Delaware Teacher Growth and Support System

Positively Impacting the Quality of Teaching in Service of Student Achievement

DTGSS-Guide for Administrators

September 2021

Delaware
Department of Education

Delaware
Department of Education

DEPARTMENT OF EDUCATION

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May 5, 2022

Dear Colleagues,

Research shows that the most important in-school variable in student achievement is a skillful educator. A teacher's skill, knowledge, beliefs, and capacity positively impact student learning. Leveraging teachers' actions and behaviors in service of students is the ultimate goal of the Delaware Teacher Growth and Support System (DTGSS). Documentation of high impact practices through multiple classroom observations, explicit and actionable feedback, collaborative conversations about teaching and learning, and continuous teacher development are the core tenants of the new educator evaluation system. DTGSS is designed as a learning-focused model to empower educators and promote a growth mindset. This practice moves evaluation routines from a compliance driven model to one that prioritizes student learning and educator growth.

The relationship between educators and school leaders is paramount to school culture and shared growth. The commitment to increased achievement for all students requires instructional leaders to expand their capacity to influence the quality of teaching. Leaders have a positive impact by gathering and analyzing data about teaching and learning, by holding high expectations for adults, and by providing actionable feedback related to teaching and learning. Meaningful evaluation provides an opportunity to drive instructional improvement and catalyze change that links teaching and learning with positive student outcomes and professional growth.

I am proud of the policy and practice that we are co-developing. I am grateful to those local education agencies and leaders that participated in the DTGSS pilot and provided feedback about the system and process. Your feedback is critical to the success of our system. I look forward to engaging in school visits and upcoming professional learning that will help us to continue to grow and evolve.

Sincerely,

Mark A. Holodick, Ed.D.
Secretary of Education

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Table of Contents

Delaware Teacher Growth and Support System **1**

Table of Contents **2**

I. Introduction to the Delaware Teacher Growth and Support System **5**

History of Development and Design 6

Resources and Research 7

Pilot and Implementation Timeline 8

II. The Delaware Teacher Classroom Observation Framework **9**

Levels of Performance 11

Performance Area 1: Learning Environment 15

Performance Area 2: Engagement in Learning 16

Performance Area 3: Maximizing Learning 17

Core Teacher Skills 18

Performance Area 4: Outcomes of Learning 18

III. Implementing the Delaware Teacher Growth and Support System **19**

A. Fall Conferences **20**

Professional Growth Priority Area(s) 22

Student Improvement Goals 23

Creating and Using Professional Growth Plans: Fall and Mid-Year Conferences 26

B. Observations **27**

Observe Instruction 27

Analyze Notes 28

Prepare for Conference 28

Debrief the Observation 29

Observation Debriefs 29

Pre-Scheduled Observations 30

Observation Feedback 30

Provide Feedback Using Claims and Impact Statements 30

C. Mid-Year Conference **32**

Documenting High or Improving Performance 33

D. Spring Conference **33**

DRAFT

Rate Performance Areas 1, 2, and 3 34
Rate Performance Area 4 35
Identify Summative Rating 36
Identify Professional Growth Plan 37
Teacher Self-Assessment 37
IV. Resources **37**
Suggested Timelines **37**
Roles and Responsibilities **39**
LEA Flexibility and Authority **43**
Commonly Asked Questions and Policies **44**
Appendices **48**
Documentation Tasks. Click here for online version.
Links to DSC Forms

Administrator Quick Reference Guide

DRAFT

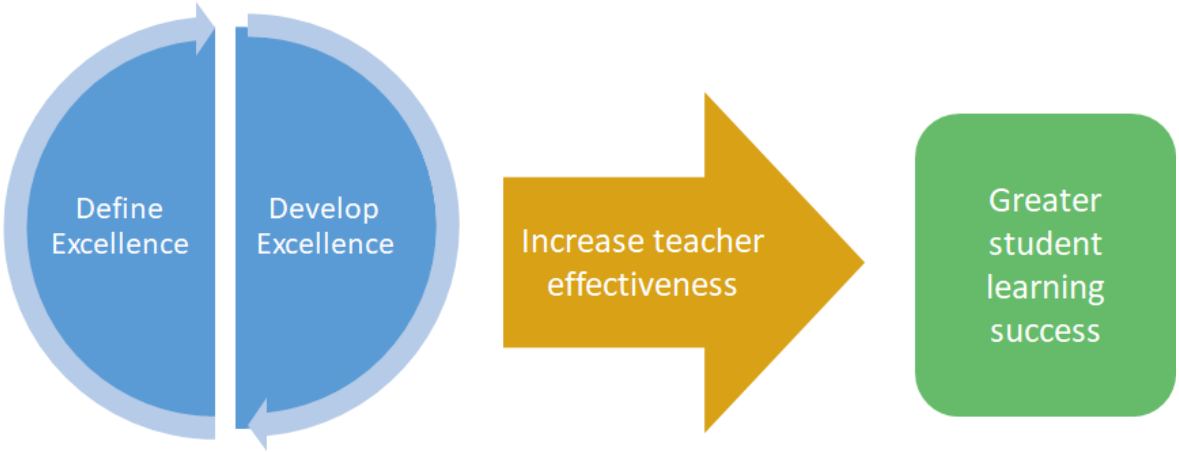
I. Introduction to the Delaware Teacher Growth and Support System

In Delaware, every child deserves an effective teacher, and great teachers are essential to student achievement. A growth-oriented framework that focuses on specific, actionable feedback is instrumental in supporting professional learning and teacher growth, which in turn affects student achievement. Teachers AND students deserve to work and learn in an environment that promotes growth and development. It is critical that educators spend their time on what matters most for students. These beliefs guided the creation of the Delaware Teacher Growth and Support System.

In 2018, in response to educator feedback, the DDOE set out to redesign the teacher evaluation framework and process in use in Delaware, known previously as DPAS-II. Led by a Steering Committee of educators from across the state, the DDOE articulated the following Theory of Action for the redesign:

- Despite efforts by educators across the state, Delaware students are not yet meeting expectations or are fully prepared for college and career,
- Teachers are the number one most influential in-school factor in whether a student is successful,
- If teachers and leaders across the state have a shared expectation for what great teaching and learning looks and sounds like, and teachers are supported to improve their practice and meet those expectations for what great teaching is, then student learning and success will increase.
- **Educators need a teaching framework that articulates expectations for students and articulates skills and development strategies for teachers to meet those expectations.**

Figure 1. Theory of Action



The Theory of Action drove the work to redesign the teacher evaluation system. The new system is titled ***"The Delaware Teacher Growth and Support System.*** The Delaware Teacher Growth and Support System includes a framework that prioritizes what matters most in ensuring great outcomes for students. In addition, a growth-oriented process to utilize the framework results in continuous development for teachers. The system also aligns with the best practices in teaching and learning articulated in the Interstate Teacher Assessment and Support Consortium (InTASC) standards and aligns with expectations for students as articulated in the Common Core State Standard and Delaware standards.

The primary outcomes for the Delaware Teacher Growth and Support System (DTGSS) are:

1. Provide teachers feedback based on a shared belief in what has the greatest impact on student learning, and in what has the highest likelihood to lead to student success.
2. Support teachers with a continuous cycle of professional growth based on that feedback and shared belief.
3. Improve teacher performance to ensure that each student has an effective teacher.

This Theory of Action and set of outcomes drive a system that prioritizes progress and improvement. It is primarily focused on teacher development and is designed to help teachers grow. The secondary focus of the system is evaluation and accountability. In other words, the Delaware Teacher Growth and Support System is a *Learning-Focused System*, rather than a *Teaching-Focused System*. The graphic below outlines the difference between a *Learning-Focused System* and a *Teaching-Focused System*:

Figure 2. Teaching-Focused System vs. Learning-Focused System

A Teaching-Focused System...	A Learning-Focused System...
Focuses on what the teacher does in relation to a set of standards or expectations	Focuses on what the teacher plans and does both in relation to a set of standards AND in how it impacts student learning
Typically includes 1-3 observations per year, depending on the teacher's experience	Driven by frequent, short observations to build evidence of consistent practice over time and provide ongoing feedback
Includes conferences to discuss how the teacher "felt" the lesson went, review evaluators' findings, and "sign off" on reports	Includes conferences to reflect on instructional choices that helped or hindered student growth, and to reflect on progress towards goals and strategies to meet goals
Feedback driven by suggestions and recommendations of activities to do	Feedback driven by suggestions and recommendations that specify desired outcomes and steps to take

Modified from "Strengthening Teacher Evaluation" by Alexander Pratt and Caroline Tripp, 2014

History of Development and Design

The redesign process began with the formation of a Steering Committee of educators from across the state. Steering Committee members completed an application to participate in the redesign and were selected based on the quality of their application. Steering Committee members included classroom teachers, school leaders, district leaders, Superintendents, and representatives from higher education. See **Appendix A** for a full list of Steering Committee members.

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The Steering Committee first met in the fall of 2018 and spent the 2018-2019 school year designing the observation framework. The Steering Committee reviewed exemplar frameworks in use in other states and in large districts, and reviewed research about what effective teachers do. The Committee then created several drafts of the framework and tested those drafts in classrooms in their own schools. By June of 2019, the Steering Committee had a final draft observation framework that the committee was ready to review.

Beginning in September 2019, the Steering Committee engaged in two rounds of testing the observation framework in classrooms across the state. Stakeholders who were not part of the design process were added as members to the Steering Committee. The intent was to ensure clarity of language and usefulness of the tool. Testing allowed the Committee to assess the usability of the framework, and to assess the extent to which the framework was applicable to a diversity of classroom contexts, grade levels, and subjects. Testing informed the final edits to the framework as well as the design of the observation process to accompany the framework. Smaller Working Groups of committee members dove deeply into the evaluation process, examining research and best practice about teacher observation processes, and used both research and what the committee learned in testing to create the observation and coaching process for Delaware. Throughout the design process, the DDOE engaged in focus groups with educators, sent newsletters and updates, and shared presentations to inform educators and gather feedback about the observation framework and process. Questions and feedback from educators directly informed design decisions about both the observation framework and the process to implement it. The Steering Committee made final recommendations to the DPAS-II Advisory Committee in February 2020 and supported preparations for the pilot of the redesigned system beginning in the fall of 2021. Due to the pandemic, school year 2020-2021 was a transition year focusing on preparation for pilot implementation, engagement of all stakeholders, and communication of key messages about the new system.

Resources and Research

The evaluation system redesign Steering Committee used several resources and research publications to inform the design of the Delaware Teacher Growth and Support System. These resources include:

- The InTASC Model Core Teaching Standards and Learning Progressions for Teachers
- The Common Core State Standards Instructional Shifts and Instructional Practice Guides
- *The Opportunity Myth* research report authored by TNTP
- *The Skillful Teacher* and Research for Better Teaching Pedagogical Framework
- Exemplar frameworks including:
    - TNTP Core Framework
    - Danielson Framework for Teaching
    - State frameworks from North Carolina, Tennessee, Rhode Island, Massachusetts, Maryland and Colorado
- *Visible Learning* by John Hattie

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Pilot and Implementation Timeline

The Delaware Teacher Growth and Support System was piloted in nine (9) LEAs during the 2021-2022 school year and fourteen (14) LEAs during the 2022-2023 school year. The system will be implemented state-wide in the fall of 2023.

LEAs piloting the system are:

- Department of Children, Youth, and Family (DSCYF)
- First State Military Academy
- Lake Forest School District
- Indian River School District
- MOT Charter
- New Castle County Vo-Tech
- Positive Outcomes
- Seaford
- Sussex Montessori

LEAs piloting the system in SY 2022-2023

- Academia Charter School
- Academy of Dover
- Aspira
- Brandywine School District
- Cape Henlopen School District
- Christina School District
- Caesar Rodney School District
- Eastside Charter School
- Laurel School District
- Milford School District
- Newark Charter School
- Polytech School District
- Sussex Academy
- Thomas Edison

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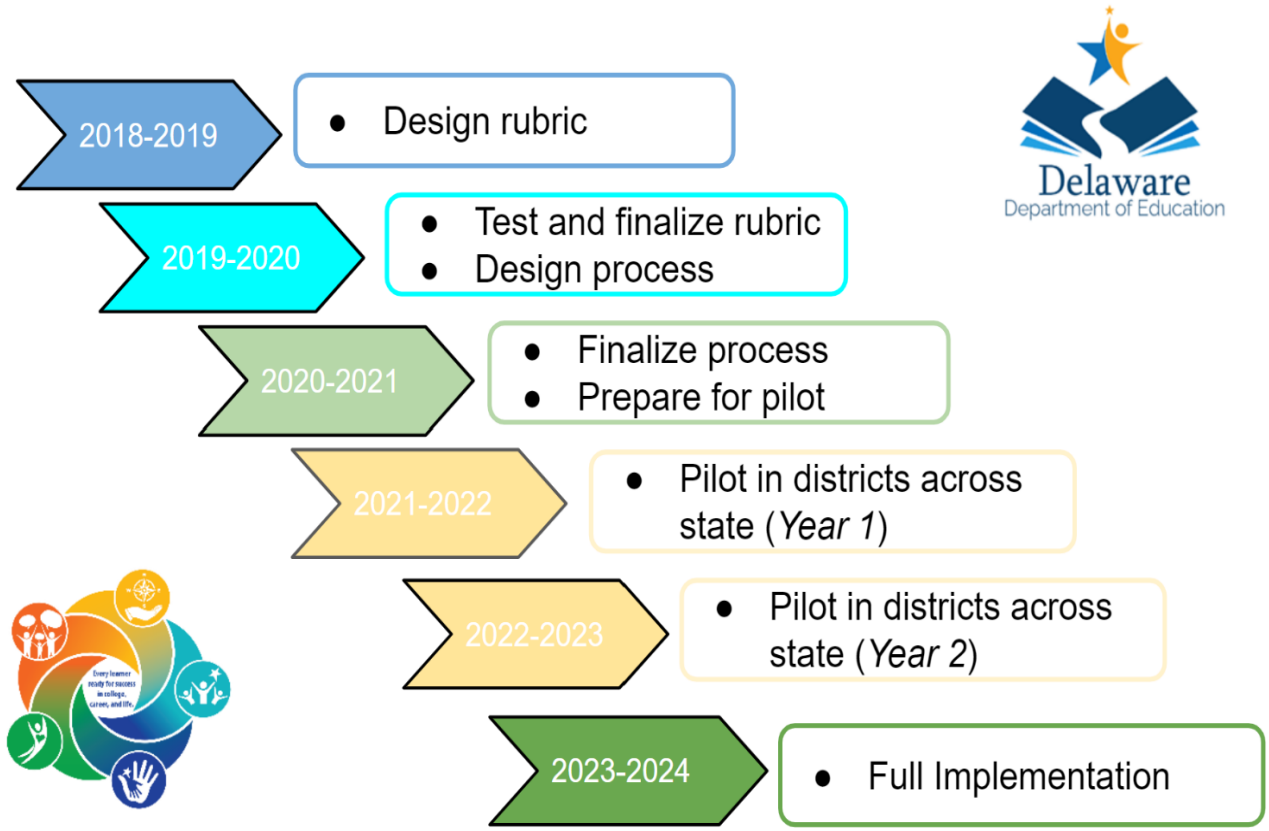
Figure 3. Design, Pilot, and Implementation Timeline



II. The Delaware Teacher Classroom Observation Framework

The Delaware Teacher Classroom Observation Framework is divided into three **Performance Areas**. Each Performance Area outlines a key element of teaching and learning that is critical to student success and is accompanied by an **Essential Question** that educators can use to guide their overall reflections about instruction. For each Performance Area, there are three **Indicators** that detail what the Performance Area looks like and sounds like in the classroom. There are four **Levels of Performance** in this observation framework, and **Descriptors** for what each Indicator looks like at each Level of Performance. Descriptors are NOT rated, but instead guide the observer on what evidence to collect to determine a Level of Performance for each Indicator. The full framework can be found in **Appendix B**.

Figure 1. Parts of the Observation Framework

Essential Question

Levels of Performance

Indicator

Descriptors

Performance Area #2: ENGAGEMENT IN LEARNING: To what extent does the instruction support and engage all students?				
	Level 1	**Level 2**	**Level 3**	**Level 4**
Indicator 2.1 **Objectives for Learning**	• Lesson **objective(s) are not aligned** to grade-level standards and/or student IEP goals. • The lesson objectives are not accessible to students. • Students do not know **what they are learning or what the objective is.** • Students are not provided **criteria for success** with the objective.	• Lesson **objective(s) are aligned** to grade-level standards and/or student IEP goals but are not written in **student-friendly** terms stating what students should know and be able to do. • The lesson objectives are accessible to students but are not clearly communicated. • Students **can read or describe the objective.** • Students are provided **criteria for success,** but the criteria are not aligned to the objective.	• Lesson **objective(s)are aligned** to grade-level standard(s) and/or student IEP goals and are written in **student-friendly** language that state what students should know and be able to do. • The lesson **objectives are accessible to students, clearly communicated** and **revisited** throughout the lesson. • Students can **clearly articulate what they are learning and why it is important** for them to know. • Students are provided **criteria for success** with the objective, that are fully aligned to the objective.	AND • Students make connections between what they are currently learning to previous learning and/or to content in other disciplines.

Finally, each Performance Area includes **Core Teacher Skills.** Core Teacher Skills describe the skills, actions, and mindsets of teachers that lead to the outcomes described in the Indicators. Core Teacher Skills are *not* rated

Core Teacher Skills

Core Teacher Skills for Maximizing Learning
• Posing questions or providing lesson activities that require students to support their thinking through citing evidence and/or explaining their thinking • Explicitly teaches students criteria for constructing arguments and/or supporting opinions • Planning for questions at different levels of cognitive challenge • Considering students' needs to match the level of questions to ask or level of prompting to provide • Explicitly teaches skills that students are required to use as part of an assignment • Providing opportunities for students to learn, practice, and master academic language • Asking questions to stimulate discussion that serves different purposes (e.g. probing for learning and understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping guide students to question) • Using knowledge of content to design assignments that support students to extend their learning • Using knowledge of content and students to match students to relevant and appropriate assignments • Allow think time for responses • Designing assignments that include multiple ways for students to demonstrate their learning (examples: writing, reading, speaking and student discourse)

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Key Features of the Delaware Teacher (DTC) Classroom Observation Framework

Figure 2. Key Features of the Delaware Teacher Classroom Observation Framework

Focused on Impact	The framework is ***outcome-focused***, which means it examines what students say and do as a result of what the teacher has done. The language of the new framework prompts observers to assess instruction based both on what teachers are doing AND what students are doing. Many of the Descriptors outline what students say and do as evidence of learning.
Streamlined	The framework has nine rated Indicators and is designed to be ***less cumbersome*** to implement than other frameworks.
Objective	The framework virtually eliminates the use of ***quantifying language*** (*some, most*, *all*). This type of language can be unclear and not specific enough for educators.
Prioritizes What Happens in the Classroom	The framework only includes behaviors and actions that can be ***directly observed*** in a lesson. This means that elements of professionalism and planning are not explicitly included in the framework indicators. The results of professionalism and planning can be seen throughout many of the Descriptors and in each Indicator. These elements are more explicitly captured in Core Teacher Skills, which align with each Performance Area, and are intended as tools for coaching, but are not rated.

Levels of Performance

The Indicators are described through Descriptors across four **Levels of Performance**.

Level 1: A teacher rated at this level demonstrates limited success towards student learning. Routines, procedures and/or behavior expectations are not in place and/or are not clearly communicated. As a result, student behaviors and/or interruptions in the classroom impact instructional time. Students struggle to work cooperatively and do not persevere to complete quality work. Lesson objectives are not aligned to grade-level standards and/or not accessible to students. Students do not know what they are learning and/or cannot clearly communicate the objective. Learning experiences are not aligned and/or not rigorous. Students are not expected to apply content to answer questions, generate examples, participate in discussions, or analyze information. In some cases, it could be that the teacher is not actually attempting instruction at all, or effectively managing the environment to support learning. In classrooms with a rating of Level 1, very little student learning is happening.

Level 2: A teacher rated at this level typically has a plan for instruction, but often the plan falls short in implementation or delivery, or the teacher's successful implementation of the plan is inconsistent. Routines, procedures, and/or behavior expectations might not be clearly communicated or matched to student needs. Students could be quiet and compliant but are not engaged in learning meaningful content. Student learning is inconsistent or only some students are learning. Students might be unsuccessful working in small groups or with a partner. The teacher could demonstrate high expectations for learning but does not provide individual supports to help students meet those

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expectations. Lesson objectives might be clearly communicated but learning experiences and/or assignments are not clearly aligned. This performance level could describe a *novice teacher* who is doing the basic moves of teaching but has not yet mastered the higher-level skills that allow them to draw from a variety of strategies depending on the context.

Level 3: A teacher rated at this level consistently meets expectations for performance. The teacher develops standards-based instructional objectives, implements learning experiences that support the lesson objectives, and provides feedback to students based on the criteria for success. Classroom protocols are in place that support student engagement and learning. Students persevere and complete quality work. The teacher provides opportunities for students to demonstrate their learning through rigorous assignments to develop thinking skills and thought processes so that students engage with and apply the content they are learning. Questions posed by the teacher are high level and appropriately matched to learners. Classroom discussions include students supporting their answers with evidence and the use of academic language and vocabulary.

Level 4: A teacher rated at this level maintains performance beyond the standard and consistently exhibits skills and behaviors that have a strong impact on student learning. High expectations and solid instructional delivery reinforce student ownership for learning. Students can self-assess their progress towards mastery of the learning objective and determine the steps needed to improve. The teacher implements strategies that link student effort to achievement and students are actively engaged in learning. Students encourage others to persevere. Connections between academic and real-life goals are visible in the classroom. Learning experiences include choice, are differentiated, and/or incorporate the application of content through robust discussions, critically analyzing information, and/or creating alternate solutions.

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DTGSS Teacher's Guidebook Terms and Definitions

The following definitions are applicable for the Delaware Teacher Growth and Student Success Guidebook:

"Action Steps" mean concrete, specific next steps that articulate next steps for the teacher to focus on.

"CEI (Claim, Evidence, Impact)" means a qualitative description of teacher performance using the following: **Claim-**A statement that **names an area/descriptor of teacher performance. Evidence-**Literal quotes or precise descriptions of actions that illustrate/support the claim or impact. **Impact-**A statement about the likely effect on students.

"Classroom Observations" means the opportunity for administrators to see teaching and learning "in action," to collect evidence of teacher strengths and growth areas, and to use that evidence to build a consistent picture of teacher performance to inform a final rating at the end of the year.

"Collaborative Growth Plan" means a plan that is created collaboratively between the teacher and the administrator. The teacher and administrator work together to reflect on past practice; identify where the teacher has been successful and what has led to that success; and identify the areas where teacher improvement would have the most significant impact on student growth.

"Core Teacher Skills" means the skills, actions, and mindsets of teachers that lead to the outcomes described in the Indicators. They are a resource and a common language for teachers and leaders to use in pursuing professional growth and improvement.

"Credentialed Observer" means an individual, not always the supervisor of the teacher, who has successfully completed DTGSS credentialing in accordance with DDOE regulations. Credentialed Observer denotes any individual who may conduct observations as part of a teacher's appraisal process.

"Delaware Teacher Classroom Observation Framework" means the observation framework that prioritizes what matters most in ensuring great outcomes for kids, and a process that results in support for teacher growth.

"Descriptors" mean explanations to describe what each Indicator looks like at each Level of Performance. They guide the observer on what evidence to collect to determine a Level of Performance for each Indicator.

"Directed Growth Plan" means a plan that is developed for teachers who need more formal direction and support for growth from their evaluator. A Directed Growth Plan is created and managed by the administrator, in partnership with the teacher.

"DTGSS" means The *Delaware Teacher Growth and Support System (DTGSS)* which is the teacher evaluation framework used in Delaware that is designed to support the growth and development of teachers for the benefit of student growth and development.

"Educator Group 1" means any educator who instructs ELA and/or mathematics for at least 10 students in grades four (4) through eight (8).

"Educator Group 2" means any educator who reports student grades for at least 10 students in any subject or grade where a Measure B assessment is available but is not a Group I educator.

"Educator Group 3" means any educator who generally does NOT report student grades and/or any educator who cannot otherwise be categorized into Groups 1 or 2 OR a Teacher of Record who may not have an assessment available to them.

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“Essential Question” means the question that accompanies each performance area in the observation tool and can be used by educators to guide their overall reflections about instruction.

“Evaluator” means a *Credentialed Observer* who is responsible for a teacher’s Summative Evaluation.

“Evidence” means the observed actions, collected artifacts, or statements made by the teacher and/or students during the classroom observation.

“Growth Targets” means the student growth goals that are determined during the Fall Conference between the educator and administrator, based on professional conversations.

“Indicators” means the details that describe what each Performance Area looks like, and sounds like in the classroom.

“Levels of Performance” means the levels of teacher performance that are identified in the DTC Observation Framework that are used for observation feedback and for assigning summative ratings.

“Observation Debrief” means the conversation between the administrator and the teacher that follows the observation to provide the administrator and teacher the opportunity to review the evidence collected, discuss additional questions, and to share the feedback from the administrator based on the evidence from the observation. Observation Debriefs may be conducted by email, through Zoom (or another virtual platform), or face-to-face.

“Observation Feedback” means feedback that is structured so that administrators create qualitative descriptions of performance aligned to a Performance Area and Indicator by articulating evidence-driven claims about the teacher’s practice and aligned next steps. A **Cl**aim **E**vidence **I**mpact **(CEI)** and *Action Steps* framework is used for observation feedback.

“Performance Areas” means the three performance areas of the DTC Observation Framework that outline the key elements of teaching and learning that are critical to student success.

“Professional Growth Goals” means the goals included in Performance Area 4 that are established at the beginning of each school year and that guide efforts for teacher development and support.

“Professional Growth Plan” means the plan created at the Fall Conference that includes Professional Growth Goals AND Student Improvement Goals to guide feedback and development for the kinds of support that teachers receive throughout the year.

“Self-Directed” means a type of Professional Growth Plan that is created and managed by the teacher.

“Student Growth” means an expected standard of performance determined using baseline data or historical student growth data.

“Student Improvement Goals” means goals that provide the basis on which the teacher and administrator establish learning targets for students and set goals to drive efforts.
“Summative Evaluation Report” means the report that the administrator completes in DSC prior to the Spring Conference which serves as the basis for discussion in the Spring Evaluation Conference.

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“Summative Evaluation Report Area for Growth” means the evaluation report for each teacher that contains at least one claim statement for an Area for Growth based on evidence collected throughout the year.

“Teacher of Record” means the teacher who has been assigned the primary responsibility for a student’s learning in a course/class, provided the student has been in attendance at least 85% of the time that the class is in session.

“Teacher Self-Assessment” means the self-assessment each teacher completes prior to the Spring Evaluation Conference that provides the opportunity for the teacher to reflect on their teaching over the course of the year, and to identify where they think their performance aligns with the Indicators and Descriptors on the framework.

Delaware Teacher Growth and Support System Performance Areas

Performance Area 1: Learning Environment

Performance Area 1 (Learning Environment) focuses on the extent to which the classroom has been developed into a community of learners through the establishment of structures for learning, a positive culture and climate, and equitable access for all students. Effective management of the learning environment is based on the belief that learning is a priority. Learning cannot happen without systems and structures to maintain efficient routines and procedures, or without establishing a respectful and supportive culture that encourages risk-taking. Successful classrooms create a community of learners, and the expectation is that students take initiative in learning through individual accountability and supporting one another.

The teacher must first lay the foundation to maximize each student's potential to learn and achieve high expectations by establishing structures to support learning and to manage student behaviors; establishing positive relationships with students that promote perseverance and hard work; holding high expectations for all students; and supporting all students to meet those expectations. The teacher understands the personal and academic characteristics that distinguish learners from each other as well as diverse cultural backgrounds and uses this knowledge to create an inclusive learning environment. As a result of this strong foundation, students can engage in productive learning. This means that students shape their own learning and take initiative and responsibility for what happens in the classroom, from following routines and procedures to persevering through challenging work.

It is necessary for teachers to consider students’ unique learning differences as they determine the strategies that will be used to create this foundation. As a result, students are comfortable in their classrooms and empowered to engage in learning that meets their individual needs. Planning requires that the teacher consults many sources of data including student achievement, student interest surveys, parent and/or community input, individual educational plans, 504 plans, and native cultures and languages.

Performance Area 1 is NOT about what students are learning, how they are learning, and/or whether they are learning. Performance Area 1 is focused exclusively on the quality of the environment that supports all students to access the learning.

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Figure 3. Delaware SmartCard for Performance Area #1

Performance Area #1 Learning Environment: *To what extent does the classroom environment support all students to learn?*		
1.1 Structures for Learning ● Routines and procedures ● Behavior expectations ● Instructional time ● Student Behavior	**1.2 Positive Classroom Climate** ● Classroom Interactions ● Ownership and responsibility ● Student perseverance	**1.3 Equitable Access** ● Expectations for learning and achievement ● Variety of tools and/or materials ● Opportunities ● Consideration of interests/perspectives ● Relationships and connections ● Cultural differences

Performance Area 2: Engagement in Learning

Performance Area 2 (Engagement in Learning) focuses on the extent to which the instruction supports all students to engage and learn. The learning environment described in Performance Area 1 is the foundation for students to deeply engage in the learning as described in Performance Area 2. The teacher identifies objectives for learning that are aligned to standards and incorporates *criteria for success* to assess student progress towards the objective. Students not only understand the objective, but they are able to articulate why it is important, and how they will know if they are making progress towards the objective. The teacher plans and implements opportunities for students to access, process and practice new skills. To do this the teacher acknowledges the developmental level of the age group as well as individual learners; understands the content deeply in order to communicate clearly through various methods and/or strategies; plans learning activities that are sequential and logically aligned; and supports students in accessing and processing new content by scaffolding instruction. Teachers recognize that a gradual release of responsibility will guide students through cognitive processes and levels of knowledge referred to in Bloom's Taxonomy will help students to deeply process complex content.

The teacher appropriately uses the central concepts, tools of inquiry, and structures of the discipline that are accessible and meaningful for learners to assure mastery of content. All elements of instruction—activities, strategies, and materials—should be aligned to both the content and to students. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas. As a result, teachers design and implement developmentally appropriate and challenging learning experiences.

Teachers will select and/or design and implement multiple methods of assessment techniques to measure student progress and to engage learners in their own growth. Learner progress is also monitored throughout the learning experience to guide student improvement and to inform the teacher's and learner's decision- making. As a result, students can articulate what they are learning and why it is important. Students self-monitor their progress through their learning with clear criteria for success. When students are not grasping the content, they are provided opportunities to relearn and redo.

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Figure 4. Delaware SmartCard for Classroom Observations for Performance Area #2

Performance Area #2 Engagement in Learning: *To what extent does the instruction support and engage all students?*		
2.1 Objectives for Learning ● Aligned and student-friendly ● Accessible, communicated, and revisited ● Understood by students ● Criteria for success	**2.2 Learning Experiences** ● Aligned and sequenced ● Teacher and student led ● Processing time ● Balance of content input and process ● Activating and summarizing learning ● Use of explanatory devices	**2.3 Checks for Understanding and Feedback** ● Monitoring progress and adjusting instruction ● Opportunities for demonstrating learning ● Student self-assessment ● Feedback to students

Performance Area 3: Maximizing Learning

A strong learning environment *(Performance Area 1)* and engagement in learning *(Performance Area 2)* are not enough. **Performance Area 3 *(Maximizing Learning)*** focuses on the extent to which all students retain and apply their learning. Progress on student learning is demonstrated through rigorous assignments that are aligned to the objective; matched to students' individual needs; and are relevant and require application of the content students are learning. Students also demonstrate learning through questioning and classroom discussion. Students respond to high-level questions that are aligned to the objective and that are appropriately matched to the learner. Students have adequate time to answer questions and to support their responses through evidence and explanation. Students demonstrate their learning by responding to questions from the teacher, responding to questions from their peers, and generating their own questions. Students engage in rich discussions with their classmates. Students are explicitly taught and required to know and use academic language and vocabulary related to the discipline at hand. As a result, students demonstrate their learning by using academic language and vocabulary in both assignments and in classroom discussions.

Creating rigorous assignments, planning for high-quality questions, classroom discussions, and teaching academic language and vocabulary requires knowledge of the content and pedagogy as described in Performance Area 2. In addition, the teacher intentionally plans for assignments, discussion, and vocabulary both in the delivery of the content, and as tools to assess whether students have mastered the objectives. Teachers use student performance on assignments and in discussions to make decisions about their instructional delivery, including when to reteach and when to move forward.

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Figure 5. Delaware SmartCard for Classroom Observations for Performance Area #3

Performance Area #3 Maximizing Learning: *To what extent do all students retain and apply their learning?*		
3.1 Rigorous Assignments ● Alignment to objective, content, and learner ● Relevant and meaningful ● Differentiated and supported ● Application of content	**3.2 Questioning and Discussion** ● Alignment to objective, content, and learner ● Continuum from simple to complex (concrete to abstract) ● Wait time, prompting, and scaffolds ● Robust and support engagement	**3.3 Academic Language and Vocabulary** ● Teacher models ● Explicitly taught ● Authentic and rigorous ● Students use to explain and elaborate thinking

Core Teacher Skills

Core Teacher Skills describe important teacher actions that happen "off stage" or outside of direct classroom instruction. This includes the critical knowledge and mindsets teachers need to be able to implement instruction as described in the framework, and tactical strategies that teachers can use in the lesson to encourage the outcomes described in the framework indicators and descriptors.

Core Teacher Skills articulate the many factors that go into the act of planning a lesson so that high-quality teaching and learning occurs in the classroom. These skills include all the steps that go into planning a lesson before it is delivered, and the steps teachers take after a lesson to assess success and plan future lessons The act of teacher planning and preparation is not explicitly addressed in the DTC Observation Framework. Planning and preparation are observed by the quality of the classroom lesson and the outcomes assessed in the framework. This does not mean that planning is not important or expected; on the contrary, intentional planning is critical to success in Delaware classrooms. What the structure of this framework affirms is that what matters most for students is the quality of the actual instruction that they experience in the classroom. So, teaching and learning is the focus of the Delaware Teacher Growth and Support System.

Core Teacher Skills are not evaluated. Core teaching skills are included in the rubric to provide a common language for teacher support and coaching in pursuing professional growth and improvement which is central to the goal for teacher evaluation in Delaware. Leaders can use the Core Teacher Skills to guide feedback and provide ongoing support for teachers.

Performance Area 4: Outcomes of Learning

While Performance Areas 1, 2, and 3 prompt the examination of student engagement in learning, **Performance Area 4** directly assesses the outcome of the instruction measured in these other Performance Areas. Performance Area 4 assesses student learning through the creation and

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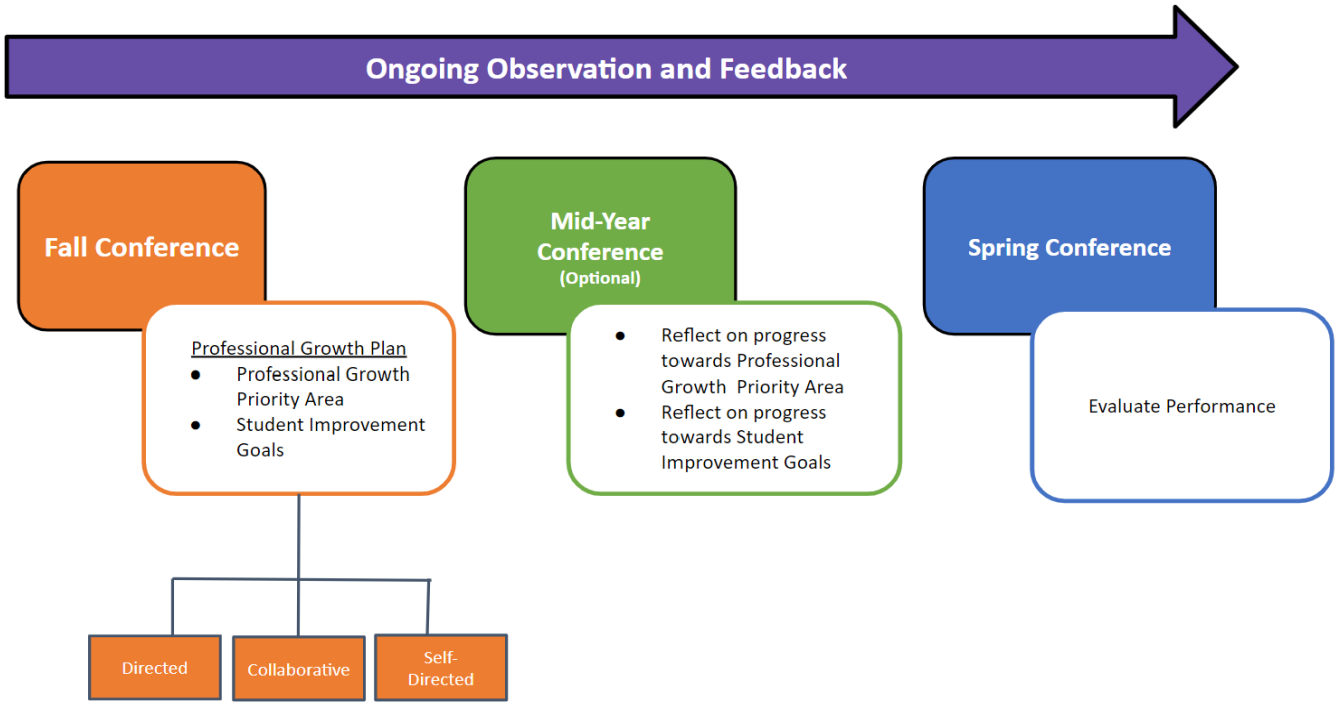
measurement of Student Improvement Goals. All teachers set Student Improvement Goals each year. Student Improvement Goals support the teacher and evaluator in assessing the teacher's impact on student learning, and to incorporate this impact into a holistic picture of the teacher's performance. Student growth goals are established in the fall and results from the end of the year are used as an indicator of student growth. These results are included in the evaluation within Performance Area 4.

Performance Area 4 also encompasses the extent to which the teacher is growing in their knowledge and skills. Professional Growth Priority Area(s) are set at the beginning of each school year, and guide efforts for development and support. While Professional Growth Priority Area(s) are not directly assessed, the impact of efforts towards the priority area is assessed through the collection of evidence for Performance Areas 1, 2, and 3. Performance Area 4 is documented through the teacher's Professional Growth Plan. (*For more details, reference pages 21-23*).

III. Implementing the Delaware Teacher Growth and Support System

The primary purpose of the Delaware Teacher Growth and Support System is to support the growth and development of teachers for the benefit of student growth and development. The resources and procedures for implementing the system are designed to support and enable teacher growth.

Figure 6. Delaware Teacher Growth and Support System



The Delaware Teacher Growth and Support System is anchored by a Professional Growth Plan created at a Fall Conference that guides the feedback and development support that teachers receive throughout the year. Teachers receive a minimum of four short classroom observations each year so that administrators can collect evidence to assess teacher performance and student learning based on the observation framework, and to identify strengths and areas for growth. Following each observation is a debrief between the teacher and administrator to discuss evidence and reflect on growth. Ongoing observation and feedback opportunities support teachers by delivering timely feedback so that skills can be developed quickly to enhance the teaching-learning process. The teacher and administrator meet for a conference at the mid-point of each school year to discuss performance. During this conference, the evaluator and teacher review all collected data to date, progress on the Professional Growth Plan, Action Steps, and Student Progress. In the spring, the evaluator and teacher meet to review performance. The evidence collected over the course of the year through observations and feedback informs the assignment of summative ratings at the end of the school year.

Each part of the process has been carefully designed to maximize productive discussion and engagement between teachers and leaders while minimizing compliance-related activities. Each part of the process is outlined in more detail in the next section of the guidebook.

A. Fall Conferences

At the beginning of each year, every teacher and administrator engage in a **Fall Conference** for the purpose of developing a **Professional Growth Plan.** The Fall Conference is a time for the teacher and administrator to engage in the goal setting process together, whether that means to co-create goals (as in the Collaborative Growth Plan) or to review goals created by the administrator (as in the Directed Growth Plan) or by the teacher (as in the Self-Directed Growth Plan). The Fall Conference is also a time to discuss overall plans for the upcoming year, and how the administrator and teacher will work together to support teacher and student improvement.

Professional Growth Plans

Teacher growth and development begins with reflecting on current practice and setting goals to drive future action. So, the Delaware Teacher Growth and Support System begins with the creation of Professional Growth Plans, and Professional Growth Plans remain at the heart of the system throughout the year. Each Professional Growth Plan includes:

1. **Professional Growth Priority Area(s)**: Annually, each teacher will set at least one Professional Growth Priority Area. This priority area is determined based on past teacher performance and student learning and is tied to a Performance Area and specific Indicator(s) in the DTC Classroom Observation Framework. Growth Priority Area(s) include action steps, timelines, and resources that the teacher will need to make progress within the identified priority area. Professional Growth Priority Area(s) are intended to drive feedback and support for teachers. Progress is assessed through the collection and assessment of evidence aligned to Performance Areas 1, 2, and 3 on the observation framework.

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2. **Student Improvement Goals**: Annually, each teacher will also set two Student Improvement Goals. These goals are based on student learning and assessment data and are set based on what subjects the teacher teaches and previous student performance. Student Improvement Goals are rated; the Student Improvement Goal rating comprises the rating for Performance Area 4.

Teachers and administrators create Professional Growth Plans annually each fall, and review progress toward the goals throughout the year. Teachers and administrators document progress towards goals during mid-year and make a final assessment of goals at the annual Spring Conference.

How teachers set goals **and** establish Professional Growth Priority Area(s) as well as the support they receive are differentiated based on teacher need. There are three types of Professional Growth Plans to enable this differentiation; the administrator selects the type of Professional Growth Plan for each educator.

Self-Directed Growth Plan

A Self-Directed Growth Plan is a plan that is created and managed by the teacher. The teacher's administrator will review and approve the growth plan but plays a smaller role in monitoring the plan and in shepherding resources to support the teacher. Some teachers have had great success in their classrooms as a result of consistently high performance and professional growth. These teachers typically receive consistent high ratings on past evaluations, both on teacher practice and student improvement measures. Self-Directed Growth Plans are meant for these types of teachers.

Collaborative Growth Plan

A Collaborative Growth Plan is a plan that is created collaboratively between the teacher and the administrator. The teacher and administrator work together to reflect on past practice; identify where the teacher has been successful and what has led to that success; and identify the areas where teacher improvement would have the most significant impact on student growth. A Collaborative Growth Plan is most effective with teachers who are making progress in their growth and would benefit from a collaborative partnership with their leader to accelerate this progress. Teachers who may be in a new teaching assignment or new school may have a Collaborative Growth Plan. Teachers who have had some success in the past but are aiming for more consistent high performance may also benefit from a Collaborative Growth Plan.

Directed Growth Plan

Directed Growth Plans are meant for teachers who need more formal direction and support for growth from their evaluator. A Directed Growth Plan is a plan that is created and managed by the administrator, in partnership with the teacher. The administrator plays a much greater role in a Directed Growth Plan, both in identifying goals and metrics and in monitoring progress. Teachers play a significant role in Directed Growth Plans in both understanding the professional goals and buying-in to completing the work to improve professional practice. Directed Growth Plans are shorter in duration, typically up to 4-6 months, to reflect the necessity for short term improvement. Any teacher who receives a Level 1 on the prior year's Summative Evaluation shall receive a Directed Growth Plan.

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Other than in Directed Growth Plans, the length of Professional Growth Plans is intended to be for one school year, meaning that goals set in the fall should be the basis for growth and development for the full school year. However, Professional Growth Plans are also flexible. Teachers and administrators should review goals frequently and make updates as teacher practice improves and as contexts change. If teacher performance is declining, administrators have the right to change the type of growth plan at the Mid-Year Conference to ensure that the teacher is getting the support they need to improve. If the teacher performance is improving, administrators have the right to change the type of growth plan at the Mid-Year Conference.

Professional Growth Priority Area(s)

Annually, every teacher in Delaware sets at least one and up to two Professional Growth Priority Area(s) that are identified based on two factors:

- The teacher's past performance, including past evaluation ratings and areas of strength and growth; and
- The context for the teacher's role in the upcoming year, which could include whether the teacher is teaching a new subject or in a new context.

Professional Growth Goals are set using the following steps, regardless of the type of Professional Growth Plan:

1. ***Reflect on past practice.***
   Examine past evaluation reports, data and feedback to identify past strengths and areas for growth.

2. ***Consider the teaching assignment for the upcoming year*:**
   Is the teacher teaching a new subject and/or grade level? Has the context of the teaching changed? A new context might mean that a teacher's priority area of focus may have met expectations in the past but may need additional focus this year. If a teacher's context is not new, a priority area may focus on moving an area of practice from good to great.

3. ***Examine the observation framework*.**
   Closely read the indicators and descriptors in the framework. Identify the Indicator and relevant Descriptor(s) that the teacher will focus on.

4. ***(Optional) The SMART format can be used to draft the Professional Growth Priority Area(s).***
   a. ***Specific*** - the priority area is specific to the teacher, the classroom context, and the observation framework
   b. ***Measurable*** - the priority area has clear metrics to use to assess the teacher's progress and whether they were successful
   c. ***Attainable*** - the priority area plan is something that the teacher can attain with support
   d. ***Relevant*** - the selected priority area is relevant-it will have direct positive impact on student improvement

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e. ***Time-Bound*** - the priority area plan indicates when the teacher will see progress. Most Professional Growth Priority Area(s) will be one year in length unless the teacher is on a Directed Growth Plan. On Directed Growth Plans, priority areas should be shorter in duration (up to 4-6 months) to support more rapid improvement.

5. ***Describe the actions the teacher will take to attain success within the Professional Growth Priority Area(s).***
   This includes articulating specific actions or benchmarks, as well as what support the teacher will need from the administrator. The Professional Growth Priority Area(s) should also include the timeline for implementation, and/or frequency with which progress should be visible. Finally, the priority area should include evidence that the observer collects that demonstrates progress towards successful implementation of the priority area.

The type of Professional Growth Plan determines whether the teacher or the administrator drives the creation of the plan. Every educator will have at least one, and no more than two, Professional Growth Priority Area(s) per school year.

Additional Resources for Establishing the Professional Growth Priority Area can be found here:
Gameboard: Resources for Delaware Teacher Professional Growth Priority Area(s)

Student Improvement Goals

In addition to Professional Growth Priority Area(s), Professional Growth Plans also include Student Improvement Goals. **Student Improvement Goals** provide the basis on which the teacher and administrator reflect on learning targets for students and goals are created to impact student success. Student Improvement Goals are set with individual teachers who establish growth goals that reflect the different abilities and needs of the students in his/her classroom.

The following structure is the basis upon which the performance of a teacher shall be evaluated, specific to the Student Improvement Component, which makes up the rating for Performance Area 4.

MEASURES FOR PERFORMANCE AREA 4

There are three (3) different measures that determine the Student Improvement Goal rating for teachers: Measure A, Measure B and Measure C.

Measure A: State Assessment Scores: Measure A is based upon student scores of the state assessment for ELA and/or mathematics for grades four **(4) through eight (8)**. Teachers in these content areas and grade levels may select to use the Measure A assessment. Measure A is not required.

Measure B: Content Assessments: Measure B can be comprised of three types of content measures:

- Internal measures that are educator-developed and DDOE-approved specific to subjects and grade levels.
- Alternative (local) measures are internally developed by a district/charter and DDOE-approved for specific subjects and grade levels.
- External measures are created by outside agencies (not district/charters) that are DDOE-approved and can be used at the discretion of each district/charter.

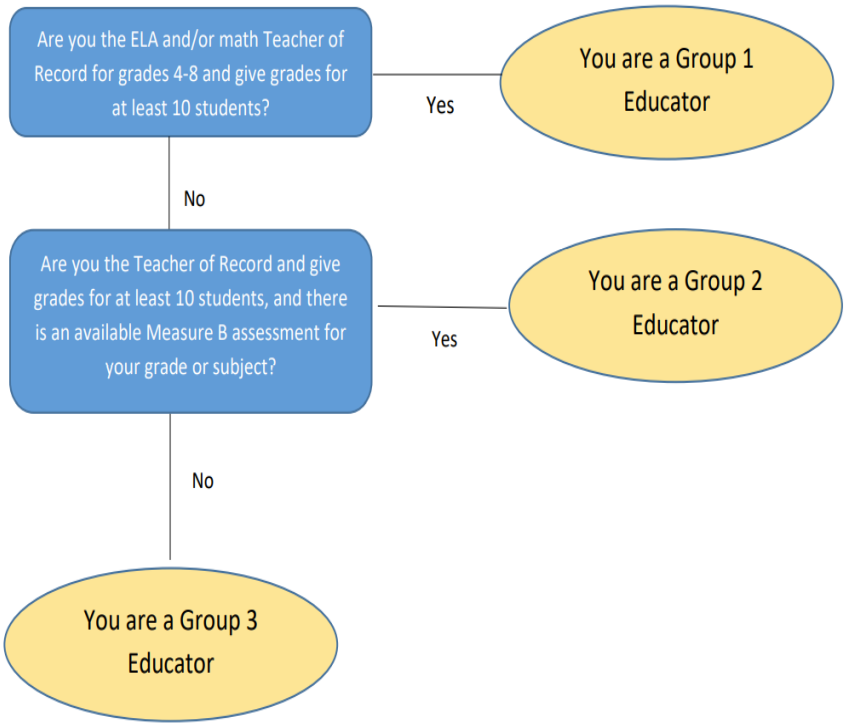
Measure C: Growth Goals: Growth goals are educator-developed and DDOE-approved. Goals are specific to content areas and job assignments.

EDUCATOR GROUPS

The following structure will determine educator groups and applicable measures.

- **Group 1**: Includes any educator who instructs ELA and/or mathematics for at least 10 students in grades four (4) through eight (8).
- **Group 2**: Includes any educator who reports student grades for at least 10 students in any subject or grade where a Measure B assessment is available but is not a Group I educator.
- **Group 3**: Includes any educator who generally does NOT report student grades and/or any educator who cannot otherwise be categorized into Groups 1 or 2. Such as a Teacher of Record who may not have an assessment available to them.

Figure 7. Determine Applicable Educator Groups and Measures



Definition of Teacher of Record: The teacher of record is the teacher who has been assigned the primary responsibility for a student's learning in a course/class, provided the student has been in attendance at least 85% of the time that the class is in session.

Teachers who have unique circumstances, such as those under FMLA, should collaborate with their administrator to determine the most appropriate educator group for them to participate in the Student Improvement Component. Regulations require that every educator receive a Student Improvement Component rating every year. Please refer to the **Appendix H** for Guidance on Unique Situations. If a situation exists that is not reflected in the Appendix, LEAs are encouraged to contact DDOE as soon as they are aware of the situation.

MEASURES REQUIREMENTS FOR EDUCATOR GROUPS

The following provides guidance as to the application of Measure A, Measure B and Measure C. Remember that an Educator's rating for a Measure A and/or B target is calculated on a roster of at least **10 individual students**. Therefore, when selecting the appropriate educator group, please consider the likelihood of that educator maintaining a minimum of the same **10 individual students** at the end of the year/target timeline.

Group 1 Educators:

- MUST use two (2) measures for all students assessed in reading and/or math for grades four (4) through eight (8)
- May use one (1) Measure A and one (1) Measure B or two (2) Measure Bs
- Each data point weighted 50%

Group 2 Educators:

- MUST use two (2) measures
- MUST use at least one (1) Measure B AND one (1) Measure B OR one (1) Measure C
- Measure B and Measure B/C weighted 50% each

Group 3 Educators:

- MUST use two (2) Measure C's
- Measure C weighted 100%

While an assessment should be administered to all students within a class, a teacher may, in some cases, set a target for a cohort of a minimum of **ten (10) students** within that class. The assessment selected may be used for different classes and can be utilized as another measure.

SELECTING GROWTH TARGETS

Measure A: Growth targets will be determined as follows:
Teachers should analyze individual student scale scores from the previous year and work with their evaluator to determine an acceptable level of student growth for meeting expectations of "Exceeds", "Satisfactory", or "Unsatisfactory".

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Measure B: Growth targets shall be determined as follows:
Growth targets will be determined after the fall administration of the pre-test measure(s) and are based on professional conversations between the administrator and teacher during the fall and spring conferences. However, prior to administration of any Measure B, the administrator must approve the selected Measure(s). Based on the results of the pre-test, the teacher will complete the *Professional Growth Plan - Student Improvement Goals* online form and set growth targets. Then the teacher and administrator should meet (Fall Conference) to develop "Satisfactory" and "Exceeds" targets based upon the identified area(s) of need and goals for their students.

Measure C: Growth Targets shall be determined as follows:
Growth Targets will be determined during the Fall Conference between the educator and administrator, based on professional conversations. The educator will be responsible for selecting (with administrator approval) from a menu of growth goals applicable to their job assignment. Using a *Professional Growth Plan-Student Improvement Goals* online form and set growth targets. The educator and administrator (during the Fall Conference) will then develop "Satisfactory" and "Exceeds" targets based upon the identified area(s) of need for their class or cohort of students.

Figure 8. Student Improvement Goal Growth Targets

Exceeds	Satisfactory	Unsatisfactory
The agreed upon "exceeds" target is met or surpassed	The agreed upon "satisfactory" target is met or surpassed, but the "exceeds" target is not met	The agreed upon "satisfactory" target is not met

Creating and Using Professional Growth Plans: Fall and Mid-Year Conferences

Professional Growth Priority Area(s) and Student Improvement Goals make up the teacher's Professional Growth Plan. Each year the teacher and administrator engage in a **Fall Conference** to set Professional Growth Priority Area(s) and Student Improvement Goals. The Fall Conference is a time for the teacher and administrator to engage in the goal setting process together, whether that means to co-create goals (*as in the Collaborative Growth Plan*) or to review goals created by the administrator (*as in the Directed Growth Plan*) or by the teacher (*as in the Self-Directed Growth Plan*). The Fall Conference is also a time to discuss overall plans for the upcoming year, and how the administrator and teacher will work together to support teacher and student improvement.

The Professional Growth Plan is not meant to be created in the fall and not reviewed again until the end of the year. Indeed, the plan should be revisited and reviewed regularly by the teacher and the administrator throughout the year. The **Mid-Year Conference** is an opportunity to review progress on Professional Growth and Student Improvement Goals, and to make updates to the goals based on evidence from observations completed to date. The Mid-Year Conference provides an opportunity for the teacher and administrator together to examine priority area(s) and data related to progress; note progress against action items and benchmarks; and identify where supports might be added or changed to help the

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teacher be successful. Contexts change, and goals should change with changing contexts. So, in some cases, Professional Growth Priority Area(s) may be modified at the Mid-Year Conference, or new priority areas may be added. The **Mid-Year Conference** itself is *optional*, but Mid-Year forms are still completed in DSC. More information about the Mid-Year Conference is included on page 31.

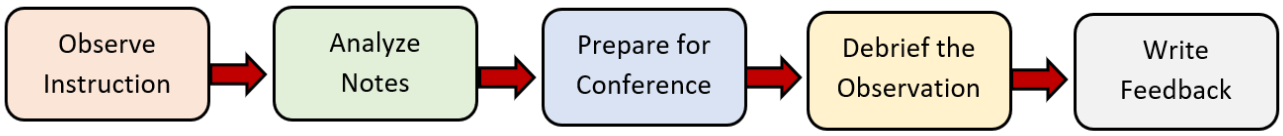
B. Observations

Classroom observations provide the opportunity for administrators to see teaching and learning "in action," to collect evidence of teacher strengths and growth areas, and to use that evidence to build a consistent picture of teacher performance to inform a final rating at the end of the year. Frequent, brief observations provide the administrator the opportunity to build a consistent sense of a teacher's skills and areas for growth, and to provide regular feedback based on actual classroom practice.

Each year, every teacher regardless of novice or experienced status will receive a **minimum of four** classroom observations of **at least 15 minutes in length**. Instructional leaders spend a significant amount of time in classrooms. Principals are encouraged to be in classrooms often, providing frequent feedback, and building a culture supportive of ongoing growth. At least two of these observations must be completed before the Mid-Year. Mid-Year Conferences are optional. Individual observations are ***not*** rated, but the evidence from all observations forms the basis of the ratings assigned to each Indicator and Performance Areas 1, 2 and 3 at the end of the school year.

Resource for Observations: Analyst's Notebook

Figure 9. Observation Steps



Observe Instruction

Administrators should plan to spend at least **15 minutes** in the classroom during an observation. The administrator may choose to spend more time based on the progress of the lesson or based on the specific Indicator(s) aligned to the professional growth goal set by the teacher. At the beginning of an observation, the administrator should be sure to note the following information about the lesson:

- Date and time
- Grade level(s) of the classroom
- Subject area(s) observed
- Learning goal/Lesson objective

When the observation is complete, the administrator should note the total time spent in the observation in minutes. While conducting observations, administrators should remember to:

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- **Note all kinds of evidence, not just what the teacher says and does**.
  The observation framework requires that the administrator collect evidence both of what the teacher is saying and doing AND what students are saying and doing. Scripting is one way to capture evidence, but administrators should also consider writing down details about what students are reading or what assignments they are completing or taking photographs of student work.

- **Talk directly with students.**
  For some of the indicators, hearing directly from students can provide the most helpful evidence. Ask questions of students about their learning but do so carefully and without interrupting instruction. Make sure to ask more than one student the same question to get a balanced picture.

- **Draft clarifying questions.**
  Evaluators should draft questions to clarify evidence.

- **List potential artifacts.**
  Evaluators should list artifacts that they may need to support evidence.

Administrators should not expect to see evidence of all nine Indicators in one brief observation. However, administrators SHOULD see evidence of each Indicator and most Descriptors over the course of several observations. Administrators should intentionally plan their observation times to ensure that they see a variety of lesson parts (*beginning, middle, end*), lesson types, and classes/subjects (*if applicable to the teacher*) to ensure that they see evidence of each Indicator in the teacher's practice.

Analyze Notes

- Determine the likelihood of learning on a scale of 1 to 10
- Identify the lesson/learning objective challenge and alignment (*use red, yellow, green criteria*) Analyzing Lesson Challenge and Alignment
- Analyze evidence and notes by Performance Area and Indicator(s) *(Use Descriptors/Levels of Performance to help)*

Prepare for Conference

Once the administrator has sorted the evidence to Indicators observed, the next step is to assess the extent to which the evidence aligns to levels of performance for each indicator. This will support the administrator to identify one observed strength from the lesson, and at least one observed area for growth. Administrators should review evidence collected and prepare questions for evidence that needs clarification. Adding a strength is optional, but LEAs have the flexibility to require that an area of strength be included in an observation debrief. Note that each observation should include **at least one area of growth**; an administrator may choose to add an additional area of growth if warranted by the evidence. An administrator can also add an area of strength based on the evidence.

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Debrief the Observation

Each observation is followed by an Observation Debrief between the administrator and the teacher. To ensure that the discussion is productive and evidence fresh, the debrief should occur within **five working days** of the observation. The goal of the debrief is to provide the administrator and teacher the chance to:

1. Review the evidence collected by the administrator.
2. Discuss additional questions and artifacts that might help build the context for the administrator to better sort and assess the evidence.
3. Discuss the feedback from the administrator based on the evidence from the observations.
4. Make updates to the Professional Growth Plan if appropriate.

Observation Debriefs may be conducted by email, through Zoom (*or other virtual platform*), or face-to-face with notes from the debrief including discussion, questions, and artifacts. All debriefs are documented in the DSC by the administrator.

Appendix D includes a planning guide that administrators can use to prepare for Observation Debriefs. For the online version click here: DE Observation Planning Guide.

Appendix E includes a detailed overview of how steps in the process are documented in the DSC.

Appendix F includes sample questions that the administrator might ask to build context and further clarify evidence for each indicator.

Appendix G includes sample artifacts that the administrator might request.

NOTE: Questions and artifacts discussed in the observation debrief are **NOT** considered evidence. Administrators should note and use the responses to questions and examination of artifacts to provide context and clarity about the evidence collected in the classroom. Examples of student work and assessments can be included as evidence **IF** those artifacts were seen in use during the lesson observation itself.

Figure 10. Observation Debrief

Observation Debriefs

In some cases, the administrator and/or teacher may not believe an in-person meeting is necessary following an observation. In this case, the administrator may complete the Observation Report in the DSC and provide the teacher the chance to review and share comments via email. The Virtual Observation Debrief and accompanying reports must be completed within **5 working days** of the observation. At any time, a teacher or administrator may request an in-person Observation Debrief. LEAs may also require that all Observation Debriefs occur in-person.

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Figure 11. Virtual Observation Debrief

Pre-Scheduled Observations

The Delaware Teacher Growth and Support System does not require announced observations. In most instances, observations will not be pre-scheduled, meaning the teacher will not know the exact date and time that the observation will occur. However, in some cases, pre-scheduling the observation with the teacher may be beneficial. If a teacher is a novice teacher in their first year of teaching or is a new teacher in the building (*regardless of novice or experienced status*), a pre-scheduled observation may help to introduce the teacher to building practices and procedures. Administrators may decide to conduct the first observation for a novice first-year teacher or teacher new to the building *before* holding the Fall Conference. Viewing instruction before the conference would allow the administrator and teacher to have a basis upon which to draft Professional Growth Goals.

Observation Feedback

Figure 12. Identify Strengths and Areas for Growth

Indicator	*Select from Indicator list*
Claim	*Names or makes a general statement that describes teacher performance*
Evidence	*Evidence is tagged with Indicator populates from DTC Observation Tool*
Impact	*Statement that establishes a documented or likely effect on students*
Action Steps	*Draft statement that describes the steps to take for the selected area for growth*

Provide Feedback Using Claims and Impact Statements

For each of the three Performance Areas measured by the framework, administrators create qualitative descriptions of performance by articulating evidence-driven claims about the teacher's practice and aligned next steps. For each Performance Area:

1. **Draft the claim.** This is the overall statement that summarizes the element of the teacher's performance aligned to this Performance Area/Indicator that has the greatest impact on student learning. The claim should be driven by evidence collected over the course of at least four observations throughout the school year.
2. **Identify the Indicators** to which the claim aligns, based on the evidence.
3. **Articulate next steps** based on the claim and Indicators. The next steps should articulate what the teacher should focus on in the short-term based on the claim.

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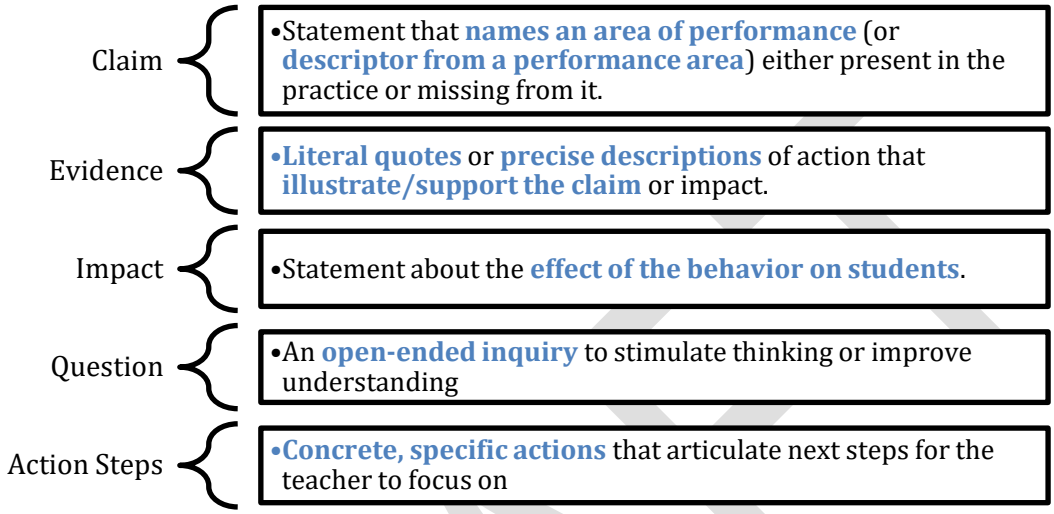
Figure 13. Qualitative Description of Performance



Sample CEI-Action Steps

Making the Most of Feedback

A key feature of learning-focused evaluation is providing feedback. As an evaluator, you will collect and examine a wide range of evidence from the classroom observation. The feedback you give should enable teachers to reflect on observed classroom practices and make decisions that will lead to greater student success.

To be most useful, feedback needs to be specific (evidence-based), timely, and targeted:

- The number of students who successfully completed the task or followed posted routines and procedures
- How much time the teacher talked versus the amount of time students talked during a discussion or working in groups
- The exact question(s) the teacher asked that demonstrates the level of rigor or scaffolding to help students understand a particular concept

Think about the other implications for your work if you can increase teachers' opportunities for high-quality, growth-oriented feedback.

- Time must be scheduled, prioritized, and protected.

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- Office and support staff must be trained and expected to handle routine issues when you are in classrooms.
- You-and your team (if you have multiple evaluators)-will need to utilize systems for keeping track of who is responsible for staff, who has been visited or observed, identifying common areas of focus, communicating within the team to identify areas of strength or areas of support needed, and establishing timelines, resources, and structures that will promote ongoing communication and feedback.
- You will need to make decisions about the most effective ways to promote ongoing communication and feedback to staff.
- You will also need a way to track progress towards district/school level goals and priorities that are aligned to the DTGSS process.

As you think about moving to a *learning-focused* framework and your personal goal of spending more time in learning-based discussions with teachers, focus on what is most important when we think about our experiences in observation conferences or debriefs. It isn't more time or the length of the conference. It isn't how much you know and can share with a teacher during the conference. It isn't that you took great notes and can tell the teacher verbatim what you observed in the classroom during the observation. It isn't if you are warm and friendly. What seems to be most important to helping teachers grow is first *what you focus on*: students, student learning, and important questions and insights that affect how well the teacher can work to advance their learning. And second, value is determined by how you conference: your respect, your intellectual curiosity about what they are doing and thinking, your ability to be an active listener, your ability to be fully present and focused for the time that you have.

(Modified from "Strengthening Teacher Evaluation" by Alexander Pratt and Caroline Tripp, 2014)

C. Mid-Year Conference

. The *optional* Mid-Year Conference can be held **prior to February 1** OR **after at least two observations are complete**. Even though the conference is *optional*, **all DSC forms are still completed** to check-in on the progress of the year, reflect on strengths and areas of growth based on observation evidence, and document progress and make updates to the Professional Growth Plan. Mid-Year Conferences can also be combined with an Observation Debrief.

Administrators and teachers who engage in the Mid-Year Conference should complete the following steps:

1. Document progress toward the Professional Growth Goal (s) set in the fall.
2. Update or add new Professional Growth Goals based on teacher progress and/or change in classroom context.
3. (*If necessary*) Document low or declining performance and change the type of Professional Growth Plan.

Documenting Low or Declining Performance

The Summative Ratings assigned at the end of each school year serve as the definitive assessment of teacher performance. However, teachers with low or declining performance should have the opportunity

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to understand and discuss their performance with their administrator prior to the Summative Conference in order to engage in improvement efforts. The Mid-Year Conference is the formal opportunity for the administrator to document low or declining performance, and to make recommendations about next steps. **Administrators must indicate on the Professional Growth Plan update form at the Mid-Year Conference that teacher performance is currently below expectations and cite evidence of performance.** If a teacher's current Professional Growth Plan is either a Self-Directed or Collaborative Plan, the administrator shall change the Growth Plan type to Directed to establish a more formal role in providing support for the struggling teacher.

Documenting High or Improving Performance

The Summative Ratings assigned at the end of each school year serve as the definitive assessment of teacher performance. However, teachers with high or improving performance should have the opportunity to present evidence and discuss their performance with their administrator prior to the Summative Conference to provide evidence of progress toward goals or evidence of met goals. The Mid-Year Conference is the formal opportunity for the administrator to document high or improving performance, and to make recommendations. Administrators must indicate on the Professional Growth Plan update form at the Mid-Year Conference that the teacher performance is currently on track to meet expectations and cite evidence of performance. If the teacher's current Professional Growth Plan is Directed, the administrator may change the Growth Plan type to Collaborative. If the teacher's current Professional Growth Plan is Collaborative, the administrator may change the Growth Plan type to Self-Directed. If the administrator indicates the growth goal has been met, the administrator shall mark the plan complete. Teachers shall have the option to create a new growth plan if he/she chooses to do so.

D. Spring Conference

Each year, every teacher will have a **Spring Conference** between **April 1st and before May 15th** and/or after final observation **(*minimum 4*)** and all student assessments are complete. At the Spring Conference, the teacher and administrator:

1. Discuss Student Improvement Goals and final ratings.
2. Discuss Indicator and Performance Area ratings assigned by the administrator based on evidence from all observations, and the summative rating for the year.
3. Discuss progress on the Professional Growth Goal(s) set by the teacher and/or administrator and identify priorities for the following school year.

Prior to the Spring Conference, the administrator completes the **Summative Evaluation Report** in the DSC, which serves as the basis of discussion in the **Spring Evaluation Conference**. The Summative Evaluation Report is reviewed during the Spring Evaluation Conference, and a final copy is provided to the teacher after the conference.

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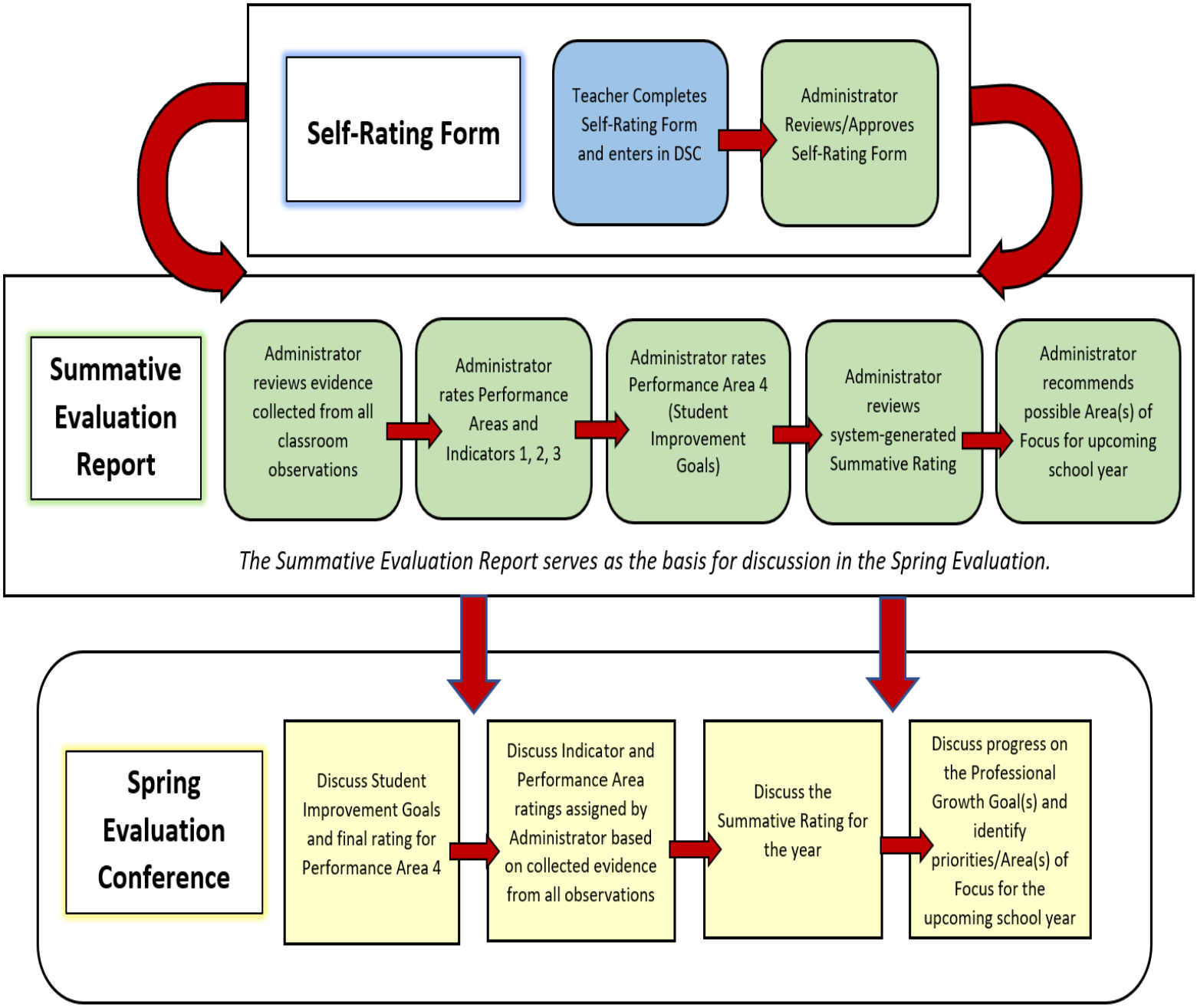
Spring Summative Evaluation Activities



Rate Performance Areas 1, 2, and 3

Prior to the Spring Evaluation Conference, the administrator should take the following steps to rate Performance Areas 1, 2, and 3:

1. Review all the evidence collected from **ALL** the observations and compare that evidence to the descriptors for each Level of Performance and each Indicator on the observation framework.
2. Assign a Level of Performance rating for each Indicator based on the preponderance of evidence collected. REMEMBER: Artifacts collected, and questions discussed outside of the observation and/or during the debrief conference are NOT considered evidence. Only consider what was observed during the classroom observation.
3. Once a Level of Performance rating for each Indicator is assigned, identify a Level of Performance rating for each of the Performance Areas 1-3 on the observation framework. As with Indicator Ratings, Performance Area ratings should be based on the preponderance of evidence across the indicators in the performance area.

Figure 15. Assigning Ratings to Performance Areas 1, 2, and 3

Performance Area Level	Point Value
Level 4	4 points
Level 3	3 points
Level 2	2 points
Level 1	1 point

Online Version: ASSIGNING RATINGS

Rate Performance Area 4

Progress towards attaining Student Improvement Goals occurs during the Spring Conference and Student Improvement ratings are determined at this time. Progress towards each measure is analyzed using student data and is discussed at the conference by the teacher and administrator. A Measure rating is determined by comparing actual data with the targets set at the Fall Conference. Ratings for each Measure are determined by the “Exceeds,” “Satisfactory,” and “Unsatisfactory” targets set from the beginning of the year. Once each Measure rating is determined, an overall Student Improvement Goal Rating will be assigned.

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The following structure shall determine the overall Performance Area 4 Student Improvement Goal Rating:

Figure 16. Performance Area 4 Student Improvement Goal Ratings

Possible Measure Rating Combinations		Summative Evaluation Rating for Performance Area 4
Exceeds	Exceeds	Level 4
Exceeds	Satisfactory	Level 3
Exceeds	Unsatisfactory	Level 3
Satisfactory	Satisfactory	Level 3
Satisfactory	Unsatisfactory	Level 2
Unsatisfactory	Unsatisfactory	Level 1

Identify Summative Rating

The Level of Performance rating for each of the four Performance Areas determines the overall summative rating that is assigned to each teacher at the end of the school year. Each Level of Performance Rating is worth the following points:

Figure 17. Performance Area Rating Point Values

Performance Area Level	Point Value
Level 4	4 points
Level 3	3 points
Level 2	2 points
Level 1	1 point

The Summative Rating is determined by adding up all possible points according to the following ratings:

Figure 18. Summative Evaluation Ratings

Total Points for Four Performance Areas	Summative Evaluation Rating
15-16 points	Level 4
11-14 points	Level 3
7-10 points	Level 2
4-6 points	Level 1

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Identify Professional Growth Plan

The Summative Evaluation report for each teacher should contain at least one Area of Focus. The Area of Focus should be aligned to indicators and descriptors based on evidence collected throughout the year. This Area of focus can serve as the basis for the Professional Growth Plan that will be created the following fall.

Teacher Self-Assessment

Prior to the Spring Evaluation Conference, teachers will complete a self-assessment. The self-assessment provides the opportunity for the teacher to reflect on their teaching over the course of the year, and to identify where they think their performance aligns with the Indicators and Descriptors on the DTC Observation Framework. The self-assessment is shared with the administrator prior to the Spring Evaluation Conference. Reviewing the self-assessment allows the administrator to identify how the administrator and teacher are aligned on teacher performance and where there may be misalignment. This can support the administrator to prepare for the conference discussion efficiently.

IV. Resources

Suggested Timelines

The DDOE has not set required deadlines for each of the steps in the DTGSS process, although LEAs may choose to require that specific steps be completed by established dates. However, to ensure that the evaluation and growth process proceeds as intended, teachers and administrators should aim to complete the steps based on the following recommended timeline.

Figure 19. Suggested Timelines

Step	Recommended Timeline for Completion
Create Professional Growth Plan and hold Fall Conference	Begin first day of school and complete no later than **October 15**
Begin Observations	After the completion of the teachers' Fall Conferences, not before first 5 days of school; complete **at least two before December 30**
Hold Mid-Year Conference (Optional)	Begin **December 1** and complete by **February 1**, and/or after at least two observations have been completed
Complete Observations	By **April 15** and/or before the Spring Evaluation Conference
Hold Spring Conference	Begin **April 1** and complete by **May 15** and/or after final observation (*minimum 4*) and all student assessments are complete

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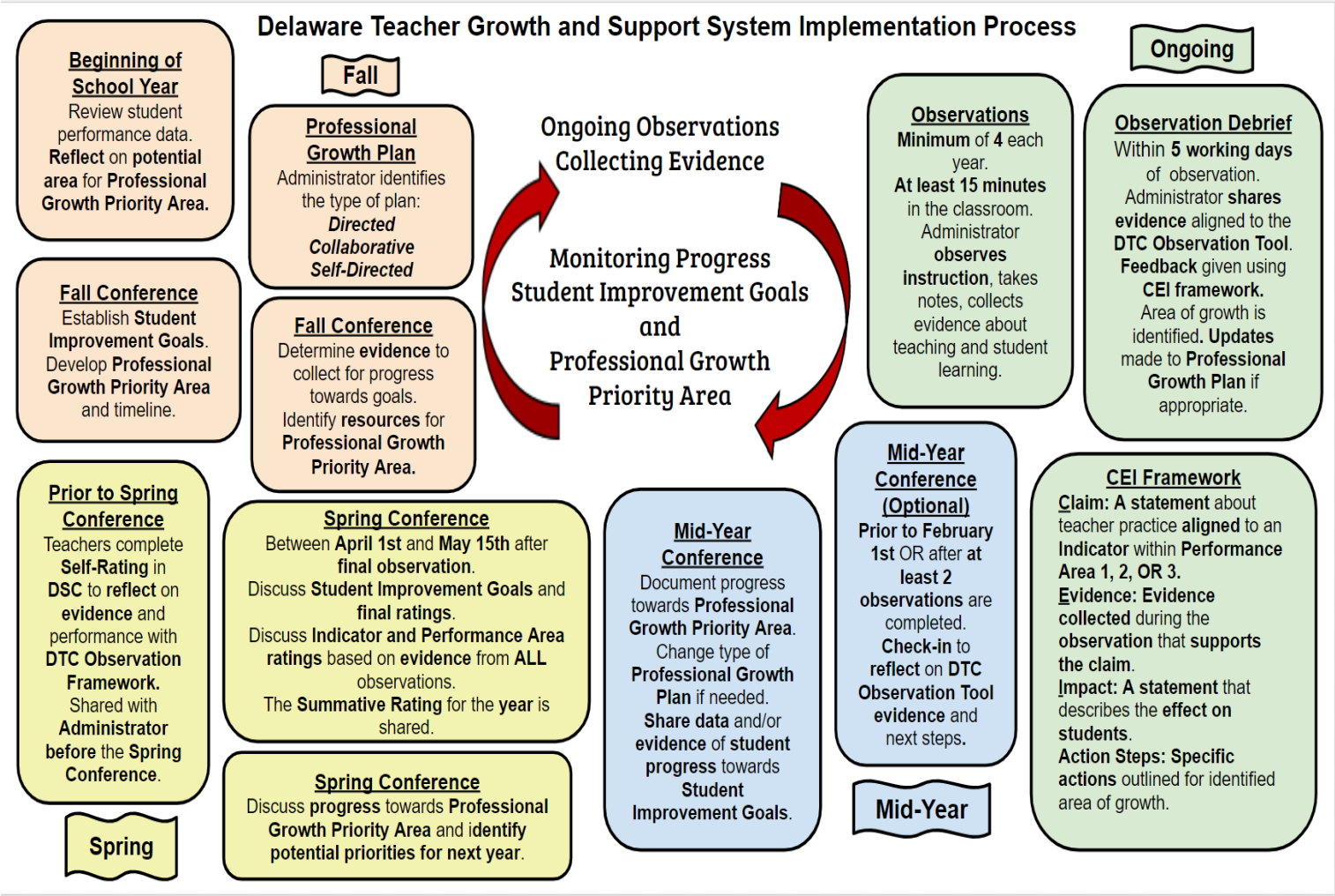
Figure 20. DTGSS Evaluation Process



Roles and Responsibilities

The table below articulates the suggested roles and responsibilities that both the administrator and the teacher should engage in during the evaluation process. By working collaboratively as partners, teachers and administrators together can ensure that the process remains learning focused.

Figure 21. Administrator and Teacher Roles and Responsibilities

Evaluation Activities	Administrator	Teacher
Fall		
Beginning of the school year, before the Fall Conference	• Set up a tentative schedule for observations. Identify which teachers might benefit from more frequent feedback and support. • Prepare for the Fall Conference by reviewing the teacher's previous year's performance and student data • Ensure that the DSC reflects the correct educator type and group • Schedule, communicate dates and times, and conduct observations for 1st year Novice teachers, and/or for new-to-the building teachers • Identify types of Professional Growth Plans for teachers (*Self-Directed, Collaborative, or Directed*) • For teachers on Directed Growth Plans, draft Professional Growth Priority Area(s) and Student Improvement Goals	• Review performance and student growth data from the previous year • Reflect on and identify potential areas for Professional Growth Priority Area(s) • Reflect on potential growth measures for Student Improvement Goals
During the Fall Conference	• Draft and/or review Professional Growth Priority Area(s) and Student Improvement Goals based on types of Professional Growth Plans • Identify measures and student growth targets for Student Improvement Goals • Determine what artifacts will be collected to help assess progress towards Professional Growth Priority Area(s) • Discuss how evidence toward Professional Growth Goals will be collected and the timeline for implementation • Determine what resources are needed and available for support	
After the Fall Conference	• Update observation schedule based on Professional Growth Priority Area(s) for each teacher	• Develop a personal timeline to guide development towards Professional Growth Priority Area(s)

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Ongoing		
Before an Observation	● Review Professional Growth Priority Area(s) for area(s) of focus ● Review the Observation Framework and SmartCard in preparation for documentation of evidence ● Review collected evidence to date to identify areas of focus needing additional supporting evidence	
During an Observation	● Capture teacher and student actions ● Document the learning objective for the lesson ● Ask students questions about what they are doing and learning ● Listen for student and teacher questions/discussions and exchanges ● Document wait time data ● Take photographs of student work and/or other resources (*obscure student names and identifying information*)	
After the Observation and before the Observation Debrief	● Analyze evidence and align to DTC Observation Tool Indicators/Descriptors ● Identify evidence needing clarification or context to align it appropriately to an Indicator/Descriptor ● Request artifacts from and/or ask questions of the teacher (*if necessary*) ● Schedule the Observation Debrief with the teacher OR complete the Observation Debrief online ● Begin to draft CEI-Action Steps in preparation for the Observation Debrief	● Answer any questions to provide context to the administrator, and provide artifacts as requested ● Reflect on the lesson and identify areas of strength and areas for growth in preparation for the Observation Debrief
During the Observation Debrief	● Share evidence collected from the observation and how it aligns to the DTC Observation Framework ● Give feedback using the CEI-Action steps that are aligned to an area of focus from the DTC Observation Framework ● Discuss the aligned area of focus and timeline for implementation of action steps ● (Optional) Review progress to date on Professional Growth Priority Area(s)and discuss any necessary changes/refocusing/completion	
After the Observation Debrief	● Complete Observation Debrief in DSC ● Adjust observation schedule if necessary to provide required support and feedback ● Review overall evidence collected to date in DSC	● Implement action steps for the area of focus identified during the Observation Debrief

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Mid-Year Conference (Optional)		
Before the Mid-Year Conference	• Make sure there have been at least two observations completed before scheduling the Mid-Year conference • Review evidence from all observations to date and identify any areas that the teacher may need to work on and/or would benefit from additional coaching or support • Review Professional Growth Priority Area(s) and aligned evidence to date in preparation for the Mid-Year Conference	• Review Professional Growth Priority Area(s) and reflect on progress • Gather evidence of progress towards Professional Growth Priority Area(s) • Collect student performance data to demonstrate progress towards Student Improvement Goals • **Complete Mid-Year Progress Report and send to Administrator**
During the Mid-Year Conference	• Review Professional Growth Priority Area(s) and discuss evidence of progress • Note any relevant adjustments and revise Professional Growth Priority Area as needed • Determine if there are any supports/resources necessary • Discuss student performance data and progress towards Student Improvement Goals • Share overall evidence collected on the DTC Observation Framework to date • Revisit areas of focus based on CEI-Action Steps and discuss next steps • Indicate if performance is below expectations and what, if any, changes will be made to the Professional Growth Plan type	
After the Mid-Year Conference	• **Complete Mid-Year Conference Report in DSC**	
Spring Conference		
Before the Spring Conference	• Make sure that four observations have been completed for teachers • Review evidence collected for the DTC Observation Framework from all observations • Assign ratings to each Indicator and Performance Area • Draft qualitative descriptions of performance and draft key strengths and areas of growth	• Review and reflect on Professional Growth Priority Area(s) and Student Improvement Goals • Complete Self-Rating Form in DSC • Gather evidence that supports completion of Professional Growth Priority Area(s) and collect student performance data from end-of-year assessment(s)
During the Spring Conference	• Discuss trend data and impact on student achievement • Discuss Student Improvement Goals and final ratings • Discuss factors contributing to successes/challenges for both the teacher and students	

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	• Discuss Indicator and Performance Area ratings assigned based on all collected evidence from the DTC Observation Framework • Share the Summative Rating for the year • Discuss qualitative descriptions of performance, key strengths, and key areas of growth • Make recommendations for Professional Growth Plan for next year and possible goals based on summative ratings • Make updates to Spring Evaluation Report	
After the Spring Conference	• Complete Spring Evaluation Report	
Ongoing		
Throughout the Year	• Engage in ongoing training and utilizing additional resources for collecting evidence and implementing the DTC framework • Participate in Calibration Walks either provided by the DOE or by the LEA • Participate in training for providing teacher feedback using CEI-Action Steps	• Participate in optional trainings on the content of the DTC framework to deepen knowledge of teaching and learning • Participate in optional trainings that provide more in-depth information about the DTC framework evaluation processes • Participate in optional trainings to build a repertoire of skills and strategies that impact student learning

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LEA Flexibility and Authority

The procedures and policies outlined in this guide represent the minimum requirements to which all LEAs must adhere. LEAs do have some flexibility to add elements or requirements to best align with their context and goals. Any changes are subject to the collective bargaining process. However, the following elements of the system are not open to LEA changes/discretion:

- Minimum number of required observations; LEAs may require more than four observations per teacher but cannot reduce the number of required observations.

- What is rated; LEAs cannot require that individual observations or Professional Growth Goals be rated. The only ratings that can be assigned in this system are to each Performance Area as a part of the Spring Conference.

- Observation framework language: LEAs cannot change the language of the 3 Performance Areas, 9 Indicators, and accompanying Descriptors. LEAs can edit the Core Teacher Skills.

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Commonly Asked Questions and Policies

Who is evaluated through the Delaware Teacher Growth and Support System?

For the purposes of this evaluation system, a teacher is defined as an educator who:

- Holds a valid Delaware teaching license (either initial, continuing, or advanced) OR professional salary certificate issued by DOE prior to August 31, 2003
- Holds a Delaware certificate in a particular content area, such as English or mathematics or in a category e.g., elementary, or special education, *and*
- Is employed as either a part-time or full-time teacher in a Delaware public school.

All teachers who meet these criteria will follow the evaluation procedures outlined in this Guidebook. Categories include, but are not limited to, teachers of art, music, physical education, vocational/trade and industry, world languages, bilingual education, health education, English as a second language, driver education, computer science/technology, gifted and talented, reading specialists, math specialists, and science coalition specialists.

In addition, any Specialist, as defined in the Specialist DPAS II regulation, who teaches in a classroom setting as a part of the instructional day may be evaluated using the evaluation procedures outlined in this Guidebook.

Who can serve as an evaluator in this system?

Delaware Administrative Code and regulation 106A requires all school districts and charter schools to evaluate teachers using the evaluation system outlined in this Guidebook, unless approved by the Delaware Department of Education to use an alternative educator evaluation system. This regulation also requires all Evaluators to complete training and credentialing, as developed by the Delaware Department of Education. "**Evaluator**" means an educator who is a Credentialed Observer who is responsible for a teacher's Summative Evaluation. A teacher's required observations as part of the appraisal process shall generally be conducted by the assigned Evaluator; however, the assigned Evaluator may designate another educator who is also a Credentialed Observer to conduct the required observations.

Any administrative-level employee of the LEA who is credentialed to evaluate may serve as an evaluator in this system. Districts may not use outside vendors to conduct evaluations. The role that peers play in teacher's evaluations is determined by individual LEA's collective bargaining agreements and/or other policies.

Can a teacher have more than one observer/evaluator?

More than one credentialed administrator may split the observations of one teacher. However, those administrators must meet to ensure that they are calibrated on the framework, and to discuss the individual teacher's growth areas and strengths. One administrator serves as the primary evaluator who assigns the ratings and feedback at the Spring Conference.

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Is a teacher required to complete the action steps outlined in a Professional Growth Plan? What are the consequences if a teacher does not engage in reflection and activities regarding their professional growth?

The priority of the Delaware Teacher Growth and Support System is to support teacher growth and development so that students receive the instruction and support that they deserve. The focus is not on assessing whether a teacher takes specific actions. There is no formal penalty if a teacher does not engage in professional growth activities. However, if a teacher does not take any steps to improve their performance, or does not actively engage in the process, the administrator should document support offered and the teacher's actions in the event it is necessary for employment decisions. If action steps are well aligned to Professional Growth Goals, and the teacher is not taking steps to improve their practice based on those action steps, it is unlikely that evidence from classroom observations will support higher Performance Level ratings.

What is the procedure if a teacher is not meeting their professional responsibilities, like attendance, record-keeping, and family communications?

If a teacher is not meeting their basic professional responsibilities associated with their job, then the LEA should implement their specific employee management and discipline process.

How are a teacher's contributions outside the classroom (for example: supporting school initiatives, creating research, taking on leadership roles) considered in their evaluation rating?

Teachers' contributions outside the classroom to the school community are not evaluated through the Delaware Teacher Growth and Support System. Teachers may consider engaging in activities outside of their classroom/individual practice as a strategy for making progress on their Professional Growth Goals. LEAs should maintain evaluation of teachers' performance in additional roles as a part of teachers' engagement and/or employment in those roles.

How are school-wide, PLC, or other group goals factored into Professional Growth Goals?

Professional Growth Goals are set for individual teachers and should reflect their individual classrooms, strengths, and growth areas. Group goals inform teachers' individual goals, but they should not replace individual goals in the Professional Growth Plan. Group goals could be a second Professional Growth Goal for a teacher if applicable.

At what point do teachers receive a rating?

Teachers receive ratings at the Spring Evaluation Conference. Ratings for Indicators and Performance Areas 1-3 are based on the evidence collected across all observations over the course of the year, and ratings for Performance Area 4 are based on the Student Improvement Goals set in the fall. Teachers do ***not*** **r**eceive ratings after individual observations, or at the Mid-Year Conference.

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What is a Pattern of Ineffective Teaching?

A “Pattern of Ineffective Teaching” is based on the teacher’s most recent Summative Evaluation ratings. Under state law, Novice teachers are not eligible for a Continuing License if they have earned more than one (1) unsatisfactory (defined as “Ineffective/Level 1” or “Needs Improvement/Level 2”) summative rating. Beginning in 2014-2015, revised Regulation 106A no longer considers “Needs Improvement/Level 2” as a satisfactory summative rating for a Novice teacher.

Are strengths and growth areas required to be documented for each observation?

Each Observation Debrief must include at least one growth area based on the evidence collected in the observation and documented in the DSC. LEAs must decide if observers will also be required to include at least one strength based on evidence collected.

Is the teacher required to submit certain artifacts after an observation?

While the observer may request artifacts after the observation, artifacts are not required to be shared unless the LEA affirms this requirement.

What happens if a teacher disagrees with their administrator’s assessment?

Sometimes a teacher will disagree with their administrator's assessment. It is desirable to resolve the differences directly with the administrator, if possible. Teachers are encouraged to discuss their concerns with the administrator and attempt to resolve the issues prior to submitting a formal challenge. Documents generated as part of this discussion shall be attached to the Summative Evaluation and become part of the appraisal record.

If resolution is not reached with the administrator, the teacher may submit a written challenge to the administrator’s supervisor. Delaware allows a teacher to challenge according to the following guidelines:

1. The administrator indicates that “Performance at this time does not meet expectations” on the Mid-Year Conference form
2. Any rating of a level 1 on the Summative Evaluation, at either the Performance Area Rating or the Overall Summative Rating.

A teacher initiates the challenge by submitting information specific to the point of disagreement to the administrator’s supervisor via email or written memo. This must be done in writing within fifteen (15) working days of the teacher's receipt of the evaluation document. If the administrator’s supervisor is in the same building as the teacher, the challenge and appraisal record are submitted to a designated district or charter school-level administrator. Within fifteen (15) working days of receiving the written challenge, the supervisor of the administrator or the designated district or charter school level administrator shall review the record which consists of all documents used in the appraisal process and the written challenge, meet with the teacher, and issue a written decision. If the challenge is denied, the written decision shall state

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the reasons for denial. The decision of the supervisor of the administrator or the designated district or charter school's level administrator shall be final.

What happens if a teacher starts teaching after the school year has begun? What happens if a teacher is on a leave of absence for part of the school year?

If a teacher only teaches for part of the school year for any reason, the LEA has the flexibility to decide whether the teacher should be evaluated using the Delaware Teacher Growth and Support System. If the LEA decides to conduct an evaluation, the entire process must be completed; LEAs may not implement partial evaluations. Appendix F contains specific guidance for implementing Student Learning Goals as a part of Performance Area 4 for teachers who do not teach for an entire school year.

Regardless of whether a teacher who is teaching only part of the year receives a full evaluation, the administrator should still engage with the teacher to observe instruction and provide feedback to support the teacher’s ongoing development.

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Appendices

- List of Steering Committee Members
- Full Framework
- Framework SmartCard
- Observation Debrief Planning Guide
- Steps in the Evaluation Process in DSC
- Questions for Observation Debriefs
- Sample Artifacts

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Appendix A: STEERING COMMITTEE MEMBERS

Committee Member	*Role	*Location
Seher Ahmad	Data Support	Department of Education
Tammy Augustus	Principal	Capital School District
Raushann Austin	Administrator	Department of Education
Jamie Bailey	Higher Education	University of Delaware
Taylor Beal	Assistant Principal	MOT Charter
Linnea Bradshaw	Teacher	Appoquinimink School District
Sharon Brittingham	Higher Education	University of Delaware
Daniel Bruno	Teacher	Red Clay School District
Matthew Burrows	Superintendent	Appoquinimink School District
Clara Conn	Principal	Indian River
Jessilene Corbett	DPAS II Lead/Human Resource	Caesar Rodney School District
Tammy Croce	Executive Director	**DASA
Marilyn Dollard	Principal	Christina School District
Evelyn Edney	Principal	Early College High School
Autumn Green	Higher Education	Relay
Emily Green	Teacher	Polytech School District
Amelia Hodges	Superintendent	Polytech School District
Corinne Hoffman	Teacher	Polytech School District
Shannon Holston	Administrator	Department of Education
Joseph Jones	Superintendent	New Castle County Vo-Tech
Bobbie Kilgore	Principal	Milford School District
Jill League	Teacher/DPAS II Advisory/DSEA Rep	Red Clay School District
Dawn Lybarger	Teacher	Delmar
Kim Mitchell	Principal	Woodbridge School District
Travis Moorman	DPAS II Lead/Human Resource	Lake Forest School District
Corryn Nikodemski	Teacher	Indian River School District
Melissa Oates	Administrator	Department of Education
Denise Parks	DPAS II Lead/Chief	Odyssey Charter
Lee Raymond	Principal	Red Clay School District
Michael Saylor	Administrator	Department of Education
Laura Schneider	Principal/DPAS II Advisory	Seaford School District
Cora Scott	DPAS II Lead/Administrator	Brandywine School District
Terri Sharpe	Assistant Principal	Capital School District
Brandon Snyder	Principal	Woodbridge School District
Angela Socorso	DPAS II Lead/Human Resource	Smyrna School District
Lynn Streets	Assistant Principal	Appoquinimink School District
Elizabeth Van Aulen	Teacher	Christina School District
Virginia Vaughn	Principal	Caesar Rodney School District
Vienna Walker	DPAS II Lead/Human Resource	Polytech School District

***The list above reflects the member's roles and locations at the time of service on the Committee.*
***Delaware Association of School Principals.*

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APPENDIX B: DELAWARE TEACHER CLASSROOM OBSERVATION FRAMEWORK

Performance Area #1: LEARNING ENVIRONMENT: To what extent does the classroom environment support all students to learn?

	Level 1	Level 2	Level 3	Level 4
Indicator 1.1 **Structures for Learning**	**Routines, procedures, and behavior expectations** ● are not taught ● are not clearly communicated, causing loss of **instructional time** **Student behavior** ● detracts from others' learning ● is not addressed	**Routines, procedures, and behavior expectations** ● are clearly communicated but ● are not taught to mastery ● do not match to students' needs ● require prompts that cause loss of **instructional time** **Student behavior** ● interrupts the lesson ● is addressed and improved	**Routines, procedures, and behavior expectations** ● are clearly communicated and taught to mastery, maximizing **instructional time** ● are matched to student needs **Student behavior** ● is appropriate, or ● when inappropriate, is addressed effectively and does not detract from the lesson	AND ● Students take initiative to manage classroom procedures and their own behavior. ● Students prompt others to follow classroom procedures, routines, and expectations.
Indicator 1.2 **Positive Classroom Climate**	**Classroom interactions:** ● are not respectful ● students do not listen attentively, and teacher does not refocus students' attention **When working together, students:** ● do not share work responsibility Students: ● do not **persevere** ● are not motivated to complete quality work ● are not prompted or encouraged	**Classroom interactions:** ● teacher to student interactions are respectful ● student to student interactions are not respectful unless prompted by the teacher ● students listen attentively to teacher but not to peers ● prompting is not effective **When working together, students:** ● share work **responsibility** ● do not offer support to one another Students: ● are prompted to **persevere** ● praised for their efforts to complete quality work	**Classroom interactions:** ● teacher to student interactions are respectful ● student to student interactions are respectful ● students listen attentively to teacher and peers **When working together, students:** ● share work **responsibility** ● offer and receive support from one another Students: ● **Persevere** ● Complete quality work ● Require minimal to no prompting	AND ● Students independently use problem solving and conflict resolution skills during cooperative learning opportunities. ● Students encourage others to persevere.
Indicator 1.3 **Equitable Access**	**High expectations for learning and achievement** for all students are not communicated, demonstrated/modeled.	**High expectations for learning and achievement** for all students are communicated, demonstrated/modeled but with limited impact on students.	**High expectations for learning and achievement** for all students are communicated, demonstrated/modeled.	● Students take initiative to share their interests and perspectives.

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	Students ● do not have access to a **variety of tools and/or materials** to meet their needs and do not have support for learning ● are not provided **equitable* opportunities** to respond and participate and do not engage ● do not share **their interests and/or perspectives** and do not accept others' interests and perspectives as worthy ● do not share their interests and/or perspectives nor **build relationships and connect** to their academic work **Differences** related to background, identity, language, strengths, and challenges are not respected and affirmed.	Students: ● have access to **a variety of tools and/or materials** to meet their needs but are not encouraged to use them to support learning ● are provided **equitable* opportunities** to respond and participate but are not encouraged to engage ● are not encouraged to share **their interests and/or perspectives** and to accept others' interests and perspectives as worthy ● are not encouraged to share their interests and/or perspectives to **build relationships and connect** to their academic work **Differences** related to background, identity, language, strengths, and challenges are addressed inconsistently.	Students: ● are provided a **variety of tools and/or materials** to meet their needs and encouraged to use them to support learning ● are provided **equitable* opportunities** to respond and participate and encouraged to engage ● are encouraged to share **their interests and/or perspectives** and to accept others' interests and perspectives as worthy ● are encouraged to share their interests and/or perspectives **to build relationships and connect** to their academic work **Differences** related to background, identity, language, strengths, and challenges are respected and affirmed	
*Equitable is defined as what one needs based on their diverse needs related to background knowledge/experiences, language, ability, etc.				

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Performance Area #2: ENGAGEMENT IN LEARNING: To what extent does the instruction support and engage all students?				
	Level 1	**Level 2**	**Level 3**	**Level 4**
Indicator 2.1 **Objectives for Learning**	• **Lesson objectives** are: • not **aligned** to grade level standard(s) and/or IEP goals • not written in **student friendly** language that state what the students should know and be able to do • not clearly **communicated** and **accessible** to students • not **revisited** throughout the lesson Students do not **know** what they are learning or **why** it is important for them to know. **Criteria for success:** • is not communicated nor explained to students prior to beginning an assignment	**Lesson objectives are**: • **aligned** to grade level standard(s) and/or IEP goals • not written in **student friendly** language that state what the students should know and be able to do • **accessible** but not clearly **communicated** to students • not **revisited** throughout the lesson Students **are able to read or describe** what they are learning but not **why** it is important for them to know. **Criteria for success:** • is not aligned to the objective • is communicated but not explained to students prior to beginning an assignment	**Lesson objectives** are: • **aligned** to grade level standard(s) and/or IEP goals • written in **student friendly** language that state what the students should know and be able to do • clearly **communicated** and **accessible** to students • **revisited** throughout the lesson Students are able to **articulate** what they are learning and **why** it is important for them to know. **Criteria for success:** • is aligned to the objective • is communicated and explained to students prior to beginning an assignment	AND • Students make connections between what they are currently learning to previous learning and/or to content in other disciplines.
Indicator 2.2 **Learning Experiences**	**Learning experiences:** • are activities not **logically** aligned to the objective** • are primarily **teacher led** • are not coherently sequenced according to major concepts required to master the objective • pacing does not provide adequate **processing time** • include **content input** but do not include opportunities for students to **process** • do not include an **activator** or preassessment of students' prior knowledge • do not include a way for students to **summarize** their learning	**Learning experiences:** • are **logically** aligned** to the objective • are primarily **teacher led** • are coherently sequenced but pacing does not provide adequate processing time • are inconsistent when **balancing content input** and opportunities for students to **process** • include an **activator** that does not align with the objective • are not based on data gathered through an activator or pre-assessment • do not address prior misconceptions • include a **closing activity** but the activity does not provide data that	**Learning experiences:** • are **logically** aligned** to the objective • are both **teacher and student** led/directed • are coherently sequenced and paced according to major concepts required to master the objective with adequate **processing time** • include a **balance of content input** and opportunities for students to **process** • are based on an **activator** or assessment of prior knowledge and anticipation of misconceptions • include a strategy for students to **summarize** their learning	AND **Learning experiences:** • Students are provided opportunities to progress at different learning rates. • Students who finish early are engaged in meaningful learning opportunities. • Students are provided choice in the materials and in grouping arrangements.

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	Explanatory Devices*: ● do not support the achievement objective	assesses student mastery of the objective **Explanatory Devices*:** ● are not matched to the objective or the learners	**Explanatory Devices*:** ● are varied and well-chosen to match the needs of the learners ● support student achievement of the objective	
Indicator 2.3 **Checks for Understanding and Feedback**	**Checks for understanding**: ● do not occur during the lesson to assess students' **progress** towards the objective(s) **Opportunities for students to demonstrate their learning** ● students are not provided opportunities to demonstrate their learning, to relearn, redo or be reassessed. **Student self-assessment** ● students are not taught or expected to self-assess their work in relation to established criteria for success **Feedback to students is:** ● not specific or timely	**Checks for understanding:** ● occur during the lesson but the data is not used to **adjust instruction** ● data is gathered from some but not all students **Opportunities for students to demonstrate their learning** ● students are given only a single opportunity to demonstrate their learning ● students are provided an opportunity to redo or be reassessed without an opportunity to relearn **Student self-assessment** ● students are not taught or expected to self-assess their work in relation to established criteria for success **Feedback to students** is: ● timely ● related to established criteria for success ● not accompanied by a clear expectation that the student will use the feedback to revise or improve their performance	**Checks for understanding**: ● occur frequently and at critical moments throughout the lesson ● assess student **progress** towards the objective ● data is gathered from all students ● data is used to **adjust instruction** **Opportunities for students to demonstrate their learning** ● students are given multiple opportunities and options to demonstrate their learning, ● reteaching is provided for students who need it ● students are given opportunities to redo and to be reassessed on assignments/tasks **Student self-assessment •** ● students are taught and expected to self-assess their work in relation to established criteria for success **Feedback to students** is ● timely ● frequent ● specifically related to established criteria for success ● matched to student/s ● accompanied by a clear expectation that the student will use the feedback to revise or improve their performance	AND **Student self-assessment** ● Students are expected to independently self-assess and determine the steps needed to improve. **Feedback** ● Students are taught-and receive guided practice on-how to provide academically focused feedback to each other.

*Explanatory devices are defined as analogies, metaphors, gestures, demonstrations, modeling, think-aloud, physical models, visual representations, graphic organizers, interactive whiteboards, mental imagery, presentation software, minimal and progressive cueing, simulations, educational games, and role plays.
**Logically aligned means to consider the knowledge and activities necessary to accomplish the objective, a progression in level of difficulty (Bloom's Taxonomy), and the gradual release of responsibility to enable students to transfer, retain, and independently apply their learning.

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Performance Area #3: MAXIMIZING LEARNING: To what extent do all students retain and apply their learning with productive struggle?				
	Level 1	**Level 2**	**Level 3**	**Level 4**
Indicator 3.1 **Rigorous assignments**	**Assignments are:** ● not **aligned** to the standards & lesson's objective, not **matched** to students or content, and therefore are not **cognitively challenging** ● not **relevant** to the learner and do not require **application** of knowledge for real purposes ● not **differentiated** to meet students' needs Assignments do not require **application of content** through: ● generating examples ● reviewing material ● leading discussions ● critically analyzing information ● solving problems	**Assignments are:** ● **aligned** to the standards & lesson's objective, not **matched** to students or content, and therefore are not **cognitively challenging** ● **relevant** to the learner or require **application** of knowledge for real purposes ● **differentiated** to meet groups of students' needs Assignments provide opportunities to **apply content** by: ● generating examples ● reviewing material ● leading discussions ● critically analyzing information solving problems …but many students do not engage in those opportunities	**Assignments are:** ● **aligned** to the standards & lesson's objective, matched to students and content, and therefore are **cognitively challenging** ● **relevant** to the learner and require **application** of knowledge for real purposes • ● **differentiated** to meet individual students' needs Assignments provide opportunities to **apply content** by: ● generating examples ● reviewing material ● leading discussions ● critically analyzing information ● solving problems …and students engage in those opportunities.	AND ● Assignments provide students the opportunity to self-evaluate, reflect and share their problem-solving strategies and/or new ideas. ● Students can self-select from options in assignments. ● Students apply content by developing possible solutions, addressing local or global issues, and/or developing creative approaches.
Indicator 3.2 **Questioning and Discussion**	**Questions** ● are not **aligned to the objective** ● do not follow a **continuum** from simple to more complex and/or concrete to abstract ● are not accompanied by **wait time, prompts** and/or **scaffolds** to help students answer questions Students are not expected to support response with **evidence and/or explanations**. **Class discussions are not**	**Questions** ● are **aligned** to the objective ● do not follow a **continuum** from simple to more complex and/or concrete to abstract ● are accompanied by **wait time but no prompts and/or scaffolds** when needed to help students answer questions Students are prompted to respond to questions **using evidence and/or explanations** when appropriate. **Class discussions are:** ● primarily between teacher and	**Questions** ● are **aligned to the objective** ● follow a **continuum** from simple to more complex and/or concrete to abstract ● are accompanied by **wait time, prompts** and/or **scaffolds** to help students answer questions Students are expected to respond to questions **using evidence and/or explanations** when appropriate. **Class discussions are robust**: ● primarily with student talk	AND ● Students engage in accountable talk* to challenge thinking, push for evidence, and/or refine assignments. ● Students initiate class discussions and peer collaboration. ● Students engage in productive academic discussions where they challenge one another's thinking. ● Students encourage one another for evidence.

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	evident: • primarily teacher talk • students do not ask or pose their own questions • no structures are in place that **promote engagement** in class discussion	students but do not include all students • primarily among students, but the discussion is low level • few structures are in place that **promote engagement** by all students	• students asking questions of teacher and peers to expand on thinking • structures are in place that **promote engagement** by all students	
Indicator 3.3 **Academic Language and Vocabulary**	**Academic Language & Vocabulary** is: • Not used or used incorrectly • Not **explicitly taught** or not expected to be used/known by students Few to no opportunities are provided for students to use academic language & vocabulary Students are not prompted to use academic language or vocabulary and/or not corrected when academic language and vocabulary is misused	**Academic Language & Vocabulary is:** • **modeled** inaccurately or used appropriately but errors are self-corrected • not **explicitly taught** but students are expected to know Opportunities to use academic language & vocabulary are not **authentic and rigorous** Students are prompted to use academic language and vocabulary and are corrected when it is misused	**Academic Language & Vocabulary is:** • **modeled** accurately and appropriately • **explicitly taught** • expected to be used/known by students Opportunities to use academic language & vocabulary are **authentic and rigorous** Students use academic language and vocabulary to explain and elaborate on their thinking with no or minimal teacher prompting	AND • Students take responsibility to help others understand academic language and vocabulary. • Students prompt others to use academic language and vocabulary • Students correct peers when academic language and vocabulary is misused
*Accountable talk requires students to further develop what others have said and demands students to use accurate knowledge that is relevant to the discussion and requires students to use appropriate evidence to defend such knowledge.				

Core Teacher Skills for Learning Environment

- Bringing multiple perspectives to the discussion of content including attention to learners' personal, family, and community experiences and cultural norms
- Investing time in knowing individual students and informing relationships to best support their learning
- Issuing logical and appropriate consequences as needed such that consequences are successful in changing student behavior
- Providing specific, concrete, sequential and observable directions for behavior and academics
- Promoting student persistence in overcoming environmental and learning challenges
- Using efficient routines and procedures
- Using voice and presence to maintain authority and caring for students
- Developing clear procedures and processes for group work
- Reteaching appropriate behaviors
- Providing positive reinforcement
- Modeling and reinforcing positive self-talk
- Explicitly teaching strategies that help students link effort to achievement
- Uses space to maintain safety and accessibility
- Uses various strategies to maintain attention
- Uses calling patterns that invites all students to participate

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- Procuring and using displays, visual aids, props, language cues that reflect students' cultures and backgrounds
- Using grouping roles and arrangements (group sizes, students with diverse needs and perspectives) that are matched to content and learners to maximize student understanding and learning efficiency with the objective
- Using random calling patterns to provide all students equal access to high-level questions

Core Teacher Skills for Engagement in Learning

- Considering students' cultures and language skills when developing learning objectives and activities
- Allocating instructional time to address the most important content for the grade or course
- Managing time to optimize learning time
- Checking whether students understand the key content needed to master the lesson at key points
- Developing objectives that are manageable, worthy and appropriate for a lesson
- Developing objectives that have learner as the subject, have an active performance verb, and a curricular knowledge or skill
- Developing the thinking skills thought processes that students will be required to use to engage with think about the content (e.g., how to "analyze", deduce, infer, synthesize, etc.)
- Considering students' strengths, interests, needs, and IEP goals (where applicable) to develop learning goals and prepare lessons
- Developing and/or using informal and formal assessments aligned to learning objectives that yield usable data on students' progress toward grade-level standards
- Developing and/or using a variety of appropriately demanding and differentiated instructional materials and activities, such as texts, questions, problems, learning experiences and assignments
- Using multiple ways to explain and share content (for example: model the skill, provide an exemplar, compare or contrast, etc.)
- Making connections between lesson objective/content and content and learning from other lessons or prior knowledge
- Varying teacher role in the instructional process (e.g. instructor, facilitator, coach) based on content, instructional purpose, and needs of students
- Modeling a process for students to provide feedback themselves and to each other
- Providing opportunities for students to respond to and build on their peers' ideas
- Providing a rationale for learning by explaining the benefits of learning a concept, skill, or process and how it applies to the students' lives at home, work or school
- Differentiating instructional experiences and assessments
- Clearly communicates accurate knowledge of the content
- Adjusts instruction as a result of the feedback received from students
- Planning and implementing multiple opportunities for students to practice the skills they are expected to master in the lesson
- Structuring and delivering lesson activities so that students do an appropriate amount of thinking required by the lesson

Core Teacher Skills for Maximizing Learning

- Posing questions or providing lesson activities that require students to support their thinking through citing evidence and/or explaining their thinking
- Explicitly teaches students criteria for constructing arguments and/or supporting opinions
- Planning for questions at different levels of cognitive challenge
- Considering students' needs to match the level of questions to ask or level of prompting to provide
- Explicitly teaches skills that students are required to use as part of an assignment
- Providing opportunities for students to learn, practice, and master academic language
- Asking questions to stimulate discussion that serves different purposes (e.g. probing for learning and understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping guide students to question)
- Using knowledge of content to design assignments that support students to extend their learning
- Using knowledge of content and students to match students to relevant and appropriate assignments
- Allow think time for responses
- Designing assignments that include multiple ways for students to demonstrate their learning (examples: writing, reading, speaking and student discourse)

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Appendix C: DELAWARE SMART CARD FOR CLASSROOM OBSERVATIONS

Performance Area #1 **Learning Environment:** *To what extent does the classroom environment support all students to learn?*	**Performance Area #2** **Engagement in Learning:** *To what extent does the instruction support and engage all students?*	**Performance Area # 3** **Maximizing Learning:** *To what extent do all students retain and apply their learning?*
1.1 Structures for Learning • *Routines and procedures* • *Behavior expectations* • *Instructional time* • *Student behavior* **1.2 Positive Classroom Climate** • *Classroom Interactions* • *Ownership and responsibility* • *Student perseverance* **1.3 Equitable Access** • *Expectations for learning and achievement* • *Variety of tools and/or materials* • *Opportunities* • *Consideration of interests/perspectives* • *Cultural Differences*	**2.1 Objectives for Learning** • *Aligned and student-friendly* • *Accessible, communicated, and revisited* • *Understood by students* • *Criteria for success* **2.2 Learning Experiences** • *Aligned and sequenced* • *Teacher and student led* • *Processing time* • *Balance of content input and process* • *Activating and summarizing learning* • *Use of explanatory devices* **2.3 Checks for Understanding and Feedback** • *Monitoring progress and adjusting instruction* • *Opportunities for demonstrating learning* • *Student self-assessment* • *Feedback to students*	**3.1 Rigorous Assignments** • *Alignment to objective, content, and learner* • *Relevant and meaningful* • *Differentiated and supported* • *Application of content* **3.2 Questioning and Discussion** • *Alignment to objective, content, and learner* • *Continuum from simple to complex (concrete to abstract)* • *Wait time, prompting and scaffolds* • *Robust and support engagement* **3.3 Academic Language and Vocabulary** • *Teacher models* • *Explicitly taught* • *Authentic and rigorous* • *Students use to explain and elaborate thinking*

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Appendix D: OBSERVATION CONFERENCE PLANNING GUIDE

The purpose of the observation conference is to provide teachers with actionable feedback and opportunities to apply this feedback to develop their practice. The following is both a planning guide and a protocol for facilitating observation conferences. Evaluators should use this guide to prepare the conference.

0. Framing the Conversation (1 Minute):

- *Thank you for having me in your class on DATE. I really enjoyed seeing you and your students working together.*
- *Today we're going to discuss what I observed in the classroom and identify one next step for your continual growth.*
- *I'm not going to share any rubric ratings with you. Instead, I'm going to take all the evidence I gather from this observation and the others I do this year and use that evidence to inform an overall rating at the end of the year.*

1. Praise (1-2 Minutes):

Share precise praise: Prepare and share concrete statements of praise recognizing strengths, implementation of previous feedback, and demonstrated growth. For example:

- *I noticed very successful use of _____ (strategy, activity, material). What impact do you think that had on students?*
- *We set the goal last week of _____ and I noticed how you met that goal by _____.*
- *I noticed how _____ has improved over time. What has contributed most to that change? How might we continue to develop your practice in this area?*

2. Discuss and Gather More Information (2-6 Minutes)

Start with the end goal: Identify what excellence looks like through collaborative discussion with the teacher. For example:

- *What was your objective for _____ (e.g., the activity, the lesson)? What did students have to do to meet this objective?*
- *What is the purpose of _____ (e.g., instructional strategy or technique, activity, lesson structure)? What impact does it have on your instruction?*
- *What does excellence in ____ (e.g., giving directions for a transition, monitoring group conversations) look like? How would you know if ____ had the desired impact on students?*

Explore the gap: Discuss the gap between the end goal and teacher's current practice. Present evidence collected during the observation. For example:

- *What do you think was the gap between ____ (the end goal) and ____ (your strategy, activity, lesson structure) today?*
- *What was the challenge in implementing this effectively?*
- *Do you remember what happened in class when _____? What effect did that have on students?*

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3. Claim – Evidence – Impact (3 minutes):

Clearly articulate what you observed in the lesson as the key Performance Area or Indicator in need of support. Name the Claim Statement, Evidence to Support, and the Impact.

Claim: Mr. R had a posted lesson objective, however the objective was not aligned to the standards or clearly communicated.

Evidence: Written on the board was "Solve different math problems".
T- "Remember what we did yesterday with fractions? We will continue to work on some similar problems."
Mr. R then passed out a worksheet with 20 equations.
T- "You will work on these independently for the next 10 minutes and then I will let you work in pairs."
5 different students raised their hand. Mr. R approached one student.
S- "I don't understand what we are doing."
12/20 students did not begin work for at least 3-4 minutes.

Impact: Therefore, not all students began to work immediately, and several were unclear of what to do and had questions about the assignment.

4. Next Step (1 Minute):

Share the next step: Name explicitly for the teacher the ONE next step that bite-sized, specific, and observable (e.g., Reduce teacher talk during the lesson introduction by using turn-and-talks). Have the teacher restate the action step and write it down.

Work with grade level members to help determine worthy objectives that are aligned to the 5th grade math standards. Post and clearly communicate the objective at the beginning of class and during the class, referring students back to the objective and connecting it to the activity. Objectives are specific in terms of curricular knowledge, names an active performance, can be assessed and are written for the student.

5. Plan Ahead (3-5 Minutes)

Collaboratively Plan Ahead: Design or revise upcoming plans to implement the action step. This may include explicit scripting, reviewing curricular materials and timelines, and/or additional modeling. For example:

- *Where would be a good place to implement this in your upcoming lessons?*
- *What are the actions you need to take/want to see from students?*
- *Now that we've made our initial plan, what will you do if ___ is challenging when you implement it?*

6. Practice (10 – 15 Minutes) OPTIONAL

Role-play: Practice how to implement the action step into current or future lessons. Pause at the point of error to give immediate feedback and repeat until successful. Check for understanding (*What made this successful?)* then add complexity (e.g., a disruptive student, a more challenging question, etc.).

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7. Follow-up (1-3 Minutes)
Confirm next steps and timeline: Identify with the teacher the specific next steps and timeline for implementation. For example: • *When would be the best time to observe your implementation of this?* • *When I review your lesson plan, I'll look for this modification.*

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Appendix E: STEPS IN THE PROCESS IN DSC

Documentation Tasks. Click here for online version.

Links to DSC Forms

- Student Improvement Goal Form
- Professional Learning Goal Form
- Entering an Observation
- Self-Rating Form

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Appendix F: Sample Questions for Observation Debriefs

Framing the Learning

- How do you communicate what students should know and be able to do by the end of the lesson?
- How will this activity help students reach the learning objective?
- What skills or knowledge are students learning or have they learned in order to be successful on this work?
- Do students have access to clear, appropriate criteria for success when they are asked to complete an important task? How do they use those criteria?
- How do you motivate students to be interested in the new topic and help them attach new information to what they already know, i.e., activate prior knowledge?

Presenting Information

- Are students able to make meaning of (i.e., interpret in their own words, connect to the objective, and apply in new situations) the different explanatory devices and language used?
- How do you choose from a repertoire of explanatory devices (e.g., models, pictures, diagrams, cures, highlighting, and technology) according to the objectives of the lesson, demands of the content, and the needs of the students?

Creating Mental Engagement

- Are all students able to understand exactly what you mean by cues, questions, and references offered in explanations?
- How well are students able to follow the direction you give without asking numerous questions about language, necessary steps, or outcomes?
- Are students able to make cognitive connections between new or current knowledge and past or future knowledge?

Consolidating and Anchoring the Learning

- Are students regularly and actively processing, taking ownership, and making meaning during the lesson?
- Do students demonstrate that they are able to summarize and understand the role of good summaries in helping them solidify their learning?
- How do you break up teacher talk and direct instruction with periodic processing time to allow students to consolidate their understanding or develop ownership of information?

Questioning

- Does the behavior of all students demonstrate that they understand the language and purpose of your questions or that they are motivated to attempt to respond to challenging questions?
- Are students being asked and responding to questions that require extended responses and higher-level thinking?

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- How do you vary the purpose for which questions are used (e.g., to assess learning, instruct, promote cognitive engagement, manage the learning environment) in order to match instruction to the learning objectives and the needs of students?

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Appendix G: Sample Artifacts

Teaching-Focused Data Sources

- Lesson and unit plans
- Homework and practice tasks
- Grading criteria
- Materials on the walls, charts, or displays
- Technology and Internet Use

Learning-Focused Data Sources

- Grading records
- Progress reporting
- Performance on formative assessments
- Feedback on student work
- Achievement data
- Student surveys
- Classroom interviews

Noninstructional Data Sources

- Professional growth plans and goal setting
- Meeting artifacts and observation notes
- Attendance records
- Communications to students, families, colleagues, or community
- Student placement data
- Discipline referral artifacts

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