

# CAEP Annual Reporting Measures AP

## Measure 1: Impact on P-12 Learning and Development

### IMPACT Dashboard/DPAS II Specialists and School Leaders

#### Evidence Overview

**Description of Evidence:** The evidence section below presents data from the **Delaware’s statewide educator evaluation system (DPAS II)** which establishes consistent educator and student performance expectations and outcomes across all schools. The three main purposes of DPAS II are to assure and support:

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

The evaluation measures are outlined in regulation [Delaware Admin Code 106A - Teacher Appraisal Process](#) and [Delaware State Code Title 14, Chapter 12, Subchapter VII - Educator Evaluations](#). The Delaware framework and DPAS II are aligned to the SPA standards with **student improvement added as one of five components for teacher evaluation**.

**WilMU utilizes these rubrics for its own key assessments to align with DPAS II. Below is the standard set for tagging/mapping the alignment to key assessments.**

DE- Wilmington University DPAS II for Principals – Components and Gates	DE- Wilmington University DPAS II for Specialists – Components and Gates
<b>Component:</b> 1. Vision and Goals	<b>Component:</b> 1. Planning and Preparation
<b>Gate:</b> 1. Coursework	<b>Gate:</b> 1. Coursework
<b>Gate:</b> 2. Clinical/Fieldwork	<b>Gate:</b> 2. Clinical/Fieldwork
<b>Gate:</b> 3. Capstone/Summative	<b>Gate:</b> 3. Capstone/Summative
<b>Component:</b> 2. Teaching and Learning	<b>Component:</b> 2. Professional Practice and Delivery of Service
<b>Gate:</b> 1. Coursework	<b>Gate:</b> 1. Coursework
<b>Gate:</b> 2. Clinical/Fieldwork	<b>Gate:</b> 2. Clinical/Fieldwork
<b>Gate:</b> 3. Capstone/Summative	<b>Gate:</b> 3. Capstone/Summative
<b>Component:</b> 3. People, Systems and Operations	<b>Component:</b> 3. Professional Consultation and Collaboration
<b>Gate:</b> 1. Coursework	<b>Gate:</b> 1. Coursework
<b>Gate:</b> 2. Clinical/Fieldwork	<b>Gate:</b> 2. Clinical/Fieldwork
<b>Gate:</b> 3. Capstone/Summative	<b>Gate:</b> 3. Capstone/Summative
<b>Component:</b> 4. Professional Responsibilities	<b>Component:</b> 4. Professional Responsibilities
<b>Gate:</b> 1. Coursework	<b>Gate:</b> 1. Coursework
<b>Gate:</b> 2. Clinical/Fieldwork	<b>Gate:</b> 2. Clinical/Fieldwork
<b>Gate:</b> 3. Capstone/Summative	<b>Gate:</b> 3. Capstone/Summative
<b>Component:</b> 5. Student Improvement	<b>Component:</b> 5. Student Improvement
<b>Gate:</b> 1. Coursework	<b>Gate:</b> 1. Coursework
<b>Gate:</b> 2. Clinical/Fieldwork	<b>Gate:</b> 2. Clinical/Fieldwork
<b>Gate:</b> 3. Capstone/Summative	<b>Gate:</b> 3. Capstone/Summative

#### The Five Components of Delaware’s Framework and DPAS II for Specialists (School Counseling and Reading)

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

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#### The Five Components of Delaware’s Framework and DPAS II for School Leaders

1. Vision and Goals
2. Teaching and Learning
3. People, Systems and Operations
4. Professional Responsibilities
5. Student Improvement

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

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

The five Components of DPAS II identify five separate areas of specialist practice and responsibility. Effective practice within a component is characterized by evidence tied to several criteria that highlight the essential knowledge and skills particular to each component. In turn, evidence of criterion performance can be broken out into several specific observable elements. Each element is a specific and observable area of knowledge and skills that is directly related to specific component criterion.

Delaware Administrative Code and regulation 106A requires all Evaluators to complete DPAS II training and credentialing, as developed by the Delaware Department of Education. “Evaluator” means an educator who is a **Credentialed Observer** who is responsible for a teacher’s Summative Evaluation. An educator’s required observations as part of the appraisal process shall generally be conducted by the assigned Evaluator; however, the assigned Evaluator may designate another educator who is also a Credentialed Observer to conduct the required observations.

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#### Components 1-4

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Rubrics exist for each of the first four Components, with overall ratings outlined below. These rubrics are aligned to WilmU Advanced Programs at various gateways throughout the program and can be found in this [DPAS II Guide for Specialists](#) and the [DPAS II Guide for Administrators](#).

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

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

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

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

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#### **Component 5 Student Improvement**

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

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

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

– **Measure A: State Assessment Scores**

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

– **Measure B: Content Assessments**

Measure B can be comprised of four types of content measures:

SPECIALISTS

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

ADMINISTRATORS

4. Collaborative conversations between the administrator and evaluator during the fall and spring conferences. Growth targets will generally be determined after the fall administration of a pre-test measure(s). However, prior to administration of any Measure B, the evaluator must approve the selected Measure(s). Based on the results of the pre-test, the administrator will use the Component Five Form/Online Tool and set growth targets. Then the evaluator and administrator should meet (fall 11 conference) to develop “Satisfactory” and “Exceeds” targets based upon the identified area(s) of need and goals for the students. Administrators and their evaluators will agree upon the measures used, the targets set on those measures, and Component V ratings based on actual versus target data. If agreement cannot be reached, evaluators have final approval.

– **Measure C: Growth Goals**

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

#### **COMPONENT V RATING**

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

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and “Unsatisfactory” targets set. Once each Measure rating is determined, an overall Student Improvement Component Rating can be decided.

Detailed explanations and metrics for the Delaware Student Growth Model for Specialists can be found by clicking on this link [The Student Improvement Component V](#) and this link for [School Leaders](#).

#### Evidence

In 2009, stakeholders from the Delaware Department of Education (DDOE), the Delaware State General Assembly, Educator Preparation Programs in Delaware, and the Delaware State Education Association came to consensus on teacher quality and teacher preparation reforms while drafting the state’s application for the federal Race To The Top grant (RTTT). Delaware was awarded the RTTT grant in 2010 and immediately sought to raise standards for admission into and exit from educator preparation programs in the State. When [Our responsibility, Our Promise](#) offered an “open invitation” to those who have a stake in transforming educator prep to support their recommendations, Delaware and WilmU took this seriously.

In 2013, Governor Jack Markell [signed these reforms into law](#) through Senate Bill 51 and its accompanying amendments to [Regulation 290](#), and did so in a ceremony held at Wilmington University.



WilmU recognized that these current issues could be the barriers that got in our way, or the important elements that we needed to focus on in order to move forward and offer better opportunities to our candidates. As we were planning to address some of these key issues, along came an opportunity from the state to construct our own personalized data feedback infrastructure. This is where Policy met Practice.

**WilmU collaborated with key stakeholders and created the *IMPACT DASHBOARD* that provided the infrastructure to collect, manage and track our candidates impact on in their programs, and link it to their impact as practitioners for 5 years in their field of specialization.**

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WilmU utilized this opportunity to backwards design key assessments utilizing the DPAS II rubrics aligned to the Delaware Teacher Performance Evaluation (DPAS II) to comply with [Delaware Administrative Code 290 – Approval of Educator Preparation Programs 3.5](#) Candidate Evaluation, which states:

3.5.1 Candidate Evaluation 3.5.1 Programs shall conduct an **annual evaluation** of each Candidate, which shall consist of a minimum of three (3) formally documented observations of Candidates, resulting in Candidates receiving **feedback about their practice**.

3.5.2 Observations and evaluations of Candidates shall be aligned to a Delaware State-approved educator evaluation system – **DPAS II** - and include measures of student progress.

**3.5.3** Results of Candidate evaluations shall inform Program interaction with the Candidate, including **feedback, placement, remediation, or supports**.

Having the ability to link in service data with pre-service data is now a reality at WilmU with what is known as the *IMPACT DASHBOARD*. Key stakeholders came to the table and collaborated for a year on the design and interoperability of this new technology. The partnership involved WilmU Office of Program Review, Assessment, and Technology, WilmU IT, Taskstream IT, the DE Department of Education Teacher Leader Effectiveness Unit (TLEU), and the state of Delaware Data Management and Governance.

In order to build a more complete picture of educator effectiveness at key points along the professional continuum, WilmU leveraged Taskstream’s cloud-based data collection, analysis, and reporting system to provide a framework for institutional reporting and an accountability system of performance measures to inform program improvement and program approval.

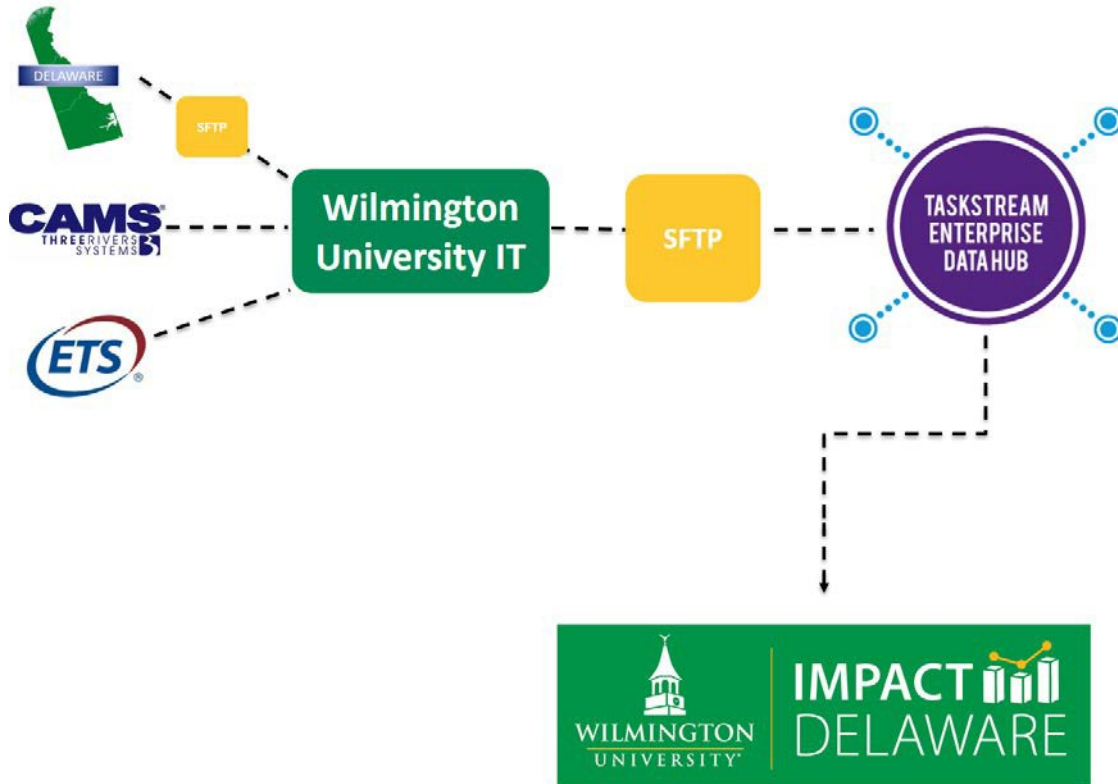


Shared with various stakeholders throughout the country ([CCSSO](#), [CAEP](#), [AACTE](#), [NTEP](#), and other EPPs), by members from the implementation and development team, [Dr. Michele Brewer, Assistant Professor, Chair | Technology, Assessment, and Compliance, WilmU; Shana Young, Chief of Staff, Teacher and Leader Effectiveness Unit, Delaware Department of Education; Dr. Adrian Peoples, Education Associate, Research Technology Resources and Data Design; and Webster Thompson, President, Taskstream], WilmU is now able to link performance outcomes collected on candidates with DPAS II data received from the State of Delaware on graduates’ evaluations. WilmU monitors graduates’ performance in the for five years following program completion, and analyze those data to determine what factors may influence graduates’ impact on student learning over time.

The IMPACT DASHBOARD is designed to collect data on our graduates in aggregate as well as disaggregated at the individual and program levels. The graphic on the next page illustrates the flow of data across the Secure File Transport Protocol (SFTP).

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The Delaware performance Appraisal System has been in place since 2007 and has gone through many modifications. It provides performance expectations for students, educators, and leaders across the state's schools. **Component V requires specialists to understand that improvement of student learning is their primary responsibility.**

While much state energy has gone to the PK-12 system of evaluating practicing educators, increased emphasis needed to be placed on **connecting data on educator effectiveness back to the programs that prepare educators.** These same student growth data that are utilized in teacher evaluation systems can serve as indicators of how well preparation programs prepare learner-ready educators.

The screenshot on the next page is a record of a graduate's performance during pre-service while in the educator preparation program and in-service as a practitioner in Delaware. Individual graduate data are included in the IMPACT DASHBOARD as soon as the graduate is hired in the area in which he/she was prepared. WilmU then tracks this graduate's teaching performance for 5 years in the field. These data are then rolled up into the program level within the IMPACT DASHBOARD.

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**Tracking the graduate's in-service performance provides WilmU with an external benchmark of performance.**

WILMINGTON UNIVERSITY		Impact Report    Praxis I    Praxis II						
Summary of All Cohorts		2015-2016 Graduates		Master of Education: Reading		Students		
<b>Mean Performance on Delaware Framework for Specialists</b>								
Report Summary for 2015-2016 Graduate [REDACTED]								
	Pre-Service Performance			In-Service Performance				
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1	DPAS II Year 2	DPAS II Year 3	DPAS II Year 4	DPAS II Year 5
Planning and Preparation	80.67	78.65	84.78	90.00	91.25	Available Oct 2019		
Professional Practice and Delivery of Service	74.26	84.65	81.00	92.35	93.21	Available Oct 2019		
Professional Consultation and Collaboration	81.00	89.62	84.65	90.06	91.00	Available Oct 2019		
Professional Responsibilities	87.35	84.35	91.00	95.25	94.25	Available Oct 2019		
Student Improvement	82.06	82.33	89.66	87.68	88.26	Available Oct 2019		
<b>Average</b>	<b>81.07</b>	<b>83.92</b>	<b>86.22</b>	<b>91.07</b>	<b>91.59</b>			

#### 2017-2018 Graduate Cohort

Table 1: 2017-2018 Mean Performance Master of Education School Counseling

	Pre-Service Performance			In-Service Performance	
	Coursework	Clinical Fieldwork	Capstone/ Summative	DPAS II Year 1 (2018-2019)	DPAS II Year 2 (2019-2020)
<b>Planning and Preparation</b>	97.45	96.45	97.58	97.64	No DPAS II Year 2 data available as a result of the change in the teacher evaluation procedures for the 2019-2020 academic year. This change was outlined in the 16 <sup>th</sup> Modification of the Declaration of Emergency for the State of Delaware Due to a Public Health Threat.
<b>Professional Practice and Delivery of Service</b>	96.15	96.74	98.16	98.17	
<b>Professional Consultation and Collaboration</b>	98.12	97.34	99.54	99.45	
<b>Professional Responsibilities</b>	95.63	96.32	97.56	98.43	
<b>Student Improvement</b>	95.67	96.76	95.32	97.12	
<b>Average</b>	96.60	96.72	97.63	97.96	



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Table 2: 2017-2018 Mean Performance Master of Education Reading

	Pre-Service Performance			In-Service Performance	
	Coursework	Clinical Fieldwork	Capstone/ Summative	DPAS II Year 1 (2018-2019)	DPAS II Year 2 (2019-2020)
<b>Planning and Preparation</b>	97.56	98.13	99.13	97.54	No DPAS II Year 2 data available as a result of the change in the teacher evaluation procedures for the 2019-2020 academic year. This change was outlined in the 16 <sup>th</sup> Modification of the Declaration of Emergency for the State of Delaware Due to a Public Health Threat.
<b>Professional Practice and Delivery of Service</b>	98.45	97.64	98.54	98.78	
<b>Professional Consultation and Collaboration</b>	97.65	97.56	98.47	98.56	
<b>Professional Responsibilities</b>	98.12	97.54	98.75	99.79	
<b>Student Improvement</b>	93.22	96.16	96.89	98.63	
<b>Average</b>	97.00	97.41	98.36	98.66	

Table 3: 2017-2018 Mean Performance Master of Education School Leadership

	Pre-Service Performance			In-Service Performance	
	Coursework	Clinical Fieldwork	Capstone/ Summative	DPAS II Year 1 (2018-2019)	DPAS II Year 2 (2019-2020)
<b>Vision and Goals</b>	97.12	98.43	97.54	98.07	No DPAS II Year 2 data available as a result of the change in the teacher evaluation procedures for the 2019-2020 academic year. This change was outlined in the 16 <sup>th</sup> Modification of the Declaration of Emergency for the State of Delaware Due to a Public Health Threat.
<b>Teaching and Learning</b>	96.12	97.45	97.11	98.13	
<b>People, Systems, and Operations</b>	98.33	98.46	99.40	99.34	
<b>Professional Responsibilities</b>	96.72	97.21	98.34	98.86	
<b>Student Improvement</b>	96.54	98.32	98.04	98.64	
<b>Average</b>	96.97	97.97	98.09	98.61	



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**2018-2019 Graduate Cohort**

Table 4: 2018-2019 Mean Performance Master of Education School Counseling

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Capstone/ Summative	DPAS II Year 1 (2019-2020)
<b>Planning and Preparation</b>	96.78	97.81	98.45	No DPAS II Year 1 data available as a result of the change in the teacher evaluation procedures for the 2019-2020 academic year. This change was outlined in the 16 <sup>th</sup> Modification of the Declaration of Emergency for the State of Delaware Due to a Public Health Threat.
<b>Professional Practice and Delivery of Service</b>	97.18	97.64	98.83	
<b>Professional Consultation and Collaboration</b>	99.10	99.23	99.54	
<b>Professional Responsibilities</b>	98.65	99.32	98.97	
<b>Student Improvement</b>	96.97	97.16	98.42	
<b>Average</b>	97.74	98.23	98.84	

Table 5: 2018-2019 Mean Performance Master of Education Reading

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Capstone/ Summative	DPAS II Year 1 (2019-2020)
<b>Planning and Preparation</b>	97.16	98.04	98.12	No DPAS II Year 1 data available as a result of the change in the teacher evaluation procedures for the 2019-2020 academic year. This change was outlined in the 16 <sup>th</sup> Modification of the Declaration of Emergency for the State of Delaware Due to a Public Health Threat.
<b>Professional Practice and Delivery of Service</b>	98.17	98.12	98.89	
<b>Professional Consultation and Collaboration</b>	98.45	99.74	99.63	
<b>Professional Responsibilities</b>	97.34	98.39	99.11	
<b>Student Improvement</b>	97.43	97.96	98.51	
<b>Average</b>	97.71	98.45	98.85	

Table 6: 2018-2019 Mean Performance Master of Education School Leadership

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Capstone/ Summative	DPAS II Year 1 (2019-2020)
<b>Vision and Goals</b>	97.73	97.72	98.07	No DPAS II Year 1 data available as a result of the change in the teacher evaluation procedures for the 2019-2020 academic year. This change was outlined in the 16 <sup>th</sup> Modification of the Declaration of Emergency for the State of Delaware Due to a Public Health Threat.
<b>Teaching and Learning</b>	98.45	98.85	99.13	
<b>People, Systems, and Operations</b>	96.11	97.17	98.23	
<b>Professional Responsibilities</b>	95.23	96.54	98.69	
<b>Student Improvement</b>	96.81	96.76	97.63	
<b>Average</b>	96.87	97.41	98.35	

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**2019-2020 Graduate Cohort**

Table 7: 2019-2020 Mean Performance Master of Education School Counseling

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Capstone/ Summative	DPAS II Year 1 (2020-2021)
<b>Planning and Preparation</b>	97.62	97.65	98.43	Data available in October 2021
<b>Professional Practice and Delivery of Service</b>	98.11	98.19	98.78	
<b>Professional Consultation and Collaboration</b>	98.56	98.49	99.03	
<b>Professional Responsibilities</b>	98.31	98.42	99.65	
<b>Student Improvement</b>	97.56	98.37	98.76	
<b>Average</b>	98.03	98.22	98.93	

Table 8: 2019-2020 Mean Performance Master of Education Reading

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Capstone/ Summative	DPAS II Year 1 (2020-2021)
<b>Planning and Preparation</b>	97.43	97.67	98.67	Data available in October 2021
<b>Professional Practice and Delivery of Service</b>	97.56	98.18	98.04	
<b>Professional Consultation and Collaboration</b>	98.52	98.65	99.10	
<b>Professional Responsibilities</b>	98.25	98.78	98.69	
<b>Student Improvement</b>	97.44	98.21	98.05	
<b>Average</b>	97.84	98.30	98.51	

Table 9: 2019-2020 Mean Performance Master of Education School Leadership

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Capstone/ Summative	DPAS II Year 1 (2020-2021)
<b>Vision and Goals</b>	97.64	97.85	98.02	Data available in October 2021
<b>Teaching and Learning</b>	97.34	98.54	98.38	
<b>People, Systems, and Operations</b>	98.13	98.17	99.01	
<b>Professional Responsibilities</b>	98.54	98.58	99.12	
<b>Student Improvement</b>	97.02	97.33	97.89	
<b>Average</b>	97.73	98.09	98.48	