

# Delaware Performance Appraisal System

*Building greater skills and knowledge for educators*

## **DPAS II Guide (Revised) for Specialists**

*Updated July 2018*



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# I. INTRODUCTION to DPAS II

## Purpose of the Delaware Performance Appraisal System II (DPAS II)

DPAS II is Delaware's statewide educator evaluation system. As a statewide system, DPAS II establishes consistent educator and student performance expectations and outcomes across all schools. There are multiple versions of DPAS II:

1. DPAS II for Teachers
2. DPAS II for Specialists
3. DPAS II for Assistant Principals
4. DPAS II for Principals
5. DPASII for District Administrators

The three main purposes of DPAS II are to assure and support

- Educators' professional growth
- Continuous improvement of student outcomes
- Quality educators in every school building and classroom

## Role of DPAS II for Specialists

DPAS II for Specialists supports **professional growth** by helping evaluators and specialists identify areas for growth and opportunities to enhance specialists' skills and knowledge through:

- Self-assessment and reflection
- Working collaboratively with colleagues
- Conducting action research
- Designing and piloting new programs or techniques
- Analyzing student and school data to shape the school program
- Other learning opportunities

DPAS II for Specialists supports **continuous improvement of practice and student outcomes** by helping evaluators and specialists monitor professional growth and student improvement. Education is a complex and ever-changing profession requiring a specialist's commitment to continuously improve his or her practice and, in turn, student performance. Specialists need opportunities to try new tools, methods, and approaches within their profession. At the same time, these opportunities must be monitored to ensure that students are reaping the intended benefits.

DPAS II for Specialists assures **quality specialists in every school building** by helping evaluators and specialists select credible evidence about specialist performance. Evaluators use this evidence to make important decisions such as:

- Recognizing and rewarding effective practice
- Recommending continued employment and/or career growth opportunities
- Recommending strategies and/or activities that will enhance specialist effectiveness
- Developing a plan to improve specialist performance
- Beginning dismissal proceedings

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## Who is evaluated through DPAS II for Specialists?

For the purposes of DPAS II, a Specialist is defined as an educator other than a Teacher or Administrator who

- holds a valid Delaware teaching license (either initial, continuing, or advanced) OR a professional status certificate issued by the Department prior to August 31, 2003;
- holds a Delaware certificate in a particular area, such as School Counselor or Library Media Specialist; *and*
- is employed as either a part-time or a full-time specialist in a Delaware public school.

All educators who meet these criteria will follow the evaluation procedures outlined in DPAS II for Specialists. The seven Specialist categories are school counselors, instructional support specialists, library media specialists, school psychologists, speech pathologists, school nurses, student support specialists, and therapeutic services specialists.

### Specialists in the Classroom

In addition, any Specialist as defined in the Specialist DPAS II regulation who teaches in a classroom setting part of the instructional day may be evaluated using the Teacher process for one announced formative observation.

## Who evaluates specialists through DPAS II for Specialists?

Delaware Administrative Code, §107A requires all school districts and charter schools to evaluate specialists using the DPAS II Guide Revised for Specialists. This regulation also requires all evaluators to complete DPAS II training, as developed by the Delaware Department of Education, and to be credentialed by the Delaware Department of Education.

**“Evaluator”** shall mean a Credentialed Observer who is responsible for a teacher’s Summative Evaluation. The assigned Evaluator shall generally conduct a teacher’s required observations as part of the appraisal cycle; however, the assigned Evaluator may designate a school administrator who is also a Credentialed Observer to conduct the required observations.

## Design of DPAS II: Delaware’s Framework for Specialists

Delaware educators, representing the seven specialist areas, developed seven different frameworks for specialists. This group consulted and incorporated national standards for each specialty when developing the frameworks. Charlotte Danielson’s book, *Enhancing Professional Practice: A Framework for Teaching (2nd Edition)* has included specialist frameworks based on the work of these Delaware specialists.

The Delaware Framework for Specialists, the basis for DPAS II, was developed by the Department of Education. The one Delaware Framework for Specialists was drawn from the seven separate frameworks and is consistent, to the extent possible, with the Delaware Framework for Teaching.

Delaware’s framework for specialists defines professional practice and outlines essential criterion among the five separate components of professional practice. DPAS II is used to assess and support student improvement by evaluating a specialist’s current practice,

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identifying ways to support that specialist's professional growth, and measuring student growth for each specialist.

## The Seven Categories of Specialists in DPAS II

Category of Specialist	Specialists within the Category
<b>School Counselor</b>	School Counselor Guidance Services Specialist Career Guidance and Placement Specialist
<b>Instructional Support Specialist</b>	Instructional Specialist Instructional Support Specialist Instructional Coach
<b>Library Media Specialist</b>	Instructional Media Specialist Library Media Specialist
<b>School Nurse</b>	School Nurse
<b>School Psychologist</b>	Psychological Services Specialist Psychometrist School Psychologist
<b>Student Support Specialist</b>	Brailist Dental Hygienist Disciplinarian, Dean of Students (if not an administrator) Educational Diagnostician Interpreter/Tutor Migrant Recruiter Resident Advisor Social Services Specialist Social Worker Student Advisor Transition Specialist Visiting Teacher, Home Visitor
<b>Therapeutic Services Specialist</b>	Audiologist Occupational Therapist Physical Therapist Speech and Audio Services Specialist Speech and Language Pathologist/Speech and Hearing Therapist

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## The Five Components of Delaware's Framework and DPAS II for Specialists

1. Planning and Preparation
2. Professional Practice and Delivery of Service
3. Professional Consultation and Collaboration
4. Professional Responsibilities
5. Student Improvement

The five components of DPAS II identify five separate areas of specialist practice and responsibility. Effective practice within a component is characterized by evidence tied to several criteria that highlight the essential knowledge and skills particular to each component.

In turn, evidence of criterion performance can be broken out into several specific observable elements. Each element is a specific and observable area of knowledge and skills that is directly related to specific component criterion.

## Using DPAS II Rubrics to Evaluate Specialist Performance

Rubrics exist for each of the first four components, with ratings as follows:

**Highly Effective** - Evidence of exceptional performance; outstanding knowledge, implementation, and integration of professional standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues.

**Effective** - Evidence of solid performance; strong knowledge, implementation, and integration of professional standards; clear evidence of proficiency and skill in the component/criterion.

**Needs Improvement** - Evidence of mediocre or developing performance; fundamental knowledge and implementation of professional standards is uneven or rudimentary. Integration of professional standards is inconsistent. Specialist is making progress towards proficiency.

**Ineffective** - Little or no knowledge and minimal implementation of professional standards. Does not meet minimal professional standards and needs substantial improvement.

Evaluators and specialists are expected to use the criterion rubrics, included in Section II of this guide, to focus pre-observation, post-observation, and summative conference discussions around levels of performance, commendations, recommendations, and expectations. In addition, evaluators use the rubrics to assign ratings for each criterion in each observation. Using DPAS II rubrics allows the specialist and evaluator to develop a common understanding of the specialist's strengths and areas for improvement.

Use of rubrics also helps ensure evaluator consistency when documenting specialist performance. To ensure consistent interpretation of the rubrics, all evaluators are expected to participate in yearly calibration activities. During a formative observation Credentialed Observers are required to document a level of performance for every criteria observed. It is not necessary to observe/rate each criterion in every observation. All written evaluation documents must include specific evidence collected during the specialist's evaluation process.

Documentation of the appraisal process should be completed using a state-approved online platform which adheres to the minimum requirements of the DPAS-II appraisal cycle as outlined in Regulation 107A.

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## Definitions

**"Announced Observation"** means an observation form and conference with the Credentialed Observer, and an observation by the Credentialed Observer at an agreed upon date and time, using the associated formative conferences and reports. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance.

**"Calibration"** is the result of ongoing, frequent collaboration of groups of educators to (1) come to a common, shared understanding of what practice looks like at different performance levels and (2) establish and maintain consistency in aspects of the evaluation process including analyzing evidence, providing feedback, and using professional judgment to determine ratings. Calibration can include activities such as video observations, co observations and/or peer feedback to written feedback.

**"Commendations"** must be reserved for teachers with high levels of performance. Teachers who perform above expectations and/or who clearly excel in any component, criterion, or element are eligible for a commendation. Commendations are not intended for teachers showing "expected" levels of performance.

**"Component"** means one of the five specific areas of teacher practice and responsibility.

**"Credentialed Observer"** means an individual, not always the supervisor of the specialist, who has successfully completed DPAS II credentialing in accordance with Regulation 107A, Section 10.0. Credentialed Observer denotes any individual who may conduct observations as part of a specialist's appraisal process. The term Credentialed Observer encompasses those administrators who are Evaluators.

**"Criterion"** means a broad area of knowledge and skills related to a specific component.

**"Data Point"** means an assessment used to measure student performance between a pre and post assessment or a single measure used with a single cohort of students.

**"Documentation"** means the appropriate capturing of the necessary information outlined in Regulation 107A in either an approved online platform or hard copy form.

**"Element"** means an observable and specific area of knowledge and/or skill directly related to a component criterion.

**"Evaluator"** means a Credentialed Observer who is responsible for a teacher's Summative Evaluation. A teacher's required observations as part of the appraisal cycle shall generally be conducted by the assigned Evaluator; however, the assigned Evaluator may designate a school administrator who is also a Credentialed Observer to conduct the required observations.

**"Evidence"** means observed actions, collected artifacts, or statements made by the teacher and/or students. This would not include statements of interpretation and/or language from the rubric.

**"Expectations"** are specific performances that must be carried out. If expectations for improvement are included at any point in the appraisal cycle, they must be clear and specific



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and include a description of the evidence the teacher must exhibit/provide. There must also be clear timelines for when the teacher must show evidence of meeting the expectation.

**"Experienced Specialist"** means a specialist who holds a valid and current Continuing or Advanced License, issued pursuant to Chapter 12 of Title 14 of the Delaware Code; or Standard or Professional Status Certificate issued prior to August 1, 2003.

**"Growth Target"** means an expected standard of performance determined using baseline data or historical student growth data.

**"Improvement Plan"** means the plan that a teacher and Evaluator mutually develop for a teacher who receives an overall rating of "Needs Improvement" or "Ineffective" on the Summative, a rating of Ineffective on any appraisal component on a Summative, and may be developed if a teacher's overall performance is unsatisfactory during an observed lesson.

**"Measure"** A Measure is defined as an instrument used to assess student and/or professional growth.

**"Novice Specialist"** means a specialist who holds a valid and current Initial License issued by the Delaware Department of Education.

**"Recommendations"** are specifically designed to help the teacher improve his or her performance. Because DPAS II is designed to promote continuous improvement, recommendations may be made to teachers at any level of performance as long as they are relevant and meaningful. Recommendations are not binding. They are a suggested course of action that the teacher can consider.

**"Satisfactory Evaluation"** is equivalent to the overall "Highly Effective," or "Effective," rating on the Summative Evaluation and shall be used to qualify for a continuing license.

**"Sign"** shall mean an individual hand writing or typing their signature, initials, or declaring their consent on any documentation in paper copy or electronic form.

**"Student Achievement"** means

(a) For tested grades and subjects:

(1) Student scores on the state assessment system; and, as appropriate,

(2) Other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

(b) For non-tested grades and subjects: Alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms. Such alternative measures must be approved by the Department and developed in partnership with DSEA and DASA.



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**"Student Growth"** means the change in Student Achievement data for an individual student between two points in time. Growth may also include other measures that are rigorous and comparable across classrooms.

**"Summative Evaluation"** means the comprehensive, end-of-cycle appraisal and shall incorporate the results of the minimum required observations, any additional observations, and required component-level data. At the discretion of the Evaluator, it may also include additional announced or unannounced observation data beyond the required observation data provided by other Credentialed Observers.

**"Teacher of Record"** The teacher of Record is a full-time teacher who has been assigned the primary responsibility for a student's learning in a course/class, provided the student has been in attendance at least 85% of the time that the class is in session.

**"Unannounced Observation"** shall consist of an observation by a Credentialed Observer at a date and time that has not been previously arranged using the associated formative conferences and reports, and which may include the use of an observation form. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance.

**"Unsatisfactory with Administrator Discretion"** is a rating earned for Measure A when 35%-49% of an educator's students meet their growth targets. When this occurs, the option exists for an administrator to choose to keep the Measure A rating as Unsatisfactory or to exercise discretion and change the rating to Satisfactory. When making this determination, a number of circumstances and factors may be considered. When determining if a Satisfactory rating is warranted, evaluators may consider how close those students who did not meet their targets came to achieving them (percent of target achieved). *Note that if the administrator does not exercise discretion, an educator's rating will remain Unsatisfactory.*

**"Unsatisfactory Evaluation"** is the equivalent to the overall "Needs Improvement" or "Ineffective" rating on the Summative Evaluation as it pertains to educators seeking a continuing license.

**"Working Day"** means a day when the employee would normally be working in that district or charter school.

## II. DPAS II and the Delaware Framework for Specialists

The following five (5) Appraisal Components, including any Appraisal Criteria specified for each, shall be the basis upon which performance of a specialist shall be evaluated by the assigned Evaluator.

In each academic year, for each of the first four (4) Appraisal Components, a school district or charter school may waive one (1) criterion identified as optional below. Notification of any such waiver shall be provided to all specialists in a school district or charter school and the Department of Education by the last day in August of each year.

### Component One: Planning and Preparation

Component One defines how a specialist plans for the delivery of services. While each group commands its unique content knowledge and expertise, when placed in the school setting the specialists focus on supporting the needs of the students, parents, and staff. Each group possesses a deep knowledge of the needs and characteristics of the groups they serve, from young students to adults. They know about resources within the school and/or community that can be obtained and used to meet the needs of the school, district, or individuals.

When planning, these professionals consult the current standards of practice established by their national committees. They rely on this knowledge base to guide them in determining the standards of effective practice. Further, the specialists select or design and implement assessment techniques to document student progress, to inform future service delivery, to guide student improvement, and to use technology when and where appropriate.

The following criteria and elements are evaluated under Component 1

#### 1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

#### 1b. Demonstrating Knowledge of Best Practice and Models of Delivery (Optional)

The specialist uses practices and models of delivery that are aligned with local and national standards.

#### 1c. Demonstrating Knowledge of Students or Clients (Optional)

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

#### 1d. Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

#### 1e. Demonstrating Knowledge of How to Design or Use Student Assessments

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and to plans for the use of those assessments.

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### Component Two: Professional Practice and Delivery of Service

Each specialist establishes an environment to work with his or her clients. Although this environment may be shared with others, the specialist can design a setting that will meet the needs of their work. Specialists interact respectfully with students, staff, and others. They help students learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Each group, therefore, feels that their needs and interests are important and will be addressed.

Specialists command an extensive repertoire of instructional or professional strategies. They identify appropriate strategies to be used as they work with others. They realize that daily interactions and plans may require adjustment. They are responsive to change requests. In addition, they communicate clearly and accurately with clients, moving from discussions with students using student-friendly terms to practice-specific discussions with professionals. They seek information about their clients' backgrounds and work effectively with all ethnic groups.

As they deliver their services, specialists select resources and materials aligned to meet the needs of their clients. For example, they may seek information translated into another language to make certain that parents can read and access the material. They know how to assist their clients in securing resources and materials within the district and community.

The following criteria and elements are evaluated under Component 2.

#### **2a. Creating an Environment to Support Student or Client Needs**

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

#### **2b. Demonstrating Flexibility and Responsiveness (Optional)**

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

#### **2c. Communicating Clearly and Accurately (Optional)**

Verbal and written communication is clear and appropriate to students' or clients' ages, backgrounds, needs, and/or levels of understanding.

#### **2d. Delivering Services to Students or Clients**

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

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### Component Three: Professional Consultation and Collaboration

The nature of specialists' assignments requires them to form partnerships with families, staff, and/or external agencies. They are skillful in establishing these relationships and understand that the interactions between these parties impact student learning. They understand that they are valued members of the school learning community and that part of their responsibility is to assist clients in addressing school-wide issues, problems, and concerns. This often includes training others and providing awareness of problems and concerns.

Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they may assist staff members in securing resources to meet the individual needs of students, such as technology or materials in other languages.

There are times when a specialist needs to maintain student/client confidentiality. Such circumstances may be related to families, students, staff, or other district employees. Specialists know the appropriate authorities to address issues and make those contacts for the client when appropriate.

The following are the basis upon which the performance of a specialist shall be evaluated.

#### **3a. Collaborating with Others (Optional)**

The specialist develops partnerships with school, district staff, and external agencies to provide integrated services that meet student or client needs.

#### **3b. Serving as a Consultant to the School Community (Optional)**

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to school-wide issues, problems, or concerns.

#### **3c. Providing Resources and Access**

The specialist provides school, district, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

#### **3d. Maintaining Standards of Professional Practice**

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

#### **3e. Using Assessment Data in Planning and Delivery of Services**

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

## II. DPAS II and the Delaware Framework for Specialists

### Component Four: Professional Responsibilities

Not everything that specialists do can be captured through viewing their practice. They engage in many activities that lie outside of their offices, as they improve services and build an understanding of their program. Component Four addresses such activities but is not expected to be an inclusive document of all professional growth activities. It is intended to focus on professional growth activities within the context of school, district, and student. For Component Four, specialists and administrators gather artifacts of evidence for each of the criteria to be presented during any conference during the school year. Administrators review the evidence presented and make recommendations and/or request additional evidence.

*Note: A school district or charter school may submit an application for a locally determined alternative Component IV to the Department of Education, which may substitute for this component if approved. The application format and process will be provided by the Department. Applications must be received and approved no later than the last day of July for the upcoming school year.*

The following are the basis upon which the performance of a specialist shall be evaluated.

#### 4a. Communicating with Families/Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

#### 4b. Recording Data in a Student Record System (Optional)

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

#### 4c. Growing and Developing Professionally (Optional)

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

#### 4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or district. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

### III. DPAS II Process for Specialists

#### Component Five: Student Improvement

Specialists understand that improvement of student learning is their primary responsibility. Further, they recognize that students come to them at different places along the continuum of learning. They understand that in a standards-based environment, the ultimate goal is to move all students toward the standard. In addition, they recognize that student improvement rates will vary during the year. Through careful planning and evaluation of data, specialists modify their practice for both groups and individual students/clients.

**The following structure is the basis upon which the performance of a specialist shall be evaluated, specific to Component Five - Student Improvement:**

#### MEASURES FOR COMPONENT V

There are three (3) different measures that determine the Component V rating for specialists: Measure A, Measure B and Measure C.

##### **Measure A: State Assessment Scores**

- Measure A is based upon student scores of the state assessment for ELA and/or mathematics for grades four (4) through eight (8).

##### **Measure B: Content Assessments**

- **Measure B** can be comprised of three types of content measures:
  1. Internal measures that are educator-developed and DDOE-approved specific to subjects and grade levels.
  2. Alternative (local) measures are internally developed by a district/charter and DDOE-approved for specific subjects and grade levels.
  3. External measures are created by outside agencies (not district/charters) that are DDOE-approved and can be used at the discretion of each district/charter.

##### **Measure C: Growth Goals**

- Growth goals are educator-developed and DDOE-approved. Goals are specific to content areas and job assignments.

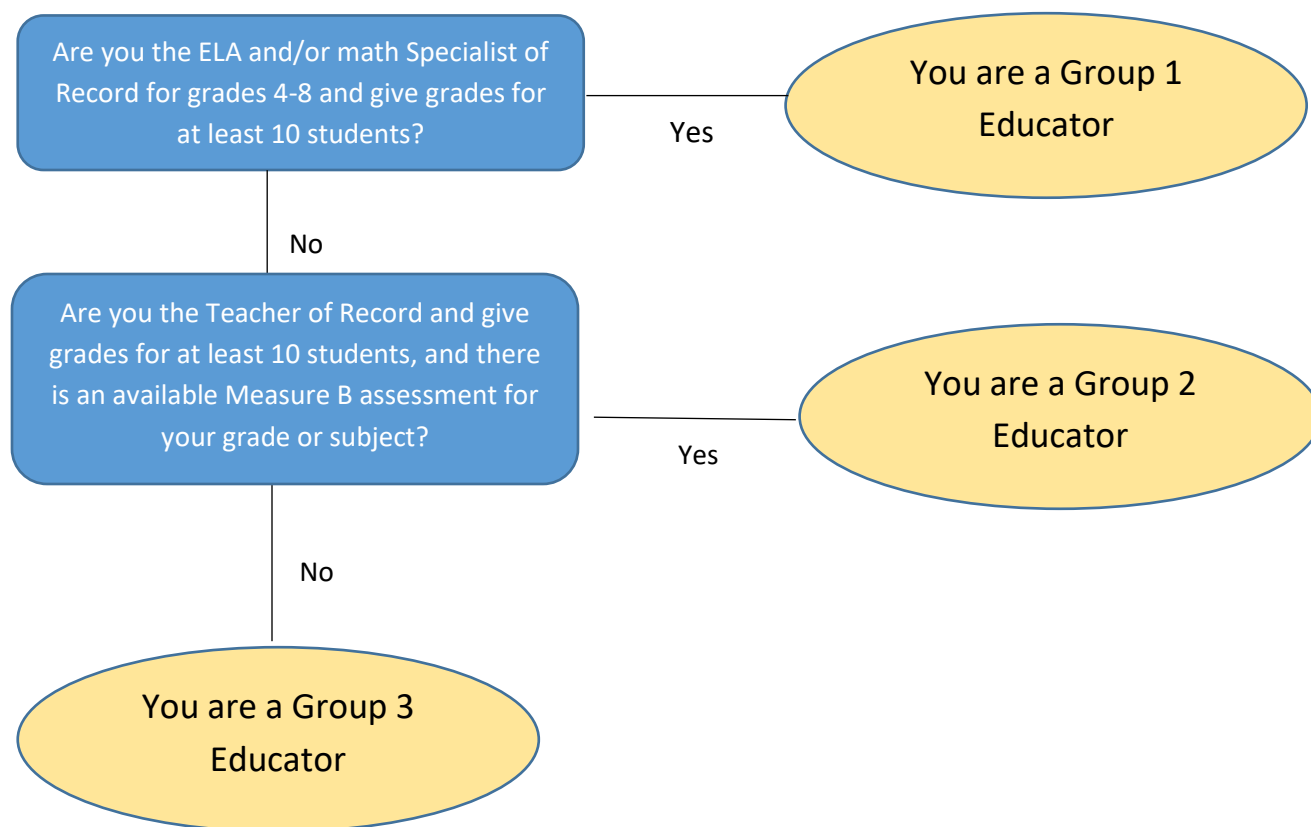
#### EDUCATOR GROUPS

**The following structure will determine educator groups and applicable measures.**

- **Group 1:** Includes any educator who instructs ELA and/or mathematics for at least 10 students in grades four (4) through eight (8).
- **Group 2:** Includes any educator who reports student grades for at least 10 students in any subject or grade where a Measure B assessment is available but is not a Group I educator state
- **Group 3:** Includes any educator who generally does NOT report student grades and/or any educator who cannot otherwise be categorized into Groups 1 or 2. Such as a Teacher of Record who may not have an assessment available to them.

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Use the following chart to determine applicable Educator Groups and Measures:



Definition of **Specialist of Record**: The Specialist of record is a specialist who has been assigned the primary responsibility for a student's learning in a course/class, provided the student has been in attendance at least 85% of the time that the class is in session.

\*Educators who have unique circumstances, such as those under FMLA, should work with their administrator to determine the most appropriate educator group for them to participate in the Student Improvement Component. Regulations require that every educator receive a Student Improvement Component rating every year. Please refer to the Appendix for Guidance on Unique Situations. If a situation exists that is not reflected in the Appendix, LEAs are encouraged to contact DOE as soon as they are made aware of the situation.



### III. DPAS II Process for Specialists

#### MEASURES REQUIREMENTS FOR EDUCATOR GROUPS

The following provides guidance as to the application of Measure A, Measure B and Measure C. Remember that an Educator's rating for a Measure A and/or B target is calculated on a roster of at least 10 individual students. Therefore, when selecting the appropriate educator group, please consider the likelihood of that educator maintaining a minimum of the same 10 individual students at the end of the year/target timeline

##### Group 1 Educators:

- **MUST** use two (2) measures for all students assessed in reading and/or math for grades four (4) through eight (8)
- **MUST** use one (1) Measure A AND one (1) Measure B OR one (1) Measure C
- **Each data point weighted 50%**

##### Group 2 Educators:

- **MUST** use two (2) measures ("data points")
- **MUST** use at least one (1) Measure B AND one (1) Measure B OR one (1) Measure C
- **Measure B and Measure B/C weighted 50% each**

##### Group 3 Educators:

- **MUST** use two (2) Measure C's
- **Measure C weighted 100%**

*\*In rare cases, educators along with their evaluators may determine that four "data points" are beneficial in capturing their impact on student outcomes. LEAs shall notify DDOE as to how many educators are evaluated as such.*

While an assessment must be administered to all students within a class, a teacher may, in some cases, set a target for a cohort of a minimum of ten (10) students within that class. The assessment may be used for different classes and can be utilized as another data point.

#### SELECTING GROWTH TARGETS

**Measure A:** Targets will be determined as follows:

Targets will be determined based on the state's student growth model, which shall be established by the Department of Education. Targets are released in the Fall and updated in the Spring to capture those students whose demographics changed (SWD/ELL) and/or for those who have enrolled after the start of the school year. We expect this change to affect a very small portion of students (<1%).

**Measure B:** Growth targets shall be determined as follows:

Growth targets will generally be determined after the fall administration of the pre-test measure(s) and are based on professional conversations between the administrator and educator during the fall and spring conferences. However, prior to administration of any

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Measure B, the administrator must approve the selected Measure(s). Based on the results of the pre-test, the educator will use the Component Five Form/Online Tool and set growth targets. Then the educator and administrator should meet (fall conference) to develop “Satisfactory” and “Exceeds” targets based upon the identified area(s) of need and goals for their students.

**Measure C:** Growth Targets shall be determined as follows:

Growth Targets will be determined during the fall conference between the educator and administrator, based on professional conversations. The educator will be responsible for selecting (with administrator approval) from a menu of growth goals applicable to their job assignment. Using a Component Five Form/Online Tool, the educator will set growth targets. The educator and administrator (during the fall conference) will then develop “Satisfactory” and “Exceeds” targets based upon the identified area(s) of need for their class or cohort of students.

Exceeds	Satisfactory	Unsatisfactory
The agreed upon “exceeds” target is met or surpassed.	The agreed upon “satisfactory” target is met or surpassed, but the “exceeds” target is not met.	The agreed upon “satisfactory” target is not met.

#### COMPONENT V RATING

Progress toward attaining Student Improvement Component targets occurs during the Summative Evaluation Conference and Student Improvement Component ratings are determined. Progress toward each measure is analyzed and discussed by the teacher and evaluator. A Measure rating is determined by comparing actual data with the targets set at the Fall Conference. Ratings for each Measure are determined by the “Exceeds”, “Satisfactory”, and “Unsatisfactory” targets set. Once each Measure rating is determined, an overall Student Improvement Component Rating can be decided.

The following structure shall determine the overall Component Five Rating:

Possible Measure Rating Combinations		Summative Evaluation Rating for Component Five
Exceeds	Exceeds	Highly Effective
Exceeds	Satisfactory	Effective
Exceeds	Unsatisfactory	Effective
Satisfactory	Satisfactory	Effective
Satisfactory	Unsatisfactory	Needs Improvement
Unsatisfactory	Unsatisfactory	Ineffective

### III. DPAS II Process for Specialists

**Experienced specialists** receiving a Summative Evaluation every two years shall receive and overall Component Five - Student Improvement rating on the Summative Evaluation in accordance with the following chart. Year 1 and Year 2 ratings should be calculated each year, prior to determining an overall Summative Evaluation Rating for Component Five.

Year 1 and Year 2 Possible Rating Combinations		Summative Evaluation Rating for Component Five
Highly Effective	Highly Effective	Highly Effective
Highly Effective	Effective	Effective
Highly Effective	Needs Improvement	Effective
Highly Effective	Ineffective	Effective
Effective	Effective	Effective
Effective	Needs Improvement	Effective
Effective	Ineffective	Needs Improvement
Needs Improvement	Needs Improvement	Needs Improvement
Needs Improvement	Ineffective	Ineffective
Ineffective	Ineffective	Ineffective

In rare cases, educators and evaluators may determine that four “data points” are beneficial in capturing their impact on student outcomes. LEAs shall notify DDOE as to how many educators are evaluated as such.

**If an educator and evaluator disagree about the educator’s performance rating(s), the evaluator makes the final determination. The educator may address any differences through the Challenge Process (see Section III: Process for Specialists).**

***Summative Evaluation Calculations are further explained in Appendix C.***

### III. DPAS II Process for Specialists

#### DPAS II: Process At-A-Glance

The two major features of DPAS II are its conceptual framework and its activities. The conceptual framework consists of elements derived from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching (2nd Edition)*. The activities generate the data used in the appraisal.

DPAS II is a continuous process of professional improvement, which may entail a one- or two-year cycle, depending on an educator's status and length of service.

To the extent that the DPAS II Guide for Specialists provides a time period within which any part of the process must be completed, the guide shall prevail unless the controlling collective bargaining agreement provides a more aggressive timeline. In such case, the collective bargaining agreement prevails.

#### Evaluation Timeline

Observations shall not begin until students have been in attendance for five (5) full school days, unless an Improvement Plan calls for such an observation. Observations shall be completed before the last five (5) school days with full day student attendance.

To the extent that the *DPAS II Guide for Specialists* suggests a time period within which any part of the process will be completed, the Guide shall prevail unless the controlling bargaining agreement requires activities to be completed on a different timeline that does not interfere with the spirit of the DPAS-II process. See the DPAS II Process, Suggested Timelines, and Responsibilities chart (found in this section) for more detailed information.

#### Step 1: Roster Verification and Measures Selection

##### Component Five Form/Online Tool

The Component Five Form/Online Tool provide the teacher and evaluator with information about how the teacher's Student Improvement Component rating will be determined. For further detail on Measures and Target requirements, see Section II of this Guide. The administrator may choose to meet with groups of teachers with common measures or the administrator may schedule individual conferences to address both Roster Verification/Measures Selection (Component V).

During this time, the educator and administrator should complete Part 1: Roster Verification and Part II: Measures Selection of the Component Five Form/Online Tool.

#### Step 2: Goal-Setting/Fall Conference

##### Component Five Form/Online Tool

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It is recommended that this conference be completed after baseline data has been collected but before October 31 each year. However, this conference may take place at other points during the school year to accommodate those educators who teach classes by semester or a single marking period and/or who are not in attendance at the start of the school year. Please note that there is no minimum time requirement between the Fall and Spring Conference.

During this time, the educator and administrator should review baseline data collected from the selected measure(s) and complete Part III: Fall Conference/Target Selection of the Component Five Form/Online Tool.

Additionally, this may be an appropriate time for the educator and administrator to discuss the educator's professional goals and how evidence will be collected as part of Component Four: Professional Responsibilities.

#### Professional Responsibilities Form and Conference

The Professional Responsibilities form and conference allow the teacher and evaluator to plan appropriate and relevant professional growth activities. Professional growth opportunities within this plan should be designed to improve the teacher's practice in relation to the four criteria within Component Four. This conference **may** be held at the same time as the Fall Conference or it may be held during the first Post-observation Conference. If the district/charter allows and both the administrator and teacher agree, then the Professional Responsibilities form may be optional for Experienced Teachers. The Professional Responsibilities form may not be waived for Novice Teachers.

#### Step 3: Pre-observation

The Component One Form and Pre-observation Conference provide the evaluator with information about the upcoming observation and criteria of the Components that may not be directly observable. Information from self-assessment and the formal process of sharing the evidence collected helps specialists clarify strengths and identify areas for growth.

The Pre-observation Conference is required for all Announced observations. However, if the district/charter allows and both the administrator and specialist agree, then the Component One Form may be optional for Announced observations of Experienced Specialists. The Component One Form may not be waived for Novice Specialists. The Pre-observation Conference is applicable to an "Announced" observation.

If the evaluator and Experienced Specialist mutually decide a Component One Form is not necessary, the Component One evidence/narrative will be completed using the lesson plan and discussion points from the Pre and Post-observation Conferences. The form may be used by the evaluator to guide and invoke dialogue with the educator during the pre or post observation conference. However, the Component One Form may be requested by the evaluator at any point in the formative process (either before the Pre-observation Conference or immediately following an observation. If requested after an observation, the evaluator should make the request on the same day the observation occurred). The evaluator may also request a completed Component One Form following an Unannounced observation, and Component One may be discussed during the post-observation conference. The form may also be requested via

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a school-wide routine established by an administrator. The documentation of performance for Components Two and Three will be collected when the actual observation is conducted.

Whenever possible, the Pre-observation Conference should be held in the specialist's work area. This allows the specialist easy access to materials and/or evidence that may help strengthen the discussion.

Component Four may be discussed during this conference or the Post-observation Conference or both. The evaluator is expected to provide relevant initial feedback to the specialist concerning Component One during the Pre-observation Conference.

#### Step 4: Observation

Observation provides a view of specialist practice and the opportunity to collect information to assess performance. The purpose of the observation is to record observed evidence of Components Two, and Three. (The observation may provide you with evidence of criteria in Component One.) This process is the same for both Novice and Experienced specialists. Observation serves as a snapshot of practice captured through watching the specialist deliver services and providing feedback on what is observed. In some cases, one observation is sufficient to clearly see the specialist's practice, but sometimes multiple snapshots are necessary.

#### Frequency of Observations

- Novice specialists shall receive a minimum of one (1) Announced observation and one (1) Unannounced observation with a Summative Evaluation every year. Novice specialists who have earned a rating of "Needs Improvement" or "Ineffective" on their most recent Summative Evaluation must have an Improvement Plan, which may require additional observations and other types of monitoring.
- Novice specialists who have earned three (3) "Highly Effective" or "Effective" ratings on their most recent Summative Evaluations may receive a minimum of one (1) Announced or Unannounced observation each year with a Summative Evaluation at least once every two (2) years.
- Experienced specialists who have earned a rating of "Highly Effective" or "Effective" on their most recent Summative Evaluation shall receive a minimum of one (1) Announced or Unannounced observation each year with a summative evaluation at least once every two (2) years. *The Student Improvement Component for "Highly Effective" or "Effective" specialists must be evaluated each year, regardless of whether a summative evaluation is conducted.*
- Experienced specialists who have earned a summative rating of "Needs Improvement" or "Ineffective" shall receive a minimum of one (1) announced observation and one (1) unannounced observation, with a Summative Evaluation at the end of the one (1) year period. These specialists shall also have an Improvement Plan, which may require additional observations and other types of monitoring.

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#### Key Concepts – Observations

- In some cases observations are Announced. The specialist receives advanced notification of the observation. In other cases, the observation is Unannounced and there is no advance notification. The quality of practice should be consistent across both situations.
- An announced observation provides a forum for the specialist and evaluator to discuss the context and plans for the service to be provided prior to its implementation. An Unannounced observation is an opportunity for an evaluator to watch a specialist in action without providing prior notice. The evaluator relies upon direct observation to examine the specialist's practice during the observation period. The observation for a specialist may be a collection of data over a specified period of time, up to four (4) weeks, or it may be an observation of sufficient length, at least thirty (30) minutes, to gather appropriate data and assess the specialist's performance.
- Observations should be of sufficient length, at least thirty (30) minutes, so that the evaluator can analyze the service provided and accurately assess performance.
- There must be a reasonable amount of time between observations. Time between observations must be sufficient for specialists to improve their performance. If the specialist needs support(s) to improve their performance (i.e. coaching and professional development), then the time between observations must be sufficient for the specialist to have had the opportunity to access appropriate supports.
- Observations may not begin until students have been in attendance for five (5) full days, unless an Improvement Plan calls for such an observation.
- Observations must be completed before the last five (5) days during which students are in attendance for the entire day.
- Under Regulation 107A, non-administrators may become Credentialed Observers. When this is the case, a Credentialed Observer may conduct observations above and beyond the minimum number of required observations performed by the Evaluator.

#### Step 5: Post-observation Conference

During the Post-observation Conference, the specialist and evaluator discuss evidence collected during the observation. This conference includes discussion about evidence of the specialist's performance on elements from components one through three. The evaluator may request that the Component One Form be completed prior to the conference to provide the specialist the opportunity to present additional evidence and allow for richer discussion. Criterion and/or element rubrics are used to focus discussion around levels of performance, commendations, and recommendations.

The Post-observation Conference is also an appropriate time to discuss the specialist's progress related to Component Four. Any updates to the Professional Responsibilities Form should be discussed during the Post-observation Conference.



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Specialists are expected to come to the conference prepared to discuss:

1. their reflections on their performance during the observation
2. any special circumstances or events that impacted services
3. adjustments made to the planned services and the rationale for these adjustments
4. ways to improve their future practice

The Service Reflection Template included in Section IV of this guide is a valuable tool for specialists to reflect on their performance during the observation. This form is optional. The specialist may choose to complete this form and bring it to the Post-observation Conference. The specialist has full discretion as to whether this form is completed and/or shared with the evaluator.

The evaluator is expected to come to the conference prepared to discuss:

1. specific evidence collected during the observation
2. clarifications about evidence collected (pose relevant questions)
3. the specialist's self-reflection and thoughts on performance
4. his or her assessment of the specialist's level of performance during the observation
5. areas for commendation (as appropriate)
6. expectations or recommendations for improvement

Whenever possible, this conference should be held in the specialist's work area. Holding the conference in the specialist's work area allows the specialist and evaluator quick access to materials and/or evidence that may help strengthen discussion.

The Post-observation Conference should be held as soon as reasonable after the observation to ensure timely feedback to the specialist. The conference must be held within ten (10) working days of the observation.

### Step 6: Level of Performance Ratings

At the conclusion of the Post-observation Conference, the specialist and evaluator should have a common understanding of the specialist's performance during the observation. Criterion and/or element rubrics are used to focus their discussion and determine accurate performance levels. During the formative observation it is required to document a level of performance for every criteria observed. However, it is not necessary to observe/rate each criterion in every observation. **All criteria must be observed and rated during the summative cycle.**

If the specialist and evaluator disagree about the specialist's performance rating(s), the final determination is made by the evaluator. The specialist may address any differences through the Formative Feedback Documentation and/or Challenge processes.

### Step 7: Formative Feedback Documentation

Documentation of the appraisal process will be completed utilizing the DPAS-II forms. This should be done via a state-approved online platform which adheres to the minimum

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requirements of the DPAS II appraisal cycle. The DPAS II Guide includes forms that outline the required documentation.

The evaluator will collect evidence describing the performance of the specialist based on the criteria of the observed Components, discussion related to the criteria, and artifacts related to Components One, Two, and Three. If a criterion was not observed during the observation, the evaluator will note that in the observation evidence as “not observed”. DPAS II rubrics should be used to focus discussion around levels of performance and any commendations, recommendations, and expectations.

The Formative Feedback Form’s content should be a verification and rating of what was observed during the lesson and discussed during the Post-observation Conference. If a specialist disagrees with any feedback on the Formative Feedback Form or wishes to add additional information to support any comment, he or she may provide information in writing to the evaluator within fifteen (15) working days of receipt of the form. The specialist may also request a second conference with the evaluator to discuss concerns. Additional information provided will become part of the appraisal record. This information can be uploaded into the platform and documented in the Post-observation conference notes. Information provided by the educator does not necessarily constitute a change in ratings unless the information provides evidence that can be substantiated and meets the criteria of another rating. Based upon the information provided by the educator, the evaluator may conclude at this time that an additional observation should be conducted.

**Commendations** should be reserved for specialists with high levels of performance or in the case of Novice specialists, those who have demonstrated substantial professional growth. Commendations are not intended for specialists showing “expected” levels of performance.

The Evaluator is *required* to make **Recommendations** at least once during the evaluation cycle that are specifically designed to help the teacher improve his or her performance. Because DPAS II is designed to promote continuous improvement, Recommendations may be made to teachers at any level of performance as long as they are relevant and meaningful. Recommendations should be prioritized by those actions that will provide the greatest impact on instruction and support progress towards the next Performance Level. Recommendations are actionable because they include clear examples and/or supports for implementation.

**Expectations** are specific actions that must be carried out. If Expectations for improvement are included at any point in the appraisal process, they must be clear and specific and include a description of the evidence the specialist must exhibit/provide. There must also be clear timelines for when the specialist must show evidence of meeting the Expectation.

#### Key Concepts - Formative Feedback Documentation

- The completed Formative Feedback documentation must be provided to the specialist within ten (10) working days of the post-conference.
- Formative Feedback documentation is required for both Announced and Unannounced observations.

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- For an Unannounced observation or for an observation that is part of the Improvement Plan process, feedback on some criteria may not be necessary.
- It is required to document a level of performance for every criteria observed. However, it is not necessary to observe/rate each criterion in every observation. All criteria must be observed and rated during the summative cycle.
- If a specialist's overall performance related to the observation and discussion is deemed unsatisfactory, the evaluator may indicate this by noting "Performance Requires an Improvement Plan" on required form(s)/documentation and signing the statement.
- The decision as to whether an Improvement Plan is deemed necessary following any formative observation is at the discretion of the Evaluator.
- The specialist must sign the Formative Feedback Form/Documentation and return it to the evaluator within five (5) working days. This form (with both signatures) will be provided to the specialist.

## Step 8: Spring Conference/Summative Evaluation Conference

### Spring Conference/Component Five Form/Online Tool

The Spring Conference occurs at the end of each school year regardless of whether the educator has a summative evaluation. During the Spring Conference, Part IV: Spring Conference of the Component Five Form/Online Tool is completed. During this time the educator and evaluator will meet to complete the roster verification and measures calculations. At this point, the evaluator should provide ratings for each measure selected as well as an overall Component Five rating. Component Five ratings for the Summative Evaluation are based on Component ratings from each year within the evaluation cycle for an Experienced Educator.

### Summative Evaluation Conference

The Summative Evaluation process occurs at the end of the evaluation cycle. It may be yearly or every other year depending upon the experience of the specialist and his/her evaluation status.

The first step is the Summative Evaluation Conference, followed by completion of the Summative Evaluation documentation. This process is the same for both Novice and Experienced specialists.

At the Summative Evaluation Conference, the evaluator shares overall impressions of a specialist's practice based upon previously shared evidence, as well as a summary of the specialist's performance as it relates to all five Components. It is an opportunity for a rich conversation between the evaluator and the specialist, where clarification and additional information may be provided, and where the evaluator and the specialist may discuss future professional development goals that support continuous professional growth.

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During this time, educators may provide further artifacts of evidence for each of the criteria related to Component Four: Professional Responsibilities.

Criterion rubrics and the preponderance of evidence are used to focus discussion around levels of performance and any commendations, recommendations, and expectations.

Commendations should be reserved for specialists with high levels of performance or in the case of Novice specialists, those who have demonstrated substantial professional growth. Specialists who perform above Expectations and/or who clearly excel in any criterion or element are eligible for a Commendation. Commendations are not intended for specialists showing “expected” levels of performance.

The evaluator is encouraged to make Recommendations specifically designed to help the specialist improve his or her performance. Because DPAS-II is designed to promote continuous improvement, Recommendations may be made to specialists at any level of performance as long as they are relevant and meaningful. Recommendations are a suggested course of action that the specialist can consider.

Expectations are specific performances that must be carried out. If Expectations for improvement are included in the Summative Evaluation, they must be clear and specific and include a description of the evidence the specialist must exhibit/provide. There must also be clear timelines for when the specialist must show evidence of meeting the Expectation.

For those educators whose assessment data are not available prior to the end of the school year, a spring/summative conference shall be conducted with all Components and Student Improvement Component Measures discussed (less those results not yet available). No final summative rating shall be assigned until the beginning of the next school year or a mutually agreeable time, when assessment data are available and a conference is held. Spring/Summative conferences and ratings must be held and assigned on or before September 30 and prior to goal setting conferencing.

### Step 9: Summative Evaluation Documentation

**The Summative Evaluation documentation includes the evaluator’s ratings of the specialist’s performance in each Component and an overall rating. Appraisal Criteria shall also be assigned an overall rating in a specialist’s Summative Evaluation.**

The evaluator uses data from Formative Feedback Documentation, observation evidence, and Post-observation Conference discussions to complete the Summative Evaluation documentation. A completed Summative Evaluation is **required**:

- Every year for Novice specialists
- Every year for Experienced specialists who have earned a rating of “Needs Improvement” or “Ineffective” on their previous summative evaluation
- Every two (2) years for Experienced specialists who have earned a rating of “Highly Effective” or “Effective” on their previous summative evaluation

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Within ten (10) working days of the Summative Evaluation Conference, the evaluator completes the Summative Evaluation documentation and provides it to the specialist. The Summative Evaluation documentation contains ratings and evidence about the performance of the specialist related to each Criteria and all five Components of DPAS II. It is a written record of the conversation during the Summative Evaluation Conference.

The evaluator may create a narrative on the Summative Evaluation Form describing evidence of performance for each Component and Criterion. Evidence must be cited from previous observations. Evidence from Pre-observation and Post-observation Conferences should also be cited.

The Summative Evaluation Documentation content should be a verification of what was observed and discussed with the specialist throughout the evaluation cycle, including commendations, and/or recommendations, and/or expectations for improvement. The information can be used by specialists to reflect on their practice and plan future professional growth options.

#### Summative Evaluation Ratings

DPAS II Components One, Two, Three, and Four are each assigned a rating of “Highly Effective”, “Effective”, “Needs Improvement”, or “Ineffective” on the Summative Evaluation. A *“Highly Effective” or “Effective” rating for Components One through Four means the specialist demonstrates acceptable performance by having no more than one unacceptable rating on the appraisal criteria specified in each of the Components.* A Summative Evaluation rating also includes one of four overall ratings: “Highly Effective”, “Effective”, “Needs Improvement”, or “Ineffective.”

Component Five, is first assigned a rating of “Exceeds”, “Satisfactory”, or “Unsatisfactory.” Within Component Five, a “Satisfactory” rating means the specialist’s students on average achieve acceptable levels of student growth. A rating of “Exceeds” means that specialist’s students on average achieve high rates of student growth. See the Component Five - Student Improvement Component in Part II of this Guide to determine Summative Evaluation Ratings for Component Five.

Each of the five appraisal Components is equally weighted and each Component rating shall be assigned a point value, in accordance with the following chart. No partial points are allowed.

Component Rating	Point Value
Highly Effective	4 points
Effective	3 points
Needs Improvement	2 points
Ineffective	1 point

Once all Component ratings are assigned, a Summative Evaluation rating is determined using the sum of all five Components, in accordance with the following chart.

Sum of Component Points Earned	Summative Evaluation Rating
19 or 20 points	Highly Effective

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14-18 points	Effective
9-13 points	Needs Improvement
5-8 points	Ineffective

#### Key Concepts – Summative Evaluation Documentation

- Commendations should be reserved for specialists with high levels of performance. Specialists who perform above expectations and/or who clearly excel in any component, criterion, or element are eligible for a commendation. Commendations are not intended for specialists showing “expected” levels of performance.
- The Evaluator is required to make **Recommendations** at least once during the evaluation cycle specifically designed to help the teacher improve his or her performance. Because DPAS II is designed to promote continuous improvement, Recommendations may be made to teachers at any level of performance as long as they are relevant and meaningful. Recommendations should be prioritized by those actions that will provide the greatest impact on instruction and support progress towards the next Performance Level. Recommendations are actionable because they include clear examples and/or supports for implementation.
- Expectations are specific performances that must be carried out. If expectations for improvement are included in the Summative Evaluation, they must be clear and specific and include a description of the evidence the specialist must exhibit/provide. There must also be clear timelines for when the specialist must show evidence of meeting the expectation.
- If a specialist disagrees with any feedback on the Summative Evaluation Form or wishes to add additional information to support any comment, he or she may provide information in writing to the evaluator within fifteen (15) working days of receipt of the form. The specialist may request a second conference with the evaluator to discuss concerns. Additional information provided will become part of the appraisal record.

#### Pattern of Ineffective Teaching

A “Pattern of Ineffective Teaching” is based on the educator’s most recent Summative Evaluation ratings. Under state law, Novice educators are not eligible for a Continuing License if they have earned more one (1) unsatisfactory (defined as “Ineffective” or “Needs Improvement”) summative rating. Beginning in 2014-2015, revised Regulation 107A no longer considers “Needs Improvement” as a satisfactory summative rating for a Novice teacher.

The following chart shows the consecutive Summative Evaluation ratings that are considered a pattern of ineffective teaching:

	Year 1	Year 2	Year 3
DPAS II Rating	Ineffective	Ineffective	
	Needs Improvement	Needs Improvement	Needs Improvement

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	Needs Improvement	Ineffective	Needs Improvement
	Needs Improvement	Needs Improvement	Ineffective
	Ineffective	Needs Improvement	Ineffective
	Ineffective	Needs Improvement	Needs Improvement
	Needs Improvement	Ineffective	Ineffective

## Improvement Plans

Improvement plans are developed to help specialists focus on area(s) where they need extra assistance to improve their practice.

*An Improvement Plan **shall** be developed when:*

- A specialist's overall performance is rated as "Needs Improvement" on the Summative Evaluation; or
- A specialist's overall performance is rated as "Ineffective" on the Summative Evaluation; or
- A specialist earns a rating of "Need Improvement" or "Ineffective" on any Appraisal Component on the Summative Evaluation regardless of the overall rating.

*An Improvement Plan **may** be developed when:*

A specialist's overall performance during an observed lesson is unsatisfactory. In instances where an improvement plan is to be developed, the evaluator shall first have noted the unsatisfactory performance on the required forms by noting "Performance Requires an Improvement Plan" and initialing the statement.

## Improvement Plan Requirements

All improvement plans must include:

1. Identification of the specific deficiencies and recommended area(s) for growth.
2. Measurable goals for improving the deficiencies to satisfactory levels.
3. Specific professional development or activities to accomplish the goals.
4. Specific resources necessary to implement the plan, including, but not limited to, opportunities for the specialist to work with curriculum specialists, subject area specialists, instructional specialists, or others with relevant expertise.
5. Procedures and evidence that must be collected to determine that the goals of the plan were met.
6. A timeline for the plan, including intermediate checkpoints, to determine progress.
7. Procedures for determining satisfactory improvement.
8. Multiple observations and opportunities for feedback provided by a Credentialed Observer, a mentor, a lead specialist, or an instructional coach.



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Professional development that is completed during the time that the Improvement Plan is in effect must directly relate to areas identified as needing improvement.

#### Improvement Plan Conference

The specialist and evaluator should review the requirements of the Improvement Plan before the Improvement Plan Conference. This gives each time to prepare for discussion and generate ideas for the plan. At the Improvement Plan Conference, the specialist and evaluator develop a plan for improvement.

Delaware regulation requires that the specialist and evaluator develop the Improvement Plan cooperatively. However, if cooperative development of the plan is not possible or if the specialist and evaluator cannot come to agreement on the plan, regulation gives the evaluator the authority and responsibility to determine the plan.

#### Improvement Plan Implementation

Specialists, evaluators, and other professionals that may be named in the Improvement Plan are accountable for the implementation and completion of the plan. If amendments to the plan are necessary, all parties affected by the amendment must discuss the changes, document them in the appropriate space on the Improvement Plan. The specialist and evaluator, at a minimum, must also sign the amendment to indicate their agreement to the changes.

Upon completion of the plan, the evaluator and specialist shall sign the Improvement Plan, documenting the completion of the plan. If the specialist's practice is not deemed satisfactory at the completion of the Improvement Plan, then the appropriate consequences, as detailed in the Improvement Plan, will be carried out. **Note that satisfactory performance of the Improvement Plan does not change any ratings on the Formative observation and/or the Summative evaluation nor does unsatisfactory performance on the Improvement Plan require an additional improvement plan to be developed.**

#### The Challenge Process

Sometimes a specialist will disagree with his or her evaluator's assessment. It is desirable to resolve the differences directly with the evaluator, if at all possible. Specialists are encouraged to discuss their concerns with the Evaluator and attempt to resolve the issues prior to submitting a formal challenge. Documents generated as part of this discussion shall be attached to the Summative Evaluation and become part of the appraisal record.

If resolution is not reached with the Evaluator, the specialist may submit a written challenge to the evaluator's supervisor. Delaware allows a specialist to challenge according to the following guidelines:

1. Conclusions of a lesson observation if the statement "PERFORMANCE REQUIRES AN IMPROVEMENT PLAN" has been included on the required form(s)
2. Any rating on the Summative Evaluation, either a Component Rating or the Overall Summative Rating.

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A specialist initiates the challenge by submitting information specific to the point of disagreement to the evaluator's supervisor. This must be done in writing within fifteen (15) working days of the specialist's receipt of the evaluation document.

If the evaluator's supervisor is in the same building as the specialist, the challenge and appraisal record are submitted to a designated district or charter school-level Evaluator.

Within fifteen (15) working days of receiving the written challenge, the supervisor of the Evaluator or the designated district or charter school level Evaluator shall review the record which consists of all documents used in the appraisal process and the written challenge, meet with the specialist, and issue a written decision.

If the challenge is denied, the written decision shall state the reasons for denial.

The decision of the supervisor of the Evaluator or the designated district or charter school's level Evaluator shall be final.

While a challenge process is taking place, the Improvement Plan may be started by mutual agreement of specialist and evaluator. If agreement cannot be reached, the Evaluator's decision will prevail.

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#### DPAS II Process, Suggested Timelines, and Responsibilities

DPAS II Process Step	Suggested Timeline	Related Form/Online Tool	Teacher Responsibilities	Observer Responsibilities
<b>Step 1: Roster Verification and Measures Selection</b>	Prior to October 31	Component Five Form/Online Tool	<p>Identify rosters.</p> <p>Determine appropriate Educator Group.</p> <p>Obtain evaluator approval for selected measures.</p> <p>Sign Part I: Roster Identification and Part II: Measure Selection of the Component Five Form.(verify this through DSC)</p>	<p>Approve rosters.</p> <p>Determine appropriate Educator Group.</p> <p>Discuss and approve appropriate measures.</p>
<b>Step 2: Goal-Setting Conference</b>	Prior to October 31	Component Five Form/Online Tool	<p><b>Prior to Fall Conference:</b> Administer baseline data.</p> <p><b>During Fall Conference:</b> Take an active part of the conference.</p> <p>Present baseline data and proposed targets.</p> <p>Be prepared to discuss Measure A, B, and/or C targets and rationale for selection.</p> <p>Sign Fall selection of Component Five Form.</p> <p>Be prepared to discuss professional goals.</p>	<p><b>During Fall Conference:</b> Hold conference with the teacher.</p> <p>Review baseline data.</p> <p>Discuss Measure A, B, and/or C targets and rationale for selection.</p> <p>Finalize Fall section of Component Five Form and sign.</p> <p>Discuss the educator's professional goals and how evidence will be collected as part of Component Four: Professional Responsibilities.</p>
<b>Step 3: Pre-Observation</b>	Prior to an Announced Observation	Component One – Planning and Preparation Form	<p><b>Prior to Pre-Observation Conference:</b> Complete a Component One Form with a detailed lesson/session plan and submit to the observer. The lesson/session plan should address each of the criteria in Component One (may be optional</p>	<p><b>Prior to Pre-Observation Conference:</b> Review the Component One Form and the specialist's lesson/session plan.</p> <p><b>During Pre-Observation Conference:</b></p>

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DPAS II Process Step	Suggested Timeline	Related Form/Online Tool	Teacher Responsibilities	Observer Responsibilities
			for Experienced Specialists).  <b>During Pre-Observation Conference:</b> Take an active part in the conference.  Discuss Component One.  Present and discuss relevant artifacts related to Component Four.	Hold the conference with the teacher.  Seek evidence and provide initial feedback related to Component One.  Review and discuss artifacts presented for Component Four.
<b>Step 4: Observation</b>	September through April	Formative Feedback Form	Demonstrate evidence of Criteria in each Component.	Collect evidence of Criteria in each Component.
<b>Step 5: Post-Observation Conference</b>	Within 10 working days of the observation	Lesson Reflection Sheet (optional)	<b>Prior to Post-Observation Conference:</b> Reflect on performance using the rubrics and organize related evidence.  Complete the Component One Form upon request.  <b>During Post-Observation Conference:</b> Actively participate in the conference.  Discuss the lesson and present related evidence.  Respond to post-observation questions.  <i>Provide artifacts as evidence and discuss progress on Component Four and update Professional Responsibilities Form, as appropriate.</i>	<b>Prior to Post-Observation Conference</b> Organize evidence collected, prepare clarifying questions, and be ready to provide feedback on the teacher's performance.  <b>During Post-Observation Conference:</b> Discuss observed lesson and review related evidence.  Pose reflective and post observation questions.  Discuss Component Four progress.  Share commendations, expectations, and recommendations, appropriate.
<b>Step 6: Level of Performance Ratings</b>	At post-observation conference	N/A	Discuss evidence, resources, and support as appropriate.	Discuss evidence and level of performance for each criteria observed.

### III. DPAS II Process for Specialists

DPAS II Process Step	Suggested Timeline	Related Form/Online Tool	Teacher Responsibilities	Observer Responsibilities
<b>Step 7: Formative Feedback Documentation</b>	Within 10 working days of the post-observation conference	Formative Feedback Form	Review, sign, and return to the observer within 5 working days.	Prepare Formative Feedback Form and present to specialist.  Record documentation into online platform.
<b>Step 8: Summative Evaluation Conference</b>	April-May	Professional Responsibilities Reflection Sheet (optional)  Component Five Form	<p><b><u>Prior to the Spring/Summative Conference</u></b> Review all documents for the full evaluation cycle.</p> <p>Collect artifacts for evidence of each criteria in Component Four: Professional Responsibilities</p> <p>Collect data and analyze calculations for each Component V measure.</p> <p><b><u>During the Spring/Summative Conference</u></b> Take an active part in the conference.</p> <p>Present artifacts for Component Four.</p> <p>Present data and calculations for each Component Five measure.</p>	<p><b><u>During the Spring/Summative Conference</u></b> Review and document evidence provided for Component Four.</p> <p>Review data and calculations for each Component Five measure.</p> <p>Review and discuss all evidence and documents for the full evaluation cycle.</p> <p>Provide feedback and ratings each criteria and component.</p> <p>Provide commendations, recommendations and/or expectations as applicable.</p>
<b>Step 9: Summative Evaluation Documentation</b>	April-May Within 10 working days of the Summative Conference	Summative Feedback Form	Review, sign, and return to the observer within 5 working days.	Prepare Summative Feedback Form and present to teacher.  Record documentation into online platform.

## IV. DPAS II Forms for Specialists

### Component Five Form for Group 2

#### DELAWARE PERFORMANCE APPRAISAL SYSTEM II FOR GROUP 2 Educators

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_

School: \_\_\_\_\_ Grade(s): \_\_\_\_\_ Subject Area(s): \_\_\_\_\_

#### **Part I: Roster Identification (recommended date: by October 31<sup>st</sup>)**

Class list(s) that will be used for each measure attached: ☐ Yes ☐ No

*I hereby verify that the attached class list represents exactly all of my students in accordance with the state's Teacher of Record Policy.*

*I hereby verify that the attached class list represents exactly all of the students scheduled for the teacher noted above in accordance with the state's Teacher of Record Policy.*

Educator Signature	Date	Evaluator Signature	Date

#### **Part II: Measure Selection (recommended date: by October 31<sup>st</sup>)**

- **MUST** be completed and approved by administrator prior to using any Measure.
- **MUST** use a minimum of two (2) Measures.
- **MUST** use at least one (1) Measure B and one (1) Measure B or C.

Measure ☐ B ☐ C: \_\_\_\_\_ Class(s) Tested: \_\_\_\_\_

Measure ☐ B ☐ C: \_\_\_\_\_ Class(s) Tested: \_\_\_\_\_

Measure Selection completed: ☐ Yes ☐ No

*I hereby agree to use the above measure(s) as part of Component V of my DPAS II evaluation.*

*I hereby agree to the use of the above measure(s) as part of Component V for the aforementioned teacher's DPAS II evaluation.*

Educator Signature	Date	Evaluator Signature	Date

#### **PART III: (FALL Conference) – Set targets based on selected administrator approved measures.**

- Group 2 educators will set targets for Measure B and Measure C assessments on the Component Five Form/Online Tool. Final approval rests with the evaluator.

## IV. DPAS II Forms for Specialists

Component Five Form for Group 2

### Data and Evidence Collection Procedures Chart

#### Target Selection/Results

Measure: <input type="checkbox"/> B <input type="checkbox"/> C <i>What is the goal?</i>			
<b>Data Procedures</b>			
Measure Used:			
Class Tested:		Baseline Date:	
<b>Evidence</b>			
Baseline Data:			
Target date:			
<b>Satisfactory target:</b> <i>Minimum that needs to be met to earn "Satisfactory"</i>			
<b>Exceeds target:</b> <i>Minimum that needs to be met to earn "Exceed" rating.</i>			

Measure: <input type="checkbox"/> B <input type="checkbox"/> C <i>What is the goal?</i>			
<b>Data Procedures</b>			
Measure Used:			
Class Tested:		Baseline Date:	
<b>Evidence</b>			
Baseline Data:			
Target date:			
<b>Satisfactory target:</b> <i>Minimum that needs to be met to earn "Satisfactory" rating.*</i>			
<b>Exceeds target:</b> <i>Minimum that needs to be met to earn "Exceeds" rating</i>			

**\* NOTE:** An unsatisfactory rating will result if anything less than the Satisfactory target is achieved.

**The listed targets for Satisfactory and Exceeds have been agreed upon by the educator and evaluator.**

Educator Signature	Date	Evaluator Signature	Date



## IV. DPAS II Forms for Specialists

### Component Five Form for Group 2

#### PART IV: Spring Conference Preparation

##### **Roster Verification:**

Class list(s) that was used for Measure B is attached: ☐ Yes ☐ No

\*Class list(s) that was used for Measure C is attached: ☐ Yes ☐ No

*\*if applicable*

*I hereby verify that the attached class list represents exactly all of my students in accordance with the state's Teacher of Record Policy.*

*I hereby verify that the attached class list represents exactly all of the students scheduled for the teacher noted above in accordance with the state's Teacher of Record Policy.*

Educator Signature	Date	Evaluator Signature	Date

**Measure B & Measure C calculations** are based on the targets set during the fall conference.

Exceeds	Satisfactory	Unsatisfactory
<i>The agreed upon "exceeds" target is met or surpassed.</i>	<i>The agreed upon "satisfactory" target is met or surpassed, but the "exceeds" target is not met.</i>	<i>The agreed upon "satisfactory" target is not met.</i>
<b>Measure B Rating:</b>	<input type="checkbox"/> Exceeds <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
<b>Measure B/C</b>	<input type="checkbox"/> Exceeds <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	

**Measure B = 50% of Component V**

**Measure B/C = 50% of Component V**

Possible Rating Combinations		Overall Component V Rating	
Exceeds	Exceeds	Highly Effective	
Exceeds	Satisfactory	Effective	
Exceeds	Unsatisfactory	Effective	
Satisfactory	Satisfactory	Effective	
Satisfactory	Unsatisfactory	Needs Improvement	
Unsatisfactory	Unsatisfactory	Ineffective	
<b>Overall Component V Rating:</b>			
<input type="checkbox"/> <b>Highly Effective</b>		<input type="checkbox"/> <b>Effective</b>	
<input type="checkbox"/> <b>Needs Improvement</b>		<input type="checkbox"/> <b>Ineffective</b>	
Educator Signature	Date	Evaluator Signature	Date

## IV. DPAS II Forms for Specialists

### Component Five Form for Group 3

#### DELAWARE PERFORMANCE APPRAISAL SYSTEM II COMPONENT FIVE FORM FOR GROUP 3 EDUCATORS

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_

School: \_\_\_\_\_ Grade(s): \_\_\_\_\_ Subject Area(s): \_\_\_\_\_

#### **Part I: Measure Selection** (*recommended date: by October 31<sup>st</sup>*)

- **MUST** be completed and approved by administrator prior to using any Measure.
- **MUST** use a minimum of two (2) Measures.
- **MUST** use Measure C.

Measure C: \_\_\_\_\_ Focus of Goal: \_\_\_\_\_

Measure C: \_\_\_\_\_ Focus of Goal: \_\_\_\_\_

Measure Selection completed: ☐ Yes ☐ No

*I hereby agree to use the above measure(s) as part of Component V of my DPAS II evaluation.*

*I hereby agree to the use of the above measure(s) as part of Component V for the aforementioned teacher's DPAS II evaluation.*

Educator Signature	Date	Evaluator Signature	Date

#### **PART II: (FALL Conference) – Set targets based on selected administrator approved measures.**

- *Group 3 educators will set targets for Measure C assessments on the Component Five Form*

## IV. DPAS II Forms for Specialists

Component Five Form for Group 3

### Data and Evidence Collection Procedures Chart

#### Target Selection/Results

<b>Measure:</b> <input type="checkbox"/> C <b>What is the goal?</b>			
<b>Data Procedures</b>			
<b>Measure Used:</b>			
<b>Class Tested:</b>		<b>Baseline Date:</b>	
<b>Evidence</b>			
<b>Baseline Data:</b>			
<b>Target date:</b>			
<b>Satisfactory target:</b> <i>Minimum that needs to be met to earn "Satisfactory" rating.*</i>			
<b>Exceeds target:</b> <i>Minimum that needs to be met to earn "Exceeds" rating.</i>			

<b>Measure:</b> <input type="checkbox"/> C <b>What is the goal?</b>			
<b>Data Procedures</b>			
<b>Measure Used:</b>			
<b>Class Tested:</b>		<b>Baseline Date:</b>	
<b>Evidence</b>			
<b>Baseline Data:</b>			
<b>Target date:</b>			
<b>Satisfactory target:</b> <i>Minimum that needs to be met to earn "Satisfactory" rating.*</i>			
<b>Exceeds target:</b> <i>Minimum that needs to be met to earn "Exceeds" rating.</i>			

\* **NOTE:** An unsatisfactory rating will result if anything less than the Satisfactory target is achieved.

**The listed targets for Satisfactory and Exceeds have been agreed upon by the educator and evaluator.**

Educator Signature	Date	Evaluator Signature	Date

## IV. DPAS II Forms for Specialists

Component Five Form for Group 3

### Data and Evidence Collection Procedures Chart

#### Target Selection/Results

<b>Measure:</b> <input type="checkbox"/> C <b>What is the goal?</b>			
<b>Data Procedures</b>			
<b>Measure Used:</b>			
<b>Class Tested:</b>		<b>Baseline Date:</b>	
<b>Evidence</b>			
<b>Baseline Data:</b>			
<b>Target date:</b>			
<b>Satisfactory target:</b> <i>Minimum that needs to be met to earn "Satisfactory" rating.*</i>			
<b>Exceeds target:</b> <i>Minimum that needs to be met to earn "Exceeds" rating.</i>			

<b>Measure:</b> <input type="checkbox"/> C <b>What is the goal?</b>			
<b>Data Procedures</b>			
<b>Measure Used:</b>			
<b>Class Tested:</b>		<b>Baseline Date:</b>	
<b>Evidence</b>			
<b>Baseline Data:</b>			
<b>Target date:</b>			
<b>Satisfactory target:</b> <i>Minimum that needs to be met to earn "Satisfactory" rating.*</i>			
<b>Exceeds target:</b> <i>Minimum that needs to be met to earn "Exceeds" rating.</i>			

**\* NOTE:** An unsatisfactory rating will result if anything less than the Satisfactory target is achieved.

**The listed targets for Satisfactory and Exceeds have been agreed upon by the educator and evaluator.**

Educator Signature	Date	Evaluator Signature	Date

## IV. DPAS II Forms for Specialists

### Component Five Form for Group 3

#### PART IV: Spring Conference Preparation

##### **Roster Verification:**

Class list(s) that was used for the first Measure C is attached: ☐ Yes ☐ No

Class list(s) that was used for the second Measure C is attached: ☐ Yes ☐ No

*I hereby verify that the attached class list represents exactly all of my students in accordance with the state's Teacher of Record Policy.*

*I hereby verify that the attached class list represents exactly all of the students scheduled for the teacher noted above in accordance with the state's Teacher of Record Policy.*

Educator Signature	Date	Evaluator Signature	Date

**Measure C calculations** are based on the targets set during the fall conference.

Exceeds	Satisfactory	Unsatisfactory
<i>The agreed upon "exceeds" target is met or surpassed.</i>	<i>The agreed upon "satisfactory" target is met or surpassed, but the "exceeds" target is not met.</i>	<i>The agreed upon "satisfactory" target is not met.</i>
Measure C Rating 1:	<input type="checkbox"/> Exceeds <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
Measure C Rating 2:	<input type="checkbox"/> Exceeds <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	

!

Possible Rating Combinations		Overall Component V Rating	
Exceeds	Exceeds	Highly Effective	
Exceeds	Satisfactory	Effective	
Exceeds	Unsatisfactory	Effective	
Satisfactory	Satisfactory	Effective	
Satisfactory	Unsatisfactory	Needs Improvement	
Unsatisfactory	Unsatisfactory	Ineffective	
<b>Overall Component V Rating:</b>			
<input type="checkbox"/> <b>Highly Effective</b>		<input type="checkbox"/> <b>Effective</b>	
<input type="checkbox"/> <b>Needs Improvement</b>		<input type="checkbox"/> <b>Ineffective</b>	
Educator Signature		Date	Evaluator Signature
			Date

## V. DPAS II Forms for Specialists

### Professional Responsibilities Form

#### DELAWARE PERFORMANCE APPRAISAL SYSTEM II PROFESSIONAL RESPONSIBILITIES FORM FOR SPECIALISTS (Component Four)

Specialist: \_\_\_\_\_ Evaluator: \_\_\_\_\_

School: \_\_\_\_\_ Date of Conference: \_\_\_\_\_

Grade(s):: \_\_\_\_\_ Subject Area(s): \_\_\_\_\_

*This form in and of itself is not "evidence" of the criteria within Component Four. It is expected that the educator provide artifacts of evidence that support each of the criteria. Artifacts may be presented during any conference throughout the evaluation cycle. Administrators are required to review the artifacts as evidence and accurately capture and rate the evidence. This form must be completed no later than the first observation conference, however, the form may be updated at any point during the year.*

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#### Part I –Communicating with Family (4a):

How do you share information about the school's educational program and expectations for student performance with families? In what ways, have you developed a mechanism for two-way communication with families about student progress, behaviors, and personal needs/concerns?

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#### Part II – Recording Data (4b):

Describe the data that is collected and how and when data is shared with appropriate school personnel.

## V. DPAS II Forms for Specialists

### Professional Responsibilities Form

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#### Part III – Growing and Developing Professionally (4c):

Describe any professional learning activities in which you regularly participate. How do these activities enhance your professional practice?

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#### Part IV – Reflecting on Professional Practice (4d):

Reviewing the evidence collected towards your observations and the student improvement data collected, reflect and comment on the different aspects of your instructional delivery. What goals do you have to improve practice? How will these improvements increase student performance?

---

#### Part V –Professional Growth Goals:

Describe any professional growth goals you may have related to Components I-IV on this form. Include information about any additional professional learning activities you would like to participate in the upcoming year. Also, include any resources you may need to achieve your goal(s).

## IV. DPAS II Forms for Specialists

### Component One Form

#### DELAWARE PERFORMANCE APPRAISAL SYSTEM II COMPONENT ONE FORM FOR SPECIALISTS

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_

School: \_\_\_\_\_ Date of Conference: \_\_\_\_\_

Subject Area(s): \_\_\_\_\_ Grade(s): \_\_\_\_\_

*The teacher should complete this form and provide a copy to the Credentialed Observer before the Pre-observation Conference or upon request. A detailed lesson plan, relevant assessments, and other relevant documents must be attached. The teacher may reference such materials in the prompts below as evidence. Information provided on this form in and of itself will not constitute as evidence.*

#### **1a. Designing Coherent Programs or Services**

The specialist designs activities and plans for services that support the needs of the students or clients served.

What are your goals for this session/lesson? How does this session/lesson fit into the overall goals of the service?

#### **1b. Demonstrating Knowledge of Best Practice and Models of Delivery**

The specialist uses practices and models of delivery that are aligned with local and national standards.

Explain the rationale for the design of your session/lesson. Describe your lessons activities, materials, and groupings. How do they align with instructional goals and follow a coherent and progressive structure?



## IV. DPAS II Forms for Specialists

### Component One Form

#### **1c. Demonstrating Knowledge of Students or Clients**

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

Describe the students in your class in terms of ability, culture, and interests. How did you use this knowledge when planning your lesson? How will you differentiate instruction to meet the learning needs, cultures, and interests of a variety of students?

#### **1d. Demonstrating Knowledge of Resources**

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

Describe the resources used to support the needs of the students/clients. How did you use these resources to support this particular session/lesson?

## IV. DPAS II Forms for Specialists

### Component One Form

#### **1e. Demonstrating Knowledge of How to Design or Use Student Assessments**

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and to plans for the use of those assessments.

How will you determine student progress toward lesson and/or unit goals? What will you assess and what is the expected performance that will indicate progress?

#### **Component One Overall:**

Provide any additional comments or information pertaining to Component One/Planning and Preparation.

## IV. DPAS II Forms for Specialists

Lesson Reflection Sheet - OPTIONAL

### DELAWARE PERFORMANCE APPRAISAL SYSTEM II LESSON REFLECTION SHEET FOR SPECIALISTS

Specialist \_\_\_\_\_ Evaluator \_\_\_\_\_

Date & Time of Observation \_\_\_\_\_

Grade(s) \_\_\_\_\_ Subject Area(s) \_\_\_\_\_

#### ***This form is optional***

*The specialist may choose to complete this form, in whole or in part, and bring it to the Post-observation Conference. **The specialist has full discretion as to whether this form is completed and/or shared with the evaluator.***

Reflect and comment on the different aspects of your service delivery for this particular session. To what extent was the session effective? What would you do differently to improve the session?

	Were the following aspects of your service delivery effective? Why or why not?	What would you do differently to improve service?
Interacting with Students or Clients		
Student or Client Grouping(s)		
Student or Client Activities		
Materials, Resources, and Technology		
Assessment Methods		
Student or Client Behavior		
Student or Client Engagement/Interest		

## IV. DPAS II Forms for Specialists

### Formative Feedback Form (Observation Form)

**DELAWARE PERFORMANCE APPRAISAL SYSTEM II  
FORMATIVE FEEDBACK FORM (OBSERVATION FORM)  
FOR SPECIALISTS  
(Components One, Two, Three, and Four)**

Specialist \_\_\_\_\_ Evaluator(s) \_\_\_\_\_

School \_\_\_\_\_ Date of Conference \_\_\_\_\_

Grade(s) \_\_\_\_\_ Specialist Area(s) \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_

Observation Type:    Announced ☐    Unannounced ☐

Novice Specialist ☐    OR    Experienced Specialist ☐

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#### COMPONENT 1: PLANNING AND PREPARATION

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##### 1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

**Criterion 1a. Performance:** ☐ Ineffective    ☐ Needs Improvement    ☐ Effective    ☐ Highly Effective    ☐ Not Observed

Evidence:

##### 1b. Demonstrating Knowledge of Best Practice and Models of Delivery

The specialist uses practices and models of delivery that are aligned with local and national standards.

**Criterion 1b. Performance:** ☐ Ineffective    ☐ Needs Improvement    ☐ Effective    ☐ Highly Effective    ☐ Not Observed

Evidence:

##### 1c. Demonstrating Knowledge of Students or Clients

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

**Criterion 1c. Performance:** ☐ Ineffective    ☐ Needs Improvement    ☐ Effective    ☐ Highly Effective    ☐ Not Observed

Evidence:

## IV. DPAS II Forms for Specialists

### Formative Feedback Form (Observation Form)

#### 1d. Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

**Criterion 1d. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

#### 1e. Demonstrating Knowledge of How to Design or Use Student Assessments

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and to plans for the use of those assessments.

**Criterion 1e. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

## IV. DPAS II Forms for Specialists

### Formative Feedback Form (Observation Form)

#### COMPONENT 2: PROFESSIONAL PRACTICE AND DELIVERY OF SERVICE

##### 2a. Creating an Environment to Support Student or Client Needs

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

**Criterion 2a. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

##### 2b. Demonstrating Flexibility and Responsiveness

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

**Criterion 2b. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

##### 2c. Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students' or clients' ages, backgrounds, needs, and/or levels of understanding.

**Criterion 2c. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

##### 2d. Delivering Services to Students or Clients

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

**Criterion 2d. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

## IV. DPAS II Forms for Specialists

### Formative Feedback Form (Observation Form)

#### COMPONENT 3: PROFESSIONAL CONSULTATION AND COLLABORATION

##### 3a. Collaborating with Others

The specialist develops partnerships with school, district staff, and external agencies to provide integrated services that meet student or client needs.

**Criterion 3a. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

##### 3b. Serving as a Consultant to the School Community

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to school-wide issues, problems, or concerns.

**Criterion 3b. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

##### 3c. Providing Resources and Access

The specialist provides school, district, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

**Criterion 3c. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

##### 3d. Maintaining Standards of Professional Practice

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

**Criterion 3d. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

##### 3e. Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

**Criterion 3e. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

## IV. DPAS II Forms for Specialists

### Formative Feedback Form (Observation Form)

#### COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

##### 4a. Communicating with Families/Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

**Criterion 4a. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

##### 4b. Recording Data in a Student Record System

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

**Criterion 4b. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

##### 4c. Growing and Developing Professionally

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

**Criterion 4c. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:

##### 4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or district. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

**Criterion 4d. Performance:** ☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective ☐ Not Observed

Evidence:



## IV. DPAS II Forms for Specialists

### Formative Feedback Form (Observation Form)

#### PERFORMANCE SUMMARY

An Improvement Plan may be developed if a specialist's overall performance during an observed lesson is Ineffective. In instances where an improvement plan is to be developed, the evaluator shall first have noted the Ineffective performance on the required forms by noting "Performance is Ineffective" and initialing the statement.

#### Summary of Commendations/Expectations/Recommended Area(s) of Growth:

#### Additional Evaluator Feedback:

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#### SIGNATURES

The specialist and evaluator shall sign the Formative feedback form to indicate that the lesson has been reviewed and discussed, not that the specialist necessarily agrees with the observation or comments on this form.

Specialist's  
Signature

Date:

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Evaluator's  
Signature

Date:

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If the specialist disagrees with any feedback on this form, the specialist may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The specialist may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

A specialist may challenge the conclusions of a lesson observation if "Performance Requires an Improvement Plan" is written/noted on the required form. This is accomplished by submitting additional information, specific to the point of disagreement, in **writing** within **fifteen (15) working days** of the specialist's receipt of this form. The specialist submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the specialist. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level evaluator. Any additional information will become part of the appraisal record.

## IV. DPAS II Forms for Specialists

### Professional Responsibilities Reflection Sheet - OPTIONAL

#### DELAWARE PERFORMANCE APPRAISAL SYSTEM II PROFESSIONAL RESPONSIBILITIES REFLECTION SHEET FOR SPECIALISTS

Specialist \_\_\_\_\_ Evaluator \_\_\_\_\_

Date & Time of Summative Conference \_\_\_\_\_

Grade(s) \_\_\_\_\_ Subject Area(s) \_\_\_\_\_

#### **This form is optional**

*The specialist may choose to complete this form, in whole or in part, and use it to complete the Professional Responsibilities form. The specialist may also bring this form to any evaluation conference. **The specialist has full discretion as to whether this form is completed and/or shared with the evaluator.***

Reflect and comment on the different aspects of your professional practice. To what extent are you effective? What are your professional practice goals? How will your goals support student learning? What opportunities or supports do you need to achieve your professional practice goals?

	<b>Are the following aspects of your professional practice effective? Why or why not?</b>	<b>What are your professional practice goals? How will your goals support student learning?</b>	<b>What opportunities or supports do you need to achieve your professional practice goals?</b>
<b>Family Communications/ Engagement</b>			
<b>Record Keeping</b>			
<b>Professional Growth and Development</b>			
<b>Reflection on Professional Practice</b>			
<b>Other Reflections</b>			

## IV. DPAS II Forms for Specialists

### Summative Feedback Form

#### DELAWARE PERFORMANCE APPRAISAL SYSTEM II SUMMATIVE FEEDBACK FORM FOR SPECIALISTS

Specialist \_\_\_\_\_ Evaluator(s) \_\_\_\_\_

School \_\_\_\_\_ Date of Conference \_\_\_\_\_

Grade(s) \_\_\_\_\_ Specialist Area(s) \_\_\_\_\_

Novice Specialist ☐ OR Experienced Specialist ☐

Observation Date(s) \_\_\_\_\_

#### COMPONENT 1: PLANNING AND PREPARATION

##### 1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

##### Criterion 1a. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

##### 1b. Demonstrating Knowledge of Best Practice and Models of Delivery

The specialist uses practices and models of delivery that are aligned with local and national standards.

##### Criterion 1b. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

##### 1c. Demonstrating Knowledge of Students or Clients

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

##### Criterion 1c. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

##### 1d. Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

##### Criterion 1d. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

## IV. DPAS II Forms for Specialists

### Summative Feedback Form

#### 1e. Demonstrating Knowledge of How to Design or Use Student Assessments

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and to plans for the use of those assessments.

#### Criterion 1e. Performance:

☐ Ineffective      ☐ Needs Improvement      ☐ Effective      ☐ Highly Effective

#### Evidence:

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#### COMPONENT 1 PERFORMANCE:

☐ Highly Effective      ☐ Effective      ☐ Needs Improvement      ☐ Ineffective

## IV. DPAS II Forms for Specialists

### Summative Feedback Form

#### COMPONENT 2: PROFESSIONAL PRACTICE AND DELIVERY OF SERVICE

##### 2a. Creating an Environment to Support Student or Client Needs

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

##### Criterion 2a. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

##### 2b. Demonstrating Flexibility and Responsiveness

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

##### Criterion 2b. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

##### 2c. Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students' or clients' ages, backgrounds, needs, and/or levels of understanding.

##### Criterion 2c. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

##### 2d. Delivering Services to Students or Clients

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

##### Criterion 2d. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

##### Evidence:

#### COMPONENT 2 PERFORMANCE:

☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Ineffective

## IV. DPAS II Forms for Specialists

### Summative Feedback Form

#### COMPONENT 3: PROFESSIONAL CONSULTATION AND COLLABORATION

##### 3a. Collaborating with Others

The specialist develops partnerships with school or district staff or external agencies to provide integrated services that meet student or client needs.

##### Criterion 3a. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

##### 3b. Serving as a Consultant to the School Community

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to school wide issues, problems, or concerns.

##### Criterion 3b. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

##### 3c. Providing Resources and Access

The specialist provides school, district, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

##### Criterion 3c. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

##### 3d. Maintaining Standards of Professional Practice

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

##### Criterion 3d. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

##### 3e. Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

##### Criterion 3e. Performance:

☐ Ineffective ☐ Needs Improvement ☐ Effective ☐ Highly Effective

##### Evidence:

#### COMPONENT 3 PERFORMANCE:

☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Ineffective

## IV. DPAS II Forms for Specialists

### Summative Feedback Form

#### COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

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##### 4a. Communicating with Families/Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

##### Criterion 4a. Performance:

☐ Ineffective      ☐ Needs Improvement      ☐ Effective      ☐ Highly Effective

##### 4b. Recording Data in a Student Record System

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

##### Criterion 4b. Performance:

☐ Ineffective      ☐ Needs Improvement      ☐ Effective      ☐ Highly Effective

##### 4c. Growing and Developing Professionally

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

##### Criterion 4c. Performance:

☐ Ineffective      ☐ Needs Improvement      ☐ Effective      ☐ Highly Effective

##### 4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or district. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

##### Criterion 4d. Performance:

☐ Ineffective      ☐ Needs Improvement      ☐ Effective      ☐ Highly Effective

##### Evidence:

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#### COMPONENT 4 PERFORMANCE:

☐ Highly Effective      ☐ Effective      ☐ Needs Improvement      ☐ Ineffective

## IV. DPAS II Forms for Specialists

### Summative Feedback Form

#### COMPONENT 5: STUDENT IMPROVEMENT

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Measure A Growth Rating (if applicable):

☐ Exceeds    ☐ Satisfactory    ☐ Unsatisfactory/Admin Discretion    ☐ Unsatisfactory

Measure B Growth Rating (if applicable):

☐ Exceeds    ☐ Satisfactory    ☐ Unsatisfactory

Measure C Growth Rating (if applicable):

☐ Exceeds    ☐ Satisfactory    ☐ Unsatisfactory

---

#### COMPONENT 5 PERFORMANCE:

☐ Ineffective    ☐ Needs Improvement    ☐ Effective    ☐ Highly Effective



## IV. DPAS II Forms for Specialists

### Summative Feedback Form

#### PERFORMANCE SUMMARY

##### Summative performance rating:

☐ Ineffective      ☐ Needs Improvement      ☐ Effective      ☐ Highly Effective

An Improvement Plan shall be developed for a specialist who receives an overall rating of "Needs Improvement" or "Ineffective" on the Summative Evaluation.

##### Summary of Commendations/Expectations/Recommended Area(s) of Growth:

##### Additional Evaluator Feedback:

##### Improvement Plan Required for

Component 1 ☐ Component 2 ☐ Component 3 ☐ Component 4 ☐ Component 5 ☐

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#### SIGNATURES

The specialist and evaluator shall sign the Summative Evaluation Form to indicate that it has been reviewed and discussed, not that the specialist necessarily agrees with comments on this form.

Specialist's

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If the specialist disagrees with any feedback on this form, the specialist may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The specialist may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

The specialist may challenge any rating on the Summative Evaluation by submitting additional information specific to the point of disagreement in **writing** within **fifteen (15) working days** of the date of the specialist's receipt of this form. The specialist submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the specialist. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level evaluator. Any additional information will become part of the appraisal record.

## IV. DPAS II Forms for Specialists

### Improvement Plan

#### DELAWARE PERFORMANCE APPRAISAL SYSTEM II IMPROVEMENT PLAN FOR SPECIALISTS

Specialist: \_\_\_\_\_ Evaluator: \_\_\_\_\_

School: \_\_\_\_\_ Date of Conference: \_\_\_\_\_

Grade(s): \_\_\_\_\_ Subject Area(s): \_\_\_\_\_

Area(s) for Improvement: \_\_\_\_\_

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**The specialist and evaluator will share preliminary recommendations at an Improvement Plan Conference. If consensus between the specialist and evaluator is not reached, the evaluator shall develop the Improvement Plan.**

#### **Deficiencies**

Describe specific deficiencies in professional performance related to DPAS II Components, Criteria, and/or Elements.

#### **Measurable Goals**

List the specific measurable goals to improve performance to a satisfactory level. Indicate how progress will be measured for each goal.

## IV. DPAS II Forms for Specialists

### Improvement Plan

#### Professional Learning Activities, Interventions, and/or Resources

Describe professional learning activities, interventions, or resources the specialist is expected to engage in to meet the goals of the Improvement Plan.

#### Evidence and Timelines for Goal Completion

Indicate types of evidence and timelines for completion of the Improvement Plan goals including, but not limited to: observation follow-up timelines, target dates for activity completion, target dates for evidence submission, data sets, and Improvement Plan completion date.

#### Plan Completion

Describe how satisfactory or unsatisfactory completion of the plan will be determined. Indicate potential consequences of unsatisfactory completion of the plan.

#### Plan Agreement:

My signature below means that I have received the Improvement Plan, understand what is expected of me, and will work on the plan as described.

Specialist's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

My signature below means that I have carefully reviewed the Improvement Plan with the specialist and have clearly communicated what is expected of the teacher to complete this plan.

Evaluator's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## IV. DPAS II Forms for Specialists

### Improvement Plan

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#### Amendments to the Plan:

Specify any changes to the Improvement Plan if it is amended during implementation.

Specialist's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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#### Improvement Plan Completion:

The specialist's completion of the Improvement Plan is:

☐ Satisfactory

☐ Unsatisfactory

Specialist's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## IV. DPAS II Forms for Specialists

### Improvement Plan – Student Improvement for Specialists (Component V)

#### DELAWARE PERFORMANCE APPRAISAL SYSTEM II IMPROVEMENT PLAN STUDENT IMPROVEMENT FOR SPECIALISTS (COMPONENT V)

Specialist: \_\_\_\_\_ Evaluator: \_\_\_\_\_

School: \_\_\_\_\_ Date of Conference: \_\_\_\_\_

Grade(s): \_\_\_\_\_ Subject Area(s): \_\_\_\_\_

Area(s) for Improvement: \_\_\_\_\_

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**The specialist and evaluator will share preliminary recommendations at an Improvement Plan Conference. If consensus between the specialist and evaluator is not reached, the evaluator shall develop the Improvement Plan.**

#### Deficiencies

Describe specific deficiencies in professional performance related to DPAS-II, Component V. As applicable, the specialist should review DCAS Benchmark Report, Measure A/Measure B/Measure C assessments, and other state/district/school common assessments to identify trends or patterns related to specific weaknesses in student and specialist performance. The specialist should present this data/evidence in the Improvement Plan Conference *(to be held following the Spring Conference and/or as part of the Fall Conference in the following year)*.

#### Linkage to other Components

The specialist and evaluator will work to identify other DPAS-II Component areas that have the greatest potential to impact student achievement. The identification of specific components and/or appraisal criteria will allow the evaluator and specialist to develop strategies to link student outcomes to improved practices within the other performance areas.

#### Measurable Goals

List the specific measurable goals to improve performance to a satisfactory level. Indicate how progress will be measured for each goal at various points throughout the upcoming school year.

## IV. DPAS II Forms for Specialists

### Improvement Plan – Student Improvement for Specialists (Component V)

#### Professional Learning Activities, Interventions, and/or Resources

Describe professional learning activities, interventions, or resources the specialist is expected to engage in to meet the goals of the Improvement Plan.

#### Evidence and Timelines for Goal Completion

Indicate types of evidence and timelines for completion of the Improvement Plan goals including, but not limited to: observation follow-up timelines, target dates for activity completion, and target dates for evidence submission, data sets, and Improvement Plan completion date.

#### Plan Completion

Describe how satisfactory or unsatisfactory completion of the plan will be determined. Indicate potential consequences of unsatisfactory completion of the plan.

#### Plan Agreement:

My signature below means that I have received the Improvement Plan, understand what is expected of me, and will work on the plan as described.

Specialist's \_\_\_\_\_ Date \_\_\_\_\_  
Signature \_\_\_\_\_

My signature below means that I have carefully reviewed the Improvement Plan with the specialist and have clearly communicated what is expected of the educator to complete this plan.

Evaluator's \_\_\_\_\_ Date \_\_\_\_\_  
Signature \_\_\_\_\_

## IV. DPAS II Forms for Specialists

### Improvement Plan – Student Improvement for Specialists (Component V)

#### Amendments to the Plan:

Specify any changes to the Improvement Plan if it is amended during implementation.

Specialist's Signature _____	Date _____
Evaluator's Signature _____	Date _____

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#### Improvement Plan Completion:

The specialist's completion of the Improvement Plan is:

☐ Satisfactory                      ☐ Unsatisfactory

Specialist's Signature _____	Date _____
Evaluator's Signature _____	Date _____

## IV. DPAS II Forms for Specialists

### Expectations Follow-Up Form

#### DELAWARE PERFORMANCE APPRAISAL SYSTEM II EXPECTATIONS FOLLOW-UP FORM

Specialist Name \_\_\_\_\_ Evaluator Name \_\_\_\_\_

Date \_\_\_\_\_

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#### TYPE OF EXPECTATIONS FOLLOW-UP (check and date one)

☐ Follow up for Formative Feedback Expectations

Date of original Formative Documentation \_\_\_\_\_

☐ Follow up for Summative Evaluation Expectations

Date of original Summative Documentation \_\_\_\_\_

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#### EXPECTATIONS FOLLOW-UP DETAIL

**Expectation:** [Number expectations if more than one.]

**Method of data collection:** How was evidence of expectations progress collected?

**Evidence collected:** What specific evidence was collected on what dates? Attach copies of any documents or artifacts collected. [If more than one Expectation, number evidence collected by Expectation number.]



## IV. DPAS II Forms for Specialists

### Expectations Follow-Up Form

#### DELAWARE PERFORMANCE APPRAISAL SYSTEM II EXPECTATIONS FOLLOW-UP FORM

##### EXPECTATIONS PERFORMANCE (check one)

- ☐ Evidence collected meets all Expectations. No further course of action is required.
- ☐ Evidence collected meets the following Expectations: [Number expectations if more than one.]
- ☐ Evidence collected does not meet the following Expectations: [Number expectations if more than one.]

**Course of action:** Complete this section if one or more Expectations were not met in the prescribed timeline.

##### Additional Notes:

##### SIGNATURES

The specialist and evaluator shall sign the Expectations Follow-Up Form to indicate that it has been reviewed and discussed, not that the specialist necessarily agrees with comments on this form.

Specialist's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*If the specialist disagrees with any feedback on this form, the specialist may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The specialist may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.*

*The specialist may challenge any rating on the Summative Evaluation by submitting additional information specific to the point of disagreement in **writing** within **fifteen (15) working days** of the date of the specialist's receipt of this form. The specialist submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the specialist. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level credentialed evaluator. Any additional information will become part of the appraisal record.*



## Appendix A: DPAS II Criterion Rubric

### Component 1: Planning and Preparation

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<b>1a. Designing Coherent Programs or Services Aligned with State and National Standards</b>	The program is not aligned to state/national standards and/or resources; activities are inappropriate in nature for the group being served.	The program is partially aligned to state/national standards and/or the activities partially support the needs of the clients being served.	The program is aligned to state/national standards, and the activities are appropriate for those being served.	The program is aligned to state/national standards and the activities are appropriate for those being served and are shared with a variety of members of the community, as applicable.
<b>1b. Demonstrating Knowledge of Best Practice and/or Models of Delivery</b>	Little or no knowledge of best practices and/or models of delivery are identified and/or they are inappropriate for the group being served or the setting in which it is implemented.	There is partial knowledge of best practices and/or models of services indicated in the plan that will meet the needs of most of those being served.	Solid knowledge of best practices and/or models of delivery of services are indicated in the plan and the selected practices are appropriate to those being served.	There is a deep knowledge of the practices/models of delivery indicated in the plan which are appropriate to those being served and extend into applications in the school community beyond the school.
<b>1c. Demonstrating Knowledge of Students and/or Clients</b>	Little to no knowledge of the developmental, learning, social, and cultural needs of the students or clients is demonstrated in the plan with no specific means of addressing the elements.	There is partial knowledge of the developmental, learning, social, and cultural needs of the clients demonstrated in the plan with each element partially being addressed.	There is a solid knowledge of the developmental, learning, social, and cultural needs of the students or clients demonstrated in the plan to include at least one specified means of addressing each noted in the plan.	There is a deep knowledge of the developmental, learning, social, and cultural needs of the students or clients with a variety of ways to address each noted in the plan.
<b>1d. Demonstrating Knowledge of Resources</b>	Little to no knowledge of how to select and/or access resources to support the program and understanding of the program are demonstrated.	There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program.	There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the building level.	There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting.
<b>1e. Demonstrating Knowledge of How to Design or Use Assessments</b>	Assessment tools are inappropriate and/or not used in planning.	The assessment tools are appropriate and they are partially used in planning.	The assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate.	There are multiple assessment tools that are appropriate and they are used in planning and are shared with a variety of groups beyond the school where appropriate.

## Appendix A: DPAS II Criterion Rubric

### Component 2: Professional Practice and Delivery of Service

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<b>2a. Creating an Environment to Support Student or Client Needs</b>	Interaction with at least some staff and students is negative, demeaning, sarcastic, or inappropriate. Students/stakeholders exhibit disrespect for the specialist. Specialist allows or encourages interactions between others that mirror the above.	Interactions are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture. Students/stakeholders exhibit only minimal respect for the specialist. The students/stakeholders in the setting do not demonstrate disrespect for each other.	The interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and culture of the students/stakeholders and they exhibit respect for the specialist. Interactions in settings between students/stakeholders are generally polite and respectful.	Interactions with students/stakeholders reflect genuine respect and caring for individuals as well as the group. Students/stakeholders appear to trust the specialist with sensitive information. Students/stakeholders in the setting reflect the same characteristics when interacting with others.
<b>2b. Demonstrating Flexibility and Responsiveness</b>	The specialist rigidly adheres to his/her plan, even when change is clearly needed. The specialist brushes aside the concerns or questions of the students/stakeholders. When the program is not successful the specialists blames the students/stakeholders or the environment.	The specialist attempts to adjust the program when needed with partial success. The specialist attempts to accommodate the concerns and questions of the students/stakeholders with partial success. The specialist accepts responsibility for the program but has a limited repertoire of strategies.	The specialist makes minor adjustments to the program which enhances the success. The specialist successfully accommodates questions for the students/stakeholders. The specialist accepts responsibility for the program and works to include students/stakeholders who are resistant. The specialist has a broad repertoire of strategies.	The specialist makes major adjustments to the program when needed to guarantee the effectiveness of the program. The specialist seizes the opportunity to enhance the program through work with others. The specialist persists in seeking effective approaches for students/stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program.
<b>2c. Communicating Clearly and Accurately</b>	The purpose of the communication is unclear or confusing to the students/stakeholders. It may contain inappropriate language and/or major errors when speaking or in writing.	The purpose of the communication is vague with clarifications after initial response from students/stakeholders. The explanation is uneven and may be difficult to follow. There are few errors in speaking or writing.	The purpose of the communication is clear to all and the content is appropriate and connects with students'/stakeholders' knowledge and experience. There are no errors in speaking or writing.	The purpose of the communication is clear to all and the content is differentiated to meet the needs of the readers. There are no errors in speaking and writing.
<b>2d. Delivery of Services to Students or Clients</b>	The setting is not safe and/or some students/stakeholders do not have appropriate access to services. Considerable time is lost in delivery of services due to the managing of procedures by the specialist. Routines are ineffective resulting in significant loss of time. Standards of conduct are not clearly established and result in loss of time. National standards/models of delivery are not the focus of the specialist.	The setting is safe, and at least essential services are accessible to most students/stakeholders. Some time is lost in the delivery of services due to the managing of procedures by the specialist. Routines function moderately well with some loss of time. Standards of conduct may be established but are not consistent. National standards/models of delivery are present and beginning to be implemented.	The setting is safe, and the services are equally accessible to all students/stakeholders. Effective systems for the delivery of services result in little loss of instructional time. Routines occur smoothly with little loss of time. Standards of conduct are established and generally consistent. National standards/models of delivery are present and support the success of the program.	The specialist advocates for accessibility of services for all students/stakeholders. Systems for performing delivery of services are well established and optimize the time for services. Routines are seamless and optimize the time for delivery of services. Standards of conduct are well established and consistent. National standards/models of delivery are well established and reflect the high involvement of the specialist within and outside of the school setting.

## Appendix A: DPAS II Criterion Rubric

### Component 3: Professional Consultation and Collaboration

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<b>3a. Collaborating with Others</b>	The specialist declines or resists collaboration with others in the design of the program to meet the needs of the school.	The specialist collaborates with others in the design of the program but is only partially successful in meeting the needs of the school.	The specialist collaborates with others in the design of the plan and meeting the needs of the school.	The specialist collaborates with others in the design of the plan and seeks input from all levels to assure the needs of the school/district are being met.
<b>3b. Serving as a Consultant to the School Community</b>	The specialists declines or resists serving as a consultant to the school community.	The specialist serves as a consultant to the school community but the services may be inconsistent.	The specialist serves as a consultant to the school community and shares expertise with others frequently.	The specialist serves as a consultant to the school community and seeks ways to share expertise within the school setting and beyond.
<b>3c. Providing Resources and Access</b>	The specialist fails to locate and provide the resources to support the needs to the students/stakeholders or must be directed to do so. The specialist is not accessible to students/stakeholders.	The specialist locates resources to support the program but they may be limited to only giving them to the student/stakeholder when requested to do so. The specialist is accessible to the students/stakeholder upon request.	The specialist locates resources to support the program that supports the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources.	The specialist locates resources to support the program and the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources. The specialist seeks and provides resources beyond the school setting to enhance the program.
<b>3d. Maintaining Professional Standards</b>	The specialist resists application of adopted professional standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.	The specialist attempts to apply the adopted standards but may do so inconsistently. The specialist does follow the established procedures and guidelines.	The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist shares findings, as appropriate.	The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.
<b>3e. Using Assessment Data in Planning and Delivery of Services</b>	The specialist fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The specialist seeks and uses data to inform some aspects of planning and delivery of services but implementation is inconsistent.	The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders.	The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders. The specialist uses the data to inform those at the district level of progress.

# Appendix A: DPAS II Criterion Rubric

## Component 4: Professional Responsibilities

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<b>4a: Communicating with Families/Clients</b>	The specialist provides little or no information about the program to families or clients. The communication with others may be inappropriate and insensitive. The communication is not provided in a timely manner.	The specialist participates in required activities related to communication but offers little additional information. Responses to families/clients are minimal. The specialist makes modest and partially successful attempts to engage families and others in the program. Information is provided in a timely manner.	The specialist provides frequent information to families and clients about the program. Communication about progress and other related information is on a regular basis and addresses the concerns of the families/clients. The specialist is successful in engaging others within the school in the program. Information is provided in a timely manner.	The specialist provides frequent information about the program and seeks additional input on how to improve the program. Communication about progress and other related information is frequent and addresses the concerns of the families/clients. The specialist is successful in engaging the program both inside the school setting and beyond. Information is provided in a timely manner and is thorough.
<b>4b: Recording Data in a Student Record System</b>	The record keeping system is limited to entries of completion only and in disarray. There is no apparent system for maintaining information related to students/stakeholders/program or it is in disarray. The specialist records are in such disarray that it results in error and/or confusion.	The record keeping system is rudimentary and only partially effective. The information related to students/stakeholders/program is partially present. The records are accurate but require frequent monitoring by the specialist to avoid errors or confusion.	The record keeping system is complete and effective. The information on progress of students/stakeholders/program is complete and used to effectively report progress. The information is effectively used to improve the program or services.	The record keeping system is complete and effective, and the specialist seeks input from others. The information is complete and effectively used to report progress. The input from others is used to improve services.
<b>4c: Growing and Developing Professionally</b>	The specialist does not demonstrate how he/she takes part in professional development and uses the knowledge to improve practice. The specialist does not take an active part in the professional learning community both within the school setting and beyond.	The specialist demonstrates how he/she has taken part in professional development that is required and makes some connections to how the knowledge was used to improve practice. The specialist takes part in the professional learning community only to the extent to which it is required.	The specialist demonstrates how he/she has actively sought professional development related to the program and used it to improve practice. The specialist takes an active role in the professional learning community within the school setting.	The specialist demonstrates how he/she takes an active part in professional development through a leadership role and how he/she helps others to use the knowledge to better practice. The specialist leads the professional learning community within the school setting and contributes to the professional learning community at the local and state level.
<b>4d: Reflecting on Professional Practice</b>	The specialist does not know whether the program was effective or the goals were achieved using data. The specialist has no suggestions for how the program could be improved or how the goals could have been met.	The specialist has a generally accurate impression of the program's effectiveness and the extent to which goals were met using data. He/she can make general suggestions about how to improve the program or to meet goals for the next cycle.	The specialist makes an accurate assessment of the effectiveness of the program and the extent to which goals were met using data. He/she can make a few specific suggestions of what could be tried to improve the program and meet the goals for the next cycle.	The specialist makes a thorough and accurate assessment of the effectiveness of the program and the extent to which they met goals with data. He/she draws upon an extensive repertoire of skills and offers specific alternate actions on how to improve the program and meet the goals.

# Appendix B: Indicators of Performance

## Component 1 Indicators of Performance

### 1a. Designing Coherent Programs or Services

- The specialist selects goals that are aligned with state/national standards.
- Goals are appropriate for the students or clients.
- The specialist communicates how and why the goals are important.
- Goals are congruent with the sequence of services.

### 1b. Demonstrating Knowledge of Best Practice and Models of Delivery (Optional)

- The specialist uses their deep knowledge of the profession while planning.
- The specialist identifies the important concepts in the profession and applies them suitably for their students or clients.
- The specialist considers intra-disciplinary connections and plans how they will help students or clients.
- The specialist identifies how professional services are related to and support other disciplines.

### 1c. Demonstrating Knowledge of Students or Clients (Optional)

- The specialist determines the students' or client's needs and uses that information in planning service delivery.
- The specialist values student or client interests and cultural heritage.
- The specialist collects information about each student's or client's learning and medical needs as appropriate.
  - The specialist collects student information from a variety of sources.
  - The specialist refers to this information when considering adaptations or accommodations for service delivery.
  - The specialist uses student information when creating groups or considering seating arrangements.

### 1d. Demonstrating Knowledge of Resources

- All materials and resources are suitable for the students or clients and support the stated goals of service.
- The specialist assures that activities and tasks support meaningful student improvement.
- When appropriate and possible, the specialist uses technology to enhance service delivery.

### 1e. Demonstrating Knowledge of How to Design or Use Student Assessments

- The specialist creates and/or selects assessments that are fully aligned with goals for services.
- The specialist plans for the use of assessments to closely monitor student or client progress.
- The specialist is familiar with a broad array of assessment data related to the students or clients they serve.
  - The specialist uses information such as state assessment data, district assessment data, and classroom data when planning.
  - The specialist uses the collective data to design services for groups and for individual students or clients.

# Appendix B: Indicators of Performance

## Component 2 Indicators of Performance

### 2a. Creating an Environment to Support Student or Client Needs

- Students or clients understand the specialist is there to support them.
- Students display respect and caring for the specialist.
- The specialist's interactions with students or clients reflect genuine respect and caring for individual students or clients and groups of students or clients.
- The specialist's interactions are appropriate for the age and culture of the students or clients.
- The specialist deals with sensitive interactions with students or clients appropriately.
- The specialist models and sets expectations for student or client interactions.

### 2b. Demonstrating Flexibility and Responsiveness (Optional)

- The specialist accurately observes the actions and reactions of the students or clients as the session is underway.
- The specialist adjusts his or her plans and pacing based on student's or client's needs.
- Adjustments within the session occur smoothly.

### 2c. Communicating Clearly and Accurately (Optional)

- Directions are presented to students or clients in clear and "student friendly" terms.
- Procedures are clear and understood by the students or clients.
- The specialist intervenes and assists students when appropriate.
- The specialist's explanations are accurate and appropriate.
- The specialist helps students connect previous experience to current learning.

### 2d. Delivery of Services to Students or Clients

- The specialist has clearly established standards of conduct and students or clients can articulate what is expected of them.
- The workspace is safe.
- Aisles/passage areas are clear to ensure the safe movement of the students.
- The room arrangement assures that all students or clients have access to services.
- The specialist models and sets expectations for appropriate equipment use and safety procedures.
- The specialist monitors and corrects any safety infractions.
- The specialist ensures all students have the needed materials to be successful.



# Appendix B: Indicators of Performance

## Component 3 Indicators of Performance

### 3a. Collaborating with Others (Optional)

- The specialist collaborates with teachers, administrators, and/or other specialists to meet the needs of students or clients.
- The specialist collaborates with teachers, administrators, and/or other specialists to meet the needs of the school and/or district.
- The specialist participates in school or district committees to ensure student or client needs are addressed appropriately.
- The specialist participates in school or district committees to ensure services address school and/or district needs.

### 3b. Serving as a Consultant to the School Community (Optional)

- The specialist shares information about services with colleagues in the school and/or district.
- The specialist provides information about services in multiple formats.
- The specialist seeks opportunities to provide expertise in appropriate venues and formats.

### 3c. Providing Resources and Access

- The specialist shares information about external resources and/or services with colleagues in the school and/or district.
- The specialist welcomes inquiries about his or her services and available resources.
- The specialist helps colleagues and students or clients access services and/or resources, as appropriate.
- The specialist welcomes the opportunity to help his or her colleagues.

### 3d. Maintaining Professional Standards

- The specialist carries out student or client services according to state/national standards of practice.
- The specialist follows professional standards/protocols for student or client confidentiality.
- The specialist follows professional standards/protocols for recording and sharing of data.
- The specialist studies current trends in his or her professional practice.
- The specialist maintains current and valid credentials, as appropriate.

### 3e. Using Assessment Data in Planning and Delivery of Services

- Students or clients find specialist feedback valuable.
- The specialist shares data with colleagues, if permitted/appropriate.
- The specialist provides accurate, constructive, substantive, specific, and timely feedback to students or clients.
- The specialist analyzes assessment responses and student or client behaviors to assess progress.
- The specialist uses assessment data to inform future plans and service delivery.

# Appendix B:

## Indicators of Performance

### Component 4 Indicators of Performance

#### 4a. Communicating with Families and Clients

- The specialist provides frequent information about the program to families.
- The specialist provides information in a format(s) accessible to all parents.
- The specialist provides information using understandable language and terms.
- Communication between the specialist and families is two-way and ongoing.
- When appropriate, the specialist involves the student in the conversations.

#### 4b. Recording Data in a Student Record System (Optional)

- Records are organized, accurate, and timely.
- The specialist records and maintains student or client data in appropriate data systems.
- The specialist shares data appropriately with his or her colleagues.

#### 4c. Growing and Developing Professionally (Optional)

- The specialist seeks opportunities to enhance his or her knowledge and/or skills.
- The specialist seeks and participates in opportunities to stay current in the field.
- The specialist selects professional goals directly related to state/national standards, improving student learning, and school improvement.
- The specialist welcomes feedback from colleagues and supervisors.
- The specialist welcomes the opportunity to help his or her colleagues.
- The specialist participates in school, district, and/or state committees and/or councils, as appropriate.

#### 4d. Reflecting on Professional Practice

- The specialist accurately assesses his or her effectiveness using the various components of the framework for specialists.
- The specialist assesses his or her own performance against state/national standards.
- The specialist accurately attributes performance to various inputs and/or conditions (student, teacher, environment, et cetera).
- The specialist accurately assesses his or her ability to add value.
- The specialist regularly uses reflection to improve his or her performance and asks for assistance to improve future services, when appropriate.
- The specialist sets goals to improve his or her personal practice and documents his or her progress toward goals.

## APPENDIX C: Summative Rating Calculations

Although Summative Rating Calculations can be completed by the state-approved online platform, overall Summative Evaluation ratings can be determined using the following sequence:

1. **Ratings are determined for Components 1-4** by the observer using a preponderance of evidence collected during the summative evaluation cycle. Ratings for each Component are either Highly Effective, Effective Needs Improvement, or Ineffective.
2. **A rating for the Student Improvement Component (Component 5) is determined** and is based on the roster, measure, and target selection process outlined in the Guide and discussed at the Fall and Spring conferences.

First, each of the two measures is given a rating of Exceeds, Satisfactory, or Unsatisfactory. Then, an overall Component rating is determined using the chart below. An educator is given a Component Five rating each year whether or not it is not the final year of the educator's Summative Evaluation cycle.

Possible Rating		Overall Component V
Exceeds	Exceeds	Highly Effective
Exceeds	Satisfactory	Effective
Exceeds	Unsatisfactory	Effective
Satisfactory	Satisfactory	Effective
Satisfactory	Unsatisfactory	Needs Improvement
Unsatisfactory	Unsatisfactory	Ineffective

If an Experienced Educator receives a Summative Evaluation every two years, an overall Component 5 rating is identified using the following chart. Year 1 and Year 2 ratings should be calculated each year, prior to determining an overall Summative Evaluation rating for Component 5.

## APPENDIX C: Summative Rating Calculations

Year 1 and Year 2 Possible Rating Combinations		Summative Evaluation Rating for Component Five
Highly Effective	Highly Effective	Highly Effective
Highly Effective	Effective	Effective
Highly Effective	Needs Improvement	Effective
Highly Effective	Ineffective	Effective
Effective	Effective	Effective
Effective	Needs Improvement	Effective
Effective	Ineffective	Needs Improvement
Needs Improvement	Needs Improvement	Needs Improvement
Needs Improvement	Ineffective	Ineffective
Ineffective	Ineffective	Ineffective

3. Each of the five (5) Component ratings are given numerical values indicated in the chart below:

Component Rating	Point Value
Highly Effective	4 points
Effective	3 points
Needs Improvement	2 points
Ineffective	1 point

4. The sum of all Components is calculated.
5. An overall Summative Evaluation rating is determined in accordance with the chart below, using the sum of all Components:

Sum of Component Points Earned	Summative Evaluation Rating
19 or 20 points	Highly Effective
14-18 points	Effective
9-13 points	Needs Improvement
5-8 points	Ineffective

## APPENDIX D: Student Improvement Component Unique Situations Guidance

### Student Improvement Component

### Guidance for Unique Circumstances

*(Component Five Educator Group, Measures, and/or Targets may not be changed once set, unless a unique circumstance exists. If a circumstance exists that is not listed in the chart below or does not cleanly fall into one of the categories listed below, contact the Education Associate over the DPAS II Teacher/Specialist System)*

How do I handle the student improvement component if....	Options...
an educator who has advanced notice that they will miss time due to FMLA or because of other approved extended leave?	<p><i>The educator and administrator <b>MUST</b> schedule a conference before the leave begins.</i></p> <p><b>The following options exist...</b></p> <ul style="list-style-type: none"> <li>• <u>For Group 1 Educators...</u> <ul style="list-style-type: none"> <li>○ <b>Educator remains as a group 1 educator</b> –In this situation, it may be appropriate for an educator to remain Group 1 and a good place for an administrator to exercise discretion. Once the Measure A results are returned, the administrator may exercise discretion if between 35% and 49% of the students meet their growth targets (<i>and designate a rating of “satisfactory” as opposed to “unsatisfactory”</i>). <i>This option may not be appropriate if the leave extends beyond 3 months.</i></li> </ul> </li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>○ <b>Change the educator to a group 2 educator</b> – Page 12 of the DPAS II for Teachers Guide states that “Educators who have unique circumstances should work with their administrator to determine the most appropriate educator group for them to participate in Component V.” In this case, new goals would need to be determined (<i>and</i></li> </ul>

## APPENDIX D: Student Improvement Component Unique Situations Guidance

	<p><i>the educator(s) would need to sign off).</i></p> <ul style="list-style-type: none"> <li>• <u>For Group 2/3 Educators...</u> <ul style="list-style-type: none"> <li>○ <b>Adjust the current Measure B/C measure and/or targets to reflect the time the educator has provided instruction.</b></li> </ul> </li> </ul>
<p>an educator who <b>does not have</b> advanced notice that they will miss time due to FMLA or because of other approved extended leave?</p>	<p>The following the options exist...</p> <ul style="list-style-type: none"> <li>• <u>For Group 1 Educators...</u> <ul style="list-style-type: none"> <li>○ <b>Educator remains as a group 1 educator</b> – In this case, the administrator would complete RVS on his or her behalf (if the educator is absent for RVS). Note that this situation may be a good place for an administrator to exercise discretion. Once the Measure A results are returned, the administrator may exercise discretion if between 35% and 49% of the students meet their growth targets (<i>and designate a rating of “satisfactory” as opposed to “unsatisfactory”</i>). <i>This option may not be if the leave extends beyond 3 months.</i></li> </ul> </li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>○ <b>Upon return to work, change the educator to a group 2 educator</b>– Page 12 of the DPAS II for Teachers Guide states that “Educators who have unique circumstances should work with their administrator to determine the most appropriate educator group for them to participate in Component V.” In this case, new goals would need to be determined (<i>and the educator(s) would need to sign off</i>). For this, the following options exist...             <ul style="list-style-type: none"> <li>i. <b>Split the roster into two cohorts for the existing Measure B/C goal to create 2 goals:</b> Assuming that the educator has already set a Measure B/C goal, and that she or he teaches a cohort of at least 20</li> </ul> </li> </ul>

## APPENDIX D: Student Improvement Component Unique Situations Guidance

	<p>student (effectively creating two goals using the same assessment, but with at least 10 students on each roster).</p> <p><b>OR</b></p> <p>ii. <b>Create a new Measure B/C goal for the remainder of the year:</b> If the educator instructs a cohort of less than 20 students, but returns prior to May 1, you may set a new Measure B/C goal for the remainder of the school year. The minimum amount of time we recommend is 4 weeks from pre- to post-assessment.</p> <ul style="list-style-type: none"> <li>• For Group 2/3 Educators... <ul style="list-style-type: none"> <li>○ <b>Adjust the current Measure B/C measure and/or targets to reflect the time the educator has or will provided instruction.</b></li> <li><b>OR</b></li> <li>○ <b>Split the roster into two cohorts for the existing Measure B/C goal to create 2 goals:</b> Assuming that the educator has already set a Measure B/C goal, and that she or he teaches a cohort of at least 20 student (effectively creating two goals using the same assessment, but with at least 10 students on each roster).</li> <li><b>OR</b></li> <li>○ <b>Create a new Measure B/C goal for the remainder of the year:</b> If the educator instructs a cohort of less than 20 students, but returns prior to May 1, you may set a new Measure B/C goal for the remainder of the school year. The minimum amount of time we recommend is 4 weeks from pre- to post-assessments.</li> </ul> </li> </ul>
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## APPENDIX D: Student Improvement Component Unique Situations Guidance

<p>an Educator transfers between districts during the school year?</p>	<ul style="list-style-type: none"> <li>• If <i>within</i> the <b>first three quarters</b> of the school year... <ul style="list-style-type: none"> <li>○ restart the goal-setting process to reflect the most appropriate educator group, measures and/or targets. <b>In this situation, it may not be appropriate to designate an educator as Group 1 after the 1<sup>st</sup> MP.</b></li> </ul> </li> <li>• If <i>after</i> the <b>first three quarters</b> of the school year... <ul style="list-style-type: none"> <li>○ and is a <b>novice educator</b>, then the educator is not able to receive a summative evaluation that year.</li> <li>○ and is an <b>experienced educator</b>, then the educator must use the other year's Student Improvement Component rating as their overall Student Improvement Component(SIC) rating (in order for this to be calculated, the LEA will need to contact DOE). For example, if this occurs in the <b>first year</b> of the cycle, the <b>second year's</b> SIC rating will be the overall SIC rating in the educator's summative evaluation. Likewise, if this occurs in the <b>second year</b> of the cycle, then the <b>first year's</b> SIC rating will be the overall SIC rating in the educator's evaluation. <b><i>If the educator is in their second year of the cycle and does not have any Student Improvement data, then a Summative Evaluation may not be completed.</i></b></li> </ul> </li> </ul>
<p>an Educator transfers within the school and/or district during the school year?</p>	<ul style="list-style-type: none"> <li>• Complete the Student Improvement Component before the educator transfers, if possible.</li> <li>• If <i>within</i> the <b>first three quarters</b> of the school year... <ul style="list-style-type: none"> <li>○ Restart the goal-setting process to reflect the most appropriate educator group, measures and/or targets. <b>In this situation, it may not be appropriate to designate an educator as Group 1 after the 1<sup>st</sup> MP.</b></li> </ul> </li> <li>• If <i>after</i> the <b>first three quarters</b> of the school year... <ul style="list-style-type: none"> <li>○ and is a <b>novice educator</b>, then the educator is not able to receive a summative evaluation that year.</li> <li>○ and is an <b>experienced educator</b>, then the educator must use the other year's Student Improvement Component rating as their overall Student Improvement Component</li> </ul> </li> </ul>



## APPENDIX D: Student Improvement Component Unique Situations Guidance

	<p>rating (in order for this to be calculated, the LEA will need to contact DOE). For example, if this occurs in the <b>first year</b> of the cycle, the <b>second year's</b> SIC rating will be the overall SIC rating in the educator's summative evaluation. Likewise, if this occurs in the <b>second year</b> of the cycle, then the <b>first year's</b> SIC rating will be the overall SIC rating in the educator's evaluation. <i><b>If the educator is in their second year of the cycle and does not have any Student Improvement data, then a Summative Evaluation may not be completed.</b></i></p>
an Educator is hired after the start the of school year?	<ul style="list-style-type: none"> <li>• If <i>within</i> the <b>first three quarters</b> of the school year... <ul style="list-style-type: none"> <li>○ start the goal-setting process to reflect the most appropriate educator group, measures and/or targets. Page 12 of the DPAS II for Teachers Guide states that "Educators who have unique circumstances should work with their administrator to determine the <b>most appropriate educator group</b> for them to participate in Component V." <b>In this situation, it would not be advisable to designate an educator as Group 1 after the 1<sup>st</sup> MP.</b></li> </ul> </li> <li>• If <i>after</i> the <b>first three quarters</b> of the school year... <ul style="list-style-type: none"> <li>○ do not begin the Summative Evaluation cycle. However, informal observations and feedback are encouraged and can be completed in addition to the required observations.</li> </ul> </li> </ul>
an Educator transfers before the Measure A rating is available?	<ul style="list-style-type: none"> <li>• <b><i>Administrators of the educator's current placement are expected to complete all aspects of the Summative Evaluation and/or Spring Conference, exclusive of the Measure A rating prior to the end of the school year.</i></b> <ul style="list-style-type: none"> <li>○ The current LEA is still responsible for meeting with and completing the Summative Evaluation and/or Spring Conference with the educator before September 30.</li> </ul> </li> </ul>

## APPENDIX D: Student Improvement Component Unique Situations Guidance