



SEPTEMBER 2021 HR NEWSLETTER

Educator Support

DELAWARE EDUCATOR GROWTH AND SUPPORT SYSTEM INFORMATION SESSION

Do you want to learn more about the redesigned teacher evaluation system? Come learn, interact, and engage! Starting in September, teachers and school leaders are invited to join one of the monthly informational sessions. Sessions will be facilitated by the DDOE. Session time: **4:00 p.m. to 5:00 p.m.** (April and May, 4:30 to 5:30). See **attached** flyer for more details. Register for **P DMS course #29497**. Contact [Angela Socorso](#)

2021-2022 Educator Evaluation Guidance - Updated

The updated guidance is provided to clarify Measure A and Measure B for the Student Improvement Component for implementation of the DPAS II System. See the **attached** Educator Evaluation Guidance – updated. Contact [Angela Socorso](#)

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](#)

Educator Resources – DTGSS Schoology Group

Access information specific to the new teacher evaluation system, The Delaware Teacher Growth and Support System (DTGSS), in Schoology. Find downloadable resources, including training and overview materials. For access, enter Schoology code: X8WB-ZKQJ-M585J or email NewTeacher.Evaluation@doe.k12.de.us.

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Educator Support, cont.

DPAS II Teacher/Specialist System Credentialing

All credentialed observers whose credentials expired in August 2021 must complete the courses listed below before starting the evaluation process for the 2021-2022 school year. Completion of these courses will meet current credentialing requirements. A credentialing assessment is no longer required. Current evaluators who will be piloting the new system are ONLY required to take the session for specialists.

Register through PDMS. Contact: [Angela Socorso](#)

- Systems Overview Webinar-Course #28089 (asynchronous)
- Teacher System Framework Webinar-Course #29159 (asynchronous)
- Specialist System Framework full-day training (virtual)-Course #29814 (**synchronous**)

A.C.C.E.S.S. Newsletter

School leaders and teachers are invited to subscribe to the monthly newsletter, A.C.C.E.S.S. The newsletter contains important information about the redesigned Teacher Evaluation System named "*Delaware Teacher Growth and Support System*," as well as information on the current DPAS-II. Click [here](#) to view past newsletters. If you want to be added to the list of subscribers, please contact [Angela Socorso](#)

For Further Reading

[Appreciating diversity: What kids are really learning](#). Diversity: What Are We Really Teaching Kids? | Education World. (n.d.). Retrieved September 14, 2021, from https://www.educationworld.com/a_curr/bluestein-celebrating-diversity-students.shtml

Lieberman, M. (2021, September 15). [Are we asking schools to do too much?](#) Education Week. Retrieved September 16, 2021, from <https://www.edweek.org/policy-politics/are-we-asking-schools-to-do-too-much/2021/09>

When sending questions regarding an educator, please do the following:

- Send an email to deeds@doe.k12.de.us.
- Add a brief description of the question and the educator's name in the Subject line
 - Example: Salary Increment – Jane Doe
- Include educator information in the first communication:
 - Legal Name (no nicknames or aliases)
 - Date of Birth
- A KACE ticket will be created so your issue can be assigned to a staff member for further investigation and response.

HELPFUL INFORMATION - DEEDS 3.0

Here are some helpful tips to streamline the new application and review processes in DEEDS 3.0 for both educators and LEAs seeking licensure and certification.

EMERGENCY and COE APPLICATIONS

- Educators who will be seeking an Initial License and Emergency Certifications and/or COEs will no longer apply for their license and Standard Certificates through DEEDS to be converted to Emergencies/COEs by the LEAs.
- LEAs will request an Emergency Certificate or COE through the **EMERGENCIES & COEs** tab in the LEA Dashboard of DEEDS 3.0. At that time, the LEA will upload any necessary documents to the educator's file and add ARTC program information, if applicable.
- The educator will receive a notification email to accept the request made on their behalf. When the request is accepted, if a license is required, the educator will be prompted to complete a licensure application and to pay the application fee.

EMERGENCY AND COE EXTENSIONS

- LEAs will request an extension for an Emergency Certificate or COE through the **EMERGENCIES & COEs** tab in the LEA Dashboard of DEEDS 3.0. At that time, the LEA will upload any documentation that will serve as proof of progress made during the previous school year to the educator's file.
- The educator will receive a notification email to accept the request made on their behalf.

EMERGENCY AND COE UPGRADES

- LEAs will request an UPGRADE for an Emergency Certificate or COE through the **EMERGENCIES & COEs** tab in the LEA Dashboard of DEEDS 3.0. At that time, the LEA will upload any completion documentation to the educator's file; this may include an official transcript, ARTC Completion Letter, or passing Praxis II scores, if not already showing in the account.
- The educator will receive a notification email to accept the request made on their behalf.

APPLICATIONS FOR A LICENSE AND/OR STANDARD CERTIFICATE(S)

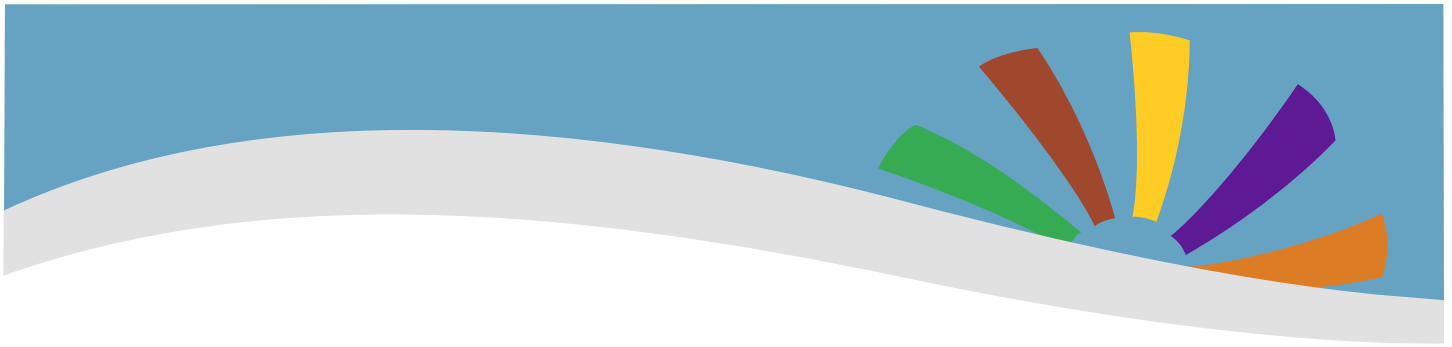
- The educator will log into their Educator Dashboard and select, Apply for K-12. They will answer a series of questions designed to determine the pathway toward credentialing for which they qualify. They will be prompted to pay the application fee, if applicable.

Looking Ahead

Quarterly HR Directors' Meetings (virtual until further notice)

- Oct 27, 2021 — PDMS Section #54977 ***Rescheduled***
- 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.



Delaware Teacher Growth and Support System Information Sessions

Do you want to learn more about the redesigned teacher evaluation system? Join one of the sessions below. Come learn, interact, and engage! Teachers and school leaders are invited to join one of the informational session. Facilitated by the DDOE.

September 29

February 15

October 19

March 9

November 18

*April 1 and 26

December 13

*May 9 and 25

January 19

Contact: Angela Socorso

PDMS #29497

4:00pm-5:00pm

*4:30pm-5:30pm





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. The following guidance is provided 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 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”.
- Measure B: Content Assessment
 - Measure B can be comprised of three types of content measures:
 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.
- 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