PrepNet

A Network of College Preparatory High Schools

Teacher Evaluation Handbook

2020-21

Understanding the Teacher Evaluation Process

I. Background

The PrepNet Teacher Evaluation system is founded in leading educational research and refined through consistent, data-driven application over many years at PrepNet schools.

Research Base: PrepNet Teacher Evaluation draws heavily on the work of Robert Marzano and collaborators, who have researched the key instructional practices that drive student learning results. Specific sources include:

- Bambrick-Santoyo, P. (2012). *=f®f¥Ylf =fYdf¥¦mn¢Í ! H¥Yb¨ñbYv 4©ndf ¨z)©nvdñxl . °bf¢¨ñzxYv Lbmzzv¦Î*
- Lemov, D. (2010). *MfYbm =nuf Y *mYw¢ñzxÍ āĆ MfbmxnÂ©f¦ MmY¨ H©¨ L¨©dfx¨¦ zx ¨mf HY¨m ¨z *zwflfÎ*
- Marzano, R.J., Waters, T., McNulty, B.A. (2005). *Lbmzzv =fYdf¥¦mn¢ MmY¨ Tz¥u¦Í 3¥zw Kf¦fY¥bm ¨z Kf¦©v¨¦Î*
- Marzano, R. J. (2007). *Mmf !¥¨ Yxd Lbnfxbf zk MfYbmnxlÍ ! *zw¢¥fmfx¦n®f 3¥Ywf¯z¥u kz¥ .kkfb¨ñ®f 6x¦¨¥©b¨ñzxÎ*
- Marzano, R.J., Frontier, T., Livingston, D. (2011). *.kkfb¨ñ®f L©¢f¥®n¦ñzxÍ L©¢z¥¨ñxl ¨mf !¥¨ Yxd Lbnfxbf zk MfYbmnxlÎ*

The adaptations of these concepts and models into practice at PrepNet schools do not compromise the validity of the research base.

Author: David Angerer, PrepNet Director of Educational Services, is the individual with expertise in teacher evaluations who has reviewed and adapted the research-based concepts and models to develop and implement the PrepNet Teacher Evaluation system. Mr. Angerer had a background in teaching and school leadership in Illinois before founding Black River Public School in Holland, Michigan in 2000. In 2008, he was the founding principal of Grand River Preparatory High School in Grand Rapids, Michigan. He scaled the educational program and support functions that successfully launched Grand River Prep to establish and grow additional PrepNet schools over the next several years.

Training: School leaders (Principals, Assistant Principals, Curriculum and Instruction Director) are trained throughout the year in the PrepNet Teacher Evaluation system. Training includes observation calibration exercises, sharing best practices among school leaders, and developing and enhancing cloud-based tools to provide meaningful insight to support teacher observation and evaluation.

Teachers are provided an overview of the evaluation system at All Staff Training prior to the start of each school year, as well as a Teacher Evaluation Handbook. Teachers and school leaders meet regularly individually; these meetings provide additional opportunities to go deeper into specific aspects of the system.

II. PrepNet Teacher Effectiveness Evaluation Criteria

The State of Michigan requires[1] all educators to be rated annually by the school's administrative team on effectiveness (see Figure 1). As required, this effectiveness score is reported to the Michigan Department of Education. The overall score is based on the teacher's performance and effectiveness rating in the following areas:

- **Student Growth: 40%**
- **Student Perception Survey: 15%**
- **Teacher Observation Protocols: 30%**
- **Professional Accountabilities: 15%**

Appendix A contains the Teacher Performance Appraisal Form

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5.0	**Exemplary: Exceeds expectations consistently.**
4.0	**Highly Effective: Demonstrates consistent performance.**
3.0	**Effective: Demonstrates adequate performance, but could improve consistency.**
2.0	**Minimally Effective: Absent improvement, employment is at risk.**
1.0	**Ineffective: Unacceptable performance; employment is at risk.**

III. Student Growth

Michigan law currently requires that **40%** of an educator's evaluation be based on student growth and assessment data. One or more measurements (see Figure 2) are used to evaluate student growth in each course.

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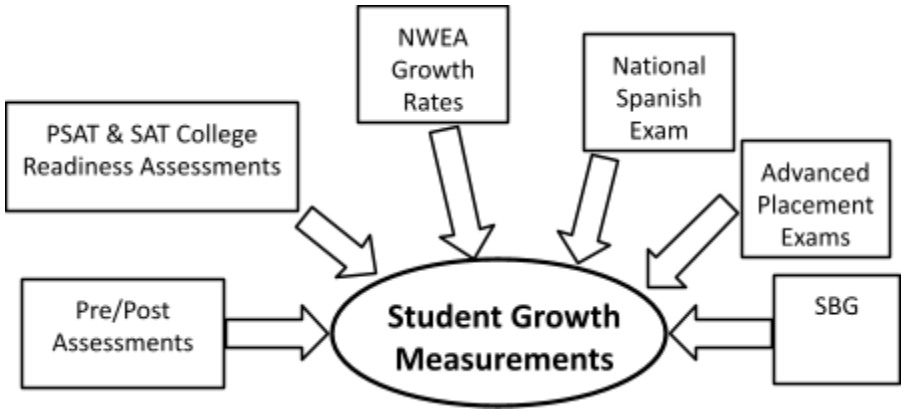


See **Appendix D** for course-specific metrics, measures, and weights.

[1] https://www.michigan.gov/documents/mde/Educator_Evaluations_At-A-Glance_522133_7.pdf

IV. Student Perception Survey

Every teacher is evaluated by his/her students at least twice a year. We use www.mystudentsurvey.com. Teachers have the ability to see the results of this survey at their disposal (see Figure 3). Students answer questions (see Figure 4) regarding the teacher's performance on the following categories:

- Presenter: Ability to present information and structure lessons
- Manager: Ability to manage a classroom and foster productivity
- Counselor: Awareness of student needs and teacher/student relations
- Coach: Providing feedback and challenging students
- Motivator: Engaging and investing students in learning
- Expert: Knowledge of subject and encouraging student thinking

Figure 3: Sample Teacher Report

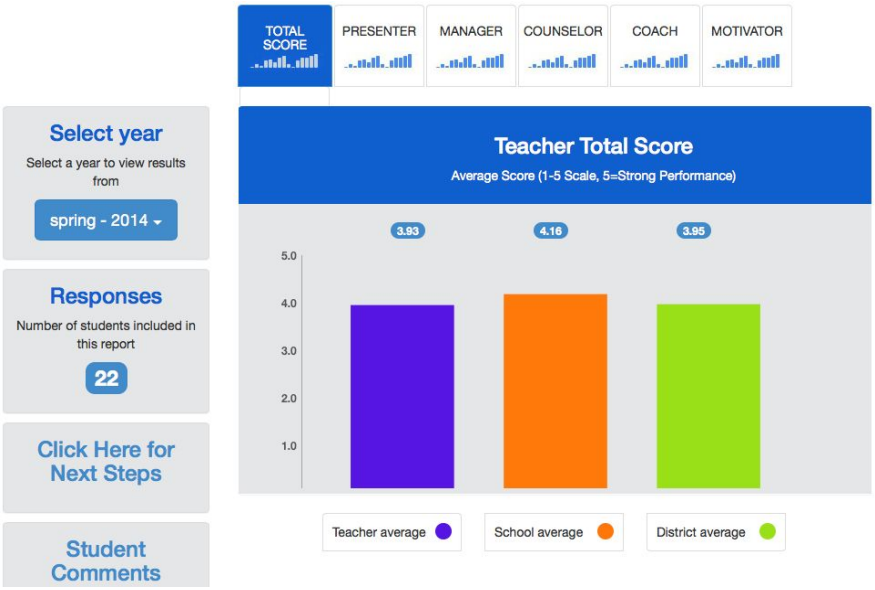


Figure 4: Sample Student Survey Questions

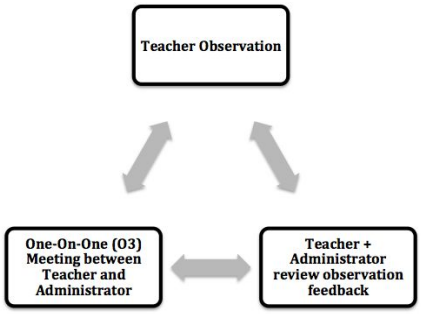
Category	Question
Presenter	At the end of each lesson, the teacher reviews what we have just learned
Manager	We are learning or working during the entire class period
Content Expert	My teacher is able to answer students' questions about the subject

V. Teacher Observation Protocols

What is the Teacher Observation Protocols process?

PrepNet's Teacher Observation Protocols (TOP) is a process of professional development designed to help teachers succeed with classroom and instructional practices by meeting professional performance targets. The TOP process includes a teacher observation, reviewing of feedback, and a one-on-one meeting (see Figure 5).

Figure 5: Observation Cycle



What are the expectations of the Teacher Observation Protocols process?

- All classrooms will be regularly observed by an administrator (frequency will depend on teacher needs).
- All teachers are expected to demonstrate at least a Proficient performance in both of the areas observed: Classroom Management and Instructional Practice.
- Every teacher will typically receive the TOP prior to the O3 meeting.
- Every teacher will regularly meet with an administrator to discuss the observation.
- Every teacher will have an understanding of the TOP process.

One-on-One Meeting

During the O3 meeting, the administrator and teacher will discuss the observed lesson and the teacher's overall performance.

Appendix B contains the Teacher Observation Protocols Rubric

VI. Professional Accountabilities

Administrator feedback is given to assist in the professional growth of an educator. The Professional Accountabilities Rubric consists of five categories with defined criteria (see Figures 6 & 7).

See **Appendix C** for the Professional Accountabilities Rubric.

Figure 6: Professional Accountabilities Categories

Appendix A

1) Teacher Performance Appraisal Form

Educator Effectiveness Evaluation

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Team Member _____ **Principal** _____ **Period** 2019-20

	Ineffective	Minimally Effective	Effective	Effective	Highly Effective	Exemplary	Weight	Weighted Score
Score Range	0.00 - 0.99	1.00 - 1.99	2.00 - 2.99	3.00 - 3.99	4.00 - 4.99	5.00		
1. Student Learning Results								
Academic growth based on multiple measures (measures vary by course).							40%	TBD
2. Student Perceptions **Survey Score: TBD**	< 3.50 *<15th %ile*	3.50 - 3.74 *16th-32nd %ile*	3.75 - 3.99 *33rd-49th %ile*	4.00 - 4.24 *50th-66th %ile*	4.25 - 4.49 *67th-83rd %ile*	>4.50 *84th %ile +*		
Student ratings of instructional delivery and professional traits. Scores scaled by national percentile.							15%	TBD
3. Teacher Observation Protoco **Classroom Management**							15%	TBD
Best practices observed by leadership in regular observations. **Instructional Practice**							15%	TBD
4. Professional Accountabilities								
Quality of work, dependability, sincere interest, communication and cooperation, and teamwork.							15%	TBD

Total Score: TBD

Effective

Comments:

2019-20 Salary: Wellness Bonus:

+ Raise: AP Bonus: N/A

2020-21 Salary: Highly-Effective Increase Progress:

Exemplary	All scores >=4.00 AND total score >=4.50	
Highly Effective	All scores >=2.75 AND total score >=4.00	
Effective	1 score between 1.00-2.99; OR total score <4.00	X
Minimally Effective	1 score <1.00; OR 2 between 1.00-1.99 + total score <2.00; OR 1 score <1.00 and total score >3.00	
Ineffective	3 or more scores <2 OR 2 scores <1	

Reviewer's Signature _____ Date _____

Team Member's Signature _____ Date _____

1. Student Learning Results

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Team Member _____ Principal _____ Period _____

		sections of		total sections taught			Course Weight:			Course Score	Load-Weighted Score
Measure:											0.00
Metric:											
Your Results:											
Exemplary	5.0										
Highly Effective	4.0-4.9										
Effective	3.0-3.9										
Effective	2.0-2.9										
Minimally Effective	1.0-1.9										
Ineffective	0.0-0.9										
Metric Score:											
Metric Weight:											
Metric Weighted Score											
		sections of		total sections taught			Course Weight:			Course Score	0.00
Measure:											
Metric:											
Your Results:											
Exemplary	5.0										
Highly Effective	4.0-4.9										
Effective	3.0-3.9										
Effective	2.0-2.9										
Minimally Effective	1.0-1.9										
Ineffective	0.0-0.9										
Metric Score:											
Metric Weight:											
Metric Weighted Score											
		sections of		total sections taught			Course Weight:			Course Score	0.00
Measure:											
Metric:											
Your Results:											
Exemplary	5.0										
Highly Effective	4.0-4.9										
Effective	3.0-3.9										
Effective	2.0-2.9										
Minimally Effective	1.0-1.9										
Ineffective	0.0-0.9										
Metric Score:											
Metric Weight:											
Metric Weighted Score											
		sections of		total sections taught			Course Weight:			Course Score	0.00
Measure:											
Metric:											
Your Results:											
Exemplary	5.0										
Highly Effective	4.0-4.9										
Effective	3.0-3.9										
Effective	2.0-2.9										
Minimally Effective	1.0-1.9										
Ineffective	0.0-0.9										
Metric Score:											
Metric Weight:											
Metric Weighted Score											
		sections of		total sections taught			Course Weight:			Course Score	0.00
Measure:											
Metric:											
Your Results:											
Exemplary	5.0										
Highly Effective	4.0-4.9										
Effective	3.0-3.9										
Effective	2.0-2.9										
Minimally Effective	1.0-1.9										
Ineffective	0.0-0.9										
Metric Score:											
Metric Weight:											
Metric Weighted Score											
											-
										Total Student Learning Score	TBD

Key

Measure	Assessment or data collection method (e.g. NWEA, ACT Growth Plan, SBD, AP)
Metric	Result being measured (e.g. NWEA percent of students meeting typical growth fall-to-spring)
Your Results	Aggregate of your students performance on each metric
Metric Score	Your results in the context of a standardized scale score
Metric Weight	Relative importance of each metric in determining teacher effectiveness for each course
Metric Weighted Score	Metric Score times Metric Weight
Course Score	Sum of Metric Weighted Scores for the course
Course Weight	Course sections taught as proportion of all sections taught
Load-Weighted Score	Course Score times Course Weight
Total Student Learning Score	Sum of Load-Weighted Scores

3. Teacher Observation Protocol

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Team Member_____ Principal _____ Period_____

Classroom observations are conducted regularly by the School Leadership Team. Protocols are rated according to the rubric in Appendix B of the Teacher Evaluation Handbook. A summary rating is provided based on your ending proficiency level for each protocol.

		Classroom Management			
		Not Using	Developing	Proficient	Distinguished
In-Person	Start Up of Class				
	Effective Classroom Management Routines				
	Classroom Layout				
	Attention Signal				
	100%				
	Cold Call				
	Questioning (No Opt-Out)				
	Circulate				
Common	Transitions				
	Affirmation				
	Redirection				
	Moral Focus				
Online	Online Class Setup				
	Effective Online Classroom Management				
		0	0	0	0

Key				
Exemplary 5.0	0	0	2 or less	12 or more
Highly Effective 4.5	0	0	3-4	10-11
Effective 3.5	0	0	5 or more	(remaining)
Effective 2.5	0	1-2	(remaining)	
Minimally Effective 1.5	1 OR	3-5	(remaining)	
Ineffective 0.5	2 or more OR	6 or more	(remaining)	

Classroom Management Score

TBD

TBD

		Instructional Practice			
		Not Using	Developing	Proficient	Distinguished
In-Person	Gradual Release				
	Differentiation				
Common	Hook				
	"I Can" Statement				
	Agenda				
	Clear Directions & Expectations				
	Questioning				
	Student Engagement				
	Evidence of Student Learning				
	Progress Monitoring				
Online	Technology Use				
	Student Communication				
	Building Leader Communication				
	Academic Integrity				
		0	0	0	0

Ke Key				
Exemplary 5.0	0	0	2 or less	12 or more
Highly Effective 4.5	0	0	3-4	10-11
Effective 3.5	0	0	5 or more	(remaining)
Effective 2.5	0	1-2	(remaining)	
Minimally Effective 1.5	1 OR	3-5	(remaining)	
Ineffective 0.5	2 or more OR	6 or more	(remaining)	

Instructional Practice Score

TBD

TBD

4. Professional Accountabilities

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Team Member Teacher, A **Principal** Peter Principal **Period** 2018-19

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary	Weight	Weighted Score
Score	0.0	1.5	3.0	4.5	5.0		
1. Quality of Work							
A. Knowledge of Subject Matter						6.7%	0.00
B. Short & Long-Term Instructional Planning						6.7%	0.00
C. Use of Data to Inform Instruction						6.7%	0.00
2. Dependability							
A. Professionalism						6.7%	0.00
B. Policies, Procedures, Laws, Regulations						6.7%	0.00
C. Non-Instructional Duties						6.7%	0.00
3. Sincere Interest							
A. Classroom Atmosphere						6.7%	0.00
B. Involved in the Life of the School						6.7%	0.00
C. Continued Learning and Growth						6.7%	0.00
4. Communication & Cooperation							
A. Communicates Effectively and Appropriately						10.0%	0.00
B. Use of Technology						10.0%	0.00
5. Teamwork							
A. Support Building Goals & Objectives						10.0%	0.00
B. Contributions to Collaborative Planning						10.0%	0.00

Comments:

=

TBD

Exemplary	All scores Exemplary
Highly Effective	Total Score >= 4.0; not all scores Exemplary
Effective	All scores Effective or higher; Total Score >= 3.0
Minimally Effective	Any score Minimally Effective
Ineffective	Any score Ineffective or two scores Minimally Effective

Appendix B

1) Teacher Observation Performance Guidelines

Teacher Observation Protocol (TOP)

Performance Target	Scale			
Classroom Management	**Not Using**	**Developing**	**Proficient**	**Distinguished**
zwwzx H¥z¨zbzv¦ ã*vY¦¦¥zzw >YxYl fwfx¨ä				
Transitions: Transitions (eg: entering class, moving from one activity to another, exiting class, etc) are effective.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ*	*MfYbmf¥ ¦zwf¨nwf¦ vz¦f¦ ¨fYbmnxl ¨nwf d©f ¨z vYbu zk bvY¥n¨±Ë dn¦¥©¢¨nzx¦Ë Yxd nxfkknbnfx¨ ¨¥Yx¦n¨nzx¦*	*MfYbmf¥ wY°nwn´f¦ nx¦¨¥©b¨nzxYv ¨nwf ¨m¥z©lm bzmf¥fxbfË vf¦¦zx wzwfx¨©wË Yxd ¦wzz¨m ¨¥Yx¦n¨nzx¦ ¨mY¨ ¥f¦©v¨ nx Yw ¦¨©dfx¨¦ ¥f¦¢zxdnxl nx Y ¨nwfv± kY¦mnzxÎ*	*MfYbmf¥ ©¦f¦ bzmf¥fxbfË vf¦¦zx wzwfx¨©wË Yxd fknbnfx¨ ¨¥Yx¦n¨nzx¦ ¨z fxmYxbf nx¦¨¥©b¨nzxYv ¨nwf ¨mY¨ ¥f¦©v¨ nx Yw ¦¨©dfx¨¦ ¥f¦¢zxdnxl nx Y ¨nwfv± kY¦mnzxÎ*
Affirmation: Frequent and specific affirmations are provided to students	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ*	*MfYbmf¥ ©¦f¦ ®f¥aYv Yxd xzx®f¥aYv afmY®nz¥¦ ¨mY¨ nxdnbY¨f bY¥nxl kz¥ ¦¨©dfx¨¦Î*	*MfYbmf¥ ©¦f¦ ®f¥aYv Yxd xzx®f¥aYv afmY®nz¥¦ ¨mY¨ nxdnbY¨f bY¥nxl kz¥ wz¦¨ ¦¨©dfx¨¦ Yxd wzxn¨z¥¦ ¨mf ¤©Yn¨± zk ¥fvY¨nzx¦mn¢¦ nx ¨mf bvY¦¦¥zzwÎ*	*MfYbmf¥ bzw¢nwfx¨¦ ¦¨©dfx¨¦ ¥f l Y¥dnxl YbYdfwnb Yxd ¢f¥¦zxYv Ybbzw¢n¦mwfx¨¦Î MfYbmf¥ YdY¢¨¦ ¨z nxdn®nd©Yv xffd¦ zk ¦¨©dfx¨¦î Yxd dfwzx¦¨¥Y¨f¦ bY¥f Yxd Ykkfb¨nzx kz¥ Yw ¦¨©dfx¨¦Î*
Redirection as necessary and/or based on Building-Wide Expectations: Teacher redirects students every time a redirection is necessary. Redirection is when a teacher modifies the behavior, verbally or nonverbally, of a student or group of students who are not meeting expectations.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ*	*MfYbmf¥ ¥f¦¢zxd¦ ¨z ¦¨©dfx¨ wn¦afmY®nz¥ a± kzwz¯nxl bvY¦¦¥zzw ¥z©¨nxf¦ YxdÙz¥ a©nvdnxl dn¦bn¢nxf ¢¥zbfd©¥f¦Ë a©¨ ©xf®fx ¦¨©dfx¨ afmY®nz¥ ¥f¦©v¨¦Î MfYbmf¥ wY± ¨Yuf zkkfx¦f Y¨ ¦¨©dfx¨ wn¦afmY®nz¥Î*	*MfYbmf¥ ¥f¦¢zxd¦ ¨z ¦¨©dfx¨ wn¦afmY®nz¥ a± kzwz¯nxl bvY¦¦¥zzw ¥z©¨nxf¦ Yxd a©nvdnxl dn¦bn¢nxf ¢¥zbfd©¥f¦Î L¨©dfx¨ wn¦afmY®nz¥ n¦ ¥Y¥fÎ*	*MfYbmf¥ ¥f¦¢zxd¦ ¨z ¦¨©dfx¨ wn¦afmY®nz¥ a± kzwz¯nxl bvY¦¦¥zzw ¥z©¨nxf¦ Yxd a©nvdnxl dn¦bn¢nxf ¢¥zbfd©¥f¦Î L¨©dfx¨ afmY®nz¥ n¦ Y¢¢¥z¢¥nY¨flÎ L¨©dfx¨¦ wYxYl f ¨mfw¦fv®f¦Ë Y¦¦n¦¨ fYbm z¨mf¥nx wYxYlnxl afmY®nz¥Ë z¥ ¨mf¥f n¦ xz ¦¨©dfx¨ wn¦afmY®nz¥Îl MfYbmf¥ dzf¦ xz¨ dfwzx¦¨¥Y¨f ¢f¥¦zxYv zkkfx¦f Y¨ ¦¨©dfx¨ wn¦afmY®nz¥Î*
Moral Focus: There is evidence that teacher infuses/includes Moral Focus content into the classroom culture.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ*	*Mmf¥f n¦ wnxnwYv f®ndfxbf zk >z¥Yv 3zb©¦ bzx¨fx¨ nx ¨mf bvY¦¦¥zzw b©v¨©¥f âfÎl Î ¢z¦¨¨f¥¦Ë ¦¨Y¨nb a©wf¨nx azY¥d¦âÎ*	*Mmf¥f n¦ f®ndfxbf zk nx¨f¥Yb¨n®f >z¥Yv 3zb©¦ bzx¨fx¨ nx ¨mf bvY¦¦¥zzw b©v¨©¥f âfÎl Î >z¥Yv 3zb©¦ vYxl©Yl f n¦ ©¦fdË ¨fYbmf¥ Yxd ¦¨©dfx¨¦ wzdfv afmY®nz¥¦Ë nx¨f¥Yb¨n®f a©wf¨nx azY¥dË f¨blâ*	*Mmf¥f n¦ f®ndfxbf zk ¥f l©vY¥ nxk©¦nzx zk >z¥Yv 3zb©¦ bzx¨fx¨ nx¨z ¨mf bvY¦¦¥zzw b©v¨©¥f Yxd nx¦¨¥©b¨nzxÎ*
6xÝHf¥¦zx 6x¦¨¥©b¨nzx H¥z¨zbzv¦ ã*vY¦¦¥zzw >YxYl fwfx¨ä				
Start Up of Class: Routines are established for (a) Teacher greets all students at the door (b) Orderly, professional, & positive entry (c) Starting "Do Now" immediately (d) Having necessary materials out and ready in preparation for commencing instruction.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ*	*Kz©¨nxf¦ kz¥ fkkfb¨n®f fx¨¥± Y¥f f¦¨Yam¦mfdË a©¨ ¯n¨m ¦zwf vz¦¦ zk nx¦¨¥©b¨nzxYv ¨nwfÎ*	*Kz©¨nxf¦ kz¥ fkkfb¨n®f fx¨¥± Y¥f f¦¨Yam¦mfd Yxd zbb©¥ ¦wzz¨mv±Ë ¯n¨m xz vz¦¦ zk nx¦¨¥©b¨nzxYv ¨nwfÎ*	*Kz©¨nxf¦ kz¥ fkkfb¨n®f fx¨¥± Y¥f ¯fw f¦¨Yam¦mfd Yxd zbb©¥ ¦wzz¨mv±Ë L¨©dfx¨¦ Y¦¦©wf ¥f¦¢zx¦nanvn¨± kz¥ ¢¥zd©b¨n®n¨± ¥n Im¨ Y¯Y±Î*
Effective Classroom Management Routines: General classroom routines and building-wide expectations are followed by students quickly and do not interrupt the learning environment (eg: using restroom, laptop usage, sharpening pencils, dress code, headphones, cell phones, etc).	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ*	*HY¥¨nYw± fkkfb¨n®f bvY¦¦¥zzw ¥z©¨nxf¦ Yxd a©nvdnxlÝ¯ndf f°¢fb¨Y¨nzx¦ vfYd ¨z vz¦¦ zk ¦zwf nx¦¨¥©b¨nzxYv ¨nwfÎ Tn¨¨m ¥f l©vY¥ l©ndYxbf Yxd ¢¥zw¢¨nxlË wz¦¨ ¦¨©dfx¨¦ kzwz¯ f¦¨Yam¦mfd ¥z©¨nxf¦Î*	*. kknbnfx¨ bvY¦¦¥zzw ¥z©¨nxf¦ Yxd a©nvdnxlÝ¯ndf f°¢fb¨Y¨nzx¦ vfYd ¨z wnxnwYv vz¦¦ zk nx¦¨¥©b¨nzxYv ¨nwfÎ Tn¨¨m wnxnwYv l©ndYxbf Yxd ¢¥zw¢¨nxlË ¦¨©dfx¨¦ kzwz¯ f¦¨Yam¦mfd bvY¦¦¥zzw ¥z©¨nxf¦Î*	*. kknbnfx¨ bvY¦¦¥zzw ¥z©¨nxf¦ Yxd a©nvdnxlÝ¯ndf f°¢fb¨Y¨nzx¦ wY°nwn´f nx¦¨¥©b¨nzxYv ¨nwfÎ Kz©¨nxf¦ Y¥f ¯fw ©xdf¥¦¨zzd a± ¨mf bvY¦¦ Yxd wY± af nxn¨nY¨fd a± ¦¨©dfx¨¦Î*

Classroom Layout: The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ*	**vY¦¦¥zzw vY±z©¨ ¢Y¥¨nYw± wf f¨¦ ¨mf b¥n¨f¥nY kz©xd ©xdf¥ H¥zknbnfx¨Î*	*Mmf ¢m±¦nbYv vY±z©¨ zk ¨mf bvY¦¦¥zzw mY¦ Ya bvfY¥ ¨¥Ykknb ¢Y¨¨f¥x¦Ê aä ¢¥z®ndf¦ fY¦± Ybbf¦¦ ¨z xfbf¦¦Y¥± wY¨f¥nYv¦Ê bä kYbnn¨Y¨f¦ wz®fwfx¨Ê dä Ywz¯¦ ¨fYbmf¥¦ ¨z bvfY¥± za¦f¥®f fYbm ¦¨©dfx¨¶¦ Yb¨n®n¨±Î*	*6x Yddn¨nzx ¨z Yw H¥zknbnfx¨ b¥n¨f¥nYÊ bvY¦¦¥zzw dn¦¢vY±¦ Y¥f ©¦fd nx Y ¯Y± ¨mY¨ fxmYxbf ¦¨©dfx¨ vfY¥xnx l ãfÎlÎ Yxbmz¥ bmY¥¨¦Ê f°fw¢vY¥± ¦¨©dfx¨ ¯z¥uÊ ¯z¥d ¯Yw¦Ê Yxd wxfwzxnb df®nbf¦âÎ *vY¦¦¥zzw n¦ df¦nlxfd nx Y ¯Y± ¨mY¨ nx®n¨f¦ vfY¥xnx l Yxd bzx¦ndf¥Y¨nzx¦ mY®f affx wYdf ¨z Ydt©¦¨ kz¥ ¦¨©dfx¨ xffd¦Î*
Attention Signal: Teacher uses an effective signal to gain the attention of the entire class.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ Yxd fn¨mf¥ xz¨ ©¦fd z¥ xz¨ ©¦fd fkkfb¨n®fv±Î*	*! ¨¨fx¨nzx ¦nlxYv n¦ ©¦fd a©¨ wz¦¨ ¦¨©dfx¨¦ dz xz¨ ¥f¦¢zxd ¯n¨mnx Ä ¦fbzxd¦ÎÎ*	*! ¨¨fx¨nzx ¦nlxYv ¥f¦©v¨¦ nx wz¦¨ ¦¨©dfx¨¦ ¥f¦¢zxdnxl ¯n¨mnx Ä ¦fbzxd¦ Yxd Yw ¦¨©dfx¨¦ f®fx¨©Yw± ¥f¦¢zxdÎ*	*! w ¦¨©dfx¨¦ Y¥f ¢¥zd©b¨n®fv± fxlYlfd nx vfY¥xnxl Yxd bzw¢v±nxl ¯n¨m ¨¨fYbmf¥Î L¨©dfx¨¦ Y¦¦©wf ¥f¦¢zx¦nanvn¨± kz¥ bzw¢vnYxbfÎ*
Cold Call: Teacher "cold calls" students who have not raised his/her hand or otherwise acknowledged that s/he is willing to answer a question that has been asked; strategy is used to proactively engage all levels of students, especially low expectancy students.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ*	*MfYbmf¥ zbbY¦nzxYw± ©¦f¦ ¨mn¦ ¦¨¥Y¨f l± fkkfb¨n®fv±Î*	*MfYbmf¥ ©¦f¦ ¦¨¥Y¨f l± fkkfb¨n®fv± Yxd ¯n¨m bzx¦n¦¨fxb± kz¥ Y ¦f lwfx¨ zk ¨mf vf¦¦zx d©¥nxl dn¦b©¦¦nzx z¥ dn¥fb¨ nx¦¨¥©b¨nzx kz¥wY¨Î*	*MfYbmf¥ ©¦f¦ ¦¨¥Y¨f l± fkkfb¨n®fv± Yxd ¯n¨m bzx¦n¦¨fxb± nx Y ®Y¥nf¨± zk nx¦¨¥©b¨nzxYv kz¥wY¨¦ ãvYa¦Ê l¥z©¢ ¯z¥uÊ ¦¨Y¨nzx¦Ê f¨bâÎ*
Questioning-No Opt Out: When questioning students, the teacher doesn't allow students to opt out of thoughtfully answering questions.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ*	*MfYbmf¥ ¢Y¥¨nYw± mzvd¦ ¦¨©dfx¨¦ Ybbz©x¨Yavf kz¥ Yx¦¯f¥nxl ¤©f¦¨nzx¦Î*	*MfYbmf¥ zbbY¦nzxYw± mzvd¦ ¦¨©dfx¨¦ Ybbz©x¨Yavf kz¥ Yx¦¯f¥nxl ¤©f¦¨nzx¦ ¨mz©lm¨k©w± Yxd ¨mz¥z©lmv±Î*	*MfYbmf¥ k¥f¤©fx¨v± mzvd¦ ¦¨©dfx¨¦ Ybbz©x¨Yavf kz¥ Yx¦¯f¥nxl ¤©f¦¨nzx¦ ¨mz©lm¨k©w± Yxd ¨mz¥z©lmv±Î*
Circulate: Teacher circulates around the classroom and monitors student behavior and work to maintain optimal engagement.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ*	*MfYbmf¥ ¢Y¥¨nYw± bn¥b©vY¨f¦ ¨mf bvY¦¦¥zzwÎ*	*MfYbmf¥ ¢m±¦nbYw± zbb©¢nf¦ Yw ¤©Yd¥Yx¨¦ zk ¨mf ¥zzw Yxd ¦bYx¦ ¨mf fx¨n¥f ¥zzwÊ wYunxl f±f bzx¨Yb¨ ¯n¨m Yw ¦¨©dfx¨¦ nx Yx fkkz¥¨ ¨z df¨f¥ ¢z¨fx¨nYv wn¦afmY®nz¥Î*	*MfYbmf¥ ¢m±¦nbYw± zbb©¢nf¦ Yw ¤©Yd¥Yx¨¦ zk ¨mf ¥zzw Yxd ¦bYx¦ ¨mf fx¨n¥f ¥zzwÊ wYunxl f±f bzx¨Yb¨ ¯n¨m Yw ¦¨©dfx¨¦Î MfYbmf¥ ¥fbzlxn´f¦ ¢z¨fx¨nYv ¦z©¥bf¦ zk dn¦¥©¢¨nzx¦ Yxd dfYv¦ ¯n¨m ¨mfw nwwfdnY¨fv±Î MfYbmf¥ ©¦f¦ ¨mn¦ ¦¨¥Y¨f l± ¨z bmfbu ¨mY¨ Yw ¦¨©dfx¨¦ Y¥f Yb¨n®fv± fxlYlfd nx ¨mf Y¦¦nlxfd ¨Y¦uÎ*
Axnxf 6x¦¨¥©b¨nzx H¥z¨zbzv¦ ã*vY¦¦¥zzw >YxYlfwfx¨ä				
Online Class Setup: Google Classroom is up-to-date with the course pace, is orderly in its presentation of information, and has the necessary materials and information listed and available	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ*	*4zzlvf *vY¦¦¥zzw n¦ ©¢Ý¨zÝdY¨f ¯n¨m ¨mf bz©¥¦f ¢Ybf£ a©¨ xfn¨mf¥ zk ¨mf z¨mf¥ ¨¨¯z nxdnbY¨z¥¦ Y¥f wf¨Î Mmn¦ wfYx¦ ¨mY¨ ¨mf nxkz¥wY¨nzx n¦ ¢¥f¦fx¨fd nx Y wYxxf¥ ¨mY¨ nx®n¨f¦ bzxk©¦nzx YxdÙz¥ ©xbf¥¨Ynx¨± zk ¢¥zbfd©¥f zx ¨mf ¢Y¥¨ zk ¨mf ¦¨©dfx¨¦ !?, xfbf¦¦Y¥± wY¨f¥nYv¦ Yxd nxkz¥wY¨nzx Y¥f xz¨ ¢¥f¦fx¨Î*	*4zzlvf *vY¦¦¥zzw n¦ ©¢Ý¨zÝdY¨f ¯n¨m bz©¥¦f ¢Ybf£ a©¨ Y¨ vfY¦¨ zxf zk ¨mf z¨mf¥ ¨¨¯z bzw¢zxfx¨¦ mY¦ xz¨ affx wf¨Î*	*! w ¨m¥ff nxdnbY¨z¥¦ Y¥f wf¨Î*
Effective Online Classroom Management: The teacher effectively incorporates visual and multimedia resources into the online module, demonstrates the ability to modify and add content, utilizes synchronous and asynchronous tools (e.g. chat, Google Meets, whiteboards), troubleshoots software and hardware problems, demonstrates the ability to effectively use and incorporate subject-specific and developmentally-appropriate software in online learning modules.	*=f¦¦ ¨mYx Ä zk ¨mf nxdnbY¨z¥¦ Y¥f wf¨*	*Ä zk ¨mf Ä nxdnbY¨z¥¦ Y¥f wf¨*	*ä zk ¨mf Ä nxdnbY¨z¥¦ Y¥f wf¨*	*! w Ä nxdnbY¨z¥¦ Y¥f wf¨*

Instructional Practice	Not Using	Developing	Proficient	Distinguished
***zwwzx H¥z¨zbzv¦ ã6x¦¨¥©b¨ñzxYv H¥Yb¨ñbfä**				
Hook: Teacher explicitly uses a hook to engage student interest when introducing a lesson.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnañ¨fdÎ*	*MfYbmf¥ Y¨¨fw¢¨¦ ¨z ©¦f Y mzzu ¨z fxlYlf ¨mf nx¨f¥f¦¨ zk ¦¨©dfx¨¦Î*	*MfYbmf¥¦ ¦©bbf¦¦k©w± ©¦f¦ Y mzzu ¨z fxlYlf ¨mf nx¨f¥f¦¨ zk ¦¨©dfx¨¦Î*	*Mmf mzzu ©¦fd a± ¨mf ¨fYbmf¥ xz¨ zxv± fxlYlf¦ ¨mf nx¨f¥f¦¨ zk ¨mf ¦¨©dfx¨¦É ±f¨ Yv¦z ¦f¥®f¦ Y¦ Y vnxu ¨z ¨mf vfY¥xnxl ¨Y¥lf¨ä¦âÎ*
"I Can" Statement: The lesson begins with an "I can" statement(s) that is: (a) A statement of knowledge or skills students will demonstrate (not an explanation of the activity) (b)Written in student-friendly language (not overly technical/complex; clear, simple and to the point) (c) Linked to an appropriately cited learning target and/or standard	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnañ¨fdÎ*	*Mmf ï6 bYxï ¦¨Y¨fwfx¨ bzx¨Ynx¦ ¨¯z z©¨ zk ¨mf ¨m¥ff df¦b¥n¢¨z¥¦É n¦ ¥fkf¥fxbfd ¯n¨m ¨mf bvY¦¦É Yxd n¦ Yvnlxfd ¨z ¨mf lzYv¦ Yxd Yb¨n®n¨nf¦ kz¥ ¨mf dY±Î*	*Mmf ï6 bYxï ¦¨Y¨fwfx¨¦ bzx¨Ynx Yw ¨m¥ff df¦b¥n¢¨z¥¦É n¦ ¥fkf¥fxbfd ¯n¨m ¨mf bvY¦¦É Yxd n¦ Yvnlxfd ¨z ¨mf lzYv¦ Yxd Yb¨n®n¨nf¦ kz¥ ¨mf dY±Î*	*Mmf ï6 bYxï ¦¨Y¨fwfx¨ wff¨¦ ¨mf ¢¥zknbnfx¨ b¥n¨f¥nY Yxd ¢¥z®ndf¦ ¦¨©dfx¨¦ ¯n¨m Y a¥zYdf¥ ©©¥¢z¦f z¥ ¥fvf®Yxbf ¨z ¨mf vfY¥xnxl YxdÙz¥ ¦umvÎ*
Agenda: The teacher designs clear expectations for each classroom activity and then posts those expectations in a clearly visible place where students can refer to them	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnañ¨fdÎ*	*MfYbmf¥ ¢z¦¨¦ Yxd Y¨¨fw¢¨¦ ¨z ¢¥z®ndf bvfY¥ f°¢fb¨Y¨nzx¦ zk bvY¦¦¥zzw Yb¨n®n¨nf¦Î*	*MfYbmf¥ ¢z¦¨¦ Yxd bvfY¥¥± ¢¥z®ndf¦ f°¢fb¨Y¨nzx¦ zk bvY¦¦¥zzw Yb¨n®n¨nf¦Î*	*MfYbmf¥ ¢z¦¨¦ Yxd bvfY¥¥± f°¢vYnx¦ ¨mf f°¢fb¨Y¨nzx¦ zk bvY¦¦¥zzw Yb¨n®n¨nf¦Î MfYbmf¥ ¥fkf¥¦ ¨z ¨mf¦f f°¢fb¨Y¨nzx¦ ¨m¥z©lmz©¨ ¨mf vf¦¦zx Yxd bzx¨nx©Yw± vnxu¦ ¨z ¨mf Ñ6 bYxÒ ¦¨Y¨fwfx¨ä¦âÎ Tmfx Y¦ufdÉ ¦¨©dfx¨¦ Y¥f Yavf ¨z f°¢vYnx ¨mf vnxu af¨¯¯ffx ¨mf Ñ6 bYxÒ ¦¨Y¨fwfx¨ä¦ä Yxd Yb¨n®n¨nf¦Î*
Clear Directions & Explanations: Directions and explanations given to students are specific, concise, broken into multiple steps, repeated, and written out for students as necessary.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnañ¨fdÎ*	*MfYbmf¥ f°¢vYxY¨nzx¦ Y¥f Ybb©¥Y¨f Yxd lfxf¥Yw± bvfY¥ a©¨ ¨mf ¨fYbmf¥ wY± xz¨ k©w± bvY¥nk± nxkz¥wY¨nzx aY¦fd zx ¦¨©dfx¨¦p ¤©f¦¨nzx¦ Yaz©¨ bzx¨fx¨ z¥ nx¦¨¥©b¨nzx¦ kz¥ vfY¥xnxl Yb¨n®n¨nf¦ z¥ ¨mf ¨fYbmf¥ wY± ©¦f ¦zwf vYxl©Ylf ¨mY¨n¦ df®fvz¢wfx¨Yw± nxY¢¢¥z¢¥nY¨fÉ vfYdnxl ¨z bzxk©¦nzx z¥ vnwn¨nxl dn¦b©¦¦nzxÎ*	*MfYbmf¥ f°¢vYxY¨nzx¦ Y¥f bvfY¥ Yxd Ybb©¥Y¨fÎ Mmf ¨fYbmf¥ ©¦f¦ ¯fwÝ¨nwfdÉ nxdn®nd©Yw´fdÉ df®fvz¢wfx¨Yw± Y¢¢¥z¢¥nY¨f ¦¨¥Y¨flnf¦ Yxd vYxl©Ylf df¦nlxfd ¨z Yb¨n®fv± fxbz©¥Ylf nxdf¢fxdfx¨É b¥fY¨n®fÉ Yxd b¥n¨nbYv ¨mnxunxlÉ nxbv©dnxl ¨mf Y¢¢¥z¢¥nY¨f ©¦f zk ¤©f¦¨nzx¦ Yxd dn¦b©¦¦nzx ¨fbmxn¤©f¦Î*	*MfYbmf¥f°¢vYxY¨nzx¦ Y¥f bvfY¥É bzmf¥fx¨É Yxd ¢¥fbn¦fÎ Mmf ¨fYbmf¥ ©¦f¦ ¯fwÝ¨nwfdÉ nxdn®nd©Yw´fdÉ df®fvz¢wfx¨Yw± Y¢¢¥z¢¥nY¨f ¦¨¥Y¨flnf¦ Yxd vYxl©Ylf df¦nlxfd ¨z Yb¨n®fv± fxbz©¥Ylf nxdf¢fxdfx¨É b¥fY¨n®fÉ Yxd b¥n¨nbYv ¨mnxunxlÉ nxbv©dnxl ¨mf Y¢¢¥z¢¥nY¨f ©¦f zk ¤©f¦¨nzx¦ Yxd dn¦b©¦¦nzx ¨fbmxn¤©f¦Î*
Questioning: Questions are designed to engage students at high cognitive levels. The teacher provides adequate processing time for all students and holds students accountable for developing and presenting thorough answers. (See "Levels of Understanding" in the CPT Handbook for additional clarification)	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnañ¨fd*	*MfYbmf¥0¦ ¤©f¦¨nzx¦ Y¥f zk vz¯ bzlxn¨n®f bmYwfxlf åfÎlÎ¥f¨¥nf®Yv Yxd bzw¢¥fmfx¦nzxåÌ ¤©f¦¨nzx¦ Y¥f ¥Y¢nd¥kn¥fÉ ¯n¨m Y ¦nxlvf bz¥¥fb¨ Yx¦¯f¥Î*	*MfYbmf¥0¦ ¤©f¦¨nzx¦ Y¥f zk wzdf¥Y¨f bzlxn¨n®f bmYwfxlf åfÎlÎ YxYv±¦n¦åÌ ¤©f¦¨nzx¦ Y¥f z¢fx¥fxdfd Yxd ¦¨©dfx¨¦ Y¥f ln®fx Ydf¤©Y¨f ¯Yn¨¥¨nwfÎ*	*MfYbmf¥0¦ ¤©f¦¨nzx¦ Y¥f zk mnlm bzlxn¨n®f bmYwfxlf åfÎlÎ uxz¯vfdlf ©¨nm´Y¨nzxåÌ ¤©f¦¨nzx¦ Y¥f z¢fx¥fxdfd Yxd ¦¨©dfx¨¦ Y¥f ln®fx Ydf¤©Y¨f ¯Yn¨¥¨nwfÎ*
Student Engagement: Tasks are designed to engage students at high cognitive levels. The majority of the cognitive work is performed by the student.	*>z¦¨ zk ¨mf ¦¨©dfx¨¦ Y¥f xz¨ bzw¢vf¨nxl ¨mf ¥f¤©n¥fd ¨Y¦uÎ*	*=z¯ vf®fv¦ zk bzwwn¨wfx¨ z¥ Y¨¨fx¨nzx ¨z bzw¢vf¨nxl ¨mf ¨Y¦uÎ*	*L¨©dfx¨¦ Y¥f ¥fY¦zxYav± Y¨¨fx¨n®f Yxd bzwwn¨¨fd ¨z bzw¢vf¨nxl ¨mf ¨Y¦uÎ*	*L¨©dfx¨¦ Y¥f mnlmv± Y¨¨fx¨n®f Yxd bzwwn¨¨fd ¨z bzw¢vf¨nxl ¨mf ¨Y¦uÎ Mmf wYtz¥n´± zk ¨mf bzlxn¨n®f ¯z¥u n¦ ¢f¥kz¥wfd a± ¨mf ¦¨©dfx¨Î*
	Lfvfb¨ ¨mf ¨±¢f¦ zk fxlYlfwfx¨ ¦¨¥Y¨flnf¦ Yxd ¨zzv¦ afnxl Y¨¨fw¢¨fdÍ			
	**zw¢f¨n¨nzx* *! ¢¢¥z¢¥nY¨f *mYwfxlf* *) ©nvdnxl *©¥nz¦n¨±* **zx¨¥z®f¥¦±* **zz¢f¥Y¨nzx* **zxxfb¨nzx¦* **mznbf*		**¥fY¨n®n¨±* **¥fY¨n®f MfbmxzvzlnF¦* *>z®fwfx¨* *! ¢¢¥z¢¥nY¨f HYbnxl* *Hz¦n¨n®f , fwfYxz¥* *A¨mf¥àààààààà*	
Evidence of Student Learning: Teacher checks for the level of understanding of the whole class by collecting frequent Instructional Feedback.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnañ¨fdÎ*	*MfYbmf¥ zbbY¦nzxYw± ¢¥z®ndf¦ z¢¢z¥¨©xn¨nf¦ ¨z df¨f¥wnxf vf®fv zk ¦¨©dfx¨ vfY¥xnxlÎ*	*MfYbmf¥ k¥f¤©fx¨v± ¢¥z®ndf¦ z¢¢z¥¨©xn¨nf¦ ¨z df¨f¥wnxf vf®fv zk fYbm ¦¨©dfx¨Þ¦ vfY¥xnxlÎ*	*MfYbmf¥ bzx¦n¦¨fx¨v± ©¦f¦ ¨mn¦ kffdaYbu ¨z Y¢¢¥z¢¥nY¨fv± Ydt©¦¨ nx¦¨¥©b¨nzxÎ*
Progress Monitoring: There is evidence that both teacher and student track learning using the Formative Assessment Process.	*L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnañ¨fdÎ*	*MfYbmf¥ kYbnn¨Y¨f¦ ¨¥Ybunxl zk ¦¨©dfx¨ ¢¥zlv¥f¦¦ ©¦nxl ¨mf 3!HÎ L¨©dfx¨¦*	*MfYbmf¥ mfv¢¦ ¦¨©dfx¨¦ ¨¥Ybu ¨mfn¥ nxdn®nd©Yv ¢¥zlv¥f¦¦ zx ¨mf vfY¥xnxl*	*MfYbmf¥ bmY¥¨¦ ¨mf ¢¥zlv¥f¦¦ zk ¨mf fx¨n¥f bvY¦¦ Yxd ¦¨©dfx¨¦ bzx¦n¦¨fx¨v± ©¦f f®ndfxbf ¨z Y¦¦f¦¦ ¨mfn¥z¯x*

		zbbY¦ nzxYw± ©¦f f®ndfxbf ¨z Y¦¦f¦¦ ¨mfn¥ z¯x vfY¥xnxl ¢vYxẽ Yxd wzxn¨z¥ ¢¥z l¥f¦¦ z®f¥ ¨nwfÎ	zatfb¨n®f¦ Yxd kYbmn¨Y¨f¦ lzYv ¦f¨¨nxl Î L¨©dfx¨¦ k¥f¤©fx¨v± ©¦f f®ndfxbf ¨z Y¦¦f¦¦ ¨mfn¥ z¯x vfY¥xnxl ẽ df¨f¥wnxf vfY¥xnxl ¢vYxẽ Yxd wzxn¨z¥ ¢¥z l¥f¦¦ z®f¥ ¨nwfÎ	vfY¥xnxl ẽ df¨f¥wnxf vfY¥xnxl ¢vYxẽ Yxd wzxn¨z¥ ¢¥z l¥f¦¦ z®f¥ ¨nwfÎ
6xÝHf¥¦zx 6x¦¨¥©b¨nzx H¥z¨zbzv¦ ã6x¦¨¥©b¨nzxYv H¥Yb¨nbfä				
Gradual Release: The teacher employs a gradual release when presenting new material using the following steps (a) "I" segment: teacher introduces material (b) "We" segment: teacher and students interact with the material together (c) "You" segment: students interact with the material independently	L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ	MfYbmf¥ Y¨¨fw¢¨fd ¨z ©¦f ¨mf ¦¨¥Y¨f l± zk l¥Yd©Yw± ¥fvfY¦nx l ¥f¦¢zx¦naww¨± ¨z ¦¨©dfx¨¦ ¨z ¢¥zwz¨f vfY¥xnxl Yxd nxdf¢fxdfxbfÎ	MfYbmf¥ fkkfb¨n®fv± ©¦fd ¨mf ¦¨¥Y¨f l± zk l¥Yd©Yw± ¥fvfY¦nx l ¥f¦¢zx¦naww¨± ¨z ¦¨©dfx¨¦ ¨z ¢¥zwz¨f vfY¥xnxl Yxd nxdf¢fxdfxbfÎ	MfYbmf¥ bzx¦n¦¨fx¨v± Yxd fkkfb¨n®fv± ©¦f¦ ¨mf ¦¨¥Y¨f l± Yxd bm©xu¦ dhkmb©v¨ bzxbf¢¨¦ Yxd ¦unw¦ nx¨z dn l f¦¨navf an¨f¦Î L¨©dfx¨¦ Y¥f f°¢fb¨fd ¨z af ¦fwk¥fwYx¨Î
Differentiation: The teacher differentiates the content, product, or process based on student readiness, interest, and/or learning style during an observed lesson segment. Over time, the teacher uses a variety of differentiation approaches that are personalized to accommodate diverse learners.	MfYbmf¥ ¥Y¥fv± ©¦f¦ dhkkf¥fx¨nY¨nzx ¦¨¥Y¨f lnf¦	MfYbmf¥ zbbY¦nzxYw± ©¦f¦ dhkkf¥fx¨nY¨nzx ¦¨¥Y¨f lnf¦Î	MfYbmf¥ ¥f l©vY¥v± ©¦f¦ ¦zwf dhkkf¥fx¨nY¨nzx ¦¨¥Y¨f lnf¦Î	MfYbmf¥ ¢vYx¦ Yxd ©¦f¦ Y ®Y¥nf¨± zk dhkkf¥fx¨nY¨nzx ¦¨¥Y¨f lnf¦ nx¨z f®f¥± ©xn¨ zk nx¦¨¥©b¨nzxÎ
	MfYbmf¥ dhkkf¥fx¨nY¨fd ¨mfÍ • *zx¨fx¨ • H¥zd©b¨ • H¥zbf¦¦		,nkkf¥fx¨nY¨nzx n¦ aY¦fd zxÍ • KfYdnxf¦¦ • 6x¨f¥f¦¨ • =fY¥xnxl L¨±vf	
Axvnxf 6x¦¨¥©b¨nzx H¥z¨zbzv¦ ã6x¦¨¥©b¨nzxYv H¥Yb¨nbfä				
Technology Use: Teacher uses interactive student engagement tools, presentation tools, video tools, and collaborative tools	L¨¥Y¨f l± ¯Y¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ	MfYbmf¥ Y¨¨fw¢¨¦ ¨z ©¦f ¨fbmxzvz l± ¨zzv¦ Ê a©¨ dzf¦ xz¨ Yb¨©Yw± bzw¢vf¨f z¥ kzwz¯ ¨m¥z©lm ¯n¨m ¯mf¦f Y¨¨fw¢¨¦Î	MfYbmf¥ ©¦f¦ ¨fbmxzvz l± ¨zzv¦ fkkfb¨n®fv± ¨z nxb¥fY¦f ¦¨©dfx¨ ©xdf¥¦¨Yxdnx l Yxd fx l Y l fwfx¨Î	MfYbmf¥ Yxd ¦¨©dfx¨¦ ©¦f ¨fbmxzvz l± ¨zzv¦ ¨z nxb¥fY¦f ¦¨©dfx¨ ©xdf¥¦¨Yxdnx l Yxd fx l Y l fwfx¨Î
Student Communication: Teacher consistently models effective communication skills and maintains records of applicable communications with students, encourages interaction and cooperation among students, provides frequent and prompt feedback in a variety of methods and communicates high expectations, establishes and maintains ongoing and frequent teacher-student interaction (email, online tutoring, GChat, and phone calls), and creates and makes available resources to assist students in the navigation of Online Learning Management Systems.	þ z¥ vf¦¦ zk ¨mf nxdhbY¨z¥¦ Y¥f wf¨	ÿ zk ¨mf ã nxdhbY¨z¥¦ Y¥f wf¨	Ã zk ¨mf ã nxdhbY¨z¥¦ Y¥f wf¨	! w ã nxdhbY¨z¥¦ Y¥f wf¨
Building Leader Communication: Teacher consistently models effective communication skills and maintains records of applicable communications with building leaders; establishes and maintains ongoing and frequent building leader interaction (email, GChat, and phone calls); creates, utilizes, and shares with building leaders systems to inform and track student progress data; and creates and makes available resources to assist building leaders in the navigation of Online Learning Management Systems.	þ z¥ vf¦¦ zk ¨mf nxdhbY¨z¥¦ Y¥f wf¨	ÿ zk ¨mf ã nxdhbY¨z¥¦ Y¥f wf¨	Ã zk ¨mf ã nxdhbY¨z¥¦ Y¥f wf¨	! w ã nxdhbY¨z¥¦ Y¥f wf¨
Academic Integrity: Teacher identifies and tracks academic dishonesty; communicates with student, parent, online facilitator, and	L¨¥Y¨f l± n¦ bYwfd kz¥ a©¨ xz¨ f°mnan¨fdÎ	MfYbmf¥ ndfx¨nknf¦ Yxd ¨¥Ybu¦ YbYdfwnb dh¦mzxf¦¨± !?, kzwz¯¦ ¦bmzzv a©nvdnx l ¢¥z¨zbzv kz¥ bzx¦f¤©fxbf¦Î	MfYbmf¥ ndfx¨nknf¦ Yxd ¨¥Ybu¦ YbYdfwnb dh¦mzxf¦¨± !?, kzwz¯¦ ¦bmzzv a©nvdnx l ¢¥z¨zbzv	6x Yddh¨nzx ¨z ¨mf H¥zknbnfx¨ b¥n¨¨f¥nYÊ ¨mf ¨fYbmf¥ ¢¥zYb¨n®fv± Yx¨nbn¢Y¨¨f¦ ¯mfxÙ¯mf¥f ¦¨©dfx¨¦ ¯nw Y¨¨¨fw¢¨

building leaders; and follows school building protocol for consequences.			*kz¥ bzx¦f¤©fxbf¦ !?, bzww©xnbY¨f¦ ¯n¨m ¦¨©dfx¨ë ¢Y¥fx¨ë zxwxf kYbww¨Y¨z¥Ë Yxd a©wdtx l vfYdf¥¦Î*	*YbYdfwnb dn¦mzxf¦¨± Yxd nw¢vfwfx¨¦ ¢¥zbfd©¥f¦ ¨z vnwn¨ ¦©bm afmY®nz¥Î*

Appendix C

1) Professional Accountabilities Appraisal Categories & Descriptions

Bold: Emphasized for Virtual Learning

Teacher Performance Appraisal Rubric

1. Quality of Work	Below expected performance level	Meets expected performance level	Exceeds expected performance level
A. Knowledge of subject matter: Demonstrates understanding of subject matter with breadth and depth necessary to support learning for all students.	Relies on textbook or other resources to provide subject matter information. Does not demonstrate depth of knowledge in subject to engage questions and/or extend lessons.	Demonstrates competency to teach the adopted curriculum. **Communicates content accurately and clearly.** **Participates actively in PrepNet course trainings** Seeks to improve quality of work	▪ **Demonstrates an understanding of necessary scaffolding and sequences learning tasks appropriately** Has a firm grasp of cognitive organization of subject matter and demonstrates skill in the sequencing of learning tasks. Is knowledgeable of changes in information on curriculum topics. Knows of changes within subject matter. **There is evidence that teacher reads articles and journals and/or attends PD relevant to subject matter.** Demonstrates a strong commitment to excellence=
B. Short & long-term instructional planning: Plans instruction that supports the learning process at the lesson, unit, and year level(s).	Planning documents do NOT reflect either long- or short-term goals and/or do not align with priority standards or selected national/state guidelines guidelines. Planning documents do NOT contain timelines for implementation benchmarks to ensure adherence to curriculum/course pacing schedules.	Planning documents reflect long- AND short- (daily) term goals and are aligned with the priority standards or selected national/state guidelines. Planning documents contain timelines AND reasonable implementation benchmarks that align with curriculum/course pacing schedules. **Formative Assessments, NWEA, common assessments, and national/state testing results are used to adjust planning and pacing.** ▪ **Planning document has clearly identified essential learning.**	Plans include differentiation and higher level thinking questions. **Planning includes collaboration across subject areas to facilitate integration of learning.** ▪ **Teacher tracks student learning, provides organized and flexible student grouping, and continuously revises individual learning goals** Special education teachers and electives teachers—planning includes collaboration with core subject teachers to facilitate integration of learning
C. Appropriately uses evidence to inform instruction: Uses evidence from multiple sources to inform instructional decision and improve achievement of student learning goals.	Evidence use is limited to a single source for information regarding student progress or achievement Relies on teacher observation as the main source of decisions regarding student achievement. Limited understanding of where students need to be at the end of the year or beyond.	Correlation of more than one source is used to evaluate student needs. Has an understanding of student attainment and a working knowledge of growth. Knows where student needs to be by the end of the year and can adjust instruction accordingly. **Students are able to articulate the learning objective and how activities align.** ▪ **Teacher identifies (for students) critical information in the lesson and links it to previously learned content.** ▪ **Teacher scaffolds content in the right amount and complexity for student processing.**	Uses teacher made and observational evidence,common assessment, formative assessments, state/national tests and NWEA to assess and adjust instruction for students. Has an understanding of student growth and proficiency along with a plan of growth for the student that transcends one academic year.
2. Dependability	**Below expected performance level**	**Meets expected performance level**	**Exceeds expected performance level**
A. Demonstrates professionalism: Exemplifies professionalism in appearance, actions, and interactions with others.	Does not present a professional appearance. Occasionally uses inappropriate or unprofessional language when interacting with colleagues or customers.	▪ **Teacher is available to complete projects and/or meet with parents, students, and staff as necessary.** ▪ **Teacher grades and returns student work within reasonable time frame.** Presents his/herself in a professional manner (dress and demeanor).	Participates on numerous building committees. Completes special assignments in a timely fashion. Sets standards in building for professional appearance, behavior, and attendance. Serves as a mentor for other teachers.
B. Follows policies, procedures, laws, and regulations: Complies with applicable practices, procedures, and laws.	Policies and procedures are regularly disregarded. Does not maintain a quality work ethic needed to complete job requirements. Is late or absent frequently.	Arrives in a timely fashion to prepare for the activities and lessons for the day. ▪ **Submits requests for information/reports in a timely fashion, including grades/accommodation logs, etc.**	Provides guidance and leadership to other staff members. Seeks out opportunities to learn about and implement appropriate school practices.

		Follows school and PrepNet employee guidelines without reminders. Responds in a positive manner to administrative .requests	
C. Carries out non-instructional duties and/or responsibilities: Willingly and consistently assumes appropriate non-instructional duties within the school environment.	Consistently absent from the planning process and planning meetings. Is not open to providing or accepting constructive criticism. Creates an independent working environment instead collaboration. Avoids responsibility for school improvement activities. Involvement with peer feedback is limited or "opinionated". Appears disinterested in other ideas by correcting papers, reading or other non verbal activities during meetings or discussion.	■ **Attends staff meetings and collaborative planning team meetings**. ■ **Completes additional required tasks in a pleasant manner.** Actively seeks membership on school initiative teams and supports the success of the team by filling roles needed. ■ **Actively participates and shows sincere interest in others during "grade level' or faculty meetings.** Provides feedback as needed.	Accepts responsibility associated with curriculum and planning team meetings and tasks. Volunteers for additional duties (student extra curricular activities, school marketing events, school social events, PTO, etc.). "Sees a need, fills a need" Coaches colleagues. Assumes leadership roles with school initiatives. Willingly provides "actionable" feedback for the betterment of the school and peers. Presents and shares areas of learning during faculty meetings.
3. Sincere Interest	**Below expected performance level**	**Meets expected performance level**	**Exceeds expected performance level**
A. Fosters a classroom atmosphere that promotes learning: Develops relationships and creates structures to ensure student engagement in the learning process.	Students are off task and behavior is not addressed. Does not cultivate relationships with students inside or outside of the classroom. Does not participate in school-wide behavior programs. Classroom is disorganized and inefficient. Discipline is ineffective and condescending.	Is readily available to answer questions, giving extra help to students when needed. ■ **Students are involved in essential/ purposeful activities.** Establishes and maintains open lines of communication. Work is kept at a speed proper for students. Treats students in a dignified, fair, and positive manner. Maintains good relations with students. Displays enthusiasm for school programs. ■ **Uses student data to adjust instruction.**	Students not involved in the learning process are quickly brought on-task. Implements self-evaluation techniques for students. Refers students to appropriate resource personnel.
B. Involved in and contributes to the life of the school: Takes an active role in the life of the school beyond instructional responsibilities.	Rarely participates in school activities. Does not volunteer for extracurricular activities. Does not participate in collaborative planning team meetings. Does not contribute during staff planning meetings.	■ **Teacher regularly participates in school programming.** Volunteers for extracurricular activities. Actively participates in collaborative planning teams and staff meetings. ■ **Supports building initiatives.**	Is a leader of school programming. Creates dynamic student involvement opportunities. Actively participates in the school improvement process. Is instrumental in creating a positive school culture with students, parents, and staff. Supports building initiatives.
C. Pursues continued learning and personal growth by achieving personal development objectives: Takes responsibility for professional development.	Does not seek out or participate in professional development opportunities. Is reticent to participate in on-site trainings and staff meetings. Is defensive or unapproachable when given constructive criticism. Certification has been allowed to expire. Fails to set personal development objectives. Fails to accomplish personal development goals.	Teacher regularly seeks out and participates in professional development opportunities. Participates constructively in on-site trainings and staff meetings. Collaborates with colleagues for continuous improvement (peer observation). Certification is current and a plan is established to meet renewal requirements.	Designs or leads professional development trainings for other staff. Mentors other staff members. Pursues academic interest beyond minimal goal expectations. Personal goals are set and accomplished to positively impact the school's culture and performance. .Participates in professional development to improve instructional delivery.

4. Communication & Cooperation	**Below expected performance level**	**Meets expected performance level**	**Exceeds expected performance level**
A. Communicates effectively and appropriately with both children and adults: Demonstrates ability to listen well and communicate effectively with students, parents (customers), and teammates.	Students and parents avoid conversational opportunities. Standards are confusing and inconsistently enforced. Information concerning classroom instruction and student achievement is scarce.	**Students feel comfortable sharing with the teacher.** **Classroom standards are clearly and consistently communicated to both students and parents.** **Classroom essential learning requirements are clearly and consistently communicated to both students and parents.**	Is proactive in communicating classroom information. Students and parents seek out the teacher as a trustworthy advocate. Anticipates concerns and seeks to be proactive in the resolution of issues. Understands the students and parents to the degree that teaching and learning stay at the forefront of every discussion.

	Teacher does not initiate communication with parents (waits for parents to contact him/her) Administration frequently deals with parent complaints about classroom. Does not make her/himself available to meet with parents. Lacks sensitivity to student issues/parent concerns. Exhibits disrespect to colleagues, students and parents. Response to administrative/collegial requests, recommendations is ignored or minimally addressed.	**Regular and timely classroom and student achievement information is shared with parents and students.** **Several methods of communication are used to reach all parents and students.** **Deals with parents concerns/complaints effectively and promptly. Seeks assistance when appropriate.** **Demonstrates sensitivity to student/parent concerns. Seeks a win-win resolution.** **Accepts responsibility for assigned duties.** **Exhibits respect to students, colleagues and parents.** **Response to administrative/collegial requests, recommendations are considered and acted upon.**	Demonstrates respect, caring and sincere interest in students, parents and colleagues. Greets parents and students by name. Goes the extra mile by providing parents and students with positive feedback on a regular basis. Seeks out ideas and viewpoints to improve relationships with students, parents and colleagues. Participates in after school activities that promote the school culture. Assumes leadership role in building school culture and positive interpersonal relations.
B. Uses technology appropriately to facilitate communications: Leverages available technologies to improve flow of information and efficiency of communication with various stakeholder groups. Teachers returns messages within 48 hours.	Written communication to parents and students (gradebook, Google Classroom) is not completed on a regular basis.	**Communication (Google Classroom, or similar digital platform, grade book, emails, and phone calls) to parents and students completed promptly and on a regular basis.**	Communication is prompt and regular. Goes the extra mile by providing parents and students with positive feedback on a regular basis electronically.
5. Teamwork	**Below expected performance level**	**Meets expected performance level**	**Exceeds expected performance level**
A. Emphasizes and supports building goals & objectives/attitudes: Demonstrates support for building-level and organizational goals through attitude, actions, and decisions.	Teacher is reticent to adapt to change. Promotes negativity and fosters complaining with colleagues. Does not participate in school wide goals or special projects. Fails to function a s a team member.	Promotes and supports PrepNet and Building strategic goals and objectives. Participates in at least one volunteer school committee. Participates in at least one school-wide project, e.g. school marketing events and community relations events, student performances, parent social events or PTO activities, etc. Actively supports colleagues.	Accepts constructive criticism. Adapts to school program and policy changes. Displays enthusiasm for total school program. Brings forward new ideas and suggestions to administration. Integrated planning of lessons/units with relevant classroom teachers is consistently of high quality. Promotes and supports school enrollment goals.
B. Contributes effectively to the work of the Collaborative Planning Team(s) and the faculty as a whole: Shares practices willingly and demonstrates a commitment to all children in the school and grade-level.	Does not share ideas with colleagues. · Hesitant to implement other's ideas.Is rigid in response to change. Does not participate in collaborative planning team(s). Does not participate in grade level initiatives or special projects.	**Consistently contributes in collaborative planning team(s) and school planning.** **Demonstrates flexibility.** Willingly shares ideas and best practices with other teachers and PrepNet.	Accepts responsibility associated with collaborative planning team(s) or leaders. Actively participates in school improvement process and formative assessment process. Brings new ideas and innovation to the team planning process. Embraces accountability for instructional success.

Appendix D

Course Evaluation Metric, Measures, and Weights

Teacher Evaluation Metrics, Measures, and Weights by Course

Course	NWEA	PSAT-SAT Growth Model	SBG				Pre/Post Test	AP	
	Median Student Growth Percentile (SGP)	Raw Score Growth	% at 2.0+	% at 2.5+	% at 3.0+	% at 4.0	% Growth Pre-Post	% at 3+ vs Norm	% Participating [2]
English									
Concentrated English	20% (R) 20% (L)		10%	10%	30%	10%			
English 9	20% (R) 20% (L)		10%	10%	30%	10%			
English 10	20% (R) 20% (L)		10%	10%	30%	10%			
English 11		40% (R)	10%	10%	30%	10%			
English 12			10%	10%	30%	10%	40% [1]		
AP English Language								50%	50%
AP English Literature								50%	50%

[1] By student, English 11 final course grade baseline, English 12 final course grade as growth measure.
[2] Number of AP exam-takers as a percentage of the course roster

Course	NWEA	PSAT-SAT Growth Model	SBG				Pre/Post Test	AP	
	Median Student Growth Percentile (SGP)	Raw Score Growth	% at 2.0+	% at 2.5+	% at 3.0+	% at 4.0	% Growth Pre-Post	% at 3+ vs Norm	% Participating [1]
Math									
Concentrated Math	100% (M)								
Algebra 1	40% (M)		10%	10%	30%	10%			
Algebra 2	40% (M) [2]		10%	10%	30%	10%			
Geometry	40% (M)		10%	10%	30%	10%			
Pre-Calculus		100% (M)							
Survey of College Math							100%		
AP Calculus AB								50%	50%
AP Calculus BC								50%	50%
AP Statistics								50%	50%

[1] Number of AP exam-takers as a percentage of the course roster
[2] Weighted by 10th/11th enrollment in teacher's Algebra 2 roster (10th: NWEA Fall to Spring Median Student Growth Percentile; 11th: PSAT to SAT Growth)

Course	NWEA	PSAT-SAT Growth Model	SBG				Pre/Post Test	AP	
	Median Student Growth Percentile (SGP)	Raw Score Growth	% at 2.0+	% at 2.5+	% at 3.0+	% at 4.0	% Growth Pre-Post	% at 3+ vs Norm	% Participating [1]
Science									
Biology	10% (R)		15%	15%	40%	20%			
Chemistry	10% (M)		15%	15%	40%	20%			
Human Anatomy		10% (R)	15%	15%	40%	20%			
AP Biology								50%	50%
AP Chemistry								50%	50%
AP Environmental Science								50%	50%
AP Physics								50%	50%

[1] Number of AP exam-takers as a percentage of the course roster

Course	NWEA	PSAT-SAT Growth Model	SBG				Pre/Post Test	AP	
	Median Student Growth Percentile (SGP)	Raw Score Growth	% at 2.0+	% at 2.5+	% at 3.0+	% at 4.0	% Growth Pre-Post	% at 3+ vs Norm	% Participating [1]
Social Studies									
Civics/Economics	20% (R) 20% (L)		10%	10%	30%	10%			
US History		40% (R)	10%	10%	30%	10%			
World Geography	50% SW (R) 50% SW (L)	50% SW (R)							
World History	20% (R) 20% (L)		10%	10%	30%	10%			
AP European History								50%	50%
AP Microeconomics / Macroeconomics								50%	50%
AP Psychology								50%	50%
AP US Government and Politics								50%	50%
AP US History								50%	50%
AP World History								50%	50%

[1] Number of AP exam-takers as a percentage of the course roster