

**DELAWARE EDUCATOR EVALUATION and
APPROVED ALTERNATIVE EVALUATION SYSTEM
GUIDANCE 2020-2021**

DPAS-II FOR TEACHERS AND SPECIALISTS

The following guidance is the Delaware Department of Education (DDOE) response to the Governor's 25th Modification related to Educator Evaluation for the 2020-2021 school year due to the impact of COVID-19. DDOE recognizes that the 2020-2021 school year began with a new instructional/learning environment for most educators and students in the Delaware. The challenges educators face during this school year to adapt to remote and hybrid instruction require – more than ever - support and coaching; therefore, actionable feedback will continue to be a critical component of educators' growth and development.

With this said, Executive Order 25 has allowed educators and evaluators to use the first six weeks of the school year to acclimate to this new environment while also beginning to implement and reflect on remote learning practices. During the six-week period, evaluators should continually check in with educators to provide coaching and support related to hybrid and remote learning practices that encourage relationship building, student engagement in learning, and standards-aligned curriculum implementation. Check-ins should be used to determine school-wide and individual professional development needs to support educators' growth and development within the various learning environments and to establish a shared understanding of best practices in remote instruction.

Evidence collected and feedback given during check-ins **shall NOT be documented in the Data Service Center platform and shall NOT be used as part of the evaluation cycle.** DDOE has developed the *Remote Learning Environment Look-for Guide* to help evaluators and teachers become familiar with the type of evidence that may be collected to demonstrate performance in DPAS Components 1-4. Evaluators are encouraged to use the guide to prepare for when they begin to collect and observe instruction after November 1, 2020 and to guide feedback that will support teachers in aligning practice to the various learning environments. View the guide [here](#).

Summative Evaluations

Pursuant to 14 Del. C. §1270 and 14 Del. Admin C. §106A and §107A, educators holding an initial license (novice educator) must receive a Delaware Performance Appraisal System II (DPAS II) evaluation annually. An educator holding a continuing license or an advanced license (experienced educator) must receive a Delaware Performance Appraisal System II (DPAS II) evaluation at least every 2 academic years.

Experienced and novice educators will receive summative evaluation ratings for the 2020-2021 school year. Experienced teachers that should have received summative evaluations in 2019-2020 must have them this year. Experienced teachers that would have received summative evaluations in 2020-2021 will receive them next year. The ratings will be based on previously completed observations from the

2019-2020 school as well as the required annual observations for the 2020-2021 school year. Component 5 will NOT be included as a part of the final summative evaluation rating.

Educators will be evaluated using Components 1-4 for the 2020-2021 school year. Each of the four components will be weighted equally. Within the four teacher system components, the following criteria will be measured for the 2020-2021 school year – 1b, 1d, 1e, 2a, 2c, 3a, 3d, 3e, 4a, and 4b. Within the four specialist system components, the following criteria will be measured for the 2020-2021 school year – 1a, 1d, 1e, 2a, 2d, 3c, 3d, 3e, 4a, and 4b. Due to the modifications, it is not required that all 18 criteria on the teacher or specialist rubric be observed in order to complete the summative evaluation. Additionally, the Component 1 form and the professional responsibilities forms will be optional this year and required at the discretion of the local education agency (LEA).

Component Rating	Point Value
15 or 16 points	Highly Effective
11-14 points	Effective
7-10 points	Needs Improvement
4-6 points	Ineffective

Student Improvement Component

Pursuant to 14 Del. Admin C. §106A and §107A, the DPAS II must include an overall rating and a student-improvement component rating, and must identify what constitutes satisfactory performance and unsatisfactory performance on the overall evaluation and on each component of the evaluation.

The Student Improvement Component (Component 5) has been previously used to capture student growth data. While it will not be included in an educator’s summative evaluation rating for the 2020-2021 school year, it will serve as the framework for allowing educators to gather and discuss data related to student growth during these unprecedented times.

Given the current circumstances of hybrid or remote environments, the following modifications have been made to the process for tracking student growth (Component 5- Student Improvement Component).

- Educators will engage in a measure selection/goal setting conference beginning on November 1, 2020 the goal setting should be completed as soon as possible. For any educator hired after November 1, 2020, he/she must engage in a measure selection/goal setting conference as soon as possible. Goals should be a minimum of four weeks in length.
- Educators must choose at least two goals, as agreed upon between the educator and evaluator. The first goal must measure student learning and performance within the educator’s academic content area(s), such as student scores on unit assessments end-of-course tests: student performance on English language proficiency assessments: or other measures of student achievement that are rigorous and comparable across the educator’s selected cohort(s). The second goal may be another academic goal or a goal linked to a professional growth for the educator and/or an educator’s impact on the social-emotional needs of his/her students.

Points to be considered when selecting goals to measure student learning:

Measure A (state assessment):

Educators may select to use the Measure A assessment at their discretion. Student growth targets will not be provided this year and therefore the teacher would need to work collaboratively with his/her evaluator to determine targets and set goals. LEAs must set parameters for administration that promote valid and reliable testing results. Test administrators should actively monitor students taking the test in a remote setting by, for example, having students turn on web cameras, requiring a secure browser, providing accommodations as required by student IEPs, and providing technology assistance as needed.

External Measure B assessments (vendor-developed):

External Measure B assessments may be used at the LEA's discretion. LEAs must set parameters for administration that promote valid and reliable testing results. Test administrators should actively monitor students taking the test in a remote setting by, for example, having students turn on web cameras, requiring a secure browser, providing accommodations as required by student IEPs, and providing technology assistance as needed.

Internal Measure B assessments (state-developed):

Not available in SY2020-2021.

Alternate Local Measure B assessments (LEA-developed and state approved):

Available for the original owner only in SY2020-2021 at the LEA's discretion.

Measure C Growth Goals related to the specific content area, professional growth, or social/emotional learning goal

- Data Service Center (DSC) will accommodate such changes so that all measures are accessible to each educator.
- All educators will review the growth of students with their evaluator during the spring and/or summative conference.
- Educators will continue to use DSC to track student growth and allow for a review of student growth data across the state.

Observations

Pursuant to 14 Del. Admin C. §106A, an experienced teacher who has earned a rating of "Highly Effective" or "Effective" on his/her most recent summative evaluation is required to have a minimum of one (1) announced or unannounced observation within the summative cycle and either an additional announced or unannounced observation or the equivalent of observed time (30 minutes) through three

(3) short observations with a summative evaluation at least once every two (2) years. A novice educator is required to have a minimum of one (1) announced and (2) unannounced observations each year with a summative evaluation each year.

Pursuant to 14 Del. Admin C. §107A, an experienced specialist who has earned a rating of “Highly Effective” or “Effective” on his/her most recent summative evaluation shall receive a minimum of one (1) announced or unannounced observation each year with a summative evaluation at least once every two (2) years. A novice specialist is required to have a minimum of one (1) announced and (1) unannounced observation each year with a summative evaluation each year.

All formal observations conducted under DPAS have been suspended until November 1, 2020. During this six-week period between the start of the school year and November 1, 2020, evaluators should be checking in with educators to provide coaching and support related to hybrid and remote learning practices that encourage relationship building, student engagement in learning, and standards-aligned curriculum implementation.

Check-ins should be used to determine school-wide and individual professional development needs to support teachers’ growth and development within the various learning environments and to establish a shared understanding of best practices in remote instruction. Evidence collected and feedback given during check-ins shall NOT be documented in the Data Service Center platform or used as part of the evaluation cycle. DDOE has developed the *Remote Learning Environment Look-for Guide* to help evaluators and teachers become familiar with the type of evidence that may be collected to demonstrate performance in DPAS Components 1-4. Evaluators are encouraged to refer to the guide to prepare for when they begin to collect artifacts and observe instruction after November 1st and to guide feedback conversations.

Given the current circumstances of hybrid or remote environments, the following modifications have been made to the process.

- Experienced teachers/specialists shall receive a minimum of one (1) announced or unannounced observation. The observation for a teacher/specialist may extend over several classroom visits to gather appropriate data and assess the teacher’s/specialist’s performance. Observations may vary in length, but the total observation time over the school year must be a minimum of thirty (30) minutes. For example, an administrator may collect evidence from two (2) 15-minute observation sessions or three (3) 10-minute observation sessions.
- Novice teachers/specialists shall receive a minimum of two (2) observations. The first observation will be announced. The observation for a novice teacher/specialist may extend over several classroom visits to gather appropriate data and assess the teacher’s/specialist’s performance. Observations may vary in length, but the total observation time over the school year must be a minimum of sixty (60) minutes.

Teacher/Specialist Improvement Plans and Expectations

Pursuant to 14 Del. Admin C. §106A and §107A, an Improvement Plan shall be developed for any teacher or specialist who receives a rating of “Needs Improvement” or “Ineffective” on the Summative Evaluation or a rating of “Needs Improvement” or “Ineffective” on any component on the Summative Evaluation regardless of the overall rating. An Improvement Plan may be developed if a teacher or specialist’s overall performance during an observation is unsatisfactory.

Given the waiver of the DPAS-II process for SY2019-2020, Improvement Plans and Expectations shall be fulfilled during the 2020-2021 school year. The Delaware Department of Education recommends that both administrator (evaluator) and the teacher or specialist conference at the beginning of the year to adjust timelines and specific professional development or activities to accomplish goals in order to support hybrid and/or remote teaching and learning. The timeline for completing any activities related to an improvement plan or expectations should begin no earlier than November 1, 2020.

For questions specific to DPAS-II for Teachers or Specialists, contact Angela Socorso at Angela.Socorso@doe.k12.de.us.

DPAS II Administrators System

DPAS II Administrators

The following guidance is the Delaware Department of Education's response to the Governor's 25th Modification related to Educator Evaluation for the 2020-2021 school year due to the impact of COVID-19. The Delaware Department of Education recognizes the challenges administrators face during the upcoming school year in planning and implementing flexible procedures for remote and/or hybrid instruction. Administrators need support that includes setting attainable goals, engaging stakeholders, building the capacity of others, and implementing or adapting systems to meet the growing needs of every student.

For **administrators in the same LEA and position as last year**, the evaluation cycle has been extended to a two-year cycle. This means that those administrators will receive a summative evaluation at the conclusion of the 2020-2021 school year.

Specifically:

- PSEL rubrics that were selected during the 2019-2020 school year have been extended through the 2020-2021 school year. Edits can be made to the rubrics selected if focus areas have changed based on district or school goals.
- Previously set student performance goals will need to be edited based on the new Component 5 guidelines included in this guidance document. This means all goal-setting forms will need to be edited in DSC.
- Leadership priority forms (if used) will be extended through the 2020-2021 school year. Edits may be made to the leadership priority form if focus areas have changed based on district or school goals.
- With the launch of the new evaluation system, no improvement plans were required during the 2019-2020 school year. Supervisors may, at their discretion, develop and implement an improvement plan at any point to remedy weak performance by the administrator on any component (DPAS II for Administrators guide p. 23).
- Mid-year conferences will be considered mid-cycle conferences. This means that mid-cycle conferences should be happening as soon as possible after November 1. During this meeting, goal-setting forms will need to be edited to reflect new Component 5 goals based on the guidance within this document.

For **new administrators, administrators in a different LEA, or administrators in a different position from last year**, will begin a new one-year evaluation cycle for the 2020-2021 school year.

Specifically:

- PSEL rubrics should be selected for the 2020-2021 school year.
- Student Improvement Component goals (Component 5) should be set based on new Component 5 guidelines included in this document.

Student Improvement Component

Pursuant to 14 Del. Admin C. §108A, the DPAS II must include an overall rating and a student-improvement component rating, and must identify what constitutes satisfactory performance and unsatisfactory performance on the overall evaluation and on each component of the evaluation.

The Student Improvement Component (Component 5) has been previously used to capture student growth data. While it will not be included in an administrator’s summative evaluation rating for the 2020-2021 school year, it will serve as the framework for allowing administrators to gather and discuss data related to student growth during these unprecedented times.

Given the current circumstances of hybrid or remote environments, the following modifications have been made to the process for tracking student growth (Component 5 - Student Improvement Component):

- Administrators will engage in a goal-setting conference beginning on November 1, 2020 and should be completed as soon as possible. For any administrator hired after November 1, 2020, he/she must engage in a goal setting conference as soon as possible. Goals should be a minimum of four weeks in length.
- Administrators must choose at least two locally-determined goals, as agreed upon between the administrator and evaluator. The first goal must measure student learning and performance using measures of student achievement that are rigorous and include as many students in the school as possible. The second goal may be linked to either a leadership goal for the administrator and/or an administrator’s impact on the social-emotional needs of students.
- DSC will accommodate these changes by updating forms, as needed.
- All administrators will review the growth of students with their evaluator during the summative conference.

Calculating a Summative Rating

Component 5 will not be used to calculate final summative evaluation ratings. The summative rating will be based on four components that are equally weighted. The summative rating will be determined using the sum of all four components in accordance with the following chart.

Component Rating	Point Value
15 or 16 points	Distinguished
11-14 points	Accomplished
7-10 points	Emerging
4-6 points	Developing

For questions specific to DPAS-II for Administrators, contact Michael Saylor at Michael.Saylor@doe.k12.de.us.

Alternative Educator Evaluation Systems

The Alternative Educator Evaluation System (ALT-Evaluation System) addendum is intended to inform modifications necessary by LEAs implementing ALT-Evaluation Systems in response to the Governor's 25th Modification. A local school district, vocational-technical school district, or charter school may make application to the Department for any necessary modifications to their alternative evaluation system for the 2020-2021 school year, that is demonstrated to be the product of the collective bargaining process. Any modifications in the approved ALT-Evaluation System are required to be submitted in writing to the Delaware Department of Education for approval on or before October 23, 2020. The document is divided into two sections to address each Alternative Evaluation System category:

- I. Teacher and Specialist Alternative Educator Evaluation Systems
- II. Administrator Alternative Educator Evaluation Systems

I. Teacher and Specialist - Alternative Educator Evaluation Systems

The provisions of 14 Del. C. Ch. 12, Subchapter VII, the regulations of the Delaware Department of Education (DDOE) relating to educator evaluation at 14 DE Admin. Code 106A/107A/108A, and other state and federal laws and regulations may apply to educator evaluation systems. Not all policy requirements apply to alternative educator evaluation systems.

Summative Evaluations

Note: Delaware Alternative Educator Evaluation Systems are required to follow Delaware Code § 1270 and 14 Del. Admin C 10of The Delaware Performance Appraisal System II (DPAS-II)

Experienced and novice educators will receive summative evaluation ratings for the 2020-2021 school year. The ratings will be based on previously completed observations from the 2019-2020 school as well as the required annual observations for the 2020-2021 school year. Component 5 will NOT be included as a part of the final summative evaluation rating. **Therefore, LEAs must submit a modification to the DDOE by October 23, 2020 for how the overall summative evaluation rating will be calculated.**

Student Improvement Component

Pursuant to 14 Del. Admin C. §106A and §107A, the DPAS II must include an overall rating and a student-improvement component rating, and must identify what constitutes satisfactory performance and unsatisfactory performance on the overall evaluation and on each component of the evaluation.

The Student Improvement Component (Component 5) has been previously used to capture student growth data. While it will not be included in an educator's summative evaluation rating for the 2020-2021 school year, it will serve as the framework for allowing educators to gather and discuss data related to student growth during these unprecedented times.

Given the current circumstances of hybrid or remote environments, the following modifications have been made to the process for tracking student growth (Component 5- Student Improvement Component).

- Educators will engage in a measure selection/goal setting conference beginning on November 1, 2020 that should be completed as soon as possible. For any educator hired after November 1, 2020, he/she must engage in measure selection/goal setting conference as soon as possible. Goals should be a minimum of 4 weeks in length.
- Educators must choose at least two goals, as agreed upon between the educator and evaluator. The first goal must measure student learning and performance within the educator's academic content area(s), such as student scores on unit assessments end-of-course tests, student performance on English language proficiency assessments, or other measures of student achievement that are rigorous and comparable across the educator's selected cohort(s). The second goal may be another academic goal or a goal linked to a professional growth for the educator and/or an educator's impact on the social-emotional needs of his/her students.

Points to be considered when selecting goals to measure student learning:

Measure A (state assessment):

Educators may select to use the Measure A assessment at their discretion. Student growth targets will not be provided this year, and therefore the teacher would need to work collaboratively with his/her evaluator to determine targets and set goals. LEAs must set parameters for administration that promote valid and reliable testing results. Test administrators should actively monitor students taking the test in a remote setting by, for example, having students turn on web cameras, requiring a secure browser, providing accommodations as required by student IEPs, and providing technology assistance as needed.

External Measure B assessments (vendor-developed):

External Measure B assessments may be used at the LEA's discretion. LEAs must set parameters for administration that promote valid and reliable testing results. Test administrators should actively monitor students taking the test in a remote setting by, for example, having students turn on web cameras, requiring a secure browser, providing accommodations as required by student IEPs, and providing technology assistance as needed.

Internal Measure B assessments (state-developed):

Not available in SY2020-2021.

Alternate Local Measure B assessments (LEA-developed and state approved):

Available for the original owner only in SY2020-2021 at the LEA's discretion.

Measure C Growth Goals related to the specific content area, professional growth, or social/emotional learning goal:

- DSC will accommodate such changes so that all measures are accessible to each educator.
- All educators will review the growth of students with their evaluator during the spring and/or summative conference.
- Educators will continue to use DSC to track student growth and allow for a review of student growth data across the state.

Observations

Note: The number of required observations and associated criteria used in an observation is at the discretion of the LEA and should be made per the individual need/circumstance of each LEA Alternative Educator Evaluation System.

LEAs have the flexibility to determine and modify the minimum number of observations and associated criteria used in an observation required by the approved Alt-Evaluation System within the summative cycle. LEAs are required to notify all novice teachers/specialists and experienced teachers/specialists in writing of any modification to the ALT-Evaluation System by November 1, 2020. **LEAs that choose to make modifications to the required number of observations and/or associated criteria used in the observation in the approved ALT-Evaluation System are required to submit modification requests in writing to the Delaware Department of Education for approval on or before October 23, 2020.**

Example: The LEA minimum observation requirement is eight (8). The LEA modifies the minimum observation requirement to five (5). The LEA uses the modified observation requirement of five (5) observations to calculate the summative rating and evaluation instead of eight (8) minimum required observations outlined in the LEA Alt-Evaluation System.

During the six-week period between the start of school year and November 1, 2020, evaluators should be checking in with educators to provide coaching and support related to hybrid and remote learning practices that encourage relationship building, student engagement in learning, and standards-aligned curriculum implementation.

Check-ins should be used to determine school-wide and individual professional development needs to support an educators' growth and development within the various learning environments and to establish a shared understanding of best practices in remote instruction. Evidence collected and feedback given during check-ins shall NOT be documented in the Data Service Center platform and shall not be used as part of the evaluation cycle.

Improvement Plans or Performance Concerns (Teacher and Specialists)

Teachers and specialists on an improvement plan or demonstrating performance concerns, per the LEA Alt-Evaluation rating system, have the option to resume the implementation of an existing plan established during SY 2019-2020 or create and implement a new improvement plan within 60 days of resuming the 2020-2021 school year. The timeline for completing any activities related to an improvement plan or expectations should begin no earlier than November 1, 2020.

II: Administrator: Alternative Evaluation Systems

The provisions of 14 Del. C. Ch. 12, Subchapter VII, the regulations of the Delaware Department of Education (DDOE) relating to educator evaluation at 14 DE Admin. Code 108A, and other state and federal laws and regulations may apply to educator evaluation systems. Not all policy requirements apply to alternative educator evaluation systems.

Summative Evaluations

During the 2020-2021 school year, Component 5 will not be included as part of the final summative evaluation rating for administrators.

Student Improvement Component

Pursuant to 14 Del. Admin C. §108A, the DPAS II must include an overall rating and a student-improvement component rating, and must identify what constitutes satisfactory performance and unsatisfactory performance on the overall evaluation and on each component of the evaluation.

The Student Improvement Component (Component 5) has been previously used to capture student growth data. While it will not be included in an administrator's summative evaluation rating for the 2020-2021 school year, it will serve as the framework for allowing administrator's to gather and discuss data related to student growth during these unprecedented times.

Given the current circumstances of hybrid or remote environments, the following modifications have been made to the process for tracking student growth (Component 5- Student Improvement Component):

- Administrators will engage in a measure selection/goal setting conference beginning on November 1, 2020 that should be completed as soon as possible. For any administrator hired after November 1, 2020, he/she must engage in a measure selection/goal setting conference as soon as possible. Goals should be a minimum of four weeks in length.
- Administrators must choose at least two goals, as agreed upon between the administrator and evaluator. The first goal must measure student learning and performance using measures of student achievement that are rigorous and include as many students in the school as possible. The second goal may be linked to either a leadership goal for the administrator and/or an administrator's impact on the social-emotional needs of students.
- DSC will accommodate these changes by updating forms, as needed.
- All administrators will review the growth of students with their evaluator during the summative conference.

For questions specific to alternative evaluations, contact Raushann Austin at Raushann.austin@doe.k12.de.us