

## Component 1: Planning and Preparation

| CRITERION  | LEVEL OF PERFORMANCE   |  |  |   |
|--|--|--|--|---|
|  | UNSATISFACTORY   | BASIC  | PROFICIENT   | DISTINGUISHED   |
| <b>1a:<br/>Selecting<br/>Instructional<br/>Goals</b>                       | Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.  | Teacher's goals are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.   | Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.   | Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.  |
| <b>1b:<br/>Designing<br/>Coherent<br/>Instruction</b>                      | The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.  | Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.  | Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.   | All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.  |
| <b>1c:<br/>Demonstrating<br/>Knowledge of<br/>Content and<br/>Pedagogy</b> | Teacher displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy.  | Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.  | Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.  | Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.   |
| <b>1d:<br/>Demonstrating<br/>Knowledge of<br/>Students</b>                 | Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.  | Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.  | Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for groups of students.  | Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.  |
| <b>1e:<br/>Designing<br/>Student<br/>Assessments</b>                       | Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction. | Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of the students. Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher's plan for student assessment is fully aligned with the instructional outcomes and uses clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. |

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## Component 2: The Classroom Environment

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|--|---|---|--|--|
|  | UNSATISFACTORY  | BASIC   | PROFICIENT   | DISTINGUISHED  |
| <b>2a:<br/>Managing<br/>Classroom<br/>Procedures</b>                   | Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.  | Classroom routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.   | Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.   | Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.   |
| <b>2b:<br/>Managing<br/>Student<br/>Behavior</b>                       | Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate responses to student misbehavior.  | Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.  | Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.                                 | Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. |
| <b>2c:<br/>Creating an<br/>Environment to<br/>Support<br/>Learning</b> | The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.      | The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by." | The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work. | Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.     |
| <b>2d:<br/>Organizing<br/>Physical Space</b>                           | Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities. | Teacher's classroom is safe and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.  | Teacher's classroom is safe and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.                       | Teacher's classroom is safe and students contribute to ensuring that the physical environment supports the learning of all students.   |

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## Component 3: Instruction

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| <b>3a:<br/>Engaging<br/>Students in<br/>Learning</b>                | Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.  | Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.  | Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.  | Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.   |
| <b>3b:<br/>Demonstrating<br/>Flexibility and<br/>Responsiveness</b> | Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.                   | Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.   | Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.  | Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.  |
| <b>3c:<br/>Communicating<br/>Clearly and<br/>Accurately</b>         | Teacher's oral and written communication contains errors or is unclear or inappropriate to students.  | Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.  | Teacher communicates clearly and accurately to students, both orally and in writing.   | Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.   |
| <b>3d:<br/>Using Questioning<br/>and Discussion<br/>Techniques</b>  | Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little true discussion.  | Teacher's use of questioning and discussion techniques is uneven with some high-level questions, attempts at true discussion, and moderate student participation.  | Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.   | Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion. Teacher employs cognitive coaching in questioning.   |
| <b>3e:<br/>Using<br/>Assessment in<br/>Instruction</b>              | Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress of students, nor provide feedback to them. Students are not engaged in self-assessment. | Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally. | Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high quality feedback to students. Occasional formative assessment is used and students are aware of most summative assessment criteria. | Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria. |

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## Component 4: Professional Responsibilities

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| <b>4a:<br/>Communicating with Family</b>                 | The teacher provides little or no information to families and makes no effort to engage families in the instructional program.                               | The teacher complies with school procedures/policies for providing information to families and makes an effort to engage families in the instructional program. | The teacher communicates frequently with families and successfully engages families in the instructional program.   | The teacher communicates frequently with families; communication is sensitive to families' cultures and values. The teacher successfully engages families in the instructional program. Students participate in communication with families.              |
| <b>4b:<br/>Recording Data in a Student Record System</b> | The teacher does not maintain and record accurate data which results in errors and confusion.  | The teacher maintains accurate data, but the teacher officially records data in a rudimentary and ineffective manner.   | The teacher maintains and records accurate data in an efficient and effective manner.   | The teacher maintains and records accurate data in an efficient and effective manner. Data are always recorded in a timely manner and readily accessible for those who have permission to access them.  |
| <b>4c:<br/>Growing and Developing Professionally</b>     | The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching skills. | The teacher has limited participation or involvement in professional development activities.  | The teacher actively participates in professional development activities and contributes to the profession.   | The teacher makes a substantial contribution to the profession through activities such as action research and mentoring new teachers and actively pursues professional development.   |
| <b>4d:<br/>Reflecting on Professional Practice</b>       | The teacher does not accurately reflect on the lesson or propose ideas on how the lesson could be improved.  | The teacher's reflection on the lesson is generally accurate and the teacher makes global suggestions about how the lesson may be improved.                     | The teacher's reflection on the lesson is accurate, citing general characteristics of the lesson, and the teacher provides specific suggestions about how the lesson may be improved. | The teacher's reflections on the lesson are accurate and perceptive, citing specific examples within the lesson and specific suggestions for improvement. The teacher draws on an extensive repertoire to support suggestions for alternative strategies. |

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