



Delaware Department of Education

*Teacher*

*of the*

*Year*

**2020 Program Guide**

Sponsored by  
Delaware Department of Education

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Download STOY Application:  
<http://www.doe.k12.de.us/toy>



*Delaware Department of Education*

## **Delaware State Teacher of the Year Program Mission Statement**

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

## DISTRICT TEACHER OF THE YEAR

### Nomination Process

In Delaware, Teachers of the Year are annually chosen at the school and district levels through a variety of procedures. The department and has received a copy of each district's selection process. District-level processes range from open nomination to formal selection by a district-wide committee among nominees from every school. The charter schools have a similar selection process. On-going change to improve the selection process is recommended. It is the desire of the State Teacher of the Year program to encourage a consistent selection process in every school district and ultimately in every school building.

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

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

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

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

### District Coordinator's Responsibilities

The process should be facilitated at the district/charter school level by a coordinator who fully understands the process and who can work with the Teacher of the Year nominees so that they understand the process. Their responsibilities are as follows:

- Establish a building and district-level process that provides access to all teachers.
- Confirm that school and district level process is conducted according to guidelines/timelines.
- Email the Teacher of the Year **Nomination Form** to Chris Kenton at DOE by **May 10, 2018**. Include a listing of the Building Level Teachers of the Year.
- Inform District Nominee of their first meeting on Monday, **June 17, 2018** at DOE - TOY Portfolio Workshop from 9:00 a.m. – 12:00 p.m.
- Assist the District/Charter School Teacher of the Year with application process, explanation of timelines; read and critique the TOY Application.

# STATE TEACHER OF THE YEAR

## Qualifications

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

## Nomination Process

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

The Delaware Teacher of the Year Program adheres to the requirements of the national program regarding schedules; composition of the application; and areas in which nominees will be judged. We are glad that we can go beyond the national guidelines by giving more attention to selected nominees at work in the classroom and by having persons from outside the Department make the final recommendation.

Following the submission of the application, selected Department of Education staff members and selected former state Teachers of the Year shall be assigned to read nominee's applications and observe those nominees in the classroom. Another group of Department of Education staff members are assigned to read all of the applications and rate them based on forms found in the *2019 Program Guide*. Based on the numerical ratings from both the portfolio readers and from the observations, three nominees shall be identified as finalists for consideration by a panel of judges.

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

Nominees shall be skillful and dedicated teachers, pre-kindergarten through grade 12. Librarians may be considered if they spend most of their day instructing children. Administrative personnel such as principals and guidance counselors are not eligible to be considered for State Teacher of the Year. Nominees for State Teacher of the Year who are not actively engaged in teaching in a public school at the time at which observations are made shall be disqualified.

## Criteria:

A candidate for National Teacher of the Year (NTOY) is a State Teacher of the Year in a state-approved or accredited school; prekindergarten through grade twelve, who is planning to continue in an active teaching status.

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

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

**Please submit these as nominating materials:**

- Complete electronic application. This application follows the sequence used by the National Teacher of the Year Program. Please follow the guidelines for length (word count). The TOY online application is also located on the DOE Webpage.
- Attach three letters of support from colleagues, parents, administrators, students, or other persons (PDF format).
- Attached a digital 5x7 color photograph of the nominee showing full-face head and shoulders.
- Each candidate will be scheduled to come to the DELDOT Studio in Dover to video tape two short presentations which will be explained in more detail at the June meeting. Video recording will be conducted on August 7, 8, and 9, 2019
- The purpose of the video is to establish the speaker's ability to express his/her ideas with conviction and poise. No point value is assigned to the video.



## STATE TEACHER OF THE YEAR RESPONSIBILITIES

Being named a State Teacher of the Year is not only **an award, but an honor** that comes with an enormous amount of responsibility to represent the teaching profession in the state.

### State Teacher of the Year Roles

1. A liaison between the teaching community and the Delaware Department of Education, districts, and communities;
2. An education ambassador to businesses, parents, service organizations, and media;
3. A resource on the state of the profession to be available for workshops and conferences around the state;
4. An education leader involved in teacher forum and education advancement; and
5. A representative for the teaching profession by:
  - a. Articulating the many ways that teachers contribute to the profession, and
  - b. Sharing knowledge about specific programs and instructional strategies that benefit teachers and students.

Since the State Teacher of the Year will be asked to attend many events and make numerous speeches during the 2019-20 school year he or she must be poised, articulate, and have the energy to make and withstand a busy schedule.

### Benefits to being the State Teacher of the Year

1. Meet the President of the United States;
2. Attend national events and conferences;
3. Serve as the representative for the teaching profession, making public appearances statewide speaking with professional, business, education, civic, parent, and students groups;
4. Gain a network of friends and colleagues from the nation's top teaching professionals;
5. Become Delaware's candidate for the National Teacher of the Year Program, the oldest and most prestigious honors program to focus public attention on excellence in teaching. The National Teacher of the Year Program is a project of the Council of Chief State School Officers (CCSSO). More information can be found at [www.ccsso.org/ntoy.html](http://www.ccsso.org/ntoy.html).

## STOY Recognition and Awards

The 2020 Delaware Teacher of the Year Awards Dinner will be at the Dover Downs Hotel in Dover on Tuesday, October 15, 2019. The reception will be at five o'clock p.m. The selected Teachers of the Year will be recognized. Guests include the Governor, Lt. Governor, Secretary of Education, State Board of Education, legislators, former State Teachers of the Year, business leaders, administrators, family and friends.

The 2020 State Teacher of the Year must be released from classroom responsibilities during the year of recognition as necessary in order to fulfill the obligations inherent in the honor. It is the expectation that the winning teacher's district will accommodate these obligations and the associated substitute costs. Every attempt will be made to schedule activities around the classroom schedule.

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

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

- \$250 for educational benefit from Delaware State Education Association
- \$200 for educational benefit from Delaware State Chamber of Commerce
- \$1,000 for educational/classroom benefit from American Institutes for Research.
- A Teacher of the Year License Plate from the Division of Motor Vehicles
- Lunch for 4 in Senate Dining Room in Washington, DC plus a tour of the Capital from Senator Thomas R. Carper
- A gold watch from Delaware State Teachers of the Year Association
- Doctoral Program – Tuition Free from Wilmington University or the University of Delaware
- Gold State Teacher of the Year ring from Jostens

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

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

### **Delaware Teacher of the Year Statewide Advisory Association to the Secretary of Education**

The Secretary of Education has formed an Advisory Association that consists of the State Teachers of the Year and the 2009 through 2020 District Teachers of the Year. This is a great opportunity for teachers to have a voice and the ear of the Secretary of Education. Secretary Bunting would like to invite the 2020 District Teachers of the Year to be part of the Advisory Association. The agenda and the topics are established by the group. The meetings are held bi-monthly from 4:30 pm to 6:00 pm in the Cabinet Room of the Townsend Building. 1 ½ clock hours are given to those in attendance.

## District Teacher of the Year Coordinators - 2019-20

<b>Appoquinimink School District</b> 302-376-4286	Ray Gravuer
<b>Brandywine School District</b> 302-793-5000	Kim Doherty
<b>Caesar Rodney School District</b> 302-697-3532 ext 151	Amanda Mazzola
<b>Cape Henlopen School District</b> 302-645-6686	Edward Waples
<b>Capital School District</b> 302-857-4223	Sylvia Henderson
<b>Christina School District</b> 302-454-2381 ext 4705	Bob Jefferson / Josette Tucker
<b>Colonial School District</b> 302-323-2728	Nicholas Baker
<b>Delmar School District</b> 302-846-9544 ext 123	Charity Phillips / Lisa Morris
<b>Indian River School District</b> 302-436-1000	Renee Jerns
<b>Lake Forest School District</b> 302-284-3020 ext 124	Travis Moorman
<b>Laurel School District</b> 302-875-6100 ext 302	Monet Smith
<b>Milford School District</b> 302-424-8817	Jason Peel
<b>NCCVT School District</b> 302-995-8170	MaryAn Scarbrough
<b>POLYTECH School District</b> 302-697-3255 ext 1020	Drew Wootten
<b>Red Clay School District</b> 302-552-3753	Sam Golder / Amy Grundy
<b>Seaford School District</b> 302-629-4587 ext 6 268	Duncan Smith
<b>Smyrna School District</b> 302-653-8585	Deborah Judy
<b>Sussex Technical School District</b> 302-856-2542	Kim Speicher
<b>Woodbridge School District</b> 302-337-7990	Derek Prillaman
<b>Charter Schools</b> 302-778-5999	Kendall Massett

**Teacher of the Year Program**  
**TIMELINE**  
**2020 Selection Process**

<b>Date/Time</b>	<b>Meeting/Event</b>	<b>Purpose</b>	<b>Location</b>
January 2019	TOY Coordinators Meetings	Review of General Instructions & Process	Conference Calls &/or Site Visits
Friday 5/10/19 4:30 pm	2020 TOY Nominee Notification	2020 TOY and Building Level TOY names	Chris Kenton, PSB Dover D370B
Monday 6/17/19 9:00 am 12:00 pm	2020 Teachers of the Year Meeting	TOY Application Workshop	Townsend Building, Cabinet Room
Wednesday 8/7/19 to Friday 8/9/19	Video Taping	Taping - 5 min. video presentation, 2 min. 2020 banquet video	DMV Media Room Chris will schedule
Monday 9/9/19 to Friday 9/13/19	Teacher On Site Photo & Video	Videographer/ Photographer visit each classroom	New Castle County Kent County Sussex County
Friday 9/13/19 4:30 pm	Online Application Due to DOE	All materials must be received by 4:30 pm	Submit application via internet
Monday 9/16/19 9:00 – 11:00 am	1 <sup>ST</sup> Observers Meeting	Instructions & review of selected applications	Townsend Building, Cabinet Room
Monday, 9/16/19 11:00 – 12:00 pm	Readers Meeting	Review online instructions	Townsend Building, Cabinet Room
Tuesday, 9/17/19 to Friday, 9/27/19	Classroom Observations	Observers will call Principal and Teacher to schedule observation time	Observers will spend ½ day in the classroom/building
Wednesday, 10/2/19 9:00 – 11:00 am	2 <sup>ND</sup> Observers Meeting	Oral report; Rubric to DOE	Townsend Building, Cabinet Room
Friday, 10/4/19 9:00 am – 12:00 pm	Judges Meeting	Panel of 7 judges review top 3 TOYs & view videos	Townsend Building, Cabinet Room
Tuesday, 10/15/19 5:00 – 8:30 pm	TOY Banquet 5:00 – Reception 6:00 – Welcome 6:30 – Dinner 7:30 – Video of honored 8:30 – Announcement of TOY	Recognition of Selected Teachers of the Year – Announcement of 2018 STOY	Dover Downs Hotel 1131 N DuPont Hwy Dover, DE 19901 Phone: 866-473-7378

Department Of Education  
401 Federal Street Suite 2  
Dover, DE 19901  
D370B

# 2020 Teacher of the Year NOMINATION FORM

PLEASE TYPE OR PRINT

NAME:

DISTRICT/CHARTER SCHOOL:

SCHOOL:

SCHOOL TELEPHONE #:

GRADE/SUBJECT:

HOME ADDRESS:

	STREET	CITY	ZIP
HOME TELEPHONE #:		CELL PHONE #:	

EMAIL ADDRESS:

## INSTRUCTIONS

**Please return this form no later than May 10, 2019 to:**

Chris Kenton, Teacher of the Year Coordinator  
Department of Education  
401 Federal Street, Townsend Building  
Dover, DE 19901  
D370B

**Email:**

chris.kenton@psb.k12.de.us

**Teacher of the Year Coordinators:**

Please include a listing of the Building Level Teachers of the Year from your district.

# 2020 Delaware Teacher of the Year Application – Reader Rubric

Teacher/District: \_\_\_\_\_

DOE Reader: \_\_\_\_\_

OVERALL SCORE: \_\_\_\_\_ **(HIGH SCORE OF 40)**

**Criteria**

A candidate for National Teacher of the Year (NTOY) is a State Teacher of the Year in a state-approved or accredited school; prekindergarten through grade twelve, who is planning to continue in an active teaching status.

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

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

**1-5 rating system for each question, aligned to the criteria listed above**

**Resume – Categories as follows:**

**Education, Certifications, Experience, Leadership, Awards and Other Recognition**

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

**Professional Biography**

**Please complete your professional biography in 3<sup>rd</sup> person, as this will be used in promotional materials for CCSSO speaking opportunities and engagements. (maximum 250 words)**

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

**Response Questions**

**Respond to the following questions highlighting your personal story and why you believe you should be the 2018 National Teacher of the Year.**

1. **Describe a lesson that defines you as a teacher. How did you engage all students in the learning and how did that learning influence your students? How are your beliefs about teaching demonstrated in this lesson? (maximum 500 words)**

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

2. **Describe a project or initiative you have been involved in. What was your role, and how did this contribute to the overall school culture? (maximum 500 words)**

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

**3. How do you ensure that your students are connected to the world around them? Describe the ways in which you do this. (maximum 500 words)**

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

**4. What do you consider to be a major public education issue today? Describe why this is important to you, and how you are addressing this from your classroom. (maximum 500 words)**

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

**5. As the 2020 National Teacher of the Year, you serve as a spokesperson and representative for teachers and students. What is your message? What will you communicate to your profession and to the general public? (maximum 500 words)**

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

**Supporting Evidence**

**Attach 3 recommendations that support why you should be the 2020 National Teacher of the Year. At least one of these must be a recommendation from a parent, colleague, administrator, or student and each letter should not exceed two pages in length.**

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

**Submission**

**Attach signature page – Letter of Commitment including signatures from the Teacher and Principal (PDF file).**

**You will also need to attach a digital headshot (color, portrait orientation, 300 ppi, jpg format)**

# 2020 Classroom Observation Rubric

Teacher/District: \_\_\_\_\_

Observers: \_\_\_\_\_

TOTAL OVERALL SCORE: \_\_\_\_\_ (high score of 60)

Time of Observation: \_\_\_\_\_

CRITERION	1-2	3-4	5-6
<b>#1 Designing Coherent Instruction</b>	Some of the elements of the instructional design support the stated instructional standards and engage students in meaningful learning. Teacher's lesson has a recognizable structure.	Most of the elements of the instructional design support the stated instructional standards and engage students in meaningful learning and the lesson has a clearly defined structure.	All of the elements of the instructional design support the stated instructional standards, engage students in meaningful learning, and show evidence of student input. Teacher's lesson is highly coherent and has a clear structure.

Evidence Provided \_\_\_\_\_

Performance Level for criterion #1: \_\_\_\_\_

CRITERION	1-2	3-4	5-6
<b>#2 Demonstrating Knowledge of Content and Pedagogy</b>	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.

Evidence Provided \_\_\_\_\_

Performance Level for criterion #2: \_\_\_\_\_

CRITERION	1-2	3-4	5-6
<b>#3 Creating an Environment to Support Learning</b>	The classroom environment reflects only a minimal <i>culture for learning</i> , 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 <i>culture for learning</i> , with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work.	The classroom environment represents a genuine <i>culture for learning</i> , with commitment to the subject on the part of the teacher and students, highest expectations for student achievement, and student pride in work.

Evidence Provided \_\_\_\_\_

Performance Level for criterion #3: \_\_\_\_\_

<b>CRITERION</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
<b>#4</b> <b>Engaging Students in Learning</b>	Some students are minimally engaged as a result of activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing. Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.	Most students are engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson. Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	All students are highly engaged throughout the lesson. The structure and pacing of the lesson allow for student reflection and closure. Teacher is highly responsive to students' interests and questions, making lesson adjustments if necessary, and persists in ensuring the success of all students.

Evidence Provided \_\_\_\_\_

Performance Level for criterion #4: \_\_\_\_\_

<b>CRITERION</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
<b>#5</b> <b>Checking for understanding</b>	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. Occasionally 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.

Evidence Provided \_\_\_\_\_

Performance Level for criterion #5: \_\_\_\_\_

<b>CRITERION</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
<b>#6</b> <b>Developing and Contributing Professionally</b>	The teacher pursues opportunities for professional development and contributes to the profession at the school or district levels.	The teacher actively pursues opportunities for professional growth and contributes to the profession across districts or at the state level.	The teacher continuously pursues opportunities for professional growth and makes a substantial contribution to the profession at the regional or national levels.

Evidence Provided \_\_\_\_\_

**Performance Level for criterion #6: \_\_\_\_\_**

<b>CRITERION</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
<b>#7 Reflecting on Professional Practice</b>	The teacher's reflection is generally accurate and the teacher makes global suggestions about improvements.	The teacher's reflection is accurate, citing general characteristics and the teacher provides specific suggestions about improvements.	The teacher's reflections 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.

Evidence Provided \_\_\_\_\_

**Performance Level for criterion #7: \_\_\_\_\_**

<b>CRITERION</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
<b>#8 Personal Traits</b>	The teacher is energetic about teaching and learning, and exhibits a professional demeanor while maintaining appropriate boundaries.	The teacher is enthusiastic about teaching and learning, exhibits poise and stamina, and is a respected professional who observes appropriate boundaries while using good judgment.	The teacher is passionate about teaching and learning, exhibits unusually high levels of poise and stamina, and is a consummate and highly respected professional who always observes appropriate boundaries while using impeccable judgment.

Evidence Provided \_\_\_\_\_

**Performance Level for criterion #8: \_\_\_\_\_**

<b>CRITERION</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
<b>#9 Alignment of Portfolio and Observation</b>	There were significant discrepancies between what is written in the portfolio and what was observed.	There were minor discrepancies between what is written in the portfolio and what was observed.	The contents of the portfolio aligned entirely with what was observed.

Evidence Provided \_\_\_\_\_

**Performance Level for criterion #9: \_\_\_\_\_**

<b>CRITERION</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
<b>#10 Creativity</b>	Exhibits minimal creativity in classroom environment.	Exhibits creativity in classroom environment.	Exhibits extraordinary creativity in design, implementation of instruction and classroom environment.

Evidence Provided \_\_\_\_\_

**Performance Level for criterion #10: \_\_\_\_\_**

