

Why implement a system before it is completely ready?

Because some form of student growth measure tied to student assessment is required by both our regulations and Delaware's Race to the Top application.

■ The Secretary of Education has agreed that, given this situation, **there will be no negative consequences for any teacher or specialist because of a negative rating in Component V.** What this means is that no Improvement Plans will be required next year based on Component V. Improvement Plans for components I-IV will still be applicable.

■ **Each of the five components of DPASII- Revised is still worth 20% of the total evaluation, including Component V.**

■ **All teachers, specialists and administrators will be trained during the 2011-2012 year in all components of DPASII-Revised, not just Component V.**

■ In order for an administrator to evaluate you, he/she must not only take the training, but must show that they understand it, including how to use the rubrics, and can effectively and faithfully evaluate staff. Your evaluator **must** be "calibrated" (the term DOE uses) in order to evaluate you.

■ **The difference between Effective and Highly Effective ratings are being redefined now.** The current regulations link Effective and Highly growth" and "more than a year's worth of student growth" and "more than a year's growth," which are impossible to define. Stay tuned.

What will Component V look like?

During this interim year -

30%

■ **30% of Component V will be a school-wide average DCAS result in either mathematics or English Language Arts (whichever score is better) and will be used for all teachers and specialists (called Part I).**

20%

■ **20% of Component V will be a "Student Cohort Measure" for all teachers and specialists in both DCAS and non-DCAS areas (called Part II).**

✓ For educators in DCAS-tested areas, cohort will include all students that the educator teaches in that content area to including reading and mathematics grades 2-10; science grades 5, 8 and 10; and social studies grades 4 and 7.

✓ For educators in non-DCAS-tested subjects and areas, with agreement of building administrator, these teachers and specialists will identify a DCAS-tested area from which to select a cohort of students that they work with regularly. The identification of the cohort should be supported by data analysis for the educator's/specialist's specific school.

50%

■ **50% of Component 5 will be a content-area specific assessment measure (not DCAS), if available (called Part III).** Very few have been approved by DOE to date. Development work continues next year.

✓ **If only Part I and Part II are available to you, schoolwide measure will be 30% and cohort measure will be 70% of Component V.**

✓ **If only Parts I and III are available, school-wide = 30%; content specific = 70%.**

✓ **If only Part I is available, then the school-wide measure is 100% of Component V next year.**

"Is this a 'value added' method of evaluating teachers?"

No. "Value-added" systems predict student growth. They determine what growth you should achieve, and then measure you based on whether or not you have reached that target. That's not what Delaware is doing. In fact, Sec. Lowery has said that she has no interest in implementing such a system. DPAS II is designed to evaluate you on actual student growth.

**Our goal:
a fair and reliable
evaluation system**

Your feedback next year is essential to making DPASII- Revised effective

During next year, we ask you to share with your locals what is and isn't working so that this interim system can be improved for subsequent years. As your advocates and representatives, we need to make sure that unworkable, unfair situations are eliminated.

For example, we know that some teachers/specialists don't have 25 students to form a cohort. This would include all of the teachers at Sterck School for the Deaf or at the John G. Leach School in Colonial, and the other specialized schools such as the Kent Community School, the Sussex Consortium, the teachers who work for the Kids Department, and Intensive Learning Centers.

There are also specialists who teach semester courses who don't have 25 students for an entire year.

If you were working in Delaware when DPAS II was first adopted, you may remember that it was piloted for two years, in Appoquinimink and Caesar Rodney, with improvements made that came directly from feedback from teachers and specialists.

Please document and share your experiences as the year unfolds so that we have the examples we need to make the system what we agreed to: one whereby educators are held accountable for fair and reliable measures.



Interim plan year does mean interim, not permanent

This interim plan is just that. All of it will still be shaped. Next year will allow DSEA leaders, staff and members to help determine what the evaluation system will look like in the future. DSEA leaders and staff are not pleased with the student cohort measure. We do know that as soon as the full gamut of teacher specific assessment measures are approved, that measurement will go away.

We also find the percentages unacceptable. In addition, definitions of what amount of student growth is acceptable are yet to be determined.

We have the following in writing from Sec. Lowery, dated 5-19-2011: "These percentages (for student growth measures) are recommended for the first year of implementation ONLY. Once operational information informs further discussion, it is possible that the percentages in future years may warrant rebalancing based on stakeholder input. Further development and approval of Part III measures will also necessitate additional discussion and development of policy for the 2012-2013 school year and beyond."

Work developing acceptable Teacher Measures continues into next year

If you would like to join the Work Group for your discipline or area of work to research and identify student assessment measures that are rigorous and comparable across classrooms/buildings, please contact Debbie Stevens, DSEA's director of instructional advocacy, at 1-866-734-5834, or via e-mail at Deborah.Stevens@dsea.org and she will get you in touch with your group.

Teachers and specialists

What you need to know about changes to the evaluation system next year

Regulations adopted in January 2010 by the State Board of Education regarding changes in the Student Growth section of DPASII, known as Component V, take effect in 2011-2012.

These changes require multiple measures of student growth for every discipline and subject area, measures which are not yet completely developed and approved. Since that work will continue next year, DOE is proposing what they are calling an interim or developmental year, whereby student growth will be determined by using a combination of three types of student growth measures:

- ✓ school wide DCAS scores,
- ✓ scores from a group/cohort of students, and/or
- ✓ teacher-specific measures, if they have been approved.