



## **Delaware Teacher Evaluation Overview**

(As of November 13, 2012)

### **Overview of Proposed Teacher Evaluation**

The Delaware teacher evaluation system, Delaware Performance Appraisal System (DPAS II), uses five areas to measure effectiveness. Those five areas are:

1. Planning and Preparation
  - Selecting clear instructional goals
  - Designing coherent instruction
  - Demonstrating knowledge of content
  - Demonstrating knowledge of students & their diverse needs
  - Designing effective student assessments
2. Classroom Environment
  - Managing classroom procedures
  - Managing student behavior
  - Creating an environment to support learning
  - Effective organization classroom space
3. Instruction
  - Engaging students in learning
  - Demonstrating flexibility and responsiveness
  - Communicating clearly and accurately
  - Using questioning and discussion techniques
  - Using student assessment in instruction
4. Professional Responsibilities
  - Communicating with family
  - Recording data in a student record system
  - Growing and developing professionally
  - Reflecting on professional practice
5. Student Achievement (Student Growth)

Student achievement is the most critical and carries a weight equal to the other four measures. Moreover, a teacher cannot receive an effective rating unless he or she achieves a state determined minimum level of academic growth. However, the student achievement criterion will not be fully implemented until the 2012-2013 school year.

#### Measuring Student Growth in Non-Tested Grades and Subjects

The Delaware Department of Education convened over 450 educators, released those educators from their classroom duties for up to five days, and provided technical and logistical support to the educators, so that those educators could construct growth measures.

#### Personnel Decisions



Educators are subject to dismissal under DPAS II after a “pattern on ineffective teaching,” which will come after two consecutive years of “ineffective” ratings or a combination of “Needs Improvement” and “Ineffective” ratings over a 3-year period. Educators will not face dismissals based student achievement data results (Component 5) during the first year of the DPAS II or the 2011-2012 school year.

Educators must receive at least two "satisfactory" ratings in their first three years to be eligible for tenure. For additional information, please visit the State of Delaware’s website - <http://regulations.delaware.gov/AdminCode/title14/100/DPASIIRevisedGuide>.

### Timeline for Implementation

Activity	Date
Jan –June 2010	Propose legislation requiring novice teachers to have 2 yrs of Student Improvement before receiving tenure
Jan 2010- July 2011	Define Student Growth through a stakeholder engagement process
Jan 2010- Feb 2013	Provide high-quality training to all assessors (ongoing)
Jan 2010- Feb 2013	Conduct DPAS feedback sessions and develop improvement plans (ongoing)
Sep- Dec 2010	Contract with 3rd party provider to recruit, hire, and train development coaches
Sep 2010- Sep 2011	Create/define Teacher Leader pathways and other pathways based on evaluations with differentiated roles and compensation
Sep 2010- May 2011	Certify and recommend PD based on specific gaps in the DPAS II rubric
Jan 2011- Feb 2013	Development coaches work with administrators on DPAS II transition
Sep 2011- Feb 2013	Remove ineffective teachers and principals with a pattern of ineffective performance (ongoing)
Sep 2011- Feb 2013	Create and provide Fellows Program for highly effective teachers and leaders (end SY 2014-15)
Sep 2011- Feb 2013	Provide retention bonuses to highly effective teachers and leaders in select school (end May 2014)
May 2011- Feb 2013	Audit DPAS II documentation for compliance and quality (ongoing)
Aug 2012- Apr 2013	Expand the Academic Achievement



	Award Program (their school-wide performance program) (July 2012-13)
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## **Overview of Teacher Involvement**

In Delaware, teachers participated in a series of Race to the Top kick-off meetings with over 500 teachers who are actively helping reform Delaware's teacher evaluation system. These teachers were divided into 24 working groups that participated in an online platform supported by Hope Street Group. Teachers collaborated and developed recommendations for addressing teacher evaluation issues that include determining student growth.

To further these efforts, approximately 400 teachers in Delaware met in-person over five days to develop student assessments to augment Component V – the component in Delaware's evaluation system that deals with student growth. These teachers developed internal measures in subjects ranging from English language arts and science to agriculture and health and sciences. After attending the five-day workshop, cohorts of educators created assessments that the Delaware Technical Advisory Group (DTAG) then reviewed. Beginning in 2012–2013, internal and external measures will be incorporated into teacher evaluations.

## **Additional Resources**

[Delaware Race to the Top FAQs](#)

[Delaware Teacher Evaluation – Delaware Performance Appraisal System \(DPAS II\)](#)

[Delaware Teacher Evaluation - Code](#)

[Delaware Education Association](#)