

# CAEP Annual Reporting Measures ITP

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

### IMPACT Dashboard/DPAS II-Danielson Framework

#### 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

DPAS II, is aligned to the Delaware Professional Teaching Standards and is based on Charlotte Danielson’s book, *Enhancing Professional Practice: A Framework for Teaching (2nd Edition)*. 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 a modified version of Danielson’s influential work 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.**

#### DELAWARE FRAMEWORK FOR TEACHING

<p><b>COMPONENT 1: Planning and Preparation</b></p> <p><b>1a Selecting Instructional Goals</b> <i>Elements</i> • Value, sequence and alignment • Clarity • Balance • Suitability for diverse learners</p> <p><b>1b Designing Coherent Instruction</b> <i>Elements</i> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p><b>1c Demonstrating Knowledge of Content and Pedagogy</b> <i>Elements</i> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy</p> <p><b>1d Demonstrating Knowledge of Students</b> <i>Elements</i> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students’ skills, knowledge, and language proficiency • Knowledge of students’ interests and cultural heritage • Knowledge of students’ special needs</p> <p><b>1e Designing Student Assessments</b> <i>Elements</i> • Congruence with instructional outcome • Criteria and standards • Design of formative assessments • Use for planning</p>	<p><b>COMPONENT 2: The Classroom Environment</b></p> <p><b>2a Managing Classroom Procedures</b> <i>Elements</i> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties</p> <p><b>2b Managing Student Behavior</b> <i>Elements</i> • Expectations • Monitoring of student behavior • Response to student misbehavior</p> <p><b>2c Establishing a Culture for Learning</b> <i>Elements</i> • Teacher interaction with students • Student interaction with others • Importance of the content • Expectations for learning and achievement • Student pride in work</p> <p><b>2d Organizing Physical Space</b> <i>Elements</i> • Safety and accessibility • Arrangement of furniture and use of physical resources</p>
<p><b>COMPONENT 4: Professional Responsibilities</b></p> <p><b>4a Communicating with Families</b> <i>Elements</i> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program</p> <p><b>4b Recording data in a Student Record System</b> <i>Elements</i> • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p><b>4c Growing and Developing Professionally</b> <i>Elements</i> • Enhancement of content knowledge and pedagogical skills • Receptivity to feedback from colleagues • Service to the profession</p> <p><b>4d Reflecting on Professional Practice</b> <i>Elements</i> • Accuracy • Use in future teaching</p>	<p><b>COMPONENT 3: Instruction</b></p> <p><b>3a Engaging Students in Learning</b> <i>Elements</i> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing of the lesson</p> <p><b>3b Demonstrating Flexibility and Responsiveness</b> <i>Elements</i> • Lesson adjustment • Response to students • Persistence</p> <p><b>3c Communicating Clearly and Accurately</b> <i>Elements</i> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p><b>3d Using Questioning and Discussion Techniques</b> <i>Elements</i> • Quality of questions • Discussion techniques • Student participation</p> <p><b>3e Using Assessment in Instruction</b> <i>Elements</i> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress</p>

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The Five Components of Delaware’s Framework and DPAS II for Teachers

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities
5. Student Improvement

The five Components of DPAS II identify five separate areas of teacher 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. A teacher’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 same rubrics are used in WilmU Initial Programs at various gateways throughout the program and can be found in this [DPAS II Guide](#).

Planning and Preparation – Methods Courses

Classroom Environment and Instruction – Fieldwork and Student Teaching

Professional Responsibilities – Practicum I, II, III, and Student Teaching

Student Improvement – Practicum III and Student Teaching

**Highly Effective** - Evidence of exceptional performance; outstanding knowledge, implementation, and integration of teaching 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 teaching standards; clear evidence of proficiency and skill in the Component/criterion.

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

**Ineffective** – Evidence of little or no knowledge and minimal implementation of teaching standards. Does not meet minimal teaching standards and needs substantial improvement.

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#### Component 5 Student Improvement

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Delaware’s framework for teaching defines professional practice and outlines essential criterion and elements of practice among five separate components of teaching. DPAS II is used to assess and support student improvement by evaluating a teacher’s current practice, identifying ways to support that teacher’s professional growth, and **measuring student growth for each teacher**.

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For all educator groups, the Student Improvement Component of DPAS-II for Teachers/Specialists shall be comprised of two student growth targets, weighted equally (50% for each). Measure selection and goal target identification is based on professional conversation between the administrator and evaluator during conferencing. If agreement cannot be reached, administrators have final approval. Whenever possible, goal setting should include all students the educator instructs.

Student improvement is determined utilizing multiple measures of student growth during the academic year. It should be noted that the growth model measures the growth in student learning not whether the student is proficient or not.

The current framework for the Student Improvement Component creates three distinct groups of educators with three different types of measures for state and local implementation.

Group I Educators include, primarily, educators who instruct English Language Arts (ELA) and/or mathematics in grades 4 through 8 and who are the educator-of-record for at least 10 unique students. These grade levels are tested by the Smarter Balanced assessment. The Smarter Balanced assessment is one of these educators' student growth measures.

Group II Educators include educators who teach any grade or subject other than ELA and/or mathematics in grades 4 through 8, that teach formal "courses" to the students they serve, and for whom an approved assessment ("Measure B") is available. Examples include science and social studies teachers.

Group III Educators include educators who do not meet the criteria for Group I or Group II educators. Examples include school nurses, psychologists, and guidance counselors.

The types and combinations of measures of student growth used for the Student Improvement Component are determined based upon an educator's group classification. While the state provides policy parameters for the implementation of the Student Improvement Component, many of the important decisions are made at the district, school, and/or classroom level as it pertains to multiple measures of student growth.

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

#### 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.

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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 student learning in their programs, and link it to their impact on student learning as practicing teachers for 5 years in the classroom.**

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.

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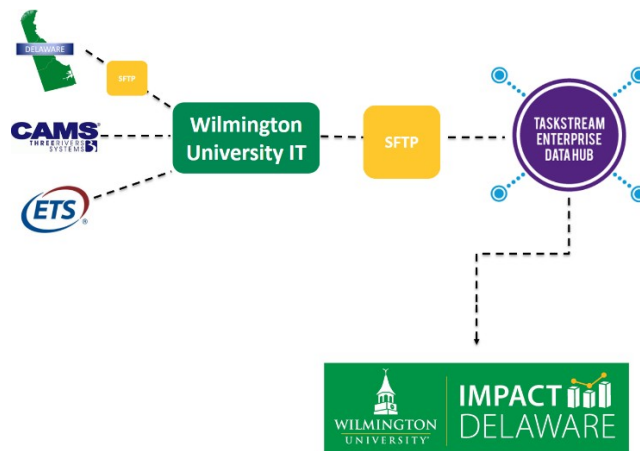


Shared with various stakeholders throughout the country ([CCSSO](#), [CAEP](#), [AACTE](#), [NTEP](#), and other EPPs), by members from the implementation and development team

[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 teacher candidates with DPAS II data received from the State of Delaware on graduates' teacher evaluations. WilmU monitors graduates' performance in the classroom 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 below 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 teachers to collect, interpret, and use student assessment data to monitor progress and adjust instruction.**

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 teachers.

## Linking Data



The screenshot below is a record of a graduate’s performance during pre-service while in the educator preparation program and in-service as a practicing teacher 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.

		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	81.02	78.77	84.85	88.60	87.32	Available Oct 2019			
Classroom Environment	78.46	86.21	82.62	81.03	82.65	Available Oct 2019			
Instruction	86.00	85.10	87.25	90.06	91.00	Available Oct 2019			
Professional Responsibilities	83.21	87.68	91.00	91.28	94.25	Available Oct 2019			
Student Improvement	84.38	82.56	85.14	83.87	84.20	Available Oct 2019			
<b>Average</b>	<b>82.61</b>	<b>84.06</b>	<b>86.17</b>	<b>86.97</b>	<b>87.88</b>				

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**2017-2018 Graduate Cohort**

**Table 1 2017-2018 Mean Performance All Programs**

	Pre-Service Performance			In-Service Performance	
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2018-2019)	DPAS II Year 2 (2019-2020)
BS K-6	84.84	79.97	84.79	84.98	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.
BS 6-8	85.35	79.85	87.87	88.38	
MEE K-6	87.62	79.83	84.79	85.70	
MSE	85.41	80.13	84.93	85.67	
MAT	85.56	79.84	84.22	85.45	
<b>Average</b>	85.76	79.92	85.32	86.04	

**Table 2 2017-2018 Mean Performance BS K-6**

	Pre-Service Performance			In-Service Performance	
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2018-2019)	DPAS II Year 2 (2019-2020)
Planning and Preparation	87.54	79.48	85.35	84.15	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.
Classroom Environment	84.66	84.43	82.54	85.12	
Instruction	82.09	77.00	84.81	83.16	
Professional Responsibilities	88.39	74.06	85.35	85.17	
Student Improvement	81.54	84.08	85.88	87.28	
<b>Average</b>	84.84	79.97	84.79	84.98	

**Table 3 2017-2018 Mean Performance BS 6-8**

	Pre-Service Performance			In-Service Performance	
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2018-2019)	DPAS II Year 2 (2019-2020)
Planning and Preparation	84.91	76.4	94.38	93.98	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.
Classroom Environment	86.16	86.42	89.00	88.14	
Instruction	85.44	76.60	87.84	89.65	
Professional Responsibilities	87.49	74.20	87.04	89.97	
Student Improvement	82.76	85.64	81.09	80.16	
<b>Average</b>	85.35	79.85	87.87	88.38	

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**Table 4 2017-2018 Mean Performance Master of Education Elementary Studies**

	Pre-Service Performance			In-Service Performance	
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2018-2019)	DPAS II Year 2 (2019-2020)
Planning and Preparation	89.96	79.31	84.39	86.34	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.
Classroom Environment	89.60	82.09	82.81	84.67	
Instruction	86.21	82.66	80.90	83.21	
Professional Responsibilities	89.06	72.61	88.63	87.15	
Student Improvement	83.29	82.46	87.20	87.12	
<b>Average</b>	87.62	79.03	84.79	85.70	

**Table 5 2017-2018 Mean Performance Master of Education Special Education**

	Pre-Service Performance			In-Service Performance	
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2018-2019)	DPAS II Year 2 (2019-2020)
Planning and Preparation	88.00	82.98	87.74	87.76	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.
Classroom Environment	88.54	81.24	85.34	84.29	
Instruction	80.90	76.10	84.78	86.89	
Professional Responsibilities	86.56	81.78	81.16	84.67	
Student Improvement	82.64	78.54	85.65	84.76	
<b>Average</b>	85.41	80.13	84.93	85.67	

**Table 6 2017- 2018 Mean Performance Master of Arts in Teaching Secondary Education**

	Pre-Service Performance			In-Service Performance	
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2018-2019)	DPAS II Year 2 (2019-2020)
Planning and Preparation	83.20	77.30	84.00	85.16	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.
Classroom Environment	78.97	77.33	80.30	84.67	
Instruction	97.77	81.83	82.00	86.12	
Professional Responsibilities	91.10	78.33	83.77	82.19	
Student Improvement	76.77	83.43	91.03	89.13	
<b>Average</b>	85.56	79.84	84.22	85.45	



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**2018-2019 Graduate Cohort**

**Table 7 2018-2019 Mean Performance All Programs**

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2019-2020)
BS K-6	83.74	83.93	84.93	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.
BS 6-8	82.14	80.64	87.20	
MEE K-6	83.06	86.26	86.34	
MSE	84.85	85.39	85.83	
MAT	81.71	84.28	84.63	
<b>Average</b>	83.10	84.10	85.79	

**Table 8 2018-2019 Mean Performance Bachelor of Science K-6**

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2019-2020)
Planning and Preparation	82.75	78.77	84.85	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.
Classroom Environment	80.05	85.54	82.62	
Instruction	86.00	85.10	90.16	
Professional Responsibilities	85.54	87.68	81.89	
Student Improvement	84.38	82.56	85.14	
<b>Average</b>	83.74	83.93	84.93	

**Table 9 2018-2019 Mean Performance Bachelor of Science 6-8**

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2019-2020)
Planning and Preparation	84.70	69.34	85.41	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.
Classroom Environment	85.20	88.60	88.47	
Instruction	75.87	80.94	93.75	
Professional Responsibilities	85.63	88.15	79.57	
Student Improvement	79.33	76.17	88.84	
<b>Average</b>	82.15	80.64	87.21	

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**Table 10 2018-2019 Mean Performance Master of Education Elementary Studies K-6**

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2019-2020)
Planning and Preparation	79.12	87.75	91.42	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.
Classroom Environment	83.54	87.62	85.15	
Instruction	89.54	84.22	88.22	
Professional Responsibilities	80.00	90.40	83.03	
Student Improvement	83.12	81.34	83.91	
<b>Average</b>	<b>83.06</b>	<b>86.27</b>	<b>86.35</b>	

**Table 11 2018-2019 Mean Performance Master of Education Special Education**

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2019-2020)
Planning and Preparation	86.04	81.00	87.89	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.
Classroom Environment	81.89	88.62	83.69	
Instruction	85.58	85.33	87.95	
Professional Responsibilities	85.27	85.64	81.89	
Student Improvement	85.49	86.36	87.76	
<b>Average</b>	<b>84.85</b>	<b>85.39</b>	<b>85.84</b>	

**Table 12 2018-2019 Mean Performance Master of Arts in Teaching Secondary Education**

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2019-2020)
Planning and Preparation	79.20	84.84	79.84	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.
Classroom Environment	92.56	85.52	85.72	
Instruction	84.80	84.48	89.52	
Professional Responsibilities	72.00	82.60	85.16	
Student Improvement	80.00	83.96	82.92	
<b>Average</b>	<b>81.71</b>	<b>84.28</b>	<b>84.63</b>	

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2019-2020 Graduate Cohort

Table 13 2019-2020 Mean Performance All Programs

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2020-2021)
BS K-6	79.48	79.97	84.78	Data available in October 2021
BS 6-8	85.35	79.85	87.87	
MEE K-6	87.62	79.82	84.78	
MSE	85.40	80.12	83.13	
MAT	91.47	90.72	86.22	
<b>Average</b>	85.87	82.10	85.36	

Table 14 2019-2020 Mean Performance Bachelor of Science K-6

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2020-2021)
Planning and Preparation	87.54	79.48	85.35	Data available in October 2021
Classroom Environment	84.66	84.43	82.54	
Instruction	82.09	77.00	84.81	
Professional Responsibilities	88.38	74.86	85.35	
Student Improvement	81.54	84.08	85.88	
<b>Average</b>	79.48	79.97	84.79	

Table 15 2019-2020 Mean Performance Bachelor of Science 6-8

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2020-2021)
Planning and Preparation	84.91	76.40	94.38	Data available in October 2021
Classroom Environment	86.16	86.42	89.00	
Instruction	85.44	76.60	87.84	
Professional Responsibilities	87.49	74.20	87.04	
Student Improvement	82.76	85.64	81.09	
<b>Average</b>	85.35	79.85	87.87	

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**Table 16 2019-2020 Mean Performance Master of Education Elementary Studies**

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2020-2021)
Planning and Preparation	89.96	79.31	84.39	Data available in October 2021
Classroom Environment	89.60	82.09	82.81	
Instruction	86.21	82.66	80.90	
Professional Responsibilities	89.06	72.61	88.63	
Student Improvement	83.29	82.46	87.20	
Average	87.62	79.83	84.79	

**Table 17 2019-2020 Mean Performance Master of Education Special Education**

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2020-2021)
Planning and Preparation	88.00	82.98	78.74	Data available in October 2021
Classroom Environment	88.94	81.24	85.34	
Instruction	80.90	76.10	84.78	
Professional Responsibilities	86.56	81.78	81.16	
Student Improvement	82.64	78.54	85.66	
Average	85.41	80.13	83.14	

**Table 18 2019-2020 Mean Performance Master of Arts in Teaching Secondary Education**

	Pre-Service Performance			In-Service Performance
	Coursework	Clinical Fieldwork	Clinical Evaluation	DPAS II Year 1 (2020-2021)
Planning and Preparation	83.60	87.67	84.00	Data available in October 2021
Classroom Environment	92.30	91.67	90.30	
Instruction	98.13	95.17	82.00	
Professional Responsibilities	96.53	92.03	83.77	
Student Improvement	86.80	87.10	91.03	
Average	91.47	90.73	86.22	