

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

Evaluator _____ Reviewer _____

School _____ Date of Review _____

Number of Formative Feedback Forms Reviewed: Announced Unannounced

Number of Formative Feedback Forms Reviewed: Novice Experienced

Document Section/Criteria	Quality of Documentation		
	Advanced documentation	Satisfactory documentation (2011-2012 target)	Insufficient documentation
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
	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:

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

Component I – Planning and Preparation

Criteria:

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

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Alignment to Component II Criteria and/or Rubrics	All evidence content is directly related to Component II criteria.	Most evidence content is directly related to Component II criteria.	Most evidence content is not directly related to Component II criteria.
	Evidence directly supports specific levels of performance for Component II criteria and provides ample information to inform continuous improvement.	Most evidence supports levels of performance for Component II criteria.	Evidence does not allow the reader to determine levels of performance for Component II criteria.
	<i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and explicitly state that the levels of performance given are only related to this observation.	<i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and clearly in reference to this observation alone.	<i>If</i> levels of performance are stated, they are inappropriate, not supported by evidence provided, or stated as a summative rating.
Evidence and Performance Summary Alignment	Evidence provided clearly substantiates commendations, recommendations, and/or expectations documented in the Performance Summary.	Evidence provided aligns with commendations, recommendations, and/or expectations documented in the Performance Summary.	Evidence provided does not align with or substantiate commendations, recommendations, and/or expectations documented in the Performance Summary.

Component II – Professional Practice and Delivery of Service

Criteria:

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

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Alignment to Component III Criteria and/or Rubrics	All evidence content is directly related to Component III criteria.	Most evidence content is directly related to Component III criteria.	Most evidence content is not directly related to Component III criteria.
	Evidence directly supports specific levels of performance for Component III criteria and provides ample information to inform continuous improvement.	Most evidence supports levels of performance for Component III criteria.	Evidence does not allow the reader to determine levels of performance for Component III criteria.
	<i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and explicitly state that the levels of performance given are only related to this observation.	<i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and clearly in reference to this observation alone.	<i>If</i> levels of performance are stated, they are inappropriate, not supported by evidence provided, or stated as a summative rating.
Evidence and Performance Summary Alignment	Evidence provided clearly substantiates commendations, recommendations, and/or expectations documented in the Performance Summary.	Evidence provided aligns with commendations, recommendations, and/or expectations documented in the Performance Summary.	Evidence provided does not align with or substantiate commendations, recommendations, and/or expectations documented in the Performance Summary.

Component III – Professional Consultation and Collaboration

Criteria:

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

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Alignment to Component III Criteria and/or Rubrics	All evidence content is directly related to Component IV criteria.	Most evidence content is directly related to Component IV criteria.	Most evidence content is not directly related to Component IV criteria.
	Evidence directly supports specific levels of performance for Component IV criteria and provides ample information to inform continuous improvement.	Most evidence supports levels of performance for Component IV criteria.	Evidence does not allow the reader to determine levels of performance for Component IV criteria.
	<i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and explicitly state that the levels of performance given are only related to this observation.	<i>If</i> levels of performance are documented, they are appropriate, supported by evidence provided, and clearly in reference to this observation alone.	<i>If</i> levels of performance are stated, they are inappropriate, not supported by evidence provided, or stated as a summative rating.
Evidence and Performance Summary Alignment	Evidence provided clearly substantiates commendations, recommendations, and/or expectations documented in the Performance Summary.	Evidence provided aligns with commendations, recommendations, and/or expectations documented in the Performance Summary.	Evidence provided does not align with or substantiate commendations, recommendations, and/or expectations documented in the Performance Summary.

Component IV – Professional Responsibilities

Criteria:

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

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Performance Summary			
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>

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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.

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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				

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