

# GUIDE for ADMINISTRATORS



*Building greater skills and  
knowledge for educators*

## **DPAS II**

Delaware  
Performance Appraisal  
System



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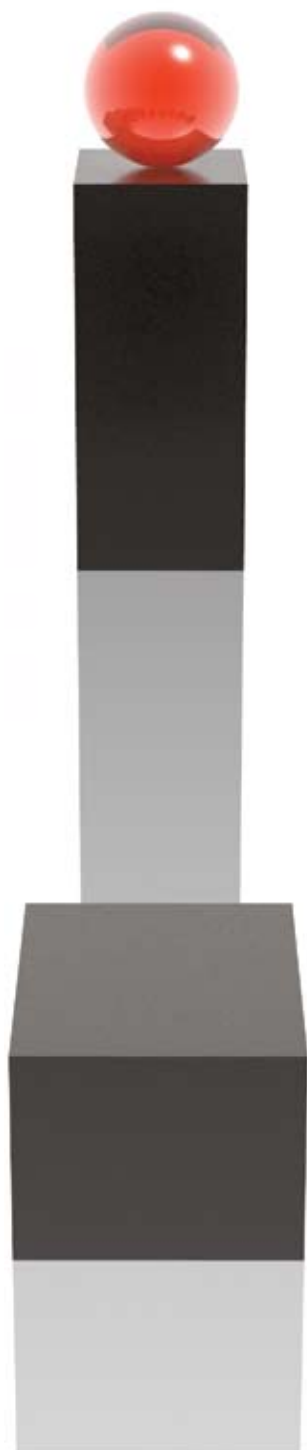
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## Purpose of DPAS II

- Professional growth
- Continuous improvement
- Quality assurance

**Professional growth** focuses on enhancing the skills and knowledge of educators through:

- Self-assessment and goal-setting
- Working with colleagues
- Taking courses
- Attending workshops
- Designing new programs
- Piloting new programs or approaches
- Developing proficiency in test data analysis
- Other learning opportunities

**Continuous improvement** focuses on the educator's commitment to continuously improving practice so that student performance is continuously enhanced.

**Quality assurance** focuses on the collection of credible evidence about educator performance. Evaluators use the evidence to make important decisions:

- Recognizing effective practice
- Recommending continued employment
- Recommending an improvement plan
- Beginning dismissal proceedings



The Delaware Performance Appraisal System for Administrators was developed by a committee of educators, primarily administrators, in response to legislation requiring new methods of personnel assessment in Delaware's schools.

## Student Performance Component

### DPAS II requires that:

- No system should have more than five components.
- One component must focus on student performance.
- The component focused on student performance must have as much weight as any other component.
- Each of the five (5) components is weighted equally.

### Who is Included in the Administrator DPAS II?

- All licensed and certified administrators who oversee instruction.
- It does not include those who supervise non-instructional aspects of school and district operations, such as transportation, maintenance, finance, and personnel.

### Definitions of Inexperienced Administrators and Experienced Administrators

- An inexperienced administrator is one who is in the first three years in a given administrative role.
- An experienced administrator is one who has three or more years of experience in the given administrative role.

NOTES

## Standards

The design of DPAS II was driven by the Delaware Administrative Standards, which align with the Interstate School Leaders' Licensure Consortium (ISLLC) Standards, aligning the evaluation of school and district administrators with student learning and school improvement. DPAS II for administrators is grounded in research and an understanding of leader performance in high-achieving schools. DPAS II for administrators is grounded in research and an understanding of leader performance in high-achieving schools.

The DPAS II system provides a strong focus on teaching and learning. The data and evidence collected as part of the process should be a natural harvest of an administrator's ongoing work.

In 1998, the State Board of Education approved the Delaware Administrator Standards. In 2002, the Professional Standards Board and the State Board, recognizing the close correlation between the two sets of standards, adopted the standards for educational leaders developed by the Interstate School Leaders Licensure Consortium as the Delaware Administrator Standards.

## A Composite of Educational Leadership

The ISLLC standards represent levels of performance to which all school administrators aspire. Individual school administrators are not expected to attain high performance levels on all standards at the same time in their careers. More likely, they will focus time and energy on certain standards and performances directly related to their current administrative role.

Therefore, performance on standards may vary over an administrator's career depending on the school or district's needs and the administrator's role within the school or district.

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## The Six ISLLC Standards

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### **ISLLC Standard One—Shared Vision**

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

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### **ISLLC Standard Two—Culture of Learning**

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

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### **ISLLC Standard Three—Management**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

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### **ISLLC Standard Four—Family and Community**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

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### **ISLLC Standard Five—Ethics**

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

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### **ISLLC Standard Six—Societal Context**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

### The Five Components Overview

Beginning with the research and an understanding of leader performance in high-achieving schools, as well as the mandated requirements of the Professional Development and Educator Accountability Act of 2000, the committee decided to measure progress and success in five components:

#### Component 1: Vision and Goals

#### Component 2: Culture of Learning

#### Component 3: Management

#### Component 4: Professional Responsibilities

#### Component 5: Student Improvement

The following pages explain the Delaware Administrator Standards and their connection with the ISLLC Standards.

Each component is described, and a plan to bring all the components into a coherent, manageable system is provided. Interlinking the five components is both intentional and necessary.





### Component One: Vision and Goals ISLLC Standard One (A Vision of Learning)

#### Overview:

Component One of the evaluation is directly linked to ISLLC Standard One, *A Vision of Learning*. This component focuses on the administrator's involvement in establishing, implementing, promoting, and communicating the vision and goals of the school or district. It aligns with the school or district success plan. The goals and strategies contained within the district or school success plan also align to an administrator's individual goals in Component Five.

School or district success plans are already cast in terms of strategies, timelines, and assessment standards. Administrators' initiatives should be clearly aligned to the school or district success plan, and should be part of their work for the year. Working with an existing document that is reviewed and revised annually facilitates DPAS II's focus on continuous improvement.

#### Criteria:

The following are the basis upon which the performance of an administrator shall be evaluated:

- **Assessing 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.
- **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.

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## II. DPAS II FOR ADMINISTRATORS—COMPONENTS

- **Promoting Vision and Goals**

Administrator promotes high expectations for teaching and learning. Administrator is committed to ensuring that all students have the knowledge and skills necessary to become successful in future educational activities.

- **Communicating the Vision and Goals**

Administrator communicates effectively to appropriate stakeholders about progress towards meeting the school or district success plan goals. Administrator participates in a process to regularly monitor, evaluate and revise school or district improvement goals.

### **Assessment:**

Component One is assessed through:

- A review of the evidence provided by the administrator
- Conferences between the evaluator and the administrator
- The use of the Administrator Standard Survey Form

### **Possible Sources of Evidence**

- E-mails and memos to staff
- Parent newsletters
- Meeting agendas
- Descriptions of procedures and processes

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### Component Two: Culture of Learning

#### ISLLC Standard Two (School Culture)

##### Overview:

Component Two, *Culture of Learning*, aligns directly with ISLLC Standard Two, *School Culture*. This component focuses on the administrator's influence in advocating, nurturing, and sustaining a school or district culture and instructional program conducive to student learning and staff professional growth.

##### Criteria:

The following are the basis upon which the performance of an administrator shall be evaluated:

- **Advocating a Culture of Learning**  
Administrator provides leadership for assessing, developing, and improving the school or district culture and instructional program that is conducive to student learning. Administrator can articulate the desired school or district instructional program and shows evidence about how he or she reinforces the instructional program and culture.
- **Monitoring the Culture of Learning**  
Administrator participates in monitoring and evaluating the effectiveness of the curriculum, instruction, or assessment of students. Administrator evaluates staff and provides on-going coaching for improvement. Administrator uses a variety of sources of information to make decisions.
- **Sustaining the Culture of Learning**  
Administrator helps to ensure that staff has professional growth opportunities that enhance their performance and improve student learning. Administrator is accessible and approachable by staff, families, and community and is visible in the school or district community. Administrator supports the use of technology as appropriate in teaching and learning.
- **Maintaining the Culture of Learning**  
Administrator systematically and fairly recognizes accomplishments of staff and students towards a positive school or district culture. Administrator uses and analyzes data to instill the importance of continually developing programs and strategies to enhance opportunities for learning.

NOTES

## II. DPAS II FOR ADMINISTRATORS—COMPONENTS

### **Assessment:**

- A review of the evidence provided by the administrator
- Conferences between the evaluator and the administrator
- Use of the Administrator Standards Survey Form
- Implementing DPAS II in accordance with its intent

### **Possible Sources of Evidence**

- Faculty Handbook
- Student Handbook
- Professional growth schedule
- Meeting agendas
- E-mails and memos to staff
- Parent newsletters
- Calendars



Updated 8/2008

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### Component Three: Management

#### ISLLC Standard Three (The Management of Learning)

##### Overview:

Due to an increasing focus on instructional leadership and improvement, administrators are transitioning from their traditional role of educational manager to instructional leader. However, it is still essential that their organization be managed as a safe, efficient, and effective learning environment. The focus for this section is management of the school or district to support student learning and building a culture that encourages and supports student learning.

Focusing on maintaining current and previous improvements is also part of this component. Component Three focuses primarily on ISLLC Standard Three, *The Management of Learning*.

**Key Note:** Maintenance of previous improvements of the performance appraisal system is an important management element.

##### Criteria:

The following are the basis upon which the performance of an administrator shall be evaluated.

- **Solving Problems or Concerns**  
Administrator addresses and resolves issues as they arise, in a timely manner, and works to prevent potential problems. Operational procedures are designed and managed to maximize opportunities for learning for all students.
- **Managing Resources**  
Administrator manages fiscal and physical resources responsibly, efficiently, and effectively. Administrator protects instructional time by managing operational procedures to maximize learning. Administrator efficiently manages his or her time so that teaching and learning are a high priority.

NOTES

## II. DPAS II FOR ADMINISTRATORS—COMPONENTS

- **Complying with Policies**

Administrator complies with federal, state, and board policies. School or district contractual agreements are effectively managed. Administrator maintains confidentiality and privacy of school or district records, including student or staff information.

- **Protecting the Welfare and Safety of Students and Staff**

Administrator works to ensure a safe and secure school or district environment and a culture that is conducive to teaching and learning. Challenges that could potentially interrupt teaching and learning are addressed and resolved.

### **Assessment:**

Component Three is assessed through a review of evidence provided by the administrator. This is obtained through conferences between the evaluator and the administrator, and the use of the Administrator Standards Survey Form.

### **Areas assessed in this section include:**

- Building and district safety and security plans and their implementation
- Scheduling of students to ensure equitable access for all students to challenging courses
- Supervision of students to ensure a safe, orderly environment
- Fidelity of implementation of curriculum and instructional programs
- Supervision and evaluation of teachers and other staff to ensure that the curriculum and instructional strategies are appropriate for all students
- Procedures and policies that support student achievement
- Allocation of funding and other resources that support student achievement and equity
- Effectiveness and efficiency of programs under the administrator's responsibilities and leadership according to, but not limited to, job descriptions.

NOTES

## II. DPAS II FOR ADMINISTRATORS—COMPONENTS

### Possible Sources of Evidence

- Building or district safety plans
- School schedules
- School or district budget
- Discipline procedures
- Faculty meeting agendas
- Agendas of curriculum review meetings
- DPAS II evaluation schedule
- District or building policies or procedures



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### **Component Four: Professional Responsibilities**

**ISLLC Standard Four—Family and Community**

**ISLLC Standard Five—Ethics**

**ISLLC Standard Six—Societal Context**

#### **Overview:**

Component Four focuses on the administrator’s interaction with staff and the community. It is also concerned with the administrator’s fairness and consistency in dealing with students and staff. A commitment to continuous professional growth is also a focus of this component. Component Four is aligned with ISLLC Standard Four, *Relationship with the Community that Fosters Learning*; Five, *Integrity, Fairness, and Ethics in Learning*; and Six, *The Political, Social, Economic, Legal, and Cultural Context of Learning*.

#### **Criteria:**

The following are the basis upon which the performance of an administrator shall be evaluated:

- **Maintaining Professional Relationships**  
Administrator fosters and maintains positive professional relationships with staff. Administrator is respectful of others’ opinions and demonstrates an appreciation for and sensitivity to diversity in the school or district community.
- **Promoting Family and Community Involvement**  
Administrator collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.
- **Demonstrating Fairness**  
Administrator is fair and consistent when dealing with students and staff. Administrator demonstrates values, beliefs, and attitudes that inspire all students and staff to higher levels of performance.
- **Growing and Developing Professionally**  
Administrator chooses and participates in professional growth that is aligned with his or her professional needs or aligned with the needs of the school or district.

NOTES

## II. DPAS II FOR ADMINISTRATORS—COMPONENTS

### **Assessment:**

The evidence for the appraisal of Component Four is derived from the Professional Responsibilities Form completed by the administrator.

Inexperienced and other administrators on a one-year appraisal cycle complete the form in January of each year.

The experienced administrator whose performance is Effective is on a two-year cycle and completes the Professional Responsibilities Form in January of year one of the appraisal cycle.

**Key Note:** Additional information may be added to the Professional Responsibilities Form at any time prior to the summative evaluation. In addition to the Professional Responsibilities Form, other evidence provided by the administrator, conferences between the evaluator and the administrator, and the Administrator Standards Survey Form will be used to assess performance on Component Four.

### **Possible Sources of Evidence**

The Professional Responsibilities Form is the primary source of evidence for Component Four.

- Parent newsletters
- Descriptions of parent engagement programs
- Agendas or other evidence from Parent Information Events
- Certificates of participation or grade transcripts
- Individual professional growth plans

NOTES



### Component Five: Student Improvement

#### Overview:

The Delaware State Statute, 14 Del. C §1270, which defines the Performance Appraisal System, requires that a portion of the overall evaluation be based on measures of student improvement.

Achievement and improvement in three broad areas should be the basis of this part of the administrator's evaluation:

- School Accountability
- State Accountability Test
- Other measures of student achievement. (SAT, AP, school data)

Multiple outcomes in each area need to be examined by the administrator. Both overall level of performance and the equitable distribution of performance among sub-groups of students must be analyzed in evaluating the administrator's performance.

Although school and district level student performance data are woven into other components of DPAS II, Component Five focuses on the use of those data.

#### Criteria:

The following are the basis upon which the performance of an administrator shall be evaluated:

- **Showing Student Improvement**  
Administrator uses school or district goals from the school or district success process to set his or her personal annual data-driven goal(s) for student improvement. Data shall include school or district accountability data, State Assessment data, or other assessment data.
- **Measuring Student Improvement**  
Administrator has specific, measurable evidence to show progress towards or attainment of goal(s) for student improvement.

NOTES

## II. DPAS II FOR ADMINISTRATORS—COMPONENTS

- **Implementing Strategies for Student Improvement**  
Administrator designs and implements appropriate strategies to show progress towards or attainment of goal(s) for student improvement.
- **Reflecting on Student Improvement**  
Administrator reflects on goal-setting process and outcomes for the purpose of continuous professional improvement and shares student improvement information as appropriate.

### **Assessment:**

The evidence for Component Five is comprised of a review of the administrator's progress toward attaining the goals established at the beginning of the cycle, as provided to the evaluator on the Goal-Setting Form (Parts 1 and 2), and an analysis of the data associated with the goals.

In this component, the administrator will be judged on the measures of student performance and the progress made by students. The administrator will also be assessed on how the data are used to inform the administrator's goal-setting and how the administrator communicates those data and their implications to staff to lead the improvement initiatives in the leader's setting.

### **Possible Sources of Evidence**

- State Assessment results
- DIBELS results
- Unit and End of Year Tests
- PSAT and SAT results
- Advanced Placement enrollment and test results
- School success data
- School Climate data
- Locally administered achievement tests

NOTES

### DPAS II for Administrators Process At-A-Glance

DPAS II for Administrators is a continuous improvement model. The cycle is on-going throughout the employment of the administrator.

#### Components:

- 1) **Vision and Goals**
- 2) **Culture of Learning**
- 3) **Management**
- 4) **Professional Responsibilities**
- 5) **Student Improvement**

#### Activities:

##### Forms:

Goal Form – Administrator  
Delaware Administrator ISLLC Standards Survey Form  
Professional Responsibilities Form – Administrator  
Formative Feedback Form – Administrator  
Summative Form – Administrator  
Improvement Plan – Administrator  
Challenge Form – Administrator

##### Conferences:

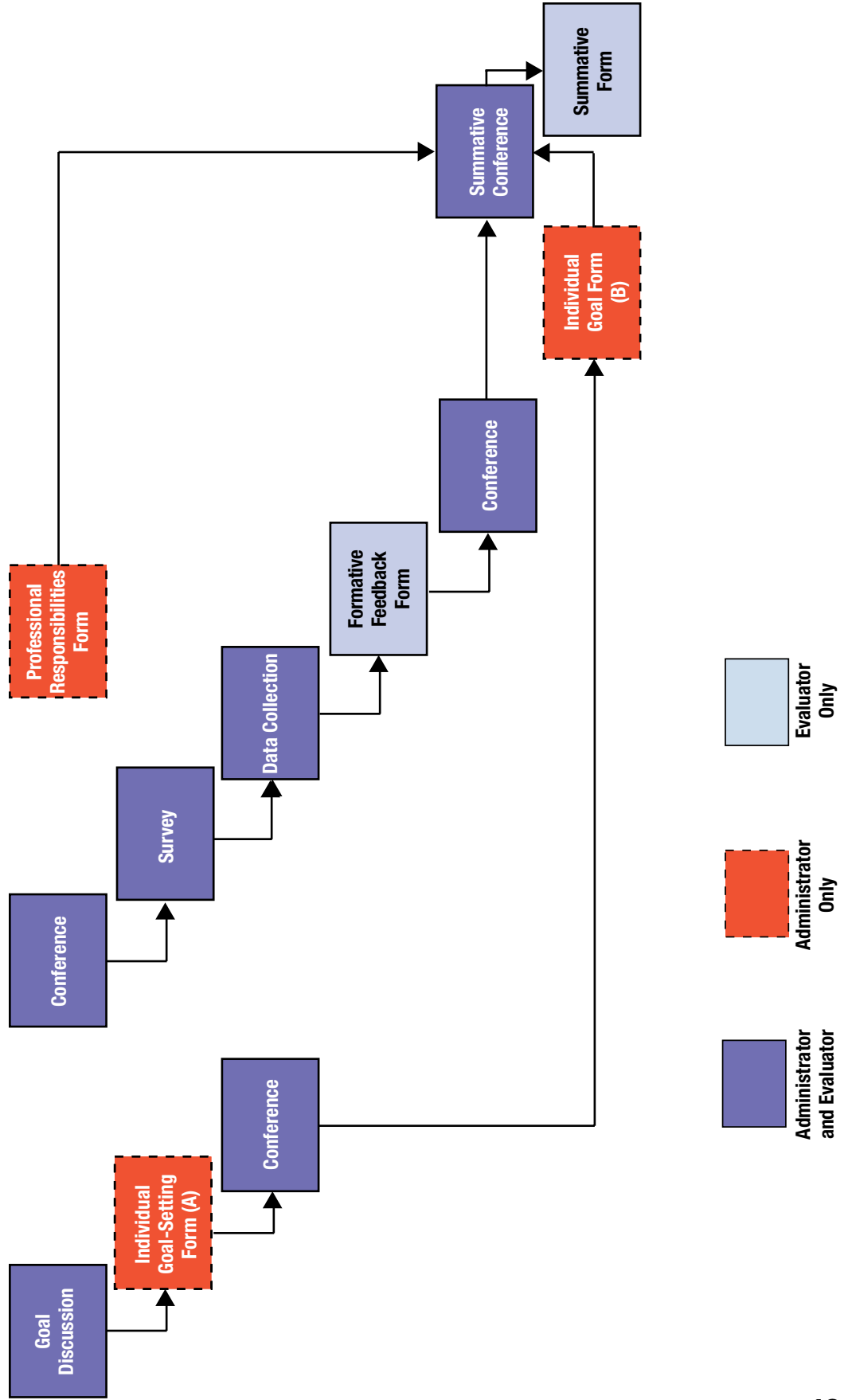
Goal-Setting Conference  
Formative Conference  
Summative Conference

NOTES

# APPRAISAL CYCLE

Updated 8/2008

The following is a suggested time frame. It is recognized that the needs, schedules and procedures vary among districts and charter schools, so the dates represent a flexible range.



### Frequency of Appraisal Process:

#### **Inexperienced Administrators**

Inexperienced administrators and administrators whose performance appraisals state, “Needs Improvement” or “Unsatisfactory” must participate in an annual appraisal cycle.

#### **Experienced Administrators**

Experienced administrators whose performance is “Effective” may be appraised over a two-year period.

### Frequency of Conferences:

**Inexperienced administrator** conferences will typically occur three times over the one-year evaluation cycle:

- In the late summer or early fall for agreement on goals
- Mid-year for progress discussions followed by completion of a Formative Feedback Form
- Late spring or early summer for a summative conference, followed by a completed Summative Evaluation Form

**Experienced administrator** conferences will typically occur at least four times over the two-year evaluation cycle:

- During the summer or early fall of the first year for agreement on goals
- Mid-year each year to discuss progress
- During the summer of the first year to review progress on goals and establish goals for the upcoming year
- At the end of the second year to discuss results and complete the summative evaluation

NOTES

### Experienced Administrators

#### Two-Year Appraisal Cycle

(Experienced administrators whose performance is “Effective”)

Although many of the procedures for administrators being appraised on a two-year cycle are identical to those observed for administrators on an annual appraisal cycle, there are significant differences which are highlighted below.

- The Goal-Setting Form is completed annually. Goals for the second year of the cycle are developed as a result of the conference to review progress on the goals set forth for year one. This conference generally takes place during the summer.
- The Professional Responsibilities Form is completed only once during the two-year cycle, prior to the Formative Feedback Conference in year one. It may be added to at any time prior to the Summative Conference.
- A Summative Conference takes place during the summer of year two of the appraisal cycle, and the evaluator completes a Summative Evaluation Form utilizing:
  - Data collected from Goal-Setting Forms from both years of the cycle
  - Administrator Standards Survey Form completed during both years of the cycle
  - Conferences and Formative Feedback Forms completed during both years of the cycle
  - Professional Responsibilities Form completed in year one of the appraisal cycle

NOTES

### Specific Steps Overview

- 1** Administrative Goal-setting
  - 1a** Goal-Setting Conference
  - 1b** Goal-Setting Form (Part1)
  - 1c** Goal-Setting Form (Part 2)
- 2** Formative Activities
  - 2a** Formative Conference
  - 2b** Formative Feedback Form
- 3** Professional Responsibilities Reporting
  - 3a** Professional Responsibilities Form
- 4** Delaware Administrator Standards
  - 4a** Administrator Standards Survey Form
- 5** Summative Evaluation
  - 5a** Summative Conference
  - 5b** Summative Form

**Key Note:** The dates noted in each activity below establish a general timeframe. It is recognized that needs, schedules and procedures vary among school districts and charter schools, so the dates represent a flexible range.

NOTES

### 1

### Administrator Goal-Setting

#### Component One—Vision and Goals

Setting goals for student improvement is an important part of every educator's work. Clear measurable goals provide a road map for staff, teachers and students. The process includes a Goal-Setting Conference and completion of Part One of the two-part Goal-Setting Form.

### 1a

#### GOAL-SETTING CONFERENCE

July–August



CONFERENCE

- For superintendents, board conference will take place prior to June 30.
- Evaluators meet with newly hired administrators as soon as possible after their employment to initiate the discussion about goal-setting.
- During the Goal-Setting Conference, the evaluator and administrator agree on those who will be asked to complete the Administrator Standards Survey Form (see p. 37).

#### Student Improvement Component

In the summer of the evaluation cycle, the evaluator and the administrator meet to discuss Component five (5), the student improvement-based component of the evaluation system.

To this initial meeting, each party brings data that will inform the process of mutually establishing performance goals and the criteria for defining success in achieving those aims. Those data may include, but are not limited to:

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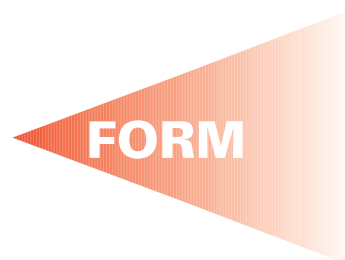
- School Accountability data
- State Assessment on-line scores
- District-administered tests
- Longitudinal studies
- Scores of external tests (SAT, AP)

Parts of other meetings and/or communications (status reports, e-mails, phone calls, etc.) that occur over the evaluation cycle also are devoted to the topic of student improvement. How student improvement is linked to the goals and priorities of the administrator and the school or district success plan is another consideration. At those sessions, progress should be examined and actual and potential problems that block further advancements should be addressed.



#### **GOAL FORM (PART 1)** **July–August**

- Administrator completes individual Goal Form and submits to evaluator within ten (10) working days of Goal-Setting Conference.
- New administrators complete the Goal Form within one month of employment.

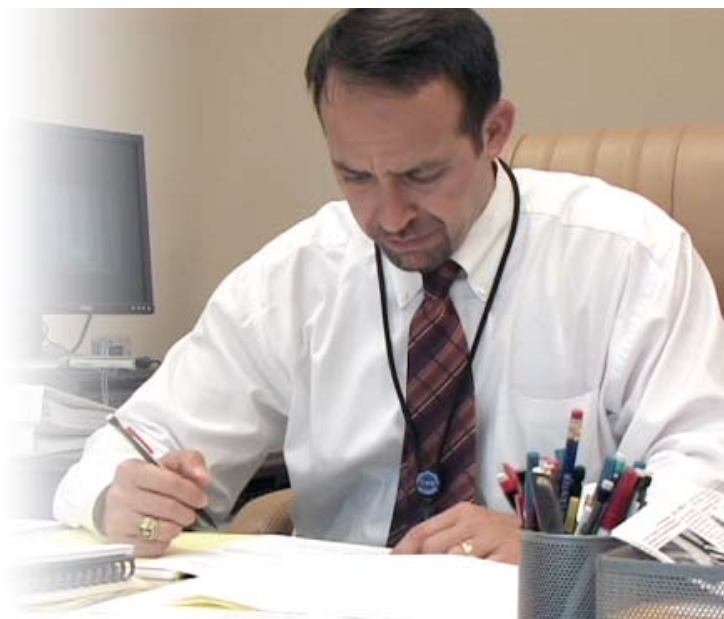


1c

#### GOAL FORM (PART 2) Spring

FORM

- Administrator compiles evidence of performance for all components throughout the school year. Evidence should represent a natural harvest of the administrator's work throughout the year.
- Administrator documents progress on individual goals and completes Part 2 of the individual Goal Form, which is delivered to the evaluator prior to the Summative Conference.



NOTES

### 2

#### Formative Activities

- Component One—Vision and Goals
- Component Two—Culture of Learning
- Component Three—Management

Formative activities consist of the Formative Conference and completion of the Formative Feedback Form. All five DPAS II components are addressed.

#### 2a

##### FORMATIVE CONFERENCE

Mid-winter

- The Formative Conference is held in mid-winter, to discuss progress toward goals and other issues of interest or concern.

CONFERENCE

#### 2b

##### FORMATIVE FEEDBACK FORM

Mid-winter

- The Formative Feedback Form is used to record the content of conferences held and to note any goals or performance expectations agreed upon. Any other pertinent information either party feels should be recorded will be included.
- Following the conference, the evaluator completes a Formative Feedback Form and forwards it to the administrator within ten (10) working days of the conference.

FORM

NOTES

### 3

#### Professional Responsibilities Reporting Component Four—Professional Responsibilities

Key areas evaluated in Professional Responsibilities Reporting are:

- Maintenance of professional relationships with staff and demonstration of sensitivity to diversity with the school and community
- Working collaboratively with staff, faculty, families and community, and encouraging family and community involvement
- Dealing fairly and consistently with school community
- Engagement in goal-aligned professional growth activities

### 3a

#### PROFESSIONAL RESPONSIBILITIES FORM Prior to the Formative Feedback Conference

- Administrator completes Professional Responsibilities Form and delivers it to the evaluator prior to the Formative Feedback Conference.
- Additional information may be added to the Professional Responsibilities Form at any time prior to the Summative Conference.



FORM

NOTES

### 4

#### Delaware Administrator Standards All Components

This section of the evaluation provides an opportunity for educators supervised by the administrator being evaluated to assess the administrator on progress toward meeting the Delaware Administrator Standards.

It also provides the administrator an opportunity to self-assess performance on the Delaware Administrator Standards. The evaluator also completes the survey on the administrator.

#### 4a

#### ADMINISTRATOR STANDARDS SURVEY FORM by March 15

FORM

##### Building Level Administrators

All professional employees in a building who are directly supervised by the administrator will be asked to complete the survey for building level administrators.

##### District Administrators

During the Goal-Setting Conference, the evaluator and the district administrator will agree on those professional employees who will be asked to complete the survey for the district administrator.

##### Process

- The administrator will complete a self-assessment using the Administrator Standards Survey Form. The completed survey will be forwarded to the evaluator.
- The evaluator will complete the Administrator Standards Survey Form on the administrator.
- The professional staff supervised by the administrator will complete the survey electronically. Data will be collected and aggregated by an on-line survey service. The aggregated results will be forwarded to the evaluator. Neither the evaluator nor the administrator will have access to individual results. Therefore, the anonymity of those completing the survey will be preserved.

NOTES

### III. PROCESS FOR ADMINISTRATORS

- In the month of February, the professional staff identified to complete the Administrator Standards Survey Form on an administrator will receive an e-mail asking them to click on the survey, complete it, and submit it to the on-line survey company.
- For purposes of illustrating the types of questions that will be on the survey, a sample form is included in this Guide.
- The evaluator will use the results from the three sources (self, evaluator, staff supervised by the administrator) for discussion purposes with the administrator and in completing the Summative Evaluation.
- Any negative score must be accompanied by a narrative explanation. Scores that fall outside the normal range and do not triangulate with the scores from other sources should be viewed with caution by the evaluator.



NOTES

### 5

#### **Summative Evaluation (All Components)**

The Summative Evaluation covers components one (1) through five (5) of the evaluation and considers all the forms completed by both the administrator and the evaluator over the course of the evaluation cycle. Also included in the Summative Evaluation are the content of conferences held during the evaluation cycle and the Administrator Standards Survey Form.

### 5a

#### **SUMMATIVE CONFERENCE May–July**

#### **Inexperienced Administrators**



CONFERENCE

Inexperienced administrators and experienced administrators whose performance is “Needs Improvement” or “Unsatisfactory” are evaluated through an annual appraisal cycle. The Summative Evaluation for inexperienced administrators and experienced administrators whose performance is “Needs Improvement” or “Unsatisfactory” takes place over a one-year period.

- The evaluator and the administrator conference in July or August to discuss goals.
- The administrator completes the Individual Goal-Setting Form and submits it to the evaluator within ten (10) days of the conference.
- The evaluator and the administrator meet for a Formative Conference at least once, generally in December, to discuss progress toward goals and other issues of concern.
- The evaluator completes the Formative Feedback Form and forwards it to the administrator within ten (10) days of the Formative Conference.

NOTES

### III. PROCESS FOR ADMINISTRATORS

- The administrator completes the Professional Responsibilities Form prior to the Formative Feedback Conference. Additional information may be added prior to the Summative Conference.
- By March 15, the evaluator, the administrator, and designated professional staff complete the Administrator Standards Survey Form.
- The administrator documents progress on individual goals and completes Part 2 of the Individual Goal Form, which is delivered to the evaluator prior to the Summative Conference.
- The Summative Conference is held at the end of the cycle, in the summer (between June and August). All of the documents, evidence, and discussions which took place during the cycle may become part of the Summative Evaluation.
- Within ten (10) days, the evaluator completes the Summative Evaluation Form and forwards it to the Administrator.

The Summative Conference sets the stage for the development of goals for the ensuing year.

#### **Experienced Administrators**

Experienced administrators whose performance is “Satisfactory” are appraised on a two-year cycle. The Summative Conference takes place during the summer of year two of the appraisal cycle. The Summative Evaluation for experienced administrators whose performance is “Satisfactory” takes place over a two-year period.

- The Goal-Setting Form is completed annually. Goals for the second year of the cycle are developed as a result of the conference to review progress on the goals set forth for year one. This conference generally takes place during the summer.
- Formative Feedback Conferences take place annually, generally in December of each year of the cycle. Progress toward goals and other issues or concerns are discussed.

## III. PROCESS FOR ADMINISTRATORS

- The evaluator completes the Formative Feedback Form and forwards it to the administrator within ten (10) days of the Formative Conference.
- The Professional Responsibilities Form is completed only once during the two-year cycle. It may be added to at any time prior to the Summative Conference.
- By March 15 of each year, the evaluator, the administrator, and designated professional staff complete the Administrator Standards Survey Form.
- A Summative Conference takes place during the summer of year two of the appraisal cycle, and the evaluator completes a Summative Evaluation Form, using data collected from Goal-Setting Forms from both years of the cycle, evidence submitted by the administrator in support of all five (5) components of the DPAS II system, the Administrator Standards Survey Form completed during both years of the cycle, the conferences and Formative Feedback Forms completed during both years of the cycle, and the Professional Responsibilities Form completed during the winter of year one of the appraisal cycle.
- Within ten (10) days, the evaluator completes the Summative Evaluation Form and forwards it to the Administrator.
- The Summative Conference sets the stage for the development of goals for the ensuing year.

### **Superintendents**

Superintendents and Boards will hold a Summative Conference no later than June 15. This conference will help set the Board goals for the ensuing year, as well as establish the superintendent's goals.



### SUMMATIVE FORM May–July

FORM

#### Purpose:

- The Summative Evaluation Form provides written feedback about the performance of the administrator related to all five (5) components of DPAS II.
- The Summative Evaluation Form is a written record of the conversations which took place during the Summative Conference. All of the evidence submitted in support of all five (5) components, as well as all conferences and written documents generated during the evaluation cycle may be considered when completing the Summative Form.
- The content of the form is based on the evidence from conferences, artifacts presented and forms completed by both administrator and evaluator.
- The Summative Evaluation Form includes the evaluator's ratings of the administrator's performance on each component of DPAS II, and an overall rating of the administrator's performance.

### Ratings Guidelines

#### Component Performance Levels

Each of the five (5) components of DPAS II for Administrators is weighted equally and assigned a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.

- **Satisfactory Performance** – The administrator demonstrates acceptable performance by meeting at least three (3) of the four (4) criteria outlined in each of the five (5) components of DPAS II for Administrators.
- **Unsatisfactory Performance** – The administrator demonstrates unacceptable performance on two (2) or more of the four (4) criteria outlined in each of the five (5) components of DPAS II for Administrators.

NOTES

### Summative Performance Levels

The Summative Evaluation shall include one of three overall ratings:

- **Effective** on a Summative Evaluation
  - The administrator receives at least four (4) Satisfactory component ratings among the five (5) components on the Summative Evaluation.
- **Needs Improvement** on a Summative Evaluation
  - The administrator receives three (3) Satisfactory component ratings out of the five (5) components on the Summative Evaluation.
- **Ineffective Performance** on a Summative Evaluation
  - The administrator receives two (2) or fewer Satisfactory component ratings out of the five (5) components on the Summative Evaluation, or
  - If an administrator’s overall Summative Evaluation rating is “Needs Improvement” for the third consecutive year, the rating will be re-categorized as “Ineffective.”

### Pattern of Ineffective Administration

A pattern of ineffective administration is based on the most recent Summative Evaluation ratings using the DPAS II process. Two (2) consecutive ratings of “Ineffective” shall constitute a pattern of ineffective administration.



### IMPROVEMENT PLAN

#### May–June

An improvement plan shall be developed for an administrator who receives an overall rating of “Needs Improvement” or “Ineffective” on the Summative Evaluation or a rating of “Unsatisfactory” on any component on the Summative Evaluation, regardless of the overall rating.

An improvement plan shall also be developed if an administrator’s overall performance during the Formative Process is unsatisfactory. This unsatisfactory performance shall be noted by the evaluator(s) on the Formative Feedback Form by noting “PERFORMANCE IS UNSATISFACTORY” and initialing the statement.

#### **Improvement Plans must include the following:**

- Identification of the specific deficiencies and recommended area(s) for growth.
- Measurable goals for improving the deficiencies to satisfactory levels.
- Clear and specific professional growth activities to accomplish the goal(s).
- Resources for each professional growth activity must be identified and made accessible to the administrator.
- Procedures and evidence that must be provided and/or behaviors to determine that the goal(s) were met.
- Timelines, including intermediate progress checkpoints and a final completion date must be specified.
- Record of judgment and date completed, signed by the educational leader and evaluator(s).

NOTES

### Process

- The evaluator and the administrator will cooperatively develop the plan.
- If the plan cannot be cooperatively developed, the evaluator shall have the authority and responsibility to determine the plan.
- The administrator shall be held accountable for the implementation and completion of the Improvement Plan.
- Upon completion of the Improvement Plan, the administrator and the evaluator(s) will sign the documentation that determines the satisfactory or unsatisfactory completion of the plan.

### Challenge Process

An administrator may challenge any rating on the Summative Evaluation, either a Component Rating or the Overall Rating. An administrator may also challenge the conclusions of the Formative Process if the statement “PERFORMANCE IS UNSATISFACTORY” has been included on the Formative Feedback Form.

### Process

- The administrator must submit additional information specific to the point of disagreement in writing within fifteen (15) working days of receipt of the Summative Evaluation. Such written response shall become part of the appraisal record and shall be attached to the Summative Evaluation.
- The challenge, together with the record, shall be forwarded to the supervisor of the evaluator.
- Within fifteen (15) working days of receiving the written challenge, the supervisor of the evaluator shall review the record which consists of all documents used in the appraisal and the written challenge, and will issue a written decision.
- If the challenge is denied, the decision shall state the reasons for the denial.
- The decision of the supervisor of the evaluator shall be final.

NOTES

## IV. Forms for Administrators

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All forms are available on the web at <http://www.doe.k12.de.us/dpasii/>

# DPAS II Administrator Survey

As part of the DPAS II for Administrators process, you are requested to complete the following Administrator Survey. The survey will be collected and tallied by an on-line service. Your input is very important, so please take a few minutes to complete the survey about the administrator identified. Thank you very much for your participation.

Instructions: Please read each numbered evaluation component below. Select the rating level, noted below, that best describes how you perceive this individual's performance by clicking on one of the four option buttons. For *each* rating of "1," please give an explanation for that score in the comment section. When you have rated all of the components, please click "Submit". The survey data will be compiled and a composite of all the surveys received for an administrator will be forwarded to his/her evaluator.

- 3 The Administrator is *highly effective* in demonstrating this behavior.
- 2 The Administrator *usually* demonstrates this behavior.
- 1 The Administrator *needs improvement* on this behavior.
- NA *Not applicable*/no basis for judgment.

DPAS II Individual Feedback				
	3	2	1	NA
1. Reviews student achievement data with staff when developing vision and goals for school/program				
2. Includes all appropriate stakeholders when developing goals for the school/program				
3. Sets high expectations for students and staff.				
4. Communicates the school/program goals effectively to the community.				
5. Fosters diversity in the school as a part of the vision and goals.				
6. Is aware of current best practices to promote a positive learning culture.				
7. Monitors the instructional program.				
8. Leads efforts to develop programs that promote a positive learning culture.				
9. Recognizes staff and student accomplishments that support the learning culture.				
10. Conducts the DPAS II process in a manner consistent with promoting a positive school learning culture.				
11. Resolves problems efficiently in such a way that precludes similar problems from occurring in the future.				
12. Manages resources, distributes budgets and staff in a fair manner.				
13. Complies with laws, policies, regulations, and collective bargaining agreements.				
14. Creates a safe and secure climate using best practices in this area.				
15. Values instructional time by limiting interruptions and distractions.				
16. Treats everyone in a professional and respectful manner				

A rating of one or two must be explained. Please add comments to explain any rating of one or two on any response.

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**GOAL FORM -- ADMINISTRATOR  
(Component Five)**

Each administrator will develop one to four goals. Complete this portion of the form and bring it with you to the goal conference.

Administrator \_\_\_\_\_ School  
District \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

**September**

Using the goals from the school or district improvement plan, identify the area(s) of need on which you will focus with your school/district this school year.

Identify the measurable indicator(s) and methods of measurement you will use to show student progress in the area(s) identified above.

Administrator \_\_\_\_\_ Evaluator \_\_\_\_\_ Date of  
Initials Initials Conference \_\_\_\_\_

**In the spring, complete this portion of the form and give it to your evaluator. Attach any applicable documents.**

Summarize your school's/district's progress in the area(s) of need as shown by the indicators identified on the front side of this form.

If you met your goal(s), what conditions were most helpful?

If you did not meet your goal(s), what were your obstacles or barriers?

Administrator \_\_\_\_\_ Date  
Initials \_\_\_\_\_ Submitted \_\_\_\_\_

Date of Receipt \_\_\_\_\_

**FORMATIVE FEEDBACK FORM – ADMINISTRATOR  
(All Components)**

Name \_\_\_\_\_ School \_\_\_\_\_

Position \_\_\_\_\_ Date of Conference \_\_\_\_\_

This form is used to record the content of conferences held and to note any goals or performance expectations agreed upon, and any other pertinent information either party feels should be recorded.

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**Component 1: Vision and Goals**

Narrative:

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**Component 2: Culture of Learning**

Narrative:

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**Component 3: Management**

Narrative:

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**Summary:**

The administrator and evaluator shall sign the Formative Feedback Form to indicate that it has been reviewed and discussed.

Administrator's  
Signature

\_\_\_\_\_

Date:

\_\_\_\_\_

Evaluator's  
Signature

\_\_\_\_\_

Date:

\_\_\_\_\_

**PROFESSIONAL RESPONSIBILITIES FORM – ADMINISTRATOR  
(Component Four)**

Administrator \_\_\_\_\_ School \_\_\_\_\_  
District \_\_\_\_\_ Date \_\_\_\_\_

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**Complete this form for the current school year and submit it to your evaluator no later than January 31. You may update this information later in the cycle. (If you are on a two-year cycle, this form is to be submitted prior to the Formative Feedback Conference. It may be updated at any time during the cycle.)**

Describe how you maintain professional relationships with staff and how you demonstrate sensitivity to diversity within the school and the community.

Explain how you work collaboratively with staff, faculty and community to establish a culture that encourages and welcomes families and community members. How do you encourage families and communities to engage in student learning?

Explain how you deal fairly and consistently with students and staff. Provide evidence of expression of your values, beliefs and attitudes that inspire all students and staff to higher levels of performance.

Provide evidence of the professional development activities in which you have engaged and how they align to your professional needs of the school or district.

Provide any additional information you wish to share with your evaluator.

\_\_\_\_\_ Date of Receipt  
by Evaluator  
\_\_\_\_\_ Evaluator Initials

**SUMMATIVE EVALUATION FORM – ADMINISTRATOR  
(All Components)**

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

Position \_\_\_\_\_ Date \_\_\_\_\_

School/  
District \_\_\_\_\_

**Component 1: Vision and Goals**

Narrative:

Satisfactory

Unsatisfactory

**Component 2: Culture of Learning**

Narrative:

Satisfactory

Unsatisfactory

**Component 3: Management**

Narrative:

Satisfactory

Unsatisfactory

**Component 4: Professional Responsibilities**

Narrative:

Satisfactory

Unsatisfactory

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**Component 5: Student Improvement**

Narrative:

Satisfactory

Unsatisfactory

**Summary**

The administrator and evaluator shall sign the Summative Evaluation Form to indicate that it has been reviewed and discussed, not that the administrator necessarily agrees with the evaluation.

**Rating:**

Effective                       Needs Improvement\*                       Ineffective\*

**Improvement Plan Required for**

Component 1     Component 2     Component 3     Component 4     Component 5

Administrator's  
Signature \_\_\_\_\_ Date: \_\_\_\_\_

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

My signature above means that I have reviewed the Summative Evaluation Form but that I do not necessarily agree with component ratings and/or summative evaluation rating or comments in this form. I understand that I may submit additional information on the Challenge Form within fifteen (15) calendar days of the date on which I signed this form.

\* Indicates Improvement Plan is necessary

## IMPROVEMENT PLAN -- ADMINISTRATOR

Name \_\_\_\_\_ Evaluator(s) \_\_\_\_\_

Position \_\_\_\_\_ School/  
District \_\_\_\_\_

Date \_\_\_\_\_

1. Identify specific deficiencies and recommended areas of growth related to one or more of the DPAS II components.

2. List specific measurable goals for improving the deficiencies and recommended growth areas to satisfactory levels.

3. Identify resources and strategies necessary to implement the Improvement Plan.

4. List evidence that must be submitted to evaluate growth and improvement of the identified deficiencies or recommended areas of growth.

5. Identify a timeline for completion of the Improvement Plan, along with times for intermediate checkpoints.

6. Indicate how satisfactory performance as defined by the Improvement Plan will be determined.

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

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### Completion of the Improvement Plan

The administrator has completed the Improvement Plan.

Satisfactory

Unsatisfactory

Administrator's  
Signature \_\_\_\_\_

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

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

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

**CHALLENGE FORM -- ADMINISTRATOR**

Name \_\_\_\_\_ Evaluator(s) \_\_\_\_\_

Position \_\_\_\_\_ School/  
District \_\_\_\_\_

Date \_\_\_\_\_

The administrator shall write a specific description of the rating in dispute, and shall attach any documentation to be considered as part of the appeal.

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## IV. APPENDICES

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## Appendix A

### 108 Administrator Appraisal Process Delaware Performance Appraisal System (DPAS II)

1.0 The Administrator Appraisal Process, Delaware Performance Appraisal System (DPAS II), shall be effective for all public school districts and charter schools beginning with the 2008-2009 school year:

1.1 For purposes of this regulation, an administrator shall be a professional employee authorized by a board to serve in a supervisory capacity involving the oversight of an instructional program(s).

#### 2.0 Definitions

**“Board”** shall mean the local board of education or charter school board of directors.

**“Credentialed Evaluator”** shall mean the individual, usually the supervisor of the administrator, who has successfully completed the evaluation training in accordance with 10.0. A superintendent shall be evaluated by member(s) of the local school board of education who shall also have successfully completed the evaluation training in accordance with 10.0. The Credentialed Evaluator may also be referred to as “Evaluator”.

**“DASA”** shall mean the Delaware Association of School Administrators.

**“DPAS II Guide for Administrators”** shall mean the manual that contains the prescribed forms, detailed procedures, evaluation criteria and other relevant documents that are used to implement the appraisal process.

**“DSEA”** shall mean the Delaware State Education Association.

**“Experienced Administrator”** shall mean an administrator who has three (3) or more years of service as an administrator.

**“Formative Process”** shall consist of the Goal Setting Conference, self evaluation, a survey of staff that are supervised by the administrator, and formative conferences and reports as outlined in the *DPAS II Guide for Administrators*.

**“Improvement Plan”** shall be the plan that an administrator and evaluator mutually develop in accordance with 8.0.

**“Inexperienced Administrator”** shall mean an administrator who has less than three (3) years of service as an administrator.

**“Satisfactory Component Rating”** shall mean the administrator’s performance demonstrates an understanding of the concepts of the component.

**“Satisfactory Evaluation”** shall be equivalent to the overall “Effective” or “Needs Improvement” rating on the Summative Evaluation.

**“State Assessment”** shall mean the Delaware Student Testing Program (DSTP) or its successor.

**“Summative Evaluation”** shall be the final evaluation at the conclusion of the appraisal cycle.

**“Unsatisfactory Component Rating”** shall mean the administrator’s performance does not demonstrate an understanding of the concepts of the component.

**“Unsatisfactory Evaluation”** shall be equivalent to the overall “Ineffective” rating on the Summative Evaluation.

**“Working Day”** shall mean a day when the employee would normally be working in that district or charter school.

### 3.0 Appraisal Cycles

3.1 Experienced administrators who have earned a rating of “Effective” on his or her most recent Summative Evaluation shall receive a minimum of one (1) Formative Process each year with a Summative Evaluation at least once every two (2) years.

3.2 Experienced administrators who have earned a rating of “Needs Improvement” or “Ineffective” on their most recent Summative Evaluation shall receive a minimum of one (1) Formative Process with a Summative Evaluation at the end of the one-year period. These administrators shall have an Improvement Plan which may require additional Formative Process(es) or other types of monitoring as outlined in the *DPAS II Guide for Administrators*.

3.3 Inexperienced administrators shall have a minimum of one (1) Formative Process with a Summative Evaluation at the end of the one (1) year period. Inexperienced administrators who have earned a rating of “Needs Improvement” or “Ineffective” on their most recent Summative Evaluation shall have an Improvement Plan which may require additional Formative Process(es) or other types of monitoring as outlined in the *DPAS II Guide for Administrators*.

### 4.0 DPAS II Guide for Administrators

4.1 All districts and charter schools shall use the manual entitled *DPAS II Guide for Administrators* as developed and as may be amended by the Department of Education in collaboration with DSEA and DASA to implement the appraisal system.

4.1.1 The manual shall contain at a minimum the following:

4.1.1.1 Specific details about each of the five (5) components pursuant to 5.1.

4.1.1.2 All forms or documents needed to complete the requirements of the appraisal process.

4.1.1.3 Specific procedures to implement the appraisal system.

## 5.0 Appraisal Criteria

5.1 The following five (5) components, including the four (4) Appraisal Criteria specified for each, shall be the basis upon which the performance of an administrator shall be evaluated by a certified evaluator(s):

### 5.1.1 Vision and Goals

5.1.1.1 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.

5.1.1.2 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.

5.1.1.3 Promoting Vision and Goals: Administrator promotes high expectations for teaching and learning. Administrator is committed to ensuring that all students have the knowledge and skills necessary to become successful in future educational activities.

5.1.1.4 Communicating the Vision and Goals: Administrator communicates effectively to appropriate stakeholders about progress towards meeting the school or district improvement plan goals. Administrator participates in a process to regularly monitor, evaluate and revise school or district improvement goals.

### 5.1.2 Culture of Learning

5.1.2.1 Advocating a Culture of Learning: Administrator provides leadership for assessing, developing and improving the school or district culture and instructional program that is conducive to student learning. Administrator can articulate the desired school or district instructional program and shows evidence about how he or she reinforces the instructional program and culture.

5.1.2.2 Monitoring the Culture of Learning: Administrator participates in monitoring and evaluating the effectiveness of the curriculum, instruction or assessment of students. Administrator evaluates staff and provides on-going coaching for improvement. Administrator uses a variety of sources of information to make decisions.

5.1.2.3 Sustaining the Culture of Learning: Administrator helps to ensure that staff have professional development opportunities that enhance their performance and improve student learning. Administrator is accessible and approachable by staff, families, and community and is visible in the school or district community. Administrator supports the use of technology as appropriate in teaching and learning.

5.1.2.4 Maintaining the Culture of Learning: Administrator systematically and fairly recognizes accomplishments of staff and students towards a positive school or district culture. Administrator uses and analyzes data to instill the importance of continually developing programs and strategies to enhance opportunities for learning.

### 5.1.3 Management

5.1.3.1 Solving Problems or Concerns: Administrator addresses and resolves issues as they arise in a timely manner and works to prevent potential

problems. Operational procedures are designed and managed to maximize opportunities for learning for all students.

5.1.3.2 Managing Resources: Administrator manages fiscal and physical resources responsibly, efficiently and effectively. Administrator protects instructional time by managing operational procedures in such a way as to maximize learning. Administrator efficiently manages his or her time so that teaching and learning are a high priority.

5.1.3.3 Complying with Policies: Administrator complies with federal, state, and board policies. School or district contractual agreements are effectively managed. Administrator maintains confidentiality and privacy of school or district records, including student or staff information.

5.1.3.4 Protecting the Welfare and Safety of Students and Staff: Administrator works to ensure a safe and secure school or district environment and a culture that is conducive to teaching and learning. Challenges that could potentially interrupt teaching and learning are addressed and resolved.

#### 5.1.4 Professional Responsibilities

5.1.4.1 Maintaining Professional Relationships: Administrator fosters and maintains positive professional relationships with staff. Administrator is respectful of other's opinions and demonstrates an appreciation for and sensitivity to diversity in the school or district community.

5.1.4.2 Promoting Family and Community Involvement: Administrator collaboratively works to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.

5.1.4.3 Demonstrating Fairness: Administrator is fair and consistent when dealing with students and staff. Administrator demonstrates values, beliefs and attitudes that inspire all students and staff to higher levels of performance.

5.1.4.4 Growing and Developing Professionally: Administrator chooses and participates in professional growth that is aligned with his or her professional needs and aligned with the needs of the school or district.

#### 5.1.5 Student Improvement

5.1.5.1 Showing Student Improvement: Administrator uses school or district goals from the school or district success process to set his or her personal annual data-driven goal(s) for student improvement. Data used to establish goals shall include school or district accountability data, State Assessment data, and other assessment data where available.

5.1.5.2 Measuring Student Improvement: Administrator has specific, measurable evidence to show progress towards or attainment of goal(s) for student improvement.

5.1.5.3 Implementing Strategies for Student Improvement: Administrator designs and implements appropriate strategies to show progress towards or attainment of goal(s) for student improvement.

5.1.5.4 Reflecting on Student Improvement: Administrator reflects on goal-setting process and outcomes for the purpose of continuous professional improvement and shares student improvement information with other staff as appropriate.

## 6.0 Summative Evaluation Ratings

6.1 Each of the five (5) components pursuant to 5.0 shall be weighted equally and assigned a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.

6.1.1 A satisfactory rating for each component shall mean the administrator demonstrates acceptable performance by meeting at least three (3) of the four (4) Appraisal Criteria specified in each of the five (5) components set forth in 5.1.

6.2 The Summative Evaluation shall also include one of three overall ratings: “Effective”, “Needs Improvement” or “Ineffective”.

6.2.1 “Effective” shall mean that the administrator has received Satisfactory Component ratings in at least four (4) of the five (5) components in accordance with the Appraisal Criteria in 5.0.

6.2.2 “Needs Improvement” shall mean that the administrator has received three (3) Satisfactory Component ratings out of the five (5) components in accordance with the Appraisal Criteria in 5.0.

6.2.3 “Ineffective” shall mean that the administrator has received two (2) or fewer Satisfactory Component ratings out of the five (5) components in accordance with the Appraisal Criteria in 5.0.

6.2.3.1 If an administrator’s overall Summative Evaluation rating is determined to be “Needs Improvement” for the third consecutive year, the rating shall be re-categorized as “Ineffective”.

## 7.0 Pattern of Ineffective Administrative Performance

A pattern of ineffective administrative performance shall be based on the most recent Summative Evaluation ratings of an administrator using the DPAS II process. Two consecutive ratings of “Ineffective” shall be deemed as a pattern of ineffective administration. The following chart shows the consecutive Summative Evaluation ratings determined to be a pattern of ineffective administrative performance:

Year 1	Year 2	Year 3
Ineffective	Ineffective	
Needs Improvement	Ineffective	Needs Improvement
Needs Improvement	Needs Improvement	Ineffective
Ineffective	Needs Improvement	Needs Improvement
Ineffective	Needs Improvement	Ineffective
Needs Improvement	Ineffective	Ineffective

## 8.0 Improvement Plan

8.1 An Improvement Plan shall be developed for an administrator who receives an overall rating of “Needs Improvement” or “Ineffective” on the Summative Evaluation or a rating of “Unsatisfactory” on any component in 5.0 on the Summative Evaluation regardless of the overall rating.

8.1.1 An Improvement Plan shall also be developed if an administrator's overall performance during the Formative Process is unsatisfactory. This unsatisfactory performance shall be noted by the evaluator(s) on the Formative Feedback form by noting "PERFORMANCE IS UNSATISFACTORY" and initialing the statement.

8.2 The Improvement Plan shall contain the following:

8.2.1 Identification of the specific deficiencies and recommended area(s) for growth;

8.2.2 Measurable goals for improving the deficiencies to satisfactory levels;

8.2.3 Specific professional development or activities to accomplish the goals;

8.2.4 Specific resources necessary to implement the plan, including but not limited to, opportunities for the administrator to work with curriculum specialist(s) or others with relevant experience;

8.2.5 Procedures and evidence that must be collected to determine that the goals of the plan were met;

8.2.6 Timeline for the plan, including intermediate checkpoints to determine progress;

8.2.7 Procedures for determining satisfactory improvement.

8.3 The Improvement Plan shall be developed cooperatively by the administrator and evaluator. If the plan cannot be cooperatively developed, the evaluator shall have the authority and responsibility to determine the plan as specified in 8.2 above.

8.4 The administrator shall be held accountable for the implementation and completion of the Improvement Plan.

8.5 Upon completion of the Improvement Plan, the administrator and evaluator(s) shall sign the documentation that determines the satisfactory or unsatisfactory performance of the plan.

## **9.0 Challenge Process**

9.1 An administrator may challenge any rating on the Summative Evaluation, either a Component Rating or the Overall Rating, or an administrator may challenge the conclusions of the Formative Process if the statement "PERFORMANCE IS UNSATISFACTORY" has been included on the Formative Feedback form. To initiate a challenge, an administrator shall submit additional information specific to the point of disagreement in writing within fifteen (15) working days of the date of administrator's receipt of the Summative Evaluation. Such written response shall become part of the appraisal record and shall be attached to the Summative Evaluation. All challenges together with the record shall be forwarded to the supervisor of the evaluator, if any.

9.1.1 Within fifteen (15) working days of receiving the written challenge, the supervisor of the evaluator shall review the record which consists of all documents used in the appraisal and the written challenge, and issue a written decision.

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

9.1.3 The decision of the supervisor of the evaluator shall be final.

## **10.0 Evaluator(s) Credentials**

10.1 Evaluators shall have completed the DPAS II training as developed by the Department of Education. Evaluators shall receive a certificate of completion which is valid for five (5) years and is renewable upon completion of professional development focused on DPAS II as specified by the Department of Education.

10.2 The training for the certificate of completion shall include techniques for observation and conferencing, content and relationships of ISLLC standards, and a thorough review of the *DPAS II Guide for Administrators*. Activities in which participants practice implementation of DPAS II procedures shall be included in the training.

10.3 The credentialing process shall be conducted by the Department of Education.

## **11.0 Evaluation of Process**

11.1 The Department of Education shall conduct an annual evaluation of the administrator appraisal process. The evaluation shall, at a minimum, include a survey of administrators and evaluators and interviews with a sampling of administrators and evaluators. Data from the evaluation and proposed changes to the *DPAS II Guide for Administrators* shall be presented to the State Board of Education for review on an annual basis.

## Appendix B

### Delaware Performance Appraisal System II Contact Information

**Patricia J. Guzzo**

*phone:* (302) 735-4120

*e-mail:* pguzzo@doe.k12.de.us

**Jeffrey Lawson**

*phone:* (302) 735-4120

*e-mail:* jlawson@doe.k12.de.us

**Pat Carlson**

*phone:* (302) 735-4120

*e-mail:* pcarlson@doe.k12.de.us

**Wayne Barton**

*phone:* (302) 735-4120

*e-mail:* wbarton@doe.k12.de.us

multi-media instructional design and production assistance  
Rutherford Learning Group  
www.rutherfordlg.com  
866-346-8843