

Executive Order 25 Summary

Delaware Evaluation System

The Delaware Department of Education (DDOE) recognizes that the 2020-2021 school year began with a new instructional/learning environment for most educators and students in Delaware. 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 this six-week period, evaluators should continually check in with teachers 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 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 I-IV. Evaluators are encouraged to use the guide to prepare for when they begin to collect artifacts and observe instruction after November 1, 2020 and to guide feedback that will support teachers to align practice to the various learning environments

Summative Evaluations

Educators will be evaluated using Componenta 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. Overall summative evaluation ratings will be calculated using the chart below.

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

For the 2020-2021 school year, novice educators will be required to receive a minimum of two (2) observations, one (1) announced and one (1) unannounced. For the 2020-2021 school year, the frequency of observations for experienced teachers will align with the process outlined in the DPAS II Guide for Teachers.

Additionally, the Delaware Department of Education in collaboration with stakeholders has developed a look-for guide aligned to the current DPAS II to support teaching and learning in a remote learning environment. This guide is a tool for both administrators and teachers. The guide emphasizes the school and classroom priorities and practices that matter most in a remote learning environment. This guide is not a replacement for the DPAS II rubric but instead is a tool meant to accompany the rubric in a remote learning context. Evaluators may use this guide to support observation and evidence collection of remote teaching and to share aligned feedback. Teachers may use this guide to support the action of planning so that high-quality teaching and learning continue in a remote classroom.

STUDENT IMPROVEMENT 2020-2021

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

For the 2020-2021 school year, educators will engage in a Measure Selection/Goal Setting conference no sooner than November 1, 2020. All teachers will review student growth data with their evaluators during the spring and/or Summative Conference. 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 pre-tests and 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 linked to either a professional growth goal for the educator and/or an educator's impact on the social-emotional needs of his/her students.