

Delano Public Schools

Proposed Changes to the DPS TDE Observation Rubric & Summative Evaluation Rubric 26-27

Delano School Board Work Session - August, 2026

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The following changes have been discussed over the course of the 25-26 school year by the Teacher Development and Evaluation Committee, considering input from all building staff and administration. The TDEC proposes the changes below for approval. Proposed changes below represent the substantive changes from the previously approved rubrics.

Description of Substantive Changes:

Rubric:	Notes
Observation Rubric: Proficiency level descriptors	Edit: Performance level descriptors were updated from Basic, Developing, Proficient to Developing, Proficient, Exceeding . This language more closely matches the Danielson Model rubric the observation form is based upon.
Observation Rubric: Format for notation of evidence	Edit: Space for noting evidence for each rating has been moved under each section instead of at the end of each domain for easier note-taking.
Observation Rubric: Using assessment for learning	Edit: Language was changed to specify "formative assessments." This more closely matches the Danielson Model rubric and is more likely to be seen during an observation.
Observation Rubric: Engaging students in learning	Edit: Language was changed to specify what student engagement might look like during an observation beyond participation only.

Summative Rubric: All categories	Edit: The summative rubric was changed in its entirety to match the language of the new observation model. The rationale behind this was to avoid any "surprises" at end of the year summative meetings. The only category included in the summative evaluation and not on the observation is Domain 4: Principled Teaching, which includes additional components related to teacher professionalism such as: Engaging in reflecting practice and Documenting student progress.
Summative Rubric: Self-reflection page	Edit: In order to ensure the DPS observation and evaluation process meets the statutory requirements to evaluate all of the new Minnesota Standards of Effective Practice, the new Summative Evaluation includes three teacher self-reflection questions related to the teacher's work toward licensure, involvement in leadership roles at their school, and strategies for partnering with families. The team felt self-reflection in these areas would provide more detailed data for evaluation than administrative observation given the nature of information required.
Summative Eval. Summary: Updated	Edit: The documentation kept on file at the district office for Summative Evaluations is a summary page. The Summative Evaluation Summary Page has been updated to match the new Summative Evaluation Rubric.