



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

**Year 1 Report
June 2008**

Submitted By:
Dr. Donald E. Beers
Principal Investigator



2021-A North Halsted Street
Chicago, IL 60614
www.progresseducation.com

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
<i>Background</i>	<i>1</i>
<i>Summary of Results - Key Findings 2007-2008</i>	<i>2</i>
<i>Introduction.....</i>	<i>3</i>
<i>Recommendations.....</i>	<i>3</i>
METHODS	6
RESULTS	10
<i>Results - Q1.....</i>	<i>10</i>
<i>Results - Q3.....</i>	<i>17</i>
<i>Results – Q4, Q5, Q7, Q8, and Q9.....</i>	<i>18</i>
<i>Results – Q2, Q6, and Q12</i>	<i>24</i>
<i>Results – Q13, Q14, Q17, Q18, Q20.....</i>	<i>25</i>
<i>Results – Q10 and 11</i>	<i>32</i>
<i>Results – Q15.....</i>	<i>33</i>
<i>Results – Q16.....</i>	<i>33</i>
<i>Results – Q24.....</i>	<i>34</i>
<i>Results – Q25.....</i>	<i>35</i>
<i>Results – Q26.....</i>	<i>37</i>
<i>Results – Q22 and Q23</i>	<i>39</i>
<i>Results – General Comments.....</i>	<i>45</i>

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 those 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, and to assess the ability of the current system to meet those goals with a statewide deployment.

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

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

Summary of Results - Key Findings 2007-2008

- 1) Among teachers, the items with the highest levels of desirable responses were:
 - a) that they are able to provide evidence of practice through discussion
 - b) their evaluator completes paperwork in a reasonable time period
 - c) the oral feedback is useful and applicable
 - d) the feedback received is adequate
- 2) Among teachers, the items with the least desirable responses were:
 - a) that classroom level DSTP provides an accurate picture of students' progress
 - b) that DSTP data helps adjust instruction for students
 - c) that there was enough training and/or support to accurately complete the forms related to student improvement
 - d) that there was congruence with the results of school level data and classroom level data.
- 3) Among specialists, the items with the highest levels of 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 evaluator handles the workload effectively
 - d) the oral feedback received is useful and applicable.
- 4) Among specialists, the items with the least desirable responses 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) the criteria used to evaluate them for the student improvement component can be accurately judged by their evaluator
 - d) the evaluation system should continue in its current form.
- 5) Among administrators, the items with the highest level of desirable responses were:
 - a) the Guide is easy to understand
 - b) the Guide is helpful
 - c) the oral feedback is useful and applicable
 - d) that they are able to provide evidence and documentation needed by their evaluator to determine their effectiveness
 - e) the five components are understandable.
- 6) Among administrators, the items with the least desirable responses were:
 - a) DSTP gives an accurate picture of my school's progress
 - b) that applying all five components in my work is easy
 - c) that the time it takes to complete the DPAS II paperwork is reasonable
 - d) the training was timely.
- 7) The majority of teachers, specialists, and administrators gave the DPAS II system a grade of "B."
- 8) Among administrators and specialists, the "Student Improvement" component was selected the least among the criteria as a good indicator of performance. Among teachers, the "Professional Responsibilities" component was selected the least.

- 9) Results on the forms and paperwork were positive among all groups (teachers, specialists, and administrators). The majority of teachers and specialists stated they spent 0-5 hours on paperwork. The majority of administrators, however, spent more than 100 hours overall and more than 20 hours on paperwork.
- 10) The results relating to training were not as clear as other aspects of DPAS. The majority of teachers, specialists, and administrators did not believe that they needed additional training. There was also discrepancy among respondents as to whether training was perceived as useful.
- 11) If respondents affirmatively replied that additional training was needed, the categories selected the most for additional training were related to the student improvement or data related components.

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. 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 prior to statewide implementation; 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 quality and depth of the conversations with focus groups and interviews were significantly richer with participants from the earlier pilot districts. It clearly demonstrated time with the new DPAS II system brought a deeper understanding of the

philosophy of reflective practice. The recommendations for 2008 are categorized into four areas: student improvement; professional responsibilities; goal setting; and overall system implementation. The student improvement component remains an issue for all groups, teachers, specialists, and administrators. The interviews and focus groups, commented about a lack of understanding about the use of classroom formative data in DPAS II. Many also indicated a lack of understanding about how to set appropriate goals for the student improvement component. Recommendations for the student achievement include:

1. Provide district/school level training in the analysis and application of data including the use of classroom level formative data;
2. Establish district/school level support for specialists and related arts teachers in identifying appropriate data and use in establishing goals; and
3. Foster an environment where groups of educators, i.e., grade level or department groups, can work together to learn how to gather and analyze data that can be used in the goal setting process.

Professional responsibilities emerged as an area of emphasis in the qualitative and quantitative data. All groups agreed with the important nature of this component to the profession however some teachers expressed concern that this section could be easily fabricated and lose value for professional growth or evaluation. In the interviews and focus groups, most agreed with the values expressed in this component but were less enthusiastic about how to record and reflect on the various expectations. Recommendations for the professional responsibilities component include:

1. Foster an environment where groups of educators can work together to learn how to gather and analyze activities that are appropriate professional development activities.
2. Provide more examples for the collection of professional activities;
3. Provide staff development emphasizing the qualitative versus the quantitative nature of communication expectations; and
4. Remove "extracurricular activities" from the form.

Teachers, specialists, and administrators did not feel coerced when setting goals. In fact, the opposite was repeatedly expressed in the interviews and focus groups. Everyone wants more help in learning how to set appropriate goals. Concern was expressed, though, about the use of goals in the evaluation since the interview and focus groups were held before the end of the evaluation cycle. Some indicated a worry that the failure to meet goals could be a concern, although they could not identify any cause for that concern other than a lack of understanding about the ramifications for not meeting a goal. It must be noted that the interviews and focus groups occurred prior to the summative evaluation for the 2007-2008 school year. Recommendations for goal setting include:

1. Encourage the review of school goals as a school unit prior to establishing individual goals so that all school staff understand the larger picture;
2. Clarify the role of goals in the evaluation process, and;
3. Include a process for reviewing and updating goals throughout the school year.

Implementation of DPAS II is best accomplished when administrators, teachers, and specialists are clear about student, school, and district goals and the role of DPAS II in their accomplishment. The focus groups and interviews identified a lack of clarity about the “big picture”. The DPAS II was most successful when the leadership promoted an environment for a candid open forum to discuss the process across the school community.

The administrator DPAS II appears to be implemented to a lesser degree than the teacher or specialist DPAS II because they are on a different timeframe. The recommendations for system implementation include:

1. Create a superintendent implementation guide for DPAS II;
2. Emphasize administrator DPAS II as the building block for all other DPAS II evaluations;
3. Review the use of the Leaders Standards Survey:
 - a. Expand to a “360” survey for a full look at administrators’ work;
 - b. Train 360 respondents on terms, phrases, and objectives; and
4. Administrators should foster a positive, open environment through candid conversations about setting and achieving goals in teams based on district goals.

Teachers, specialists, and administrators recognize the need to collect information that is sensitive to the subtle changes in and needs of individual students. DPAS II is structured to make use of data and to value setting and achieving individual goals that will promote student achievement. Decisions informed by timely data and through open, candid conversations will strongly support all groups governed by DPAS II.

METHODS

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 57%, 56%, and 38% respectively. 1272 teachers responded out of 2233 delivered email invitations, 205 out of 367 specialists responded, and 51 out of 135 administrators responded.

Qualitative information was obtained through interviews and focus groups. One hundred seventeen total interviews were conducted with teachers (n=87), specialists (n=17), and administrators (n=13). Two focus groups were conducted with teachers for a total of 8 participants. Two focus groups for administrators (n=6) and specialists (n=6) were conducted.

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

The 2007-2008 teacher results were subjected to a factor analysis to determine construct validity. Items were placed into constructs based on the highest factor loadings. Constructs were created if items loaded at a .4 factor level or higher; no item had a factor loading less than .5.

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 first two items had adequate reliability estimates; the last item produced a low reliability estimate because there was great disparity among the respondents about whether additional training would make them feel more competent. This item decreased the overall estimate and will be revised in the 2008-2009 survey. The constructs and corresponding estimates are presented below:

Construct 1

$\alpha = .91$

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

$\alpha = .91$

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

$\alpha = .95$

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

$\alpha = .91$

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.

Construct 5

$\alpha = .84$

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 6

$\alpha = .59$

The training was timely.

Training in the process is adequate.

Additional training would make me feel more competent in the process.

Construct 7

$\alpha = .87$

Classroom level DSTP data gives me an accurate picture of my students' progress.

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.

DSTP data helps me adjust instruction for my students.

There was congruence with the results of school level data and my classroom data.

RESULTS

Results - Q1

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

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?							
	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

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

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

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

Administrator							
Of the 5 major components (as defined in the DPAS II Guide) used in administrator evaluations, which do you believe are good indicators of performance?							
	Vision and Goals	Culture of Learning	Management	Professional Responsibilities	Student Improvement	Did not answer	Total
2007/2008	70.59%	78.43%	74.51%	60.78%	58.82%	5.88%	51

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

Of the 5 criteria in teacher evaluations, “Instruction” received the highest level of support for being a good indicator of performance. “Professional Responsibilities” was selected the least. Of the 5 criteria in specialist evaluations, “Professional Practice and Delivery of Service” was selected the most as being a good indicator of performance. “Student Improvement” was selected the least. Among administrators, the component selected the most for being a good indicator of performance was “Culture of Learning.” The component with least support from administrators was the “Student Improvement” component.

Additional information was obtained during interviews for “Professional Responsibilities” and “Student Improvement” among teachers, specialists, and administrators. For the “Professional Responsibilities” component, 4 additional types of information were collected: (a) is it too vague, (b) is it appropriate, (c) is it fair, and (d) is it clear? A total of

89 people were asked whether they thought the “Professional Responsibilities” component was too vague; of those 89, 37 responded “yes” (42%). Sixty-six people were asked if they thought the component was appropriate, and 55 responded “yes” (83%). When asked if the component was fair, of the 155 people receiving that question, 117 responded “yes” (76%). Lastly, 66 people were asked if the component was clear, and 44 responded “yes” (67%).

Similar to the “Professional Development” component, the same 4 additional types of information were collected for the “Student Improvement” component. Of the 87 people asked if the “Student Improvement” component was too vague, 27 responded “yes” (31%). When asked if the component was appropriate, 56 of the 65 responded “yes” (86%). Sixty-five percent responded that the “Student Improvement” component was fair (100/154). Lastly, 46 out of 65 said that the component was clear (71%).

Professional Responsibilities-Positive Comments:

- The district provides us with technology support to communicate with family.
- Our district does a great job providing professional development.
- The support from our principals was excellent.
- Our principal made the evaluation easier to understand and accept.
- Our principal was supportive and made us feel at ease with the process.
- Keep up the training.

Professional Responsibilities-Suggestions and Improvements:

- Add staff communications as a required component.
- Add Professionalism, team player, positive communication with staff.
- Provide ability for teachers to include narrative (describing student population, what’s working, what’s missing).
- Eliminate the extra curricular requirement.
- With parent communication, add requirement to include what is being discussed.
- Teacher input in what is offered for in-services. Make additional days available. Provide certificate of attendance after every session.
- Everything is clear except how much evidence to provide.
- We were unsure about the process until we worked in teams.
- State deadlines better.
- Goals a concern, need more examples.
- Provide enough materials to be able to fulfill the expected duties.
- Need examples/checklists/prompters rather than just blank spaces.

- Provide more training; clarification of language on bullets 3 and 4.
- Make it less subjective/broad on bullet 4.
- The document needs condensing so that there is less paperwork
- Need a little guidance.
- Need more guidance with setting goals and record keeping.
- Parent expectations need to be clarified.
- Broaden examples on extracurricular.
- Need more examples of what is being looked for and how much effort should be put into preparing supporting materials for the evaluation. (x15)
- Evaluators need to put observations under the appropriate areas.
- Utilize attendance and gradebook software tools to document accountability.
- Separate Component 4 into two areas - Communication Responsibilities and Professional Responsibilities.
- Allow supporting materials to be used show accountability for these areas versus having to transcribe information on DPAS forms.
- More emphasis needs to be placed on the purpose of the job, art of teaching, and effectiveness with students.

Professional Responsibilities-Negative Comments:

- It is easy to do our part, but difficult to get parents involved.
- We don't know how much evidence to include in each section.
- Trying to produce evidence for everything we do is difficult (i.e. copies of email, notes, newsletters, etc.)
- We need better technology to communicate effectively with family.
- Professional development is set by district so it is not possible to choose what we attend.
- We're expected to differentiate instruction but our professional development is not differentiated.
- We don't have enough professional development offered at the district level to meet our needs.
- Rarely is professional development relevant to the specialists on staff.
- Overall, the instrument is confusing.
- Don't like PD component.
- Don't like professional development.
- Is this the best philosophy?

- Difficult to determine curricular vs. extra-curricular activities.
- What level should teachers be performing at to be effective?
- Sometimes it is difficult to evaluate Component 4 - Student Record System and Communicating with Family due to subjective nature of the evidence provided.
- Different people can devote varying amounts of time to extra-curricular activities / community service based on their own individual circumstances.
- Teachers are sometimes required to participate in too many professional development opportunities that are redundant. Need professional development that is relevant.
- Two-way communication can be difficult due to lack of response by parents.
- Takes a lot of time to prepare.
- Requires a lot of new teachers who may not be familiar with the process.
- Due to budget not all teachers are given the opportunity to attend professional development opportunities.
- Reflecting on Professional Practices is not integrated into any of the other evaluation areas.
- Component 4 does not apply to all specialists.
- Lack of standardization and personal biases of evaluator can influence evaluation.

Student Improvement-Positive Comments:

- None

Student Improvement-Suggestions/Improvements:

- There should be constant monitoring and discussion throughout the year between administrators and teachers.
- Add a mid year summative.
- Scoring system should be a rubric not pass/fail.
- Change evaluation criteria for special education, specialists, and non-core.
- Add student behavior improvement as a measurement of growth.
- Including examples would be helpful.
- It would be helpful if examples were included.
- Expectations should be clear at the beginning of the year.
- Need a little more direction.
- Adjust timelines for data.

- Better examples.
- Use growth model.
- Use stretch goals.
- Better access to data.
- Better explanations to new teachers.
- Use DSTP raw scores - increase sensitivity to growth.
- Improve consistency of information provided to administrators and teachers (e.g. administrators were told it was ok for teachers to have a site / department goal AND a personal goal, where teachers were told that they had to have a minimum of one goal that could be a site / department goal OR a personal goal).
- Additional training should be provided on the comparability of student achievement data longitudinally.
- Provide databank of goals that teachers can use as a starting point to expand upon.
- Need more specific criteria for what is acceptable.
- Need additional criteria that are geared specifically towards special education students.
Create templates that teachers can use to easily complete the process.
- Need better alignment between assessments and curricular goals.
- Remove Component 5 from DPAS II.
- Need more time to lookup / review performance information.
- Provide more documentation as to why students have previously performed poorly so that teachers don't have to spend so much time trying to figure out what the issues are when they get the students.
- Teachers need to define smaller goals that are attainable, but are not too easily attainable or ones that cannot be manipulated.
- Provide examples of what is acceptable and what is not acceptable.
- Need to rely on other indicators of student achievement other than DSTP.
- Student achievement does not apply for all specialists (e.g. nurses).
- Difficult to pull all of the data because of the large numbers of students specialists provide services to.
- DSTP needs to be streamlined so that the focus of the assessment is Science and Social Studies with Math, Reading, and Writing being incorporated and assessed through these subject areas. This would greatly minimize the time students spend taking the DSTP and the degree students feel burned-out by the current week-long process.

- Goals for specialists need to focus on areas that are directly influenced by the specialty and are achievable versus simply student achievement.
- Set goals for individuals or groups of students versus a goal for the entire class.
- More specificity as to how to show student achievement since measuring student improvement can be quite subjective.
- Component 5 should look at overall picture as to how students have improved not just achievement.
- Reduce emphasis on DSTP, increase value of classroom measurements and/or site assessments.

Student Improvement-Negative Comments:

- Student achievement goals do not apply to all specialists (counselors, p.e., drivers education teacher)
- Goals were set as a grade level.
- I'm worried about what will happen if I don't meet my goals.
- We had questions on how goals are linked with accountability.
- It's unclear how we're evaluated based on meeting the goals.
- State tests results are not a good source for data-driven goals. (I.e. It's too early in the year, you don't know your students so it's a 'shot in the dark'.
- Where to get the data was difficult since I don't teach academics.
- Where do the non-instructional specialists get the data for goals?
- Our goals were mandated by the principal.
- Much of the information referred to the old DPAS and I didn't have experience with it so I was lost in the process in the beginning.
- As a teacher, I'm not sure I'm doing the goal setting correctly and would like feedback.
- There is confusion about what comes next and where does this information go and how it will be used.
- It seems like another 'gotcha' thing with important information or guidance held back for that purpose".
- It doesn't take into account the "student factor" (i.e. "schlumper", "panicker", unsuccessful hard worker) when a teacher has done EVERYTHING possible.
- The subjectivity of the rubrics make it difficult to measure and track progress accurately; and didn't allow one to stray or add to curriculum except the district sanctioned "options" which weren't always given or supported with sufficient materials.
- Use state standards for social studies is difficult.

- Vague on student growth.
- Struggled with new process.
- Component 5 - Showing Student Improvement is based on a goal that administrators have little input and no control over.
- Some goals were difficult to measure.
- Evaluation criteria vary widely from school to school and district to district.
- Some teachers use DSTP data so that administrators have to do the summative evaluation during the last few weeks of school, which is nearly impossible.
- Some students will never meet student performance goals no matter what you do and should be removed from sample being evaluated.
- Difficult if your subject area does not have a lot of quantitative assessment data.
- Difficulty understanding new process.
- It is difficult to control environmental factors that significantly impact student performance.
- Concerned about teachers being required to find and improve DSTP scores.
- Dependent upon teacher's experience and ability to tailor district curriculum to student needs.
- Some schools required both team and personal goals, whereas others only required a single goal.
- Difficult to measure student improvement for all students.
- Difficult to set meaningful goal if working with a new grade level since you don't know the students or the curriculum very well.
- Difficult to set goals at beginning of the year when you don't know your students.
- DSTP should not be used to evaluate performance.
- It is unfair to place the teacher on an improvement plan based on their evaluation of this single area.
- It is only fair if it is my own personal measure of student achievement.
- Does not adequately reflect a person's performance if they do not teach students.

Results - Q3

3) Overall, is the system realistic?

Teachers Evaluation Criteria						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The five components used to evaluate my performance are understandable.	22.57%	69.06%	7.42%	0.95%	1267	3.13
(b) The five components used to evaluate my performance are reasonable indicators of my effectiveness.	13.95%	68.56%	15.37%	2.13%	1269	2.94
(c) The criteria used to evaluate me for the planning and preparation component can be accurately judged by my evaluator.	16.84%	65.61%	15.18%	2.37%	1265	2.97
(d) The criteria used to evaluate me for the classroom environment component can be accurately judged by my evaluator.	20.09%	69.15%	9.10%	1.66%	1264	3.08
(e) The criteria used to evaluate me for the instruction component can be accurately judged by my evaluator.	20.84%	71.16%	6.50%	1.51%	1262	3.11
(f) The criteria used to evaluate me for the professional responsibilities component can be accurately judged by my evaluator.	14.98%	64.83%	17.51%	2.68%	1268	2.92
(g) The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.	8.77%	50.00%	32.70%	8.53%	1266	2.59
(h) Applying all five components in my work is easy.	11.39%	56.65%	26.74%	5.22%	1264	2.74
(i) The written feedback I receive is aligned with the five components.	22.19%	68.87%	7.02%	1.92%	1253	3.11
(j) The oral feedback I receive is aligned with the five components.	22.21%	66.00%	9.08%	2.71%	1256	3.08

Specialists Evaluation Criteria Items						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The five components used to evaluate my performance are understandable.	14.63%	74.63%	9.76%	0.98%	205	3.03
(b) The five components used to evaluate my performance are reasonable indicators of my effectiveness.	11.71%	63.41%	23.41%	1.46%	205	2.85
(c) The criteria used to evaluate me for the planning and preparation component can be accurately judged by my evaluator.	14.15%	64.88%	19.02%	1.95%	205	2.91
(d) The criteria used to evaluate me for the professional practice and delivery of service component can be accurately judged by my evaluator.	15.20%	67.65%	15.69%	1.47%	204	2.97
(e) The criteria used to evaluate me for the professional collaboration and consultation component can be accurately judged by my evaluator.	14.63%	64.39%	19.51%	1.46%	205	2.92
(f) The criteria used to evaluate me for the professional responsibilities component can be accurately judged by my evaluator.	14.63%	70.24%	13.66%	1.46%	205	2.98
(g) The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.	6.83%	45.37%	31.71%	16.10%	205	2.43
(h) Applying all five components in my work is easy.	9.85%	48.28%	35.96%	5.91%	203	2.62
(i) The written feedback I receive is aligned with the five components.	20.79%	64.85%	12.38%	1.98%	202	3.04
(j) The oral feedback I receive is aligned with the five components.	19.31%	67.82%	11.88%	0.99%	202	3.05

Administrators Evaluation Criteria							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score	
(a) The five components used to evaluate my performance are understandable.	17.65%	72.55%	7.84%	1.96%	51	3.06	
(b) The five components used to evaluate my performance are reasonable indicators of my effectiveness.	15.69%	64.71%	13.73%	5.88%	51	2.90	
(c) Administrator standards provide an accurate picture of my effectiveness.	7.84%	56.86%	23.53%	11.76%	51	2.61	
(d) I agreed with the goals that were set for me under the Student Improvement component.	10.42%	77.08%	8.33%	4.17%	48	2.94	
(e) My evaluator was able to accurately judge my performance in the Vision and Goals component.	15.22%	69.57%	10.87%	4.35%	46	2.96	
(f) The criteria used to evaluate me in the Student Improvement component can be accurately judged by my evaluator.	8.51%	68.09%	19.15%	4.26%	47	2.81	
(g) Applying all five components in my work is easy.	2.04%	48.98%	38.78%	10.20%	49	2.43	
(h) The written feedback I receive is aligned with the five components.	6.38%	80.85%	8.51%	4.26%	47	2.89	
(i) The oral feedback I receive is aligned with the five components.	10.42%	75.00%	8.33%	6.25%	48	2.90	

Ninety-two percent of the teachers agreed or strongly agreed that the five components used to evaluate their performance are understandable and that the criteria used to evaluate their instruction can be accurately judged by their evaluator. Among specialists, 2 items with the highest mean scores were related to the feedback received. The majority of specialists responded “Agree” or “Strongly Agree” that the written and oral feedback received was aligned with the 5 components. The item “the five components used to evaluate my performance are understandable” also had a high mean score among specialists. The lowest mean score among specialists was on the item “the criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.” Administrators responded most positively to the item “the five components used to evaluate my performance are understandable” in the evaluation criteria construct. For the item “applying all five components in my work is easy,” about half of the administrators responded on the “agree” end of the scale (51%) and about half responded on the “disagree” end of the scale (49%).

Results – Q4, Q5, Q7, Q8, and Q9

4)	How much time does it take for the person being evaluated to complete the required paperwork?
5)	How much time does it take for the evaluator to complete the required paperwork?
7)	Can the evaluators handle the workload of the evaluations?
8)	Are the forms understandable and useable?
9)	Do the forms provide the appropriate data for the evaluator to fairly and accurately assess an individual's performance?

Teachers Documentation							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score	
(a) The forms play an important role in the overall evaluation.	8.88%	65.15%	23.70%	2.28%	1228	2.81	
(b) I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.	17.83%	71.71%	9.19%	1.27%	1262	3.06	
(c) I am able to provide evidence of my practice through artifact.	15.98%	71.78%	11.37%	0.87%	1258	3.03	
(d) The time it takes to complete the DPAS II paperwork requirements is reasonable.	6.72%	59.81%	25.32%	8.15%	1264	2.65	
(e) The forms are easy to complete.	8.21%	63.80%	23.37%	4.63%	1254	2.76	
(f) I have access to the information I need to complete the forms.	14.33%	74.82%	9.90%	0.95%	1263	3.03	
(g) The forms make the process easy to implement.	8.67%	60.94%	26.57%	3.82%	1257	2.74	
(h) The information on the forms is consistent with determining the outcome of the evaluation.	9.35%	72.27%	16.32%	2.06%	1262	2.89	
(i) The required paperwork is relevant to the evaluation.	9.06%	67.49%	19.63%	3.82%	1258	2.82	
(j) My evaluator completes paperwork in a reasonable time period.	30.02%	58.94%	7.07%	3.97%	1259	3.15	
(k) My evaluator handles the workload effectively.	27.65%	58.88%	9.80%	3.67%	1255	3.11	

Teachers							
On an annual basis, how much time do you spend on paperwork relating to the DPAS II system?							
	0-5 hours	6-10 hours	11-15 hours	16-20 hours	more than 20 hours	Did not answer	Total
2007/2008	51.57%	31.00%	9.50%	3.45%	2.98%	1.41%	1274

For teachers, feedback on issues related to the forms, relevant paperwork, and how the evaluator handles the evaluation were positive. The majority of respondents agreed or strongly agreed that their evaluator completes paperwork in a reasonable time period. 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.

Specialists Documentation						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The forms play an important role in the overall evaluation.	7.11%	63.45%	29.44%	0%	197	2.78
(b) I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.	12.87%	72.28%	14.36%	0.50%	202	2.98
(c) I am able to provide evidence of my practice through artifact.	11.33%	68.47%	19.70%	0.49%	203	2.91
(d) The time it takes to complete the DPAS II paperwork requirements is reasonable.	8.37%	56.65%	25.12%	9.85%	203	2.64
(e) The forms are easy to complete.	6.44%	54.95%	31.19%	7.43%	202	2.60
(f) I have access to the information I need to complete the forms.	12.25%	70.59%	15.69%	1.47%	204	2.94
(g) The forms make the process easy to implement.	6.50%	57.50%	31.00%	5.00%	200	2.66
(h) The information on the forms is consistent with determining the outcome of the evaluation.	6.86%	66.67%	24.02%	2.45%	204	2.78
(i) The required paperwork is relevant to the evaluation.	8.42%	60.89%	27.23%	3.47%	202	2.74
(j) The evaluator completes paperwork in a reasonable time period.	28.36%	61.19%	9.45%	1.00%	201	3.17
(k) My evaluator(s) handle the workload effectively.	26.37%	61.69%	9.45%	2.49%	201	3.12

Specialists							
On an annual basis, how much time do you spend on paperwork relating to the DPAS II system?							
	0-5 hours	6-10 hours	11-15 hours	16-20 hours	more than 20 hours	Did not answer	Total
2007/2008	60.98%	22.93%	8.29%	2.44%	3.90%	1.46%	205

The majority of specialists believe that their evaluator completes paperwork in a reasonable time period and that their evaluator handles the workload effectively. The majority of specialists also believe that they are able to provide the needed evidence. 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.

Administrators Documentation							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score	
(a) The forms play an important role in the overall evaluation.	6.00%	72.00%	18.00%	4.00%	50	2.80	
(b) I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.	10.00%	88.00%	0%	2.00%	50	3.06	
(c) The time it takes to complete the DPAS II paperwork requirements is reasonable.	4.00%	54.00%	30.00%	12.00%	50	2.50	
(d) The forms are easy to complete.	4.00%	68.00%	24.00%	4.00%	50	2.72	
(e) I have access to the information I need to complete the forms.	10.20%	81.63%	6.12%	2.04%	49	3.00	
(f) The forms make the process easy to implement.	6.38%	63.83%	25.53%	4.26%	47	2.72	
(g) The information on the forms is consistent with determining the outcome of the evaluation.	2.08%	85.42%	8.33%	4.17%	48	2.85	
(h) The required paperwork is relevant to the evaluation.	4.26%	82.98%	10.64%	2.13%	47	2.89	
(i) The evaluator completes paperwork in a reasonable time period.	10.42%	72.92%	12.50%	4.17%	48	2.90	
(j) My evaluator(s) handle the workload effectively.	14.89%	74.47%	6.38%	4.26%	47	3.00	

Administrators								
On an annual basis, how many hours <u>overall</u> do you spend on DPAS II?								
	0-40 hours	41-60 hours	61-80 hours	81-100 hours	101-120 hours	more than 120 hours	Did not answer	Total
2007/2008	7.84%	5.88%	13.73%	19.61%	9.80%	39.22%	3.92%	51

Administrators							
On an annual basis, how much time do you spend on paperwork relating to the DPAS II system?							
	0-5 hours	6-10 hours	11-15 hours	16-20 hours	more than 20 hours	Did not answer	Total
2007/2008	3.92%	3.92%	9.80%	1.96%	78.43%	1.96%	51

Q21. Administrators					
On an annual basis, how many hours do you spend on paperwork relating to the <u>administrative portion</u> of DPAS II?					
	0-5 hours	6-10 hours	11-15 hours	Did not answer	Total
2007/2008	21.57%	31.37%	41.18%	5.88%	51

In the documentation construct, several items had high levels of support among administrators. Ninety-eight percent of administrators responded “Strongly Agree” or “Agree” that they were able to provide the evidence and documentation needed by their evaluators to be accurately evaluated. Opposite of teachers and specialists, the majority of administrators reported spending more than 20 hours on the paperwork associated with the DPAS II system. The results indicate that 41% of administrators spent 11-15 hours on the administrative portion of the evaluation process and close to 40% spent more than 120 hours overall.

Paperwork-Positive Comments

- The paperwork is not difficult.
- The paperwork is improved from last year.
- DPAS II is easier to complete this year.
- The information is better organized in the DPAS II.
- The new guide is very helpful.
- While the DPAS II paperwork is time consuming, it is necessary.
- DPAS II is much like last year's so it is easy to figure out.
- Reasonable
- Whole lot easier less confusing.
- Very easy.
- It is appropriate. The self-evaluation helpful.
- Examples excellent.
- Good. Clear.
- No huge complaints. Self explanatory.
- Used to it. The fear factor is gone.
- Do not change forms.
- Clear.
- Enough examples. Forms good.
- Good. Makes you aware. (x2)
- Used to it. Not outrageous
- Necessary - about right.
- Good guide and examples.
- Adequate.
- Guide OK
- Guide not needed. Forms self explanatory.
- Guide pretty clear. Forms good.
- More systematic and getting better over time.
- New process has been simplified which is nice.

Paperwork-Suggestions/Improvements

- Receiving the write-up before the conference provides quicker feedback.
- There should be time in school to complete the paperwork requirements.
- There should be one form with everything on it.
- Need more examples of what is adequate, not sure how much to write or show.

Paperwork-Negative Comments

- I didn't see too many changes.
- Too much paperwork is required.
- It takes too much time to complete.
- The paperwork is not easy to follow.
- The paperwork is very time consuming.
- DPAS II is too wordy. It should be more specific.
- DPAS II books sit on the shelves. There is too much.
- The paperwork doesn't fit roles like the counselor. They should have their own form(s).
- There are too many forms.
- Little cumbersome.
- Specialist forms are not applicable to all areas (e.g. librarian, nurse, etc.)
- Checklist that was previously used is better than current format, which duplicates the lesson plans that teachers also have to provide.
- Takes a lot of time to prepare.
- Not sure what to write where which creates a lot of duplicate responses.
- The paperwork was not clear as to what was wanted for each area.

Results – Q2, Q6, and Q12

- | | |
|-----|--|
| 2) | Do the number of observations and other collections of evidence provide enough information for an evaluator to make an accurate assessment of performance? |
| 6) | Is there an appropriate balance between conversation or conferencing and documentation? |
| 12) | Are the conferences meaningful and timely? |

	Teachers Feedback				Total	Weighted Score
	Strongly Agree	Agree	Disagree	Strongly Disagree		
(a) Overall, the feedback I receive is adequate.	23.77%	67.49%	7.00%	1.75%	1258	3.13
(b) The oral feedback I receive is useful and applicable.	26.21%	64.10%	7.47%	2.22%	1259	3.14
(c) The written feedback I receive is useful and applicable.	23.69%	64.55%	10.33%	1.43%	1258	3.10
(d) In general, the conferences are valuable.	24.17%	63.12%	10.89%	1.83%	1258	3.10
(e) The forms completed after conferences are valuable.	15.25%	62.52%	20.55%	1.69%	1246	2.91
(f) I am able to provide evidence of my practice through discussion.	25.95%	69.68%	3.33%	1.03%	1260	3.21
(g) The timing of the conferences is good.	20.06%	67.12%	10.83%	1.99%	1256	3.05
(h) The number of conferences/conversations with my evaluator is adequate.	21.46%	66.14%	10.10%	2.31%	1258	3.07

	Specialists Feedback				Total	Weighted Score
	Strongly Agree	Agree	Disagree	Strongly Disagree		
(a) Overall, the feedback I receive is adequate.	21.29%	69.31%	7.43%	1.98%	202	3.10
(b) The oral feedback I receive is useful and applicable.	23.38%	66.17%	8.46%	1.99%	201	3.11
(c) The written feedback I receive is useful and applicable.	19.60%	66.83%	11.56%	2.01%	199	3.04
(d) In general, the conferences are valuable.	22.39%	62.19%	12.94%	2.49%	201	3.04
(e) The forms completed after conferences are valuable.	12.00%	61.00%	23.50%	3.50%	200	2.82
(f) I am able to provide evidence of my practice through discussion.	25.25%	68.81%	5.45%	0.50%	202	3.19
(g) The timing of the conferences is good.	18.41%	64.68%	12.94%	3.98%	201	2.98
(h) The number of conferences/conversations with my evaluator is adequate.	20.30%	68.32%	9.41%	1.98%	202	3.07

	Administrators Feedback				Total	Weighted Score
	Strongly Agree	Agree	Disagree	Strongly Disagree		
(a) Overall, the feedback I receive is adequate.	8.33%	77.08%	10.42%	4.17%	48	2.90
(b) The oral feedback I receive is useful and applicable.	18.37%	73.47%	4.08%	4.08%	49	3.06
(c) The written feedback I receive is useful and applicable.	12.24%	69.39%	14.29%	4.08%	49	2.90
(d) The timing of conferences is good.	8.16%	75.51%	14.29%	2.04%	49	2.90
(e) The number of conferences/conversations with my evaluator is adequate.	8.16%	73.47%	14.29%	4.08%	49	2.86

The results for the feedback construct among teachers were positive—of the 8 items, 7 items had mean scores above 3. The item with the highest mean score for teachers was “I am able to provide evidence of my practice through discussion.” The item with the lowest mean score for teachers was “the forms completed after conferences are valuable.” Similar to the teacher results, the majority of specialists responded positively when asked about feedback, conferences, timing of the conferences, and the number of conferences. Among specialists, the highest and lowest mean scores were on the items “I am able to provide evidence of my practice through discussion” and “The forms completed after conferences are valuable,” respectively. Among administrators, the oral feedback item received the most positive responses.

Results – Q13, Q14, Q17, Q18, Q20

- 13) Does the proposed system demonstrate equity among Teachers? Specialists? Administrators?
- 14) Are educators’ ratings, under the DPAS II, reasonably aligned with prior evaluations under DPAS I?
- 17) Is the training adequate?
- 18) Is the Guide useful?
- 20) Are the content, materials, timelines, and delivery methods appropriate and effective?

Teachers							
System Related Items							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score	
(a)The system overall is easy to follow. The evaluation process (observations, documentation, (b)and conferences) provides adequate evidence of my teaching.	9.10%	66.64%	21.23%	3.03%	1253	2.82	
(c)The evaluation process (observations, documentation, (c)and conferences) provides an accurate picture of my teaching.	10.10%	66.61%	19.55%	3.74%	1258	2.83	
(d)The DPAS II system provides a better picture of my teaching versus the DPAS I system.	8.43%	64.04%	23.31%	4.22%	1257	2.77	
(e)The Guide is helpful.	7.48%	59.05%	28.95%	4.52%	1216	2.69	
(f) The Guide is easy to understand.	9.38%	71.53%	16.44%	2.65%	1247	2.88	
(g)The evaluation did NOT interfere with my duties.	8.62%	69.22%	19.42%	2.74%	1241	2.84	
(h)I perceive the system to be fair and equitable.	12.76%	68.30%	14.61%	4.33%	1246	2.89	
	10.06%	70.69%	15.42%	3.83%	1252	2.87	

Teachers							
How often do you use or refer to the Guide for DPAS II?							
	Never	1 time per year	2-4 times per year	3-5 times per year	6 or more times per year	Did not answer	Total
2007/2008	15.78%	27.08%	42.07%	9.65%	4.87%	0.47%	1274

The majority of teachers responded “Agree” to all items related to the system overall. The item with the highest mean among the system related items was “The evaluation did not interfere with my duties.” The item with the lowest mean was “The DPAS II system provides a better picture of my teaching versus the DPAS I system.” When asked how often teachers refer to the Guide, the majority (42%) selected “2-4 times per year.” Twenty-seven percent responded “1 time per year” and 16% responded “Never.”

Specialists							
System Related Items							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score	
(a)The system overall is easy to follow. The evaluation process (observations, documentation, and conferences) provides adequate evidence of my performance.	6.97%	66.17%	23.88%	2.99%	201	2.77	
(b)The evaluation process (observations, documentation, and conferences) provides an accurate picture of my performance.	7.46%	65.17%	23.38%	3.98%	201	2.76	
(c)The DPAS II system provides a better picture of my performance versus the DPAS I system.	7.39%	59.61%	29.06%	3.94%	203	2.70	
(d)The Guide is helpful.	9.14%	51.08%	36.02%	3.76%	186	2.66	
(e)The Guide is easy to understand.	10.50%	71.00%	16.50%	2.00%	200	2.90	
(f)The evaluation did NOT interfere with my duties.	9.00%	67.50%	21.50%	2.00%	200	2.84	
(g)I perceive the system to be fair and equitable.	12.87%	65.35%	16.83%	4.95%	202	2.86	
(h)I perceive the system to be fair and equitable.	9.45%	72.64%	15.92%	1.99%	201	2.90	

Specialists							
How often do you use or refer to the Guide for DPAS II?							
	Never	1 time per year	2-4 times per year	3-5 times per year	6 or more times per year	Did not answer	Total
2007/2008	14.15%	26.34%	47.80%	8.78%	1.95%	0.98%	205

Among specialists, there were 2 system related items that had the highest mean score: 1) “I perceive the system to be fair and equitable,” and 2) “The Guide is helpful.” Similar to teacher results, in the system related construct, the item with the lowest mean score was “The DPAS II system provides a better picture of my performance versus the DPAS I system.” The majority of specialists reported that they refer to the Guide “2-4 times per year.” The next highest category selected was “1 time per year.”

Administrators System Related Items							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score	
(a) The system overall is easy to follow.	3.92%	84.31%	9.80%	1.96%	51	2.90	
(b) The evaluation process provides adequate evidence of my performance.	2.04%	71.43%	18.37%	8.16%	49	2.67	
(c) The evaluation process provides an accurate picture of my performance.	4.00%	68.00%	20.00%	8.00%	50	2.68	
(d) The DPAS II system provides a better picture of my performance versus the DPAS I system.	10.20%	61.22%	24.49%	4.08%	49	2.78	
(e) The Guide is helpful.	21.57%	66.67%	7.84%	3.92%	51	3.06	
(f) The Guide is easy to understand.	21.57%	66.67%	7.84%	3.92%	51	3.06	
(g) The evaluation did NOT interfere with my duties.	2.04%	77.55%	12.24%	8.16%	49	2.73	
(h) I perceive the system to be fair and equitable.	2.04%	81.63%	8.16%	8.16%	49	2.78	

Administrators How often do you use or refer to the Guide for DPAS II?							
	Never	1 time per year	2-4 times per year	3-5 times per year	6 or more times per year	Did not answer	Total
2007/2008	3.92%	1.96%	13.73%	33.33%	43.14%	3.92%	51

Administrators responded positively to items related to the Guide. The item that received the next highest mean score was a general item relating to whether the system overall is easy to follow. Among administrators, 43% responded they refer to the Guide “6 or more times per year.” The next highest category selected was “3-5 times per year.” Only 4% responded “never.”

Teachers Training Related Items							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score	
(a) The training was timely.	7.02%	63.64%	25.28%	4.07%	1254	2.74	
(b) Training in the process is adequate.	6.14%	59.49%	27.83%	6.54%	1254	2.65	
(c) Additional training would make me feel more competent in the process.	9.98%	41.26%	41.26%	7.50%	1253	2.54	

Teachers From the following list, select the components of the DPAS process where you need additional training. (check all that apply)								
	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

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

Teachers									
From the following list, select specific aspects of the DPAS process where you need additional training. (Check all that apply)									
	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

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

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—51% responded on the “Agree/Strongly Agree” end of the scale and 49% responded on the “Disagree/Strongly Disagree” end of the scale. For both items relating to specific topics for additional training, the majority of teachers either did not respond or felt they did not need additional training. The next highest categories were related to data and/or the student improvement component.

Specialists						
Training Related Items						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The training for the districts was timely.	8.37%	64.53%	23.65%	3.45%	203	2.78
(b) Training in the process is adequate.	7.88%	56.65%	30.05%	5.42%	203	2.67
(c) Additional training would make me feel more competent in the process.	8.91%	44.06%	41.09%	5.94%	202	2.56

Specialists								
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

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

Specialists									
From the following list, select the components 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

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

Among specialists, 53% responded “Strongly Agree” or “Agree” to 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.

Administrators						
Training Related Items						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The training for the districts was timely.	0%	65.31%	28.57%	6.12%	49	2.59
(b) Training in the process is adequate.	2.00%	68.00%	30.00%	0%	50	2.72
(c) Additional training would make me feel more competent in the process.	8.00%	46.00%	46.00%	0%	50	2.62

Administrators							
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

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

Administrators									
From the following list, select the components 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

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

Among administrators, 54% responded on the “Agree/Strongly Agree” end of the scale on the item “additional training would make me feel more competent in the process.” For administrators, when asked what components or areas do they need additional training, the majority either did not answer or checked items relating to student improvement and/or data.

Below is a list of comments made by interviewees relating to training:

Training-Positive Comments

- Trainers were thorough and well prepared.
- Effective training was conducted by local school personnel in teams.
- State trainers did a good job.
- State training was adequate.
- The frameworks training with the manual makes it clearer.

Training-Suggestions/Improvements

- Training – add additional in–service days specific to DPAS II & data analysis.
- Require in-house training at all sites.
- Break training into segments throughout the year.
- Make training interactive.
- Separate teacher & specialists during training.
- Add DPAS II training or refresher courses at local colleges.
- Provide real world examples for each component.
- Have the training broken up into 3 hour sessions and a review of information mid year.
- Have the training BEFORE anything needs to be implemented.
- Condense the packet of information...it was too much to wade through.
- Short refreshers would help...less of a scavenger hunt for clarity and information.
- Make sure the paperwork presented at training matches what we will need to use.
- Give examples of a satisfactory completion of a DPAS II packet.
- More mentors for new teachers to help them disaggregate data, chose the right goal, and follow timelines.
- Last year’s training made it easier to follow this year’s training and DPAS II requirements.

- More essay opportunities to allow one to express opinions, ideas, reality, and true feelings.
- Provide training videos showing good and bad teachers teaching and what their evaluation would be.
- Would like to see explanation of the big picture and the connections to what teachers are doing.
- Training needs to be provided throughout the year as evaluation process is completed.
An in-service day should be done for each component.
- Look at best practices used by other districts and highlight those during training.
- Don't simply read PowerPoint presentation.
- Training needs more time to show application of evaluation process using real world examples.
- State should consider having a cadre of trainers that are experienced in each of the subject areas.

Training-Negative Comments

- Training was conducted during preplanning with the whole staff at a time when I could not focus.
- Training by state was not helpful. The trainer read a script; and could not address questions. Training after the pilot was not helpful. I left more confused. I'd rather have had a notebook to review then have questions answered at a later date. Administrators and teachers indicated the same level of dissatisfaction with the training.
- Lots of information but not enough time to process it and evaluate/understand it.
- Not enough time spent on the Student Improvement section.
- Walked out with as many questions as I walked in with.
- Too many things overlap...not allowing a comprehensive picture.
- Some things not covered in depth enough.
- The training was horrible because the DoE was NOT prepared.
- Experienced teachers have an advantage with deadlines and figuring out the trend of the moment from administration.
- Not enough release time to complete this stuff...and the district does not want to hire substitutes to assist...especially for "exploratory" area teachers.
- Training can be daunting for new teachers. Consider segmenting training into refresher training and new teacher training.
- Training seemed to be geared towards elementary.

- Timing of training at beginning of year is bad due to everything else that is going on. Training should be done at a time when teachers are less busy.
- Trainer was not experienced in the subject area.
- Binder provided by DoE was not as clear as the information provided online and handed out during training sessions.
- Don't complete the training in pre-planning. (Staff is overwhelmed with opening school.)

Results – Q10 and 11

- | | |
|-----|---|
| 10) | What specific issues were encountered with Component V of the teacher and specialist processes? |
| 11) | What was the outcome when using classroom level DSTP data versus school level DSTP data? |

Teachers							
Data Related Items							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score	
(a) Classroom level DSTP data gives me an accurate picture of my students' progress.	3.18%	34.53%	43.92%	18.37%	1225	2.23	
(b) I was able to complete the data documentation requirements without difficulty. There was enough training and/or support for me to	4.10%	56.77%	32.57%	6.56%	1219	2.58	
(c) accurately complete the forms related to student improvement.	4.19%	52.22%	35.69%	7.89%	1216	2.53	
(d) DSTP data helps me adjust instruction for my students.	4.73%	47.02%	35.51%	12.73%	1225	2.44	
(e) There was congruence with the results of school level data and my classroom data.	3.13%	57.01%	31.50%	8.36%	1184	2.55	

Specialists							
Data Related Items							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score	
(a) DSTP data gives an accurate picture of my school's progress.	1.56%	30.21%	50.52%	17.71%	192	2.16	
(b) I was able to complete the data documentation requirements without difficulty. There was enough training and/or support for me to	3.66%	53.40%	38.22%	4.71%	191	2.56	
(c) accurately complete the forms related to student improvement.	2.58%	51.03%	40.72%	5.67%	194	2.51	
(d) DSTP data helps me adjust goals for my school and/or students.	1.57%	46.07%	39.79%	12.57%	191	2.37	

Administrators Data Related Items						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) DSTP data gives an accurate picture of my school's progress.	1.96%	37.25%	47.06%	13.73%	51	2.27
(b) I was able to complete the data documentation requirements without difficulty.	2.04%	71.43%	14.29%	12.24%	49	2.63
(c) There was enough training and/or support for me to accurately complete the forms related to data.	2.04%	73.47%	12.24%	12.24%	49	2.65
(d) DSTP data helps me adjust goals for my school.	3.92%	74.51%	15.69%	5.88%	51	2.76

Among teachers and specialists, the item with the highest mean in the data construct was “I was able to complete the data documentation requirements without difficulty.” For administrators, the item with the highest mean score among the data related items was “DSTP data helps me adjust goals for my school.”

Results – Q15

15) Are there differences in how the DPAS II works for novice and experienced educators? If so, what are the differences?

Using the variable “total years experience” for teachers, analyses were performed to determine whether any differences existed on the survey items based on level of experience. Various definitions for novice were tested. The teacher experience variable was disaggregated into categories using 10-year intervals, 12-year intervals, and 7 year intervals. Additionally, the teacher experience data were disaggregated into similarly sized categories by using quartiles, thirds, and fifths. On almost every item, no matter how novice teacher was defined, the results revealed slightly more positive perceptions for those who had fewer years experience.

Results – Q16

16) Is the “Improvement Plan” process helpful?

There were 18 teacher respondents who indicated they were on improvement plans. There were 2 specialists and 2 administrators. Subsequently, only the teacher responses to the improvement plan items are presented. Among teachers on improvement plans, 67% responded “Strongly Agree” or “Agree” when asked if the improvement plan recommendations were useful.

Were you placed on an improvement plan this year?			
	Yes	No	Total
2007/2008	1.49%	98.51%	1274

Teachers Improvement Plan						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The Improvement Plan process helped direct my professional development goals.	11.11%	44.44%	22.22%	22.22%	18	2.44
(b) The Improvement Plan recommendations were useful.	16.67%	50.00%	11.11%	22.22%	18	2.61
(c) There are adequate resources to implement improvement plans.	11.11%	50.00%	16.67%	22.22%	18	2.50
(d) The Improvement Plan outlined measurable goals for me to work toward achieving.	10.53%	47.37%	10.53%	26.32%	19	2.44

Results – Q24

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

During interviews, information relating to setting goals, the guidance being provided while setting goals, and satisfaction with the goals was obtained. The results reflecting goal setting were positive. Seventy-eight percent responded that the goals were effective or appropriate (93/120). Seventy-six percent responded that the guidance provided to them during goal setting was appropriate (51/67). With respect to goal satisfaction, 70 out of 89 (79%) responded that they were satisfied. Some interviewees were asked whether they believed the goal setting was fair and clear. One-hundred percent of the interviewees stated that the goal setting aspect of the evaluation process was fair; while 94% stated that the goal setting aspect was clear (29/31).

During the interviews, the following comments were made relating to goal setting:

Goal Setting-Positive Comments

- Goals setting is effective.

Goal Setting-Suggestions/Improvements

- Need a more direction and help
- Do not need guide.
- Need to avoid DSTP data.
- Still need help to focus goals.
- Need specific examples of goals by subject area / grade.
- Need to get to know students prior to developing goal.
- Goals may need to be revised throughout the year based on student abilities.

Goal Setting-Negative Comments

- Very time consuming due to many meetings with individual teachers.
- Goal setting is effective only if time is provided for reflection.
- Assessment data used to evaluate goal was not appropriate.
- Building guidance was appropriate, but little guidance was provide by the DoE.
- Need more guidance and time to prepare meaningful goals.
- No guidance was provided.
- Difficult to fully understand due to lack of familiarity with the overall process.

Results – Q25

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

The only specific unique question that arose during the data planning and collection phase was whether there were discrepancies between when evaluation activities were taking place versus when the activities were supposed to take place. To determine whether these discrepancies existed, two detailed items were created. 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.

	Teachers						Total
	Interval of Work Days						
	1-5 days	6-10 days	11-20 days	21-30 days	more than 30 days	Did not answer	
Scheduling the observation and the pre-observation conference	70.80%	18.84%	4.16%	1.10%	1.41%	3.61%	1274
Pre-observation conference and the observation	85.64%	7.85%	1.73%	0.08%	0.86%	3.77%	1274
Observation and the post-observation conference	73.70%	14.84%	3.85%	1.02%	2.28%	4.24%	1274
Post-observation conference and receipt of the formative feedback form	66.88%	17.90%	5.97%	1.18%	3.92%	4.08%	1274
Summative conference and receipt of the summative feedback form	56.83%	18.76%	5.81%	1.57%	7.77%	9.18%	1274

	Teachers Staff Recommendation							Total
	1-5 days	6-10 days	11-20 days	21-30 days	more than 30 days	Don't Know/Don't Care	Did not answer	
Scheduling the observation and the pre-observation conference	67.11%	19.39%	4.95%	1.41%	0.47%	2.90%	3.69%	1274
Pre-observation conference and the observation	82.73%	9.03%	0.86%	0.31%	0.24%	2.83%	3.92%	1274
Observation and the post-observation conference	81.08%	9.89%	1.10%	0.24%	0.31%	2.67%	4.63%	1274
Post-observation conference and receipt of the formative feedback form	74.80%	14.60%	2.59%	0.55%	0.31%	3.14%	3.92%	1274
Summative conference and receipt of the summative feedback form	64.36%	18.21%	4.08%	0.86%	1.73%	5.89%	4.79%	1274

The biggest discrepancies between the actual interval of days between activities and the recommended interval of days occurred on the “Observation and post-observation conference,” “Post observation conference and receipt of the formative feedback form,” and “Summative conference and receipt of the summative feedback form.” For all 3 pairing of activities, the recommended interval of days was less than the perceived actual interval of days. The results of the remaining pairing of items went in the opposite direction—the interval of days recommended was higher than the perceived actual interval of days.

	Specialists Interval of Work							Total
	1-5 days	6-10 days	11-20 days	21-30 days	more than 30 days	Did not answer		
Scheduling the observation and the pre-observation conference	66.83%	18.54%	1.46%	3.90%	4.39%	4.88%	205	
Pre-observation conference and the observation	79.02%	10.73%	1.95%	0.98%	1.95%	5.37%	205	
Observation and the post-observation conference	69.76%	16.59%	2.93%	0.98%	3.41%	6.34%	205	
Post-observation conference and receipt of the formative feedback form	65.37%	18.54%	3.90%	0.98%	4.39%	6.83%	205	
Summative conference and receipt of the summative feedback form	57.56%	19.02%	5.37%	1.95%	5.85%	10.24%	205	

	Specialists Staff Recommendation							Total
	1-5 days	6-10 days	11-20 days	21-30 days	more than 30 days	Don't Know/Don't Care	Did not answer	
Scheduling the observation and the pre-observation conference	60.49%	21.95%	1.95%	1.95%	0.98%	6.34%	6.34%	205
Pre-observation conference and the observation	72.68%	14.15%	0.49%	0%	0.49%	5.85%	6.34%	205
Observation and the post-observation conference	70.24%	16.59%	0.98%	0%	0.49%	5.37%	6.34%	205
Post-observation conference and receipt of the formative feedback form	64.88%	18.54%	2.93%	0.49%	0.49%	5.85%	6.83%	205
Summative conference and receipt of the summative feedback form	53.66%	23.90%	5.37%	0.49%	0.98%	8.29%	7.32%	205







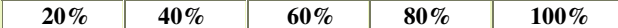
For the most part, there were minimal differences between the perceived actual interval of days versus the recommended interval of days. For the pairings that do indicate differences, a larger percent of specialists recommended a higher interval of days.

Results – Q26

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







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.

	Teachers General System Items					Total	Weighted Score
	Strongly Agree	Agree	Disagree	Strongly Disagree	Did not answer		
The DPAS evaluation system needs improving.	11.93%	43.80%	40.50%	0.94%	2.83%	1274	2.69
I believe the DPAS evaluation system works as intended.	4.00%	62.56%	27.32%	3.30%	2.83%	1274	2.69
I believe the current DPAS evaluation system should be continued in its current form.	3.45%	53.06%	35.40%	4.55%	3.53%	1274	2.57

Teachers Overall, what grade would you give the evaluation process?			
Responses	Count	%	Percentage of total respondents
A	176	13.81%	
B	608	47.72%	
C	368	28.89%	
D	75	5.89%	
F	29	2.28%	
(Did not answer)	18	1.41%	
Total Responses	1274		







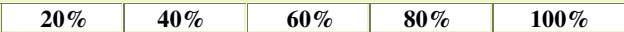
The majority of teachers responded “Agree” or “Strongly Agree” to the item “The DPAS evaluation system needs improving.” However, when asked whether the system works as intended, the majority “Agreed,” and the majority “Agreed” that it should be continued in its current form. The highest percent of respondents gave the evaluation process a letter grade of “B.”

Specialists							
General System Items							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Did not answer	Total	Weighted Score
The DPAS evaluation system needs improving.	10.73%	51.71%	34.15%	1.46%	1.95%	205	2.73
I believe the DPAS evaluation system works as intended.	2.93%	60.00%	28.78%	3.41%	4.88%	205	2.66
I believe the current DPAS evaluation system should be continued in its current form.	2.93%	47.32%	41.46%	4.39%	3.90%	205	2.51

Specialists							
Overall, what grade would you give the evaluation process?							
Responses	Count	%	Percentage of total respondents				
A	23	11.22%					
B	83	40.49%					
C	75	36.59%					
D	20	9.76%					
F	3	1.46%					
(Did not answer)	1	0.49%					
Total Responses	205		20%	40%	60%	80%	100%

As with teachers, the majority of specialists believe the DPAS evaluation system needs improving. There was about an even split between specialists who responded on the “Agree/Strongly Agree” end of the scale versus the “Disagree/Strongly Disagree” end of the scale on whether the evaluation system should continue in its current form. Among specialists, 41% gave the evaluation process a grade of “B” and 37% gave the process a grade of “C.”

Administrators							
General System Items							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Did not answer	Total	Weighted Score
The DPAS evaluation system needs improving.	11.76%	56.86%	29.41%	0%	1.96%	51	2.82
I believe the DPAS evaluation system works as intended.	0%	66.67%	21.57%	7.84%	3.92%	51	2.61
I believe the current DPAS evaluation system should be continued in its current form.	0%	66.67%	27.45%	3.92%	1.96%	51	2.64

Administrators			
Overall, what grade would you give the evaluation process?			
Responses	Count	%	Percentage of total respondents
A	5	9.80%	
B	26	50.98%	
C	13	25.49%	
D	5	9.80%	
F	2	3.92%	
(Did not answer)	0	0%	
Total Responses	51		

The majority of administrators believe that the evaluation system needs improving; however, the majority also believed that the system works as intended and that the system should be continued in its current form. Fifty-one percent of administrators gave the evaluation process a grade of “B.” The results on this section of items, across teachers, specialists, and administrators, indicate that there is room for improvement, but that the overall system is good.

Results – Q22 and 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. The following tables reveal the responses to the evaluation items.

Are you in charge of evaluating administrators?			
	Yes	No	Total
2007/2008	30.00%	70.00%	40

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	Total
2007/2008	66.67%	75.00%	91.67%	75.00%	66.67%	12

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

Evaluators of Administrators Evaluation Criteria						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) I can accurately evaluate administrators using the criteria for the Vision and Goals component.	0%	90.00%	10.00%	0%	10	2.90
(b) I can accurately evaluate administrators using the criteria for the Culture of Learning component.	0%	100.00%	0%	0%	11	3.00
(c) I can accurately evaluate administrators using the criteria for the Management component.	0%	100.00%	0%	0%	11	3.00
(d) I can accurately evaluate administrators using the criteria for the Professional Responsibilities component.	0%	100.00%	0%	0%	11	3.00
(e) I can accurately evaluate administrators using the criteria for the Student Improvement component.	0%	81.82%	18.18%	0%	11	2.82
(f) The written feedback I provide to administrators is aligned with the five components.	27.27%	72.73%	0%	0%	11	3.27
(g) The oral feedback I provide to administrators is aligned with the five components.	27.27%	72.73%	0%	0%	11	3.27

The management component was selected as the best indicator of performance among evaluators of administrators. Seventy-five percent selected “Culture of Learning” and “Professional Responsibilities.” The least selected components were “Vision and Goals” and “Student Improvement.” The majority of administrator evaluators responded that they could accurately evaluate administrators for all criteria in the DPAS II evaluation process. 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 of Administrators System, Documentation, Data, and Feedback						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Administrators are able to provide the evidence and documentation I need to evaluation them accurately.	9.09%	72.73%	18.18%	0%	11	2.91
(b)The administrator forms are easy to complete.	0%	90.91%	9.09%	0%	11	2.91
(c) Administrators are accepting of their evaluation feedback.	18.18%	81.82%	0%	0%	11	3.18
(d)The timing of administrator conferences is good.	9.09%	81.82%	9.09%	0%	11	3.00
(e) The evaluation process provides adequate evidence of administrators' performance.	9.09%	72.73%	18.18%	0%	11	2.91
(f) The evaluation process provides an accurate picture of administrators' performance.	0%	72.73%	27.27%	0%	11	2.73
(g) There are adequate resources for administrators to implement improvement plans.	0%	81.82%	18.18%	0%	11	2.82
(h) Administrators are able to complete the data documentation requirements without difficulty.	0%	90.00%	10.00%	0%	10	2.90

Evaluators were asked to respond to a series of items that dealt with the system, documentation, data, and feedback mechanisms. “Administrators are accepting of their evaluation feedback” received the most positive responses—100% agreed or strongly agreed to this item.

Are you in charge of evaluating teachers?			
	Yes	No	Total
2007/2008	95.00%	5.00%	40

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	Total
2007/2008	86.49%	81.08%	91.89%	56.76%	48.65%	37

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

Evaluators of Teachers						
Evaluation Criteria						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) I can accurately evaluate teachers using the criteria for the planning and preparation component.	26.32%	73.68%	0%	0%	38	3.26
(b) I can accurately evaluate teachers using the criteria for the classroom environment component.	23.68%	76.32%	0%	0%	38	3.24
(c) I can accurately evaluate teachers using the criteria for the instruction component.	23.68%	76.32%	0%	0%	38	3.24
(d) I can accurately evaluate teachers using the criteria for the professional responsibilities component.	18.42%	71.05%	10.53%	0%	38	3.08
(e) I can accurately evaluate teachers using the criteria for the student improvement component.	13.16%	55.26%	31.58%	0%	38	2.82
(f) The written feedback I provide to teachers is aligned with the five components.	31.58%	65.79%	2.63%	0%	38	3.29
(g) The oral feedback I provide to teachers is aligned with the five components.	28.95%	71.05%	0%	0%	38	3.29

As with the teachers' responses regarding criteria that are good indicators of performance, the professional responsibilities and the student improvement components received the least support among teacher evaluators. The large majority of teacher evaluators responded on the "Agree/Strongly Agree" end of the scale on being able to use the criteria to accurately evaluate the components. Additionally, the respondents answered positively on providing written and oral feedback that is aligned with the 5 components.

Evaluators of Teachers						
System, Documentation, Data, and Feedback						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Teachers are able to provide the evidence and documentation I need to evaluate them accurately.	18.42%	73.68%	7.89%	0%	38	3.11
(b) The teacher forms are easy to complete.	10.53%	84.21%	5.26%	0%	38	3.05
(c) Teachers are accepting of their evaluation feedback.	21.05%	76.32%	2.63%	0%	38	3.18
(d) The timing of teacher conferences is good.	23.68%	63.16%	13.16%	0%	38	3.11
(e) The evaluation process provides adequate evidence of teachers' performance.	7.89%	84.21%	7.89%	0%	38	3.00
(f) The evaluation process provides an accurate picture of teachers' performance.	10.53%	78.95%	10.53%	0%	38	3.00
(g) There are adequate resources for teachers to implement improvement plans.	7.89%	76.32%	10.53%	5.26%	38	2.87
(h) Teachers are able to complete the data documentation requirements without difficulty.	5.26%	73.68%	18.42%	2.63%	38	2.82
(i) Classroom level DSTP data provides an accurate picture of student progress.	2.63%	42.11%	39.47%	15.79%	38	2.32
(j) There is congruence with the results of school level data and classroom data.	2.70%	67.57%	27.03%	2.70%	37	2.70

Among the teacher evaluators, there were positive responses relating to the system, documentation, data, and feedback mechanisms. 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.”

Are you in charge of evaluating specialists?			
	Yes	No	Total
2007/2008	92.50%	7.50%	40

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? (check all that apply)						
	Planning and Preparation	Professional Practice and Delivery of Service	Professional Collaboration and Consultation	Professional Responsibilities	Student Improvement	Total
2007/2008	80.56%	94.44%	88.89%	63.89%	41.67%	36

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

Evaluators of Specialists Evaluation Criteria							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score	
(a) I can accurately evaluate specialists using the criteria for the planning and preparation component.	16.22%	81.08%	2.70%	0%	37	3.14	
(b) I can accurately evaluate specialists using the delivery of service component.	18.92%	72.97%	8.11%	0%	37	3.11	
(c) I can accurately evaluate specialists using the criteria for the professional collaboration and consultation component.	13.51%	83.78%	2.70%	0%	37	3.11	
(d) I can accurately evaluate specialists using the criteria for the professional responsibilities component.	13.51%	83.78%	2.70%	0%	37	3.11	
(e) I can accurately evaluate specialists using the criteria for the student improvement component.	8.11%	51.35%	37.84%	2.70%	37	2.65	
(f) The written feedback I provide to specialists is aligned with the five components.	18.92%	78.38%	2.70%	0%	37	3.16	
(g) The oral feedback I provide to specialists is aligned with the five components.	18.92%	75.68%	5.41%	0%	37	3.14	

Among specialist evaluators, the “Student Improvement” component was the least selected component for being a good indicator of performance. 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 item with the most desirable responses was “The written feedback I provide to specialists is aligned with the five components.”

Evaluators of Specialists System, Documentation, Data, Feedback						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Specialists are able to provide the evidence of documentation I need to evaluate them accurately.	11.11%	83.33%	5.56%	0%	36	3.06
(b) The specialist forms are easy to complete.	8.11%	81.08%	10.81%	0%	37	2.97
(c) Specialists are accepting of their evaluation feedback.	13.51%	83.78%	2.70%	0%	37	3.11
(d) The timing of specialists conferences is good.	13.51%	72.97%	13.51%	0%	37	3.00
(e) The evaluation process provides adequate evidence of specialists' performance.	8.33%	80.56%	11.11%	0%	36	2.97
(f) The evaluation process provides an accurate picture of specialists' performance.	10.81%	72.97%	16.22%	0%	37	2.95
(g) There are adequate resources for specialists to implement improvement plans.	8.11%	64.86%	21.62%	5.41%	37	2.76
(h) Specialists are able to complete the data documentation requirements without difficulty.	5.41%	72.97%	21.62%	0%	37	2.84

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.”

All Evaluators Actual Interval of Work						
	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	72.22%	22.22%	2.78%	2.78%	0%	36
(b) Pre-observation conference and the observation	97.14%	2.86%	0%	0%	0%	35
(c) Observation and the post-observation conference	88.57%	5.71%	5.71%	0%	0%	35
(d) Post-observation conference and receipt of the formative feedback form	71.43%	22.86%	5.71%	0%	0%	35
(e) Summative conference and receipt of the summative feedback form	67.65%	23.53%	5.88%	2.94%	0%	34

All Evaluators Staff Recommendation							
	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	70.59%	23.53%	2.94%	2.94%	0%	0%	34
(b) Pre-observation conference and the observation	88.24%	11.76%	0%	0%	0%	0%	34
(c) Observation and the post-observation conference	88.24%	8.82%	2.94%	0%	0%	0%	34
(d) Post-observation conference and receipt of the formative feedback form	70.59%	11.76%	17.65%	0%	0%	0%	34
(e) Summative conference and receipt of the summative feedback form	66.67%	15.15%	18.18%	0%	0%	0%	33

With the exception of 1 pairing, there was close alignment between staff recommendation and actual intervals of time between pairings of evaluation activities among evaluators. More evaluators recommended a higher interval of days for “Pre-observation conference and the observation” pairing.

All Evaluators						
General Items						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The forms play an important role in the overall evaluation.	7.69%	79.49%	12.82%	0%	39	2.95
(b) The time it takes to complete the DPAS II paperwork requirements is reasonable.	2.56%	66.67%	23.08%	7.69%	39	2.64
(c) I have access to the information I need to complete the forms.	5.13%	92.31%	2.56%	0%	39	3.03
(d) The forms make the process easy to implement.	5.13%	69.23%	25.64%	0%	39	2.79
(e) The information on the forms is consistent with determining the outcome of the evaluation.	2.56%	89.74%	7.69%	0%	39	2.95
(f) The required paperwork is relevant to the evaluation.	2.56%	84.62%	12.82%	0%	39	2.90
(g) I am able to complete paperwork in a reasonable time period.	5.13%	71.79%	17.95%	5.13%	39	2.77
(h) The workload is manageable.	2.56%	66.67%	28.21%	2.56%	39	2.69

All Evaluators						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Overall, Improvement Plan recommendations are perceived to be useful.	5.13%	66.67%	25.64%	2.56%	39	2.74
(b) The number of conferences/conversations is adequate.	7.69%	79.49%	12.82%	0%	39	2.95

All Evaluators						
System Related Items						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The system is easy to follow.	10.26%	74.36%	12.82%	2.56%	39	2.92
(b) The DPAS II system is more appropriate than the DPAS I system.	20.00%	55.00%	20.00%	5.00%	40	2.90
(c) The training for the districts was timely.	5.00%	55.00%	32.50%	7.50%	40	2.58
(d) The Guide is helpful.	17.50%	75.00%	7.50%	0%	40	3.10
(e) The Guide is easy to understand.	15.00%	70.00%	15.00%	0%	40	3.00
(f) Training in the process is adequate.	7.50%	62.50%	27.50%	2.50%	40	2.75
(g) The appeals process is fair.	10.26%	74.36%	12.82%	2.56%	39	2.92
(h) The time required in the appeals process is reasonable.	10.81%	81.08%	0%	8.11%	37	2.95
(i) The system is fair and equitable among teachers, administrators, and specialists.	10.00%	75.00%	10.00%	5.00%	40	2.90

Responses related to forms and paperwork from all evaluators were positive. Additionally, the responses were positive for the item “the workload is manageable.” Among the system related items, over 85% of the respondents selected the “Agree/Strongly Agree” end of the scale for items related to the Guide.

Results – General Comments

General-Positive Comments

- Principal's positive attitude helped with the success and implementation of the instrument.
- Principal facilitated discussion of setting goals to guide and assist small groups.
- Principal is in the classroom on a regular basis so the DPAS II is not intimidating.
- Having immediate feedback on teacher observations is an improvement from the prior process.
- The DPAS II is easy to follow.
- Teachers like the quicker turn around on feedback from the observation.
- Helps me think about things I normally wouldn't - guidebook is awesome and the materials are easy to understand.

General-Suggestions/Improvements

- Specialists need to be evaluated by specialists in their area (e.g. nursing) versus administrators whose background is education.
- Specialist evaluation needs to focus on the overall results versus individual student results.
- Use a growth model.
- Add Administrator orientation every year for DPAS II – outline expectations, set the tone for success, emphasize open communication, exchange of ideas, and teamwork.
- Allow for teacher feedback at every stage of the process; include narrative in each component.
- Provide examples of goals tied to school improvement plan.
- Create a template for setting goals; make it mandatory that administrators have final approval.
- Mid term summative and feedback opportunities throughout the year.
- Send due date reminders for every component of DPAS II.
- Establish and publish dates to keep administrators in check.
- Establish a "Challenge Process". There are no guidelines defined on how to challenge an evaluation. An outside third-party resource should be identified to ensure fairness of the challenge process.
- Provide technology support. (I.e. Display of data results)
- Stick to the revised DPAS II and don't keep changing it.

- One improvement this year is allowing teacher discretion on which DSTP data to select to measure student progress.

General-Negative Comments

- Explain how the DPAS II benefits me as a teacher.
- Do away with DPAS II; it's like putting a round peg in a square hole...It's another dog and pony show.
- DPAS II is too much information for a beginning teacher.
- Principals with many non-tenured teachers have too much.
- Overwhelmingly the interviewees noted that the timeframe was very tight and that they needed more time to address components 4 and 5. "The deadline track is out of whack with the state's requirements versus the district's."