DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

COMPONENT 1	PLANNING AND PREPARATION
	Component One defines how a teacher selects and organizes the content and skills to be taught. Teachers command a deep understanding of both the content and pedagogy related to the subject matter. In planning, teachers are expected to consider and understand the skills and knowledge that students bring to a lesson and build upon that understanding.
	Knowledge of content alone is not enough to move students toward meeting Delaware Content Standards or teacher-defined standards. All elements of instruction—activities, strategies, and materials—should be appropriate to both the content and students. As it is designed, content is broken into sequences of activities and experiences aligned to the standards that enable students to learn.
	Further, the teachers select or design and implement assessment techniques, both formative and summative, to document student progress throughout the learning experience, to inform future instruction, to guide student improvement, and to use technology when and where appropriate.
1a: **Selecting Instructional Goals**	Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional goals entails identifying exactly what students will be expected to learn; the goals describe not what students will *do,* but what they will *learn.* The instructional goals should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the goals determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in component 1. Learning goals may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning goals refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning goals with goals both within their discipline and in other disciplines.

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Elements:

- *Value, sequence, and alignment*
- *Clarity*
- *Balance*
- *Suitability for diverse learners*

Indicators include:

- *The teacher selects goals that are aligned with the Delaware content standards*
- *Goals of a challenging cognitive level*[SEP]
- *Statements of student learning, not student activity*[SEP]
- *Goals central to the discipline and related to those in other disciplines*
- *Goals permitting assessment of student attainment*[SEP]
- *Goals differentiated for students of varied ability*

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	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.
Critical Attributes	- Goals lack rigor. - Goals do not represent important learning in the discipline. - Goals are not clear or are stated as activities. - Goals are not suitable for many students in the class.	- Goals represent a mixture of low expectations and rigor. - Some goals reflect important learning in the discipline. - Goals are suitable for most of the class.	- Goals represent high expectations and rigor. - Goals are related to "big ideas" of the discipline. - Goals are written in terms of what students will learn rather than do. - Goals represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. - Goals, differentiated where necessary, are	- The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. - The teacher connects goals to previous and future learning. - Goals are differentiated to encourage individual students to take educational risks.

			suitable to groups of students in the class.	
Possible Examples	• A learning goal for a fourth-grade class is to make a poster illustrating a poem. • All the goals for a ninth-grade history class are based on demonstrating factual knowledge. • The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. • Despite the presence of a number of ELL students in the class, the goals state that all writing must be grammatically correct. • None of the science goals deals with the students' reading, understanding, or interpretation of the text. • And others..	• Goals consist of understanding the relationship between addition and multiplication and memorizing facts. • The reading goals are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling. • Most of the English Language Arts goals are based on narrative. • And others...	• One of the learning goals is for students to "appreciate the aesthetics of 18th-century English poetry." • The goals for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The learning goals include students defending their interpretation of the story with citations from the text. • And others...	• The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning. • The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives. • One of the goals for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency. • And others...

| **1b:**
Designing Coherent
Instruction | Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Effective practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the highly effective level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in component 3.

Elements:

• *Learning Activities*
• *Instructional materials and resources*
• *Instructional groups*
• *Lesson and unit structure*

Indicators include:

• *Lessons that support instructional goals and reflect important concepts*
• *Activities that represent high-level thinking*
• *Activities reflect a common target for students to master but are adapted to meet the needs of individual students*
• *Opportunities for student choice*
• *All materials and resources are suitable for the students and support the stated instructional goals for the lesson* |

	• *Use of varied resources* • *The teacher creates instructional groups that are varied, appropriate for student learning and meet the instructional goals* • *The lesson structure is coherent, meaning that it moves from easy to hard and/or simple to complex over the course of the learning sequence* • *The teacher plans time allocations that are reasonable, including planning to accommodate the diverse student needs in the class* • *The lesson has a beginning, middle and end* • *Time and opportunities for closure and reflection are included*

	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
Critical Attributes	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately	• Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources

	• Lesson plans are not structured or sequenced and are unrealistic in their expectations.	• Lesson structure is uneven or may be unrealistic about time expectations.	challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.	that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
Possible Examples	• After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet. • The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. • The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.	• After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. • The teacher finds an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with. • The teacher's lesson plans are well formatted, but the	• The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level. • The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. • The teacher plans for students to complete a project in small groups; he carefully selects group members by	• The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning. • While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections. • After the cooperative group lesson, the students will reflect on

	• The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text. • And others...	timing for many activities is too short to actually cover the concepts thoroughly. • The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story. • And others...	their reading level and learning style. • The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated. • The fourth-grade math unit plan focuses on the key concepts for that level. • And others...	their participation and make suggestions. • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned. • The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum. • And others...

1c: **Demonstrating Knowledge of Content and Pedagogy**	In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particular pedagogical approaches best suited to each discipline. **Elements:** • *Knowledge of content and the structure of the discipline* • *Knowledge of prerequisite relationships* • *Knowledge of content-related pedagogy* **Indicators include:** • *Lesson and unit plans that reflect important concepts in the discipline* • *Teacher assists students in understanding the importance of the discipline and how it may be used in the real world* • *Lesson and unit plans that accommodate prerequisite relationships among concepts and skills* • *Lesson and unit plans that make interdisciplinary connections* • *Lesson and unit plans that reflect knowledge of content related strategies* • *Teacher selects specific strategies for each lesson and can discuss why these strategies are appropriate for the students in the class at this time* • *Teacher anticipates student misconceptions related to learning and plans for how to address those misconceptions during instruction*

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Delaware Rubrics	Teacher displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Critical Attributes	• The teacher makes content errors. • The teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline.	• Teacher's understanding of the discipline is rudimentary. • The teacher's knowledge of prerequisite relations is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies and some are not suitable to the content.	• The teacher can identify important concepts of the discipline and their relationships to one another, and can identify potential student misunderstandings or misconceptions. • The teacher clearly identifies the prerequisite skills and knowledge necessary for instruction. • The pedagogical strategies are clearly aligned to instruction and support learning and engagement.	• The teacher demonstrates a solid understanding of the content and identifies potential misunderstandings or misconceptions that students may have and how they can be addressed. • The teacher clearly identifies the prerequisite skills and knowledge necessary for instruction and indicates how it will be used in instruction. • Teacher cites intra- and inter-disciplinary content relationships.

				• The teacher's plans reflect recent developments in content-related pedagogy.
Possible Examples	• The teacher says, "The official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words. • And others...	• The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday. • And others...	• The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial. • And others...	• In a unit on 19th-century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter. • And others...

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1d: **Demonstrating Knowledge of Students**	Teachers don't teach content in the abstract; they teach it to *students.* In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

Elements:

- *Knowledge of child and adolescent development*
- *Knowledge of the learning process*
- *Knowledge of students' skills, knowledge, and language proficiency*
- *Knowledge of students' interests and cultural heritage*
- *Knowledge of students' special needs*

Indicators include:

- *Formal and informal information about students gathered by the teacher for use in planning instruction*
- *Students interests and needs learned by the teacher for use in planning, e.g. student surveys*
- *Teacher-designed considers student heritages in planning*
- *Database of students with special needs*
- *Plans include adaptations or modifications to meet the needs of individual learners in the class*
- *Plans reflect a variety of approaches to learning to ensure all students have access to learning*
- *Teacher actively engages students by tapping into student interests in the lesson*
- *Teacher uses student information when creating groups or considering seating arrangements*

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Delaware Rubrics	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.
Critical Attributes	- The teacher does not understand child development characteristics and has unrealistic expectations for students. - The teacher does not try to ascertain varied ability levels among students in the class. - The teacher is not aware of students' interests or cultural heritages. - The teacher takes no responsibility to learn about students' medical or learning disabilities.	- The teacher cites developmental theory but does not seek to integrate it into lesson planning. - The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." - The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. - The teacher is aware of medical issues and learning disabilities	- The teacher knows, for groups of students, their levels of cognitive development. - The teacher is aware of the different cultural groups in the class. - The teacher has a good idea of the range of interests of students in the class. - The teacher has identified "high," "medium," and "low" groups of students within the class. - The teacher is well informed about students' cultural heritages and incorporates this	- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. - The teacher seeks out information from all students about their cultural heritages. - The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

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		with some students but does not seek to understand the implications of that knowledge.	knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class.	
Possible Examples	• The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. • And others...	• The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students' interests. • The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet. • And others...	• The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities using his knowledge of students' interests. • The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as	• The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning. • The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult. • The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.

			part of the next biology lesson. • The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December. • The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America. • And others...	• And others...

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1e: **Designing Student Assessments**	Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes. **Elements:** • *Congruence with instructional outcome* • *Criteria and standards* • *Design of formative assessments* • *Use for planning* **Indicators include:** • *Lessons plans indicating correspondence between assessments and instructional goals* • *Assessment types suitable to the style of goal* • *Variety of performance opportunities for students* • *Modified assessments available for individual students as needed* • *Expectations clearly written with descriptors for each level of performance* • *Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction* • *Assessment criteria and standards are clear to the teacher and students* • *Students use formative assessment data to evaluate their own work and guide their learning* • *The teacher is familiar with a broad array of assessment data related to students in the class*

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Delaware Rubrics	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional goals, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals, uses clear criteria, and is appropriate to the needs of the students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional goals and uses clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes	• Assessments do not match instructional outcomes. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future plans.	• Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students.	• All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments when they are necessary for some students. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction.	• Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic, with real-world application as appropriate. • Students develop rubrics according to teacher-specified learning objectives.

			• Lesson plans indicate possible adjustments based on formative assessment data.	• Students are actively involved in collecting information from formative assessments and provide input.
Possible Examples	• The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. • The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" • The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." • And others…	• The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. • The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal. • Students' tests were simply marked with a letter grade at the top. • And others…	• The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. • The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined. • The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.	• To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class. • The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. • After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.

			• Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept. • And others...	• The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time. • And others...