



# **Delaware Performance Appraisal System Second Edition (DPAS II)**

**Year 3 Report  
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# EXECUTIVE SUMMARY

## ***Background***

The Delaware State Department of Education presented a very clear expectation for the evaluation of DPAS II. The stated goals of DPAS II are equally specific as stated on the Department of Education's web site,

*The purpose of DPAS II is two-fold:*

- *Quality assurance*
- *Professional growth*

*Quality assurance focuses on the collection of credible evidence about the performance of educators. Evaluators use this evidence to make important decisions: recognizing effective practice, recommending continued employment, recommending an improvement plan, or beginning dismissal proceedings.*

*Professional growth focuses on enhancing the skills and knowledge of educators. Through self-assessment and goal-setting, working with colleagues, taking courses, attending workshops, designing new programs, piloting new programs or approaches, developing proficiency in test data analysis, and many other learning opportunities, educators improve their professional practice in ways that will contribute to improved student learning.*

*Both purposes serve accountability: to assure that educators are performing at an acceptable level and to provide professional growth opportunities that improve skills and knowledge.*

The goal of this evaluation was to determine the reality of the current condition in meeting the stated goals.

The majority of the findings center on the practices and processes of DPAS II. The practices provide an understanding of the quality of training, manuals, forms, and general deployment. The processes stem from fundamental policies and underlying theory about performance appraisal.

This report is divided into four major sections: Executive Summary, Recommendations, Methods, and Results. Contained in these sections are the specific data collected and the methodologies used for analysis. The recommendations are very specific and tied to the major findings of the data collection process described under Results.

## ***Summary of Results - Key Findings 2009-2010***

### **Teachers**

- 1) Among teachers, the items with the most desirable responses in 2008-2009 were:

- a) that they are able to provide evidence of practice through discussion
- b) the five components used to evaluate performance is understandable
- c) the written feedback is aligned with the five components
- d) the feedback received is adequate.

In 2009-2010, the items with the most desirable responses were:

- a) the five components used to evaluate performance is understandable
- b) that they are able to provide evidence of practice through discussion
- c) the oral feedback they receive is useful
- d) the written feedback is aligned with the five components
- e) the feedback received is adequate.

- 2) Among teachers, the items with the least desirable responses in 2008-2009 were:

- a) that classroom level DSTP provides an accurate picture of students' progress
- b) that DSTP data helps adjust instruction for students
- c) additional training would make them more competent in the process
- d) that there was congruence with the results of school level data and classroom level data.

In 2009-2010, the items with the least desirable responses were:

- a) applying all five components in my work is easy
- b) the criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator
- c) the current DPAS evaluation system should be continued in its current form
- d) additional training would make me feel more competent in the process
- e) the DPAS evaluation system needs improving.

## **Specialists**

- 1) Among specialists, the items with the most desirable responses in 2008-2009 were:

- a) they are able to provide evidence of practice through discussion
- b) the evaluator completes paperwork in a reasonable time period
- c) the five components used to evaluate performance are understandable
- d) the evaluator handles the workload effectively
- e) the feedback received is adequate.

In 2009-2010, the items with the most desirable responses were:

- a) they are able to provide evidence of practice through discussion
- b) the evaluator completes paperwork in a reasonable time period
- c) the oral feedback I receive is useful and applicable
- d) the feedback received is adequate
- e) the evaluator handles the workload effectively

- 2) Among specialists, the items with the least desirable responses in 2008-2009 were:

- a) that DSTP data gives an accurate picture of their school's progress
- b) DSTP data helps them adjust goals for students and the school
- c) additional training would make them feel more competent in the process
- d) the evaluation system should continue in its current form.

In 2009-2010, the items with the least desirable responses were:

- a) applying all five components in my work is easy
- b) I believe the current DPAS evaluation system should be continued in its current form
- c) additional training would make me feel more competent in the process
- d) the criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.
- e) the DPAS evaluation system needs improving.

## **Administrators**

1) Among administrators, the items with the most desirable responses in 2008-2009 were:

- a) The five components used to evaluate my performance are understandable
- b) the Guide is easy to understand
- c) the Guide is helpful
- d) the training materials were helpful
- e) the five components used to evaluate performance are reasonable

In 2009-2010, the items with the most desirable responses were:

- a) student data helps me adjust goals for my school
- b) the five components used to evaluate my performance are understandable
- c) the oral feedback I receive is useful and applicable
- d) I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness
- e) I have access to the information I need to complete the forms.

2) Among administrators, the items with the least desirable responses in 2008-2009 were:

- a) DSTP gives an accurate picture of my school's progress
- b) that the time it takes to complete the DPAS II paperwork is reasonable
- c) additional training would make them feel more competent in the process
- d) the current DPAS evaluation system should continue in its current form

In 2009-2010, the items with the least desirable responses were:

- a) applying all five components in my work is easy
- b) that the time it takes to complete the DPAS II paperwork is reasonable
- c) the current DPAS evaluation system should continue in its current form
- d) additional training would make them feel more competent in the process
- e) the DPAS evaluation system needs improving.

## **General Findings**

- 1) The majority of teachers, specialists, and administrators gave the DPAS II system a grade of “B.” Additionally, when comparisons were made using the 2008-2009 sample, there were increases in the percent of teachers giving the process an “A” or “B.” In 2009-2010, 53.7% of teachers, 54.9% of administrators gave the system a “B.” Among specialists, 46.5% graded the system a “B,” while 32.2% responded “C.”
- 2) Results indicate that fewer specialists believe the “Student Improvement” component is a good indicator of performance (10.2 percentage point decrease from 2008-2009). Additionally, out of 17 Data Related items across teachers, specialists, and administrators, only 4 have weighted mean scores in the desirable range.
- 3) Similar to 2008-2009, the majority of teachers and specialists stated they spent 0-5 hours on paperwork. The majority of administrators, however, spent more than 120 hours overall and more than 20 hours on paperwork.
- 4) About half of the teachers, specialists, and administrators did not believe that they needed additional training in the process. Of those that indicated they did need more training in certain areas, interpreting and presenting data were the areas in most need for specialists. Among teachers and administrators, interpreting data and managing the requirements of the evaluation with regular duties were selected the highest.
- 5) More administrators (92.5% - which is a decrease from 2008-2009 which was 99%) than teachers (77%) and specialists (75%) were familiar with the Department of Education website. Among teachers (approx. 50%) and administrators (between 60 – 70%), all website components received a majority of responses in the desirable end of the scale. Specialists had fewer responses on the desirable end of the scale for the web components (in the 40 percent range).



## INTRODUCTION

The purpose of the evaluation of the DPAS II was to collect and compile data in order to make recommendations relating to the effectiveness and usability of the DPAS II process. The 2009-2010 school year was the second year of statewide implementation for DPAS II. Progress Education Corporation was contracted by the Delaware Department of Education as a third-party evaluator to conduct all aspects of the evaluation. Upon receiving notification of being selected as the evaluator, the staff at Progress Education Corporation immediately began gathering contextual information, studying current manuals, and researching historical documents. Additionally, key staff members of the evaluation team visited the Delaware Department of Education to gain further insight into the DPAS II system and discuss any new expectations for the evaluation.

Building upon the work that had already been done by the 1998 DPAS Revision Task Force and the DPAS II Advisory Committee, and following the evaluation questions as written in the DPAS II evaluation RFP, Progress Education Corporation developed and administered surveys, conducted interviews, and facilitated focus groups for teachers, specialists, administrators, and evaluators. All data collection forms (i.e. surveys, interview guides, and focus group questions) were created to provide ample information related to the DPAS II system. This included gathering qualitative and quantitative data on the criteria used in the DPAS II system; the forms for evaluating teachers, specialists and administrators; the manageability of the total system; the accuracy and reliability of the data being used in the system; usefulness of the training sessions and manuals; needed modifications; and the efficacy of the DPAS II program in achieving quality assurance and professional growth. More specifically, detailed survey, interview, and focus group items were generated to respond to 26 questions that were specified in the RFP.

## RECOMMENDATIONS

The recommendations for 2010 are categorized into four areas: student improvement; goal setting; DPAS II for administrators; and system implementation. The recommendations this year are following a pattern anticipated in previous reports. The increased understanding of the expectations and requirements of DPAS II lessen the concerns of the program in most areas.

### ***Student Improvement***

The student improvement component remains an issue for all groups and the Delaware Department of Education. Though positive again this year, the comments from the surveys, interviews, and focus groups remain unclear about “growth models” and the impact on setting goals. Some recommendations remain from the previous report.

Recommendations for student achievement include:

1. Clarify what Delaware means by a “growth model”;
2. Build a common language for all educators with regard to student achievement;
3. Establish an online vehicle for the sharing of ideas and educating professionals and the public at large;
4. Explore additional quality indicators of student growth (see interview and focus group comments);
5. Establish a “scale of responsibility” based on position. What level of responsibility does a nurse or band director have for overall student achievement;
6. Improve access, understanding, and use of formative as well as summative data;
7. Provide district level training in the analysis and application of data;
8. Increase training on qualitative as well as quantitative data;
9. Create new videos demonstrating the establishment of goals for student achievement;
10. Establish district level support for specialists and related arts teachers in identifying appropriate data and use in establishing goals;
11. Facilitate the use of peer support groups to understand and apply student achievement data to goals.

## ***Goal Setting***

Goal setting continues to be a topic of conversation. Many are unsure about the practicality of goals and in some cases report the goals they set as part of DPAS II are not their “real” goals. This practice is noted most in the interviews and the focus groups. Though not widespread, it is apparent that the implementation of goal setting is not consistent or clear to some evaluators. Some work on the philosophy, structure, value, and implementation of goal setting is critical for the success of DPAS II and student achievement.

Recommendations for goals setting include:

1. Work to establish a philosophy of district and school goals bubbling up from the classroom rather than down from the district;
2. Establish an understanding of the need for flexibility in goals based on changing conditions like the new testing system and the regular information provided;
3. Provide an online forum of user groups to share ideas about the formulation and validation of goals;
4. Facilitate the use of peer groups and learning communities to help individuals establish goals;
5. Evaluate the timelines for goal review;
  - a. Is there room for more flexibility?
  - b. Can reviews be tied to data availability rather than timelines?
6. Clarify the role of goals in the evaluation process;
7. Establish procedures for the review and updating of goals throughout the school year.

## ***DPAS II for Administrators***

DPAS II for administrators needs significant attention. The past four years efforts have been focused on teachers and specialists. Most interviews with administrators at every level, clarified the need to place emphasis on a significant review of this critical part of DPAS II. Administrators must lead through example and expertise. Administrators’ evaluation should provide clarity and accountability for the achievement of students.

Recommendations for DPAS II for Administrators include:

1. Convene a special focus group to review DPASS II for administrators;
2. Provide regular training and ongoing support for new administrators;

3. Provide new administrator implementation protocols for superintendents;
4. Provide additional videos targeting administrator evaluation.

## ***System Implementation***

System implementation and training are still viewed positively, but some new concerns were raised this year. On several occasions in both interviews and focus groups teachers raised the concern of training for new teachers or teachers new to Delaware. The concerns are that the big training and discussion push in the first couple of years for implementation of DPAS II have or will subside. New teachers to the state miss out on the rich discussions that have helped change the culture of evaluation in Delaware. Experienced teachers and administrators also raised a concern about DPAS II becoming routine.

Recommendations for system implementation include:

1. Strengthen the training protocols for teachers new to Delaware;
2. Continue the role of support by mentors, but increase evaluator interaction about the DPAS II process and philosophy for new teachers;
3. Establish a DPAS II refresher or reflection expectation every two years for experienced teachers;
4. Create an online user forum for teachers, specialists, and administrators where groups can share ideas about data, goal setting, etc.;
5. Train administrators to view component five as “action research”;
6. Create video with examples of what a reflective practice conference looks like and what it does not look like.

Data availability remains a major challenge for teachers and administrators. The ability to make timely decisions concerning instruction and budgets should not be hindered by a lack of time sensitive information about the growth of students. Data should be broad enough to accurately reflect the realities of student achievement at the classroom and school level. Quality indicators in addition to test scores, should be used to provide a complete picture of student achievement. Teachers, specialists and administrators recognize the need to collect information that is sensitive to the subtle changes in and needs of individual students. DPAS II is structured to make use of increasingly time sensitive data. Decisions informed by timely data will strongly support all groups governed by DPAS II.

## **METHODS**

### ***Methodology***

Surveys, interview protocols, and focus group items were created for teachers, specialists, and administrators. Quantitative results were obtained via an on-line survey administered by K-12 Insight. The response rates for the teacher, specialist, and administrator surveys were 58%, 59%, and 58% respectively. Out of 8247 delivered teacher email invitations, 4745 teachers responded; out of 795 specialists, 457 responded; and out of 515 administrators 306 responded.

Qualitative information was obtained through interviews and focus groups. Five hundred thirteen total interviews were conducted with teachers (n=460), specialists (n=24), and administrators (n=29). Six focus groups were conducted in The Milford and Red Clay School District offices. Teachers, Specialists, and Administrators met in separate groups for one hour. The focus of each session was similar with each group responding to identical questions. Seven individuals were invited to attend each group from districts throughout the two regions.

### ***Questions***

The questions presented to the 6 groups were:

1. Based on your experience with DPAS II, are there any major changes you would suggest with regard to the training, timing, information, or process?
2. Component 5, Student Achievement, is undergoing significant modifications. New testing, promoting a “growth model,” is being implemented. The testing will provide a significant indicator of student achievement. What are other quality indicators that should be considered when measuring student achievement?

Both questions elicited a variety of responses valuable to the recommendations in this report. All six groups were positive and thoughtful about the future of DPAS II and the potential performance requirements.

For all groups (teachers, specialists, and administrators), the survey items were similar and followed the same pattern; however, some items were reworded specifically for each type of respondent. The first item of all the surveys assessed perceptions of each component of the DPAS II system—5 components for teachers, specialists, and administrators. These items were intended to gauge the participant’s perceptions of the criteria in each component. The 5 middle sections of the survey were made up of Likert items with a 4 point response scale ranging from Strongly Agree to Strongly Disagree. The Likert items were categorized into sections entitled: Evaluation Criteria, Documentation, Feedback, System Related Items, Data Related Items, and Department

of Education website. The end of the survey consisted of a series of demographic questions.

## ***Statistical Analysis***

Psychometric testing was conducted on the survey in 2006-2007, 2007-2008, and 2008-2009. After the first year of testing, the estimates remained stable and consistent. Construct validity and factor reliability is presented below. Constructs were established based on the highest factor loading for each item. Constructs were created if items loaded at a .4 factor level or higher; no item had a factor loading less than .5. There were 2 constructs that had items that formed separate constructs, however; the factor loadings were in the appropriate range to justify reporting them as one (for ease of interpretation).

Reliability estimates were determined for each construct. With the exception of one construct, all reliability estimates were outstanding, at  $\alpha = .8$  or higher. The one exception was a construct with the following items: "The training was timely," "Training in the process was adequate," and "Additional training would make me feel more competent in the process."

The constructs and corresponding estimates are presented below:

<b>Construct 1</b> $\alpha = .90$
The five components used to evaluate my performance are understandable.
The five components used to evaluate my performance are reasonable indicators of my effectiveness.
The criteria used to evaluate me for the planning and preparation component can be accurately judged by my evaluator.
The criteria used to evaluate me for the classroom environment component can be accurately judged by my evaluator.
The criteria used to evaluate me for the instruction component can be accurately judged by my evaluator.
The criteria used to evaluate me for the professional responsibilities component can be accurately judged by my evaluator.
The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.
Applying all five components in my work is easy.
The written feedback I receive is aligned with the five components.
The oral feedback I receive is aligned with the five components.

<b>Construct 2</b> $\alpha = .90$
The forms play an important role in the overall evaluation.
I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.
I am able to provide evidence of my practice through artifact.
The time it takes to complete the DPAS II paperwork requirements is reasonable.
The forms are easy to complete.
I have access to the information I need to complete the forms.
The forms make the process easy to implement.
The information on the forms is consistent with determining the outcome of the evaluation.
The required paperwork is relevant to the evaluation.

<b>Construct 3</b> $\alpha = .94$
My evaluator completes paperwork in a reasonable time period.
My evaluator handles the workload effectively.
Overall, the feedback I receive is adequate.
The oral feedback I receive is useful and applicable.
The written feedback I receive is useful and applicable.
In general, the conferences are valuable.
The forms completed after conferences are valuable.
I am able to provide evidence of my practice through discussion.
The timing of the conferences is good.
The number of conferences/conversations with my evaluator is adequate.

Construct 4 $\alpha = .85$
The system overall is easy to follow.
The evaluation process (observations, documentation, and conferences) provides adequate evidence of my teaching.
The evaluation process (observations, documentation, and conferences) provides an accurate picture of my teaching.
The DPAS II system provides a better picture of my teaching versus the DPAS I system.
The Guide is helpful.
The Guide is easy to understand.
The evaluation did NOT interfere with my duties.
I perceive the system to be fair and equitable.
The DPAS evaluation system needs improving.
I believe the DPAS evaluation system works as intended.
I believe the current DPAS evaluation system should be continued in its current form.

Construct 5 $\alpha = .83$
I was able to complete the data documentation requirements without difficulty.
There was enough training and/or support for me to accurately complete the forms related to student improvement.
There was congruence with the results of school level data and my classroom data.



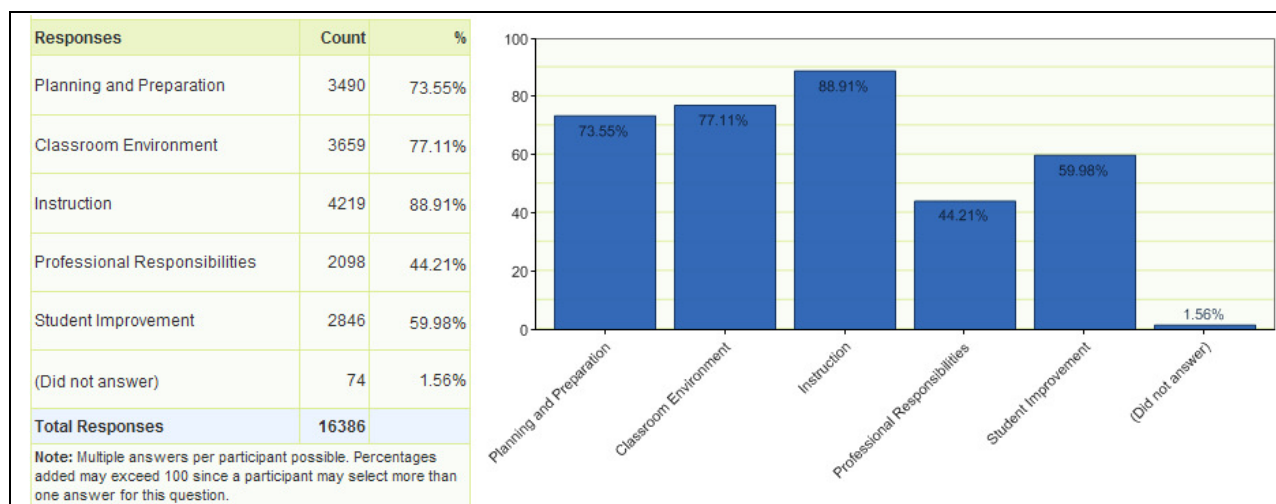
# RESULTS

## *Indicators of Performance (Q1)*

**Q1) Are the proposed criteria the best indicators of Effective Performance? Needs Improvement Performance? Ineffective Performance?**

### **Teachers**

Similar to 2008-2009, of the 5 criteria in teachers' evaluations, "Instruction" received the highest level of support for being a good indicator of performance. "Professional Responsibilities" was selected the least. Since 2007-2008, the perception that "Student Improvement" is a good indicator of performance has positively increased among teachers. Conversely, the percent responding that "Planning and Preparation," "Classroom Environment," and "Instruction" are good indicators of performance has decreased. Of the 5 criteria in specialist evaluations, "Professional Practice and Delivery of Service" was selected the most as being a good indicator of performance. "Student Improvement" was selected the least. Among administrators, the component selected the most for being a good indicator of performance was "Culture of Learning." The component with least support from administrators was the "Professional Responsibilities" component. There was an increase from 2007-2008 to 2008-2009 in percent of administrators reporting that the "Student Improvement" component is a good indicator (58.8% versus 71.6% respectively).



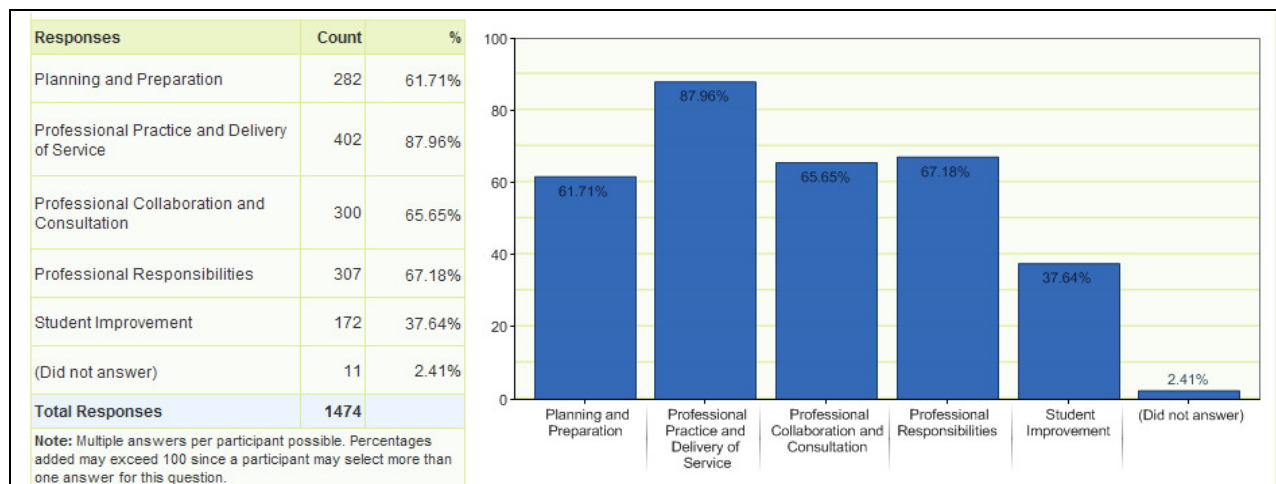
### **Good Indicators of Performance – Teachers 09-10**

Teachers							
Of the 5 major components (as defined in the DPAS II Guide) used in teacher evaluations, which do you believe are good indicators of performance (check all that apply)?							
	Planning and Preparation	Classroom Environment	Instruction	Professional Responsibilities	Student Improvement	Did not answer	Total
2007/2008	77.24%	80.06%	91.60%	44.03%	53.30%	1.18%	1274
2008/2009	73.90%	77.09%	90.28%	44.22%	59.31%	1%	3268
2009/2010	73.46%	77.11%	88.87%	44.14%	60.07%	1.59%	4614

**Note:** Multiple answers per participant possible. Percentages added will not sum to 100 since a participant may select more than one answer for this question.

## Specialists

Specialists' results in 2009-2010 on the 5 criteria in specialist evaluations being good indicators of performance are similar to the results in 2008-2009. "Professional Practice and Delivery of Service" was selected the most as being a good indicator of performance. "Student Improvement" was selected the least. Year over year comparisons indicate that for all 5 criteria, the perceptions of each being a good indicator of performance declined. The least percent declines from 2008-2009 to 2009-2010 occurred in the "Professional Practice and Delivery" and "Professional Responsibilities" criteria.



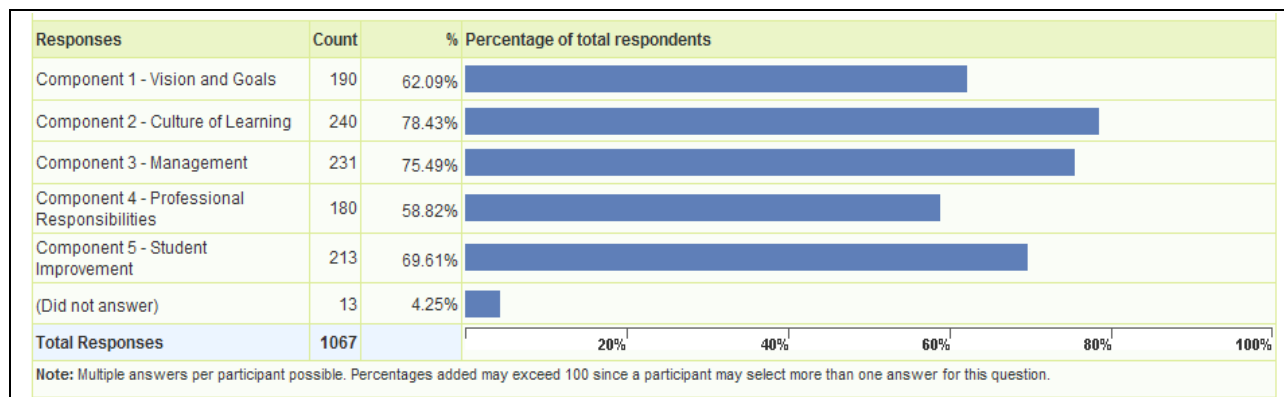
### Good Indicators of Performance – Specialists 09-10

Specialists							
Of the 5 major components (as defined in the DPAS II Guide) used in specialist evaluations, which do you believe are good indicators of performance?							
	Planning and Preparation	Professional Practice and Delivery of Service	Professional Collaboration and Consultation	Professional Responsibilities	Student Improvement	Did not answer	Total
2007/2008	70.73%	90.73%	76.10%	73.66%	42.93%	1.95%	205
2008/2009	68.05%	87.86%	69.01%	68.69%	47.92%	1%	313
2009/2010	61.65%	87.71%	65.25%	67.37%	37.71%	2.54%	472

**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

## Administrators

Among administrators, the component selected the most for being a good indicator of performance was “Culture of Learning.” The component with least support from administrators was the “Professional Responsibilities” component. There was an increase from 2007-2008 to 2008-2009 in percent of administrators reporting that the “Student Improvement” component is a good indicator, however that percent fell slightly in 2009-2010.



### Good Indicators of Performance – Administrators 09-10

Administrator							
Of the 5 major components (as defined in the DPAS II Guide) used in administrator evaluations, which do you believe are good indicators of performance?							
	Vision and Goals	Culture of Learning	Management	Professional Responsibilities	Student Improvement	Did not answer	Total
2007/2008	70.59%	78.43%	74.51%	60.78%	58.82%	5.88%	51
2008/2009	68.04%	81.96%	81.44%	62.37%	71.65%	2%	194
2009/2010	62.07%	78.37%	74.61%	58.31%	69.59%	4.7%	319

**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Based on some comments during interviews, it appears that there is not consistency among teachers, administrators, and specialists on how to best measure student growth in the classroom. Elementary staff indicated that DIBELS was the best indicator for growth. However, as mentioned by several teachers, the focus with DIBELS is on fluency and not comprehension. Other indicators mentioned were MAP data, common assessments, benchmark assessments, and state tests. One teacher stated, “We have gone from the DTSP to NWEA and now the DCAS.” Because of the upcoming change, teachers responded that they needed more training on how to use the new data.

## ***Evaluation Criteria Items (Q3)***

### **Q3) Overall, is the system realistic?**

#### **Teachers**

Among teachers, the highest rated item was, “The five components used to evaluate my performance are understandable.” In 2007-2008, 92% of the teachers agreed or strongly agreed that the five components used to evaluate their performance are understandable. This percent increased to 95% in 2008-2009 and to 96% in 2009-2010.

Weighted score results (average of responses) are also presented where Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. There was no change on the mean score for the lowest rated item – “The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.” It is important to note that the weighted score on the item representing the student improvement component is 2.7, which is close to the desirable end of the scale. The percent who agreed or strongly agreed with this item was 64% in 2008-2009. This percent increased in 2009-2010 to 67%. In 2008-2009, 6 out of the 10 items in this survey section were in the positive side of the response scale; in 2009-2010, results from 8 out of the 10 items were on the positive end of the scale.

#### **Teachers**

##### **Evaluation Criteria Items**

Please indicate your level of agreement with each statement based on your belief of being a good indicator of performance

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Weighted Score</b>
The five components used to evaluate my performance are understandable.	27.71%	67.97%	3.70%	0.63%	3.23
The five components used to evaluate my performance are reasonable indicators of my effectiveness.	19.73%	67.55%	11.35%	1.37%	3.06
The criteria used to evaluate me for the planning and preparation component can be accurately judged by my evaluator.	19.56%	65.79%	13.03%	1.62%	3.03
The criteria used to evaluate me for the classroom environment component can be accurately judged by my evaluator.	22.68%	68.84%	7.33%	1.15%	3.13
The criteria used to evaluate me for the instruction component can be accurately judged by my evaluator.	22.91%	70.15%	6.15%	0.78%	3.15
The criteria used to evaluate me for the professional responsibilities component can be accurately judged by my evaluator.	19.58%	66.11%	12.96%	1.36%	3.04
The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.	12.23%	54.32%	27.40%	6.05%	2.73
Applying all five components in my work is easy.	12.85%	57.01%	26.41%	3.72%	2.79
The written feedback I receive is aligned with the five components.	24.78%	68.03%	5.76%	1.43%	3.16
The oral feedback I receive is aligned with the five components.	23.74%	67.59%	7.12%	1.54%	3.14

## Specialists

As with the teachers, the highest rated item among the specialists was “The five components used to evaluate my performance are understandable.” However, the weight was somewhat lower among the specialists compared to teachers. The lowest rated item among specialists was, “The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.” However, the percent who responded “Agree” or “Strongly Agree” decreased from 56% in 2008-2009 to 52% in 2009-2010. Of the 10 items in this section, only 3 had responses that resulted in scores on the desirable end of the response scale (in 2008-2009, only one item had a score that represented the desirable end of the scale).

### Specialists

#### Evaluation Criteria Items

Please indicate your level of agreement with each statement based on your belief of being a good indicator of performance

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The five components used to evaluate my performance are understandable.	13.98%	75.48%	9.46%	1.08%	3.02
The five components used to evaluate my performance are reasonable indicators of my effectiveness.	8.01%	71.65%	18.40%	1.95%	2.86
The criteria used to evaluate me for the planning and preparation component can be accurately judged by my evaluator.	10.73%	65.24%	21.46%	2.58%	2.84
The criteria used to evaluate me for the professional practice and delivery of service component can be accurately judged by my evaluator.	11.16%	67.38%	17.17%	4.29%	2.85
The criteria used to evaluate me for the professional collaboration and consultation component can be accurately judged by my evaluator.	10.20%	67.90%	20.17%	1.74%	2.87
The criteria used to evaluate me for the professional responsibilities component can be accurately judged by my evaluator.	12.12%	70.78%	14.72%	2.38%	2.93
The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.	5.60%	46.12%	35.13%	13.15%	2.44
Applying all five components in my work is easy.	5.82%	54.74%	34.27%	5.17%	2.61
The written feedback I receive is aligned with the five components.	16.15%	73.67%	8.19%	1.99%	3.04
The oral feedback I receive is aligned with the five components.	15.57%	71.27%	10.53%	2.63%	3

## Administrators

Administrators also rated the item, “The five components used to evaluate my performance are understandable,” positively. When the weighted score is compared among the items, 6 of the 9 items have scores on the positive end of the response scale. The item affiliated with Student Improvement, “I agreed with the goals that were set for me under the Student Improvement component,” received positive responses among administrators (59% agreed and 19% strongly agreed), however this was a decrease from 2008-2009 where 72% agreed and 18% strongly agreed. The item that received the least positive responses was the item, “Applying all five components in my work is easy.” Nevertheless, 70% responded on the desirable end of the scale.

## Administrators

### Evaluation Criteria Items

Please indicate your level of agreement with each statement based on your belief of being a good indicator of performance

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The five components used to evaluate my performance are understandable.	27.94%	66.98%	3.81%	1.27%	3.22
The five components used to evaluate my performance are reasonable indicators of my effectiveness.	21.09%	68.05%	9.58%	1.28%	3.09
I agreed with the goals that were set for me under the Student Improvement component.	22.58%	68.39%	7.10%	1.94%	3.12
My evaluator was able to accurately judge my performance in the Vision and Goals component.	23.96%	67.09%	7.67%	1.28%	3.14
The criteria used to evaluate me in the Student Improvement component can be accurately judged by my evaluator.	19.17%	58.47%	19.81%	2.56%	2.94
Applying all five components in my work is easy.	14.33%	55.41%	26.75%	3.50%	2.81
The written feedback I receive is aligned with the five components.	25.40%	64.95%	7.07%	2.57%	3.13
The oral feedback I receive is aligned with the five components.	27.16%	63.58%	6.39%	2.88%	3.15

## ***Documentation (Q4, Q5, Q7, Q8, Q9)***

- |  |
|--|
| <p><b>Q4) How much time does it take for the person being evaluated to complete the required paperwork?</b></p> <p><b>Q5) How much time does it take for the evaluator to complete the required paperwork?</b></p> <p><b>Q7) Can the evaluators handle the workload of the evaluations?</b></p> <p><b>Q8) Are the forms understandable and useable?</b></p> <p><b>Q9) Do the forms provide the appropriate data for the evaluator to fairly and accurately assess an individual's performance?</b></p> |
|--|

## **Teachers**

The highest level of positive responses from teachers was on the items relating to their evaluator and the evidence needed as documentation for the components. The item with the least desirable responses was, "The time it takes to complete the DPAS II paperwork requirements is reasonable." However, when asked to select the category that fits best regarding the time spent on paperwork, the majority of teachers spent 0-5 hours on paperwork relating to the DPAS II system. The next highest category selected was 6-10 hours.

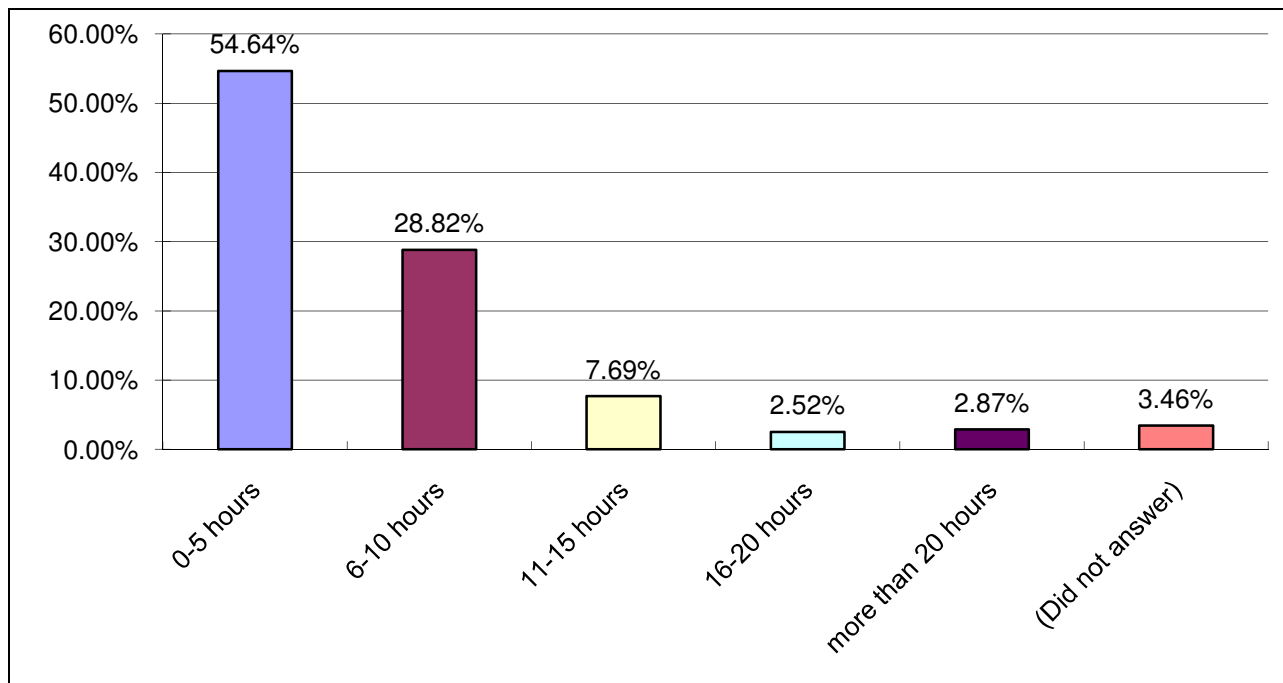
## Teachers Documentation

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The forms play an important role in the overall evaluation.	10.21%	66.37%	21.27%	2.15%	2.85
I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.	21.45%	71.66%	6.35%	0.54%	3.14
I am able to provide evidence of my practice through artifact.	18.96%	72.46%	8.06%	0.52%	3.1
The time it takes to complete the DPAS II paperwork requirements is reasonable.	9.47%	66.39%	20.06%	4.08%	2.81
The forms are easy to complete.	11.53%	70.96%	15.95%	1.56%	2.92
I have access to the information I need to complete the forms.	16.77%	76.34%	6.24%	0.66%	3.09
The forms make the process easy to implement.	11.37%	66.76%	19.66%	2.22%	2.87
The information on the forms is consistent with determining the outcome of the evaluation.	12.58%	72.50%	13.59%	1.33%	2.96
The required paperwork is relevant to the evaluation.	11.93%	69.68%	16.22%	2.17%	2.91
My evaluator completes paperwork in a reasonable time period.	29.58%	59.20%	7.93%	3.29%	3.15
My evaluator handles the workload effectively.	28.12%	60.54%	8.30%	3.04%	3.14

## Teachers Documentations

On an annual basis, how much time do you spend on paperwork relating to the DPAS II system?



## Specialists

Results from specialists indicate that the forms and paperwork are problematic. There were only 3 items with mean scores on the desirable end of the scale: 1) I have access to the information I need to complete the forms, 2) The evaluator completes paperwork in a reasonable time period, and 3) My evaluator handles the workload effectively. The item that received the fewest positive responses was, "The forms play an important role



in the overall evaluation.” Similar to the teachers, the majority of specialists responded that they spent 5 hours or less on the paperwork relating to the DPAS II system. The next highest category selected among specialists was 6-10 hours.

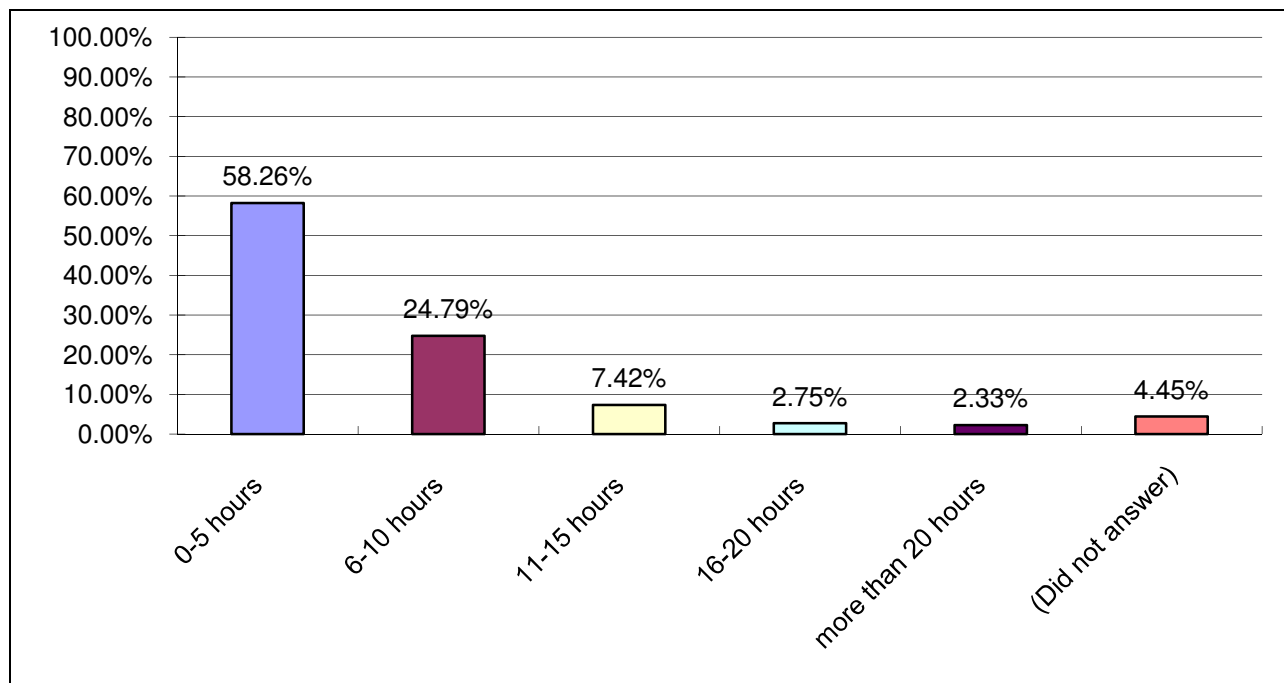
### Specialists Documentation

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The forms play an important role in the overall evaluation.	5.46%	66.59%	25.33%	2.62%	2.75
I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.	12.69%	71.99%	14.44%	0.88%	2.96
I am able to provide evidence of my practice through artifact.	10.24%	69.93%	18.52%	1.31%	2.89
The time it takes to complete the DPAS II paperwork requirements is reasonable.	8.30%	68.78%	20.52%	2.40%	2.83
The forms are easy to complete.	8.08%	68.56%	21.18%	2.18%	2.83
I have access to the information I need to complete the forms.	12.85%	77.56%	8.71%	0.87%	3.02
The forms make the process easy to implement.	7.95%	66.45%	24.06%	1.55%	2.81
The information on the forms is consistent with determining the outcome of the evaluation.	8.63%	70.80%	18.36%	2.21%	2.86
The required paperwork is relevant to the evaluation.	8.63%	66.81%	21.68%	2.88%	2.81
The evaluator completes paperwork in a reasonable time period.	24.28%	64.68%	8.61%	2.43%	3.11
My evaluator(s) handle the workload effectively.	24.12%	63.05%	9.96%	2.88%	3.08

### Specialists Documentation

On an annual basis, how much time do you spend on paperwork relating to the DPAS II system?





## Administrators

The highest level of positive responses from administrators was on the items relating to their evaluator and the evidence needed as documentation for the components. The item with the highest mean score was, "I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness." The weighted score drops into the undesirable end of the scale on all items relating to forms. This is similar to the findings in 2008-2009. The item with the most disagree/strongly disagree responses (34%) was, "The time it takes to complete the DPAS II paperwork requirements is reasonable." However, in 2008-2009, 44% disagreed/strongly disagreed. Thirty-nine percent of administrators indicated they spent over 120 hours on the DPAS II process. When asked specifically about paperwork, 77% responded they spend 20 or more hours overall and 49% stated they spend 11-15 hours on administrative paperwork.

### Administrators Documentation

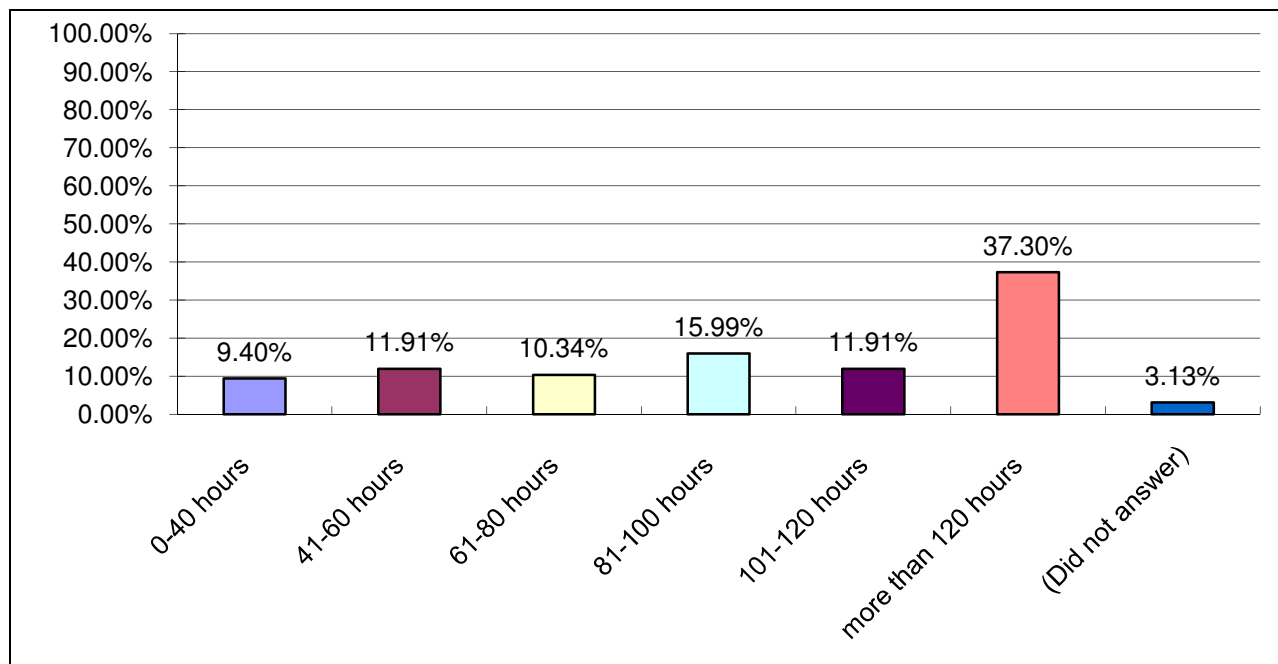
Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The forms play an important role in the overall evaluation.	15.48%	66.13%	16.13%	2.26%	2.95
I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.	24.20%	69.75%	5.73%	0.32%	3.18
The time it takes to complete the DPAS II paperwork requirements is reasonable.	7.67%	58.79%	23.64%	9.90%	2.64
The forms are easy to complete.	8.95%	71.88%	15.34%	3.83%	2.86
I have access to the information I need to complete the forms.	20.77%	75.08%	3.19%	0.96%	3.16
The forms make the process easy to implement.	11.22%	63.78%	21.79%	3.21%	2.83
The information on the forms is consistent with determining the outcome of the evaluation.	10.61%	74.28%	13.18%	1.93%	2.94
The required paperwork is relevant to the evaluation.	11.00%	69.90%	16.83%	2.27%	2.9
The evaluator completes paperwork in a reasonable time period.	23.70%	66.88%	6.17%	3.25%	3.11
My evaluator(s) handle the workload effectively.	27.92%	62.34%	7.14%	2.60%	3.16

## Administrators

### Documentation

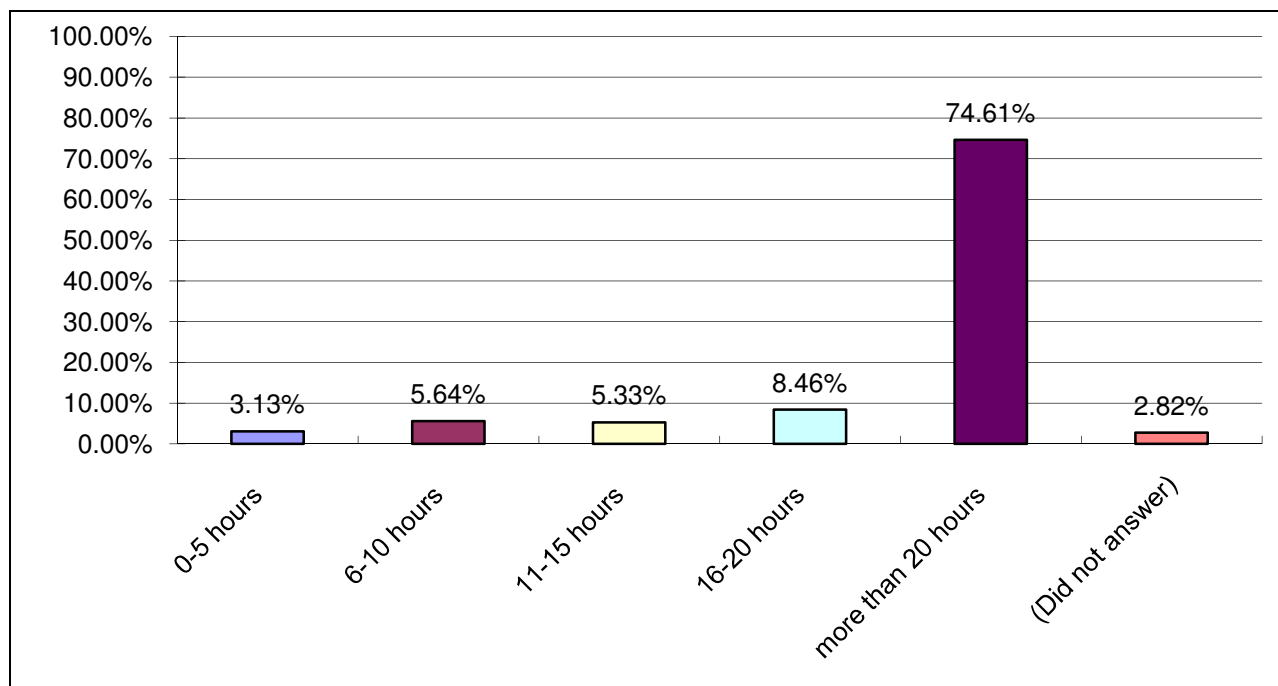
On an annual basis, how many hours overall do you spend on DPAS II?



## Administrators

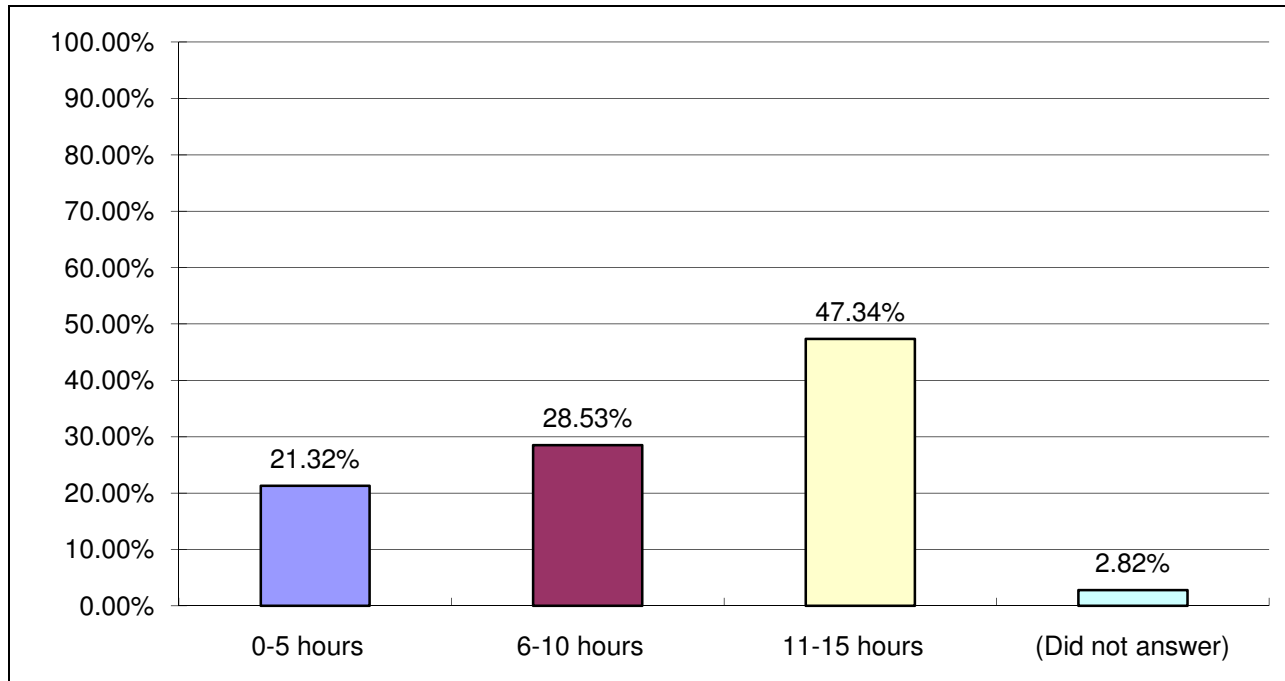
### Documentation

On an annual basis, how many hours do you spend on paperwork relating to the DPAS II system?



### Administrators Documentation

On an annual basis, how many hours do you spend on paperwork relating to the administrative portion of DPAS II?



In interviews, paperwork and the time it takes to work through the process was mentioned by the majority of teachers, specialists, and administrators. Examples of comments are below:

- Shorten the time needed to complete forms to be evaluated.
- Paperwork doesn't always apply to my position
- The amount of paperwork for teachers and principals should be streamlined.
- Scale down the amount of work.
- The process needs to be less time-consuming.

### ***Feedback (Q2, Q6, Q12)***

**Q2) Do the number of observations and other collections of evidence provide enough information for an evaluator to make an accurate assessment of performance?**

**Q6) Is there an appropriate balance between conversation or conferencing and documentation?**

**Q12) Are the conferences meaningful and timely?**

### **Teachers**

A majority of teachers responded on the positive end of the scale for all items related to feedback. On the item, "The forms completed after conferences are valuable," 19%

disagreed/strongly disagreed. However, this is an improvement from 2007-2008 and 2008-2009 where 23% and 24% respectively were on the disagree/strongly disagree end of the scale.

### **Teachers Feedback**

Please indicate your level of agreement with each of the following statements.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Weighted Score</b>
The written feedback I receive is aligned with the five components.	24.78%	68.03%	5.76%	1.43%	3.16
The oral feedback I receive is aligned with the five components.	23.74%	67.59%	7.12%	1.54%	3.14
Overall, the feedback I receive is adequate.	25.38%	66.92%	6.14%	1.55%	3.16
The oral feedback I receive is useful and applicable.	27.22%	63.64%	7.56%	1.57%	3.17
The written feedback I receive is useful and applicable.	25.08%	65.15%	8.21%	1.56%	3.14
In general, the conferences are valuable.	25.59%	63.29%	9.37%	1.74%	3.13
The forms completed after conferences are valuable.	17.39%	63.34%	17.05%	2.22%	2.96
I am able to provide evidence of my practice through discussion.	26.37%	69.78%	3.11%	0.75%	3.22
The timing of the conferences is good.	21.78%	67.30%	9.01%	1.91%	3.09
The number of conferences/conversations with my evaluator is adequate.	22.72%	66.63%	8.29%	2.37%	3.1

## **Specialists**

Similar to teachers, specialists responded least favorably to the item, “The forms completed after conferences are valuable.” The highest mean score occurred on the item, “I am able to provide evidence of my practice through discussion,” followed by, “Overall the feedback I receive is adequate,” and “The oral feedback I receive is useful and applicable.”

### **Specialists Feedback**

Please indicate your level of agreement with each of the following statements.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Weighted Score</b>
The written feedback I receive is aligned with the five components.	16.15%	73.67%	8.19%	1.99%	3.04
The oral feedback I receive is aligned with the five components.	15.57%	71.27%	10.53%	2.63%	3
Overall, the feedback I receive is adequate.	20.09%	70.20%	8.17%	1.55%	3.09
The oral feedback I receive is useful and applicable.	21.54%	67.91%	9.23%	1.32%	3.1
The written feedback I receive is useful and applicable.	20.09%	67.55%	11.04%	1.32%	3.06
In general, the conferences are valuable.	19.56%	66.89%	11.78%	1.78%	3.04
The forms completed after conferences are valuable.	13.23%	63.00%	21.52%	2.24%	2.87
I am able to provide evidence of my practice through discussion.	24.50%	70.20%	4.19%	1.10%	3.18
The timing of the conferences is good.	18.18%	68.29%	11.09%	2.44%	3.02
The number of conferences/conversations with my evaluator is adequate.	18.44%	69.33%	9.56%	2.67%	3.04

## **Administrators**

Responses from administrators on feedback (written and oral) and conferences were positive. The majority of administrators responded that the timing of conferences and the number of conferences are fine.

## Administrators Feedback

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
Overall, the feedback I receive is adequate.	23.15%	68.49%	5.14%	3.22%	3.12
The oral feedback I receive is useful and applicable.	29.35%	62.26%	7.10%	1.29%	3.2
The written feedback I receive is useful and applicable.	21.04%	67.31%	9.39%	2.27%	3.07
The timing of conferences is good.	21.86%	65.92%	9.97%	2.25%	3.07
The number of conferences/conversations with my evaluator is adequate.	24.10%	63.19%	9.45%	3.26%	3.08

## ***System / Training Related Items (Q13, Q14, Q17, Q18, Q20)***

- Q13) Does the proposed system demonstrate equity among Teachers? Specialists? Administrators?**
- Q14) Are educators' ratings, under the DPAS II, reasonably aligned with prior evaluations under DPAS I?**
- Q17) Is the training adequate?**
- Q18) Is the Guide useful?**
- Q20) Are the content, materials, timelines, and delivery methods appropriate and effective?**

## **Teachers**

The majority of teachers responded, "Agree," to all items related to the system overall. However, when the disagree/strongly disagree responses are taken into account, 6 of the 7 weighted means are below the desirable end of the scale. The item with the highest mean among the system related items was, "The evaluation did NOT interfere with my duties." When asked how often teachers refer to the Guide, 44% selected, "2-3 times per year," and 14% responded "Never."

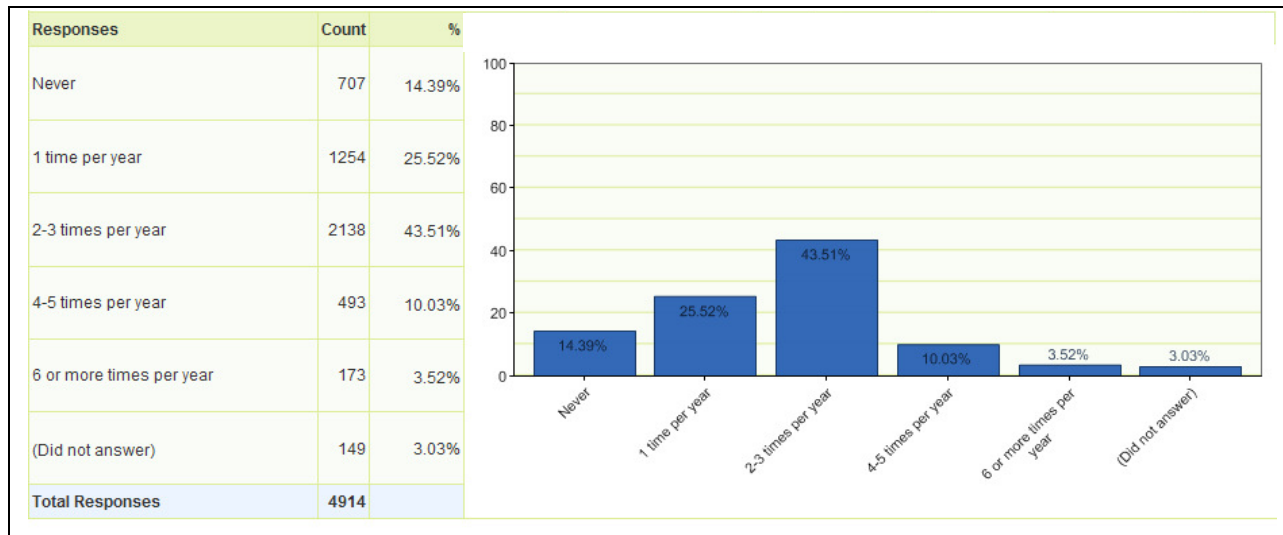
## Teachers System Related Items

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The system overall is easy to follow.	12.96%	73.58%	12.00%	1.46%	2.98
The evaluation process (observations, documentation, and conferences) provides adequate evidence of my teaching.	12.42%	69.75%	15.53%	2.30%	2.92
The evaluation process (observations, documentation, and conferences) provides an accurate picture of my teaching.	11.40%	67.56%	18.59%	2.46%	2.88
The Guide is helpful.	11.84%	74.44%	12.18%	1.54%	2.97
The Guide is easy to understand.	11.27%	73.43%	13.75%	1.55%	2.94
I perceive the system to be fair and equitable.	12.42%	73.94%	11.69%	1.95%	2.97

## Teachers

### How often do you use or refer to the Guide for DPAS II?



Of the training items, among teachers, the lowest mean score was related to whether additional training would make teachers feel more competent in the process—48% responded on the “Agree/Strongly Agree” end of the scale and 52% responded on the “Disagree/Strongly Disagree” end of the scale. For both items relating to specific topics for additional training, the majority of teachers either did not respond or felt they did not need additional training. The next highest categories were related to data and/or the student improvement component, and managing the requirements in conjunction with regular duties. Of note, there were fewer teachers responding they need training in across all categories when compared to 2008-2009.

## Teachers

### Training Related Items

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The training was timely.	10.76%	72.26%	14.74%	2.23%	2.92
Training in the process is adequate.	9.72%	70.59%	17.44%	2.25%	2.88
Additional training would make me feel more competent in the process.	8.19%	39.63%	45.44%	6.74%	2.49

## Teachers

### Training Related Items

From the following list, select the components of the DPAS process where you need additional training.

	None	Component 1 Planning and Preparation	Component 2 - Professional Practice and Delivery of Service	Component 3 - Professional Collaboration and Consultation	Component 4 - Professional Responsibilities	Component 5 - Student Improvement	Did not answer	Total
2007/2008	48.43%	5.18%	7.38%	13.42%	8.48%	25.51%	12.72%	1274
2008/2009	53.17%	11.41%	14.38%	21.34%	13.71%	26.43%	5.00%	3261
2009/2010	55.23%	8.73%	10.85%	16.71%	9.93%	24.56%	6.49%	4914

**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

## Teachers

### Training Related Items

From the following list, select specific aspects of the DPAS process where you need additional training.

	Providing evidence of work	Completing paperwork	Interpreting data	Presenting data	Managing the requirements of the evaluation with my regular duties	Understanding the Guide	Preparing for conferences	Did not answer	Total
2007/2008	15.38%	16.72%	28.18%	21.90%	21.04%	16.41%	10.05%	37.99%	1274
2008/2009	18.89%	18.34%	28.15%	21.22%	25.76%	14.41%	12.60%	36.98%	3261
2009/2010	13.47%	12.23%	25.17%	18.40%	19.35%	12.15%	8.95%	44.12%	4914

**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

## Specialists

The results among specialists were similar to the 2008-2009 results. The items that had the highest mean score were: 1) "The Guide is helpful," and 2) "The evaluation did NOT interfere with my duties." The item with the lowest weighted mean score was, "The evaluation process (observations, documentation, and conferences) provides an accurate picture of my performance." The majority of specialists reported that they refer to the Guide "2-3 times per year." The next highest category selected was, "1 time per year."

## Specialists

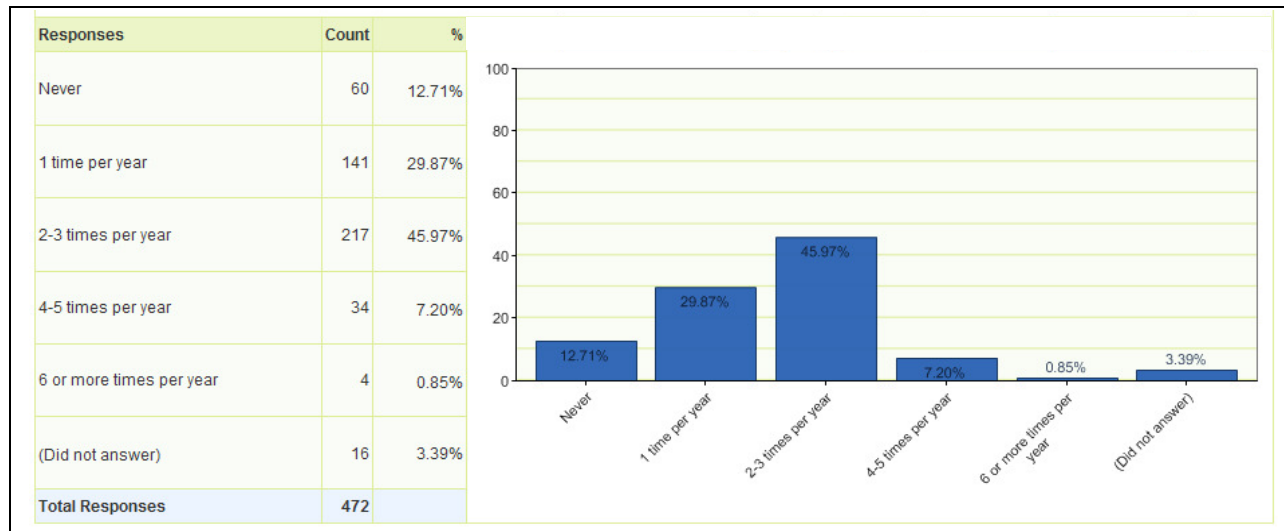
### System Related Items

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The system overall is easy to follow.	8.39%	72.85%	17.88%	0.88%	2.89
The evaluation process (observations, documentation, and conferences) provides adequate evidence of my performance.	6.68%	62.36%	26.95%	4.01%	2.72
The evaluation process (observations, documentation, and conferences) provides an accurate picture of my performance.	7.32%	56.32%	32.37%	3.99%	2.67
The Guide is helpful.	8.59%	75.77%	14.32%	1.32%	2.92
The Guide is easy to understand.	7.37%	74.55%	16.74%	1.34%	2.88
I perceive the system to be fair and equitable.	7.13%	73.72%	16.93%	2.23%	2.86

## Specialists

### How often do you use or refer to the Guide for DPAS II?



Among specialists, 52% of the respondents responded disagree/strongly disagree on the item, “Additional training would make me feel more competent in the process.” As with the teachers, the largest percent of specialists either did not respond or answered “None” when asked to indicate the areas in which they need additional training. The next largest percent of respondents checked the data related categories and/or the student improvement component, and managing the requirements of the duties in conjunction with their regular duties. In all DPAS II components for specialists, there were decreases in the percent responding they needed additional training when compared to 2008-2009.

## Specialists

### Training Related Items

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The training for the districts was timely.	8.87%	72.06%	17.07%	2.00%	2.88
Training in the process is adequate.	8.00%	68.44%	21.11%	2.44%	2.82
Additional training would make me feel more competent in the process.	6.67%	41.11%	47.11%	5.11%	2.49

## Specialists

### Training Related Items

From the following list, select the components of the DPAS process where you need additional training.

	None	Component 1 - Planning and Preparation	Component 2 - Professional Practice and Delivery of Service	Component 3 - Professional Collaboration and Consultation	Component 4 - Professional Responsibilities	Component 5 - Student Improvement	Did not answer	Total
2007/2008	46.34%	6.34%	6.34%	5.37%	3.90%	28.29%	19.02%	205
2008/2009	53.35%	14.06%	11.82%	18.85%	12.78%	30.67%	8.63%	313
2009/2010	58.05%	8.90%	9.32%	11.23%	8.47%	26.27%	8.90%	472

**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.



## Specialists

### Training Related Items

From the following list, select specific aspects of the DPAS process where you need additional training.

	Providing evidence of work	Completing paperwork	Interpreting data	Presenting data	Managing the requirements of the evaluation with my regular duties	Understanding the Guide	Preparing for conferences	Did not answer	Total
2007/2008	17.56%	20.00%	29.27%	24.88%	22.44%	15.61%	9.27%	40.00%	205
2008/2009	20.45%	16.93%	25.24%	20.13%	22.36%	15.65%	12.46%	42.81%	313
2009/2010	16.95%	10.81%	26.27%	23.52%	15.04%	12.08%	6.57%	47.25%	472

**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

## Administrators

Among administrators, and similar to 2007-2008 and 2008-2009, “The Guide is helpful” received the most positive responses, and “The evaluation process provides an accurate picture of my performance” received the least positive responses. When asked “How often do you refer to the guide for DPAS II,” the category with the most responses from administrators was, “6 or more times per year.”

## Administrators

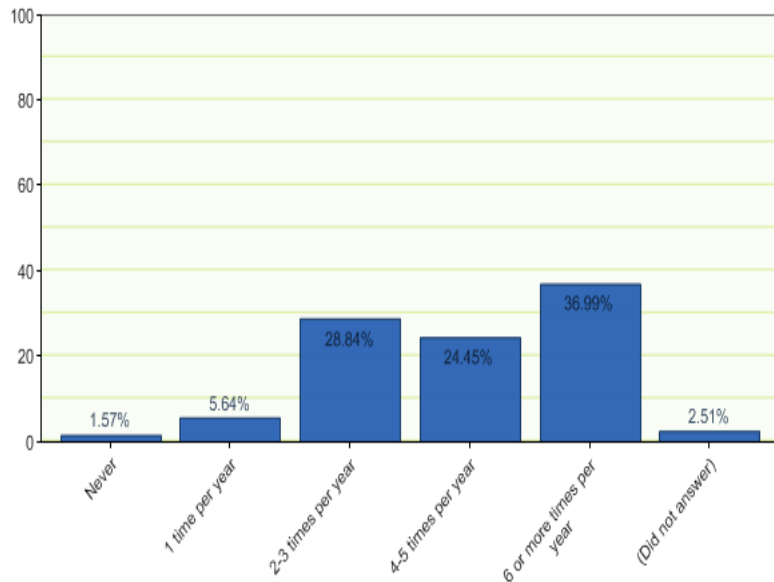
### System Related Items

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The system overall is easy to follow.	11.86%	74.04%	11.86%	2.24%	2.96
The evaluation process provides adequate evidence of my performance.	11.65%	69.58%	14.89%	3.88%	2.89
The evaluation process provides an accurate picture of my performance.	10.75%	66.45%	19.22%	3.58%	2.84
The Guide is helpful.	21.86%	71.70%	4.50%	1.93%	3.14
The Guide is easy to understand.	18.39%	73.55%	6.45%	1.61%	3.09
The evaluation did NOT interfere with my duties.	14.19%	70.32%	11.29%	4.19%	2.95
I perceive the system to be fair and equitable.	13.23%	73.23%	10.97%	2.58%	2.97

**Administrators**  
**How often do you refer to the guide for DPAS II?**

Never	5	1.57%
1 time per year	18	5.64%
2-3 times per year	92	28.84%
4-5 times per year	78	24.45%
6 or more times per year	118	36.99%
(Did not answer)	8	2.51%



Forty-eight percent of administrators disagree/strongly disagreed that additional training would make them feel more competent in the process. When asked what components or areas do they need additional training, the majority did not answer. Specific to the components, 5% more administrators selected the student improvement component when compared to 2008-2009. There were decreases from 2008-2009 in the percent selecting the items, "Providing evidence of work," "Presenting data," "Understanding the guide," and "Preparing for conferences." There were increases in the percent selecting the following categories: "Interpreting data," and "Managing the requirements of the evaluation with my regular duties."

**Administrators**  
**Training Related Items**  
Please indicate your level of agreement with each of the following statements.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Weighted Score</b>
The training for the districts was timely.	16.50%	73.14%	8.09%	2.27%	3.04
Training in the process is adequate.	13.55%	70.97%	13.55%	1.94%	2.96
Additional training would make me feel more competent in the process.	10.68%	41.42%	42.07%	5.83%	2.57

### Administrators Training Related Items

From the following list, select the components of the DPAS process where you need additional training.

	Component 1 - Vision and Goals	Component 2 - Culture of Learning	Component 3 - Management	Component 4 - Professional Responsibilities	Component 5 - Student Improvement	Did not answer	Total
2007/2008	17.65%	19.61%	9.80%	7.84%	39.22%	39.22%	51
2008/2009	14.95%	16.49%	11.86%	9.79%	29.38%	53.09%	194
2009/2010	14.73%	13.79%	10.03%	6.90%	34.80%	49.84%	319

**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

### Administrators Training Related Items

From the following list, select specific aspects of the DPAS process where you need additional training.

	Providing evidence of work	Completing paperwork	Interpreting data	Presenting data	Managing the requirements of the evaluation with my regular duties	Understanding the Guide	Preparing for conferences	Did not answer	Total
2007/2008	13.73%	7.84%	33.33%	21.57%	19.61%	1.96%	15.69%	37.25%	51
2008/2009	18.56%	12.37%	18.04%	17.53%	24.23%	5.67%	19.59%	44.33%	194
2009/2010	14.42%	11.91%	21.94%	15.67%	27.27%	4.39%	13.48%	43.26%	319

**Note:** Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

## ***Data Related Issues (Q10)***

**Q10) What specific issues were encountered with Component V of the teacher and specialist processes?**

Among all 3 groups (teachers, specialists, and administrators), the item with the highest mean in the data construct was, "Student data helps me adjust instruction for my students." The lowest mean score among teachers and specialists dealt with training and/or support to accurately complete the forms related to data. The lowest mean score among administrators was related to teachers and administrators completing the data without difficulty.

### Teachers Data Related Items

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
Student data gives me an accurate picture of my students' progress.	15.26%	62.36%	20.15%	2.23%	2.91
I was able to complete the data documentation requirements without difficulty.	10.06%	66.15%	21.82%	1.98%	2.84
There was enough training and/or support for me to accurately complete the forms related to student improvement.	8.79%	64.67%	24.03%	2.51%	2.8
Student data helps me adjust instruction for my students.	18.91%	67.96%	11.80%	1.33%	3.04
There was congruence with the results of school level data and my classroom data.	9.05%	69.07%	19.95%	1.94%	2.85

### Specialists Data Related Items

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
Student data gives me an accurate picture of my school's progress.	6.07%	63.15%	26.52%	4.27%	2.71
I was able to complete the data documentation requirements without difficulty.	4.78%	59.91%	31.66%	3.64%	2.66
There was enough training and/or support for me to accurately complete the forms related to student improvement.	4.60%	57.70%	33.79%	3.91%	2.63
Student data helps me adjust goals for my school and/or students.	6.39%	67.35%	21.92%	4.34%	2.76

### Administrators Data Related Items

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
Student data gives me an accurate picture of my school's progress.	23.78%	62.54%	11.73%	1.95%	3.08
I was able to complete the data documentation requirements without difficulty.	16.34%	66.67%	14.71%	2.29%	2.97
There was enough training and/or support for me to accurately complete the forms related to data.	14.01%	65.15%	19.22%	1.63%	2.92
Student data helps me adjust goals for my schools.	32.46%	61.64%	3.93%	1.97%	3.25
Administrators are able to complete the data documentation requirements without difficulty.	11.63%	65.12%	22.09%	1.16%	2.87
Teachers are able to complete the data documentation requirements without difficulty.	10.49%	68.54%	19.48%	1.50%	2.88
Student data gives me an accurate picture of my students' progress.	17.42%	72.73%	8.33%	1.52%	3.06
There is congruence with the results of school level data and classroom data.	16.10%	65.54%	14.61%	3.75%	2.94
Specialists are able to complete the data documentation requirements without difficulty.	14.13%	66.08%	17.67%	2.12%	2.92

## ***Improvement Plans (Q16)***

### **Q16) Is the "Improvement Plan" process helpful?**

Only 1% of the teacher respondents were placed on improvement plans in 2009-2010. There were 2 specialists and 8 administrators who responded they were on improvement plans. Subsequently, only the teacher responses to the improvement plan items are presented. Among teachers on improvement plans, 61% responded "Strongly Agree" or "Agree," when asked if the improvement plan outlined measurable goals to work toward achieving. In 2008-2009, slightly fewer than 50% responded on the strongly agree/agree end of the scale for "There are adequate resources to implement improvement plans." This percent increased to 61% in 2009-2010.

### Teachers Improvement Plans

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The Improvement Plan process helped direct my professional growth goals.	7.27%	47.27%	23.64%	21.82%	2.4
The Improvement Plan recommendations were useful.	3.77%	54.72%	20.75%	20.75%	2.42
There are adequate resources to implement improvement plans.	7.41%	53.70%	20.37%	18.52%	2.5
The Improvement Plan outlined measurable goals for me to work toward achieving.	7.41%	53.70%	24.07%	14.81%	2.54

### Teachers Improvement Plans

Were you placed on an improvement plan this year?

	Yes	No	Total
2008/2009	1.32%	98.68%	3261
2009-2010	1.14%	98.86%	4819

## ***Website Evaluation (Q24)***

**Q24) Does the system provide the necessary support and resources to allow educators to reflect on and identify ways to improve their practice?**

Almost all administrators were aware of the DPAS II website. Fewer teachers (80%) and specialists (77%) were aware of it. Among all 3 groups (teachers, specialists, and administrators), the items related to online manuals received the highest level of endorsement. "The training materials were helpful" was also high among teachers. Among administrators, the item with the lowest mean score was related to the website providing all the information needed. Among teachers and specialists, the item with the lowest endorsement was, "The short videos were helpful."

### Teachers Website Evaluation

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The online manual was useful.	8.96%	81.36%	8.68%	1.00%	2.98
The online manual was easy to use.	8.81%	80.85%	9.42%	0.92%	2.98
The short videos were helpful.	7.62%	75.64%	15.33%	1.41%	2.89
The training materials were helpful.	7.93%	82.57%	8.63%	0.88%	2.98
The FAQs addressed my questions.	7.98%	81.18%	9.81%	1.03%	2.96
The website provides me with all the information I need on DPAS II.	9.45%	79.43%	10.14%	0.98%	2.97

## Specialists Website Evaluation

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The online manual was useful.	12.62%	74.42%	12.29%	0.66%	2.99
The online manual was easy to use.	12.62%	75.42%	10.96%	1.00%	3
The short videos were helpful.	7.25%	67.75%	23.91%	1.09%	2.81
The training materials were helpful.	8.50%	80.61%	9.86%	1.02%	2.97
The FAQs addressed my questions.	8.42%	75.09%	14.74%	1.75%	2.9
The website provides me with all the information I need on DPAS II.	9.40%	76.51%	12.08%	2.01%	2.93

## Administrators Website Evaluation

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The online manual was useful.	14.44%	81.95%	3.61%	0%	3.11
The online manual was easy to use.	14.18%	81.45%	4.36%	0%	3.1
The short videos were helpful.	12.35%	78.88%	7.97%	0.80%	3.03
The training materials were helpful.	12.50%	83.46%	3.31%	0.74%	3.08
The FAQs addressed my questions.	10.15%	83.83%	5.64%	0.38%	3.04
The website provides me with all the information I need on DPAS II.	12.82%	76.92%	9.89%	0.37%	3.02

## Website Evaluation

Are you familiar with the Department of Education website that supports DPAS II?

2009-2010	Yes	No	Total
Teachers	80.32%	19.68%	100%
Specialists	76.69%	23.31%	100%
Administrators	96.09%	3.91%	100%

## ***Handling Unique Circumstances (Q25)***

**25) What unique circumstances were encountered? How were they handled?**

No specific unique circumstances were brought to the attention of the interviewers or during the focus groups.

## ***General System (Q26)***

**26) As a whole, how did the system work?**

### **General System Items**

The majority of teachers responded, "Agree" or "Strongly Agree" to the item, "The DPAS evaluation system needs improving." However, when asked whether the system works

as intended, the majority agreed. Additionally, the majority agreed that it should be continued in its current form.

## Teachers

### General System Items

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The DPAS evaluation system needs improving.	8.90%	41.86%	47.82%	1.42%	2.58
I believe the DPAS evaluation system is being implemented appropriately in my work location.	13.79%	72.83%	10.75%	2.62%	2.98
I believe the current DPAS evaluation system should be continued in its current form.	7.54%	61.16%	26.93%	4.37%	2.72

As with teachers, the majority of specialists believe the DPAS evaluation system needs improving. Fifty-seven percent of specialists responded on the “Agree/Strongly Agree” end of the scale on whether the evaluation system should continue in its current form.

## Specialists

### General System Items

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The DPAS evaluation system needs improving.	12.25%	48.78%	38.08%	0.89%	2.72
I believe the DPAS evaluation system is being implemented appropriately in my work location.	9.89%	73.93%	13.03%	3.15%	2.91
I believe the current DPAS evaluation system should be continued in its current form.	2.71%	54.07%	37.33%	5.88%	2.54

The majority of administrators believe that the evaluation system needs improving; however, the majority also believed that the system works as intended and that the system should be continued in its current form.

## Administrators

### General System Items

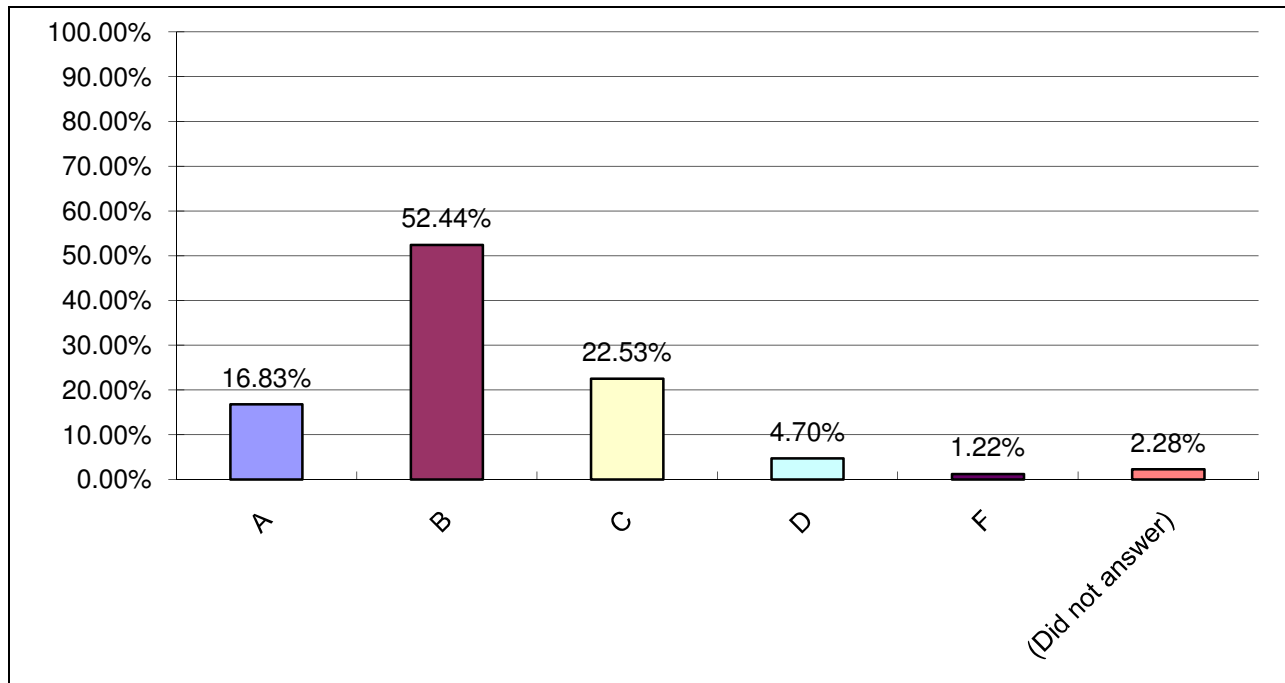
Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The DPAS evaluation system needs improving.	15.53%	46.28%	37.22%	0.97%	2.76
I believe the DPAS evaluation system is being implemented appropriately in my work location.	18.65%	69.45%	9.32%	2.57%	3.04
I believe the current DPAS evaluation system should be continued in its current form.	6.54%	55.23%	31.70%	6.54%	2.62

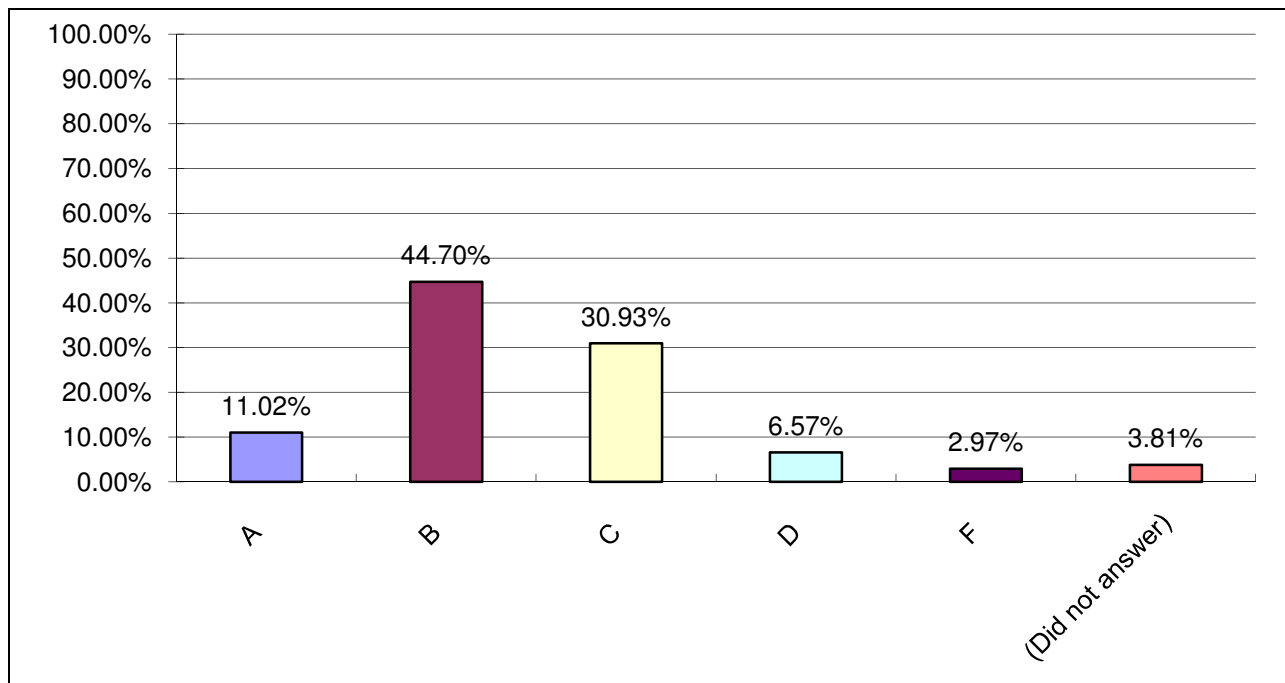
## Overall Grade

Teachers, specialists, and administrators were asked to give the evaluation process a grade (A – F) and to indicate their level of agreement with 3 general items about the system. The majority of teachers, specialists, and administrators gave the process a grade of a “B.” A higher percent of teachers gave the process a grade of “A” than specialists or administrators.

**Teachers**  
Overall, what grade would you give the evaluation process?

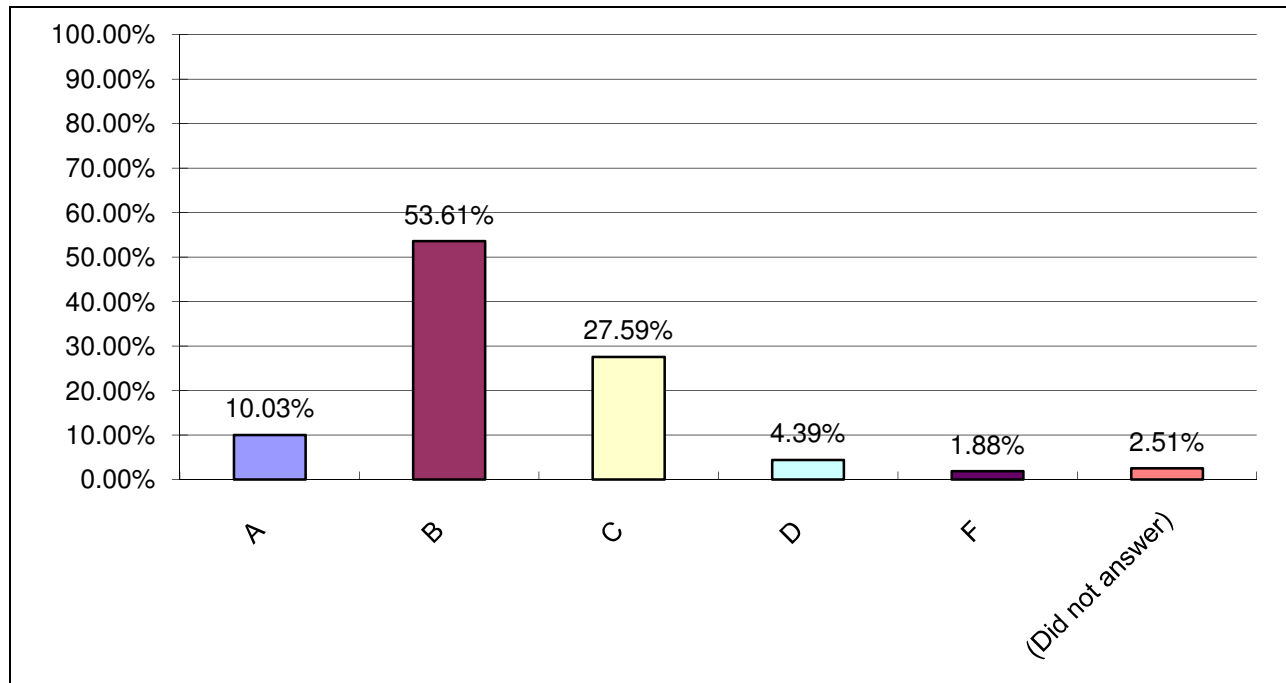


**Specialists**  
Overall, what grade would you give the evaluation process?





**Administrators**  
**Overall, what grade would you give the evaluation process?**



### **Suggestions from Interviews**

During interviews, the interviewers asked teachers, administrators, and specialists what is one major improvement, other than student achievement, they would make to DPAS II? As was the case in 2008-2009, the interviewees reiterated the process being time consuming and the paperwork cumbersome.

#### **Clarity**

- We need more training to successfully implement the process.
- Provide more professional development to better understand process.

#### **Time Consuming/Needs Simplification**

- Change the process done by administrators...it is too time-consuming.
- Scale down the amount of work.
- More online forms. Need to integrate them so that populating one form will automatically populate other forms.

### **Changes/Different Focus**

- Classroom management should be a component by itself.
- Not so much focus on data. Data is good, but I feel we have gone overboard with it. More emphasis on what the teachers are doing in the classroom.
- I would like to see more information given by the teachers on the pre-observation form.
- The process needs to be modified to meet the needs of teachers who teach severely disadvantaged students.
- Re-visit the professional activities section. It is getting more difficult to fulfill this.
- Increase the number of observations required.
- Drop the professional responsibilities section.

### **Timeframe**

- The timeframe is off so it is hard to complete goals by March (that is only 75% of the year).
- The timeline in which the administration completes their observations does not make sense.
- Paperwork and forms are due at the wrong times of the year.

### **Goal Setting**

- Need to reflect and have discussion more often than just one in the beginning, middle, and end.
- The guidance department works closely together and formulated department goals. The collaboration was quite successful. Perhaps more of that should be encouraged.
- Need to revisit this frequently.

## **Teacher Focus Group Findings**

Participants in the teacher focus groups were asked what they would change about the DPAS II process. Teachers suggested the following ideas:

1. New teachers to Delaware need a strengthened training program. The mentor support is excellent, but support from their evaluator is needed to reinforce the purpose DPAS II and reflective practice.

2. Experienced teachers should attend refreshers on DPAS II at least every other year. They indicated it would provide the reinforcement necessary to keep DPAS II on target.
3. The State should establish and maintain a “users’ forum” on DPAS II. The forum should be a place for each sub category of professional to share ideas and answer questions.
4. Goal setting remains a weak point in the process. Teachers set goals for DPAS II that are frequently separate from the goals used daily or weekly in the classroom. A better understanding of goal setting and the relationship to daily instruction needs to be reinforced.

When teachers were asked about other indicators that should be considered in measuring student achievement, the following indicators were suggested:

1. Because of the importance of the new testing program, thought needs to be given to student accountability. Students should be given incentives and consequences for effort on tests.
2. Quality indicators other than the new testing program:
  - a. Student parent surveys
  - b. Portfolios
  - c. Writing prompts
  - d. Common assessments such as end of course exams
3. Every person under DPAS II has some responsibility for student achievement. The percent of that responsibility considered in a pay for performance system should depend on their role and opportunity to influence student growth. A nurse has some opportunity, but not as great as the teacher or principal.

## **Specialist Focus Group Findings**

Participants in the specialist focus groups were asked what they would change about the DPAS II process. Specialists suggested the following ideas:

1. New specialists need more support than the mentor. The mentor can get specialists ready for the process, but the evaluator gets them ready for the real evaluation. Only the evaluator knows what they expect.
2. Goal setting still a major issue. Specialists need a better understanding of their role in student achievement and how to capture that in realistic goals. Specialists agree student achievement is a primary concern and responsibility, but need help in identifying their respective roles.
3. Goals should be reviewed and updated regularly as conditions change. The DPAS II system should build in “triggers” to mandate reviews and update goals.
4. Examples for specialists are vague.
5. User forum is a good idea for specialists.

When specialists were asked about what data should be used to measure student improvement, the following data were suggested:

1. Quality Indicators:
  - a. Graduation rates
  - b. Attendance
  - c. Course selection
  - d. Student surveys
  - e. Common assessments
  - f. Standardized testing programs other than DCAS
  - g. Portfolios kept by specialists on activities
  - h. Teacher turnover.
2. Specialists like the proposal of a percentage of component five being tied to student achievement based on their opportunity to influence student achievement. Additional quality indicators can be used for the balance of valuing their performance.

### **Administrator Focus Group Findings**

Participants in the administrator focus groups were asked what they would change about the DPAS II process. Administrators suggested the following ideas:

1. Reiterated the need for professional development for new teachers
2. Need additional protocols for new teacher training
3. Refreshers good for experienced teachers
4. Need new materials for training on goal setting
5. User forum excellent idea
6. Simplify forms. Eliminate duplicate narratives on separate forms.

When administrators were asked about what data should be used to measure student achievement, the following data were suggested:

1. Quality Indicators:
  - a. Attendance
  - b. Parent contact/involvement
  - c. Behavior reporting
  - d. Teacher retention
  - e. Teacher participation in professional development
  - f. Common exams
  - g. School demographics
  - h. Teacher quality measures
  - i. Writing portfolios
  - j. Other adaptive testing

## Actual Time Intervals

Items were added in 2007-2008 to determine whether the actual time between evaluation components matched staff recommendations as to what should happen. The first item asked the respondents to select an interval of days that reflected the actual number of days between activities. The second item asked the respondents to recommend an interval of days.

There were no big discrepancies between the actual interval of days between activities and the recommended interval of days. The one discrepancy occurred among teachers on "Observation and the post-observation conference." Eighty-two percent recommended 1-5 days, but 73% had that as an actual time interval.

### Teachers Actual Time Intervals

	1-5 days	6-10 days	11-20 days	21 - 30 days	30+ days
Scheduling the observation and the pre-observation conference	72.82%	19.10%	3.91%	1.66%	2.51%
Pre-observation conference and the observation	87.77%	9.53%	1.23%	0.30%	1.17%
Observation and the post-observation conference	73.31%	18.46%	3.77%	1.45%	3.02%
Post-observation conference and receipt of the formative feedback form	67.25%	20.73%	5.58%	2.13%	4.30%
Summative conference and receipt of the summative feedback form	61.09%	22.10%	5.72%	2.50%	8.58%

### Teachers Staff Recommendation for Intervals

	1-5 days	5-10 days	11-20 days	21- 30 days	30+ days	Don't Know/ Don't Care
Scheduling the observation and the pre-observation conference	69.10%	20.02%	4.57%	1.52%	1.15%	3.64%
Pre-observation conference and the observation	85.24%	10.36%	0.98%	0.28%	0.33%	2.82%
Observation and the post-observation conference	81.63%	13.23%	1.47%	0.44%	0.39%	2.84%
Post-observation conference and receipt of the formative feedback form	73.47%	19.13%	2.71%	0.74%	0.70%	3.25%
Summative conference and receipt of the summative feedback form	65.26%	21.25%	3.95%	1.47%	2.54%	5.53%

Among specialists, there were discrepancies on two functions: 1) scheduling the observation and the pre-observation conference, and 2) pre-observation conference and the observation. In both cases, fewer respondents selected 1-5 days for the recommended versus the actual.

### Specialists Actual Time Intervals

	1-5 days	6-10 days	11-20 days	21-30 days	30+ days
Scheduling the observation and the pre-observation conference	65.54%	23.61%	4.10%	2.17%	4.58%
Pre-observation conference and the observation	72.29%	18.07%	4.58%	0.96%	4.10%
Observation and the post-observation conference	63.81%	22.98%	5.13%	2.44%	5.62%
Post-observation conference and receipt of the formative feedback form	62.65%	22.41%	7.23%	2.17%	5.54%
Summative conference and receipt of the summative feedback form	57.49%	22.36%	8.11%	4.67%	7.37%

**Specialists**  
**Staff Recommendation for Intervals**

	1-5 days	6-10 days	11-20 days	21- 30 days	30+ days	Don't Know/ Don't Care
Scheduling the observation and the pre-observation conference	56.87%	23.86%	4.82%	2.17%	1.45%	10.84%
Pre-observation conference and the observation	62.83%	18.94%	4.80%	1.68%	1.68%	10.07%
Observation and the post-observation conference	63.04%	19.08%	5.31%	1.45%	1.45%	9.66%
Post-observation conference and receipt of the formative feedback form	59.13%	21.15%	6.01%	2.16%	1.92%	9.62%
Summative conference and receipt of the summative feedback form	55.07%	21.26%	6.52%	4.11%	3.14%	9.90%

The majority of administrators selected 1-5 days as the interval that represents the actual time between pairs of activities. This closely aligns with the staff recommendations of the intervals between pairs of activities. There were similar responses among administrators on the actual number of days versus the recommended number of days.

**Administrators**  
**Actual Time Intervals**

	1-5 days	6-10 days	11-20 days	21-30 days	30+ days
Scheduling the observation and pre-observation conference	71.58%	21.40%	5.26%	1.40%	0.35%
Pre-observation conference and the observation	93.66%	5.28%	0.70%	0.35%	0%
Observation and the post-observation conference	73.93%	21.79%	3.93%	0%	0.36%
Post-observation conference and receipt of the formative feedback form	50.00%	36.27%	9.86%	1.76%	2.11%
Summative conference and receipt of the summative feedback form	46.83%	39.08%	8.45%	1.41%	4.23%

**Administrators**  
**Staff Recommendation for Intervals**

	1-5 days	6-10 days	11-20 days	21-30 days	30+ days	Don't Know/ Don't Care
Scheduling the observation and the pre-observation conference	70.49%	21.53%	3.47%	2.78%	0%	1.74%
Pre-observation conference and the observation	89.27%	8.65%	1.04%	0.35%	0%	0.69%
Observation and the post-observation conference	76.12%	19.38%	2.77%	1.04%	0%	0.69%
Post-observation conference and receipt of the formative feedback form	51.92%	35.54%	7.67%	2.44%	1.74%	0.70%
Summative conference and receipt of the summative feedback form	47.92%	35.07%	8.33%	4.17%	3.47%	1.04%

## ***Evaluation Process (Q22, Q23)***

- |     |   |
|-----|---|
| 22) | Does the system enable evaluators to make valid judgments about the performance of educators? |
| 23) | Does the system help evaluators improve the skills and knowledge of those they evaluate?      |

At the end of the administrator survey, respondents were asked if they were responsible for evaluating other administrators, teachers, and/or specialists. If they answered “Yes,” they were branched to a series of items. If they answered “No,” that section of the survey ended. Overall, the evaluator responses were overwhelmingly positive.

## **Evaluating Administrators**

In 2009-2010, 89 respondents evaluated administrators. The categories selected the most by administrator evaluators as good indicators of performance were “Management,” “Culture of Learning,” and “Student Improvement.” The least selected component was “Professional Responsibilities.” The majority of administrator evaluators responded that they could accurately evaluate administrators for all criteria in the DPAS II evaluation process. The item that had the lowest weighted score was, “I can accurately evaluate administrators using the criteria for the Student Improvement component.” Additionally, all of the evaluators responded on the “Agree/Strongly Agree” end of the scale for alignment of written and oral feedback with the five components.

### **Evaluators**

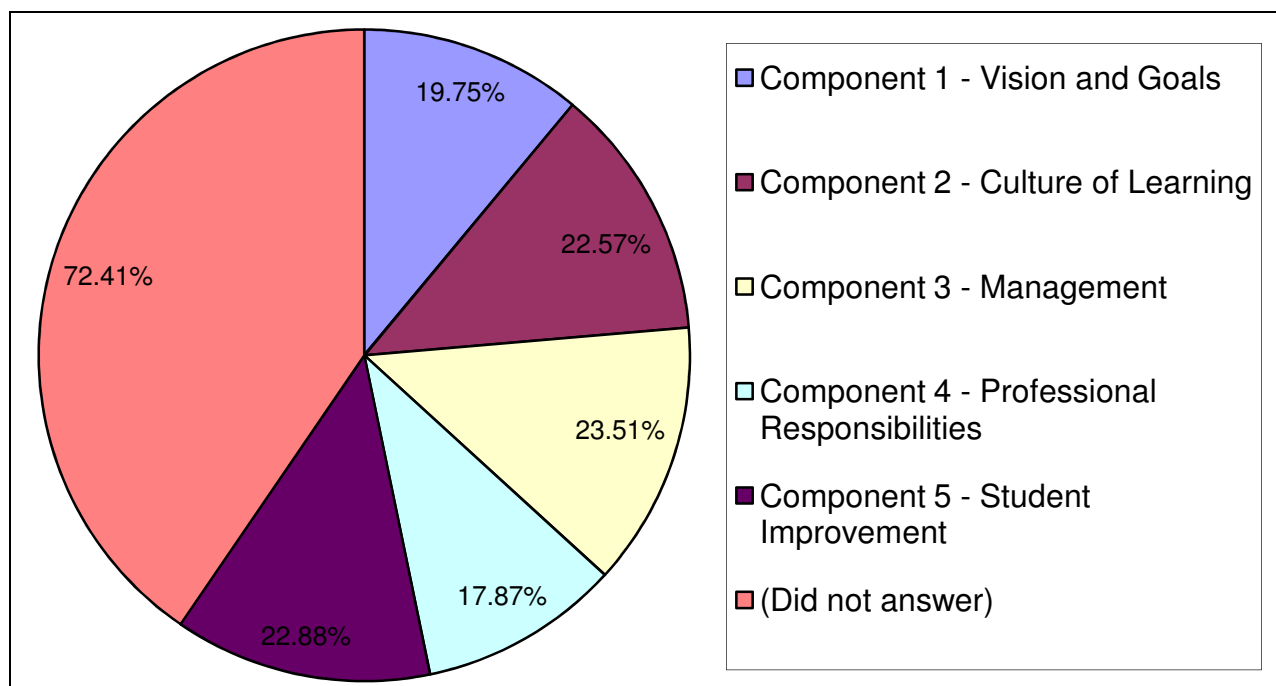
#### **Criteria for Evaluating Administrators**

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
I can accurately evaluate administrators using the criteria for the Vision and Goals component.	21.59%	65.91%	12.50%	0%	3.09
I can accurately evaluate administrators using the criteria for the Culture of Learning component.	21.59%	69.32%	7.95%	1.14%	3.11
I can accurately evaluate administrators using the criteria for the Management component.	24.72%	71.91%	3.37%	0%	3.21
I can accurately evaluate administrators using the criteria for the Professional Responsibilities component.	20.22%	70.79%	8.99%	0%	3.11
I can accurately evaluate administrators using the criteria for the Student Improvement component.	22.73%	59.09%	15.91%	2.27%	3.02
The written feedback I provide to administrators is aligned with the five components.	33.33%	63.22%	3.45%	0%	3.3
The oral feedback I provide to administrators is aligned with the five components.	30.68%	64.77%	4.55%	0%	3.26

### Evaluators

Of the 5 major components (as defined in the DPAS II Guide) used in administrator evaluations, which do you believe are good indicators of performance?



Evaluators were asked to respond to a series of items that dealt with the system, documentation, data, and feedback mechanisms. Based on the responses, it appears that administrators are accepting of their evaluation feedback, as this item had the highest mean score. Conversely, there was less support for items relating to forms, adequate resources to implement improvement plans and completing the data documentation without difficulty.

### Evaluators

#### Administrator Evaluations (System, Documentation, Data, Feedback)

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
Administrators are able to provide the evidence and documentation I need to evaluate them accurately.	26.44%	63.22%	10.34%	0%	3.16
The administrator forms are easy to complete.	15.91%	62.50%	21.59%	0%	2.94
Administrators are accepting of their evaluation feedback.	23.86%	72.73%	3.41%	0%	3.2
The timing of administrator conferences is good.	21.59%	67.05%	11.36%	0%	3.1
The evaluation process provides adequate evidence of administrators' performance.	16.09%	66.67%	17.24%	0%	2.99
The evaluation process provides an accurate picture of administrators' performance.	17.05%	63.64%	18.18%	1.14%	2.97
There are adequate resources for administrators to implement improvement plans.	16.28%	63.95%	18.60%	1.16%	2.95
Administrators are able to complete the data documentation requirements without difficulty.	11.63%	65.12%	22.09%	1.16%	2.87



## Evaluating Teachers

In 2009-2010, there were 269 respondents who evaluated teachers. As with the teachers' responses regarding criteria that are good indicators of performance, the professional responsibilities and the student improvement components received the least support among teacher evaluators. Very few teacher evaluators responded on the "Disagree/Strongly Disagree" end of the scale for all items. However, again, the items with the most respondents on the undesirable end of the scale pertained to student improvement and professional responsibilities. Respondents answered positively on providing written and oral feedback that is aligned with the 5 components. When asked which criteria are good indicators of performance for teachers, 96% selected "Instruction." Only 52% selected "Professional Responsibilities."

### Evaluators

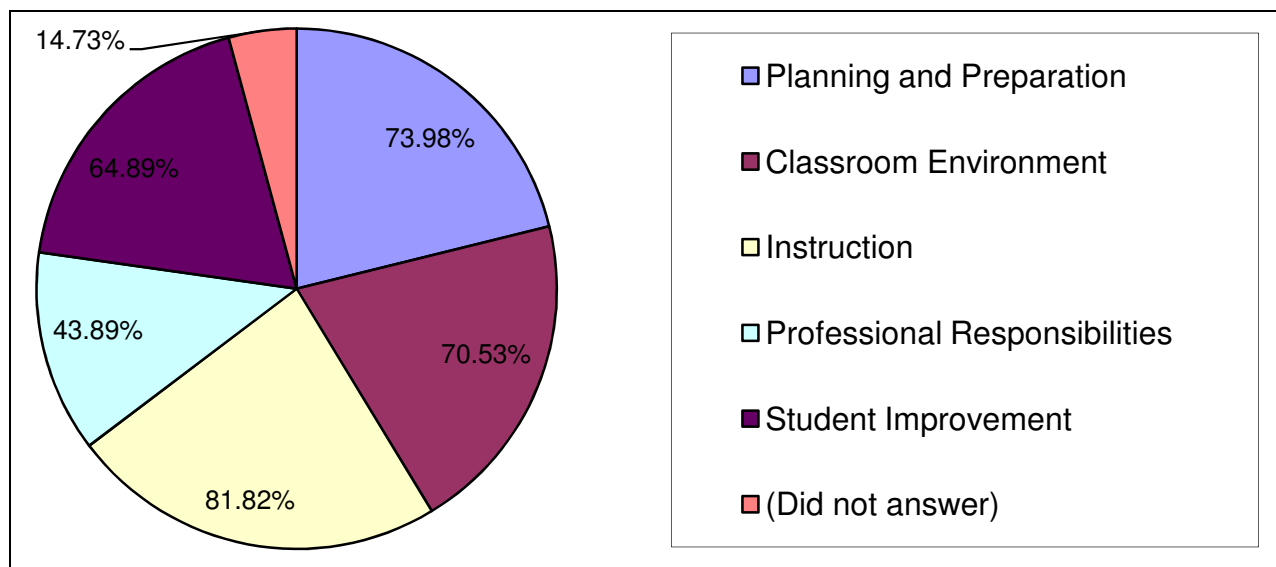
#### Criteria for Evaluating Teachers

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
I can accurately evaluate teachers using the criteria for the planning and preparation component.	30.22%	66.42%	2.99%	0.37%	3.26
I can accurately evaluate teachers using the criteria for the classroom environment component.	33.21%	64.18%	2.61%	0%	3.31
I can accurately evaluate teachers using the criteria for the instruction component.	31.95%	65.41%	2.63%	0%	3.29
I can accurately evaluate teachers using the criteria for the professional responsibilities component.	23.79%	65.80%	10.04%	0.37%	3.13
I can accurately evaluate teachers using the criteria for the student improvement component.	22.56%	60.53%	13.91%	3.01%	3.03
The written feedback I provide to teachers is aligned with the five components.	37.31%	60.82%	1.49%	0.37%	3.35
The oral feedback I provide to teachers is aligned with the five components.	36.19%	61.94%	1.49%	0.37%	3.34

### Evaluators

Of the 5 major components (as defined in the DPAS II Guide) used in teacher evaluations, which do you believe are good indicators of performance?



Among the teacher evaluators, there were positive responses relating to providing evidence, forms, feedback, and student data. As was the case in 2008-2009, the highest mean score was on the item, “Teachers are accepting of their evaluation feedback.” The next highest mean scores were on the items: 1) “Teachers are able to provide the evidence and documentation I need to evaluate them accurately,” and 2) “Student data gives me an accurate picture of my students’ progress.”

### Evaluators

#### Teacher Evaluations (System, Documentation, Data, Feedback)

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
Teachers are able to provide the evidence and documentation I need to evaluate them accurately.	19.10%	71.16%	9.36%	0.37%	3.09
The teacher forms are easy to complete.	16.79%	69.78%	13.06%	0.37%	3.03
Teachers are accepting of their evaluation feedback.	20.97%	76.03%	3.00%	0%	3.18
The timing of teacher conferences is good.	18.80%	68.05%	11.28%	1.88%	3.04
The evaluation process provides adequate evidence of teachers' performance.	16.17%	68.42%	14.66%	0.75%	3
The evaluation process provides an accurate picture of teachers' performance.	16.79%	64.18%	18.28%	0.75%	2.97
There are adequate resources for teachers to implement improvement plans.	14.39%	68.56%	14.77%	2.27%	2.95
Teachers are able to complete the data documentation requirements without difficulty.	10.49%	68.54%	19.48%	1.50%	2.88
Student data gives me an accurate picture of my students' progress.	17.42%	72.73%	8.33%	1.52%	3.06
There is congruence with the results of school level data and classroom data.	16.10%	65.54%	14.61%	3.75%	2.94

## Evaluating Specialists

In 2009-2010, there were 250 respondents who evaluate specialists. Among specialist evaluators, the “Student Improvement” component was the least selected component for being a good indicator of performance, followed by “Professional Responsibilities.” The component most selected was, “Professional Practice and Delivery of Service.” Evaluators of specialists responded positively to the items relating to the evaluation criteria. Similar to 2008-2009, the item with the most desirable responses was, “The written feedback I provide to specialists is aligned with the five components.” The item that had the fewest desirable responses was, “I can accurately evaluate specialists using the criteria for the student improvement component.”

### Evaluators

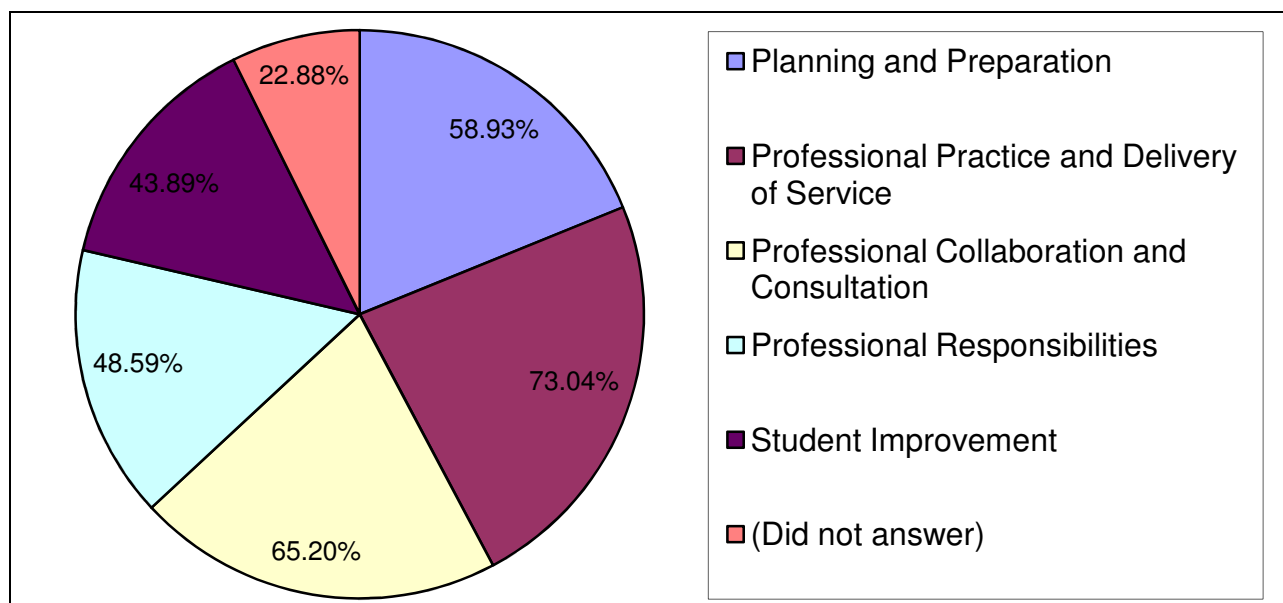
#### Criteria for Evaluating Specialists

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
I can accurately evaluate specialists using the criteria for the planning and preparation component.	19.20%	69.60%	10.40%	0.80%	3.07
I can accurately evaluate specialists using the delivery of service component.	21.60%	71.60%	6.00%	0.80%	3.14
I can accurately evaluate specialists using the criteria for the professional collaboration and consultation component.	20.40%	74.40%	4.40%	0.80%	3.14
I can accurately evaluate specialists using the criteria for the professional responsibilities component.	16.87%	76.31%	5.62%	1.20%	3.09
I can accurately evaluate specialists using the criteria for the student improvement component.	16.87%	55.42%	21.29%	6.43%	2.83
The written feedback I provide to specialists is aligned with the five components.	26.51%	69.48%	3.21%	0.80%	3.22
The oral feedback I provide to specialists is aligned with the five components.	23.69%	74.70%	0.80%	0.80%	3.21

### Evaluating Specialists

Of the 5 major components (as defined in the DPAS II Guide) used in specialist evaluations, which do you believe are good indicators of performance?



Similar to the responses from evaluators of teachers and administrators, the evaluators of specialists responded positively to the item, “Specialists are accepting of their evaluation feedback.” The item that received the least support among the system, documentation, data, and feedback construct was, “Specialists are able to complete the data documentation requirements without difficulty.”

### Evaluators

#### Specialists Evaluations (System, Documentation, Data, Feedback)

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
Specialists are able to provide the evidence of documentation I need to evaluate them accurately.	13.83%	69.50%	15.96%	0.71%	2.96
The specialist forms are easy to complete.	11.70%	67.02%	20.57%	0.71%	2.9
Specialists are accepting of their evaluation feedback.	21.00%	76.51%	2.14%	0.36%	3.18
The timing of specialist conferences is good.	17.44%	71.89%	8.90%	1.78%	3.05
The evaluation process provides adequate evidence of specialists' performance.	14.13%	68.90%	15.90%	1.06%	2.96
The evaluation process provides an accurate picture of specialists' performance.	13.07%	65.37%	20.49%	1.06%	2.9
There are adequate resources for specialists to implement improvement plans.	13.31%	69.06%	15.47%	2.16%	2.94
Specialists are able to complete the data documentation requirements without difficulty.	14.13%	66.08%	17.67%	2.12%	2.92

### Documentation

By far, the items with the lowest mean scores pertained to the time it takes in the process and the forms. A large majority of respondents selected “Agree” on items related to the Guide. The lowest mean scores were on the following items: 1) “The workload is manageable,” and 2) “I am able to complete paperwork in a reasonable time period.”

### Evaluators

#### Documentation- General

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The forms play an important role in the overall evaluation.	17.75%	70.99%	10.92%	0.34%	3.06
The time it takes to complete the DPAS II paperwork requirements is reasonable.	4.44%	56.31%	29.35%	9.90%	2.55
I have access to the information I need to complete the forms.	15.65%	78.23%	5.78%	0.34%	3.09
The forms make the process easy to implement.	8.22%	68.15%	22.26%	1.37%	2.83
The information on the forms is consistent with determining the outcome of the evaluation.	9.49%	78.98%	11.19%	0.34%	2.98
The required paperwork is relevant to the evaluation.	9.18%	73.81%	16.33%	0.68%	2.91
I am able to complete paperwork in a reasonable time period.	7.17%	60.41%	24.91%	7.51%	2.67
The workload is manageable.	5.14%	58.56%	26.37%	9.93%	2.59

## Feedback

Both items relating to evaluator feedback had mean scores that were on the undesirable end of the scale. While a majority of evaluators believed the improvement plans were useful and the number of conferences was adequate, 14-16% of evaluators responded “Disagree” or “Strongly Disagree,” which brought the overall mean score down.

### Evaluators

#### Feedback- General

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
Overall, Improvement Plan recommendations are perceived to be useful.	6.79%	77.14%	14.29%	1.79%	2.89
The number of conferences/conversations is adequate.	7.56%	78.69%	10.65%	3.09%	2.91

## System Related Items

In the system related items section, the highest mean score was on “The Guide is helpful,” followed by “The Guide is easy to understand.” Both items related to training had mean scores on the undesirable end of the scale. The item with the lowest mean score related to the system being fair and equitable.

### Evaluators

#### System Related Items- General

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted Score
The system is easy to follow.	11.37%	79.26%	9.03%	0.33%	3.02
The training for the districts was timely.	11.19%	77.29%	9.83%	1.69%	2.98
The Guide is helpful.	17.63%	77.29%	5.08%	0%	3.13
The Guide is easy to understand.	18.28%	74.48%	7.24%	0%	3.11
Training in the process is adequate.	11.22%	75.85%	12.24%	0.68%	2.98
The appeals process is fair.	10.18%	84.91%	4.21%	0.70%	3.05
The time required in the appeals process is reasonable.	9.51%	85.21%	4.58%	0.70%	3.04
The system is fair and equitable among teachers, administrators, and specialists.	9.22%	76.45%	11.26%	3.07%	2.92