

Educator questions on Component V for 2011-12 school year

Q: I teach in a DCAS-tested field so does my Component V count towards my evaluation this year?

A: Component V will not count toward any teacher's summative evaluation this year. For the teachers of DCAS-tested subjects, the calculation will be run to simply determine potential eligibility for attraction/retention bonuses and teacher leader positions. DDOE and DSEA have jointly communicated that all negative consequences are off the table for this year.

Q: If I am not a teacher of a DCAS-tested subject, am I not eligible for a "highly effective" summative rating and therefore not eligible for an incentive/retention bonus?

A: DDOE and DSEA agreed to this for this year because we don't yet have similar reliable pre and post student growth measures for the other subjects. Your colleagues are currently undertaking that work with us from across the state for next year for Component V. We'll continue to work with them and DSEA about potential eligibility for others for next year. We will continue to work with DSEA to shape how we can incorporate others in the eligibility pool for next year.

Q: Will I ever get a pay raise in the state of Delaware even though I don't teach a DCAS-related subject?

A: While we don't yet know the full subject area eligibility for the attraction/retention bonus program determined for next year the limitation on ELA and Math is for this year only as we don't yet have similarly reliable measures for the other subjects.

Q: Will the teacher's who administer DCAS-Alt have Comp. 5 considered in their evaluations this year?

A: DDOE and DSEA did consider that option for this year, but felt it best to re-engage those educators who deliver the Alt DCAS to best determine how to incorporate those teachers for next year when additional subjects/teachers will be eligible.

Q: What about the K-2 teachers who laid the foundation for these third grade through fifth grade scores. Where do they fit in?

A: No teachers will have Component V count toward their summative this year. In that regard, all are treated equally this year. We do not yet have statewide measures for subjects outside of DCAS. Your colleagues are currently working with us to develop those for next year for all. Therefore, we and DSEA had to make the decision to only move forward this year with the DCAS teachers this year.

Q: Am I to understand that I, along with my DCAS-grade tested colleagues, will be subject to a different standard than our building colleagues, with no assurance that we will receive any tangible incentive for doing so?



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A: DCAS ELA and Math teachers will not be held to a different standard this year. These teachers will deliver DCAS to their students regardless of this change DDOE and DSEA shared out today. The results from those teachers DCAS scores will translate into a potential opportunity for an attraction or retention bonus &/or a teacher/leader position. It will not affect the summative evaluation. Component V will not affect any teachers summative this year. It will only serve to determine potential eligibility for the above stated opportunities.

Q: How are you differentiating between the teachers who teach the special education students and those that do not? For example, I am the only teacher in my grade level that has the severe special education students. Our school also houses the "Gifted and Talented" program for our state. How is it fair that the teachers of the "Gifted and Talented" students will be eligible for bonuses since their students exceed the benchmark for the DCAS? Comparing our students' scores is not a fair way to compare teachers.

A: As DSEA and DDOE came to our mutual decisions for this year we anticipated this potential issue. Let me share with you how we'll address it:

The use of DCAS reading and math scores for this year will take into consideration calculations that reflect the BEST of four options: -reading proficiency (percent of students meeting standard in reading) -math proficiency (percent of students meeting standard in math) -reading growth (the increase in fall-spring scale scores for reading students) -math growth (the increase in fall-spring scale scores for math students)

In this way, whether a teacher works with talented or challenged students, the teacher will be credited with the 'best' of the four calculation approaches described above. Working with special needs students will still allow your work to be recognized and considered for recognition as highly effective (in conjunction with Component 1-4 ratings).

Q: As a social studies teacher, who teaches the curriculum through language arts, I think I should be entitled to receiving a bonus if my students perform well on the language arts test! I truly believe that without my support of teaching reading and writing skills, my students would not do as well.

A: As DSEA and DDOE vetted the options for this year, we had to agree to difficult decisions. Therefore, for this interim year, we must turn to only ELA and Math DCAS teachers as their DCAS tests most squarely fit with a pre and post determination of student growth for the year in which those teachers teach that subject to those specific students. We will work in collaboration with DSEA for how we can include more types of teachers after this interim year.