

DELAWARE FRAMEWORK FOR TEACHING

CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

<p>1e: Designing Student Assessments</p>	<p>Good teaching requires both assessment <i>of</i> learning and assessment <i>for</i> learning. Assessments <i>of</i> 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 <i>for</i> 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.</p> <p>Elements:</p> <ul style="list-style-type: none"> • <i>Congruence with instructional outcome</i> • <i>Criteria and standards</i> • <i>Design of formative assessments</i> • <i>Use for planning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Lessons plans indicating correspondence between assessments and instructional goals</i> • <i>Assessment types suitable to the style of goal</i> • <i>Variety of performance opportunities for students</i> • <i>Modified assessments available for individual students as needed</i> • <i>Expectations clearly written with descriptors for each level of performance</i> • <i>Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction</i> • <i>Assessment criteria and standards are clear to the teacher and students</i> • <i>Students use formative assessment data to evaluate their own work and guide their learning</i> • <i>The teacher is familiar with a broad array of assessment data related to students in the class</i>
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	Ineffective	Needs Improvement	Effective	Highly Effective
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	<ul style="list-style-type: none"> Assessments do not match instructional outcomes. Assessments lack criteria. No formative assessments have been designed. Assessment results do not affect future plans. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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			<ul style="list-style-type: none"> Lesson plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> Students are actively involved in collecting information from formative assessments and provide input.
Possible Examples	<ul style="list-style-type: none"> 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... 	<ul style="list-style-type: none"> 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... 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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			<ul style="list-style-type: none"> 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... 	<ul style="list-style-type: none"> 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...
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<p>3e: Using Assessment in Instruction</p>	<p>Assessment of student learning plays an important new role in teaching: no longer signaling the <i>end</i> of instruction, it is now recognized to be an integral <i>part</i> of instruction. While assessment <i>of</i> learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment <i>for</i> learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a “finger on the pulse” of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.</p> <p>A teacher’s actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students’ misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.</p> <p>But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher’s skill in making mid-course corrections when ^{[[[}needed, seizing on a “teachable moment,” or enlisting students’ particular interests to enrich an explanation.</p>
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	<p>Elements:</p> <ul style="list-style-type: none">• <i>Assessment criteria</i>• <i>Monitoring of student learning</i>• <i>Feedback to students</i>• <i>Student self-assessment and monitoring of progress</i> <p>Indicators include:</p> <ul style="list-style-type: none">• <i>The teacher paying close attention to evidence of student learning</i>• <i>Students are fully aware of the criteria and performance standards to be used in assessments</i>• <i>The teacher posing specifically created questions to elicit evidence of student understanding</i>• <i>The teacher circulating to monitor student learning and to offer feedback</i>• <i>Students effectively use feedback to correct and/or revise their work</i>• <i>Students assessing their own work against established criteria</i>
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	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress of students, nor provide feedback to them. Students are not engaged in self-assessment.	Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally.	Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high quality feedback to students. Occasional formative assessment is used and students are aware of most summative assessment criteria.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self- assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria.
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. 	<ul style="list-style-type: none"> • The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about

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		<ul style="list-style-type: none"> The teacher makes only minor attempts to engage students in self- or peer assessment. 	<p>guidance, at least for groups of students.</p>	<p>individual student understanding.</p> <ul style="list-style-type: none"> Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
Possible Examples	<ul style="list-style-type: none"> A student asks, “How is this assignment going to be graded?” A student asks, “Is this the right way to solve this problem?” but receives no information from the teacher. The teacher forges ahead with a presentation without checking for understanding. After the students present their research on globalization, the teacher tells them their 	<ul style="list-style-type: none"> The teacher asks, “Does anyone have a question?” When a student completes a problem on the board, the teacher corrects the student’s work without explaining why. The teacher says, “Good job, everyone.” The teacher, after receiving a correct response from one student, continues without ascertaining 	<ul style="list-style-type: none"> The teacher circulates during small-group or independent work, offering suggestions to students. The teacher uses specifically formulated questions to elicit evidence of student understanding. The teacher asks students to look over their papers to correct their errors; most of them engage in this task. And others... 	<ul style="list-style-type: none"> The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. While students are working, the teacher circulates, providing specific feedback to individual students. The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.

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	<p>letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."</p> <ul style="list-style-type: none"> • And others... 	<p>whether other students understand the concept.</p> <ul style="list-style-type: none"> • The students receive their tests back; each one is simply marked with a letter grade at the top. • And others... 		<ul style="list-style-type: none"> • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved. • And others...
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COMPONENT 4	<p>PROFESSIONAL RESPONSIBILITIES</p> <p>Teachers engage in many professional activities as they develop teaching skills. For Component Four, teachers and administrators gather evidence of such activities, but the document is not expected to be inclusive of all professional growth activities. It is intended to focus on professional growth activities within the context of school, district, and student.</p>
4a: Communicating with Families	<p>Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.</p>