process ♦ Knowledge of students' skills, knowledge, and language proficiency
 - Knowledge of students' interests and cultural heritage ♦ Knowledge of students' special needs

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

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Appendix A: DPAS II Component Rubrics

Component 1: Planning and Preparation

Criterion 1e: Designing Student Assessments

Elements: Congruence with instructional outcome ♦ Criteria and standards ♦ Design of formative assessments ♦ Use for planning

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

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Appendix A: DPAS II Component Rubrics

Component 2: Classroom Environment

Criterion 2a: Managing Classroom Procedures

Elements: Management of instructional groups ♦ Management of transitions ♦ Management of materials and supplies ♦ Performance of non-instructional duties

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

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Appendix A: DPAS II Component Rubrics

Component 2: Classroom Environment

Criterion 2b: Managing Student Behavior

Elements: Expectations ♦ Monitoring of student behavior ♦ Response to student misbehavior

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

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Appendix A: DPAS II Component Rubrics

Component 2: Classroom Environment

Criterion 2c: Establishing a Culture for Learning

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

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

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Appendix A: DPAS II Component Rubrics

Component 2: Classroom Environment

Criterion 2d: Organizing Physical Space

Elements: Safety and accessibility ♦ Arrangement of furniture and use of physical resources

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

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Appendix A: DPAS II Component Rubrics

Component 3: Instruction

Criterion 3a: Engaging Students in Learning

Elements: Activities and assignments ♦ Grouping of students ♦ Instructional materials and resources ♦ Structure and pacing of the lesson

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

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Appendix A: DPAS II Component Rubrics

Component 3: Instruction

Criterion 3b: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment ♦ Response to students ♦ Persistence

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

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Appendix A: DPAS II Component Rubrics

Component 3: Instruction

Criterion 3c: Communicating Clearly and Accurately

Elements: Expectations for learning ♦ Directions and procedures ♦ Explanations of content ♦ Use of oral and written language

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

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Appendix A: DPAS II Component Rubrics

Component 3: Instruction

3d: Using Questioning and Discussion Techniques

Elements: Quality of questions ♦ Discussion techniques ♦ Student participation

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

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Appendix A: DPAS II Component Rubrics

Component 3: Instruction

3e: Using Assessment in Instruction

Elements: Assessment criteria ♦ Monitoring of student learning ♦ Feedback to students ♦ Student self-assessment and monitoring of progress

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

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Appendix A: DPAS II Component Rubrics

Component 4: Professional Responsibilities

4a: Communicating with Families

Elements: Information about the instructional program ♦ Information about individual students ♦ Engagement of families in the instructional program

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

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Appendix A: DPAS II Component Rubrics

Component 4: Professional Responsibilities

4b: Recording data in a Student Record System

Elements: Student completion of assignments ♦ Student progress in learning ♦ Non-instructional records

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

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Appendix A: DPAS II Component Rubrics

Component 4: Professional Responsibilities

4c: Growing and Developing Professionally

Elements: Student completion of assignments ♦ Student progress in learning ♦ Non-instructional records

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

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Appendix A: DPAS II Component Rubrics

Component 4: Professional Responsibilities

4d: Reflecting on Professional Practice

Elements: Accuracy ♦ Use in future teaching

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

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Appendix B: Delaware Professional Teaching Standards

THE DELAWARE PROFESSIONAL TEACHING STANDARDS

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