Laying the Foundation – DPAS II

[Date]

[Location]

Outcomes

Participants will:

- Understand the Framework for Teaching
- Become familiar with the levels of performance
- Become familiar with the DPAS II process, procedures and timelines for teachers
- Understand the key ideas of Component Five
- Learn how to navigate the DPAS II Guide

Handout page 3

Agenda

- Welcome! Getting Focused
- Wisdom of Practice
- Overview of Components 1 -4
- **Levels of Performance**
- Understand DPAS II Process:
    - Conferences
    - Groups and Measures
    - Resources
- Closure and Reflection

Handout page 3

Norms for the Session

- Equity of voice & safety to share different perspectives

- Attentive listening

- Commitment to the work

- Respect time frames

- Respectful use of technology

KEEP CALM AND FOLLOW THE NORMS

Handout page 3

Tools for Today

- DPAS II Guide (Revised for Teachers)
- Participant Handout Packet
- Smartcard

For Further Investigation

DPAS II Guide for Teachers

- Guide available on state website: https://www.doe.k12.de.us/Educator

- Teachers defined on page 2 of the DPAS II Guide for Teachers

- Establishes the procedures for teacher observation and evaluation

- This guide is updated each year

Delaware Performance Appraisal System
Building greater skills and knowledge for educators

DPAS-II Guide (Revised) for Teachers

Updated August 2016

Who is evaluated using DPAS-II?

For the purposes of DPAS-II, a Teacher is defined as an educator who

- holds a Delaware teaching license (either initial, continuing, or advanced);
- holds a Delaware teaching certificate in a particular content area, such as English or mathematics or in a category e.g., elementary or special education

and

- is employed as either a part-time or a full-time teacher in a Delaware public school.

Specialists in the Classroom

- 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.

Components One - Four

*Lee Shulman,
Educational
Psychologist*

"Teaching is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented… The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during a natural disaster."

THE
DANIELSON
GROUP

Think back to your best day of teaching …
- What made it so effective?
- What were you doing?
- What were the students doing?

THE DANIELSON GROUP

As you reflect back on an effective lesson, think of some specific examples of what might have been seen or heard in the classroom.

Using **one post-it per idea**, individually jot down 5 or 6 specific examples of teacher or student actions or words.

Share your ideas with others and group them into common categories.

The Wisdom of Practice

The Wisdom of Practice Video – Charlotte Danielson

- https://youtu.be/3bovctyC1VU

Please note: Charlotte uses slightly different language when referring to the original Framework. For instance, in the original framework the four main parts are called Domains, not Components as they are called in Delaware.

Component 1
Planning and Preparation

1a   Selecting Instructional Goals
1b   Designing Coherent Instruction
1c   Demonstrating Knowledge of Content and Pedagogy
1d   Demonstrating Knowledge of Students
1e   Designing Student Assessment

Component 2
Classroom Environment

2a   Managing Classroom Procedures
2b   Managing Student Behavior
2c   Creating an Environment to Support Learning
2d   Organizing Physical Space

The Delaware Framework for Teaching

Component 4
Professional Responsibilities

4a   Communicating with Families
4b   Recording Data in a Student Record System
4c   Growing and Developing Professionally
4d   Reflecting on Professional Practice

Component 3
Instruction

3a   Engaging Students in Learning
3b   Demonstrating Flexibility & Responsiveness
3c   Communicating Clearly and Accurately
3d   Using Questioning and Discussion Techniques
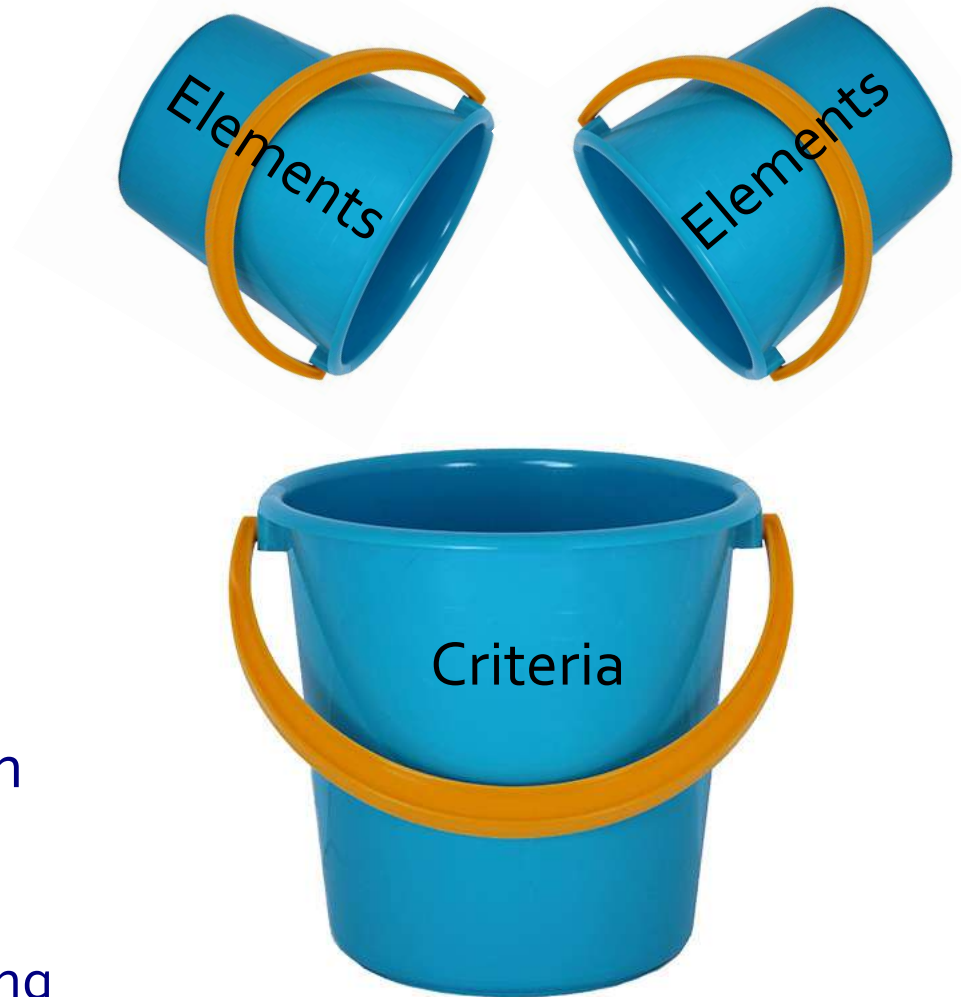3e   Using Assessment in Instruction

The Structure of the Framework

4 - Components

18 - Criteria

62 - Elements

For Instance…

- **Component** 3: Instruction
  - **Criterion** 3a: Engaging Students in Learning
    - **Element 2:** Grouping of Students

Elements

Elements

Criteria

Smartcard

Component Jigsaw

Component 1
Planning and Preparation

(Packet pg. 4)

Component 2
The Classroom Environment

(Packet pg. 5)

Component 4
Professional Responsibilities

(Packet pg. 7)

Component 3
Instruction

(Packet pg. 6)

THE DANIELSON GROUP

Participant packet pages 4-7
Graphic Organizer on pages 8 & 9

Four Components Jigsaw

- Form groups of four, **number off 1-4**

- **Individually, read** about your assigned component:
  - Component 1 = page 4
  - Component 2 = page 5
  - Component 3 = page 6
  - Component 4 = page 7

- **Highlight** key concepts and phrases for your component

- **Share** with colleagues

- **As others share, record** information on participant packet pages 8 & 9

Levels of Performance

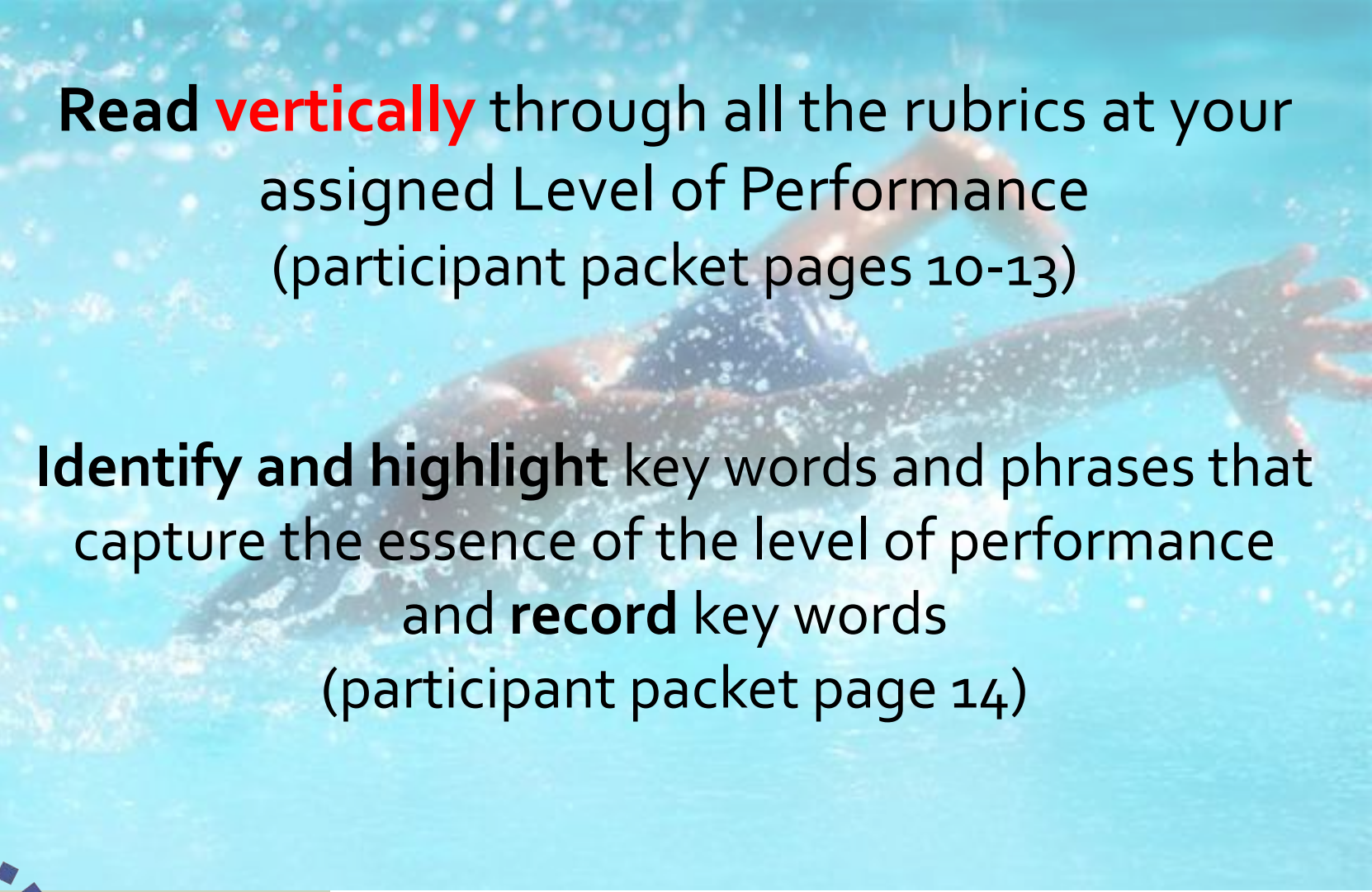# Levels of Performance Video – Charlotte Danielson

- https://youtu.be/eiAvdtmuYEg

Please note: Charlotte uses slightly different language when referring to the original Framework. For instance, in the original framework the four main parts are called Domains, not Components as they are called in Delaware.

Describe a swimmer
- **Ineffective**
- **Needs Improvement**
- **Effective**
- **Highly Effective**

Read **vertically** through all the rubrics at your assigned Level of Performance
(participant packet pages 10-13)

Identify and highlight key words and phrases that capture the essence of the level of performance and **record** key words
(participant packet page 14)

CRITERION	LEVEL OF PERFORMANCE			
	INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
1a: Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.
1b: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1c: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1d: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.
1e: Designing Student Assessments	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of the students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and uses clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

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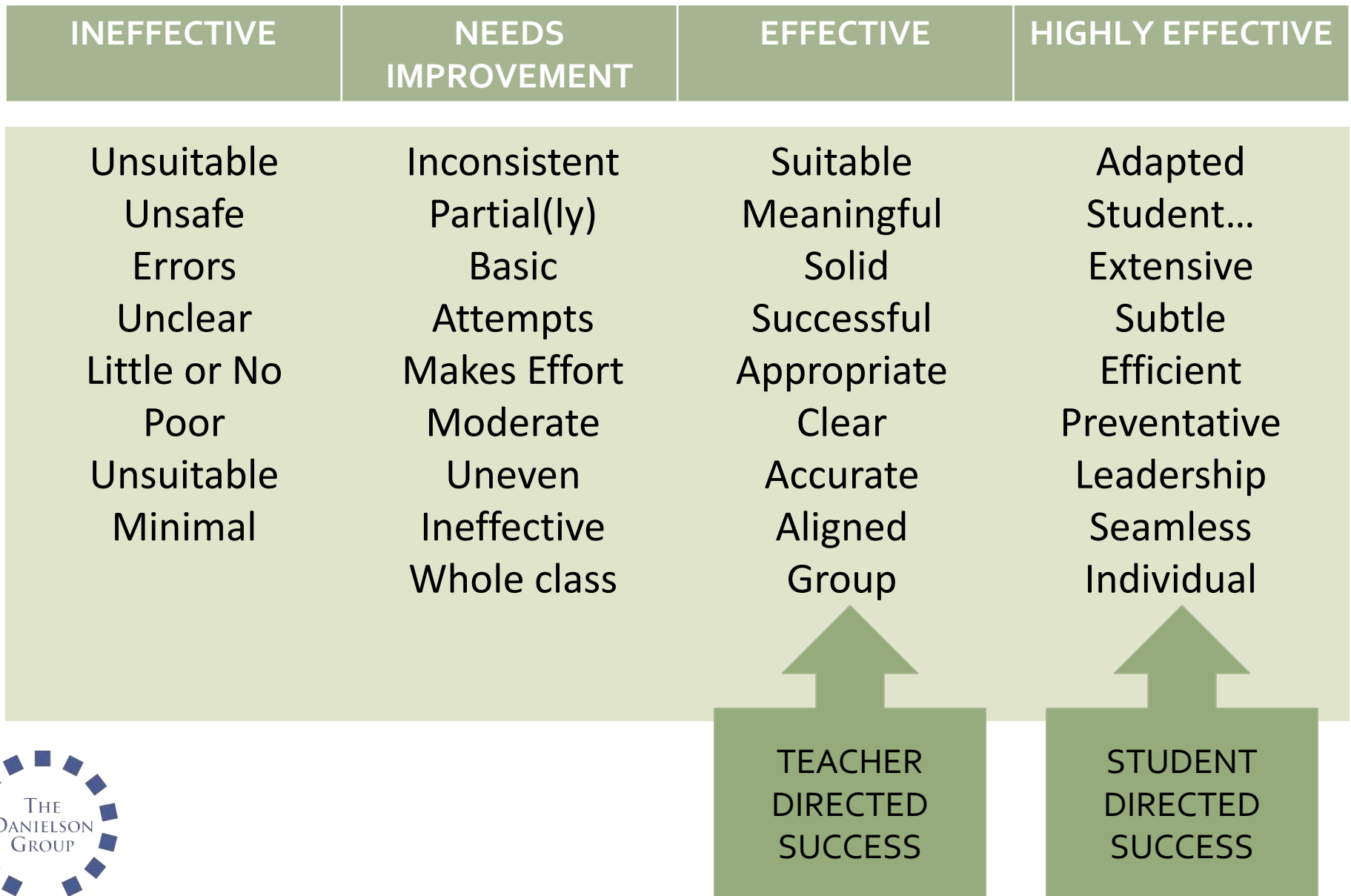
Packet pages 10-13

Move to 4 Corners for your assigned LOP

With your colleagues, develop a list of words and phrases, **record** on chart paper

Be prepared to share with whole group

- What was surprising?

- What was confirming?

The Danielson Group

Levels of Performance

INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
Unsuitable	Inconsistent	Suitable	Adapted
Unsafe	Partial(ly)	Meaningful	Student…
Errors	Basic	Solid	Extensive
Unclear	Attempts	Successful	Subtle
Little or No	Makes Effort	Appropriate	Efficient
Poor	Moderate	Clear	Preventative
Unsuitable	Uneven	Accurate	Leadership
Minimal	Ineffective	Aligned	Seamless
	Whole class	Group	Individual

TEACHER DIRECTED SUCCESS

STUDENT DIRECTED SUCCESS

Name the Component Quiz

- With a partner try to identify the correct component for practices listed on page 15 of the Packet

- You are encouraged to use your Smart Card for this activity
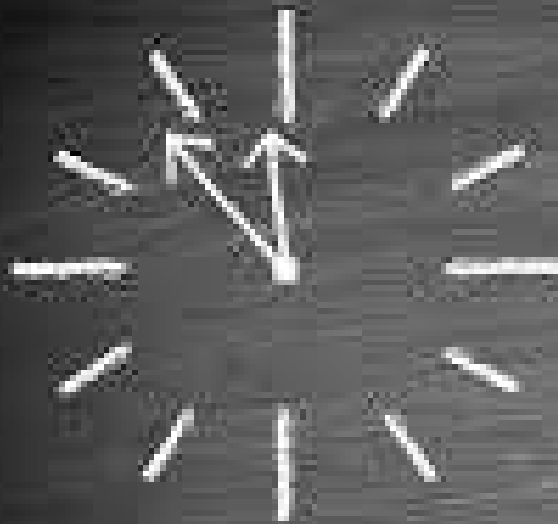
The DPAS II Process

Process for Teachers

Step 1
- Fall Conf. (p. 16)

Step 2
- Pre-observation (p. 17)

Step 3
- Observation (p. 17)

Step 4
- Post-observation Conf. (p.19)

Step 5
- Level of Performance Ratings (p. 20)

Step 6
- Formative Feedback Doc. (p. 21)

Step 7
- Summative Evaluation Conf. (p. 22)

Step 8
- Summative Evaluation Doc. (p. 23)

Process Jigsaw

- Form teams of 4... Read your assigned step of the process
- Record the key ideas in the graphic organizer on page 16 of handout
  - Reference any forms that may be required as part of your steps (pages 71-109 in Guide)
  - Reference any Teacher Responsibilities as shown on the table (column 4, pages 29-31 in Guide)
- Record any questions that you may have about your step
- Be ready to share out your responses with your group

One	Read Steps 1 & 2 pages 16-17
Two	Read Steps 3 & 4 pages 17-20
Three	Read Steps 5 & 6 pages 20-22
Four	Read Steps 7 & 8 pages 22-25

The Big Picture of DPAS II

Some things to remember:

- The focus is on professional growth, continuous improvement of student learning and quality educators

- Two rubric levels (Criterion and Element)

- The LEA may waive certain criteria in any given year

- Two timeline considerations (novice and experienced teachers)

- Component Five focuses on student learning

- DPAS II Guide contains forms and documents to assist you in this work

- Forms for Components 1 & 4 are not, in and of themselves evidence, teachers also need to submit artifacts for these Components

Component Five

Measures

Measure A	
Measure B	
Measure C	

Conferences Required in DPAS II

Fall Goal Setting Conference [Measures/ Target Selection]
Pre-Observation Conference(s) [only for announced observations]
Post-Observation Conference(s)
Spring Conference [Measures Calculation]
Spring Summative Evaluation Conference [required at the end of cycle]
Improvement Plan Conference [only if needed]

Groups

Group One	
Group Two	
Group Three	

Group One

- Educators who teach reading and/or math in grades 4-8.

- MUST use two (2) measures for all students

- MUST use measure A as one (1) data point

- MUST use one (1) data point from either Measure B or C

- Each data point weighted at 50%

- MAY use Growth Goal weighted at 50% when approved state assessment not available
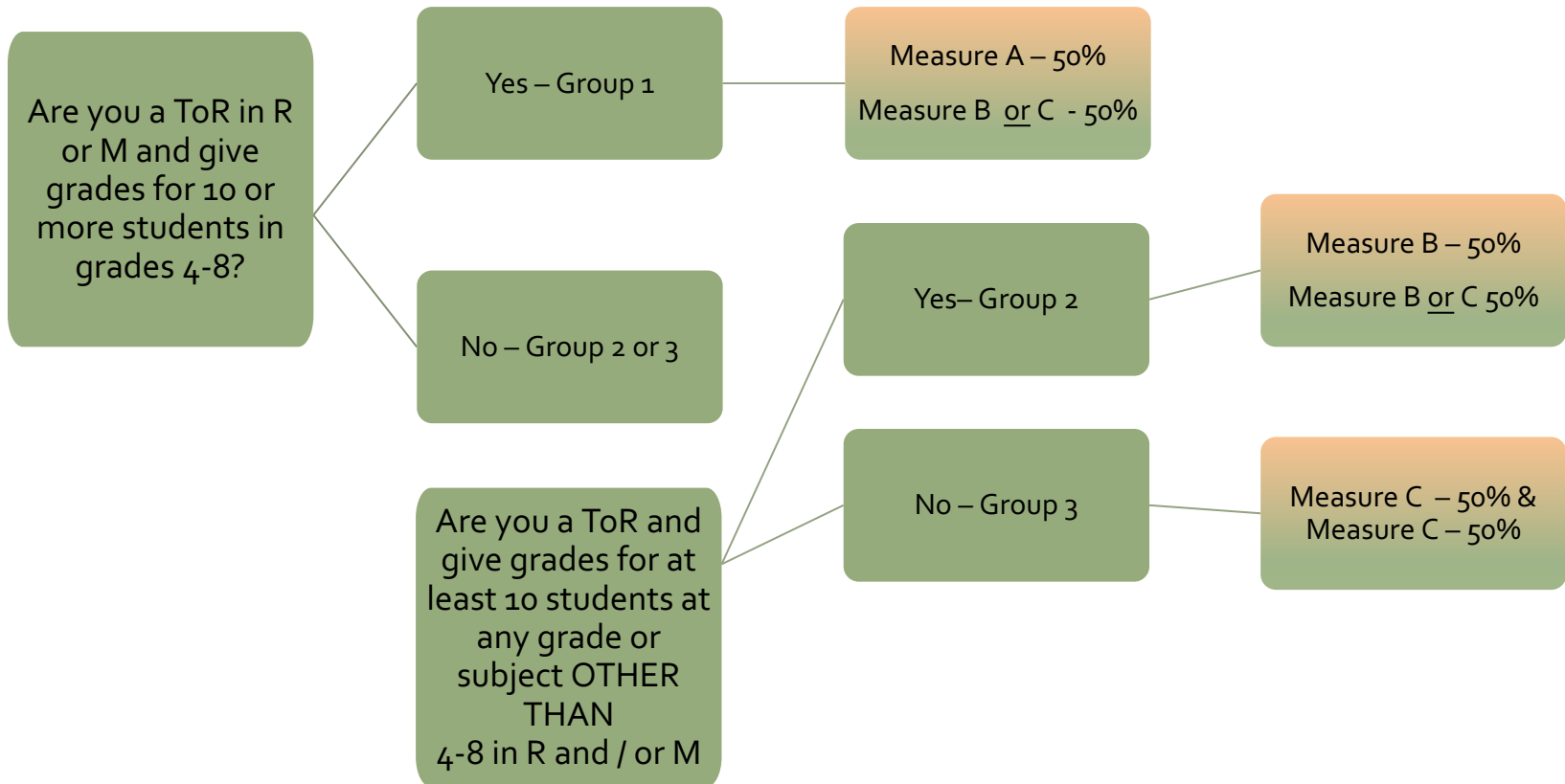
Group Two

- 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 Three

- MUST use two Measure C's
- Each Measure C weighted 50%

Are you a ToR in R or M and give grades for 10 or more students in grades 4-8?

Yes – Group 1

Measure A – 50%

Measure B or C - 50%

No – Group 2 or 3

Are you a ToR and give grades for at least 10 students at any grade or subject OTHER THAN
4-8 in R and / or M

Yes– Group 2

Measure B – 50%

Measure B or C 50%

No – Group 3

Measure C – 50% &
Measure C – 50%

- Educators who have unique circumstances should work with their administrator to determine the most appropriate educator group for them to participate in for Component 5.
- Any educator who does not meet the criteria for Group 1 or Group 2 will defer to Group 3.   Also, if there is no Measure B assessments available then default to Group 3 educator.

Component Five: Student Improve- ment

- All educators MUST have a student improvement component EACH year regardless of attendance.

- **An educator's final summative rating is based on the sum of all five component ratings.** Therefore, if any one component is not completed, an overall summative rating cannot be determined.

- Summative ratings for experienced educators require 2 years of Component Five data to determine a rating.

What discretion *can be given* with the Student Improve- ment Component?

- Determination of an educator's group for unique circumstances

- Selection of the assessments for Measure B and/or growth goals for Measure C

- Satisfactory and Exceeds targets

- Timeline for meeting targets

- Discretion for Measure A ratings that fall in the 35-49% range

Groups and Measures: Check for Understanding

Where do I fall? What measures can I use?

1. Mr. A teaches 8th grade social studies to approximately 120 students.

2. Ms. T is a Middle School Counselor, who teaches 6 lessons during the year to each of her three 7th grade teams.

3. Mr. G teaches 4th grade in all core subject areas, he has 23 students in his class 6 of whom have IEPs and special needs.

Handout page 17

Groups and Measures: Check for Understand-ing

- Where do I fall? What measures can I use?
  4. Mrs. H is a school nurse, she sees all 450 students in her elementary school.
  5. Mr. Z teaches high school mathematics, he has 5 sections per year and teaches courses ranging from Algebra II through Calculus.
  6. Ms. M is a teacher on special assignment for the 2016-2017 school year and is serving as an instructional coach in her high school. She does not report grades on students.

Wrap up quote from Charlotte

A Final Word

"Given the complexity of teaching, a map of the territory is invaluable to novices, providing them with a pathway to excellence." Charlotte Danielson 2007

Reflection - 3-2-1

Use page 18 in the Packet to reflect on your learning from the workshop today:

- 3 – What are **three** new learnings from our session today?

- 2 – What are **two** things you might need support with during your first year?

- 1 – What is **one** question you still have about the DPAS II process?

Thank You