

Delaware Performance Appraisal System II for Teachers and Specialists Components 1–4

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DPAS II Purposes:



- **Professional growth—**
enhancing the skills and knowledge of educators.
- **Continuous improvement—**
educators commitment to continuously improving practice so that student performance is continuously enhanced.
- **Quality assurance—**
the collection of credible evidence about educator performance.

DPAS II Purposes:

Our focus is always on the
IMPROVEMENT
of
STUDENT ACHIEVEMENT.

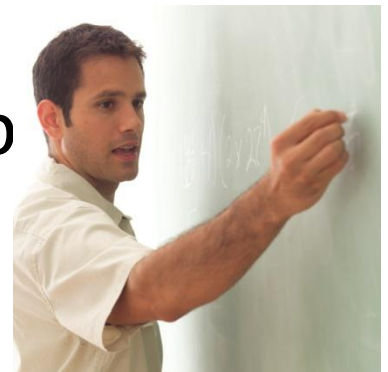


DPAS II, Components I – V

	Teachers	Specialists	Administrators
Component 1	Planning & Preparation	Planning & Preparation	Vision & Goals
Component 2	Classroom Environment	Professional Practice & Delivery of Services	Culture of Learning
Component 3	Instruction	Professional Collaboration & Consultation	Management
Component 4	Professional Responsibilities	Professional Responsibilities	Professional Responsibilities
Component 5	Student Improvement	Student Improvement	Student Improvement

Why change Components I – IV?

- ▶ Include upgrades related to annual external evaluation
- ▶ Revisit role of classroom assessment in light of changes to Component V
- ▶ Upgrade guide and training (*clear and common expectations*)
- ▶ Upgrade forms in light of changes ab



DPAS II Review Committee

- ▶ Consultation with
 - DSEA leadership and UniServe representatives
 - DASA (superintendent, building principals, HR office)
 - other parties (DASL)
- ▶ Held monthly Review Committee meetings over 8 months

Changes to Components I–IV – Based on Review Committee Recommendations

- ▶ Changes to Components I–IV:
 - Add to **Component 1 Designing Student Assessments**
 - Add to **Component 3 Using Assessment in Instruction**
 - Edit **Component 4 Developing a Student Record System**
 - Recording student data in a Student Record System
 - LEAs already have student record data systems

Changes to Components I–IV – Based on Review Committee Recommendations

▶ Use of Rubrics

- Incorporate Charlotte Danielson’s latest rubrics for components 1–4
- Modify Danielson rubrics to match DPAS II language
- Rubric use addressed in Guide and training



Recommended Changes to Process

▶ **Component 4 – Professional Responsibilities**

- No longer a stand alone component only used during goal setting and summative reviews
- Incorporate into the ongoing discussion during formative reviews



Recommended Changes to Process

- ▶ Clarify use of
 - Commendations
 - Recommendations
 - Expectationsduring consultation and in written documents



Recommended Changes to Process

- ▶ Calibration: trainers and administrators show they can make *reliable* and *valid* observations and performance decisions
- ▶ Framework and process quizzes
- ▶ Documentation Analysis Rubrics
 - Improve quality of DPAS II documentation
 - Adding documentation samples
- ▶ Observation calibration
 - Within LEAs = tandem observations
 - In development for calibration across LEAs

Training, Training, Training ...The Key to Success

- ▶ Expert Evaluators
 - Expertise in every LEA
 - Development Coaches
 - Calibration
- ▶ eLearning Modules
 - Required
 - Web-based modules available for “on-demand” refresher training
- ▶ “PLC” type training within LEAs
- ▶ DASL regional trainings and Certified Consultants

Continuous Evaluation and Improvement of System

- ▶ DPAS II Review Committee to meet
 - At least every other month during first year
 - At least three times a year in future years
- ▶ Continue to conduct external evaluation
- ▶ Monitoring
 - LEA internal monitoring
 - ERS
 - Onsite document reviews

Delaware Performance Appraisal System II for Teachers and Specialists Component 5 – student improvement

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Changes in Component 5 – Student Improvement

- ▶ Regulation changes adopted by the State Board of Education January 2010 took effect in the 2011–2012 school year
 - These changes require multiple measures of student growth for every content area for all teachers and specialists
 - All measures must be rigorous and comparable across classrooms, districts, or the state (Regulation 106A and 107A)

As of June, 2011

- ▶ Part 5 of DPAS II would be calculated for all educators using three scores:
 - Part I – School-wide Assessment Measure
 - 30% of Component 5
 - Based upon DCAS Reading and Math Scores (whichever is better)
 - Part II – Student Cohort Assessment Measure
 - 20% of Component 5
 - All educators (DCAS and Non-DCAS)
 - Based upon DCAS Instructional Scores
 - Student cohorts (minimum 10, maximum 150)
 - Part III – Teacher Specific Assessment Measure
 - 50% of Component 5
 - Directly tied to educator's current assignment
 - Measures currently being developed by educators/administrators

As of December 1, 2011

- ▶ Part 5 of DPAS II will still be calculated for all educators using a combination of three scores; but some revisions to those three parts
 - Part I – School-wide Assessment Measure
 - 4 calculations instead of 2
 - The educator will have the best result between the 4
 - DCAS percent proficient in Reading
 - DCAS percent proficient in Math
 - DCAS percent of growth in scale scores (Reading)
 - DCAS percent of growth in scale scores (Math)
 - 30% of Component 5

Part II – Cohort Assessment Measure

- ▶ Part II now has two parts:
- ▶ 20% of Component 5
 - Part IIA – DCAS Educators
 - All Reading and Math teachers in grades 3–10
 - Based upon DCAS instructional scale scores
 - Fall to spring percent of scale score growth
 - Cohort = minimum of 10 students and a maximum of 150 students
 - Part IIB – Non-DCAS Educators
 - Those educators not included in Part IIA
 - Will use a set of approved indicators for each group
 - Cohort 5 will convene to develop and select performance indicators directly related to their job assignments

Part III – Teacher Specific Assessment Measure

- ▶ Part III– 50% of Component 5
 - Non-DCAS Measure
 - Directly tied to educator assignment
 - Must be approved by the Secretary of Education and the Delaware Technical Advisory Group
 - Currently being developed by approximately 500 educators across the state in 4 different Cohorts
 - Cohort 5 will convene in 2012

Application of Student Growth Measures

- If Part I, II, and III measures are available:
 - School-wide 30%
 - Cohort Assessment – 20%
 - Teacher Specific – 50%
- If Part III is NOT available:
 - School-wide 30%
 - Cohort Assessment – 70%
- If Part II and III are NOT available:
 - School-wide – 100%

Path Forward

- ▶ This is a process model
 - ▶ Constantly changing and developing with stakeholder input
 - ▶ Questions???
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