



DPAS-II for Teachers/Specialists
Credentialing Assessment

For Principals & Assistant Principals

Summer 2014

Teacher & Leader Effectiveness Unit (TLEU)
Delaware Department of Education (DDOE)



Name: _____

School: _____

District: _____

Date: _____

Lesson Observation #1: Please watch the following video, capturing evidence and then responding to questions 1-6. The teacher shared the objective for the lesson in advance. It is: *Students will be able to make personal connections to the text.*

- 1) Please rate the educator observed in 2a, Managing Classroom Procedures:
 - a. Unsatisfactory
 - b. Basic
 - c. Proficient
 - d. Distinguished

- 2) Please rate the educator observed in 2b, Managing Student Behavior:
 - a. Unsatisfactory
 - b. Basic
 - c. Proficient
 - d. Distinguished

- 3) Please rate the educator observed in 3a, Engaging Students in Learning:
 - a. Unsatisfactory
 - b. Basic
 - c. Proficient
 - d. Distinguished

- 4) Please rate the educator observed in 3d, Using Questioning and Discussion Techniques:
 - a. Unsatisfactory
 - b. Basic
 - c. Proficient
 - d. Distinguished

- 5) Which of the following is the most appropriate feedback to provide and discuss with this educator in the post-observation conference?
 - a. The level of student engagement, its connection to the lesson objectives, and the opportunities for assessment of student understanding
 - b. The teacher's lack of flexibility and responsiveness to address students' needs
 - c. The level of classroom safety and accessibility to all students, including how the physical space may be impacting student engagement
 - d. The teacher's participation in PLCs and professional development related to the Common Core, and how this could bolster the lesson quality

- 6) Which of the following is the least appropriate action to be taken based upon this educator's performance in the lesson observation?
 - a. A Commendation for the use of a double-entry journal
 - b. A Recommendation that the teacher become more familiar with the developmental characteristics of the age group
 - c. An Expectation that instructional outcomes represent high expectations and rigor
 - d. An Improvement Plan that focuses on the student development of conduct standards

Lesson Observation #2: Please watch the following video, capturing evidence and then responding to questions 7-13. The teacher shared the objective for the lesson in advance. It is: *Students will be able to differentiate between traditional and non-traditional poetry.*

- 7) Please rate the educator observed in 2b, Managing Student Behavior:
 - a. Unsatisfactory
 - b. Basic
 - c. Proficient
 - d. Distinguished

- 8) Please rate the educator observed in 3a, Engaging Students in Learning:
 - a. Unsatisfactory
 - b. Basic
 - c. Proficient
 - d. Distinguished

- 9) Please rate the educator observed in 3b, Demonstrating Flexibility and Responsiveness:
 - a. Unsatisfactory
 - b. Basic
 - c. Proficient
 - d. Distinguished

- 10) Please rate the educator observed in 3d, Using Questioning and Discussion Techniques:
 - a. Unsatisfactory
 - b. Basic
 - c. Proficient
 - d. Distinguished

- 11) Please rate the educator observed in 3e, Using Assessment in Instruction:
 - a. Unsatisfactory
 - b. Basic
 - c. Proficient
 - d. Distinguished

- 12) For this lesson, which of the following areas for educator development/growth warrants the most targeted feedback during the post-observation conference?
 - a. Efficacy of transitions and impact on instructional time
 - b. Pacing of the lesson
 - c. Instructional outcomes/objectives with appropriately aligned practice/activities
 - d. Enthusiasm for the content and relationships with students

- 13) Which of the following is the most appropriate action to be taken based upon this educator's performance in the lesson observation?
 - a. A Commendation for the sophisticated use of assessment throughout the lesson
 - b. A Recommendation for the teacher to continue to work collaboratively with colleagues to develop cross-curricular activities
 - c. An Improvement Plan focusing on the organization of physical space
 - d. An Expectation focusing on high-level questioning and opportunities for practice

Case Study #1: Please read the following educator profile and answer questions 14-23.

Mr. Rogers is a 4th grade elementary teacher at an elementary school in Sussex County. He has served and continues to serve 25 students each year, teaching the same students all day in all four core subjects. An Experienced Teacher, he began his career ten years ago and is now entering his eleventh year at the same school. Last year, he earned a summative rating of “Effective,” but struggled to earn “Proficient” criteria-level ratings in 1b, 1e, and 3e. Upon reflection, as his evaluator, you’ve noted that his student improvement goals (Component V) for Measure B were not ambitious enough. One reason you know this is because only 44% of his students’ growth targets were met in Measure A last year (and there was nominal growth on Measure B). As his evaluator, you are preparing for the school year and considering what tools you have as you consider how to improve his performance in service of his students:

- 14) For the 2014-2015 school year, which of the following is true of Measure A for Mr. Rogers?
- It will not be calculated/reported in the first year of implementation of Smarter
 - It will be fully incorporated into his C-V and summative evaluation this year
 - It will not be officially incorporated into his C-V, but it will be calculated/reported
 - It will continue to matter significantly more than his Measure B
- 15) Which of the following best describes the challenge/opportunity for goal and target-setting with Mr. Rogers in 2014-2015?
- As measures/goals/targets are considered, you should consider implications for how Measure B ratings will ultimately align with Measure A ratings
 - As measures/goals/targets are considered, you should set the “Exceeds” target in the same place that you have historically to maintain consistency
 - As measures/goals/targets are considered, you should remember that Component V in 2014-2015 will be based on only one measure of student growth
 - As measures/goals/targets are considered, you should disregard the fact that 44% of students met Measure A growth targets last year now that DCAS has phased-out
- 16) Mr. Rogers received a summative evaluation/rating at the end of last school year. He has historically been on a two-year cycle in his district. His district is continuing this approach, and thus he will not receive a summative evaluation this year. Which of the following holds true in the coming school year?
- Under state policy, you cannot conduct a summative evaluation again this year
 - Under state policy, only “Highly-Effective” teachers can be on a two-year cycle
 - Under state policy, student improvement goals (C-V) are required each year
 - Under state policy, Mr. Rogers cannot be put on an Improvement Plan this year
- 17) As you set-up your observation schedule for Mr. Rogers, what is the minimum number/type of observations that you are required to conduct this school year?
- One Announced AND One Unannounced
 - One Announced OR One Unannounced
 - Two Unannounced
 - There is no minimum requirement for Experienced Teachers in the non-summative year

- 18) In October, you decide to conduct an Unannounced observation one afternoon. Which of the following is NOT true as it pertains to this observation?
- The observation must be no less than 30 minutes in length
 - The observation should be followed by a post-observation conference
 - The post-observation conference can address Component IV
 - The post-observation conference must include discussion on Component I
- 19) Given his ongoing performance challenges in Component I, what option might you exercise as an evaluator in the 2014-2015 school year?
- Requiring that Mr. Rogers complete the Component One Form post-observation
 - Requesting that your district immediately move to an alternative Component IV
 - Conducting five "Short Observations" focused on Component I
 - Commendations for Component III if he utilizes an exit ticket that lesson
- 20) In November, you follow-up with two "Short Observations" of Mr. Rogers as allowed under the revised Regulation 106A in the 2014-15 school year. Which of the following isn't allowed when utilizing the "Short"?
- Focusing on a single criterion
 - Focusing on a single component
 - Requesting that a Component One Form be completed immediately following
 - Conducting a post-observation debrief conference
- 21) In December, you follow-up with two more "Short Observations" of Mr. Rogers. At this point, you've conducted four "Shorts" and are beginning to see patterns of performance that are again concerning. Which course of action is now allowable under state policy?
- A short observation may become an Unannounced after 30 minutes in the room
 - Incorporation of all short observation data into his summative evaluation next year
 - Creating an Improvement Plan for him based upon multiple "Short" observations
 - All of the above
- 22) By February, you realize that conducting a full Announced observation may be the best course of action given Mr. Rogers' ongoing struggles with Components One & Three. Which of the following practices would NOT be recommended at this juncture?
- Waiving the Component One Form because he is an Experienced Teacher
 - Monitoring progress toward his Measure B student performance goals
 - Ensuring that most criteria have been covered via your observations to-date
 - Following up with a "Short Observation" focused on Component III in March
- 23) Over the course of the two-year evaluation cycle, Mr. Rogers continuously demonstrates mediocre performance in Component III and uneven performance in Component I. Which of the following is true as it pertains to his observation ratings, summative ratings, and the utilization of Improvement Plans?
- Poor performance in one observation automatically leads to an Improvement Plan
 - Unsatisfactory performance in one observation may lead to an Improvement Plan, but this is not required for an "Unsatisfactory" component rating on the summative
 - If Mr. Rogers earned "Distinguished" in any criteria within Component One, you as an evaluator have no discretion to ultimately rate him "Unsatisfactory" in C-I
 - If Mr. Rogers earns "Satisfactory" ratings in Components I-IV and earns an "Unsatisfactory" rating in Component V, no Improvement Plan is required

Case Study #2: Please read the following educator profile and answer questions 24-33.

Mrs. Hawking is an 8th grade science teacher at a middle school in New Castle County. She has served and continues to serve 100 students each year, teaching the same course over five periods during the school day. A Novice Teacher, she began her career two years ago and is now entering her third year at the same school. In year one, she earned a summative rating of “Needs Improvement” with ratings of “Unsatisfactory” in both Component II and Component V. In year two, she earned a summative rating of “Effective”—but was again rated “Unsatisfactory” in Component II. This year, your district has decided to waive Criterion 3c for the first time—all educators have been notified via email. It is now early August, and as her evaluator you are preparing for her fall conference in September. Taking into consideration her current status and previous record of performance, please respond to the following prompts:

- 24) Which of the following is the most appropriate classification for Mrs. Hawking?
- Novice Teacher, Group 3
 - Novice Teacher, Group 1
 - Novice Specialist, Group 3
 - Novice Teacher, Group 2
- 25) Which of the following best describes how her Component V student improvement goals should be structured?
- 50% Measure A, 50% Measure B
 - 50% Measure B, 50% Measure C
 - 100% Part A
 - 100% Measure C
- 26) Which of the following is definitely true about Mrs. Hawking’s past performance?
- Her students scored better in DCAS Science last year, leading to an improved rating
 - Her evaluation file should currently have a live Improvement Plan for Component II
 - Her student achievement goals were overly ambitious during her first year
 - Her evaluation in Yr. 3 has different requirements because of her summative ratings
- 27) As you prepare for your fall conference with Mrs. Hawking, which of the following is best practice for goal and target-setting?
- Setting the “Exceeds” target slightly above the “Satisfactory” target on Measure Bs
 - Considering the pre-test baseline data and your overall school improvement goals
 - Setting the “Satisfactory” target in the same place for every science teacher
 - Allowing Mrs. Hawking to select Period 1 as her sole cohort of students
- 28) As you prepare for your fall conference with Mrs. Hawking, which of the following is an allowable practice for her as it pertains to measure selection?
- Mrs. Hawking may choose to develop her own assessments the week before school
 - Mrs. Hawking may choose to target her growth goals to a particular student cohort
 - Mrs. Hawking may choose all students school-wide as a cohort for Measure A
 - Mrs. Hawking may choose to move forward with her measures and goal-setting without administrative approval

- 29) As you set-up your observation schedule for Mrs. Hawking, what is the minimum number/type of observations that you are required to conduct this school year?
- Three Announced
 - Two Announced, One Unannounced
 - Two Unannounced, One Announced
 - Principal's discretion
- 30) Given the district's decision to waive Criterion 3c (Communicating Clearly & Accurately) for the upcoming school year, which of the following is true?
- If she earns "Basic" ratings in any single criteria, she must be rated "Unsatisfactory" in Component III
 - If she earns a "Distinguished" rating in at least one criterion, she must be rated "Satisfactory" in Component III
 - Her observation data pertaining to 3c from previous years must be incorporated
 - Her observation data in Component III from previous years need not be formally incorporated into this year's summative ratings
- 31) Given Mrs. Hawking's status as a Novice Teacher in 2014-2015, which of the following should be considered as you utilize the DPAS-II Rubric in your observations?
- "Basic" should be considered a satisfactory rating
 - "Proficient" should be deemed worthy of Commendation
 - "Basic" ratings for Novice Teachers are no different than for Experienced Teachers
 - Additional special circumstances require additional flexibility in rating performance
- 32) Given the recent revisions to state regulations, which of the following is a potential consequence of Mrs. Hawking earning a summative rating of "Needs Improvement" this year?
- She will not qualify for a Continuing License in Delaware
 - She will qualify for the Delaware Talent Cooperative
 - She automatically moves to a required five observations in her fourth year
 - She can file an appeal with DDOE based upon "invalid measures"
- 33) Three days before the school year begins, Mrs. Hawking informs you that she is also a certified nurse. You make the decision to transfer her to a new position as school nurse. As a result:
- Only two observations are required this year (One Announced, One Unannounced)
 - Nothing changes; she must finish her third year under the same educator status
 - Only one formal observation is required (Announced or Unannounced)
 - The district/charter may allow for a "transition year" with no evaluation

DPAS-II Process Questions: Please select the best answer choice for questions 34-37.

- 34) Which of the following is true related to Component I?
- a. Component I should be addressed in all educator evaluations
 - b. Educators must submit a Component I Observation Form within 10 days after an observation
 - c. Component I can be observed in a "Short" observation
 - d. An administrator may request a Component I Form following an Unannounced observation
- 35) Which of the following questions does not belong on a Component I Observation Form?
- a. What were the instructional goals for the lesson?
 - b. Was this lesson successful? Why or why not?
 - c. What were the pre-requisite skills and knowledge necessary for instruction?
 - d. How did you address the different learning styles of your class?
- 36) According to state regulation and the DPAS-II Guide, which of the following is not true related to Improvement Plans?
- a. An Improvement Plan should be developed for an educator receiving an overall rating of Needs Improvement on the Summative Evaluation
 - b. An Improvement Plan should be developed cooperatively by the teacher and evaluator
 - c. The evaluator/administrator is accountable for the implementation and completion of the Improvement Plan
 - d. An Improvement Plan may be developed if a teacher's overall performance during an observed lesson is Unsatisfactory
- 37) Which of the following should be included in an Improvement Plan?
- a. Measurable goals, timelines, and outcomes
 - b. Professional development activities
 - c. Opportunity for additional feedback given to the educator
 - d. All of the above

Goal-Setting: Please review the goal setting scenarios and answer questions 38-40, choosing the answer that would best describe how the goal should be critiqued and/or addressed.

- 38) **Goal:** Students will improve their Social Studies scores as evidenced by the DOE approved pre and post-test assessments.
Baseline Data: 40% of students received at least a 70% on the pre-test.
Satisfactory Target: At least 80% of students will receive a score of 70% or higher on the post-test.
Exceeds Target: At least 81% of students will receive a score of 70% or higher on the post-test.

Which of the following is the most applicable critique of the goal-setting above?

- a. There is no range of scores between the Satisfactory and Exceeds targets
- b. The targets are set too low based on the baseline
- c. The baseline is defined differently in the set targets
- d. The targets are conflicting percentages

- 39) Which of the following best captures the problem with the following goal-setting scenario?

Goal: The class average will increase words per minute read.
Baseline Data: The class average is 97 words per minute
Satisfactory Target: 10% increase
Exceeds Target: 20% increase

- a. There is no range of scores between the Satisfactory and Exceeds targets
- b. The targets are set too low based on the baseline
- c. Specific targets are not precise
- d. Baseline data is too high

- 40) Which of the following best captures the problem with the following goal-setting scenario?

Goal: Students will show growth and proficiency on the Performance Plus test.
Baseline Data: 10 out of 20 students met the target of 70% or better.
Satisfactory Target: At least 50% of students will receive a score of 70% or higher on the post-test.
Exceeds Target: At least 65% of students will receive a score of 70% or higher on the post-test.

- a. There is no range of scores between the Satisfactory and Exceeds targets
- b. The targets are set too low based on the baseline
- c. The targets are set too high based on the baseline
- d. The targets are not precise