



Delaware Teacher of the Year

2026 Program Guide

Mission Statement

The Delaware Teacher of the Year Program is a vocal community of award-winning educators who represent exemplary teaching and serve as spokespersons and ambassadors for the profession. The program recognizes excellence in education and expresses appreciation for the many outstanding teachers in Delaware who serve as an inspiration to teachers, students, and community members, while providing a representative to serve as the profession's advocate throughout the year.

DISTRICT/CHARTER TEACHER OF THE YEAR

Selection Process

In Delaware, Teachers of the Year are annually chosen at the school and district levels through a variety of procedures. Local-level processes range from open nomination to formal selection by a district-wide committee among nominees from every school. The Delaware Charter School Network administers a selection process for charter teachers. On-going change to improve the selection process is recommended. The Delaware Teacher of the Year program encourages a consistent selection process in every school district and ultimately in every school building.

Teachers who have received recognition as Delaware Teacher of the Year are not eligible for nomination. Those who have been recognized as a District/Charter Teacher of the Year in the previous three years are not eligible for nomination. Teachers who have been nominated in prior years but did not achieve at local ranking may be nominated the following year.

In the selection process at all levels, emphasis needs to be placed on the fact that we are looking for the best representative of the teaching profession and best teaching practices. Final selection of each school-level and district/charter level Teacher of the Year should be completed by a broad-based committee representing teachers, building administrators, families, and students.

School and district nomination should take place in the spring for the following year. This will give the nominee ample time to prepare his or her application for submission to the state.

The program should always be described as a search for a person who will represent fellow teachers. Before the district/charter decides, it should make sure that each nominee is willing to accept the title if offered.

The Delaware Department of Education (DDOE) shall meet annually with the district coordinators of the Teacher of the Year Program and the representative for the charter schools for the purpose of providing them with detailed instructions and proper forms for the presentation of nominees. Each district is invited to nominate one teacher employed by the district and the charter schools are invited to select one nominee to represent all of the charter schools.

DELAWARE TEACHER OF THE YEAR

Qualifications

To be considered for the Delaware Teacher of the Year award a person shall:

- Have taught, continuously or intermittently, for an accumulative period of three years or more in a Delaware public school previous to the date of such person's nomination;
- Have been formally nominated;
- Be actively teaching in the nominating district or charter school at the time of nomination;
- Continue to actively teach in the nominating district or charter school for the duration of the year of their nomination. If the nominee chooses to leave the district or charter school during the selection period, the district or charter school shall submit another nominee.
- Have met all the requirements for a Standard Certificate for the position held and hold a valid and current license, as approved by the Professional Standards Board, Department of Education and the State Board of Education.

Selection Process

The Delaware Teacher of the Year Program adheres to the requirements of the national program regarding schedules, composition of the application, and areas in which nominees will be judged. We are glad that we can go beyond the national guidelines by including observations and by having persons from outside the department make the final recommendation.

Following the submission of the application, selected DDOE staff members and selected former State Teachers of the Year shall be assigned to read nominees' applications and observe those nominees teaching and score them against a provided rubric. Another group of Department of Education staff members and Teachers of the Year are assigned to read all of the applications and score them against a provided rubric. Based on the numerical ratings from both the application readers (60 percent weight) and from the observations (40 percent weight), at least three nominees shall be identified as finalists for consideration by a panel of judges.

The panel of judges shall include: the current State Teacher of the Year; the president of the Delaware State PTA; the president of the Educators Rising; a member of the State Board of Education; a representative of the Delaware State Chamber of Commerce; the president of the Delaware State Education Association; and the chair of the Professional Standards Board or, if necessary, their designees. The judges shall recommend one person for the Secretary of Education to name as the Delaware Teacher of the Year. The judges will consider the applications, observation reports and videos in making their recommendation.

State Application

Each district/charter nominee will be asked to submit:

- Complete electronic application. This application follows the sequence used by the National Teacher of the Year Program.
- Three letters of support from colleagues, parents/guardians, administrators, students, or community members (PDF format).
- Resumé.
- A digital color photograph of the nominee showing full-face head and shoulders (DDOE will provide photography services for this.)

Each candidate will be scheduled to record a three-minute presentation before the beginning of the school year addressing the questions: *As the 2026 National Teacher of the Year, you serve as a spokesperson and representative for teachers and students. What is your message? What will you communicate to your profession and to the general public?* The purpose of the video is to establish the speaker's ability to express ideas with conviction and poise. No point value is assigned to the video.

Statewide Banquet/Selection Announcement

The 2026 Delaware Teacher of the Year Awards Celebration will be on **Tuesday, Oct. 14, 2025** at the Modern Maturity Center in Dover. There will be a social hour at 5 p.m. with the program/dinner starting at 6 p.m. All District/Charter Teachers of the Year will be recognized. Guests typically include the Governor, Lt. Governor, Secretary of Education, State Board of Education representative, legislators, former State Teachers of the Year, administrators, family and friends. The state honoree is announced at the end of the night.

State Teacher of the Year Responsibilities/Opportunities

Being named a State Teacher of the Year is not only an award but an honor that comes with an enormous amount of responsibility to represent the teaching profession in the state. The State Teacher of the Year is: a liaison between the teaching community and the Delaware Department of Education, districts, charters and communities; an education ambassador to businesses, families, service organizations, and media; a resource on the state of the profession to be available for workshops and conferences around the state; an education leader involved in teacher forum and education advancement; and a representative for the teaching profession by articulating the many ways that teachers contribute to the profession, and sharing knowledge about specific programs and instructional strategies that benefit teachers and students.

The 2026 State Teacher of the Year must be released from classroom responsibilities during the year of recognition as necessary to fulfill the obligations inherent in the honor. Every attempt will be made to schedule activities around the classroom schedule. The Delaware Department of Education will reimburse districts/charters for substitute costs with prior authorization.

Historic benefits to being the State Teacher of the Year include:

- Meet the President of the United States;
- Attend national events and conferences;
- Serve as the representative for the teaching profession, making public appearances statewide speaking with professional, business, education, civic, parent, and students groups;
- Gain a network of friends and colleagues from the nation's top teaching professionals;
- Become Delaware's candidate for the National Teacher of the Year Program, the oldest and most prestigious honors program to focus public attention on excellence in teaching.

Awards and gifts include:

- District/Charter School Teachers of the Year - \$2,000 cash award.
- State Teacher of the Year – an additional \$3,000 cash award plus \$5,000 for educational use (<http://delcode.delaware.gov/title14/c089/index.shtml>)

In past years, the Delaware State Teacher of the Year has received:

- A Teacher of the Year License Plate from the Division of Motor Vehicles
- A gold watch from Delaware State Teachers of the Year Association
- Doctoral Program – Tuition Free from Wilmington University and University of Delaware
- Gold State Teacher of the Year ring from Jostens

Other organizations/colleges that have presented gifts to the Teacher of the Year include:

- Advantech, Inc.
- Delaware Chief School Officers
- Delaware Association of School Administrators
- Educators Rising
- Delaware State Education Association
- Delaware School Boards Association

Delaware Teacher of the Year meetings with the Secretary of Education:

The Secretary of Education meets every other month with District/Charter Teachers of the Year. This is a great opportunity for teachers to have a voice and the ear of the Secretary of Education. These meetings generally will be virtual. In May the meeting typically is in person in Dover for recognition by the General Assembly and lunch with the Governor.

STOY Pass the Book:

The current State Teacher of the Year will keep an informal journal of his/her year as STOY. He/she will provide any details that would be helpful to the next STOY, such as speaking invitations, length of speech, writing samples, experiences, appropriate dress for occasions, list of gifts, addresses for thank you notes, etc. This book will be presented to the next STOY at the October banquet.

National Program

A candidate for National Teacher of the Year (NTOY) is a State Teacher of the Year in a state -approved or accredited school, pre-Kindergarten through grade 12, who is planning to continue in an active teaching status. The National Teacher of the Year Program is a project of the Council of Chief State School Officers (CCSSO). More information can be found at <https://ntoy.ccsso.org/>.

The National Teacher of the Year candidate has the respect and admiration of colleagues and:

1. Is an expert in their field who guides students of all backgrounds and abilities to achieve excellence;
2. Collaborates with colleagues, students, and families to create a school culture of respect and success;
3. Deliberately connects the classroom and key stakeholders to foster a strong community at large;
4. Demonstrates leadership and innovation in and outside of the classroom walls that embodies lifelong learning; and
5. Expresses themselves in an engaging and clear way.

The national program calendar has historically included:

- 2026 Teacher of the Year Program Conference: Each year the State Teachers of the Year meet to learn from each other and from experts on ways to improve and strengthen the role of the Teacher of the Year. This is typically in February. I will share more details, including dates, with the STOY as they are announced by the national program.

- Washington DC recognition for 2026 State Teachers of the Year: Traditionally the President of the United States hosts the State Teachers of the Year at the White House during this week. In the past this has been held in late April or early May.
- International Space Camp: Another exciting opportunity for the 2026 State Teachers of the Year is International Space Camp at the U.S. Space & Rocket Center in Huntsville, Alabama. This camp will allow you to learn about space technology in a supercharged atmosphere of excitement with colleagues from around the nation and the world. Typically this is held in late July.
- Next Steps Conference (fall, virtual): Closing conference for 2026 National Cohort

Teacher of the Year Program 2026 Selection Process

Date/Time	Meeting/Event	Purpose	Location
Friday, June 6, 2025	2025 TOY nominee notification	2026 TOY and building level TOY names due to DDOE	DOE
Monday, June 23, 2025 9 to 11 a.m.	2026 Teachers of the Year Meeting	TOY application workshop	Virtual
TBD July 2025 Full day	Professional development day with Sarah Brown Wessling	Help nominees develop their message	Dover
Week of August 4, 2025	Video recording	Recording - 5 min. presentation; Voice over for the banquet video	Dover
September 2025	Work site photography/videography	Videographer visits each classroom for photos/videos	Work sites
Monday, September 8, 2025 8 a.m.	Online application due	All materials must be received no later than 8 a.m.	Submit application online through EdAccess application
Tuesday, September 9, 2025	1 ST observers meeting	Orientation	Virtual
Tuesday, September 9, 2025	Readers meeting	Orientation	Virtual
Wednesday, September 10 through Monday, Sept. 29, 2025	Observations	Observers will contact teacher to schedule observation time	Observers will spend few hours in the classroom/building
Wednesday, Oct. 1, 2025	2 ND observers meeting	Rubrics due to DOE	Virtual
Friday, Oct. 3, 2025	Judges meeting	Panel of 7 judges review finalists	Dover
Tuesday, October 14, 2025	Teacher of the Year Celebration	Recognition of District/Charter Teachers of the Year – Announcement of 2026 STOY	Modern Maturity Center, Dover

NTOY APPLICATION SCORING RUBRIC

Please create a holistic score for Criteria 1, 2, 3 and 4 based on all of the essay questions.

The National Teacher of the Year candidate has the respect and admiration of their colleagues and:

1. Is an expert in their field who guides students of all backgrounds and abilities to achieve excellence.

This teacher shows pedagogical and content expertise. They demonstrate how knowing their students leads to learning and growth. This teacher recognizes, values and advocates for students of all backgrounds and abilities through deliberate and relevant instruction.

4 points	3 points	2 points	1 point
There is consistent and compelling evidence that this teacher's unique understanding of teaching and learning impacts both individuals and groups of students, alike. This teacher understands the nuances of the classroom and builds community both within and outside the classroom walls. While the essays may not be perfect, this teacher undoubtedly inspires possibility and promise in others.	There is consistent evidence that this teacher's thoughtful understanding of teaching and learning impacts individuals and/or groups of students. This teacher builds community in the classroom and sometimes outside of the classroom. This teacher is someone others look up to and respect.	While there may be compelling moments in this application, the evidence is not consistent. The teacher may use the same example for multiple questions or the description may rely on a surface "telling" without examining the pedagogy underneath.	The evidence in this response is not consistent and may even overlook or omit parts of the question. This response may focus too heavily on the teacher and lack specific student examples.

The National Teacher of the Year candidate has the respect and admiration of their colleagues and:

2. Collaborates with colleagues, students, and families to create a school culture of respect and success.

This teacher shows how collaboration enhances the learning and educational experience of students. They demonstrate an ability to see and make connections with others and often uses creative and inventive ways to bring groups of people together in order to positively impact school and/or learning culture.

4 points	3 points	2 points	1 point
There is consistent and compelling evidence that this teacher's unique understanding of teaching and learning impacts both individuals and groups of students, alike. This teacher understands the nuances of the classroom and builds community both within and outside the classroom walls. While the essays may not be perfect, this teacher	There is consistent evidence that this teacher's thoughtful understanding of teaching and learning impacts individuals and/or groups of students. This teacher builds community in the classroom and sometimes outside of the classroom. This teacher is someone others look up to and	While there may be compelling moments in this application, the evidence is not consistent. The teacher may use the same example for multiple questions or the description may rely on a surface "telling" without examining the	The evidence in this response is not consistent and may even overlook or omit parts of the question. This response may focus too heavily on the teacher and lack specific student

undoubtedly inspires possibility and promise in others.	respect.	pedagogy underneath.	examples.
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The National Teacher of the Year candidate has the respect and admiration of their colleagues and:

3. Deliberately connects the classroom and key stakeholders to foster a strong community at large.			
This teacher works to dissolve classroom walls and works to bring the community into the classroom and/or take the classroom to the community. This teacher is able to recognize and form connections within and/or outside of the school district in order to use their role as a teacher to influence larger communities.			
4 points	3 points	2 points	1 point
There is consistent and compelling evidence that this teacher's unique understanding of teaching and learning impacts both individuals and groups of students, alike. This teacher understands the nuances of the classroom and builds community both within and outside the classroom walls. While the essays may not be perfect, this teacher undoubtedly inspires possibility and promise in others.	There is consistent evidence that this teacher's thoughtful understanding of teaching and learning impacts individuals and/or groups of students. This teacher builds community in the classroom and sometimes outside of the classroom. This teacher is someone others look up to and respect.	While there may be compelling moments in this application, the evidence is not consistent. The teacher may use the same example for multiple questions or the description may rely on a surface "telling" without examining the pedagogy underneath.	The evidence in this response is not consistent and may even overlook or omit parts of the question. This response may focus too heavily on the teacher and lack specific student examples.

The National Teacher of the Year candidate has the respect and admiration of their colleagues and:

4. Demonstrates leadership and innovation in and outside of the classroom walls that embodies lifelong learning.			
This teacher is a leader in the profession. They understand the importance of engaging in professional communities and how those communities can both impact the classroom as well as the students, teachers and the profession at large. Further, this teacher is an innovator and lifelong learner. This may manifest itself inside or outside the classroom, but shows how the teacher uses creativity and ingenuity to enhance learning.			
4 points	3 points	2 points	1 point
There is consistent and compelling evidence that this teacher's unique understanding of teaching and learning impacts both individuals and groups of students, alike. This teacher understands the	There is consistent evidence that this teacher's thoughtful understanding of teaching and learning impacts individuals and/or groups of students. This teacher	While there may be compelling moments in this application, the evidence is not consistent. The teacher may use the same example	The evidence in this response is not consistent and may even overlook or omit parts of the question.

nuances of the classroom and builds community both within and outside the classroom walls. While the essays may not be perfect, this teacher undoubtedly inspires possibility and promise in others.	builds community in the classroom and sometimes outside of the classroom. This teacher is someone others look up to and respect.	for multiple questions or the description may rely on a surface “telling” without examining the pedagogy underneath.	This response may focus too heavily on the teacher and lack specific student examples.
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Please create a holistic score for Criteria 5 based on all of the essay questions.

NOTE: This focuses on expression and ability to communicate; a necessary quality the NTOY must possess.

The National Teacher of the Year candidate has the respect and admiration of their colleagues and:

5. Express themselves in an engaging and clear way.

This teacher conveys the teaching and learning experience in ways that personalize it and make it relevant to a wide range of audiences. The reader is able to envision the classroom, the learning and relationships described by the teacher. A passion for the profession is palpable.

4 points	3 points	2 points	1 point
There is consistent and compelling evidence that this teacher’s unique understanding of teaching and learning is communicated with precision and insight. This teacher embodies the qualities of an effective communicator, able to make the realities of the classroom come alive for many audiences. They are passionate about their work, precise in their purpose and advocate for their profession. This is a teacher’s teacher.	There is consistent evidence that this teacher’s thoughtful understanding of teaching and learning is communicated with insight. This teacher is a strong communicator, with a particular strength towards one audience. They have precise moments when they use their passion and purpose to teach about and advocate for the profession. Others would listen to this teacher.	While there may be compelling moments in this application, the evidence of strong communication is not consistent. The teacher may have moments in the application that are confusing or difficult to follow. While they show great care about their work, they may not convey it to broad audiences.	The evidence in this response is not consistent and may even overlook or omit portions of the prompts. This teacher may not be clear in communicating their responses and occasionally leave the reader unsure of what’s being communicated. While this is definitely a dedicated teacher, it’s difficult to extract meaning applicable to a broader audience.

Please create a holistic score for the candidate based on the entirety of the application.

6. Overall Application. You may consider how the supplemental materials (resume and letters of recommendation) affirms or illuminates your complete understanding of the candidate. In other words, the supplemental materials can support your score, but should **not detract from** it.

The teacher receives a score for the application overall, including the supplemental materials.

4 points	3 points	2 points	1 point
There is consistent and compelling evidence that this teacher's unique understanding of teaching and learning impacts both individuals and groups of students, alike. This teacher understands the nuances of the classroom and builds community both within and outside the classroom walls. While the essays may not be perfect, this teacher undoubtedly inspires possibility and promise in others.	There is consistent evidence that this teacher's thoughtful understanding of teaching and learning impacts individuals and/or groups of students. This teacher builds community in the classroom and sometimes outside of the classroom. This teacher is someone others look up to and respect.	While there may be compelling moments in this application, the evidence is not consistent. The teacher may use the same example for multiple questions or the description may rely on a surface "telling" without examining the pedagogy underneath.	The evidence in this response is not consistent and may even overlook or omit parts of the question. This response may focus too heavily on the teacher and lack specific student examples.

2026 Classroom Observation Rubric

Teacher/District/Charter: _____
 Total Overall Score: _____ (High Score of 60)

Observers: _____
 Time of Observation/Class: _____

Criterion	1-2	3-4	5-6
#1 Designing Coherent Instruction	Teacher develops learning experiences for some learners that are coherent with clear structure. Some of the learning experiences are research based and standards aligned, appropriately paced and sequenced. Students struggle to articulate what they should know and be able to do, making connections to previous learning. The learning experiences show little to no evidence of student input and meet the needs of some learners.	Teacher develops learning experiences for many learners that are coherent with clear structure. Most of the learning experiences are research based and standards aligned, appropriately paced and sequenced. Teacher employs pedagogical skills to foster the development of positive self-concepts and belonging. Students can somewhat articulate what they should know and be able to do, making connections to previous learning and/or content in other disciplines. The learning experiences show some evidence of student input and meet the needs of many learners.	Teacher develops meaningful and relevant learning experiences for all learners that are coherent with clear structure. All of the learning experiences are research based and standards aligned, appropriately paced and sequenced, support meaningful learning and promote student achievement. Teacher employs pedagogical skills to foster the development of positive self-concepts and belonging. Students can articulate what they should know and be able to do, making connections to previous learning and/or content in other disciplines. The learning experiences show evidence of student input and meet the needs of every learner.

Evidence Observed:

Performance Level for criterion #1: _____

Criterion	1-2	3-4	5-6
#2 Demonstrating Knowledge of Students, Content and Pedagogy	Teacher demonstrates limited understanding, appreciation, and respect for students' backgrounds, cultures, and abilities. Teacher's knowledge of content and pedagogy is present as witnessed through the ability to shift instruction based on some student needs.	Teacher demonstrates understanding, appreciation, and respect for students' backgrounds, cultures, and abilities. Teacher's knowledge of content and pedagogy is present as witnessed through the ability to shift instruction based on most student needs.	Teacher demonstrates vast understanding, appreciation, and respect for students' backgrounds, cultures, and abilities. Teacher's knowledge of content and pedagogy is extensive as witnessed through the ability to shift instruction based on all student needs.

Evidence Observed:

Performance Level for criterion #2: _____

Criterion	1-2	3-4	5-6
#3 Creating an Environment to Support Learning	The classroom environment minimally promotes a culture for learning as demonstrated through classroom interactions, listening, dialog, shared work responsibility and is accessible for some learners. Teacher develops routines and procedures to meet some student needs, demonstrates the philosophy that some student experiences and perspectives are embraced, and some students are capable of high academic achievement. Students struggle to demonstrate perseverance, a shared sense of belonging among learners, and completion of work.	The classroom environment promotes a culture for learning as demonstrated through respectful classroom interactions, active listening, productive dialog, shared work responsibility and is accessible for many learners. Teacher develops routines and procedures to meet most student needs, demonstrates the philosophy that most student experiences and perspectives are embraced, and many students are capable of high academic achievement. Students demonstrate perseverance, a shared sense of belonging among many learners, and completion of quality work.	The classroom environment exemplifies a culture for learning as demonstrated through respectful classroom interactions, active listening, productive dialog, shared work responsibility and is accessible for all learners. Teacher collaboratively develops routines and procedures to meet student needs, demonstrates the philosophy that all student experiences and perspectives are embraced, and all students are capable of high academic achievement. Students demonstrate perseverance, a shared sense of belonging among all learners, and completion of quality work.

Evidence Observed:

Performance Level for criterion #3: _____

Criterion	1-2	3-4	5-6
#4 Engaging Students in Learning	<p>Teacher somewhat acknowledges individual differences and makes lesson adjustments as necessary. Expectations for achievement for some students are communicated and the structure, pacing, questions and discussions minimally align and allow for student reflection and closure. Some students are able to access, are encouraged to participate, and are engaged throughout the lesson, as the teacher works to ensure the success of some students. Students are minimally engaged in accountable talk, utilizing academic language and vocabulary.</p>	<p>Teacher acknowledges individual differences, is responsive to students' interests, needs, and questions, and makes lesson adjustments as necessary. High expectations for achievement for many students are somewhat clearly communicated and the structure, pacing, questions and discussions somewhat align and allow for student reflection and closure. Many students are able to access, are encouraged to participate, and are engaged throughout the lesson, as the teacher works to ensure the success of most students. Students are somewhat engaged in accountable talk, utilizing academic language and vocabulary.</p>	<p>Teacher embraces and celebrates individual differences, is highly responsive to students' interests, needs, and questions, and makes lesson adjustments as necessary. High expectations for achievement for all students are clearly communicated and the structure, pacing, questions and discussions align and allow for student reflection and closure. All students are able to access, are encouraged to participate, and are highly engaged throughout the lesson, as the teacher persists in ensuring the success of all students. Students are engaged in accountable talk, utilizing academic language and vocabulary, and take responsibility to help others understand and challenge one another's thinking.</p>

Evidence Observed:

Performance Level for criterion #4: _____

Criterion	1-2	3-4	5-6
#5 Checking for Understanding	<p>Assessment measures are used throughout the lesson. Feedback on student work is provided. Teacher provides some opportunities for students to demonstrate their learning. Some students are provided instruction and guidance on how to engage in academically focused self and peer reflection, assessment and feedback.</p>	<p>A variety of assessment measures are used at critical moments throughout the lesson and aligned to students' progress toward goals and objectives. Feedback on student work is timely and frequent. Teacher provides opportunities for many students to demonstrate their learning and necessary adjustments are made in response to data. Many students are provided instruction and guidance on how to engage in academically focused self and peer reflection, assessment and feedback.</p>	<p>A variety of appropriate assessment measures are used at critical moments throughout the lesson and aligned to students' progress toward goals and objectives. High quality feedback on student work is timely and frequent. Teacher provides multiple opportunities for all students to demonstrate their learning and necessary adjustments are made in response to data. All students are provided instruction and guidance on how to engage in academically focused self and peer reflection, assessment and feedback.</p>

Evidence Observed:

Performance Level for criterion #5: _____

Criterion	1-2	3-4	5-6
#6 Developing and Contributing Professionally	The teacher occasionally pursues opportunities for professional growth. The teacher is able to reflect on their professional experiences and how they have positively impacted their instruction, student learning and relationship building, cultural competency, and other related areas.	The teacher pursues opportunities for professional growth and makes contributions to their profession at the local levels. The teacher is able to reflect on their professional experiences and how they have positively impacted their instruction, student learning and relationship building, cultural competency, and other related areas.	The teacher continuously pursues opportunities for professional growth and makes substantial contributions to their profession at the state and/or national levels. The teacher is able to reflect on their professional experiences and how they have positively impacted their instruction, student learning and relationship building, cultural competency, and other related areas.

Evidence Observed:

Performance Level for criterion #6: _____

Criterion	1-2	3-4	5-6
#7 Reflecting on Professional Practice	The teacher struggles to articulate reflections on the lesson, where pivots were potentially necessary, and what strategies for shifting instruction could be utilized to support student engagement and understanding in future lessons.	The teacher, with prompting, shares moments of success within the lesson, acknowledges where pivots were necessary and provides strategies for shifting instruction to support student engagement and understanding in future lessons.	The teacher embraces the opportunity to share moments of success within the lesson, acknowledges where pivots were necessary and provides multiple strategies for shifting instruction to support student engagement and understanding in future lessons.

Evidence Observed:

Performance Level for criterion #7: _____

Criterion	1-2	3-4	5-6
#8 Personal Traits	Minimally demonstrates an interest in learning, perseverance, understanding, and an interest in the well-being of some students. The teacher attempts to create a welcoming environment, culture of learning for some, including themselves. The teacher is passionate about their content.	Demonstrates continued interest in learning, growth, perseverance, understanding, empathy, and an interest in the mental, physical, emotional, and academic well-being of most students. The teacher works to create a welcoming environment, culture of learning for many, including themselves. The teacher is passionate about sharing their content and exhibits poise and stamina as a respected professional.	Embodies a love of learning, growth, perseverance, understanding, empathy, and authentic interest in the mental, physical, emotional, and academic well-being of all students. The teacher is a catalyst for creating a welcoming environment, culture of learning for everyone, including themselves. The teacher is passionate about sharing their content and exhibits high levels of poise and stamina as a highly respected professional.

Evidence Observed:

Performance Level for criterion #8: _____

Criterion	1-2	3-4	5-6
#9 Alignment of Portfolio and Observation	Minimal evidence of the synthesis between educator portfolio and classroom observation.	Some evidence of the synthesis between educator portfolio and classroom observation.	Strong evidence of the harmonious synthesis between educator portfolio and classroom observation.

Evidence Observed:

Performance Level for criterion #9: _____

Criterion	1-2	3-4	5-6
#10 Creativity	Exhibits minimal creativity in the facilitation of instruction and embraces a culturally responsive classroom environment. Assignments provide opportunities for some students to reflect and share problem solving strategies and/or new ideas.	Exhibits some creativity in the facilitation of instruction and embraces a culturally responsive classroom environment. Assignments provide opportunities for many students to reflect and share problem solving strategies and/or new ideas. Students apply content utilizing teacher developed solutions, and/or creative approaches.	Exhibits creativity in the facilitation of instruction and embraces a culturally responsive classroom environment. Assignments provide opportunities for all students to reflect and share problem solving strategies and/or new ideas. Students apply content by developing possible solutions, addressing local or global issues, and/or developing creative approaches.

Evidence Observed:

Performance Level for criterion #10: _____

Key Vocabulary

All Learners	Students who are Multilingual Learners, at-risk students, students with visible and non-visible disabilities, and regardless of gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, body type/physical appearance, or living situation.
Assessment Measures	Effective assessment for learning is the careful collection and analysis of both data and authentic evidence to inform instructional decisions and appropriate scaffolding toward content and language targets. Assessment for learning uses timely feedback to accelerate progress within all disciplines through reading, writing, speaking, and listening. What matters most is not the form of the assessment, but how the information gathered is used to increase effective instruction and learning.
Creativity	The process of developing new, uncommon, or unique ideas.
Culturally Responsive	DDOE defines Culturally Responsive as intentionally acknowledging and valuing the diversity, contributions, and experiences of every educator and learner by providing opportunities for individuals to see themselves and others in their learning, leading to: <ul style="list-style-type: none"> ● Academic Achievement <ul style="list-style-type: none"> ○ There must be evidenced belief that all students are capable of academic success ○ There must be evidenced support for academic achievement for all students ● Cultural Competence <ul style="list-style-type: none"> ○ There must be affirmation of students' cultural identities ○ There must be opportunities for students to develop understanding of and respect for others' culture ● Socio-Political Consciousness <ul style="list-style-type: none"> ○ There must be a willingness to engage students in recognizing, understanding, and critiquing social inequities
Reflection	The process used to discern the outcomes of instruction, including but not limited to student engagement, learning outcomes and objectives, classroom management, learning environment, direct and indirect instruction, and opportunities for student voice and choice.
Synthesis	The combination of ideas to form a theory or system