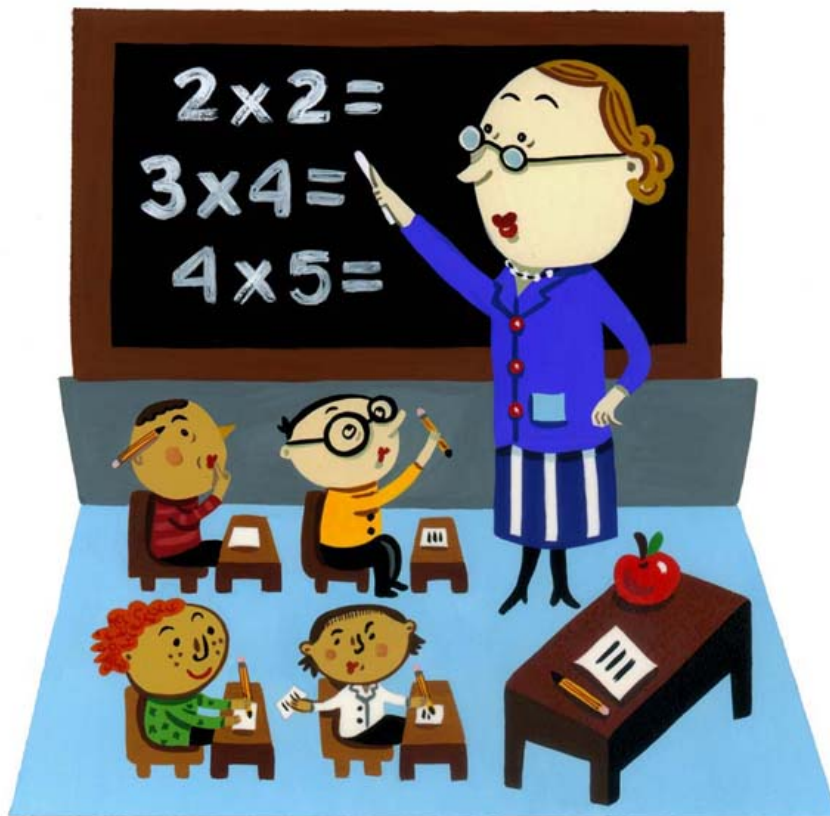


Demonstration Lessons



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Introduction

Districts and schools often use demonstration lessons as a component of the selection process. Demonstration lessons offer opportunities to judge a job candidate's knowledge, skills, and dispositions required for a position and to determine the candidate's fit with a district/school. A demonstration lesson is simply a planned lesson for a group of students. It is most effective to observe a candidate teach a lesson to students and not to the members of the Selection Team.

This section of the toolkit provides an overview of the process and procedures for conducting demonstration lessons. It includes a guiding question, the major steps in designing and implementing the demonstration lesson systematically, references, resources, and templates with examples.

When do district/schools typically use demonstration lessons?



TNTP (2012) suggests that a demonstration lesson may be particularly useful when....

- ❖ A candidate is teaching a particularly high-stakes academic subject;
- ❖ There are any concerns about a candidate's interactions with students;
- ❖ There are any concerns about a candidate's teaching competencies.

Guiding Question

1. How can districts/schools design and implement a systematic demonstration lesson process and procedures as part of the selection process?

Implementing a Systematic Process and Procedures for Demonstration Lessons

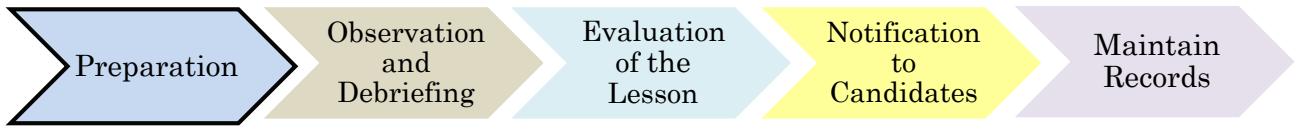
If a district/school includes demonstration lessons in the selection process, the leadership and Selection Team should be sure it is a systematic process in which the procedures are efficient, consistent, and fairly implemented across all candidates.

The typical procedures for implementing a demonstration lesson in the selection process include: preparation by a school and candidate(s), observation of the demonstration lesson, follow-up debriefing and reflection with the candidate(s), evaluation of the demonstration lesson, and notification of the candidate(s). Each of these will be described more fully.



Demonstration Lesson Process

- ❖ Prepare for the demonstration lesson;
- ❖ Observe the demonstration lesson and conduct follow-up candidate debriefing and reflection;
- ❖ Evaluate the demonstration lesson (lesson plan, demonstration, teacher reflection) and notify the candidates;
and
- ❖ Maintain records on the demonstration lesson.



Preparation for the Demonstration Lesson

The preparation for the demonstration lesson includes	
1	Selecting and preparing a class and scheduling the lesson
2	Developing directions for the demonstration lesson
3	Identifying the criteria and process by which a school will evaluate the demonstration lesson
4	Providing the candidate with the learning objectives, written directions and evaluation criteria prior to the demonstration lesson
5	Submitting the lesson plan prior to the demonstration lesson

1. Select and Prepare a Class for the Demonstration Lesson

It is recommended that a district/school select an “average” class for a candidate to teach (TNTP, 2012). The demonstration lesson for all candidates should be in the same academic content subject.

In addition, the district/school should prepare the students in the class for the sample lesson. Preparation may include explaining the purpose of the lesson and providing guidelines on how students should behave during the lesson.

The time of year will impact when and how the demonstration lesson is conducted. The selection team should consider any barriers and provide options for the candidate.

2. Develop Directions for the Demonstration Lesson

The Selection Team should provide the candidate with written directions and guidelines at least three to five days prior to the scheduled lesson.

If a district/school uses a standard lesson plan format, the team may want to send an electronic copy of the template to the candidate.

3. Identify the Criteria and Process by which the District/School will Evaluate a Demonstration Lesson

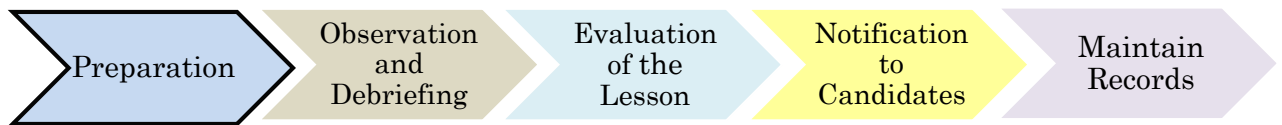
The team needs to identify the criteria and process by which the demonstration lesson will be evaluated.

Criteria

For example, TNTP (no date) suggested the following criteria to consider for evaluating a demonstration lesson.

- ✓ Classroom environment which aligns with Component 2: The Classroom Environment in DPAS II
 - Sets clear expectations for classroom behavior;
 - Maintains control of the learning environment using respectful language;
 - Responds appropriately to off-task student behavior; and
 - Praises strong work and on-task behavior.

- ✓ Lesson Content which aligns with Component 3: Instruction in DPAS II
 - Organizes the lesson around a learning objective or main point;
 - Presents academic material that is rigorous, age-appropriate, and accurate;
 - Organizes the lesson with a clear beginning, middle, and end;
 - Creates engaging activities and questions aligned with the objective;
 - Assesses if students have reached the stated objective; and
 - Modifies and adjusts the lesson to match the needs of students.



✓ Student Engagement which aligns with Component 3: Instruction in DPAS II

- Checks for prior knowledge at the start of the lesson and checks for understanding at the conclusion of the lesson;
- Asks a variety of differentiated questions and incorporates different learning strategies to meet the needs of varied learners;
- Creates multiple opportunities for student involvement; and
- Allows students to work together, if appropriate.

Evaluation Process

The evaluation process of a demonstration lesson should take into consideration the procedures that team members will use during and after the demonstration lesson to evaluate the lesson. Often the process includes team members independently reviewing their notes of the observed lesson, rating the candidate's implementation of the lesson by a scoring system, and reaching consensus on the team's ratings of a candidate.

If a district/school develops a rubric, it is suggested that the rubric contain four to five levels of performance, preferably aligned with the levels of performance in DPAS II.



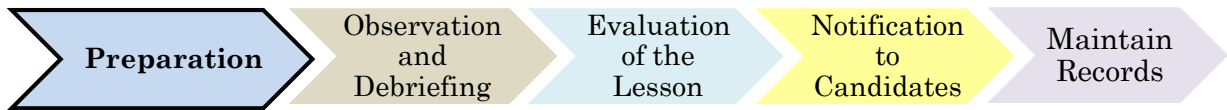
Please refer to the DPAS II and the Delaware Framework for Teachers for components and criterion in the Creating Systems for Screening and Selection.

If using a rating scale, a district/school may want to use a scale similar to the one presented in the Interview Process and Procedures section (see next page).

Rating Scale

Points	Level	Rating Scale for Each Question
4	Highly Effective	Lesson provided evidence of exceptional performance and outstanding knowledge and understanding of key concepts, competencies, and/or indicators in a DPAS II component.
3	Effective	Lesson provided evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and indicators in a DPAS II component.
2	Needs Improvement	Lesson provided evidence of mediocre or developing performance and fundamental knowledge and understanding of key concepts, competencies, and/or indicators that need to be addressed in a DPAS II component.
1	Ineffective	Lesson provided evidence of little or no knowledge and understanding of the key concepts, competencies, and indicators in a DPAS II component.
0	Unable to Evaluate	Missing sufficient information and/or observable behaviors.

Once the team has defined the evaluation criteria and process, the next step is to inform the candidate on the details of the lesson.



4. Provide the candidate with written directions or guidance and evaluation criteria and schedule the demonstration lesson

It is recommended that a district/school provide each candidate with information about the class that will be the setting for the lesson, including written guidance or directions. At minimum, a letter should include:

- ✓ Grade level and topic;
- ✓ Number of students in class and any special information about the class;
- ✓ Day and time and length of time for the lesson;
- ✓ Number of people who will be observing the lesson;
- ✓ Contact information of the Selection Team leader and the classroom teacher;
- ✓ Information on whether a candidate needs to bring handouts or the school will print handouts; and
- ✓ Availability of technologies (e.g., computer, SmartBoard, etc.).



Please refer to Appendix A for a Letter/Email inviting a Candidate to a Demonstration Lesson

Additional Information to be Provided to Candidate

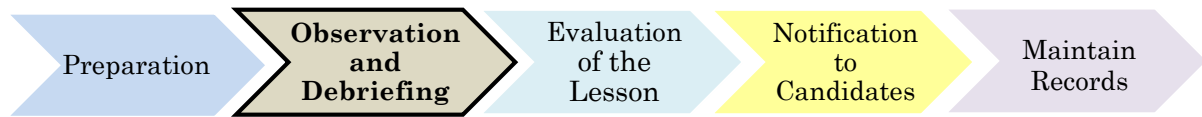
It is recommended that a district/school provide sufficient information to candidates on the district/school's curriculum, students, and instructional strategies (TNTP, no date). This information will assist the candidate in preparing a knowledgeable lesson.

In addition, it is recommended that the district/ school also send the candidate characteristics of a good lesson plan or the criteria by which a lesson plan will be evaluated (TNTP, 2012).

5. Candidate Submits Lesson Plan Prior to Demonstration Lesson

The candidate should submit a lesson plan for the Demonstration Lesson to the Selection Team before the lesson. The team can indicate if the lesson plan should be submitted electronically before the day of the Demonstration Lesson or if a hard copy of the lesson plan should be provided the day of the lesson.

The quality of the lesson plan should be a part of evaluation for the Demonstration Lesson. A district/school will need to determine the criteria prior to sharing this information with a candidate.



Observation and Debriefing on the Demonstration Lesson

The next step in the process is the observation and follow-up debriefing and reflection with the candidate.

1. Observation of the Lesson by Team Members

All members of the Selection Team should be present to observe the teaching demonstration. The team should meet before a scheduled demonstration lesson to review the process, the observation template, and the evaluation criteria and process.

The observation notes should focus on the key competencies and indicators. Detailed notes will provide evidence for the candidate’s effectiveness and enable the selection team to evaluate the lesson.

Refer to Appendix B for a template for a Demonstration Lesson Observation Form. This tool provides guidance for the Selection Team as they observe the lesson and take notes. A standardized form that focuses on teaching competencies also provides consistency across multiple demonstration lessons.



Please refer to Appendix B, a template for a Demonstration Lesson Observation Form with a rating scale.

2. Follow-up Candidate Debriefing and Reflection

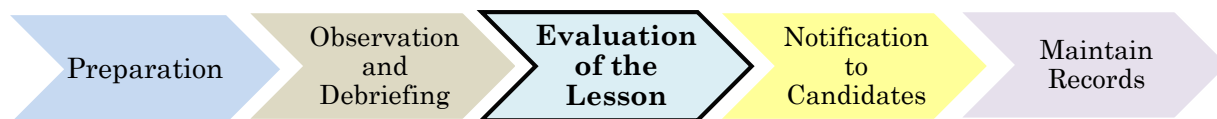
It is recommended that the Selection Team hold a debriefing conversation with each candidate after the lesson.

In addition, a district/school may request that the candidate reflect on the lesson. The reflection may be a discussion with the Selection Team after the lesson or a written reflection that is submitted electronically within a specified time period. Reflecting on instructional practice is an aspect of professional responsibilities, a competency of effective teaching.

After the debriefing is completed, provide the candidate information on the next steps in the selection process and the timelines by which he/she will be notified.



Please refer to Appendix C, a template, the Demonstration Lesson Reflection Sheet for a Candidate.



Evaluation of the Demonstration Lesson

During and immediately after the demonstration lesson, a team typically evaluates the preparation for the lesson, the content, and delivery and management of the lesson (TNTP, 2012). Potential questions to consider as part of the evaluation process come from the DPAS II possible prompts/questions for post-observation conferences.

1. Independent Review and Rating by Each Member

Each team member should independently review his/her notes immediately after each candidate's demonstration lesson. Determine whether there is enough information for the assessment of major indicators and criteria for each DPAS II component and criterion that is the focus of the demonstration lesson.

Then, compare and evaluate the notes against the established criteria for the performance levels to determine the ratings for each candidate. At this stage, each member is forming an independent evaluation without discussion with other team members.



Remember: Please refer to Appendix B, a template for Demonstration Lesson Observation Form with rating scale.

2. Team Review and Discussion on Each Candidate's Ratings

After team members have independently rated each candidate, they should compare notes, ratings, and supporting evidence. Team members should thoroughly explore the basis for discrepancies in their ratings, and then reach a consensus or average rating on each candidate. Key questions for discussion may address:

- ❖ What were the strengths and weaknesses of the observed lesson?
- ❖ Which competencies/indicators were observed during the lesson?
- ❖ How did you rate the lesson overall?



Please refer to Appendix D, a template, Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate.

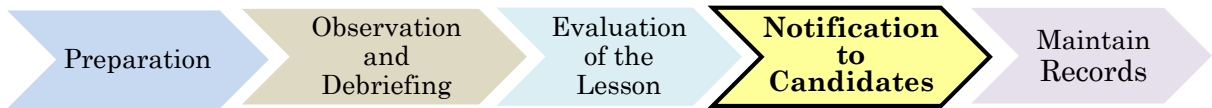
3. Team Review and Ratings for all Candidates

After the team has observed and rated the last candidate's demonstration lesson, the team should review the group ratings given to all candidates. This will ensure that the performance of each candidate has been considered thoroughly and objectively and the final ratings have been reached by a consensus.

Then, the team can rank order the candidates to determine recommendations for which candidate should proceed to the next step in the selection process.



Please refer to Appendix E, a template, Comparison of All Candidates and Team Consensus Rating for Demonstration Lessons.

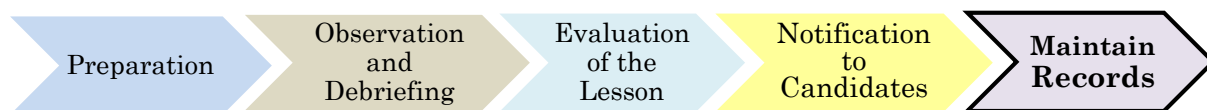


Notification to Candidates of the Results of the Evaluation

TNTP recommends making a personal call to all candidates who completed the demonstration lesson process. In addition, formal written correspondence is recommended as well.



Please refer to Appendix F, a letter template for an unsuccessful candidate.



Maintain Documentation of the Demonstration Lesson

Although the Delaware Department of State does not specifically identify demonstration lessons as part of the personnel records that must be maintained, it is recommended that a district/school follow these guidelines for what records must be kept for successful and unsuccessful applications for employment.

Retain interview documentation for three (3) years or through the final disposition of charges of discrimination or legal action and then destroy. The interview documentation may contain the following but not be limited to:

1. Copies of tests;
2. Structured interview questions;
3. Procedures used for screening applicants; and
4. An explanation of scoring process if applied and/or ranked.

Summary

Demonstration lessons can be one aspect of a competency-based selection model and selection process. The lessons offer districts/schools opportunities to observe and assess a candidate's teaching competencies and abilities within a classroom context. This section of the toolkit outlines the process and procedures for demonstration lessons which include: preparation; observation, debriefing and reflection; evaluation; notification to candidates; and record-keeping.

References

- Delaware Department of Education. (2015, August). *Delaware Performance Appraisal System (DPAS): Building greater skills and knowledge for educators. DPAS II guide revised for teachers*. Dover, DE: Author. Retrieved from [http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/375/DPAS II Guide for Teachers 2015-16.pdf](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/375/DPAS%20II%20Guide%20for%20Teachers%202015-16.pdf)
- Delaware Department of State, Delaware Public Archives. (2008). *School district general records retention schedule personnel records*. Retrieved from <http://archives.delaware.gov/govsvcs/pdfs/General%20Records%20Retention%20Schedules/School%20District%20General%20Records%20Schedule/Personnel%20Records.pdf>
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- The New Teacher Project (TNTP). (2013, May). *Sample demo lesson email*. Brooklyn, NY: Author. Retrieved from http://tntp.org/assets/tools/Sample_Email_Demo_Lesson_TNTP_29MAY2013.docx

For additional information, please refer to the Annotated Bibliography.

Resources

- West Denver Preparatory Charter School. (no date). *Sample lesson observation guide*. Brooklyn, NY: Author. Retrieved from TNTP at <http://tntp.org/teacher-talent-toolbox/explore/hiring>

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Appendices

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Appendix A

Template: Letter/email Inviting Candidate to a Demonstration Lesson

[District/School Letterhead]

[Date]

Name of Candidate

Address

Dear _____,

We would like to invite you to participate in the next phase of our selection process. This next step will take place at _____ [school].

Your time at our school will be divided into two key activities:

1. Delivery of a demonstration lesson; and
2. An in-person debriefing with our selection team.

_____ ([name]) will continue to be your primary contact through this phase of the selection process. Please feel free to communicate any questions you might have regarding the process directly to _____ [name], _____ [Email address] or _____ [telephone number].

Your Next Steps (please read carefully):

1. Time:
2. School location:
3. Preparing for the demonstration lesson:
4. Timeframe:

Please reach out to _____ with any questions you may have.

Sincerely,

[Name and title of personnel]

Attachments/Enclosures

Sample Letter



Century School

Dear Ms. Smith,

The Selection Team wants to express our appreciation to you for taking the time to interview for the first grade position. We believe you may be a good match for our school. We are pleased to invite you to the next phase of the selection process, the **demonstration lesson**. You are one of three final candidates who will advance to this level of the selection process.

We have scheduled next Tuesday, April 4, for your demonstration lesson. You will teach 16 first graders in Mrs. Greene’s class in literacy (30-45 minutes). We suggest that you contact Mrs. Greene as you plan the lesson. Her email is pgreene@centuryschool.org.

Please include the following **BEFORE** the lesson:

Lesson Plan (for live or taped lessons) with the following components:

- Identify the state standards that provide the basis for the lesson;
- List the Essential Questions;
- Articulate the steps of the lesson, using a Gradual Release of Responsibility Model; and
- Provide formative assessment to determine student learning.

Please include the following **AFTER** the lesson:

- Reflection of the lesson – effectiveness and “lessons learned;”
- In-person demonstration lesson – oral reflection (after the lesson);
or
- Taped demonstration lesson – written reflection.

The Selection Team is looking forward to your demonstration lesson. If you have any questions, please contact Mr. Ybarra at 708-632-9907. Attached is a copy of the form and criteria that the Selection Team will be using for the demonstration lesson.

Sincerely,

[Name and title of personnel]

Appendix B
Template: Demonstration Lesson Observation Form
 [District/School Letterhead]

Directions: Prior to the demonstration lesson, the Selection Team will need to identify and agree on the total number of points for the demonstration lesson, and the range of total number of points for each of the four performance levels.

Each member of the Selection Team, who observes a demonstration lesson, completes the initial information on the first page of this template, and uses the next pages to record notes during the observation lesson. After the demonstration lesson is completed, each team member evaluates and rates the candidate according to the DPAS II components.

Candidate Name:		Advertised Position:	
Grade Level:		Date of Demonstration Lesson:	
Subject Area:		Lesson Duration:	
Team Member/Observer:		Other:	

DPAS II Components and Potential Indicators	Notes	Ratings
<p>1. Instructional Planning & Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goals and objectives for lesson are appropriate for students, student-centered, represent high expectations, and measurable. <input type="checkbox"/> Lesson is organized and logically sequenced with a beginning, middle, and end. <input type="checkbox"/> Lesson contains appropriate activities to reach objectives. <input type="checkbox"/> Lesson allows adequate time for instructional activities (guided to independent practice). <input type="checkbox"/> Lesson includes a variety of activities for different learning styles and levels of readiness. <input type="checkbox"/> Other 	<p>Strengths:</p> <p>Concerns:</p> <p>Rating Justification:</p>	
<p>2. Classroom Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Candidate establishes rapport with students that is grounded in mutual respect. <input type="checkbox"/> Organizes student groups. <input type="checkbox"/> Plans and monitors changes in activities so no time for learning is lost. <input type="checkbox"/> Engages students in learning activities. <input type="checkbox"/> Attends to all areas of the class to encourage student participation and manage student behavior. <input type="checkbox"/> Other: 	<p>Strengths:</p> <p>Concerns:</p> <p>Rating Justification:</p>	

DPAS II Components and Potential Indicators	Notes	Ratings
<p>3. Instructional Delivery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Objective is posted and clearly articulated for students. <input type="checkbox"/> Links the purpose of the lesson to students’ interests and/or backgrounds/prior knowledge. <input type="checkbox"/> Provides clear, understandable directions. <input type="checkbox"/> Asks questions that are appropriate to the sequence of the lesson. <input type="checkbox"/> Paces lesson appropriately for all students within the class. <input type="checkbox"/> Observes the actions and reactions of students as the lesson is implemented. <input type="checkbox"/> Provides accurate and timely feedback to students. <input type="checkbox"/> Other: 	<p>Strengths:</p> <p>Concerns:</p> <p>Rating Justification:</p>	
<p>4. Professional Responsibilities (Candidate Reflection)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes strengths and weaknesses in lesson. <input type="checkbox"/> Assesses the effectiveness of the lesson and the reasons for effectiveness. <input type="checkbox"/> Identifies what could be done differently to improve the lesson. <input type="checkbox"/> Appears open to feedback from the team. <input type="checkbox"/> Other 	<p>Strengths:</p> <p>Concerns:</p> <p>Rating Justification:</p>	

DPAS II Components and Potential Indicators	Notes	Ratings
5. Other: (School completes)	<p>Strengths:</p> <p>Concerns:</p> <p>Rating Justification:</p>	
TOTAL Rating Score		
Performance Level		

Rating Scale for Performance Levels

Performance levels based on Total Number of Points (if four points are assigned to each component). The rating scale and performance levels may be adjusted by a district/school.

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points): 0 - 5	(Insert Range of Total Number of Points): 6 - 10	(Insert Range of Total Number of Points): 11 - 15	(Insert Range of Total Number of Points): 16 - 20

Comments/Justification for Total Rating Scores and Performance Levels:

Demonstration Lesson Rating Scale

Points	Level	Criteria
4	Highly Effective	Lesson provided evidence of exceptional performance and outstanding knowledge and understanding of key concepts, competencies, and/or indicators in a DPAS II component.
3	Effective	Lesson provided evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and indicators in a DPAS II component.
2	Needs Improvement	Lesson provided evidence of mediocre or developing performance and fundamental knowledge and understanding of key concepts, competencies, and/or indicators that need to be addressed in a DPAS II component.
1	Ineffective	Lesson provided evidence of little or no knowledge and understanding of the key concepts, competencies, and indicators in a DPAS II component.
0	Unable to Evaluate	Missing sufficient information and/or observable behaviors.

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Appendix C

Template: Demonstration Lesson Reflection Sheet for Candidate

[District/School Letterhead]

Directions: After the candidate completes the demonstration lesson, the Team asks the candidate to complete the following reflection sheet prior to the debriefing with the candidate.

Candidate Name:		Advertised Position:	
Grade Level:		Date of Demonstration Lesson:	
Subject Area:		Lesson Duration:	

Reflect and comment on the different aspects of your instructional delivery for your demonstration lesson.

1. To what extent was the lesson effective?

2. What would you do differently to improve the lesson?

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

Adapted from DPAS II (Delaware Department of Education, 2015).

Appendix D

Template: Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate

[District/School Letterhead]

Directions: After the Demonstration Lesson, the Chairman of the Selection Team asks each member of the team to share their ratings on a candidate’s demonstration lesson for each of the five components. The team then discusses the ratings and reaches consensus or average rating for the candidate and records these. Any changes to initial ratings by team members should be initialized by the team member. A final rating should be entered for each component.

Candidate Name:		Advertised Position:									
Grade Level:		Date of Demonstration Lesson:									
Subject Area:		Lesson Duration:									
Date of Team Meeting:		Team Member(s):									
Recommendations <ul style="list-style-type: none"> <input type="checkbox"/> Highly recommended for next step in selection process <input type="checkbox"/> Recommended for next step in selection process <input type="checkbox"/> Not recommended for next step or position <input type="checkbox"/> Other: 		Rating Scale for Performance Levels (may be adapted by the district/school) <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 5px; text-align: center;">Ineffective</td> <td style="padding: 5px; text-align: center;">Needs Improvement</td> <td style="padding: 5px; text-align: center;">Effective</td> <td style="padding: 5px; text-align: center;">Highly Effective</td> </tr> <tr> <td style="padding: 5px; text-align: center;">0-5 Points</td> <td style="padding: 5px; text-align: center;">6-10 Points</td> <td style="padding: 5px; text-align: center;">11-15 Points</td> <td style="padding: 5px; text-align: center;">16-20 Points</td> </tr> </table>		Ineffective	Needs Improvement	Effective	Highly Effective	0-5 Points	6-10 Points	11-15 Points	16-20 Points
Ineffective	Needs Improvement	Effective	Highly Effective								
0-5 Points	6-10 Points	11-15 Points	16-20 Points								

DPAS II Components	Team Member #1 Ratings	Team Member #2 Ratings	Team Member #3 Ratings	Consensus Team Rating
1. Planning and Preparation				
2. Classroom Environment				
3. Instructional Delivery				
4. Professional Responsibilities (reflection)				
5. Other				
Total Rating Scores:				
Performance Levels:				
Comments/Justification for Consensus Ratings:				

Appendix E
Template: Comparison of All Candidates and Team Consensus
Ratings for Demonstration Lessons

[District/School Letterhead]

Advertised Position:		Chairperson:	
Team Member(s):		Date of Team Meeting:	

Directions: After each candidate has been evaluated, the Team enters the final team consensus ratings for each candidate according to the DPAS II components.

DPAS II Components	Candidate #1 (Insert name)	Candidate #2 (Insert name)	Candidate #3 (Insert name)	Candidate #4 (Insert name)
1.Planning and Preparation				
2. Classroom Environment				
3.Instruction				
4. Professional Responsibilities				
5. Other				
TOTAL Rating Scores:				
Performance Levels:				

Then rank order the candidates (from the highest total score to the lowest total score).

Rank Order of Candidates:

- 1.
- 2.
- 3.

Rating Scale for Performance Levels (may be adjusted by district/school)

Ineffective	Needs Improvement	Effective	Highly Effective
0-5 Points	6-10 Points	11-15 Points	16-20 Points

Comments/Justification for Rank Order:

Appendix F
Template Letter: For Unsuccessful Candidate After Demonstration Lesson

[District/School letterhead]

[Date]

Name of Candidate
Address

Dear _____,

Thank you for taking the time to demonstrate a lesson for the position of [position title].

The selection of a final candidate was a difficult task given the many applications the district/school received from individuals with strong backgrounds in this field.

We regret to inform you that the position was offered to another candidate.

Again, thank you for your application for this position and interest in employment with [name of district/school].

We wish you well in your career.

Sincerely,

[name and title of personnel]

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