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*

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	• *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

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	• 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.

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				• 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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	Ineffective	Needs Improvement	Effective	Highly Effective
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.

		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.	• And others...
			• 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...	

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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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	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	• 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.

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			• 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…

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COMPONENT 2	CLASSROOM ENVIRONMENT
	Creating an environment in which learning takes place is critical. Component Two includes management of student behavior and the expectation that classroom procedures are public knowledge. The aspects of this Component establish the parameters for interactions, create the atmosphere for learning, and define routines and procedures. All teacher-to-student and student-to-student interactions should elicit respect and rapport. The classroom culture should reflect a climate where students feel safe and supported. Students recognize that the teacher is in charge and has high expectations for their learning and behavior. Students see their teacher as fair and interested in them as individuals and learners.
2a: **Managing Classroom Procedures**	A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself." **Elements:** • *Management of instructional groups* • *Management of transitions* • *Management of materials and supplies* • *Performance of non-instructional duties* **Indicators include:** • *Smooth functioning of all routines* • *Little or no loss of instructional time* • *Students playing an important role in carrying out the routines* • *Students knowing what to do, where to move*

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	• *Student grouping is well-organized and constructed to maximize learning* • *Teacher plans and monitors changes in activities and/or grouping* • *Teacher has clear and overt signals for students indication when the students are to be in a location and ready to work* • *Teacher prepares resources ahead of time to facilitate the smooth operation of the classroom*

	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Critical Attributes	• Students not working with the teacher are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures.	• Students not working directly with the teacher are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.	• Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly.	• With minimal prompting by the teacher, students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently. • Students themselves ensure that transitions and other routines are accomplished smoothly.

		• Classroom routines function unevenly.		
Possible Examples	• When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies. • Distributing or collecting supplies is time consuming. • Students bump into one another when lining up or sharpening pencils. • At the beginning of the lesson, roll-taking consumes much time and students are not working on anything. • And others...	• Some students not working with the teacher are off task. • Transition between large- and small-group activities requires five minutes but is accomplished. • Students ask what they are to do when materials are being distributed or collected. • Students ask clarifying questions about procedures. • Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. • And others...	• In small-group work, students have established roles; they listen to one another, summarizing different views, etc. • Students move directly between large- and small-group activities. • Students get started on an activity while the teacher takes attendance. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • The teacher has an established attention signal, such as raising a hand or dimming the lights. • One member of each small group collects materials for the table.	• Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student redirects a classmate to the table he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board. • And others...

			• There is an established color-coded system indicating where materials should be stored. • Cleanup at the end of a lesson is fast and efficient. • And others...	

2b: **Managing Student Behavior**	In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content. **Elements:** • *Expectations* • *Monitoring of student behavior* *Response to student misbehavior* **Indicators include:** • *Clear standards of conduct, possibly posted, and possibly referred to during a lesson* • *Actions and reactions of the students clearly demonstrate understanding of the expectations*

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

	• *Absence of acrimony between teacher and students concerning behavior* • *Teacher awareness of student conduct* • *Teacher intervenes before behaviors impact student learning* • *Teacher responds to misbehavior effectively* • *Teacher reactions to student misbehavior are entirely appropriate in tone, wording, and action.* • *Absence of misbehavior* • *Reinforcement of positive behavior*

	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful. .	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
Critical Attributes	• The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without	• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system.	• Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate.	• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. • The teacher silently and subtly monitors student behavior.

	• apparent teacher awareness or with an ineffective response.	• The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	• The teacher frequently monitors student behavior. • The teacher's response to student misbehavior is effective.	• Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Possible Examples	• Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, apparently without the teacher's notice. • Students are running around the room, resulting in chaos. • Students use their phones and other electronic devices; the teacher doesn't attempt to stop them. • And others...	• Classroom rules are posted, but neither the teacher nor the students refer to them. • The teacher repeatedly asks students to take their seats; some ignore her. • To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." • And others...	• Upon a nonverbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom, keeping a close eye on student behavior. • The teacher gives a student a "hard look," and the student stops talking to his neighbor. • And others... •	• A student suggests a revision to one of the classroom rules. • The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops. • The teacher speaks privately to a student about misbehavior. • A student reminds her classmates of the class rule about chewing gum.

| 2c: Creating an Environment to Support Learning | An "environment to support learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students. |
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Elements:

- *Importance of the content*
- *Expectations for learning and achievement*
- *Student pride in work*
- *Teacher interaction with students*
- *Student interactions with other students*

Indicators include:

- *Belief in the value of what is being learned*
- *High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation*
- *Teacher establishes a climate in which students are willing to take risks*
- *Expectation of high-quality work on the part of students*
- *Expectation and recognition of effort and persistence on the part of students*
- *High expectations for expression and work products*
- *Respectful talk, active listening, and turn-taking*
- *Acknowledgement of students' backgrounds and lives outside the classroom*
- *Body language indicative of warmth and caring shown by teacher and students*
- *Teacher models and sets expectations for student interactions*
- *Physical proximity*
- *Politeness and encouragement*
- *Fairness*

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work. .	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
Critical Attributes	• The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. • The teacher conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work.	• The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. • The teacher conveys high expectations for only some students.	• The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher demonstrates a high regard for students' abilities.	• The teacher communicates passion for the subject. • The teacher conveys the satisfaction that accompanies a deep understanding of complex content. • Students indicate through their questions and comments a desire

	• Students use language incorrectly; the teacher does not correct them. • The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and cultural levels. • Students' body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about. Individual students. • The teacher disregards disrespectful interactions among students.	• Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." • The teacher's primary concern appears to be to complete the task at hand. • The teacher urges, but does not insist, that students use precise language. • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these	• The teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The teacher insists on precise use of language by students. • Talk between the teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher.	to understand the content. • Students take initiative in improving the quality of their work. • Students correct one another in their use of language. • The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts.

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CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

		attempts are not entirely successful.		
Possible Examples	• The teacher tells students that they're doing a lesson because it's in the book or is district-mandated. • The teacher says to a student, "Why don't you try this easier problem?" • Students turn in sloppy or incomplete work. • Many students don't engage in an assigned task, and yet the teacher ignores their behavior. • Students have not completed their homework; the teacher does not respond. • A student slumps in his chair following a comment by the teacher. • Students roll their eyes at a classmate's idea;	• The teacher says, "Let's get through this." • The teacher says, "I think most of you will be able to do this." • Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking. • The teacher does not encourage students who are struggling. • Only some students get right to work after an assignment is given or after entering the room. • Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups.	• The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." • The teacher says, "This idea is really important! It's central to our understanding of history." • The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." • The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint. • Students get to work right away when an assignment is given or after entering the room. • The teacher greets students by name as they enter the class or during the lesson.	• The teacher says, "It's really fun to find the patterns for factoring polynomials." • A student says, "I don't really understand why it's better to solve this problem that way." • A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation. • Students question one another on answers. • A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened. • The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).

	the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • The teacher does not call students by their names. • And others...	• Students applaud halfheartedly following a classmate's presentation to the class. • The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders. • And others...	• The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • The teacher and students use courtesies such as "please," "thank you," and "excuse me." • The teacher says, "Don't talk that way to your classmates," and the insults stop. • And others...	• Students say "Shhh" to classmates who are talking while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says, "That's an interesting idea, Josh, but you're forgetting..." • A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!" • And others...

2d: **Organizing Physical Space**	The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.
	Elements:
	• *Safety and Accessibility* • *Arrangement of furniture and use of physical resources*
	Indicators include:
	• *Pleasant, inviting atmosphere* • *Safe environment* • *Accessibility for all students* • *Furniture arrangement suitable for the learning activities* • *Effective use of physical resources, including computer technology, by both teacher and students*

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe and students contribute to ensuring that the physical environment supports the learning of all students.
Critical Attributes	• There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or see the board. • Available technology is not being used even if it is available and its use would enhance the lesson.	• The physical environment is safe, and most students can see and hear the teacher or see the board. • The physical environment is not an impediment to learning but does not enhance it. • The teacher makes limited use of available technology and other resources.	• The classroom is safe, and all students are able to see and hear the teacher or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology.	• Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the learning activities and the physical environment. • Students take the initiative to adjust the physical environment. • The teacher and students make extensive and imaginative use of available technology.

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

Possible Examples				
	• There are electrical cords running around the classroom. • There is a pole in the middle of the room; some students can't see the board. • A whiteboard is in the classroom, but it is facing the wall. • And others...	• The teacher ensures that dangerous chemicals are stored safely. • The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work. • The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work. • And others...	• There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. • Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion. • The use of an Internet connection extends the lesson. • And others...	• Students ask if they can shift the furniture to better suit small-group work or discussion. • A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes. • A student suggests an application of the whiteboard for an activity. • And others...

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COMPONENT 3	**Instruction**
	This Component depends on Components One and Two for success. Without a structure for instruction and a productive learning environment, content delivery will be affected and student learning will be diminished. Component Three is observed in the classroom. As teachers deliver content, they engage students in the process of learning and involve them in decisions when possible. Teachers instruct students in the content and help students see its value by making connections to other disciplines. This is accomplished through clear and accurate communication with students about their individual work and progress toward the standard(s). Teachers understand the need to be flexible and responsive to the needs of the class, as a whole, as well as individual students. They adjust lessons and assignments to meet student needs. Teachers understand the value of formative and summative assessment data and employ that information as they plan for future instruction.
3a: **Engaging Students in Learning**	Student engagement in learning is the centerpiece of the Delaware Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement. A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what

they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on."

Elements:

- *Activities and assignments*
- *Grouping of students*
- *Instructional materials and resources*
- *Structure and pacing*

Indicators include:

- *Student enthusiasm, interest, thinking, problem solving, etc.*
- *Learning tasks that require high-level student thinking and invite students to explain their thinking*
- *Students highly motivated to work on all tasks and persistent event when the tasks are challenging*
- *Students actively "working," rather than watching while their teacher "works"*
- *Students groups are appropriate to the purpose of the lesson*
- *Materials and resources promote the cognitive engagement of students*
- *Lesson has a logical and well-structured sequence of learning experiences*
- *Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection*

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Critical Attributes	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.

	variety would promote more student engagement.	• Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities.	• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Possible Examples	• Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. • Students fill out the lesson worksheet by copying words from the board. • Students are using math manipulative materials in a rote activity. • The teacher lectures for 45 minutes. • Most students don't have time to complete the assignment; the	• Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • The teacher lectures for 20 minutes and provides 15 minutes for the students to write an	• Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity. • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning. • Students are given a task to do independently, then to discuss with a table	• Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated. • Students determine which of several tools— e.g., a protractor, spreadsheet, or graphing calculator— would be most suitable to solve a math problem. • A student asks whether they might remain in their small groups to complete another section of the activity,

	teacher moves on in the lesson. • And others...	essay; not all students are able to complete it. • And others...	group, followed by a reporting from each table. • Students are asked to create different representations of a large number using a variety of manipulative materials. • The lesson is neither rushed nor does it drag. • And others...	rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson. • And others...

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CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

3b: **Demonstrating Flexibility and Responsiveness**	"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks. **Elements:** • *Lesson adjustment* • *Response to students* • *Persistence* **Indicators include:** • *Incorporation of students' interests and daily events into a lesson* • *Teacher accurately observes the actions and reactions of the students as the lesson is being implemented* • *Teacher adjusting instruction in response to evidence of student understanding (or lack of it)* • *Teacher seeks effective approaches for students who need help in their classes* • *Teacher uses his or her repertoire of strategies to assist students in learning* • *Teacher seizes on a teachable moment*

DELAWARE FRAMEWORK FOR TEACHING
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	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students. .	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.
Critical Attributes	• The teacher ignores indications of student boredom or lack of understanding. • The teacher brushes aside students' questions. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. • The teacher makes no attempt to adjust the	• The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. • The teacher's attempts to adjust the lesson are partially successful. ⌊SEP⌋	• The teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher makes adjustments to the lesson.	• The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. • The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

	lesson in response to student confusion.			
Possible Examples	• The teacher says, "We don't have time for that today." • The teacher says, "If you'd just pay attention, you could understand this." • When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then." • And others...	• The teacher says, "I'll try to think of another way to come at this and get back to you." • The teacher says, "I realize not everyone understands this, but we can't spend any more time on it." • The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful. • And others...	• The teacher says, "That's an interesting idea; let's see how it fits." • The teacher illustrates a principle of good writing to a student, using his interest in basketball as context. • The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach. • And others...	• The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it." • The teacher incorporates the school's upcoming championship game into an explanation of averages. • The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it." • And others...

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3c: **Communicating Clearly and Accurately**	Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.
	Elements:
	Expectations for learning *Directions and Procedures* *Explanation of Content*
	Indicators include:
	Teacher communicates the purpose of the lesson or unit (sequence of learning) clearly *Clear directions and procedures specific to the lesson activities* *Absence of content errors and clear explanations of concepts and strategies* *Teacher helps students make connections between lesson content and the "real world"* *Correct and imaginative use of language* *Students accurately explain lesson concepts to their peers*

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
Critical Attributes	• At no time during the lesson does the teacher convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher's communications	• The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher makes no serious content errors but they make minor ones. • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.	• The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Students engage with the learning task, indicating that they	• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Students suggest other strategies they might

	include errors of vocabulary or usage or imprecise use of academic language. • The teacher's vocabulary is inappropriate to the age or culture of the students.	• The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile, for students.	understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher's vocabulary is appropriate to students' ages and levels of development.	use in approaching a challenge or analysis. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly.
Possible Examples	• A student asks, "What are we supposed to be doing?" but the teacher ignores the question. • The teacher states that to add fractions they must have the same numerator. • Students have a quizzical look on their faces; some may	• The teacher mispronounces "_____." • The teacher says, "And oh, by the way, today we're going to factor polynomials." • A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.	• The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials." • In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"	• The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully." • The teacher asks a student to explain the task to other students. • When clarification about the learning task is needed, a student offers it to classmates.

	• A student asks, "What do I write here?" in order to complete a task. • The teacher says, "Watch me while I show you how to _____," asking students only to listen. • A number of students do not seem to be following the explanation. • Students are inattentive during the teacher's explanation of content. • Students' use of academic vocabulary is imprecise. • And others...	• The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention. • The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work." • The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun. • The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy. • And others...	• The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples. • The teacher asks, "Who would like to explain this idea to us?" • A student asks, "Is this another way we could think about analogies?" • A student explains an academic term to classmates. • The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not" and that the prefix un- also means the same thing. • A student says to a classmate, "I think that side of the triangle is called the hypotenuse." • And others...

withdraw from the lesson.

• Students become disruptive or talk among themselves in an effort to follow the lesson.

• The teacher uses technical terms without explaining their meanings.

• The teacher says "ain't."

• And others...

| 3d:
Using Questioning and Discussion Techniques | Questioning and discussion are the only instructional strategies specifically referred to in the Delaware Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions

and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that |

these skills have been taught.

Elements:

- *Quality of questions*
- *Discussion techniques*
- *Student participation*

Indicators include:

- *Questions of high cognitive challenge, formulated by both students and teacher*
- *Questions with multiple correct answers or multiple approaches, even when there is a single correct response*
- *Effective use of student responses and ideas*
- *Teacher ensures all voices are heard in discussion*
- *Discussion, with the teacher stepping out of the central, mediating role*
- *Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates*
- *Teacher sets expectations for all students to participate*
- *High levels of student participation in discussion*

	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by most students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion. Teacher employs cognitive coaching in questioning.

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

Critical Attributes				
	• Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion.	• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so.	• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so.	• Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

Possible Examples				
	• All questions are of the "recitation" type, such as "What is 3 x 4?" • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher calls only on students who have their hands up. • A student responds to a question with wrong information, and the teacher doesn't follow up. • And others...	• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • The teacher asks, "Who has an idea about this?" The usual three students offer comments. • The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher. • The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters. • And others...	• The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?" • The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian. • The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class. • The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the	• A student asks, "How many ways are there to get this answer?" • A student says to a classmate, "I don't think I agree with you on this, because…" • A student asks of other students, "Does anyone have another idea how we might figure this out?" • A student asks, "What if...?" • And others...

			text and to explain their thinking to a neighbor. • And others…	

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

3e: **Using Assessment in Instruction**	Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* 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 *for* 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. 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. 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. 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.

	Elements: • *Assessment criteria* • *Monitoring of student learning* • *Feedback to students* • *Student self-assessment and monitoring of progress* **Indicators include:** • *The teacher paying close attention to evidence of student learning* • *Students are fully aware of the criteria and performance standards to be used in assessments* • *The teacher poising specifically created questions to elicit evidence of student understanding* • *The teacher circulating to monitor student learning and to offer feedback* • *Students effectively use feedback to correct and/or revise their work* • *Students assessing their own work against established criteria*

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

	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	• 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.	• 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.	• 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	• 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

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

		• The teacher makes only minor attempts to engage students in self- or peer assessment.	guidance, at least for groups of students.	individual student understanding. • 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	• 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	• 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	• 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...	• 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.

	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." • And others...	whether other students understand the concept. • The students receive their tests back; each one is simply marked with a letter grade at the top. • And others...		• 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...

COMPONENT 4	**PROFESSIONAL RESPONSIBILITIES** 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.
4a: **Communicating with Families**	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 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.

Elements:

- *Information about the instructional program*
- *Information about individual students*
- *Engagement of families in the instructional program*

Indicators:

- *Frequent and culturally appropriate information sent home regarding the instructional program and student progress*
- *Two-way communication between the teacher and families*
- *Teacher communicates with families about the academic, developmental, and behavioral progress of the student*
- *Frequent opportunities for families to engage in the learning process*
- *Teacher uses electronic or non-electronic means of communication*
- *Teacher seeks ways to assure the non-English speaking parents receive information in a format that allows them to understand the communication.*
- *Teacher plans and implements ways to communicate about the instructional program within the school and their classroom.*
- *Teacher makes frequent attempts to engage families in instruction*

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	The teacher provides little or no information to families and makes no effort to engage families in the instructional program.	The teacher complies with school procedures/policies for providing information to families and makes an effort to engage families in the instructional program.	The teacher communicates frequently with families and successfully engages families in the instructional program.	The teacher communicates frequently with families; communication is sensitive to families' cultures and values. The teacher successfully engages families in the instructional program. Students participate in communication with families.
Critical Attributes	• Little or no information regarding the instructional program is available to parents. • Families are unaware of their children's progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication.	• School- or district-created materials about the instructional program are sent home. • The teacher sends home infrequent or incomplete information about the instructional program. • The teacher maintains a school-required gradebook but does little else to inform families about student progress. • Some of the teacher's communications are inappropriate to families' cultural norms.	• The teacher regularly makes information about the instructional program available. • The teacher regularly sends home information about student progress. • The teacher develops activities designed to engage families successfully and appropriately in their children's learning. • Most of the teacher's communications are appropriate to families' cultural norms.	• Students regularly develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process. • All of the teacher's communications are

				highly sensitive to families' cultural norms.
Possible Examples	• A parent says, "I'd like to know what my kid is working on at school." • A parent says, "I wish I could know something about my child's progress before the report card comes out." • A parent says, "I wonder why we never see any schoolwork come home." • And others…	• A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." • A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." • The teacher sends home weekly quizzes for parent or guardian signature. • And others…	• The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc. • The teacher creates a monthly progress report, which is sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1960's. • And others…	• Students create materials for Back-to-School Night that outline the approach for learning science. • Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian. • Students design a project on charting their family's use of plastics. • And others…

4b: **Recording Data in a Student Record System**	An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. These include student completion of assignments, student progress in learning, and non-instructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders. **Elements:** • *Student Completion of Assignments* • *Student progress in learning* • *Non-instructional records* **Indicators:** • *Routines and systems that track student completion of assignments* • *Records are entered in a timely fashion* • *Systems of information regarding student progress against instructional goals* • *Records are accurate* • *Processes of maintaining accurate non-instructional records*

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	The teacher does not maintain and record accurate data which results in errors and confusion.	The teacher maintains accurate data, but the teacher officially records data in a rudimentary and ineffective manner.	The teacher maintains and records accurate data in an efficient and effective manner.	The teacher maintains and records accurate data in an efficient and effective manner. Data are always recorded in a timely manner and readily accessible for those who have permission to access them.
Critical Attributes	• There is no system for either instructional or noninstructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information.	• The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.	• The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. • The teacher's process for recording noninstructional information is both efficient and effective.	• Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining noninstructional records for the class.

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

Possible Examples				
	• A student says, "I'm sure I turned in that assignment, but the teacher lost it!" • The teacher says, "I misplaced the writing samples for my class, but it doesn't matter-I know what the students would have scored." • On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. • And others…	• A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" • The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time." • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. • And others…	• On the class website, the teacher creates a link that students can access to check on any missing assignments. • The teacher's gradebook records student progress toward learning goals. • The teacher creates a spreadsheet for tracking which students have paid for their school pictures. • And others…	• A student from each team maintains the database of current and missing assignments for the team. • When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database. • And others…

4c: **Growing and Developing Professionally**	As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.
	Elements:
	• *Enhancement of content knowledge and pedagogical skill* • *Receptivity to feedback from colleagues* • *Service to the profession*
	Indicators:
	• *Frequent teacher attendance in courses and workshops; regular academic reading* • *Teacher selects professional goals directly related to teaching standards, improving student learning, and school improvement* • *Participation in learning networks with colleagues; freely shared insights* • *Teacher welcomes feedback from colleagues and supervisors* • *Teacher effectively and actively participates in his or her Professional Learning Community(s)* • *Participation in professional organizations supporting academic inquiry*

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching skills	The teacher has limited participation or involvement in professional development activities.	The teacher actively participates in professional development activities and contributes to the profession	The teacher makes a substantial contribution to the profession through activities such as action research and mentoring new teachers and actively pursues professional development.
Critical Attributes	• The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attend conferences.	• The teacher participates in professional activities when they are required or provided by the district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to professional organizations.	• The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in organizations designed to contribute to the profession.	• The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the profession.
Possible Examples	• The teacher never takes continuing education course, even though the credits would increase his salary.	• The teacher politely attends district workshops and professional development days but doesn't make much use	• The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies	• The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project

	• The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form. • Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on member's time. • And others…	of the materials received. • The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation. • The teacher joins the local chapter of the American Library Association because she might benefit from the free books-but otherwise doesn't feel it's worth much of her time. • And others…	he'll be able to use during the school year. • The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. • The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students. • And others…	in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. • The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects. • And others…

4d: **Reflecting on** **Professional Practice**	Reflecting on professional practice encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self- critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning. **Elements:** *Accuracy* *Use in future teaching* **Indicators:** *Accurate reflections on a lesson* *Teacher assesses his or her own performance against standards* *Teacher accurately assesses his or her ability to add value* *Teacher regularly uses reflection to improve future instruction* *Citation of adjustments to practice that draw on a repertoire of strategies* *Teacher sets goals to improve his or her personal practice*

DELAWARE FRAMEWORK FOR TEACHING
CRITICAL ATTRIBUTES AND POSSIBLE EXAMPLES

	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	The teacher does not accurately reflect on the lesson or propose ideas on how the lesson could be improved.	The teacher's reflection on the lesson is generally accurate and the teacher makes global suggestions about how the lesson may be improved.	The teacher's reflection on the lesson is accurate, citing general characteristics of the lesson, and the teacher provides specific suggestions about how the lesson may be improved.	The teacher's reflections on the lesson are accurate and perceptive, citing specific examples within the lesson and specific suggestions for improvement. The teacher draws on an extensive repertoire to support suggestions for alternative strategies.
Critical Attributes	• The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement.	• The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction.	• The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved.	• The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • The teacher's suggestions for improvement draw on an extensive repertoire.
Possible Examples	• Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" • The teacher says, "That was awful; I wish I knew what to do!" • And others…	• At the end of the lesson, the teacher says, "I guess that went okay." • The teacher says, "I guess I'll try _____next time." • And others…	• The teacher says, "I wasn't pleased with the level of engagement of the students." • The teacher's journal indicates several possible lesson improvements. • And others…	• The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." • In conversation with colleagues, the teacher considers strategies for

				grouping students differently to improve a lesson.
				• And others…