



AUGUST 2021 HR NEWSLETTER

Educator Support

Delaware Teacher Growth and Support System Q&A Communication

Please see the attached Q & A communication document for the Department's plan to rollout plan the new teacher evaluation system. Contact [Angela Socorso](#).

Delaware Teacher Growth and Support System Information Session – Registration now open

Do you want to learn more about the new teacher evaluation system? Come learn, interact, and engage! Teachers and school leaders are invited to join one of the monthly informational sessions. Each session will be facilitated by the DDOE. Sessions begin September 29th and end May 25th. Time: 4:00 p.m. – 5:00 p.m. Register for PDMS course **#29497**. DDOE Contact: [Angela Socorso](#)

2021-2022 DPAS-II Guidance for the implementation of the DPAS II System

DPAS-II Guidance for the implementation of the DPAS II System for Teachers, Specialists, and Administrators for the 2021-2022 school year is now available. See the **attached** Educator Evaluation Guidance. Contact [Angela Socorso](#)

2021-2022 Measure A Clarification Memo

The Measure A Clarification Memo is provided for educators who select the Measure A assessment for the Student Improvement Component for implementation of the DPAS II System for See the **attached** Measure A Clarification Guidance. Contact [Angela Socorso](#)

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Finalized Regulation Revisions – Summary of Changes

Per the [Register of Regulations](#), the following Regulations will be finalized on August 1 and go into effect on August 11, 2021.

Regulation 1559 Skilled and Technical Sciences Teacher

The new regulation that goes into effect in August contains minor wording and clarification, as well as streamlining the education requirements. For those teachers coming in without a bachelor's degree, the list of courses is gone, and they should be working toward a degree in education from an accredited institution. A degree in the career area (if applicable) is also acceptable. We are hoping that this can streamline the process for STS teachers to gain credits and salary increments.

Regulation 1574 Teacher of Students who are Deaf or Hard of Hearing

This new regulation moves from particular course titles to a course of study that is aligned to the CED (Center on Education for the Deaf) Initial Preparation Standards for teaching students who are deaf or hard of hearing. All colleges that prepare for this certificate, including our ARTC provider, follow these standards.

ARTC Program Codes for Selection During Application Process

Please see the attached list of Department approved ARTC Programs. The document will help the Human Resources Departments select the correct program when completing a recommendation for an Emergency Certificate or Certificate of Eligibility for ARTC participants.

As we are following the new processes in DEEDS 3.0 for issuing Emergency/COE certificates, issuing extensions, and upgrading to Standard Certificates, the LEAs will now upload all ARTC letters to DEEDS 3.0.

The LEA will be prompted to upload the document(s) when one of the above actions is requested on behalf of the educator. L&C will no longer upload the letters to the educators' files. This will ensure that all actions are associated with an application, and all documents are submitted when the application is submitted.

Additionally, the LEA should request new Emergency Certificates/COEs *before* advising the educator to submit a new application. We are no longer asking that the educator applies for a Standard Certificate that will be converted to Emergency/COE by the LEA. The educator will receive an email with directions to accept the request made on their behalf. The educator will be prompted to complete a License application if one is required.

[LEA Emergency/COE User Guide](#)

For Further Reading

[7 Tips for Educators Returning to School During COVID-19](#)

7 tips for Educators returning to school During COVID-19. Anxiety Canada. (2021, August 17).
<https://www.anxietycanada.com/articles/7-tips-for-educators-returning-to-school-during-covid-19/>.

[Easing Teachers' Anxieties About Returning to School](#)

Heubeck, E. (2020, December 29). *Easing teachers' anxieties about returning to school.* Education Week.
<https://www.edweek.org/leadership/easing-teachers-anxieties-about-returning-to-school/2020/12>.

Looking Ahead

Quarterly HR Directors' Meetings (virtual until further notice)

- Oct 6, 2021— PDMS Section # 54977
- Feb 9, 2022 – PDMS Section # 57199
- April 13, 2022 – PDMS Section # 57200
- July 13, 2022 – PDMS Section # 57201

Contact [Wendy Modzelewski](#) to suggest professional learning topics or presenters.

**ARTC PROGRAM SELECTION HELP SHEET
DEEDS 3.0**

IHE	ARTC/COE Program Title
University of Delaware	Alternate Route to Certification (ARTC UD) - Content Certification, ELL, Visual & Performing Arts, School Library Media
	UD: SPARC - Special Education Teacher of Students with Disabilities (K-12)
	UD: SPARC – Autism
	MPCP - Teacher of Students with Autism or with Severe Intellectual Disabilities
	MPCP - Special Education K-12
Devereux	Autism & Severe Disabilities
Kutztown University	Students Who are Visually Impaired
Pyramid	Autism & Severe Disabilities
Relay/GSE	Early Childhood Exceptional Children Special Education Teacher (B-Gr2)
	K12 – Special Education Teacher of Students with Disabilities (K-12)
	Autism & Severe Disabilities
	RELAY/GSE - Content Certification Only
Saint Joseph's University	Students Who are Deaf and Hard of Hearing
University of Nebraska	Students Who are Visually Impaired
Wesley/DSU	Wesley ARTC
Wilmington University	WU: ADD-ON - Early Childhood Exceptional Children Special Education Teacher (B-Gr2)
	WU: ADD-ON - Special Education Teacher of Students with Disabilities (K-12)
	WU: ADD-ON - Teacher of Students w/Autism or with Severe Intellectual Disabilities
	WU: Para Residency - Early Childhood Exceptional Children Special Education Teacher (B-Gr2)
	WU: Para Residency - Special Education Teacher of Students with Disabilities (K-12)
	WU: Para Residency - Teacher of Students w/Autism or with Severe Intellectual Disabilities
	WU - Early Childhood Exceptional Children Special Education Teacher (B-Gr2)
	WU - Special Education Teacher of Students with Disabilities (K-12)
	WU: Teacher of Students with Autism or with Severe Intellectual Disabilities



DELAWARE TEACHER GROWTH AND SUPPORT SYSTEM

Every learner ready for success in college, career, and life.

The Delaware Department of Education (DDOE) is proud to begin the implementation of the newly revised teacher evaluation system, ***The Delaware Teacher Growth and Support System*** (DTGSS). The purpose of this document is to answer frequently asked questions about the rollout plan. This year, SY2021-2022, eight LEAs are engaging in pilot implementation. In SY2022-2023, statewide implementation of the system will begin. Contact [Angela Socorso](#) with further questions or clarification.

1. What will happen in the 2021-2022 school year?

The Department of Education will pilot the evaluation system in a representative sample of districts and charters. Participating schools will complete the entire evaluation process according to the new design and will share feedback on the rubric and process. Based on this feedback, the Department will make final changes to the rubric and process before statewide implementation.

2. When will statewide implementation of the new teacher evaluation system begin?

Statewide implementation starts in the 2022-2023 school year.

3. What is the rollout plan for the new teacher evaluation system?

- September 2021 – May 2022: The Department will offer optional informational sessions each month. The purpose of the session is to provide an overview of the new system, the observation framework, and the process. Information sessions are open to all educators. Registration will be through PDMS.
- February 2022 – May 2022: Administrators will begin the process of credentialing.
- October 2022 – December 2022: Administrators will complete the process of credentialing.
- August 2022 – September 2022: Administrators will on-board teachers by facilitating a recorded webinar provided by the Department.
- August 2022-May 2023: The Department will offer optional professional development sessions.

4. What is the process of credentialing?

Administrators will complete a seven-day course, ***Analyzing Teaching for Student Results (ATSR)***. Instructors from the Research for Better Teaching (RBT) Foundation will provide the training. Completing the seven-day course is the credentialing requirement. There is no credentialing assessment.

5. When will administrators complete the course?

Four days of the course will begin in February 2022 and run through May 2022. Between October-December 2022, the remaining three days will take place. Administrators will register for a cohort through PDMS. Cohorts will meet at Collette from 9:00am to 3:00pm. The Department will provide all resources (books, binders, etc.).



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6. What is the purpose the course?

The purpose of the course is to have a positive impact on student achievement by expanding an administrator's capacity to influence the quality of teaching:

- See more: Notice more of the subtle and important things that are happening
- Analyze with insight: Gather evidence about the impact on student learning of what is going on; pick what is most useful, and provide feedback in the conversation
- Communicate better: Be evidence-based and convincing in your feedback, using claim, evidence, and impact statements

Each session will include a focus on:

- High leverage teaching practices with alignment to the Delaware Teacher Classroom Observation Framework
- Video analysis of teaching practices
- Oral and written evidence-based communication about teaching and learning

7. Districts/charters often hire after the school year begins. What is the plan for these administrators?

The Department will offer additional cohorts for late hires.

EDUCATOR EVALUATION GUIDANCE 2021-2022

DPAS-II FOR TEACHERS AND SPECIALISTS

The following guidance is for the implementation of the DPAS II System for Teachers and Specialist for the 2021-2022 school year. The Delaware Department of Education recognizes the challenges educators faced with remote and/or hybrid instruction during the 2020-2021 school year. We believe that our teachers and specialists, more than ever, continue to require support and coaching. Actionable feedback will continue to be a critical component of educators' growth and development.

Summative Evaluations

All Experienced educators will start the year at **Year 2** of the evaluation cycle. Therefore, all educators will receive summative evaluation ratings for the 2021-2022 school year. All 18 criteria shall be observed and rated unless criterion was approved for exclusion by the Department of Education. The ratings from previously completed observations and feedback from the 2020-2021 school year may be used if the performance level was previously satisfactory. Ratings from previously completed observations and feedback from the 2020-2021 school year that were not satisfactory shall **not** be used. Component V will be included as part of the final summative evaluation ratings. This will mean that the summative evaluation rating will be based on the five equally weighted components. The Summative Evaluation rating will be determined using the sum of all five Components, in accordance with the following chart.

Component Rating	Point Value
19 or 20 points	Highly Effective
14-18 points	Effective
9-13 points	Needs Improvement
5-8 points	Ineffective

Student Improvement Component

The student improvement component (Component 5) will be required in the evaluation cycle with modifications to Measure A requirements, as outlined in House Bill (HB) 133.

- Educators will be required to select two data points dependent upon assigned Groups. An educator may select one of the following options:
 - May use one measure for at least two different cohorts
 - May use two different measures for at least one cohort
 - May use two different measures for two different cohorts
- HB 133 outlines that Measure A shall not be required. Educators may select to use a Measure A assessment at their discretion. If Measure A is selected, the educator will need to set growth goal targets. Growth goal targets will not be generated by the DDOE.
- Educators will engage in a Measure Selection/Goal Setting conference as soon as baseline data has been collected and/or before October 31, 2021. For any educator hired after October 31,

2021, they must engage in Measure Selection/Goal Setting conference as soon as possible. Goals should be a minimum of 4 weeks in length.

Observations

Observations are not to begin until students have been in attendance for five (5) full school days. Observations shall be completed before the last five (5) school days with full day student attendance.

- 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/specialist's performance.** Observations may vary in length, but the total observation time must be a minimum of thirty (30) minutes. For example, an Administrator may collect evidence from two (2) fifteen minutes observation sessions or three (3) ten (10) minute observation sessions.
- Novice Teachers shall receive a minimum of three (3) Announced or Unannounced Observations. **The observation for a novice teacher may extend over several classroom visits to gather appropriate data and assess the teacher's performance.** Observations may vary in length, but the total observation time must be a minimum of ninety (90) minutes.
- Novice Specialists shall receive a minimum of two (2) Announced or Unannounced Observations. **The observation for a novice specialist may extend over several visits to gather appropriate data and assess the specialist's performance.** Observations may vary in length, but the total observation time must be a minimum of sixty (60) minutes.
- Administrators will be required to observe and collect evidence on all of the DPAS II criteria as outlined in the DPAS-II Guide for Teachers and Specialists. A school district or charter school may waive one (1) criterion identified for each of the five (5) Appraisal Components. Waived criteria must be approved by the Department no later than the last day of July of each year. Final notification of any such waiver shall be provided to all teachers and/or specialists in a school district or charter by the last day of August 2021.

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

DPAS II Administrators System

Student Improvement Component

- The student improvement component (Component 5) will be used to determine an overall summative evaluation rating.
- Administrators may choose to use Measure A at their discretion. If Measure A is selected, the administrator will need to set his/her own growth goal targets. Growth goal targets will not be generated by the DDOE.
 - If Measure A is selected, administrators MUST also use one (1) Measure B OR one (1) Locally Determined Measure
 - If Measure A is not selected, administrators MUST use two (2) Measure Bs OR (1) Measure B and (1) Locally Determined Measure.
- Administrators will engage in a Measure Selection/Goal Setting conference as soon as baseline data has been collected and/or before October 31, 2021. For any administrator hired after October 31, 2021, they must engage in a Goal Setting conference as soon as possible.

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

Alternative Educator Evaluation Systems

The following guidance is for the implementation of Alternative Evaluation Systems for Teachers and Specialist for the 2021-2022 school year. The Delaware Department of Education recognizes the challenges educators faced with remote and/or hybrid instruction during the 2020-2021 school year. We believe that our teachers and specialists, more than ever, continue to require support and coaching. Actionable feedback will continue to be a critical component of educator's growth and development.

Summative Evaluations

All educators will receive summative evaluation ratings for the 2021-2022 school year. Component V will be included as part of the final summative evaluation ratings.

Student Improvement Component

The student improvement component (Component 5) will be required in the evaluation cycle with modifications to Measure A requirements, as outlined in House Bill (HB) 133.

- Educators will be required to select two data points dependent upon the Educator's assigned Group. An educator may select one of the following options:
 - May use one measure for at least two different cohorts
 - May use two different measures for at least one cohort
 - May use two different measures for two different cohorts
- HB 133 outlines that Measure A shall not be required. Educators may select to use a Measure A assessment at their discretion. If Measure A is selected, the educator will need to set growth goal targets. Growth goal targets will not be generated by the DDOE.
- Educators will engage in a Measure Selection/Goal Setting conference as soon as baseline data has been collected and/or before October 31, 2021. For any educator hired after October 31, 2021, they must engage in Measure Selection/Goal Setting conference as soon as possible. Goals should be a minimum of 4 weeks in length.

For questions specific to Alternative Evaluation Systems, contact Melissa Oates at melissa.oates@doe.k12.de.us

EDUCATOR EVALUATION GUIDANCE 2021-2022

Clarification: Student Improvement Component

Per the DPAS II Guidance, educators may select to use a Measure A assessment at their discretion. If Measure A is selected, the educator will need to set growth goal targets. Growth goal targets will not be generated by the DDOE.

The Department provides the following guidance for any educator who selects to use the Smarter Balanced Assessment as a measure to determine the Student Improvement Component rating. **(Note: The Smarter Balanced Assessment is a Measure A assessment.)**

- The educator shall be assigned as a **Group 1** Educator.
- Class rosters shall **be at least 10** students.
- The Smarter Balanced Assessment is based off **scale scores** from the previous year and measures student **growth**.
- Educators should analyze individual student scale scores from the previous year and work with their administrator to determine an acceptable level of student growth for meeting ratings of “Exceeds”, “Satisfactory”, or “Unsatisfactory”.