

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

**Year 4 Report  
June 2011**

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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 Survey Results - Key Findings 2010-2011***

## **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.

In 2010-2011, the items with the most desirable responses were:

- a) that they are to provide evidence of my practice through discussion
- b) the five components used to evaluate my performance are understandable
- c) the criteria used to evaluate the instruction component can be accurately judged by the evaluator
- d) the written feedback received 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.

In 2010-2011, the items with the least desirable responses were:

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

## **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

In 2010-2011, the items with the most desirable responses from specialists were:

- a) I am able to provide evidence of my practice through discussion.
- b) The evaluator completes paperwork in a reasonable time period.
- c) The oral feedback I receive is useful and applicable.

- d) Overall, the feedback I receive is adequate.
- e) My evaluator(s) handle 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.

In 2010-2011, the items with the least desirable responses were:

- a) I was able to complete the data documentation requirements without difficulty.
- b) There was enough training and/or support for me to accurately complete the forms related to student improvement.
- c) Additional training would make me feel more competent in the process.
- d) I believe the current DPAS evaluation system should be continued in its current form.
- e) The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.

## **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.

In 2010-2011, the items with the most desirable responses among administrators were:

- a) The oral feedback I receive is useful and applicable.
- b) The five components used to evaluate my performance are understandable.
- c) The written feedback I receive is aligned with the five components.
- d) The oral feedback I receive is aligned with the five components.
- e) Student data helps me adjust goals for my schools.

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.

In 2010-2011, the items with the least desirable responses among administrators were:

- a) I am able to complete paperwork in a reasonable time period.
- b) The time it takes to complete the DPAS II paperwork requirements is reasonable.
- c) The workload is manageable.
- d) I believe the current DPAS evaluation system should be continued in its current form.
- e) The time it takes to complete the DPAS II paperwork requirements is reasonable.

## **General Findings**

- 1) The majority of teachers, specialists, and administrators gave the DPAS II system a grade of "B." There was very little difference in the grades between 2009-2010 and 2010-2011 among teachers and specialists. However, among administrators there was an increase in the percent who gave the system a grade of "C" (32.5% in 2010-2011 versus 27.6% in 2009-2010).
- 2) Interview results indicate that the "Student Improvement" component needs attention. This is especially true for specialist positions, such as nurse, whereby the measures of student achievement do not align with the functions of job responsibilities.
- 3) Survey results indicate that the "Student Improvement" component is not a good indicator for specialists. Among teachers and administrators, it appears that student data helps them adjust instruction; however, neither group indicated that it gave an accurate picture of student progress.
- 4) Overwhelmingly, the interviewees thought that the discussion and conferences were positive aspects of the process. Some interviewees indicated that they felt their supervisors understood their responsibilities for the first time, and that role clarity was provided to them.
- 5) Similar to 2008-2009 and 2009-2010, the majority of teachers and specialists stated they spent 0-5 hours on paperwork. The majority of administrators

indicated they spent more than 120 hours overall and more than 20 hours on paperwork.

- 6) About half of the teachers, specialists, and administrators indicated they did not need additional training in the process. Of those that indicated they did, the areas with the highest responses were related to data and “Student Improvement.” With respect to data, the desired training was on interpreting and presenting data.
- 7) A large majority of teachers indicated that the website provided them with all the information they needed on DPAS II (88%). The short videos appear to be the least helpful among all groups (teachers, specialists, and administrators).

## **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 2010-2011 school year was the third 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 the 2011 report are captured in three categories, teachers, specialists, and administrators. The recommendations are based on the information derived from the surveys and interviews. The focus groups, as in past years, contributed significantly to the final recommendations outlined in this report. The surveys provide a statistical basis for the invaluable clarity provided by the interviews and focus groups. The Student Achievement Component is undergoing significant revisions during the 2010-2011 school year. Though there was significant conversation concerning this component, the recommendations do not directly address student achievement, as the thoughts expressed by all groups are merely speculation.

### ***Teachers***

Teachers believe the most effective parts of DPAS II are the observations and feedback. This observation became apparent during the interviews and focus groups. Teachers believe the feedback they receive improves their teaching. This belief is consistent with the interview phase when teachers were asked to rate the effectiveness of DPAS II to improve their teaching.

When asked how to strengthen this part of the process, teachers listed several suggestions.

1. Increase the amount of unannounced observations.
2. Make pre observation conference oral rather than written.
3. Increase walkthrough observations
4. Use peer visitation and observation.
5. Expand some form of mentoring to experienced teachers.
6. Observe teachers in other schools.
7. Continue training focusing on observation and feedback techniques for evaluators and peer observers.

The fear that DPAS II can become routine in the future and thus lose the leverage it now enjoys is real. Teachers do not want to return to the checklists of years past. They believe the feedback and conversation makes a difference. They also believe training must be continued and become more sophisticated. This is in contrast to the survey that indicates teachers no longer need training. When discussing training, teachers do not need more training on the basics of DPAS II but they do want additional discussion and communication to improve the use of the instrument. To maintain that leverage several suggestions surfaced.

1. Create additional vehicles for conversations and communication for teachers.
2. Use the Internet to share information and ideas.

3. Build in refresher training for all teachers to reconnect with the philosophy of reflective practice.
4. Eliminate the routine questions contained in Professional Responsibilities.
5. Train teachers with the same information given to evaluators. "It was more insightful."
6. Make certain emphasis on goal setting and sharing extends to areas like parent communication.

## ***Specialists***

Specialists continue to believe DPAS II is not a good fit for effective feedback. Their concerns do not appear to be a resistance to being evaluated; rather they are concerned that the evaluators have little knowledge of their work and how their roles can most effectively impact student achievement. This concern is reflected in the generic nature of the specialist's DPAS II forms and rubrics. This concern is pervasive and impacts all conversations about DPAS II. The interviews and focus groups contributed several ideas and thoughts about improving their evaluation.

1. Benchmark their jobs in other industries when possible.
2. Use peer evaluation.
3. Make rubrics and forms specialist specific.
4. Make certain the emphasis of their evaluation is placed where they have the most leverage to make an impact in the school.
5. Tie goals to national standards from the various professional associations.
6. Use counselor "action plans" required by state as part of DPAS II.
7. Increase training for evaluators on specialist DPAS II.
8. Use district staff to evaluate. Training district staff in school goals rather than training evaluators in all specialists' jobs is an easier task and increases districts staff's knowledge of school needs.
9. Consider portfolios as an integral part of DPAS II for specialists.

## ***Administrators***

Administrators are very supportive of DPAS II and did not voice in focus groups the concerns of previous years. They seem to understand the nuances of the paperwork and like providing and receiving feedback. Like teachers and specialists, they often do not receive sufficient feedback. Their suggestions are very specific.

1. Improve and customize rubrics and forms for specialists.
2. Continuation training for reflective practice conferences.
3. Clarify DPAS II role in areas such as feedback on IEP meetings and parent communication.

4. Find a way to increase unannounced observations, the best part of DPAS II.
5. If teachers do not effectively respond to an Improvement Plan consider removing tenure.
6. Summative evaluation should be as much about the future as the past.

## 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 43% (58% in 2009-2010), 42% (59% in 2009-2010), and 51% (58% in 2009-2010) respectively. Out of 8288 delivered teacher email invitations, 3529 teachers responded; out of 1100 specialists, 456 responded; and out of 505 administrators 257 responded.

Qualitative information was obtained through interviews and focus groups. Four hundred eighty four total interviews were conducted with teachers, specialists, and administrators.

|          | Teachers | Administrators | Specialists |
|----------|----------|----------------|-------------|
| Region 1 | 210      | 12             | 32          |
| Region 2 | 90       | 6              | 12          |
| Region 3 | 77       | 5              | 10          |
| Region 4 | 26       | 2              | 2           |
| Total    | 403      | 25             | 56          |

Six focus groups were conducted in Milford and Red Clay school districts. Teachers, specialists, and administrators were divided into the six focus groups. The focus groups consisted of 10 teachers, 18 specialists, and 10 administrators. Their purpose was to help expand the ideas generated by the surveys and interviews conducted by Progress Education.

### ***Questions***

The questions presented to the teachers, specialists, and administrators during the individual interviews were:

1. If you could change one aspect (other than the components) of the current evaluation system, what would it be?
2. If you could change one component (Planning, Preparation, Classroom Environment, Instruction, Professional Responsibilities, Student Achievement) in the current evaluation process, what would it be and why?
3. What do you like best about DPAS II?
4. What did you learn or take away from your post observation conferences?

5. What one thing could reduce the amount of time you spend on DPAS II paperwork?
6. For the 6<sup>th</sup> consecutive year, Professional Responsibilities is the lowest ranking of the five components. Why and how could it be revised?
7. On a scale of 1-5, how would rank the impact of DPAS II to improve teaching?

The focus groups dealt with essentially the same questions though the conversations were not restricted by topic. The two areas of interest were:

1. What are the most effective processes in DPAS II and how can they be strengthened?
2. How can DPAS II continue to enrich teaching, or your job, and not become so routine that it loses leverage to support student achievement?

All six focus groups were actively engaged in discussions of the two questions. The groups provided a variety of ideas about the strengths and improvements needed in DPAS II.

For all groups (teachers, specialists, and administrators), the online 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><br>$\alpha = .90$   |
|--|
| 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.   |

**Construct 2** $\alpha = .90$ 

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.

**Construct 3** $\alpha = .94$ 

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

To answer this research question, teachers were asked “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. They were to check all that apply. Similar to 2008-2009 and 2009-2010, 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. There was relatively little change in the results when 2009-2010 is compared to 2010-2011 on this item.

| Responses                     | Count        | %      |
|-------------------------------|--------------|--------|
| Planning and Preparation      | 2704         | 73.68% |
| Classroom Environment         | 2891         | 78.77% |
| Instruction                   | 3335         | 90.87% |
| Professional Responsibilities | 1624         | 44.25% |
| Student Improvement           | 2158         | 58.80% |
| (Did not answer)              | 72           | 1.96%  |
| <b>Total Responses</b>        | <b>12784</b> |        |

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

### Good Indicators of Performance – Teachers 10-11

| 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  |
| 2010/2011  | 73.68%                   | 78.77%                | 90.87%      | 44.25%                        | 58.80%              | 1.96%          | 3670  |

**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 2008-2009 and 2009-2010 on the 5 criteria in specialist evaluations being good indicators of performance are similar to the results in 2010-2011. "Professional Practice and Delivery of Service" was selected the most as being a good indicator of performance. "Student Improvement" was selected the least. However, year over year comparisons indicate that the student improvement component had a slight increase in percent.

| Responses                                     | Count       | %      |
|---|-------------|--------|
| Planning and Preparation                      | 290         | 60.29% |
| Professional Practice and Delivery of Service | 428         | 88.98% |
| Professional Collaboration and Consultation   | 329         | 68.40% |
| Professional Responsibilities                 | 323         | 67.15% |
| Student Improvement                           | 199         | 41.37% |
| (Did not answer)                              | 11          | 2.29%  |
| <b>Total Responses</b>                        | <b>1580</b> |        |

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

### Good Indicators of Performance – Specialists 10-11

| 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   |
| 2010-2011  | 60.29%                   | 88.98%  | 68.40%                                      | 67.15%                        | 41.37%              | 2.29%          | 1580  |

**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 components selected the most for being a good indicator of performance was “Culture of Learning” and “Management.” 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 in 2009-2010 and continued to decrease in 2010-2011.

| Responses                                   | Count      | %      |
|---|------------|--------|
| Component 1 - Vision and Goals              | 153        | 57.09% |
| Component 2 - Culture of Learning           | 191        | 71.27% |
| Component 3 - Management                    | 191        | 71.27% |
| Component 4 - Professional Responsibilities | 140        | 52.24% |
| Component 5 - Student Improvement           | 166        | 61.94% |
| (Did not answer)                            | 14         | 5.22%  |
| <b>Total Responses</b>                      | <b>855</b> |        |

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

### Good Indicators of Performance – Administrators 10-11

| 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? | Administrator    |                     |            |                               |                     |                | Total |
|---|------------------|---------------------|------------|-------------------------------|---------------------|----------------|-------|
|   | Vision and Goals | Culture of Learning | Management | Professional Responsibilities | Student Improvement | Did not answer |       |
| 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   |
| 2010/2011   | 57.09%           | 71.27%              | 72.27%     | 52.24%                        | 61.94%              | 5.22%          | 855   |

**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 comments during interviews, the student improvement component received the most criticism among the five. Overwhelmingly, staff in positions other than teaching stated that the measures in the student improvement component did not align with their jobs. Following the student improvement component was the professional responsibilities component. Very few interviewees suggested changing the planning or instruction components. The majority of interviewees stated they would change nothing.

## 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.” This result has remained in the 90% range since 2007-2008 (92%), 95% in 2008-2009, 96% in 2009-2010, and 94% in 2010-2011.

Weighted score results (average of responses) are also presented where Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. Similar to past results, “The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator” was the lowest weighted mean score. 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 63%. 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 and 2010-2011, 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

|  | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|--|----------------|--------|----------|-------------------|-------|----------------|
| The five components used to evaluate my performance are understandable.  | 26.22%         | 68.23% | 4.84%    | 0.72%             | 3635  | 3.2            |
| The criteria used to evaluate me for the instruction component can be accurately judged by my evaluator.                   | 23.16%         | 69.13% | 6.79%    | 0.91%             | 3622  | 3.15           |
| The written feedback I receive is aligned with the five components.  | 24.84%         | 66.23% | 7.23%    | 1.70%             | 3595  | 3.14           |
| The criteria used to evaluate me for the classroom environment component can be accurately judged by my evaluator.         | 23.11%         | 67.25% | 8.48%    | 1.16%             | 3630  | 3.12           |
| The oral feedback I receive is aligned with the five components.   | 23.42%         | 65.67% | 9.11%    | 1.80%             | 3621  | 3.11           |
| The criteria used to evaluate me for the professional responsibilities component can be accurately judged by my evaluator. | 19.13%         | 65.21% | 14.01%   | 1.65%             | 3627  | 3.02           |
| The five components used to evaluate my performance are reasonable indicators of my effectiveness.                         | 17.65%         | 66.87% | 13.61%   | 1.87%             | 3637  | 3              |
| The criteria used to evaluate me for the planning and preparation component can be accurately judged by my evaluator.      | 18.91%         | 64.58% | 14.54%   | 1.96%             | 3617  | 3              |
| Applying all five components in my work is easy.   | 12.38%         | 53.56% | 29.47%   | 4.60%             | 3628  | 2.74           |
| The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.           | 11.69%         | 51.45% | 28.75%   | 8.10%             | 3617  | 2.67           |

## 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.” The results on this item continue to decrease over time with the percent who responded “Agree” or “Strongly Agree” being 56% in 2008-2009, 52% in 2009-2010, and 48% in 2010-2011. None of the items had weighted scores in the desirable end of the scale. In 2009-2010, there were 3 on the desirable end of the response 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 | Total | Weighted Score |
|--|----------------|--------|----------|-------------------|-------|----------------|
| The five components used to evaluate my performance are understandable.  | 15.22%         | 69.98% | 13.11%   | 1.69%             | 473   | 2.99           |
| The oral feedback I receive is aligned with the five components.   | 16.67%         | 62.77% | 17.10%   | 3.46%             | 462   | 2.93           |
| The written feedback I receive is aligned with the five components.  | 15.47%         | 64.27% | 16.56%   | 3.70%             | 459   | 2.92           |
| The criteria used to evaluate me for the professional responsibilities component can be accurately judged by my evaluator.                 | 13.19%         | 66.60% | 16.60%   | 3.62%             | 470   | 2.89           |
| The criteria used to evaluate me for the professional collaboration and consultation component can be accurately judged by my evaluator.   | 11.94%         | 63.75% | 19.40%   | 4.90%             | 469   | 2.83           |
| The criteria used to evaluate me for the planning and preparation component can be accurately judged by my evaluator.                      | 12.26%         | 62.37% | 20.93%   | 4.44%             | 473   | 2.82           |
| The criteria used to evaluate me for the professional practice and delivery of service component can be accurately judged by my evaluator. | 12.29%         | 62.50% | 19.07%   | 6.14%             | 472   | 2.81           |
| The five components used to evaluate my performance are reasonable indicators of my effectiveness.   | 9.43%          | 63.10% | 22.43%   | 5.03%             | 477   | 2.77           |
| Applying all five components in my work is easy.   | 9.98%          | 48.62% | 34.18%   | 7.22%             | 471   | 2.61           |
| The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.                           | 5.08%          | 43.43% | 35.38%   | 16.10%            | 472   | 2.38           |



## 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 8 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 (68% agreed and 17% strongly agreed), which is an increase from 2009-2010. The item that received the least positive responses was the item, “Applying all five components in my work is easy.” Nevertheless, 63% 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 | Total | Weighted Score |
|-----|---|----------------|--------|----------|-------------------|-------|----------------|
| (a) | The five components used to evaluate my performance are understandable.   | 25.86%         | 67.68% | 4.94%    | 1.52%             | 263   | 3.18           |
| (g) | The written feedback I receive is aligned with the five components.   | 24.12%         | 68.09% | 5.45%    | 2.33%             | 257   | 3.14           |
| (h) | The oral feedback I receive is aligned with the five components.  | 26.25%         | 64.09% | 7.34%    | 2.32%             | 259   | 3.14           |
| (d) | My evaluator was able to accurately judge my performance in the Vision and Goals component.                     | 20.77%         | 67.31% | 9.62%    | 2.31%             | 260   | 3.07           |
| (b) | The five components used to evaluate my performance are reasonable indicators of my effectiveness.              | 16.29%         | 70.45% | 11.36%   | 1.89%             | 264   | 3.01           |
| (c) | I agreed with the goals that were set for me under the Student Improvement component.                           | 17.12%         | 67.70% | 12.84%   | 2.33%             | 257   | 3              |
| (e) | The criteria used to evaluate me in the Student Improvement component can be accurately judged by my evaluator. | 12.74%         | 57.53% | 24.32%   | 5.41%             | 259   | 2.78           |
| (f) | Applying all five components in my work is easy.  | 11.88%         | 50.96% | 32.57%   | 4.60%             | 261   | 2.7            |

Information from interviews suggests that one of the most positive aspects of the process is the structure and standardization of the system. Additionally, teachers appreciated the feedback and dialogue that accompanies the pre and post conferences. Many indicated that their administrators understood what they were doing and provided them with positive reinforcements and suggestions for improvement.

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

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

## **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," which is the same as 2009-2010. Six of the 11 items were on the positive end of the scale. 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.

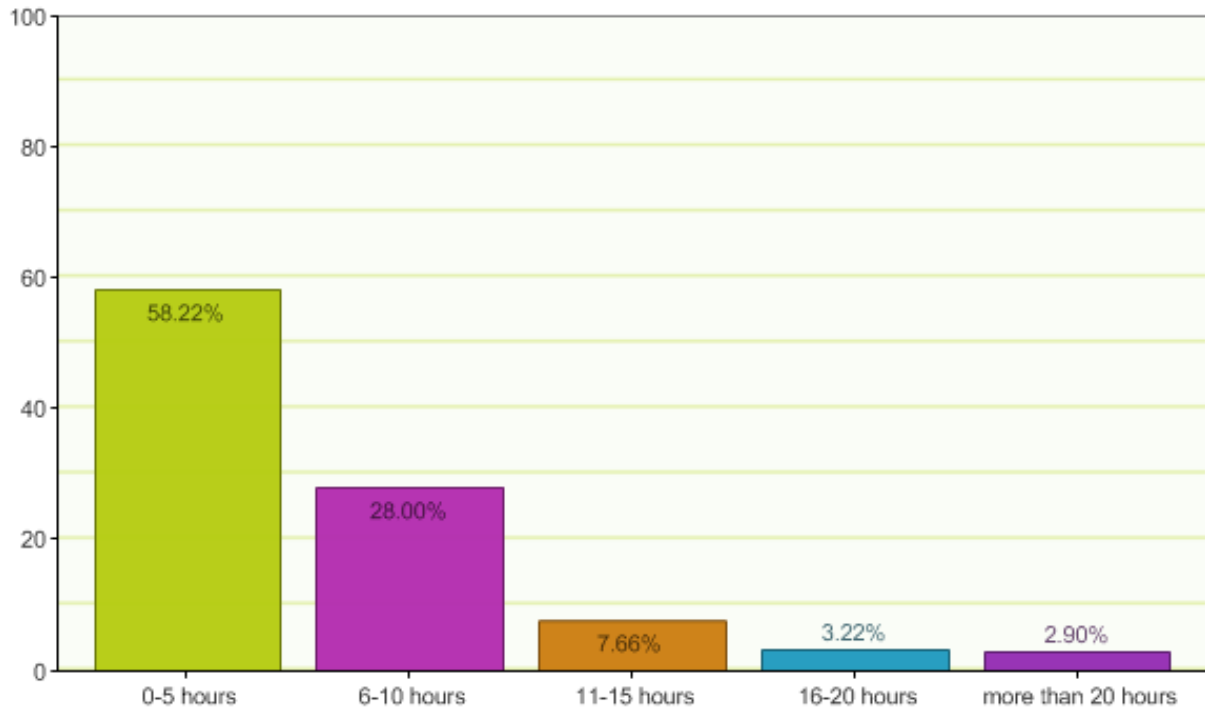
### **Teachers Documentation**

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

|  | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|--|----------------|--------|----------|-------------------|-------|----------------|
| I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness. | 20.71%         | 71.99% | 6.63%    | 0.67%             | 3592  | 3.13           |
| I am able to provide evidence of my practice through artifact.   | 19.48%         | 71.84% | 8.10%    | 0.58%             | 3594  | 3.1            |
| I have access to the information I need to complete the forms.   | 17.00%         | 76.66% | 5.78%    | 0.56%             | 3599  | 3.1            |
| My evaluator completes paperwork in a reasonable time period.  | 27.40%         | 58.47% | 9.71%    | 4.42%             | 3595  | 3.09           |
| My evaluator handles the workload effectively.   | 25.74%         | 59.27% | 10.95%   | 4.03%             | 3597  | 3.07           |
| The information on the forms is consistent with determining the outcome of the evaluation.                                       | 12.37%         | 72.13% | 14.13%   | 1.37%             | 3581  | 2.96           |
| The forms are easy to complete.  | 11.51%         | 71.00% | 15.87%   | 1.61%             | 3597  | 2.92           |
| The required paperwork is relevant to the evaluation.  | 12.03%         | 69.50% | 16.71%   | 1.76%             | 3584  | 2.92           |
| The forms make the process easy to implement.  | 11.19%         | 66.90% | 20.26%   | 1.65%             | 3574  | 2.88           |
| The forms play an important role in the overall evaluation.  | 10.29%         | 65.14% | 22.98%   | 1.59%             | 3586  | 2.84           |
| The time it takes to complete the DPAS II paperwork requirements is reasonable.  | 10.17%         | 66.59% | 19.60%   | 3.63%             | 3607  | 2.83           |

## 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) The evaluator completes paperwork in a reasonable time period, 2) My evaluator handles the workload effectively, and 3) I have access to the information I need to complete the forms,. 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.

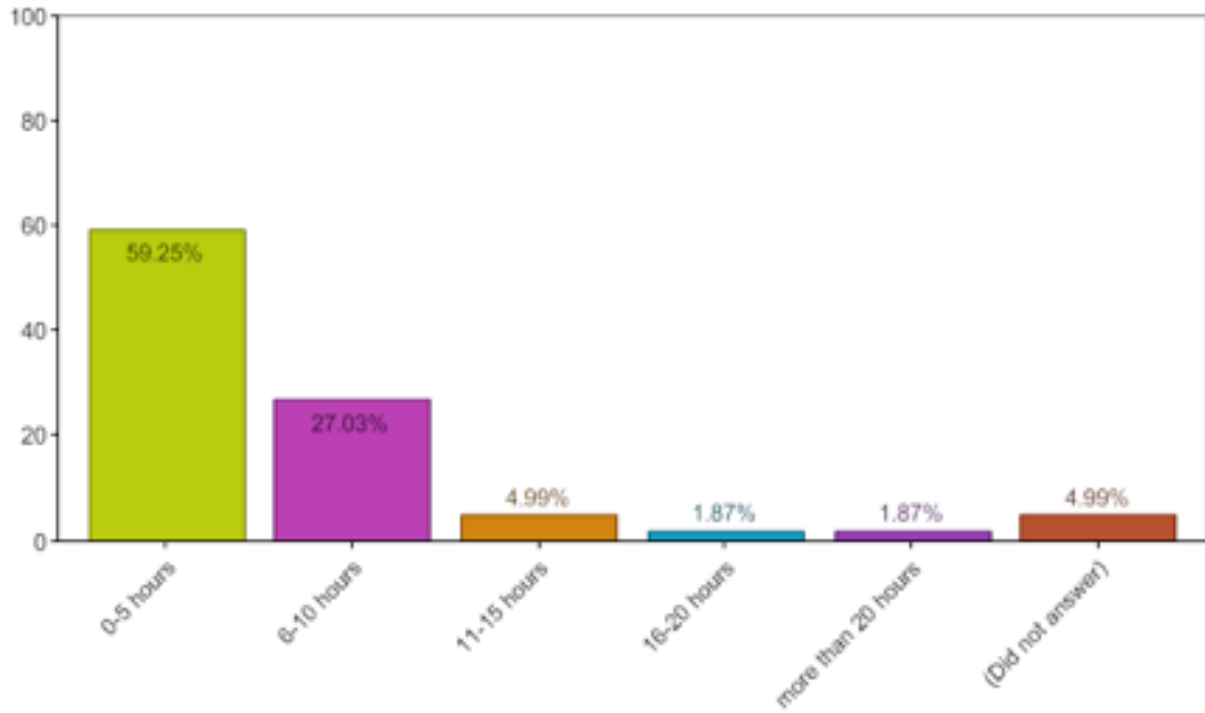
### Specialists Documentation

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

|  | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|--|----------------|--------|----------|-------------------|-------|----------------|
| The evaluator completes paperwork in a reasonable time period.   | 23.63%         | 64.99% | 7.88%    | 3.50%             | 457   | 3.09           |
| My evaluator(s) handle the workload effectively.   | 22.66%         | 63.40% | 10.68%   | 3.27%             | 459   | 3.05           |
| I have access to the information I need to complete the forms.   | 13.45%         | 74.84% | 10.63%   | 1.08%             | 461   | 3.01           |
| I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness. | 15.91%         | 66.67% | 15.48%   | 1.94%             | 465   | 2.97           |
| I am able to provide evidence of my practice through artifact.   | 14.13%         | 67.39% | 16.52%   | 1.96%             | 460   | 2.94           |
| The forms are easy to complete.  | 8.66%          | 66.02% | 22.51%   | 2.81%             | 462   | 2.81           |
| The information on the forms is consistent with determining the outcome of the evaluation.                                       | 7.17%          | 66.96% | 22.83%   | 3.04%             | 460   | 2.78           |
| The time it takes to complete the DPAS II paperwork requirements is reasonable.  | 7.76%          | 66.81% | 19.83%   | 5.60%             | 464   | 2.77           |
| The forms make the process easy to implement.  | 8.95%          | 60.04% | 27.95%   | 3.06%             | 458   | 2.75           |
| The required paperwork is relevant to the evaluation.  | 7.21%          | 63.32% | 25.76%   | 3.71%             | 458   | 2.74           |
| The forms play an important role in the overall evaluation.  | 6.97%          | 63.62% | 25.27%   | 4.14%             | 459   | 2.73           |

## 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 (41%) was, “The time it takes to complete the DPAS II paperwork requirements is reasonable.” This is an increase in the number responding on the undesirable end of the scale when compared to 2009-2010 (34%). Thirty-nine percent of administrators indicated they spent over 120 hours on the DPAS II process in 2009-2010; this number increased to 40% in 2010-2011. When asked specifically about paperwork, 74% responded they spend 20 or more hours overall and 44% stated they spend 11-15 hours on administrative paperwork.

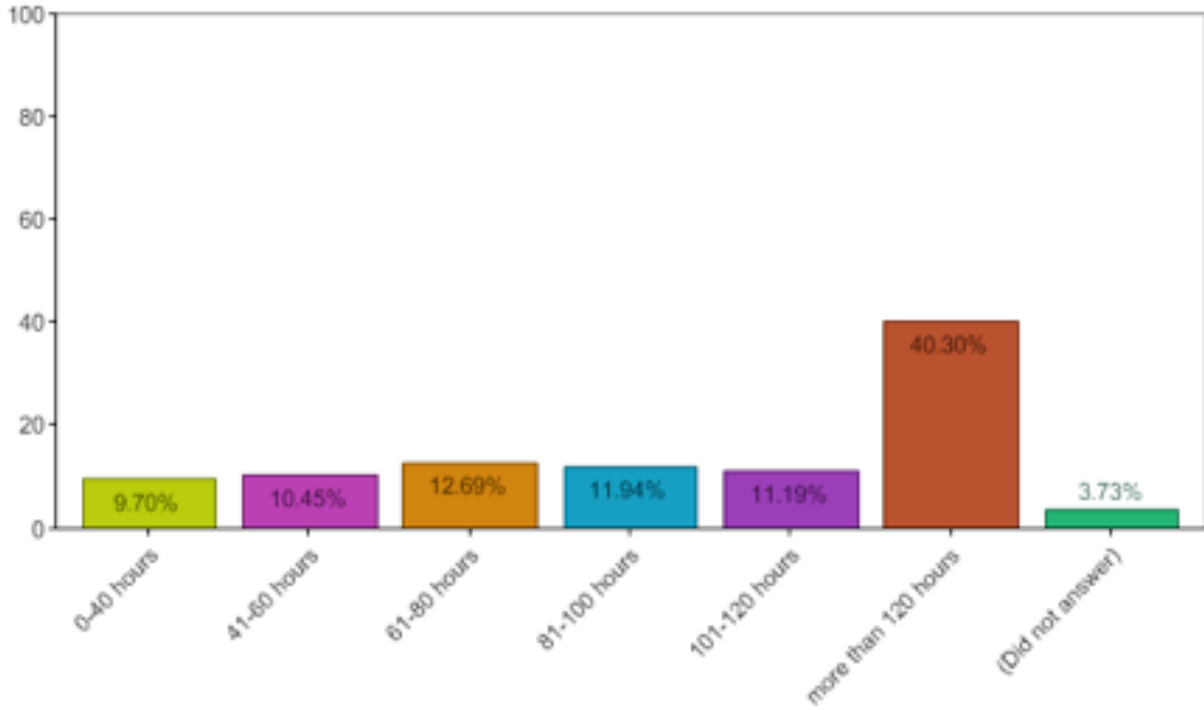
### Administrators Documentation

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

|     |  | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|-----|--|----------------|--------|----------|-------------------|-------|----------------|
| (b) | I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness. | 23.64%         | 67.44% | 6.98%    | 1.94%             | 258   | 3.13           |
| (e) | I have access to the information I need to complete the forms.   | 18.43%         | 76.08% | 3.92%    | 1.57%             | 255   | 3.11           |
| (j) | My evaluator(s) handle the workload effectively.   | 24.31%         | 64.31% | 9.02%    | 2.35%             | 255   | 3.11           |
| (i) | The evaluator completes paperwork in a reasonable time period.   | 26.09%         | 60.87% | 9.88%    | 3.16%             | 253   | 3.1            |
| (a) | The forms play an important role in the overall evaluation.  | 13.51%         | 66.02% | 18.92%   | 1.54%             | 259   | 2.92           |
| (g) | The information on the forms is consistent with determining the outcome of the evaluation.                                       | 5.84%          | 80.93% | 10.51%   | 2.72%             | 257   | 2.9            |
| (h) | The required paperwork is relevant to the evaluation.  | 7.78%          | 70.43% | 18.29%   | 3.50%             | 257   | 2.82           |
| (d) | The forms are easy to complete.  | 6.56%          | 66.80% | 22.39%   | 4.25%             | 259   | 2.76           |
| (f) | The forms make the process easy to implement.  | 6.95%          | 65.64% | 23.17%   | 4.25%             | 259   | 2.75           |
| (c) | The time it takes to complete the DPAS II paperwork requirements is reasonable.  | 5.84%          | 53.31% | 31.52%   | 9.34%             | 257   | 2.56           |

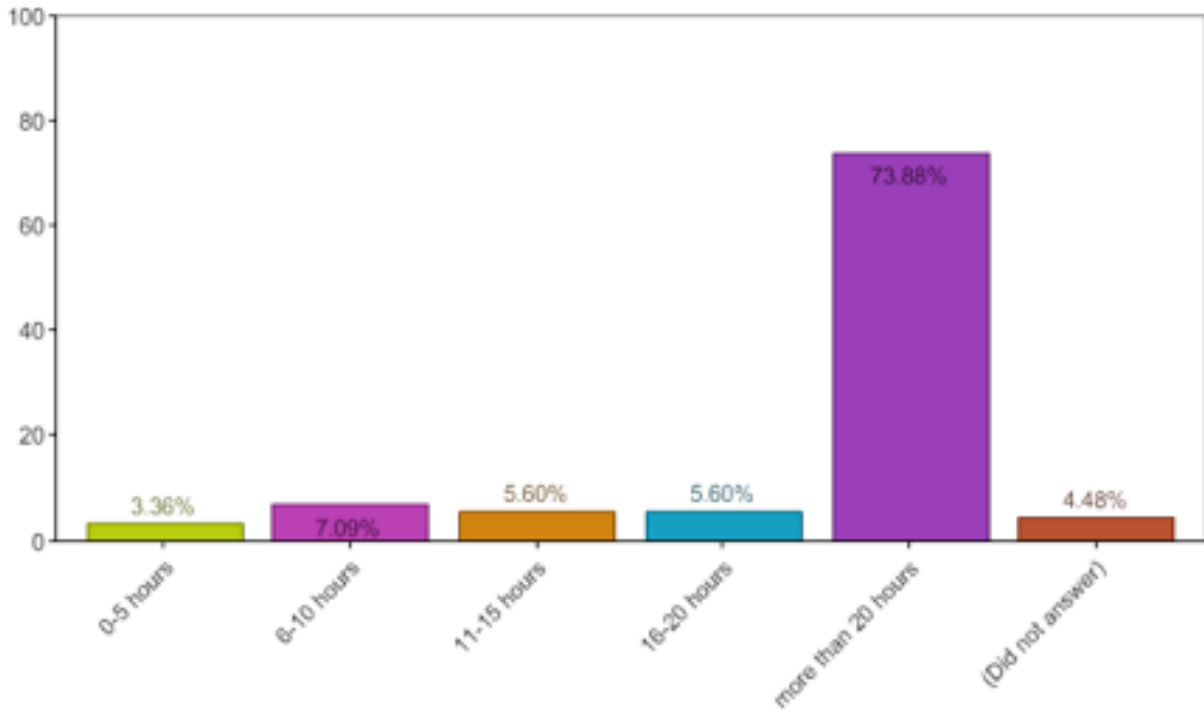
### Administrators Documentation

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



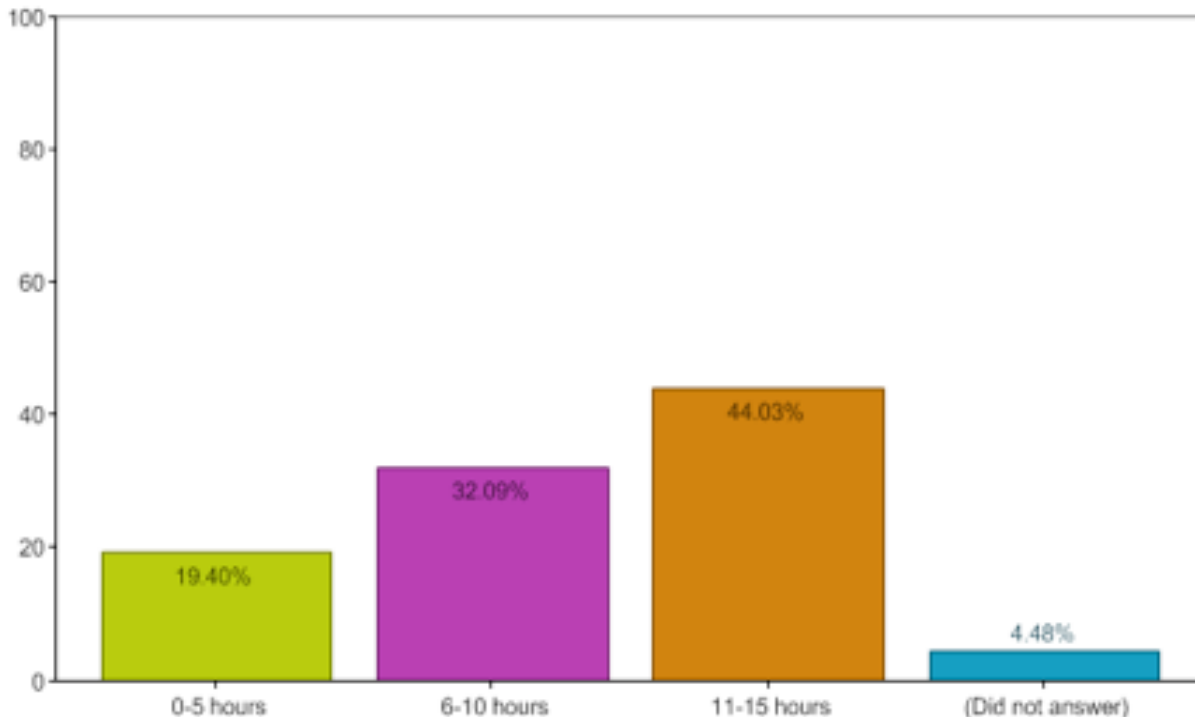
### Administrators Documentation

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?



Similar to 2009-2010, interviewees continued to state that paperwork and the time it takes to work through the process was cumbersome. Examples of comments are below:

- Replace pre-observation form with oral discussion
- Paperwork doesn't align to my job responsibilities
- Forms should be online
- Redundant information requested
- Mundane information is requested



## **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," 20% disagreed/strongly disagreed. This item has historically been the lowest scoring item in this construct.

### **Teachers Feedback**

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

|  | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|--|----------------|--------|----------|-------------------|-------|----------------|
| I am able to provide evidence of my practice through discussion.       | 27.13%         | 68.26% | 3.72%    | 0.89%             | 3579  | 3.22           |
| Overall, the feedback I receive is adequate.                           | 24.87%         | 65.97% | 7.21%    | 1.95%             | 3591  | 3.14           |
| The oral feedback I receive is useful and applicable.                  | 26.57%         | 63.06% | 8.28%    | 2.09%             | 3587  | 3.14           |
| The written feedback I receive is useful and applicable.               | 24.85%         | 63.57% | 9.43%    | 2.15%             | 3574  | 3.11           |
| In general, the conferences are valuable.                              | 25.62%         | 62.13% | 9.94%    | 2.31%             | 3591  | 3.11           |
| The timing of the conferences is good.                                 | 22.00%         | 65.97% | 9.72%    | 2.32%             | 3582  | 3.08           |
| The number of conferences/conversations with my evaluator is adequate. | 22.60%         | 65.13% | 9.26%    | 3.02%             | 3576  | 3.07           |
| The forms completed after conferences are valuable.                    | 17.44%         | 62.64% | 17.08%   | 2.84%             | 3560  | 2.95           |

## 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 “The oral feedback I receive is useful and applicable” and “Overall the feedback I receive is adequate.”

### Specialists Feedback

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

|  | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|--|----------------|--------|----------|-------------------|-------|----------------|
| I am able to provide evidence of my practice through discussion.       | 23.43%         | 69.41% | 6.07%    | 1.08%             | 461   | 3.15           |
| The oral feedback I receive is useful and applicable.                  | 23.28%         | 62.72% | 12.28%   | 1.72%             | 464   | 3.08           |
| Overall, the feedback I receive is adequate.                           | 21.29%         | 66.02% | 10.75%   | 1.94%             | 465   | 3.07           |
| The written feedback I receive is useful and applicable.               | 20.09%         | 62.63% | 15.12%   | 2.16%             | 463   | 3.01           |
| In general, the conferences are valuable.                              | 21.17%         | 60.91% | 15.98%   | 1.94%             | 463   | 3.01           |
| The timing of the conferences is good.                                 | 15.90%         | 71.02% | 11.11%   | 1.96%             | 459   | 3.01           |
| The number of conferences/conversations with my evaluator is adequate. | 17.53%         | 69.05% | 10.61%   | 2.81%             | 462   | 3.01           |
| The forms completed after conferences are valuable.                    | 11.76%         | 61.44% | 24.40%   | 2.40%             | 459   | 2.83           |

## 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 | Total | Weighted Score |
|-----|--|----------------|--------|----------|-------------------|-------|----------------|
| (b) | The oral feedback I receive is useful and applicable.                  | 29.57%         | 61.87% | 7.00%    | 1.56%             | 257   | 3.19           |
| (a) | Overall, the feedback I receive is adequate.                           | 21.40%         | 71.21% | 5.06%    | 2.33%             | 257   | 3.12           |
| (c) | The written feedback I receive is useful and applicable.               | 21.26%         | 68.11% | 7.87%    | 2.76%             | 254   | 3.08           |
| (d) | The timing of conferences is good.                                     | 21.71%         | 66.67% | 8.91%    | 2.71%             | 258   | 3.07           |
| (e) | The number of conferences/conversations with my evaluator is adequate. | 21.18%         | 64.71% | 10.20%   | 3.92%             | 255   | 3.03           |

Among interviewees, it was clear that observations and discussion/feedback were among the most useful aspects of the process. Specifically, the opportunity for dialogue with administration, and the resulting role-clarity, was cited as a prime benefit of the system. For those who stated something about observations, there was not agreement on whether to increase or decrease the number.

## **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, 5 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, 41% selected, "2-3 times per year," and 18% responded "Never."

#### **Teachers System Related Items**

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

|  | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|--|----------------|--------|----------|-------------------|-------|----------------|
| The evaluation did NOT interfere with my duties.   | 15.67%         | 71.43% | 10.88%   | 2.03%             | 3549  | 3.01           |
| The system overall is easy to follow.  | 13.49%         | 74.59% | 10.65%   | 1.26%             | 3558  | 3              |
| The Guide is helpful.  | 10.86%         | 73.87% | 13.88%   | 1.39%             | 3517  | 2.94           |
| The Guide is easy to understand.   | 10.63%         | 74.07% | 13.87%   | 1.43%             | 3498  | 2.94           |
| I perceive the system to be fair and equitable.  | 12.14%         | 71.38% | 13.89%   | 2.59%             | 3550  | 2.93           |
| The evaluation process (observations, documentation, and conferences) provides adequate evidence of my teaching.   | 11.99%         | 68.24% | 17.20%   | 2.56%             | 3552  | 2.9            |
| The evaluation process (observations, documentation, and conferences) provides an accurate picture of my teaching. | 11.34%         | 65.40% | 20.25%   | 3.01%             | 3555  | 2.85           |

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

| Q18. How often do you use or refer to the Guide for DPAS II? |             |        |  |            |            |            |             |
|--|-------------|--------|--|------------|------------|------------|-------------|
| Responses  | Count       | %      | Percentage of total respondents  |            |            |            |             |
| Never  | 649         | 18.37% |  |            |            |            |             |
| 1 time per year  | 1075        | 30.44% |  |            |            |            |             |
| 2-3 times per year   | 1439        | 40.74% |  |            |            |            |             |
| 4-5 times per year   | 260         | 7.36%  |   |            |            |            |             |
| 6 or more times per year                                     | 109         | 3.09%  |   |            |            |            |             |
| <b>Total Responses</b>                                       | <b>3532</b> |        | <b>20%</b>   | <b>40%</b> | <b>60%</b> | <b>80%</b> | <b>100%</b> |

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. 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 | Total | Weighted Score |
|---|----------------|--------|----------|-------------------|-------|----------------|
| The training was timely.  | 9.85%          | 72.10% | 15.92%   | 2.13%             | 3523  | 2.9            |
| Training in the process is adequate.                                  | 9.79%          | 69.41% | 18.25%   | 2.55%             | 3524  | 2.86           |
| Additional training would make me feel more competent in the process. | 7.50%          | 40.37% | 45.17%   | 6.96%             | 3520  | 2.48           |

## 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  |
| 2010/2011 | 54.77% | 8.91%                                  | 10.25%  | 16.40%  | 9.89%                                       | 26.02%                            | 5.80%          | 3670  |

**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  |
| 2010/2011 | 12.34%                     | 10.22%               | 27.17%            | 19.56%          | 18.15%   | 12.18%                  | 8.2%                      | 44.4%          | 3670  |

**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 item that had the highest mean score was: 1) “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 | Total | Weighted Score |
|---|----------------|--------|----------|-------------------|-------|----------------|
| The evaluation did NOT interfere with my duties.  | 14.88%         | 68.93% | 12.91%   | 3.28%             | 457   | 2.95           |
| The Guide is helpful.   | 9.45%          | 72.53% | 15.60%   | 2.42%             | 455   | 2.89           |
| The Guide is easy to understand.  | 9.31%          | 70.73% | 17.52%   | 2.44%             | 451   | 2.87           |
| The system overall is easy to follow.   | 8.68%          | 69.41% | 18.87%   | 3.04%             | 461   | 2.84           |
| I perceive the system to be fair and equitable.   | 7.91%          | 65.93% | 20.22%   | 5.93%             | 455   | 2.76           |
| The evaluation process (observations, documentation, and conferences) provides adequate evidence of my performance.   | 7.02%          | 60.96% | 25.66%   | 6.36%             | 456   | 2.69           |
| The evaluation process (observations, documentation, and conferences) provides an accurate picture of my performance. | 6.59%          | 56.26% | 29.89%   | 7.25%             | 455   | 2.62           |

### Specialists

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

| Q18. How often do you use or refer to the Guide for DPAS II? |            |        |  |
|--|------------|--------|--|
| Responses  | Count      | %      | Percentage of total respondents  |
| Never  | 69         | 14.35% |   |
| 1 time per year  | 148        | 30.77% |  |
| 2-3 times per year   | 206        | 42.83% |  |
| 4-5 times per year   | 31         | 6.44%  |   |
| 6 or more times per year                                     | 5          | 1.04%  |   |
| (Did not answer)   | 22         | 4.57%  |   |
| <b>Total Responses</b>                                       | <b>481</b> |        | <b>20% 40% 60% 80% 100%</b>  |

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 | Total | Weighted Score |
|---|----------------|--------|----------|-------------------|-------|----------------|
| The training for the districts was timely.                            | 9.27%          | 68.87% | 18.54%   | 3.31%             | 453   | 2.84           |
| Training in the process is adequate.                                  | 8.79%          | 66.81% | 20.44%   | 3.96%             | 455   | 2.8            |
| Additional training would make me feel more competent in the process. | 7.95%          | 39.74% | 46.14%   | 6.18%             | 453   | 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   |
| 2010/2011 | 50.31% | 11.23%                                 | 12.06%  | 13.10%  | 11.85%                                      | 33.06%                            | 11.85%         | 481   |

**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   |



2010/2011 18.30% 8.32% 23.49% 21.41% 17.05% 14.14% 8.32% 47.82% 481

**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, 2008-2009, and 2009-2010, “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 | Total | Weighted Score |
|-----|--|----------------|--------|----------|-------------------|-------|----------------|
| (d) | The Guide is helpful.  | 13.51%         | 77.99% | 6.18%    | 2.32%             | 259   | 3.03           |
| (e) | The Guide is easy to understand.                                       | 11.72%         | 78.91% | 6.64%    | 2.73%             | 256   | 3              |
| (g) | I perceive the system to be fair and equitable.                        | 9.34%          | 77.82% | 10.89%   | 1.95%             | 257   | 2.95           |
| (f) | The evaluation did NOT interfere with my duties.                       | 13.08%         | 66.92% | 16.15%   | 3.85%             | 260   | 2.89           |
| (a) | The system overall is easy to follow.                                  | 9.65%          | 73.36% | 12.74%   | 4.25%             | 259   | 2.88           |
| (b) | The evaluation process provides adequate evidence of my performance.   | 7.34%          | 70.27% | 18.15%   | 4.25%             | 259   | 2.81           |
| (c) | The evaluation process provides an accurate picture of my performance. | 7.75%          | 63.18% | 25.97%   | 3.10%             | 258   | 2.76           |

### Administrators

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

| Q18. 19. How often do you refer to the guide for DPAS II? |       |       |                 |       |                    |        |                    |        |                          |        |                |       |       |
|---|-------|-------|-----------------|-------|--------------------|--------|--------------------|--------|--------------------------|--------|----------------|-------|-------|
|   | Never |       | 1 time per year |       | 2-3 times per year |        | 4-5 times per year |        | 6 or more times per year |        | Did not answer |       | Total |
| Responses Received  | 3     | 1.12% | 15              | 5.60% | 74                 | 27.61% | 61                 | 22.76% | 104                      | 38.81% | 11             | 4.10% | 268   |

There was a difference between 2009-2010 and 2010-2011 on whether additional training would make them feel more competent among administrators. In 2010-2011, 48% of administrators disagree/strongly disagreed that additional training would make them feel more competent in the process. This decreased to 33% on the disagree end of the scale in 2010-2011. 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.

|     |   | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|-----|---|----------------|--------|----------|-------------------|-------|----------------|
| (a) | The training for the districts was timely.                            | 15.69%         | 67.45% | 14.12%   | 2.75%             | 255   | 2.96           |
| (b) | Training in the process is adequate.                                  | 10.98%         | 65.10% | 19.61%   | 4.31%             | 255   | 2.83           |
| (c) | Additional training would make me feel more competent in the process. | 15.23%         | 52.34% | 29.69%   | 2.73%             | 256   | 2.8            |

**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   |
| 2010/2011 | 23.51%                         | 20.90%                            | 17.16%                   | 16.42%                                      | 48.13%                            | 36.19%         | 268   |

**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   |
| 2010/2011 | 22.39%                     | 14.93%               | 28.36%            | 24.25%          | 38.81%   | 8.58%                   | 20.52%                    | 33.58%         | 268   |

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

Information from interviews suggests that there are concerns with the rubrics, summatives, and scales employed in some of the components. A minority has concerns related to the amount and timing of data collection. Nothing was mentioned, either positive or negative, about the guide.

## **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 all 3 groups dealt with training and/or support to accurately complete the forms related to data.

### **Teachers**

#### **Data Related Items**

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

|  | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|--|----------------|--------|----------|-------------------|-------|----------------|
| Student data helps me adjust instruction for my students.  | 18.07%         | 68.69% | 11.62%   | 1.63%             | 3504  | 3.03           |
| Student data gives me an accurate picture of my students' progress.  | 14.29%         | 61.68% | 21.38%   | 2.64%             | 3526  | 2.88           |
| I was able to complete the data documentation requirements without difficulty.                                   | 9.55%          | 65.43% | 22.60%   | 2.41%             | 3486  | 2.82           |
| There was congruence with the results of school level data and my classroom data.                                | 8.57%          | 67.34% | 21.33%   | 2.77%             | 3432  | 2.82           |
| There was enough training and/or support for me to accurately complete the forms related to student improvement. | 8.05%          | 62.30% | 26.11%   | 3.54%             | 3477  | 2.75           |

### **Specialists**

#### **Data Related Items**

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

|  | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|--|----------------|--------|----------|-------------------|-------|----------------|
| Student data helps me adjust goals for my school and/or students.              | 10.22%         | 61.11% | 23.56%   | 5.11%             | 450   | 2.76           |
| Student data gives me an accurate picture of my school's progress.             | 6.81%          | 58.02% | 29.01%   | 6.15%             | 455   | 2.65           |
| I was able to complete the data documentation requirements without difficulty. | 5.62%          | 54.38% | 35.06%   | 4.94%             | 445   | 2.61           |

|  |       |        |        |       |     |      |
|--|-------|--------|--------|-------|-----|------|
| There was enough training and/or support for me to accurately complete the forms related to student improvement. | 6.32% | 51.69% | 35.44% | 6.55% | 443 | 2.58 |
|--|-------|--------|--------|-------|-----|------|

**Administrators  
Data Related Items**

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

|     |   | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|-----|---|----------------|--------|----------|-------------------|-------|----------------|
| (d) | Student data helps me adjust goals for my schools.  | 23.92%         | 67.45% | 7.45%    | 1.18%             | 255   | 3.14           |
| (a) | Student data gives me an accurate picture of my school's progress.                                | 17.83%         | 58.53% | 18.60%   | 5.04%             | 258   | 2.89           |
| (b) | I was able to complete the data documentation requirements without difficulty.                    | 12.50%         | 63.28% | 21.09%   | 3.13%             | 256   | 2.85           |
| (c) | There was enough training and/or support for me to accurately complete the forms related to data. | 11.37%         | 61.57% | 22.35%   | 4.71%             | 255   | 2.8            |

Overwhelmingly, the student improvement component was cited the most as in need of improvement in the interviews, especially among non-teachers. Nurses, counselors, psychologists, and media specialists reiterated that the measures in that component do not align well with their job responsibilities.

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

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

Only 1.6% of the teacher respondents were placed on improvement plans in 2010-2011. There were 3 specialists and 4 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, 58% 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 and decreased to 44% in 2010-2011.

**Teachers  
Improvement Plans**

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

|   | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|---|----------------|--------|----------|-------------------|-------|----------------|
| The Improvement Plan outlined measurable goals for me to work toward achieving. | 10.34%         | 48.28% | 22.41%   | 17.24%            | 58    | 2.53           |
| The Improvement Plan recommendations were useful.                               | 11.67%         | 45.00% | 20.00%   | 21.67%            | 60    | 2.47           |

|  |        |        |        |        |    |      |
|--|--------|--------|--------|--------|----|------|
| The Improvement Plan process helped direct my professional growth goals. | 10.00% | 46.67% | 16.67% | 25.00% | 60 | 2.42 |
| There are adequate resources to implement improvement plans.             | 6.67%  | 36.67% | 35.00% | 20.00% | 60 | 2.31 |

### 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  |
| 2010-2011 | 1.60% | 98.4%  | 3569  |

## 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.” None of the items in this construct received weighted scores in the desirable end of the scale among teachers and specialists.

### Teachers

#### Website Evaluation

Please indicate your level of agreement with the following statements.

|   | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|---|----------------|--------|----------|-------------------|-------|----------------|
| The website provides me with all the information I need on DPAS II. | 9.91%          | 78.01% | 11.24%   | 0.80%             | 2633  | 2.97           |
| The online manual was useful.                                       | 9.15%          | 78.66% | 11.25%   | 0.90%             | 2657  | 2.96           |
| The online manual was easy to use.                                  | 8.85%          | 78.04% | 12.13%   | 0.94%             | 2655  | 2.95           |
| The training materials were helpful.                                | 8.10%          | 80.17% | 10.76%   | 0.93%             | 2592  | 2.95           |
| The FAQs addressed my questions.                                    | 8.03%          | 78.91% | 12.10%   | 0.92%             | 2603  | 2.94           |
| The short videos were helpful.                                      | 7.62%          | 73.78% | 16.92%   | 1.63%             | 2571  | 2.87           |

### Specialists

#### Website Evaluation

Please indicate your level of agreement with the following statements.

|                                      | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|--------------------------------------|----------------|--------|----------|-------------------|-------|----------------|
| The online manual was easy to use.   | 11.08%         | 75.32% | 12.03%   | 1.58%             | 316   | 2.96           |
| The online manual was useful.        | 9.72%          | 75.24% | 13.48%   | 1.57%             | 319   | 2.93           |
| The training materials were helpful. | 6.64%          | 79.07% | 11.63%   | 2.66%             | 301   | 2.9            |
| The FAQs addressed my questions.     | 7.26%          | 75.58% | 14.85%   | 2.31%             | 303   | 2.88           |
| The website provides me with all the | 8.86%          | 72.15% | 15.82%   | 3.16%             | 316   | 2.87           |

|                                |       |        |        |       |     |      |
|--------------------------------|-------|--------|--------|-------|-----|------|
| information I need on DPAS II. |       |        |        |       |     |      |
| The short videos were helpful. | 6.02% | 67.89% | 23.08% | 3.01% | 299 | 2.77 |

### Administrators

#### Website Evaluation

Please indicate your level of agreement with the following statements.

|     |   | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|-----|---|----------------|--------|----------|-------------------|-------|----------------|
| (a) | The online manual was useful.                                       | 13.73%         | 78.11% | 7.30%    | 0.86%             | 233   | 3.05           |
| (b) | The online manual was easy to use.                                  | 12.99%         | 77.49% | 8.66%    | 0.87%             | 231   | 3.03           |
| (d) | The training materials were helpful.                                | 8.73%          | 82.53% | 7.86%    | 0.87%             | 229   | 2.99           |
| (f) | The website provides me with all the information I need on DPAS II. | 10.21%         | 77.45% | 11.06%   | 1.28%             | 235   | 2.97           |
| (e) | The FAQs addressed my questions.                                    | 9.55%          | 78.64% | 10.45%   | 1.36%             | 220   | 2.96           |
| (c) | The short videos were helpful.                                      | 10.05%         | 71.69% | 15.53%   | 2.74%             | 219   | 2.89           |

### Website Evaluation

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

| 2010-2011      | Yes   | No     |
|----------------|-------|--------|
| Teachers       | 81.1% | 18.8%  |
| Specialists    | 76.6% | 23.41% |
| Administrators | 96.5% | 3.5%   |

There were a few positive comments about the online materials among interviewees.

### ***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 | Total | Weighted Score |
|--|----------------|--------|----------|-------------------|-------|----------------|
| I believe the DPAS evaluation system is being implemented appropriately in my work location. | 12.44%         | 70.22% | 13.72%   | 3.62%             | 3536  | 2.91           |
| I believe the current DPAS evaluation system should be continued in its current form.        | 7.32%          | 58.98% | 29.69%   | 4.00%             | 3496  | 2.7            |
| The DPAS evaluation system needs improving.  | 10.00%         | 42.48% | 45.64%   | 1.88%             | 3519  | 2.61           |

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 | Total | Weighted Score |
|--|----------------|--------|----------|-------------------|-------|----------------|
| I believe the DPAS evaluation system is being implemented appropriately in my work location. | 10.57%         | 69.16% | 16.30%   | 3.96%             | 454   | 2.86           |
| The DPAS evaluation system needs improving.  | 15.35%         | 51.32% | 31.80%   | 1.54%             | 456   | 2.8            |
| I believe the current DPAS evaluation system should be continued in its current form.        | 4.26%          | 47.76% | 40.13%   | 7.85%             | 446   | 2.48           |

The majority of administrators believe that the evaluation system is being implemented appropriately in their work location. However, the items representing whether the system needs improving and continuing in its current form both have mean scores on the undesirable end of the scale.

## Administrators

### General System Items

Please indicate your level of agreement with the following statements.

|  | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|--|----------------|--------|----------|-------------------|-------|----------------|
| (b) I believe the DPAS evaluation system is being implemented appropriately in my work location. | 14.34%         | 73.64% | 9.69%    | 2.33%             | 258   | 3              |
| (a) The DPAS evaluation system needs improving.  | 19.77%         | 49.61% | 29.07%   | 1.55%             | 258   | 2.88           |
| (c) I believe the current DPAS evaluation system should be continued in its current form.        | 4.67%          | 45.91% | 42.80%   | 6.61%             | 257   | 2.49           |

Interview data indicates that the structure of the process is well accepted among teachers. It was the most cited response when asked what they like best about DPAS II. For example, below are a couple of quotes from interviewees:

*“I like that it’s more structured and not as open for personal feelings.”*

*“I like the feedback and format of the process. I like that we have a voice and are able to provide feedback to our administrators.”*

## 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

| Q7. Overall, what grade would you give the evaluation process? |             |        |                                 |            |                                   |
|--|-------------|--------|---------------------------------|------------|-----------------------------------|
| Responses  | Count       | %      | Percentage of total respondents |            |                                   |
| A  | 611         | 16.65% |                                 |            |                                   |
| B  | 1878        | 51.17% |                                 |            |                                   |
| C  | 826         | 22.51% |                                 |            |                                   |
| D  | 200         | 5.45%  |                                 |            |                                   |
| F  | 51          | 1.39%  |                                 |            |                                   |
| (Did not answer)   | 104         | 2.83%  |                                 |            |                                   |
| <b>Total Responses</b>   | <b>3670</b> |        | <b>20%</b>                      | <b>40%</b> | <b>60%</b> <b>80%</b> <b>100%</b> |

### Specialists

| Q7. Overall, what grade would you give the evaluation process? |            |        |                                 |            |                                   |
|--|------------|--------|---------------------------------|------------|-----------------------------------|
| Responses  | Count      | %      | Percentage of total respondents |            |                                   |
| A  | 47         | 9.77%  |                                 |            |                                   |
| B  | 198        | 41.16% |                                 |            |                                   |
| C  | 146        | 30.35% |                                 |            |                                   |
| D  | 54         | 11.23% |                                 |            |                                   |
| F  | 16         | 3.33%  |                                 |            |                                   |
| (Did not answer)   | 20         | 4.16%  |                                 |            |                                   |
| <b>Total Responses</b>   | <b>481</b> |        | <b>20%</b>                      | <b>40%</b> | <b>60%</b> <b>80%</b> <b>100%</b> |



## Administrators

| 7. Overall, what grade would you give the evaluation process? |            |        |                                 |            |            |            |             |
|---|------------|--------|---------------------------------|------------|------------|------------|-------------|
| Responses   | Count      | %      | Percentage of total respondents |            |            |            |             |
| A   | 22         | 8.21%  |                                 |            |            |            |             |
| B   | 122        | 45.52% |                                 |            |            |            |             |
| C   | 87         | 32.46% |                                 |            |            |            |             |
| D   | 22         | 8.21%  |                                 |            |            |            |             |
| F   | 7          | 2.61%  |                                 |            |            |            |             |
| (Did not answer)  | 8          | 2.99%  |                                 |            |            |            |             |
| <b>Total Responses</b>  | <b>268</b> |        | <b>20%</b>                      | <b>40%</b> | <b>60%</b> | <b>80%</b> | <b>100%</b> |

### Focus Group Findings

The focus groups dealt with essentially the same questions though the conversations were not restricted by topic. The two areas of interest were:

1. What are the most effective processes in DPAS II and how can they be strengthened?
2. How can DPAS II continue to enrich teaching, or your job, and not become so routine that it loses leverage to support student achievement?

### Teachers Focus Group Findings

Similar to survey and interview results, teachers believe the most effective parts of DPAS II are the observations and feedback. Specifically, teachers believe the feedback they receive improves their teaching.

When asked how to strengthen this part of the process, teachers listed several suggestions.

1. Increase the amount of unannounced observations.
2. Make pre observation conference oral rather than written.
3. Increase walkthrough observations.
4. Use peer visitation and observation.
5. Expand some form of mentoring to experienced teachers.
6. Observe teachers in other schools.
7. Continue training focusing on observation and feedback techniques for evaluators and peer observers.

The fear that DPAS II can become routine in the future and thus lose the leverage it now has is real. Teachers do not want to return to the checklists of years past. They believe the feedback and conversation makes a difference. They also believe training must be continued and become more sophisticated. This is in contrast to the survey that indicates teachers no longer need training. When discussing training, teachers do not need more training on the basics of DPAS II but they do want additional discussion and communication to improve the use of the instrument. To maintain that leverage several suggestions surfaced.

1. Create additional vehicles for conversations and communication for teachers.
2. Use the Internet to share information and ideas.
3. Build in refresher training for all teachers to reconnect with the philosophy of reflective practice.
4. Eliminate the routine questions contained in Professional Responsibilities.
5. Train teachers with the same information given to evaluators.
6. Emphasize goal setting and sharing extends to areas like parent communication.

### **Specialists Focus Group Findings**

Specialists continue to believe DPAS II is not a good fit for effective feedback. Their concerns do not appear to be a resistance to being evaluated; rather they are concerned that the evaluators have little knowledge of their work and how their roles can most effectively impact student achievement. This concern is reflected in the generic nature of the specialist's DPAS II forms and rubrics. This concern is pervasive and impacts all conversations about DPAS II. The focus groups contributed several ideas and thoughts about improving their evaluation.

1. Benchmark their jobs in other industries when possible.
2. Use peer evaluation.
3. Make rubrics and forms specialist specific.
4. Make certain the emphasis of their evaluation is placed where they have the most leverage to make an impact in the school.
5. Tie goals to national standards from the various professional associations.
6. Use counselor "action plans" required by the State as part of DPAS II.
7. Increase training for evaluators on specialist DPAS II.
8. Use district staff to evaluate, training district staff in school goals rather than training evaluators in all specialists' jobs.
9. Consider portfolios as an integral part of DPAS II for specialists.

### **Administrators Focus Group Findings**

Administrators are very supportive of DPAS II and had fewer concerns of previous years. They seem to understand the nuances of the paperwork and like providing and receiving feedback. Like teachers and specialists, they often do not get enough feedback on their job performance. Their suggestions are very specific.

1. Improve rubrics and forms for specialists.
2. Continuation training for reflective practice conferences.
3. Clarify DPAS II role in areas such as feedback on IEP meetings and parent communication.
4. Find a way to increase unannounced observations, the best part of DPAS II.
5. If teachers do not effectively respond to Improvement Plan consider removing tenure.
6. Summative evaluation should be as much about the future as the past.

### **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-one percent recommended 1-5 days, but 70% had that as an actual time interval.

#### **Teachers Actual Time Intervals**

| <b>20. Select the interval of WORK days that represents the actual time between each pair of activities.</b> |  |          |        |           |        |            |       |            |       |                   |       |              |
|--|--|----------|--------|-----------|--------|------------|-------|------------|-------|-------------------|-------|--------------|
|  |  | 1-5 days |        | 6-10 days |        | 11-20 days |       | 21-30 days |       | more than 30 days |       | <b>Total</b> |
| (a)  | Scheduling the observation and the pre-observation conference          | 2460     | 71.41% | 661       | 19.19% | 144        | 4.18% | 64         | 1.86% | 116               | 3.37% |              |
| (b)  | Pre-observation conference and the observation                         | 2999     | 87.15% | 340       | 9.88%  | 56         | 1.63% | 8          | 0.23% | 38                | 1.10% | 3441         |
| (c)  | Observation and the post-observation conference                        | 2385     | 70.15% | 647       | 19.03% | 191        | 5.62% | 54         | 1.59% | 123               | 3.62% | 3400         |
| (d)  | Post-observation conference and receipt of the formative feedback form | 2173     | 63.37% | 730       | 21.29% | 246        | 7.17% | 88         | 2.57% | 192               | 5.60% | 3429         |
| (e)  | Summative conference and receipt of the summative feedback form        | 1925     | 57.77% | 731       | 21.94% | 253        | 7.59% | 91         | 2.73% | 332               | 9.96% | 3332         |

#### **Teachers Staff Recommendation for Intervals**

**21. Select the interval of WORK days that represents your recommended time between each pair of**

| activities |  |          |        |           |        |            |       |            |       |                   |       |                       |       |       |
|------------|--|----------|--------|-----------|--------|------------|-------|------------|-------|-------------------|-------|-----------------------|-------|-------|
|            |  | 1-5 days |        | 6-10 days |        | 11-20 days |       | 21-30 days |       | more than 30 days |       | Don't Know/Don't Care |       | Total |
| (a)        | Scheduling the observation and the pre-observation conference          | 2331     | 68.08% | 724       | 21.14% | 152        | 4.44% | 57         | 1.66% | 63                | 1.84% | 97                    | 2.83% |       |
| (b)        | Pre-observation conference and the observation                         | 2936     | 85.60% | 371       | 10.82% | 33         | 0.96% | 7          | 0.20% | 11                | 0.32% | 72                    | 2.10% | 3430  |
| (c)        | Observation and the post-observation conference                        | 2752     | 81.40% | 460       | 13.61% | 70         | 2.07% | 11         | 0.33% | 16                | 0.47% | 72                    | 2.13% | 3381  |
| (d)        | Post-observation conference and receipt of the formative feedback form | 2471     | 72.87% | 676       | 19.94% | 113        | 3.33% | 18         | 0.53% | 32                | 0.94% | 81                    | 2.39% | 3391  |
| (e)        | Summative conference and receipt of the summative feedback form        | 2173     | 64.06% | 742       | 21.88% | 169        | 4.98% | 45         | 1.33% | 113               | 3.33% | 150                   | 4.42% | 3392  |

Among specialists, there were minimal discrepancies. There were 6 percentage points or less between the actual time intervals and the recommended.

### Specialists Actual Time Intervals

| 20. Select the interval of WORK days that represents the actual time between each pair of activities. |  |          |        |           |        |            |       |            |       |                   |       |       |     |
|---|--|----------|--------|-----------|--------|------------|-------|------------|-------|-------------------|-------|-------|-----|
|   |  | 1-5 days |        | 6-10 days |        | 11-20 days |       | 21-30 days |       | more than 30 days |       | Total |     |
| (a)   | Scheduling the observation and the pre-observation conference          | 272      | 64.92% | 97        | 23.15% | 23         | 5.49% | 10         | 2.39% | 17                | 4.06% |       | 419 |
| (b)   | Pre-observation conference and the observation                         | 319      | 76.50% | 63        | 15.11% | 16         | 3.84% | 6          | 1.44% | 13                | 3.12% | 417   |     |
| (c)   | Observation and the post-observation conference                        | 277      | 67.56% | 93        | 22.68% | 16         | 3.90% | 9          | 2.20% | 15                | 3.66% | 410   |     |
| (d)   | Post-observation conference and receipt of the formative feedback form | 251      | 59.90% | 110       | 26.25% | 26         | 6.21% | 7          | 1.67% | 25                | 5.97% | 419   |     |
| (e)   | Summative conference and receipt of the summative feedback form        | 228      | 55.47% | 109       | 26.52% | 29         | 7.06% | 13         | 3.16% | 32                | 7.79% | 411   |     |

### Specialists Staff Recommendation for Intervals

| 21. Select the interval of WORK days that represents your recommended time between each pair of activities |  |          |           |            |            |                   |                  |       |
|--|--|----------|-----------|------------|------------|-------------------|------------------|-------|
|  |  | 1-5 days | 6-10 days | 11-20 days | 21-30 days | more than 30 days | Don't Know/Don't | Total |

|     |  |     |        |     |        |    |       |   |       |   |       | Care |       |     |
|-----|--|-----|--------|-----|--------|----|-------|---|-------|---|-------|------|-------|-----|
| (a) | Scheduling the observation and the pre-observation conference          | 258 | 60.71% | 107 | 25.18% | 22 | 5.18% | 6 | 1.41% | 6 | 1.41% | 26   | 6.12% | 425 |
| (b) | Pre-observation conference and the observation                         | 306 | 71.83% | 82  | 19.25% | 12 | 2.82% | 3 | 0.70% | 2 | 0.47% | 21   | 4.93% | 426 |
| (c) | Observation and the post-observation conference                        | 307 | 73.10% | 73  | 17.38% | 13 | 3.10% | 4 | 0.95% | 3 | 0.71% | 20   | 4.76% | 420 |
| (d) | Post-observation conference and receipt of the formative feedback form | 267 | 63.27% | 107 | 25.36% | 16 | 3.79% | 3 | 0.71% | 4 | 0.95% | 25   | 5.92% | 422 |
| (e) | Summative conference and receipt of the summative feedback form        | 243 | 57.72% | 114 | 27.08% | 19 | 4.51% | 6 | 1.43% | 7 | 1.66% | 32   | 7.60% | 421 |

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. One discrepancy showed up in the pre-observation conference and the observation activities. Eighty-seven percent indicated 1 – 5 days was the recommended, while 94% stated 1-5 days was actual.

### Administrators Actual Time Intervals

| <b>44. Select the interval of WORK days that represents the actual time between each pair of activities.</b> |  |          |        |           |        |            |       |            |       |                   |       |       |
|--|--|----------|--------|-----------|--------|------------|-------|------------|-------|-------------------|-------|-------|
|  |  | 1-5 days |        | 6-10 days |        | 11-20 days |       | 21-30 days |       | more than 30 days |       | Total |
| (a)  | Scheduling the observation and pre-observation conference              | 183      | 74.69% | 46        | 18.78% | 7          | 2.86% | 4          | 1.63% | 5                 | 2.04% | 245   |
| (b)  | Pre-observation conference and the observation                         | 229      | 93.47% | 14        | 5.71%  | 1          | 0.41% | 0          | 0%    | 1                 | 0.41% | 245   |
| (c)  | Observation and the post-observation conference                        | 186      | 76.23% | 51        | 20.90% | 4          | 1.64% | 1          | 0.41% | 2                 | 0.82% | 244   |
| (d)  | Post-observation conference and receipt of the formative feedback form | 116      | 47.54% | 94        | 38.52% | 20         | 8.20% | 8          | 3.28% | 6                 | 2.46% | 244   |
| (e)  | Summative conference and receipt of the summative feedback form        | 119      | 48.77% | 96        | 39.34% | 16         | 6.56% | 4          | 1.64% | 9                 | 3.69% | 244   |

### Administrators Staff Recommendation for Intervals

| <b>45. Select the interval of WORK days that represent your recommended time between each pair of activities.</b> |   |          |        |           |        |            |       |            |       |                   |       |                       |       |     |
|---|---|----------|--------|-----------|--------|------------|-------|------------|-------|-------------------|-------|-----------------------|-------|-----|
|   |   | 1-5 days |        | 6-10 days |        | 11-20 days |       | 21-30 days |       | more than 30 days |       | Don't Know/Don't Care | Total |     |
| (a)   | Scheduling the observation and the pre-observation conference | 184      | 75.10% | 42        | 17.14% | 8          | 3.27% | 3          | 1.22% | 4                 | 1.63% | 4                     | 1.63% | 245 |
| (b)   | Pre-observation conference and                                | 213      | 86.94% | 27        | 11.02% | 1          | 0.41% | 0          | 0%    | 3                 | 1.22% | 1                     | 0.41% | 245 |

|     |  |     |        |    |        |    |       |   |       |   |       |   |       |     |
|-----|--|-----|--------|----|--------|----|-------|---|-------|---|-------|---|-------|-----|
|     | the observation  |     |        |    |        |    |       |   |       |   |       |   |       |     |
| (c) | Observation and the post-observation conference                        | 183 | 75.00% | 51 | 20.90% | 6  | 2.46% | 1 | 0.41% | 2 | 0.82% | 1 | 0.41% | 244 |
| (d) | Post-observation conference and receipt of the formative feedback form | 122 | 49.59% | 88 | 35.77% | 24 | 9.76% | 7 | 2.85% | 4 | 1.63% | 1 | 0.41% | 246 |
| (e) | Summative conference and receipt of the summative feedback form        | 113 | 46.69% | 87 | 35.95% | 20 | 8.26% | 9 | 3.72% | 7 | 2.89% | 6 | 2.48% | 242 |

## 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

Results in 2010-2011 were very similar to the results from 2009-2010 among those who evaluate administrators. In 2010 - 2011, 78 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 |    | Total | Weighted Score |
|-----|---|----------------|--------|-------|--------|----------|-------|-------------------|----|-------|----------------|
| (f) | The written feedback I provide to administrators is aligned with the five components. | 18             | 23.08% | 58    | 74.36% | 2        | 2.56% | 0                 | 0% | 78    | 3.21           |
| (g) | The oral feedback I provide to administrators is aligned with the five components.    | 18             | 23.08% | 58    | 74.36% | 2        | 2.56% | 0                 | 0% | 78    | 3.21           |
| (c) | I can accurately evaluate administrators using the                                    | 13             | 16.67% | 61    | 78.21% | 4        | 5.13% | 0                 | 0% | 78    | 3.12           |

|     |  |    |        |    |        |    |        |   |       |    |      |  |
|-----|--|----|--------|----|--------|----|--------|---|-------|----|------|--|
|     | criteria for the Management component.   |    |        |    |        |    |        |   |       |    |      |  |
| (d) | I can accurately evaluate administrators using the criteria for the Professional Responsibilities component. | 11 | 14.29% | 62 | 80.52% | 4  | 5.19%  | 0 | 0%    | 77 | 3.09 |  |
| (a) | I can accurately evaluate administrators using the criteria for the Vision and Goals component.              | 11 | 14.10% | 58 | 74.36% | 7  | 8.97%  | 2 | 2.56% | 78 | 3    |  |
| (b) | I can accurately evaluate administrators using the criteria for the Culture of Learning component.           | 12 | 15.38% | 54 | 69.23% | 12 | 15.38% | 0 | 0%    | 78 | 3    |  |
| (e) | I can accurately evaluate administrators using the criteria for the Student Improvement component.           | 9  | 11.54% | 49 | 62.82% | 19 | 24.36% | 1 | 1.28% | 78 | 2.85 |  |

### 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?**

| Q29. 30. 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? |                                |        |                                   |        |                          |        |   |        |                                   |        |                |        |     |
|--|--------------------------------|--------|-----------------------------------|--------|--------------------------|--------|---|--------|-----------------------------------|--------|----------------|--------|-----|
|  | 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  |     |
| Responses Received   | 51                             | 19.03% | 54                                | 20.15% | 61                       | 22.76% | 48  | 17.91% | 52                                | 19.40% | 193            | 72.01% | 268 |
| <b>Note:</b> Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.  |                                |        |                                   |        |                          |        |   |        |                                   |        |                |        |     |

Evaluators were asked to respond to a series of items that dealt with the system, documentation, data, and feedback mechanisms. Similar to 2009-2010, 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 |    | Total | Weighted Score |
|-----|---|----------------|--------|-------|--------|----------|--------|-------------------|----|-------|----------------|
| (c) | Administrators are accepting of their evaluation feedback.  | 14             | 18.18% | 62    | 80.52% | 1        | 1.30%  | 0                 | 0% | 77    | 3.17           |
| (a) | Administrators are able to provide the evidence and documentation I need to evaluate them accurately. | 14             | 18.18% | 57    | 74.03% | 6        | 7.79%  | 0                 | 0% | 77    | 3.1            |
| (d) | The timing of administrator conferences is good.  | 11             | 14.10% | 58    | 74.36% | 9        | 11.54% | 0                 | 0% | 78    | 3.03           |

|     |   |    |        |    |        |    |        |   |       |    |      |
|-----|---|----|--------|----|--------|----|--------|---|-------|----|------|
| (e) | The evaluation process provides adequate evidence of administrators' performance.           | 10 | 12.82% | 54 | 69.23% | 14 | 17.95% | 0 | 0%    | 78 | 2.95 |
| (b) | The administrator forms are easy to complete.   | 10 | 12.99% | 51 | 66.23% | 14 | 18.18% | 2 | 2.60% | 77 | 2.9  |
| (f) | The evaluation process provides an accurate picture of administrators' performance.         | 10 | 12.82% | 51 | 65.38% | 16 | 20.51% | 1 | 1.28% | 78 | 2.9  |
| (g) | There are adequate resources for administrators to implement improvement plans.             | 9  | 12.50% | 49 | 68.06% | 12 | 16.67% | 2 | 2.78% | 72 | 2.9  |
| (h) | Administrators are able to complete the data documentation requirements without difficulty. | 10 | 12.99% | 52 | 67.53% | 11 | 14.29% | 4 | 5.19% | 77 | 2.88 |

## Evaluating Teachers

There were 228 respondents who evaluated teachers. Similar to 2009-2010 and similar to 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. The items with the most respondents on the undesirable end of the scale pertained to student improvement and professional responsibilities. The items with the highest mean scores were around written and oral feedback being aligned with the 5 components. When asked which criteria are good indicators of performance for teachers, 92% selected "Instruction." Only 44% selected "Professional Responsibilities."

### Evaluators

#### Criteria for Evaluating Teachers

Please indicate your level of agreement with the following statements.

|     |  | Strongly Agree |        | Agree |        | Disagree |       | Strongly Disagree |       | Total | Weighted Score |
|-----|--|----------------|--------|-------|--------|----------|-------|-------------------|-------|-------|----------------|
| (f) | The written feedback I provide to teachers is aligned with the five components.      | 96             | 42.48% | 127   | 56.19% | 3        | 1.33% | 0                 | 0%    | 226   | 3.41           |
| (g) | The oral feedback I provide to teachers is aligned with the five components.         | 90             | 40.18% | 129   | 57.59% | 5        | 2.23% | 0                 | 0%    | 224   | 3.38           |
| (c) | I can accurately evaluate teachers using the criteria for the instruction component. | 70             | 31.11% | 139   | 61.78% | 15       | 6.67% | 1                 | 0.44% | 225   | 3.24           |



|     |  |    |        |     |        |    |        |    |       |     |      |
|-----|--|----|--------|-----|--------|----|--------|----|-------|-----|------|
| (a) | I can accurately evaluate teachers using the criteria for the planning and preparation component.      | 64 | 28.32% | 150 | 66.37% | 11 | 4.87%  | 1  | 0.44% | 226 | 3.23 |
| (b) | I can accurately evaluate teachers using the criteria for the classroom environment component.         | 65 | 28.89% | 148 | 65.78% | 11 | 4.89%  | 1  | 0.44% | 225 | 3.23 |
| (d) | I can accurately evaluate teachers using the criteria for the professional responsibilities component. | 42 | 18.83% | 144 | 64.57% | 33 | 14.80% | 4  | 1.79% | 223 | 3    |
| (e) | I can accurately evaluate teachers using the criteria for the student improvement component.           | 32 | 14.22% | 127 | 56.44% | 54 | 24.00% | 12 | 5.33% | 225 | 2.8  |

### 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?

| Q34. 35. 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?      |                          |        |                       |        |             |        |                               |        |                     |        |                |        |       |
|---|--------------------------|--------|-----------------------|--------|-------------|--------|-------------------------------|--------|---------------------|--------|----------------|--------|-------|
|   | Planning and Preparation |        | Classroom Environment |        | Instruction |        | Professional Responsibilities |        | Student Improvement |        | Did not answer |        | Total |
| Responses Received  | 189                      | 70.52% | 182                   | 67.91% | 208         | 77.61% | 100                           | 37.31% | 147                 | 54.85% | 42             | 15.67% | 268   |
| <b>Note:</b> Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question. |                          |        |                       |        |             |        |                               |        |                     |        |                |        |       |

Among the teacher evaluators, there were positive responses relating to providing evidence, forms, feedback, and student data. As was the case in 2008-2009 and 2009-2010, 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) "The timing of teacher conferences is good."

### Evaluators

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

Please indicate your level of agreement with the following statements.

|     |  | Strongly Agree |        | Agree |        | Disagree |       | Strongly Disagree |       | Total | Weighted Score |
|-----|--|----------------|--------|-------|--------|----------|-------|-------------------|-------|-------|----------------|
| (c) | Teachers are accepting of their evaluation feedback. | 37             | 16.59% | 174   | 78.03% | 11       | 4.93% | 1                 | 0.45% | 223   | 3.11           |

|     |   |    |        |     |        |    |        |   |       |     |      |
|-----|---|----|--------|-----|--------|----|--------|---|-------|-----|------|
| (a) | Teachers are able to provide the evidence and documentation I need to evaluate them accurately. | 36 | 16.14% | 163 | 73.09% | 23 | 10.31% | 1 | 0.45% | 223 | 3.05 |
| (d) | The timing of teacher conferences is good.  | 38 | 17.04% | 162 | 72.65% | 20 | 8.97%  | 3 | 1.35% | 223 | 3.05 |
| (b) | The teacher forms are easy to complete.   | 33 | 14.67% | 153 | 68.00% | 37 | 16.44% | 2 | 0.89% | 225 | 2.96 |
| (i) | Student data gives me an accurate picture of my students' progress.                             | 33 | 14.73% | 151 | 67.41% | 37 | 16.52% | 3 | 1.34% | 224 | 2.96 |
| (g) | There are adequate resources for teachers to implement improvement plans.                       | 23 | 10.50% | 151 | 68.95% | 42 | 19.18% | 3 | 1.37% | 219 | 2.89 |
| (e) | The evaluation process provides adequate evidence of teachers' performance.                     | 24 | 10.76% | 152 | 68.16% | 42 | 18.83% | 5 | 2.24% | 223 | 2.87 |
| (f) | The evaluation process provides an accurate picture of teachers' performance.                   | 26 | 11.56% | 144 | 64.00% | 48 | 21.33% | 7 | 3.11% | 225 | 2.84 |
| (j) | There is congruence with the results of school level data and classroom data.                   | 26 | 11.66% | 142 | 63.68% | 48 | 21.52% | 7 | 3.14% | 223 | 2.84 |
| (h) | Teachers are able to complete the data documentation requirements without difficulty.           | 21 | 9.42%  | 149 | 66.82% | 46 | 20.63% | 7 | 3.14% | 223 | 2.83 |

## Evaluating Specialists

There were 199 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.” Further, the “Student Improvement” component item was the only item to fall in the undesirable end of the scale in weighted mean score. The component most selected was, “Professional Practice and Delivery of Service.” Evaluators of specialists responded positively to the items relating to the evaluation criteria. The items with the most desirable responses were around written and oral feedback being aligned with the five components.”

### Evaluators

#### Criteria for Evaluating Specialists

Please indicate your level of agreement with the following statements.

|     |   | Strongly Agree |        | Agree |        | Disagree |        | Strongly Disagree |       | Total | Weighted Score |
|-----|---|----------------|--------|-------|--------|----------|--------|-------------------|-------|-------|----------------|
| (g) | The oral feedback I provide to specialists is aligned with the five components.   | 43             | 19.11% | 172   | 76.44% | 9        | 4.00%  | 1                 | 0.44% | 225   | 3.14           |
| (f) | The written feedback I provide to specialists is aligned with the five components.                                      | 46             | 20.35% | 165   | 73.01% | 14       | 6.19%  | 1                 | 0.44% | 226   | 3.13           |
| (b) | I can accurately evaluate specialists using the delivery of service component.  | 38             | 16.74% | 166   | 73.13% | 20       | 8.81%  | 3                 | 1.32% | 227   | 3.05           |
| (c) | I can accurately evaluate specialists using the criteria for the professional collaboration and consultation component. | 35             | 15.35% | 168   | 73.68% | 23       | 10.09% | 2                 | 0.88% | 228   | 3.04           |
| (a) | I can accurately evaluate specialists using the criteria for the planning and preparation component.                    | 35             | 15.35% | 166   | 72.81% | 24       | 10.53% | 3                 | 1.32% | 228   | 3.02           |
| (d) | I can accurately evaluate specialists using the criteria for the professional responsibilities component.               | 31             | 13.78% | 166   | 73.78% | 25       | 11.11% | 3                 | 1.33% | 225   | 3              |
| (e) | I can accurately evaluate specialists using the criteria for the student improvement component.                         | 20             | 8.97%  | 113   | 50.67% | 73       | 32.74% | 17                | 7.62% | 223   | 2.61           |

## 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?**

**Q39. 40. Of the 5 major components (as defined in the DPAS II Guide) used in specialist evaluation, 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 |
|--------------------|--------------------------|--------|---|--------|---|--------|-------------------------------|--------|---------------------|--------|----------------|--------|-------|
|                    |                          |        |   |        |   |        |                               |        |                     |        |                |        |       |
| Responses Received | 165                      | 61.57% | 210   | 78.36% | 184   | 68.66% | 125                           | 46.64% | 96                  | 35.82% | 39             | 14.55% | 268   |

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

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, “The evaluation process provides adequate evidence of specialists’ performance.”

## Evaluators

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

Please indicate your level of agreement with the following statements.

|     |   | Strongly Agree |        | Agree |        | Disagree |        | Strongly Disagree |       | Total | Weighted Score |
|-----|---|----------------|--------|-------|--------|----------|--------|-------------------|-------|-------|----------------|
| (c) | Specialists are accepting of their evaluation feedback.   | 29             | 12.50% | 192   | 82.76% | 9        | 3.88%  | 2                 | 0.86% | 232   | 3.07           |
| (d) | The timing of specialists conferences is good.  | 30             | 12.99% | 181   | 78.35% | 18       | 7.79%  | 2                 | 0.87% | 231   | 3.03           |
| (a) | Specialists are able to provide the evidence of documentation I need to evaluate them accurately. | 23             | 9.75%  | 172   | 72.88% | 38       | 16.10% | 3                 | 1.27% | 236   | 2.91           |
| (e) | The evaluation process provides adequate evidence of specialists' performance.                    | 20             | 8.70%  | 161   | 70.00% | 44       | 19.13% | 5                 | 2.17% | 230   | 2.85           |
| (f) | The evaluation process provides an accurate picture of specialists' performance.                  | 24             | 10.26% | 153   | 65.38% | 52       | 22.22% | 5                 | 2.14% | 234   | 2.84           |
| (b) | The specialist forms are easy to complete.  | 21             | 9.01%  | 158   | 67.81% | 48       | 20.60% | 6                 | 2.58% | 233   | 2.83           |
| (g) | There are adequate resources for specialists to implement improvement plans.                      | 18             | 7.69%  | 164   | 70.09% | 45       | 19.23% | 7                 | 2.99% | 234   | 2.82           |
| (h) | Specialists are able to complete the data documentation requirements without difficulty.          | 17             | 7.30%  | 164   | 70.39% | 46       | 19.74% | 6                 | 2.58% | 233   | 2.82           |

## Documentation

The majority agreed/strongly agreed that they have access to the information needed to complete the forms. The lowest mean scores were on the following items: 1) “The workload is manageable,” and 2) “The time it takes to complete the DPAS II paperwork requirements is reasonable.”

### Evaluators

#### Documentation- General

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

|     |  | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|-----|--|----------------|--------|----------|-------------------|-------|----------------|
| (c) | I have access to the information I need to complete the forms.                             | 12.90%         | 81.45% | 5.24%    | 0.40%             | 248   | 3.07           |
| (a) | The forms play an important role in the overall evaluation.                                | 14.57%         | 69.23% | 14.17%   | 2.02%             | 247   | 2.96           |
| (e) | The information on the forms is consistent with determining the outcome of the evaluation. | 8.91%          | 74.09% | 13.36%   | 3.64%             | 247   | 2.88           |
| (f) | The required paperwork is relevant to the evaluation.                                      | 9.24%          | 71.08% | 17.67%   | 2.01%             | 249   | 2.88           |
| (d) | The forms make the process easy to implement.  | 6.43%          | 66.67% | 24.10%   | 2.81%             | 249   | 2.77           |
| (g) | I am able to complete paperwork in a reasonable time period.                               | 7.26%          | 58.87% | 28.23%   | 5.65%             | 248   | 2.68           |
| (h) | The workload is manageable.  | 4.44%          | 54.44% | 33.87%   | 7.26%             | 248   | 2.56           |
| (b) | The time it takes to complete the DPAS II paperwork requirements is reasonable.            | 4.03%          | 47.98% | 33.87%   | 14.11%            | 248   | 2.42           |

## Feedback

Both items relating to evaluator feedback had mean scores that were on the undesirable end of the scale. While a majority of evaluators selected “Agree” on both items, the large number that selected “Disagree” or “Strongly Disagree” brought the overall mean score down.

### Evaluators

#### Feedback- General

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

| 47. Feedback- General: Please indicate your level of agreement with each of the following statements. |   |                |       |       |        |          |        |                   |       |       |                |
|---|---|----------------|-------|-------|--------|----------|--------|-------------------|-------|-------|----------------|
|   |   | Strongly Agree |       | Agree |        | Disagree |        | Strongly Disagree |       | Total | Weighted Score |
| (a)   | Overall, Improvement Plan recommendations are perceived to be useful. | 15             | 6.25% | 163   | 67.92% | 53       | 22.08% | 9                 | 3.75% | 240   | 2.77           |
| (b)   | The number of conferences/conversations is adequate.                  | 16             | 6.58% | 188   | 77.37% | 32       | 13.17% | 7                 | 2.88% | 243   | 2.88           |

## 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.” Items related to training, the system being fair and equitable, and the system being easy to follow, all had mean scores on the undesirable end of the scale.

### Evaluators

#### System Related Items- General

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

|     |   | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total | Weighted Score |
|-----|---|----------------|--------|----------|-------------------|-------|----------------|
| (c) | The Guide is helpful.   | 14.80%         | 78.40% | 5.60%    | 1.20%             | 250   | 3.07           |
| (d) | The Guide is easy to understand.  | 12.85%         | 77.11% | 8.84%    | 1.20%             | 249   | 3.02           |
| (f) | The appeals process is fair.  | 8.30%          | 85.06% | 4.98%    | 1.66%             | 241   | 3              |
| (g) | The time required in the appeals process is reasonable.                           | 7.85%          | 79.75% | 9.92%    | 2.48%             | 242   | 2.93           |
| (a) | The system is easy to follow.   | 7.57%          | 78.09% | 12.35%   | 1.99%             | 251   | 2.91           |
| (b) | The training for the districts was timely.  | 9.20%          | 72.40% | 16.00%   | 2.40%             | 250   | 2.88           |
| (h) | The system is fair and equitable among teachers, administrators, and specialists. | 7.23%          | 74.70% | 15.26%   | 2.81%             | 249   | 2.86           |
| (e) | Training in the process is adequate.  | 9.24%          | 66.67% | 22.09%   | 2.01%             | 249   | 2.83           |