

# DPAS II – “Base Camp”

Delaware Department of Education  
Summer 2014

Eric Niebrzydowski, DDOE, Educator Effectiveness & DASL





**Somewhere near the Townsend Building**

Time	Activity
8:30 – 9:30	DPAS-II for Administrators
9:30 – 10:30	Goal Setting Revisited
10:30 – 10:40	Case Study Preview
10:40 – 11:35	Case Study: Video Observation
11:35 – 12:05	Case Study: Component I
12:05 – 1:05	Lunch on your own
1:05 – 1:50	Case Study: The “Short”
1:50 – 2:00	Landscape for the Year
2:00 – 2:15	Break
2:15 – 4:00	Credentialing
4:00	Adjourn

## Agenda for Base Camp

# **ADMINISTRATOR EVALUATION**

**108A**

# Changes in 108A

- Collaborative Process
- DPAS Regulatory Changes
- Differentiated System

# System Changes

- Annual Appraisal Cycle
  - Goal Setting Conference
  - Mid Year Conference
  - Summative Conference
- Components
- Differentiated System
- Ratings
- Evidence Collection
- Goal Setting
  - Student Performance Measures (C-V) **REQUIRED**
  - Leadership Priority Areas (C I-IV) **STRONGLY RECOMMENDED**

# Major Shifts in Administrator Evaluation

## GOAL SETTING

- Student performance measures
- Leadership priorities

## RUBRIC

- Use of the rubric to promote growth in specific leadership behaviors

## PROCESS FOR EVIDENCE COLLECTION

- Ongoing process for evidence collection and providing feedback to principals

# Principal Rubric



# Components of Leadership Practice



- ✓ Written as Delaware Administrator Standards
- ✓ Directly linked to ISLLC Standards
- ✓ Each component has descriptive criteria and leadership behaviors that indicate a level of performance

# Rubric Design

Performance level and descriptor	Component	Criterion	
<b>COMPONENT 1: VISION AND GOALS</b>			
<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Needs Improvement</b>	<b>1 Ineffective</b>
Using Data: Administrator, in collaboration with others such as the school or district improvement team or board, uses multiple sources of information and assists in analyzing data to establish rigorous and concrete school or district improvement goals in the context of student achievement and instructional programs.	Engages the school improvement team in the analysis of multiple sources of data to diagnose the current state of the school, inform decision-making processes and develop rigorous and concrete student achievement-oriented school improvement goals.	Reviews summative data to develop student achievement-oriented school improvement goals that are rigorous for some groups of students.	Reviews annual student achievement results and develops student achievement-oriented school improvement goals that are vague and imprecise.
Implementing Vision and Goals: Administrator provides leadership for major initiatives and change efforts relative to the school or district improvement goals. Administrator is committed to doing the work required for continuous school and district improvement.			
Engages staff in developing and implementing a detailed strategic plan with weekly and monthly milestones and strategies to meet the student achievement-oriented school improvement goals; proactively leads and supports staff through the change process by creating opportunities for them to express both supportive and contrary opinions/perceptions; relentlessly maintains the focus of all actions and conversations on improving student achievement.	Develops and implements a strategic plan with weekly and monthly milestones and strategies to achieve student achievement-oriented school improvement goals; supports staff through change by encouraging questions and dialogue on a regular basis; persistently maintains the focus of all actions and conversations on improving student achievement.	Develops a strategic plan that identifies monthly milestones and some strategies for achieving school improvement goals; provides minimal time or support for staff to process or adapt to change; maintains personal belief in the potential for improving student achievement.	Rarely shares strategies to achieve school improvement goals; provides minimal support to staff through the change process; easily loses focus on improving student achievement.

- ✓ Directly linked to ISLLC standards.
- ✓ Components titles have changed
- ✓ Criteria are the basis upon which the performance n administrator is evaluated
- ✓ Each criterion has four performance levels described in the rubric.

# Content and Language of the Rubric

- ✓ Provides lens for evaluating administrators
- ✓ Articulates *new* performance descriptors for highly effective and effective leadership
- ✓ Provides common language to describe leadership practice
- ✓ Puts focus on evidence to describe level of performance
- ✓ Orients feedback toward professional growth with descriptors

# Activity: Getting Familiar With the Rubric

Take 3 minutes to review the Principal Practice Rubric looking specifically for the following:



Components of Principal Practice

Criteria

Performance Levels

# What Is Effective Practice?

- Take 5 minutes to closely read the **effective category** in your assigned component.
- Please discuss the following:
  - -What actions would I need to demonstrate in order to be rated effective?

**Discuss as a table and note your key ideas/principals actions from your discussion.**

# Types of Evidence

## Direct Observation

The evaluator is physically present in the school or venue where the administrator is present and leading

## Indirect Observation

The evaluator is observing systems that operate without the leader present

## Artifacts

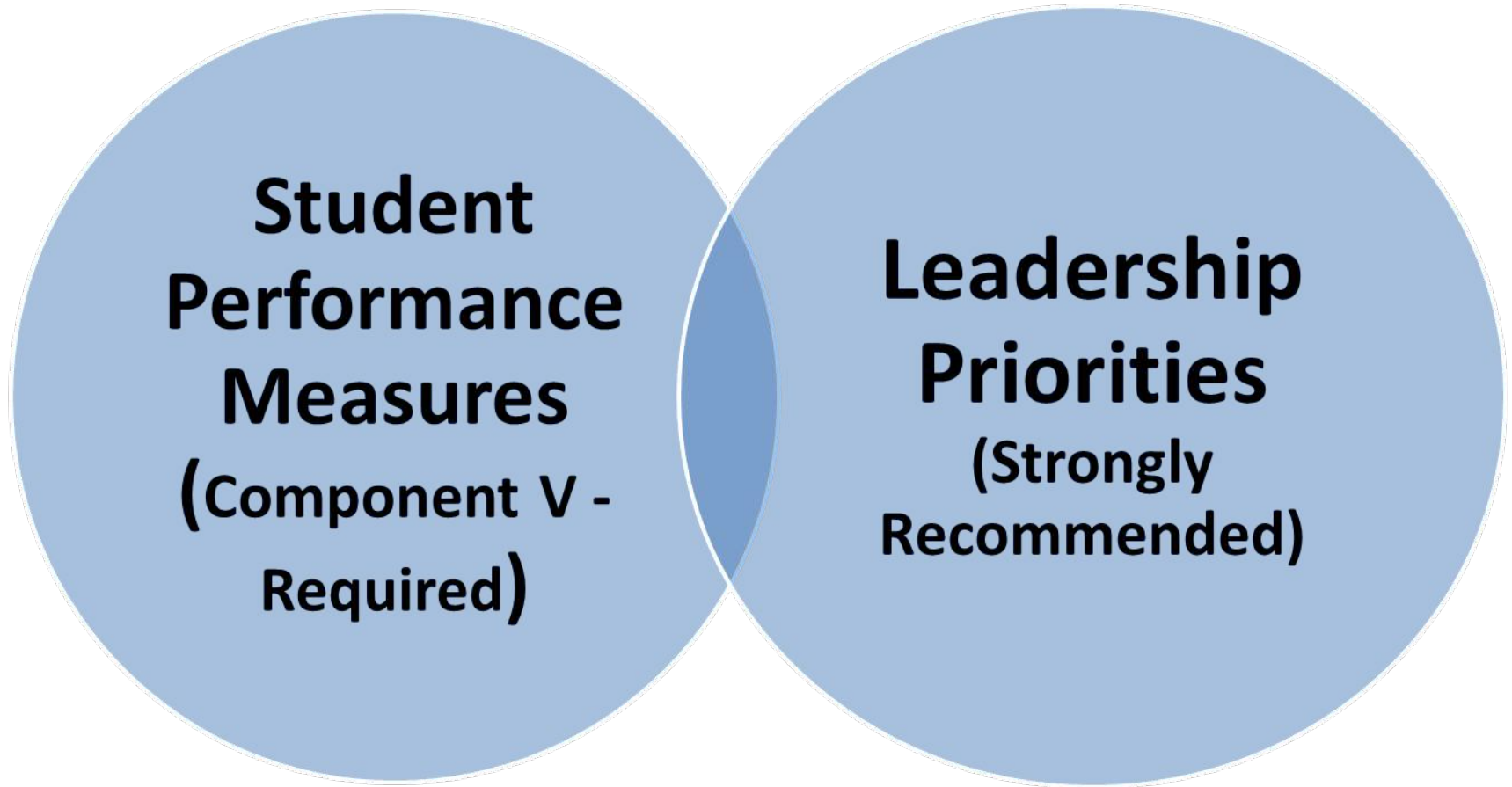
Materials that document principal practice

## School Data

Concrete results of a leader's work

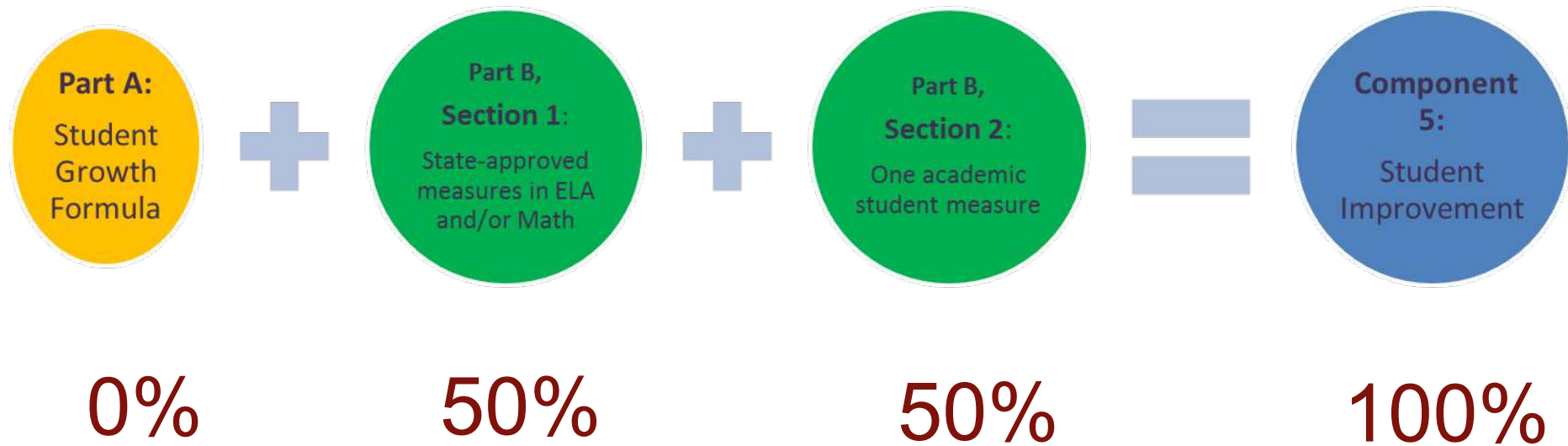
# GOAL-SETTING PROCESS

# Goal-Setting Process





# Component 5: Student Improvement

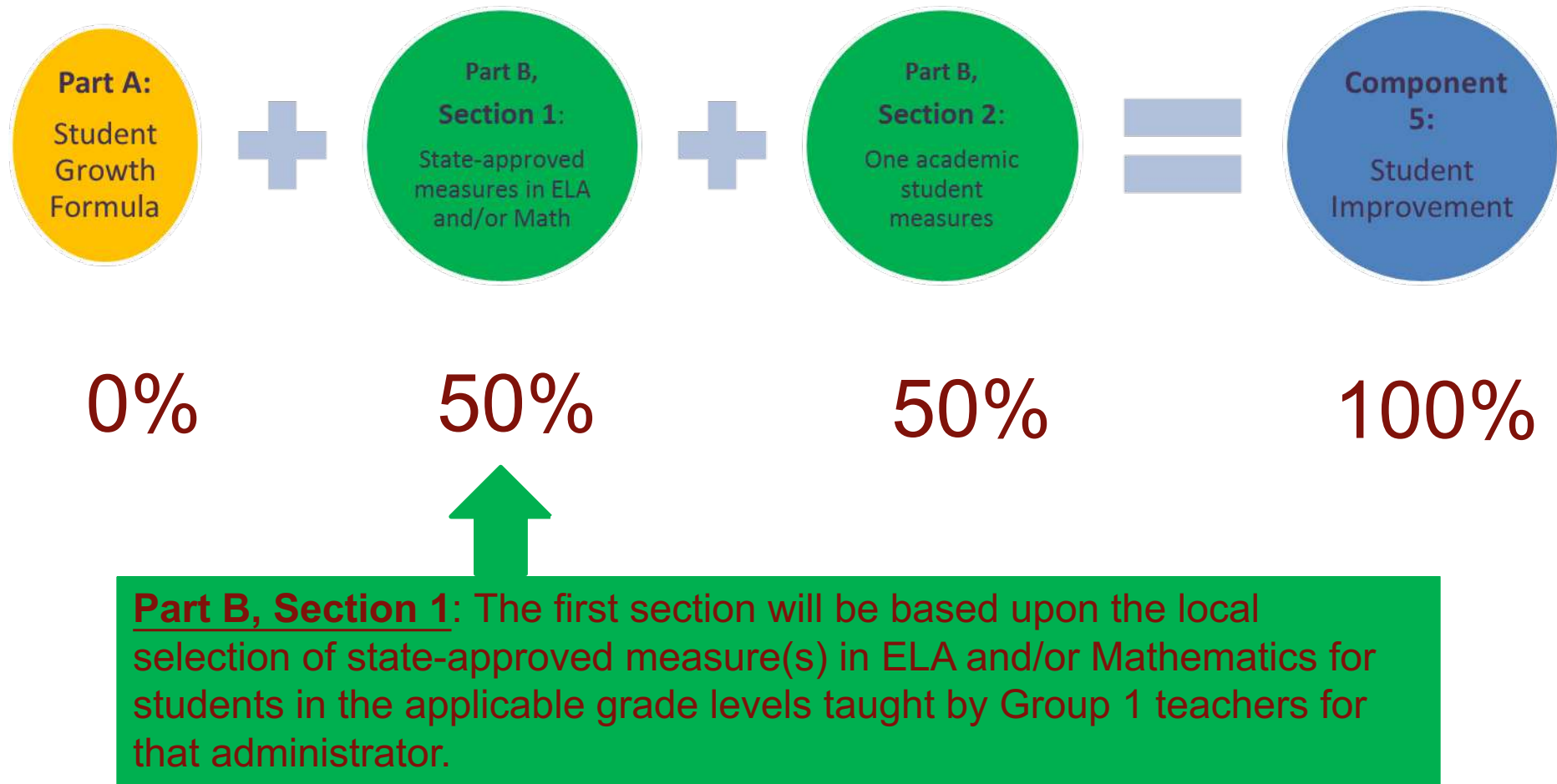


**Part A:** Part A will be based on student scores from the State Assessment in ELA and Math. In 2014-2015, Part A will not count toward Administrator Evaluation.

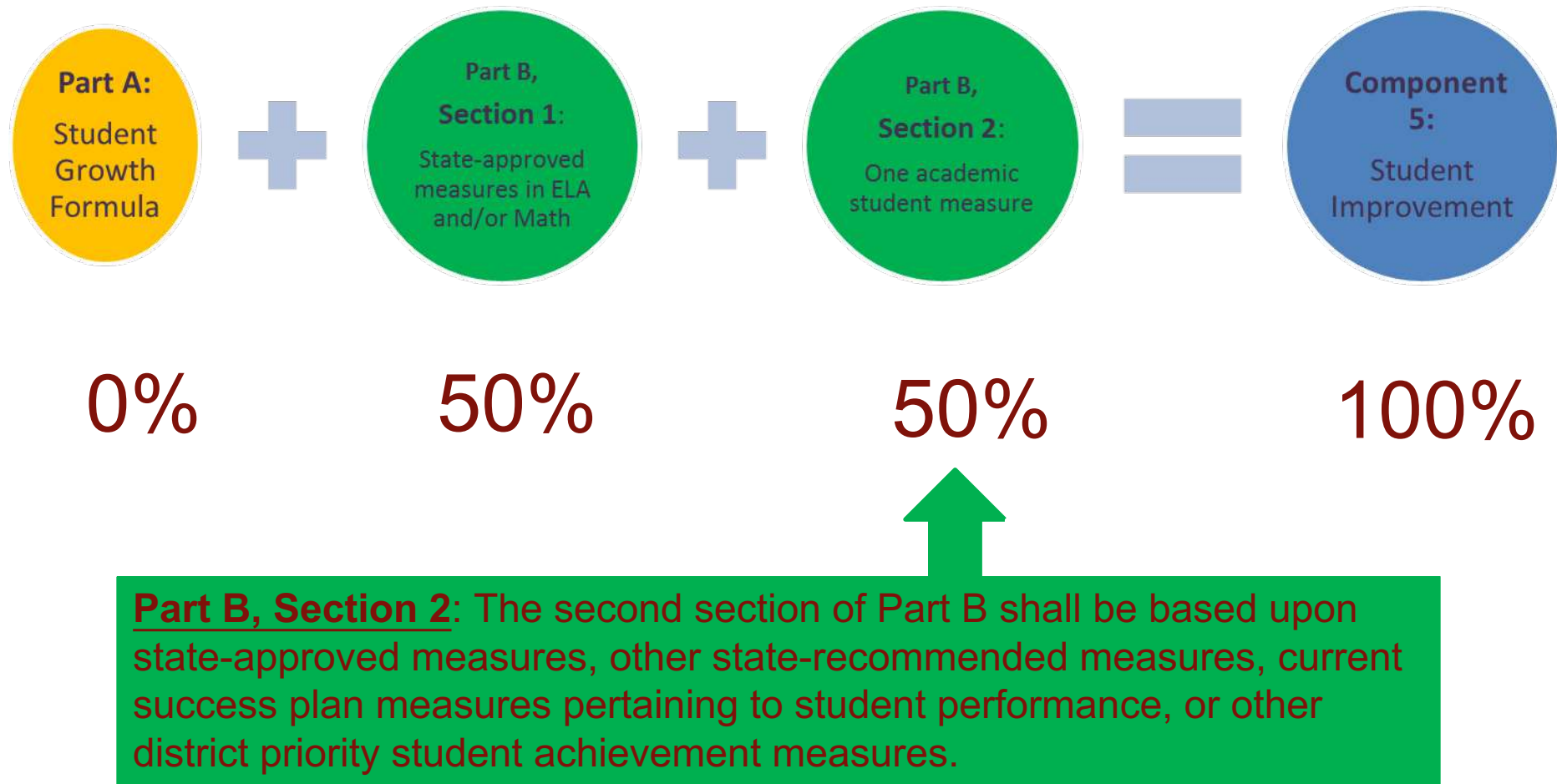
# External Measure B

- Adaptive Behavior Assessment System®,
- Ages and Stages Questionnaires®, 3rd Ed.
- AIMS web®: Curriculum-Based Measures of Reading (R-CBM) and CBM Reading Maze
- Battelle Developmental Inventory®, 2nd Ed. (BDI®-2) 38.0/45.0
- BRIGANCE®: Diagnostic Inventory of Early Development-II
- DCAS Alt-1
- Developmental Assessment for the Severely Handicapped®, 2nd Ed. (DASH®-2)
- Devereux Early Childhood
- Diagnostic Assessment of Reading® (DAR®)
- Dynamic Indicators of Basic Early Literacy Skills® (DIBELS®)
- DIBELS (Next)
- EOC – Algebra II
- EOC – Integrated Math III Gates-MacGinitie Reading Tests® (GMRT®)
- Group Reading Assessment and Diagnostic Evaluation® (GRADE®)
- Iowa Test of Basic Skills® (ITBS®).
- Measure of Academic Progress® (MAP®)
- Oral and Written Language Scales® (OWLS®)
- Otis-Lennon School Ability Test®, 8th Ed. (OLSAT® 8)
- Preschool Language Scale®, 4th Ed. (PLS®-4)
- Preschool Language Scale®, 5th Ed. (PLS®-5)
- Scantron® Lexile® Performance Series™ Diagnostic Solutions
- Scholastic Reading Inventory® (SRI®)
- Scholastic Math Inventory® (SMI®)
- STAR® Early Literacy.
- STAR® Math 43.5/47.0
- STAR® Reading 40.5/47
- Test of Adult Basic Education® (TABE®)
- Test of Early Mathematics Ability®, 3rd Ed.
- Test of Preschool Early Literacy® (TOPEL®)
- TerraNova®,
- Tool for Real-time Assessment of Information Literacy Skills® (TRAILS®)

# Component 5: Student Improvement

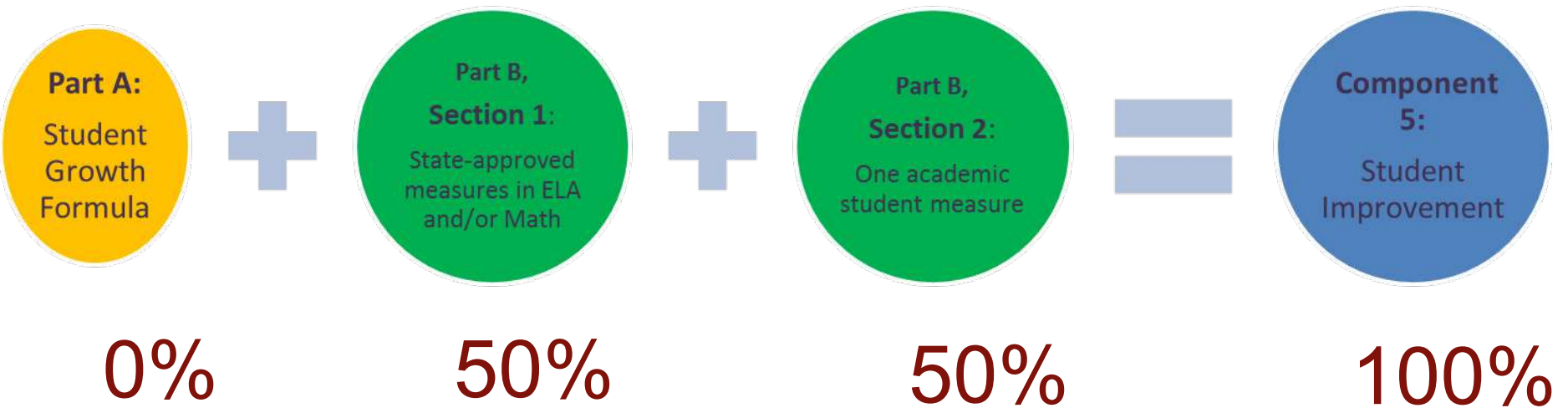


# Component 5: Student Improvement



# Component 5: Student Improvement

0-59 = Unsatisfactory  
60-79 = Satisfactory  
80-100 = Exceeds



The total Component V score (2014-2015) equals (*Part B-1 score + Part B-2 score*) = *Component V score*.

# Principal Student Performance Measure: An example

Time bound to May but set up to track progress on benchmark administrations throughout year.

Reading level set up to monitor and measure student growth. This goal also addresses grades not tested in state assessment data.

- By May 2015, 80% K-2<sup>nd</sup> grade students at Breakwater Elementary meet their growth goal on the MAP assessment in reading.

Assessment measure has three administrations which allows for monitoring benchmark growth toward goal. Student growth goals are clearly outlined.

Setting ambitious goals for students early on is instrumental in moving toward district goal of all students reading at or above grade level by 3<sup>rd</sup> grade,

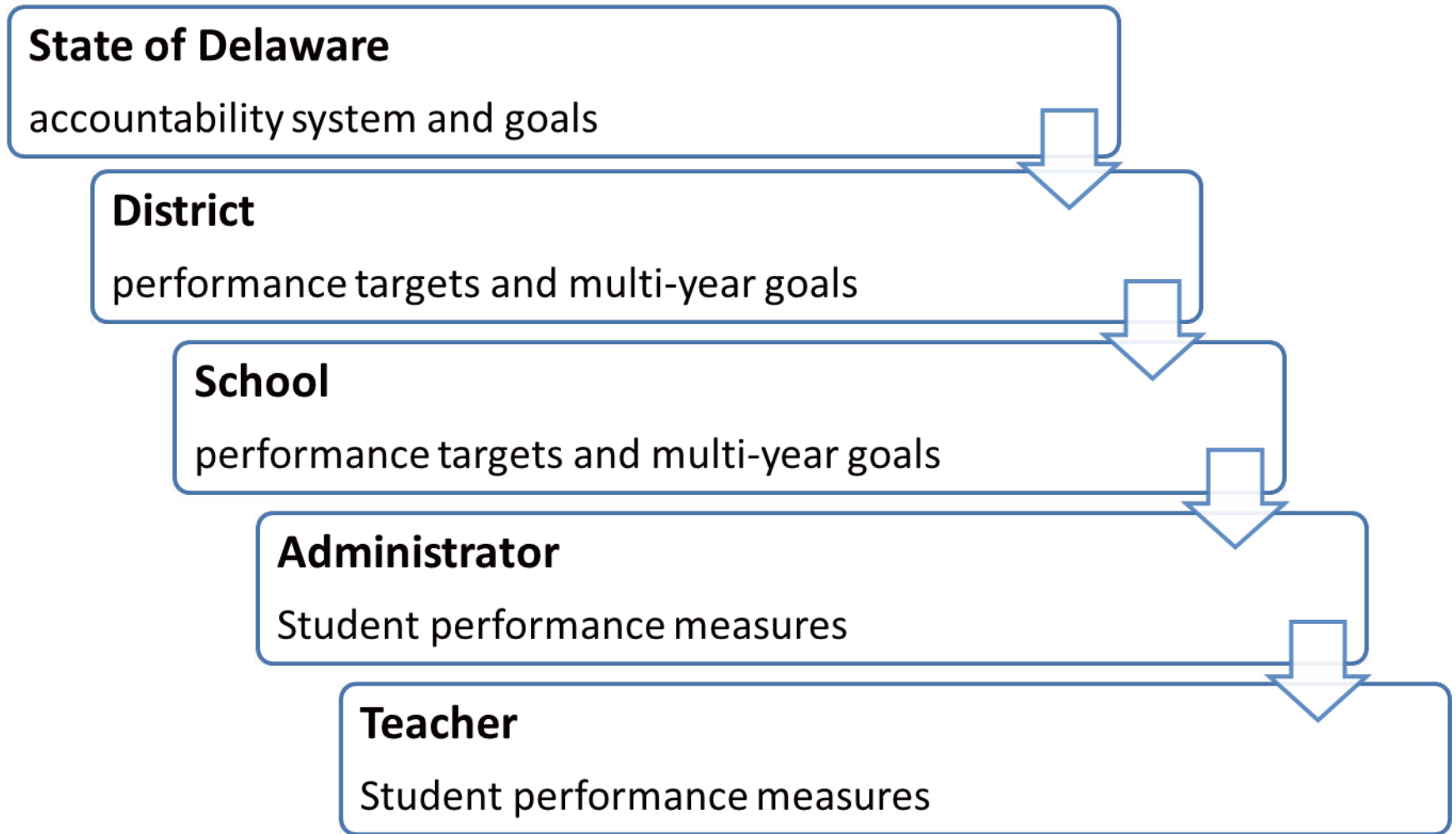
Reading comprehension is a critical area of growth for all students in all sub-groups at Breakwater.

# Internal Measure B

By May 2015, 80% of students in grades 6-8 will meet their growth target as identified by the math grade level pre/post-test.

Teacher	Students reaching target	Total Students
Teacher A	21	25
Teacher B	14	19
Teacher C	22	24
Teacher D	15	16
Teacher E	10	20
Teacher F	17	20
Teacher G	8	12
Teacher H	18	21
Teacher I	23	30
Teacher J	22	26
TOTAL	170	213
		80%

# Alignment of Performance Targets





# Leadership Priority 1

**Goal Statement:** I will manage my time effectively in order to increase the frequency and impact of classroom walkthroughs by conducting X walkthroughs per week, on average and providing feedback to teachers.

**(Criterion 2C: Increases Teacher Effectiveness through Evaluation and Support)**

## **Key Actions:**

- By September 1: Develop a schedule and method for logging classroom walkthroughs between October 1<sup>st</sup> and May 30<sup>th</sup>.
- By January 1<sup>st</sup>: Share at least 5 (anonymous) samples of feedback I've written with principal colleagues and/or principal supervisor and analyze their feedback.
- By June: Log demonstrates at least X walkthroughs with feedback weekly, on average between October 1 and May 30<sup>th</sup>.

# Questions

Shannon Holston

[Shannon.holston@doe.k12.de.us](mailto:Shannon.holston@doe.k12.de.us)

Sharon Brittingham

[sharonbr@udel.edu](mailto:sharonbr@udel.edu)





## **Component V Policy for 2014-2015**

- Remains as Measure A
  - Group 1 Educators
  - Administrators
- Informational only in 2014-2015
  - Roster Verification will still take place
  - Calculated and reported



**How does Smarter fit in?**

Measure B – 2 sections (data points)

- 50% = Approved Measure B for ELA/math
  - Strongly recommend for all students
- 50% = a second Measure B
- Exception – when no “B” use growth goal



**Component V for Group I**

- No changes
- Same process



**Group 2 & 3 Educators**

Do's and  
Don'ts of  
Goal Setting



# Goal-Setting

- Not ambitious enough (rigor across educator groups)
- Not transparent (unclear goals)
- Difficult to calculate (% of % of %)
- Not student centered – actual impact of targets/goals
- Lack of connection between educator goals and school goals

## Five Problems with Goals



**Measure B Goal:** STAR Math - By the end of the year 100% of students will be at 6<sup>th</sup> grade GE. Students who are at grade level will sustain or increase their score and students who are below will increase their score to a 6<sup>th</sup> grade GE.

- **Baseline:** No baseline data on form
- **Satisfactory Target:** 34-64% will be at 6<sup>th</sup> grade GE by end of year
- **Exceeds Target:** 65-100% of students will be at 6<sup>th</sup> grade GE by the end of year

## Goal Example #1

## In the attached STAR Summary Report

- 63% (17/27) already at 9<sup>th</sup> grade GE
- Zero (0) students below 5<sup>th</sup> grade GE
- Already met Satisfactory target
- Close to Exceeds

**More to the story**

## ***Measure B Goal: P-Plus Assessment (Social Studies)***

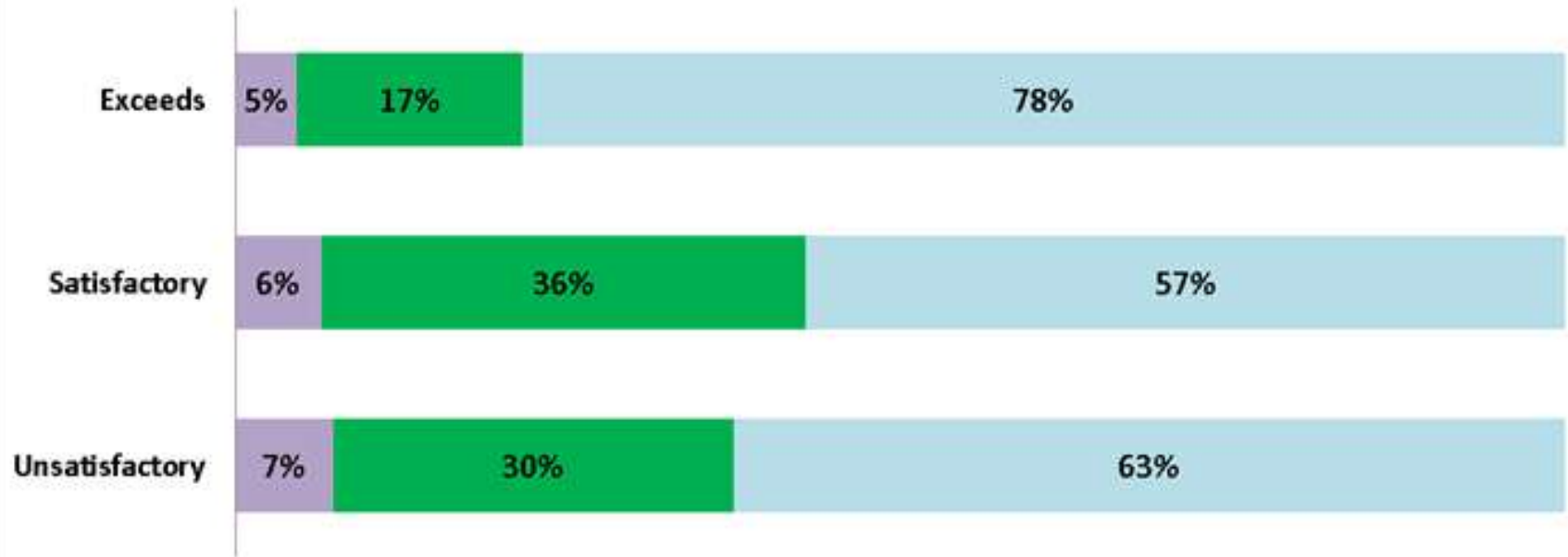
***Baseline:*** 50% scored 81% or higher (20 students)

- ***Satisfactory Target:*** 55% will score 81%
- ***Exceeds Target:*** 57% will score 81%

## **Example #2**

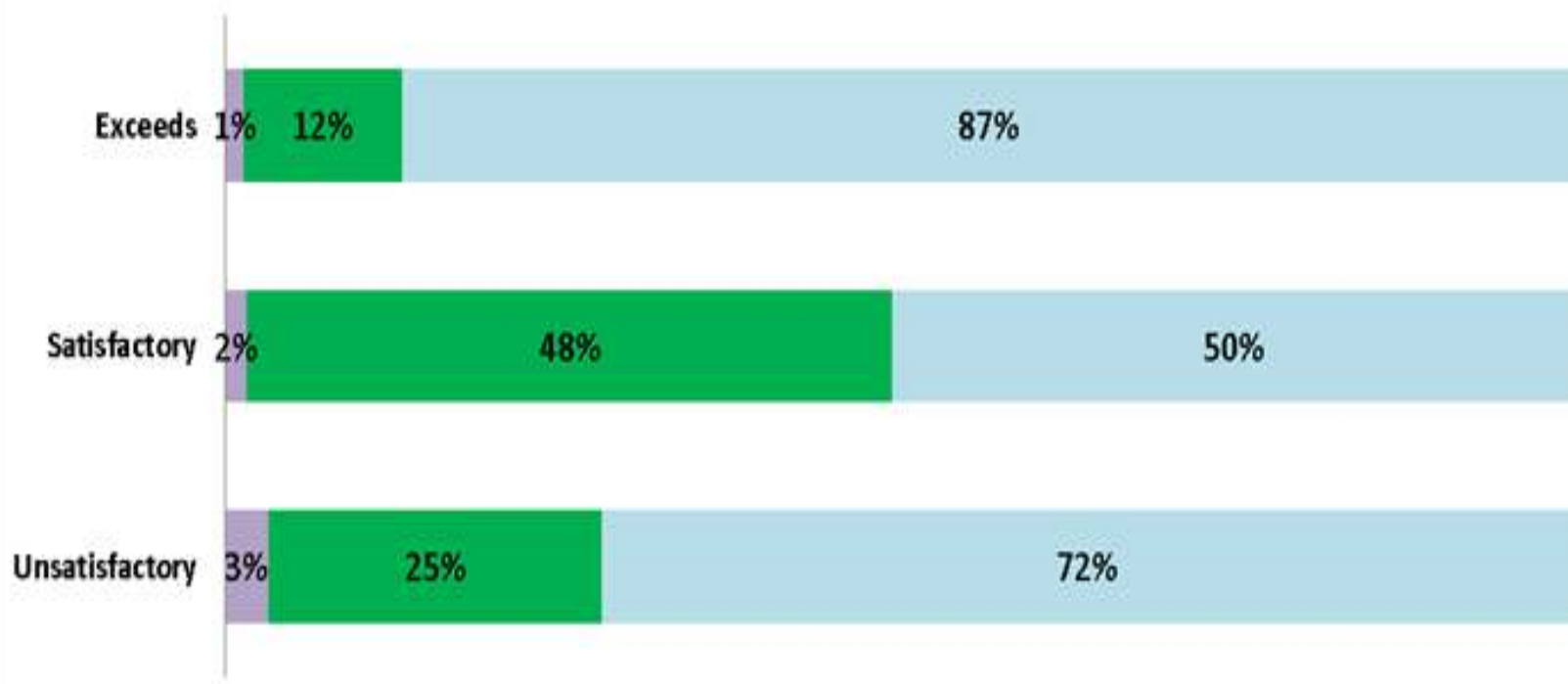
## Preliminary Distribution of 2014 Component V Measure B Ratings By Measure A Ratings

■ Unsatisfactory ■ Satisfactory ■ Exceeds



## Preliminary Distribution of Component V Measure C Ratings By Measure B Ratings (2014)

■ Unsatisfactory ■ Satisfactory ■ Exceeds



- Review sample goals
  - Identify potential issues
  - Discuss how to improve
  - Re-write Goal

## Activity: Goal Examination

- ***Baseline:*** 11 out of 98 students scored 15 or greater on pre-test (out of possible 30).
- ***Satisfactory Target:*** At least 70% of students will score 21/30 (70%, or a “C”) on the post-test.
- ***Exceeds Target:*** At least 90% of students will either score 21/30 (70%) on the post-test OR improve their scores by 15 points on the post-test.

**What we thought – Example 4**

**Baseline:** 30 out of 98 students scored 15 or greater on pre-test (out of possible 30).

- ***Satisfactory Target:*** At least 70% of students will meet targets set by their performance on the pre-test.
- If a student scored below 50% (15/30) on the pre-test, s/he will score above 70% (21/30) on the post-test.
- If a student scored above 50% (15/30) on the pre-test, s/he will score above 90% (27/30) on the post-test.

## A Differentiated Version



***Exceeds Target:*** At least 90% of students will meet targets set by their performance on the pre-test.

- If a student scored below 50% (15/30) on the pre-test, s/he will score above 70% (21/30) on the post-test.
- If a student scored above 50% (15/30) on the pre-test, s/he will score above 90% (27/30) on the post-test.

**A Differentiated Version – Cont'd**

- Group 1 Educator
- Math
- Grade 5
- Novice
- Summative



## Case Study: Mr. Garcia

- Examine profile
- Look at Component V form
- Look at Component V data
- Discuss

## Case Study: Mr. Garcia

Measure: ☒ B

*What is the goal?*

Students will improve their understanding of mathematical concepts and skills as evidenced by the STAR Math assessment.

### Data Procedures

Measure Used:	STAR Math		
Class Tested:	Garcia: Grade 5 Math	Baseline Date:	September 3, 2014

### Evidence

Baseline Data:	Fall STAR Math Scale Scores: See attached for individual student Fall Scale Scores and Spring Targets
----------------	---

Target date:	May 2, 2015
Satisfactory target: <i>Minimum that needs to be met to earn "Satisfactory" rating.*</i>	65% of students will meet or exceed their individual Spring Growth Targets as measured by the students' STAR Math assessment Scale Scores.
Exceeds target: <i>Minimum that needs to be met to earn "Exceeds" rating.</i>	75% of students will meet or exceed their Spring Growth Targets as measured by the students' STAR Math assessment Scale Scores.

# Garcia: Measure B #1

TR  
  
Un

Student Name	Fall Scale Score	Spring Growth Target Scale Score
Jaime	544	560
<u>Perla</u>	546	560
Rosa	591	610
James	608	629
George	648	669
Logan	652	670
Brianna	667	712
Ariana	671	714
Charlene	675	715
Norma	679	720
Casey	681	724
Jaden	685	740
Maria	727	768
Dakota	729	772
John	732	785
Timothy	772	819

1 Fc

Measure: ☐ A ☒ B

*What is the goal?*

Students will improve their understanding of mathematical concepts and skills as evidenced by the Delaware Department of Education's Grade 5 Mathematics Test.

### Data Procedures

Measure Used:	Delaware Department of Education's Grade 5 Mathematics Test		
Class Tested:	Garcia: Grade 5 Math	Baseline Date:	September 5, 2014

### Evidence

Baseline Data:	25% of students earned 20 out of 25 points on the Grade 5 Delaware Department of Education's Grade 5 Mathematics Test.
----------------	--

Target date:	May 5, 2015
--------------	-------------

Satisfactory target: <i>Minimum that needs to be met to earn "Satisfactory" rating.*</i>	75% of students will earn 20 out of 25 points (80%) on the Delaware Department of Education's Math Test.
---	--

Exceeds target: <i>Minimum that needs to be met to earn "Exceeds" rating.</i>	85% of students will earn 20 out of 25 points (80%) on the Delaware Department of Education's Math Test.
--	--

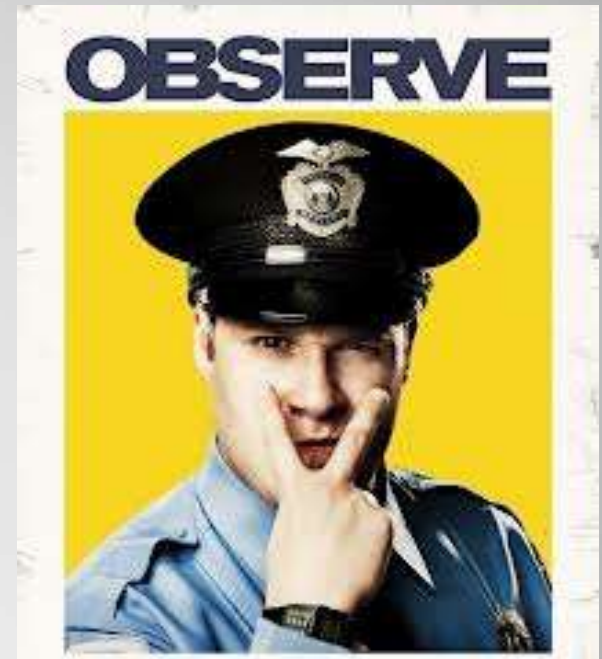
## Garcia: Measure B #2

- Observe for 3a, 3d, & 3e
- What would we expect to see for a *Distinguished* rating



**Case Study: Video of Mr. Garcia**

- Observing for 3a, 3d, & 3e
- Collect evidence that will support rating



**Mr. Garcia Video**



Topic: Mebic System (Long)

Seven Steps of  
the  
Mebic System



Topic: Metric System (Logarithm)

Seven Steps of  
the  
Metric System

decimeter(dm)

10 cm  
mm

centimeter(cm)

10 mm

millimeter(mm)

## Topic: Metric System (Length)

Seven Steps of  
the  
Metric SystemKilometer (km)

10 km  
100 dam  
1000 m  
10 dam  
100 m  
1000 dm  
10000 cm  
100000 mm

Hectometer (hm)Decaheter (dam)

10 m

100 dm

1000 cm

10000 mm

meter (m)

10 dm

100 cm

1000 mm

decimeter (dm)

10 cm

100 mm

centimeter (cm)

10 mm

millimeter (mm)







- Discuss evidence
- Rate on 3a, 3d, & 3e
- Indicate table rating on White Board

## Observation Discussion

### Component 3: Instruction

CRITERION	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
a: Engaging students in learning	Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and materials of the lesson allow for student reflection and closure.
b: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to student interests and questions, making modifications to lesson adjustments if necessary, and persists in ensuring the success of all students.
c: Communicating clearly and accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
d: Using Questioning and Discussion techniques	Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by most students.	Students formulate many of the high-level questions and assume responsibility for participation of all students in the discussion. Teacher employs cognitive coaching in questioning.
e: Using Assessment in instruction	Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress of students, nor provide feedback to them. Students are not engaged in self-assessment.	Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally.	Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high quality feedback to students. Occasional formative assessment is used and students are aware of most summative assessment criteria.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria.



## **5 Minute Stretch Break**



For Unannounced Observations, Credentialed Observers may have questions for educators about Component One (Planning & Preparation).

Use of the Component I Form after an observation allows educators the opportunity to provide, and administrators the opportunity to review, critical information that may not have been apparent during an observation.

## **106A Revisions: Component I Form**

- Regulatory changes
- Analyze “Component I Form”
- Develop questions that you might ask to rate Component I
- What type of feedback will you provide?

## How to rate Component I

- Plan for higher levels of questions (DOK)
- Incorporate assessment prompts
- Structure cooperative learning
- Randomize choice of student
- Graphic organizer

**Possible Feedback**

- 1 hour on your own
- We will begin promptly at 1:05 PM



- Would like to see more of Mr. Garcia
- Go back for a “Short” observation
- Focus on 3a & 3d



## Case Study: “Shorts”

- Must be at least 10 minutes
- Focus on Components II & III only, and cannot include the use of the Component I Form
- Must be followed by a brief conference within 10 days of the observation
- One “Short” alone cannot lead to a mid-year Improvement Plan—evidence should be from multiple sources
- “Shorts” shall not be conducted until at least one full observation (no less than 30 minutes) has occurred

## What is a “Short?”



- What evidence were you able to collect?
- What type of feedback?
- Does it matter what part of the lesson you observe for a “Short?”
- When might you use a “Short?”



## Post Short Discussion





**Landscape for 2014-2015**

Measure B – 2 sections (data points)

- 50% = Approved Measure B for ELA/math
  - Strongly recommend for all students
- 50% = a second Measure B
- Exception – when no “B” use growth goal



**Component V for Group I**

- Remains as Measure A
  - Group 1 Educators
  - Administrators
- Informational only in 2014-2015
  - Calculated and reported



**How does Smarter fit in?**

- Needs Improvement not Satisfactory year
- No difference in Guide and Rubrics



**Novice vs. Experienced**

# 106A Revisions: System Alignment

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

Previously: Rows 2, 3 and 5 would all allow a Novice Teacher to receive a continuing license.

*Under new regulation, these will not allow a teacher to receive a continuing license.*

1 Footnote

## “Component I Form”

For Unannounced Observations, Credentialed Observers may have questions for educators about Component One (Planning & Preparation).

Use of the Component I Form after an observation allows educators the opportunity to provide, and administrators the opportunity to review, critical information that may not have been apparent during an observation.

# Component I Form

- At least 10 minutes in length
- Focus on Components II & III only, and cannot include the use of the Component I Form
- Must be followed by a brief conference within 10 days of the observation
- One “Short” alone cannot lead to a mid-year Improvement Plan—evidence should be from multiple sources
- “Shorts” shall not be conducted until at least one full observation (no less than 30 minutes) has occurred

## “Short Observation”

- 15 minutes
- Restart at 2:15 PM



**Break**



# The Multi-Faceted Role of the Assessment:

- Skill Development
- Ongoing Professional Training
- Evaluation of Training
- Bolstering Practice
- Formal Credentialing



## Credentialing Assessment

## Questions the TLEU has heard:

- Nature of Confidentiality
- Notification of Results
- Passing Score
- Frequency of Re-Credentialing

# Credentialing Assessment

## 2014 Credentialing for APs/Principals:

- Pass online assessment by September 30.
- Register for DPAS-II training(s) in 2014-15. Re-Credential next summer.
- Does not preclude one from beginning evaluations in 2014-2015.

**What if I don't pass today?**

## Administrative Guidelines Today:

- 90 Minutes: With Lesson Observations
- Access to Notes
- Work as individuals, not collaboratively
- Circle the best answer

**Credentialing Administration**

Please make sure you  
complete the feedback form

**Thank You!**

**Questions?**