

Delaware Department of Education

LEA Educator Evaluation Application Instructions*

(“Alternative Educator Evaluation Systems”)

For the 2020-2021 School Year

(New Applications Only)

*Intent to Apply Due Date: **October 31, 2019***

*Application Due Date: **January 30, 2020***

Applications are accepted and reviewed on a rolling basis by the Delaware Department of Education

*This document contains instructions for new system applications and existing system modifications and renewals.

Introduction



The Delaware Department of Education (DDOE) recognizes educators' professional growth and continuous learning is central to its efforts to prepare students for college, careers, and life success. Over the past three decades, Delaware has implemented the Delaware Performance Appraisal System (DPAS-II), an annual statewide educator evaluation system. In an effort to strengthen the system, the DDOE has refined DPAS-II through feedback (annual surveys, interviews, committees, etc.) from teachers, specialists, and administrators. These refinements have largely provided opportunities for discretion and local control of the system to create an evaluation process that is authentic and meaningful to educators. The Department has structured an opportunity for Local Education Agencies (LEA) to develop an Alternative Educator Evaluation System for teachers, specialists and school leaders.

The first Alt-Systems were approved in 2014, when four charter schools developed an Alternative Teacher Evaluation Model. These schools sought to dramatically improve student achievement with a more differentiated focus on teachers' needs and an increased cultivation of a culture centered on feedback and professional learning. Since the inception of the creation of the first Alternative Evaluation System, multiple charter schools and traditional districts have designed and developed systems tailored to their local context.

The Department welcomes applications from LEAs interested in implementing a research based evaluation model and/or developing processes to increase student achievement by offering greater creativity, flexibility, support, and accountability for teachers, specialists and system leaders.

Applications may be for teacher, specialist, and system leaders (assistant principals, principals, directors, superintendents). All applications must comply with requirements outlined in Delaware State Code and any additional guidance provided by the Delaware Department of Education. All educator evaluation systems must be state-approved. Visit the pages (linked below) for additional information related to:

Application Requirements: New Applicants



Under current Delaware Code, LEAs may apply for a “waiver” (to the Delaware Department of Education) from the provisions outlined as part of the Delaware Performance Appraisal System II (DPAS-II).¹ Under current Delaware state code those provisions include:

- **Collective Bargaining:** Evaluation systems submitted for waiver must be a product of the collective bargaining process (if applicable)
- **Student Achievement:** Evaluation systems must evaluate educator performance by measuring student growth using multiple measures
- **Evaluator Certification:** Evaluation systems must contain a mechanism to certify evaluators and ensure quality control
- **InTASC or PSEL Alignment:** Evaluation systems must align to the Interstate Teacher Assessment and Support Consortium (**InTASC**) model core teaching standards or the Professional Standards of Educational Leaders (PSEL)
- **Research Based Evaluation Model:** Evaluation systems must be a researched model and include an evaluation rubric. LEA’s have the option of adapting system implementation. Approved models include but not limited to: Marzano Focused Teacher Evaluation Model, Charlotte Danielson Framework for Teaching, Teaching and Excellence Framework, Denver Leading Effective Academic Practice (LEAP) Model, KIPP Framework for Teaching Excellence; The New Teacher Project (TNTP)

The Delaware Department of Education maintains the ability to make final determinations on each of the criteria above.

NOTE: Consistent with educator evaluation reporting requirements specified in the DPAS-II Guide, beginning in the 2016-2017 school year, all LEAs implementing alternative evaluation systems are required to utilize the state-approved online reporting system (Data Service Center) to collect evaluation data or provide access to another approved online data platform.

1. (f) A local school district, vocational-technical school district or charter school may make application to the Department for a waiver of the provisions of the DPAS II evaluation system, which shall be granted, subject to the provisions of rules and regulations promulgated pursuant to this subchapter, if the request for a waiver is based on a locally developed evaluation process that is demonstrated to be the product of the collective bargaining process pursuant to Chapter 40 of this title and community review and is as rigorous and as educationally sound as DPAS II, provides for evaluating educator performance by measuring student growth using multiple measures over the course of a curricular year, and contains a mechanism for certifying evaluators and for quality control.

Application Components

| System Component | Summary | Potential Evidence | Key Question(s) |
|---|--|---|--|
| Vision | The LEA articulates the overarching goals and objectives of the proposed evaluation system | <ul style="list-style-type: none"> Description of current LEA vision and initiatives around educator talent and role of evaluation system to improve educator effectiveness | <ul style="list-style-type: none"> Does the LEA provide a clear, compelling rationale for pursuing the alternative evaluation system? |
| Collective Bargaining Requirements | The LEA details how the proposed evaluation rubric meets the requirements of Delaware Code | <ul style="list-style-type: none"> Signed document demonstrating support for proposed alternative educator evaluation system by local collective bargaining unit (if applicable) | <ul style="list-style-type: none"> Does the LEA provide documentation that the proposed evaluation system is supported by the local collective bargaining unit? |
| Student Growth | The LEA specifies how student achievement data (including multiple measures of student growth) serve as preponderant criteria for determining educator effectiveness | <ul style="list-style-type: none"> Sample scoring sheets that outline weights of each component and calculation of ratings Chart and/or table that show how student achievement is preponderant criterion in educator evaluation results | <ul style="list-style-type: none"> Does the LEA stipulate what measures will be used to evaluate what educators and why? Does the LEA stipulate that, at minimum, measures required by state law be included in their process? Will the measures differentiate and provide information regarding educator performance? |
| System Process/Cycle | The LEA outlines the proposed evaluation system's process and how they promote observation quality, authenticity and frequency | <ul style="list-style-type: none"> Clear articulation of different educator classifications and metrics that inform that decision Table and/or chart identifying different evaluation components (announcement, length, etc.) and applicability to educator classifications Sample pre-work and post-observation forms | <ul style="list-style-type: none"> Does the evaluation system process and protocols promote a culture of continuous feedback and professional learning? Are critical components (including observation announcement, length, frequency, number of observers, components, pre-work and follow-up requirements) clearly articulated in the application? Are the necessary resources (time, staff, etc.) identified in order to ensure system success? |
| Alignment to InTASC/PSEL Standards | The LEA details how components of proposed evaluation system align to the InTASC and PSEL standards. | <ul style="list-style-type: none"> Table or chart comparing proposed evaluation components and alignment to InTASC and PSEL professional standards | <ul style="list-style-type: none"> Does the evaluation system components align to the current professional standards outlined by InTASC and PSEL standards? |

Application Components (cont.)

| System Component | Summary | Potential Evidence | Key Question(s) |
|--|--|--|---|
| Research Based Model | The LEA selects a researched based evaluation model that demonstrates evidence of improving educator or system leader effectiveness. | <ul style="list-style-type: none"> LEA includes the evaluation model and research on the effectiveness of the evaluation system on improving educator/system leader effectiveness? | <ul style="list-style-type: none"> To what extent does the research support a positive impact on improving teacher/system leader effectiveness as a result of system implementation? |
| Evaluation Rubric | The LEA provides a clear and concise student-centered framework that requires observers to identify and analyze evidence of student learning and sets high performance expectations for those being evaluated | <ul style="list-style-type: none"> Completed performance framework | <ul style="list-style-type: none"> Does the framework clearly articulate student and teacher indicators necessary for valid and reliable ratings? Does the framework articulate a clear vision of rich teaching and learning capable of driving significant student learning? |
| Educator Support | The Local Education Agency (LEA) has demonstrated commitment towards rigorous and meaningful educator support before and during alternative educator evaluation system implementation. | <ul style="list-style-type: none"> Detailed communications strategy that identifies timelines, mediums and messages for rollout Detailed training plan and schedule detailing evaluation criteria, support, and opportunity for professional development (PLCs, etc.) and challenge process. | <ul style="list-style-type: none"> Does the LEA have a clear strategy and system to support educators/evaluators? How will the LEA differentiate support to educators and evaluators based on evaluation results? |
| Educator/Evaluator Training Plan and Credentialing Assessment | The LEA has developed a high quality training plan for educators and evaluators to include a. LEA has a rigorous process for training and certifying evaluators to ensure high quality feedback is provided to educators. Ratings are calibrated to ensure validity and reliability within and between schools and evaluators. | <ul style="list-style-type: none"> Detailed plans to design, develop and implement evaluator certification assessments at by August 1st of a given year. | <ul style="list-style-type: none"> Has the LEA identified which staff will serve as observers and designed an effective process to credential them? How will the LEA differentiate support based on observation data? |

NOTE: Within the application, all LEAs will be required to submit detailed plans on the design, development and rollout of their observer training and certification assessments. All assessments must be readily available and submitted to the Department by **April 30, 2020** for review before moving forward with alternative educator evaluation system.

New Application Process & Timeline



Both new applicants and those applying for a renewal or modification of their existing alternative educator evaluation system must follow the steps below:

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 9 |
|--|--|---|---|---|---|---|
| Submit Intent to Apply | Schedule Information Session | Application Due | Department Feedback | Resubmissions Due (If Necessary) | Final Decision | Evaluator Credentialing Info Due |
| <ul style="list-style-type: none"> Complete Intent to Apply form by October 31, 2019 | <ul style="list-style-type: none"> Application session will be scheduled by DDOE at the LEA during the week of November 10-16, 2019. | <ul style="list-style-type: none"> Application Due January 30, 2020 | <ul style="list-style-type: none"> Delaware DOE provides feedback on application by February 28 – March 30, 2020 Conditionally approved applications require no further steps Applications requiring further clarifications or modifications must make necessary changes and resubmit | <ul style="list-style-type: none"> Resubmitted applications and accompanying materials Educator Training Plan, Evaluator Training Plan, Credentialing Assessment, Alternative Evaluation System Guide due April 30, 2020 | <ul style="list-style-type: none"> Delaware Department of Education provides final application decisions for resubmitted and conditional applications by June 5, 2020 | <ul style="list-style-type: none"> Evaluator/Educator training dates are due to DDOE August 1, 2020 |

Application Submission Instructions: New Applicants¹



Carefully review applications before submitting. Once complete, please e-mail applications to Raushann Austin– Educator Effectiveness, at Raushann.Austin@doe.k12.de.us with “Alternative Educator Evaluation Systems – New Applicant Application” in the subject line.

Please save documents as follows (in pdf format):

- NewApplicant_LEA.pdf (ex: New Applicant_Colonial.pdf)

Applications are accepted on a rolling basis; however, in order to be considered for implementation during the 2020-2021 school year, your completed application must be submitted no later than **January 30, 2020**.

¹**NOTE:** Prior to submitting this application, review 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 that may apply to this educator evaluation application. The application must demonstrate compliance with applicable statutes and regulations. Not all policy requirements apply to alternative educator evaluation systems.

²**NOTE:** Incomplete applications will not be considered

Application Guidelines: New Applicants



The LEA application must abide by the following guidelines and include:

- Name of the LEA, Educator System Type, Application Type (e.g. Red Clay School District, Teacher Evaluation System, New Applicant) included in header
- One-inch page margins, 12-point, single-spaced (left justification), page number in footer
- Table of Contents organized by Component
- Dividing page labeled with component name to separate each component within the application. (Example: Vision, Student Achievement)
- Maximum of twenty pages **not** including supplementary materials (ex: training plan, alternative evaluation system guide, credentialing assessment, improvement plan)
- Training plan for educators and evaluators, credentialing assessment, and alternative evaluation system guide.

Application Evaluation – New Applications



Summary of application evaluation:

- Each component will be evaluated on a scale of 1-4
- 1 = No Evidence, 2 = Limited Evidence, 3 = Moderate Evidence and 4 = Strong Evidence
- Every component must meet points required for approval in order to have overall application approved
- At least two Department of Education representatives will evaluate each application. Final decisions regarding applications are made by the Department of Education.
- Department feedback will include qualitative feedback on each section of the application, but will not include the points earned. If necessary, feedback will include changes required for approval upon resubmission.

| Component | Total Points | Points Required for Approval |
|---------------------------------------|------------------------|------------------------------|
| Vision | 10 | 8 |
| Collective Bargaining Agreement | N/A for all applicants | Not assigned a point value |
| Student Achievement | 10 | 10 |
| System/Process Cycle | 20 | 16 |
| Alignment to InTASC or PSEL Standards | 10 | 8 |
| Research Based Evaluation Model | 10 | 10 |
| Evaluation Rubric | 10 | 10 |
| Educator Support | 20 | 16 |
| Training Plan | 10 | 8 |
| | | |
| Total Points | 100 | 86 |

Additional Notes



An approved application, together with any conditions imposed upon approval by the DDOE, and with the consent of the State Board of Education as needed, shall become the LEA's educator evaluation system for that subset of educators. The referenced guidance on previous slides, which may from time to time be amended, bind all LEAs and are considered when systems are in DDOE's approval process for implementation in the following academic year. DDOE requires LEAs to submit end-of-year reports, and determines the number of years for which the LEA has approval to implement.

Except as may otherwise be provided by law, the DDOE considers each application to be a "public record" subject to disclosure pursuant to the provisions of the Freedom of Information Act, 29 Del. C. Ch. 100. If the applicant asserts that any part of the application or any documentation submitted in connection with the application is exempt from the definition of a "public record" pursuant to 29 Del. C. §10002(d), the applicant must mark the specific portion of the application or document "confidential" and note the specific statutory exception upon which the applicant bases the claim to confidentiality, including a citation to the specific subsection of §10002 (d) which the applicant alleges to support the claim.

The DDOE reserves the right to make a final determination as to whether any part of the application or any documentation submitted in connection therewith is entitled to be treated as confidential and/or proprietary.

Contact Information



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