



PrepNet

*A Network of College  
Preparatory High Schools*

# **Teacher Evaluation Handbook**

**2016-17**

# 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). *Leverage Leadership: A Practical Guide to Building Exceptional Schools*.
- Lemov, D. (2010). *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*.
- Marzano, R.J., Waters, T., McNulty, B.A. (2005). *School Leadership That Works: From Research to Results*.
- Marzano, R. J. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*.
- Marzano, R.J., Frontier, T., Livingston, D. (2011). *Effective Supervision: Supporting the Art and Science of Teaching*.

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 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: 25%**
- **Student Perception Survey: 20%**
- **Teacher Observation Protocols: 40%**
- **Professional Accountabilities: 15%**

Appendix A contains the Teacher Performance Appraisal Form

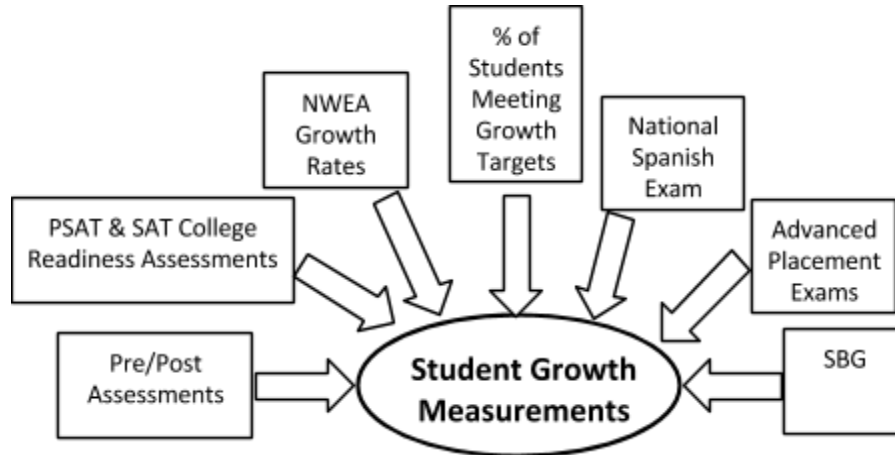
Figure 1: Teacher Effectiveness Rubric

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

The Michigan Department of Education requires that 25% 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.

Figure 2: All Student Growth Measurements used at PrepNet Schools

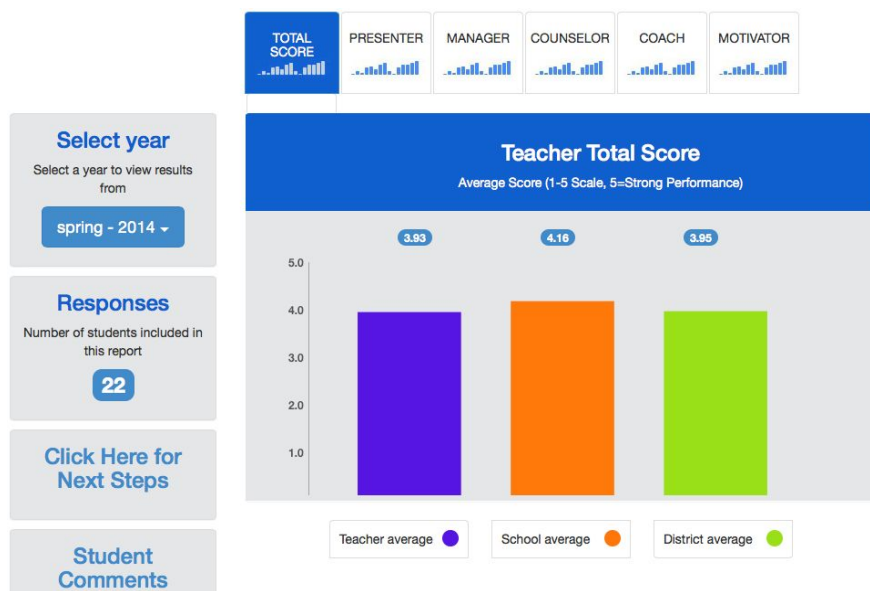


#### IV. Student Perception Survey

Every teacher is evaluated by his/her students at least twice a year. We use [www.mystudentsurvey.com](http://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**

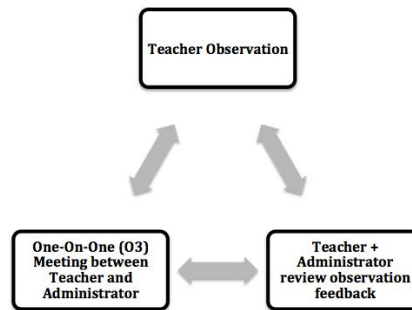
Category	Question
Presenter	At the end of each lesson, the teacher reviews what we have just learned
Manager	We are learning or working during the entire class period
Content Expert	My teacher is able to answer students’ questions about the subject

## 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

Teacher Performance Appraisal							<b>PrepNet</b>   A Network of College Preparatory High Schools		
Team Member _____			Principal _____			Period _____			
	Score Range	Ineffective 0.0 - 0.9	Minimally Effective 1.0 - 1.9	Effective 2.0 - 2.9	Effective 3.0 - 3.9	Highly Effective 4.0 - 4.9	Exemplary 5.0	Weight	Weighted Score
<b>1. Student Learning Results</b> <small>Academic growth based on multiple measures (measures vary by course).</small>								25%	
<b>2. Student Perceptions</b> <small>survey score: TBD</small> <small>Student ratings of instructional delivery and professional traits.</small>		< 3.50	3.50 - 3.74	3.75 - 3.99	4.00 - 4.24	4.25 - 4.49	≥ 4.50	20%	
<b>3. Teacher Observation Protocol</b>								20%	
<small>Best practices observed by leadership in regular observations.</small>	<b>Classroom Management</b>							20%	
<b>4. Professional Accountabilities</b> <small>Quality of work, dependability, sincere interest, communication and cooperation, and teamwork.</small>	<b>Instructional Practice</b>							15%	
<b>Comments:</b>								<b>Total Score</b>	
Current Salary: _____		+ Raise: _____		New Salary: _____		Wellness Bonus: _____		AP Bonus: _____	
Reviewer's Signature _____		Date _____		Highly Effective Increase Progress: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
Team Member's Signature _____		Date _____							

<b>Exemplary</b>	All scores = 5; total score = 100%
<b>Highly Effective</b>	All scores = 4; total score = 80%
<b>Effective</b>	All scores = 3; total score = 60%
<b>Minimally Effective</b>	Any score = 2
<b>Ineffective</b>	Any score = 1; or no scores = 0

# 1. Student Learning Results

Team Member	Principal		Period		Lead-Weighted Score
Measure:	sections of	total sections taught	Course Weight:		Course Score
Metric:					↑ Course Score
Your Results:					
Complimentary	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					0.00
Metric:					↑ Course Score
Your Results:					
Complimentary	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					0.00
Metric:					↑ Course Score
Your Results:					
Complimentary	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					0.00
Metric:					↑ Course Score
Your Results:					
Complimentary	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					0.00
Metric:					↑ Course Score
Your Results:					
Complimentary	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					0.00

Key Total Student Learning Score

<b>Measure</b>	Assessment or data collection method (e.g. NWEA, ACT Growth Plan, 3.00, AP)
<b>Metric</b>	Result being measured (e.g. NWEA percent of students meeting typical growth fall-to-spring)
<b>Your Results</b>	Aggregate of your student's performance on each metric
<b>Metric Score</b>	Your results in the context of a standardized scale score
<b>Metric Weight</b>	Relative importance of each metric in determining teacher effectiveness for each course
<b>Metric Weighted Score</b>	Metric Score times Metric Weight
<b>Course Score</b>	Sum of Metric Weighted Scores for the course
<b>Course Weight</b>	Course sections taught as a proportion of all sections taught
<b>Lead-Weighted Score</b>	Course Score times Course Weight
<b>Total Student Learning Score</b>	Sum of Lead-Weighted Scores

TBD



### 3. Teacher Observation Protocol

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	Novice	Proficient	Distinguished
Start Up of Class				
Effective Classroom Management Routines				
Classroom Layout				
Transitions				
Attention Signal				
100%				
Cold Call				
Questioning (No Opt-Out)				
Circulate				
Affirmation				
Redirection				
Moral Focus				
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Key**

Rating	Score	Not Using	Novice	Proficient	Distinguished
Exemplary	5.0	0	0	1 or less	11 or more
Highly Effective	4.5	0	0	2-4	8-10
Effective	3.5	0	0	5 or more	Balance
Effective	2.5	0	1-2	Balance	
Minimally Effective	1.5	1 OR	3-5	Balance	
Ineffective	0.5	2 or more OR	6 or more	Balance	

Classroom  
Management Score

TBD  
TBD

Instructional Practice	Not Using	Novice	Proficient	Distinguished
Hook				
Structured Intro				
"I Can" Statement				
Agenda				
Clear Directions & Expectations				
Technology Use				
Gradual Release				
Questioning				
Student Engagement				
Evidence of Student Learning				
Progress Monitoring				
Differentiation				
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Key**

Rating	Score	Not Using	Novice	Proficient	Distinguished
Exemplary	5.0	0	0	1 or less	11 or more
Highly Effective	4.5	0	0	2-4	8-10
Effective	3.5	0	0	5 or more	Balance
Effective	2.5	0	1-2	Balance	
Minimally Effective	1.5	1 OR	3-5	Balance	
Ineffective	0.5	2 or more OR	6 or more	Balance	

Instructional  
Practice Score

TBD  
TBD

## 4. Professional Accountabilities

Team Member \_\_\_\_\_ Principal \_\_\_\_\_ Period \_\_\_\_\_

Score	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary	Weight	Weighted Score
	0.5	1.5	3.0	4.5	5.0		
<b>1. Quality of Work</b>							
A. Knowledge of Subject Matter						7.7%	0.00
B. Short & Long-Term Instructional Planning						7.7%	0.00
C. Use of Data to Inform Instruction						7.7%	0.00
<i>Quality of Work Comments</i>							
<b>2. Dependability</b>							
A. Professionalism						7.7%	0.00
B. Policies, Procedures, Laws, Regulations						7.7%	0.00
C. Non-Instructional Duties						7.7%	0.00
<i>Dependability Comments</i>							
<b>3. Sincere Interest</b>							
A. Classroom Atmosphere						7.7%	0.00
B. Involved in the Life of the School						7.7%	0.00
C. Continued Learning and Growth						7.7%	0.00
<i>Sincere Interest Comments</i>							
<b>4. Communication &amp; Cooperation</b>							
A. Communicates Effectively and Appropriately						7.7%	0.00
B. Use of Technology						7.7%	0.00
<i>Communication &amp; Cooperation Comments</i>							
<b>5. Teamwork</b>							
A. Support Building Goals & Objectives						7.7%	0.00
B. Contributions to Collaborative Planning						7.7%	0.00
<i>Teamwork Comments</i>							
						=	

**Comments:**

Exemplary	All areas Exemplary	
Highly Effective	Total Score >= 4.0; not all areas Exemplary	
Effective	All areas Effective or higher; total score < 4.0	
Minimally Effective	Any area Minimally Effective	
Ineffective	Any area Ineffective; or two areas Minimally Effective	

## Appendix B

### 1) Teacher Observation Performance Guidelines

#### Teacher Observation Protocol (TOP)

Performance Target	Scale			
Classroom Management	Not Using	Novice	Proficient	Distinguished
<b>Start Up of Class:</b> 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.	<i>Strategy was called for but not exhibited.</i>	<i>Routines for effective entry are established, but with some loss of instructional time.</i>	<i>Routines for effective entry are established and occur smoothly, with no loss of instructional time.</i>	<i>Routines for effective entry are well established and occur smoothly. Students assume responsibility for productivity right away.</i>
<b>Effective Classroom Management Routines:</b> 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).	<i>Strategy was called for but not exhibited.</i>	<i>Partially effective classroom routines and building-wide expectations lead to loss of some instructional time. With regular guidance and prompting, most students follow established routines.</i>	<i>Effective classroom routines and building-wide expectations lead to minimal loss of instructional time. With minimal guidance and prompting, students follow established classroom routines.</i>	<i>Efficient classroom routines and building-wide expectations maximize instructional time. Routines are well understood by the class and may be initiated by students.</i>
<b>Classroom Layout:</b> The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.	<i>Strategy was called for but not exhibited.</i>	<i>Classroom layout partially facilitates movement and focus on learning.</i>	<i>The physical layout of the classroom has clear traffic patterns and provides easy access to needed materials. The classroom layout facilitates movement and focus on learning.</i>	<i>The physical layout of the classroom has clear traffic patterns and provides easy access to needed materials. The classroom layout greatly facilitates movement and focus on learning. The classroom is decorated in a way that enhances student learning.</i>
<b>Transitions:</b> Transitions (eg: entering class, moving from one activity to another, exiting class, etc) are effective.	<i>Strategy was called for but not exhibited.</i>	<i>Teacher sometimes loses teaching time due to lack of clarity, disruptions, and inefficient transitions</i>	<i>Teacher maximizes instructional time through coherence, lesson momentum, and smooth transitions</i>	<i>Teacher uses coherence, lesson momentum, and efficient transitions to enhance instructional time</i>
<b>Attention Signal:</b> Teacher uses an effective signal to gain the attention of the entire class.	<i>Strategy was called for and either not used or not used effectively.</i>	<i>Attention signal is used but most students do not respond within 5 seconds..</i>	<i>Attention signal results in most students responding within 5 seconds and all students eventually respond.</i>	<i>Attention signal results in all students responding within 5 seconds.</i>
<b>100%:</b> 100% of students comply with a given direction before teacher continues	<i>Strategy was called for but not exhibited.</i>	<i>Only some students are productively engaged in learning and complying with teacher.</i>	<i>All students are productively engaged in learning and complying with teacher.</i>	<i>All students are productively engaged in learning and complying with teacher. Students assume responsibility for compliance.</i>
<b>Cold Call:</b> 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.	<i>Strategy was called for but not exhibited.</i>	<i>Teacher occasionally uses this strategy effectively.</i>	<i>Teacher uses strategy effectively and with consistency for a segment of the lesson during discussion or direct instruction format..</i>	<i>Teacher uses strategy effectively and with consistency in a variety of instructional formats (labs, group work, stations, etc).</i>
<b>Questioning-No Opt Out:</b> When questioning students, the teacher doesn't allow students to opt out of answering questions.	<i>Strategy was called for but not exhibited.</i>	<i>Teacher partially holds students accountable for answering questions.</i>	<i>Teacher holds students accountable for answering questions thoughtfully and thoroughly.</i>	<i>Teacher holds students accountable for answering questions thoughtfully and thoroughly. Teacher uses this strategy multiple times.</i>
<b>Circulate:</b> Teacher circulates around the classroom and monitors student behavior and work to maintain optimal engagement.	<i>Strategy was called for but not exhibited.</i>	<i>Teacher partially circulates the classroom.</i>	<i>Teacher physically occupies all quadrants of the room and scans the entire room, making eye contact with all students in an effort to deter potential misbehavior.</i>	<i>Teacher physically occupies all quadrants of the room and scans the entire room, making eye contact with all students. Teacher recognizes potential sources of disruptions and deals with them immediately and proactively addresses inflammatory situations.</i>

<b>Affirmation: Frequent and specific affirmations are provided to students</b>	<i>Strategy was called for but not exhibited.</i>	<i>Teacher uses verbal and nonverbal behaviors that indicate caring for students.</i>	<i>Teacher uses verbal and nonverbal behaviors that indicate caring for most students and monitors the quality of relationships in the classroom.</i>	<i>Teacher compliments students regarding academic and personal accomplishments. Teacher adapts to individual needs of students' and demonstrates care and affection for all students.</i>
<b>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.</b>	<i>Strategy was called for but not exhibited.</i>	<i>Teacher responds to student misbehavior by following classroom routines and/or building discipline procedures, but uneven student behavior results. Teacher may take offense at student misbehavior.</i>	<i>Teacher responds to student misbehavior by following classroom routines and building discipline procedures. Student misbehavior is rare.</i>	<i>Teacher responds to student misbehavior by following classroom routines and building discipline procedures. Student behavior is appropriate. Students manage themselves, assist each other in managing behavior, or there is no student misbehavior. Teacher does not demonstrate personal offense at student misbehavior.</i>
<b>Moral Focus: There is evidence that teacher infuses/includes Moral Focus content into the classroom culture.</b>	<i>Strategy was called for but not exhibited.</i>	<i>There is minimal evidence of Moral Focus content in the classroom culture (e.g. posters, static bulletin boards).</i>	<i>There is evidence of interactive Moral Focus content in the classroom culture (e.g. Moral Focus language is used, teacher and students model behaviors, interactive bulletin board, etc.)</i>	<i>There is evidence of Moral Focus content in the classroom culture and the teacher creatively and relevantly infused Moral Focus into their instruction.</i>
<b>Instructional Practice</b>	<b>Not Using</b>	<b>Novice</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Hook: Teacher explicitly uses a hook to engage student interest when introducing a lesson.</b>	<i>Strategy was called for but not exhibited.</i>	<i>Teacher attempts to use a hook to engage the interest of students.</i>	<i>Teachers successfully uses a hook to engage the interest of students.</i>	<i>The hook used by the teacher not only engages the interest of the students, yet also serves as a link to the learning target(s).</i>
<b>Structured Intro: Lesson begins with a structured introduction, which includes a clear beginning and end, the "I Can" statement that defines what students are going to learn during the lesson, and engages the students' interest.</b>	<i>Strategy was called for but not exhibited.</i>	<i>Teacher references "I Can" statement, but does not clearly explain the meaning or relevance of the learning target(s).</i>	<i>Teacher references the "I Can" statement and clearly explains the lesson's learning target(s).</i>	<i>Teacher verbally states and explains the "I Can" statement and clearly describes and explains how the classroom activities will be linked to the lesson's learning target.</i>
<b>The "I can" statement(s) is/are: (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</b>	<i>Strategy was called for but not exhibited.</i>	<i>The "I can" statements contain two out of the three descriptors.</i>	<i>The "I can" statements contain all three descriptors.</i>	<i>The "I can" statements contain all three descriptors and provide students at broader purpose or relevance to the learning and/or skill.</i>
<b>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</b>	<i>Strategy was called for but not exhibited.</i>	<i>Teacher posts and attempts to provide clear expectations of classroom activities.</i>	<i>Teacher posts and clearly provides expectations of classroom activities.</i>	<i>Teacher posts and clearly explains the expectations of classroom activities. Teacher refers to these expectations throughout the lesson and continually links to the "I can" statement(s). When asked, students are able to explain the link between the "I can" statement(s) and activities.</i>
<b>Clear Directions &amp; Explanations: Directions and explanations given to students are specific, concise, broken into multiple steps, repeated, and written out for students as necessary.</b>	<i>Strategy was called for but not exhibited.</i>	<i>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</i>	<i>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</i>	<i>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</i>

<b>Technology Use:</b> Teacher uses interactive student engagement tools (a) Presentation tools (including interactive whiteboard) (b) Video tools (c) Collaborative tools (d) Creation tools (e) Interacting with course website	<i>Strategy was called for but not exhibited.</i>	<i>Teacher attempts to use technology tools, but does not actually complete or follow through with these attempts.</i>	<i>Teacher uses technology tools effectively to increase student understanding and engagement.</i>	<i>Teacher and students use technology tools to increase student understanding and engagement.</i>
<b>Gradual Release:</b> 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	<i>Strategy was called for but not exhibited.</i>	<i>Teacher attempted to use the strategy of gradually releasing responsibility to students to promote learning and independence.</i>	<i>Teacher effectively used the strategy of gradually releasing responsibility to students to promote learning and independence.</i>	<i>Teacher consistently and effectively used the strategy of gradually releasing responsibility to students to promote learning and independence. Students expected to be self-reliant.</i>
<b>Questioning:</b> 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)	<i>Strategy was called for but not exhibited</i>	<i>Teacher's questions are of low cognitive challenge (e.g. retrieval and comprehension); questions are rapid-fire, with a single correct answer.</i>	<i>Teacher's questions are of moderate cognitive challenge (e.g. analysis); questions are open-ended and students are given adequate wait-time.</i>	<i>Teacher's questions are of high cognitive challenge (e.g. knowledge utilization); questions are open-ended and students are given adequate wait-time.</i>
<b>Student Engagement:</b> Tasks are designed to engage students at high cognitive levels. The majority of the cognitive work is performed by the student.	<i>Strategy was called for but not exhibited</i>	<i>Students are actively engaged in tasks that require application of skills and concepts at the recall and/or recognition levels.</i>	<i>Students are actively engaged in tasks that require application of skills and concepts beyond the recall and recognition levels.</i>	<i>Students are actively engaged in tasks with multiple valid answers that must be justified.</i>
<b>Evidence of Student Learning:</b> Teacher checks for the level of understanding of the whole class by using Instructional Feedback and/or administering Formative Assessment.	<i>Strategy was called for but not exhibited.</i>	<i>Teacher occasionally provides opportunities to determine level of student learning.</i>	<i>Teacher frequently provides opportunities to determine level of student learning.</i>	<i>Teacher consistently provides opportunities to determine level of student learning.</i>
<b>Progress Monitoring:</b> There is evidence that both teacher and student track learning using the Formative Assessment Process.	<i>Strategy was called for but not exhibited.</i>	<i>Teacher facilitates tracking of student progress using the FAP. Students occasionally use evidence to assess their own learning, determine learning plan, and monitor progress over time.</i>	<i>Teacher helps students track their individual progress on the learning objectives and facilitates goal setting. Students frequently use evidence to assess their own learning, determine learning plan, and monitor progress over time.</i>	<i>Teacher charts the progress of the entire class and students consistently use evidence to assess their own learning, determine learning plan, and monitor progress over time.</i>

<b>Differentiation:</b> 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.	<b>Teacher differentiated the:</b>	<b>Differentiation is based on:</b>
	<ul style="list-style-type: none"> <li>● Content</li> <li>● Product</li> <li>● Process</li> </ul>	<ul style="list-style-type: none"> <li>● Readiness</li> <li>● Interest</li> <li>● Learning Style</li> </ul>

## Appendix C

### 1) Professional Accountabilities Appraisal Categories & Descriptions

**Teacher Performance Appraisal Rubric**

1. Quality of Work	Below expected performance level	Meets expected performance level	Exceeds expected performance level
<p><b>A. Knowledge of subject matter:</b> Demonstrates understanding of subject matter with breadth and depth necessary to support learning for all students.</p>	<ul style="list-style-type: none"> <li>■ Relies on textbook or other resources to provide subject matter information.</li> <li>■ Does not demonstrate depth of knowledge in subject to engage questions and/or extend lessons.</li> </ul>	<ul style="list-style-type: none"> <li>■ Demonstrates competency to teach the adopted curriculum.</li> <li>■ Comfortable teaching all subjects in the grade-level program.</li> <li>■ Communicates facts accurately and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>■ Has a firm grasp of cognitive organization of subject matter and demonstrates skill in the sequencing of learning tasks.</li> <li>■ Is knowledgeable of changes in information on curriculum topics.</li> <li>■ Knows of changes within subject matter.</li> <li>■ There is evidence that teacher reads articles and journals relevant to subject matter.</li> <li>■ Participates actively in PrepNet course trainings.</li> </ul>
<p><b>B. Short &amp; long-term instructional planning:</b> Plans instruction that supports the learning process at the lesson, unit, and year level(s).</p>	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Planning documents do NOT contain timelines for implementation benchmarks to ensure adherence to curriculum/course pacing schedules.</li> </ul>	<ul style="list-style-type: none"> <li>■ Planning documents reflect long- AND short- (daily) term goals and are aligned with the priority standards or selected national/state guidelines.</li> <li>■ Planning documents contain timelines AND reasonable implementation benchmarks that align with curriculum/course pacing schedules.</li> </ul>	<ul style="list-style-type: none"> <li>■ Planning documents reflect long- and short-term goals aligned with priority standards or selected national/state guidelines guidelines.</li> <li>■ Planning documents contain elements of a good lesson.</li> <li>■ Plans include differentiation and higher level thinking questions.</li> <li>■ Formative assessments, NWEA, common assessments and national/state testing results are used to adjust planning and pacing.</li> <li>■ Special education teachers and electives teachers—planning includes collaboration with core subject teachers to facilitate integration of learning</li> </ul>
<p><b>C. Appropriately uses evidence to inform instruction:</b> Uses evidence from multiple sources to inform instructional decision and improve achievement of student learning goals.</p>	<ul style="list-style-type: none"> <li>■ Evidence use is limited to a single source for information regarding student progress or achievement</li> <li>■ 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.</li> </ul>	<ul style="list-style-type: none"> <li>■ Correlation of more than one source is used to evaluate student needs.</li> <li>■ Has an understanding of student attainment and a working knowledge of growth.</li> <li>■ Knows where student needs to be by the end of the year and can adjust instruction accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>■ Uses teacher made and observational evidence, common assessment, formative assessments, state/national tests and NWEA to assess and adjust instruction for students.</li> <li>■ Has an understanding of student growth and proficiency along with a plan of growth for the student that transcends one academic year.</li> </ul>
2. Dependability	Below expected performance level	Meets expected performance level	Exceeds expected performance level
<p><b>A. Demonstrates professionalism:</b> Exemplifies professionalism in appearance, actions, and interactions with others.</p>	<ul style="list-style-type: none"> <li>■ Does not present a professional appearance.</li> <li>■ Occasionally uses inappropriate or unprofessional language when interacting with colleagues or customers.</li> </ul>	<ul style="list-style-type: none"> <li>■ Teacher is available after school to complete projects and/or meet with parents, students, and staff as necessary.</li> <li>■ Returns student work within reasonable time frame.</li> <li>■ Presents his/herself in a professional manner (dress and demeanor).</li> </ul>	<ul style="list-style-type: none"> <li>■ Participates on numerous building committees.</li> <li>■ Completes special assignments in a timely fashion.</li> <li>■ Sets standards in building for professional appearance, behavior, and attendance.</li> <li>■ Serves as a mentor for other teachers.</li> </ul>
<p><b>B. Follows policies, procedures, laws, and regulations:</b> Complies with applicable practices, procedures, and laws.</p>	<ul style="list-style-type: none"> <li>■ Policies and procedures are regularly disregarded.</li> <li>■ Does not maintain a quality work ethic needed to complete job requirements.</li> <li>■ Is late or absent frequently.</li> </ul>	<ul style="list-style-type: none"> <li>■ Arrives in a timely fashion to prepare for the activities and lessons for the day.</li> <li>■ Submits request for information/reports in a timely fashion.</li> <li>■ Follows school and PrepNet employee guidelines without reminders.</li> <li>■ Responds in a positive manner to administrative requests</li> <li>■ Maintains CA-60's.</li> </ul>	<ul style="list-style-type: none"> <li>■ Provides guidance and leadership to other staff members.</li> <li>■ Seeks out opportunities to learn about and implement appropriate school practices.</li> </ul>
<p><b>C. Carries out non-instructional duties and/or responsibilities:</b> Willingly and consistently assumes appropriate non-instructional duties within the school environment.</p>	<ul style="list-style-type: none"> <li>■ Consistently absent from the planning process and planning meetings.</li> <li>■ Is not open to providing or accepting constructive criticism.</li> <li>■ Creates an independent working environment instead collaboration.</li> <li>■ Avoids responsibility for school improvement activities.</li> </ul>	<ul style="list-style-type: none"> <li>■ Attends staff meetings and collaborative planning team meetings.</li> <li>■ Completes additional required tasks in a pleasant manner.</li> <li>■ Actively seeks membership on school initiative teams and supports the success of the team by filling roles needed.</li> <li>■ Shows sincere interest in others during "grade level" or faculty meetings.</li> </ul>	<ul style="list-style-type: none"> <li>■ Accepts responsibility associated with curriculum and planning team meetings and tasks.</li> <li>■ Volunteers for "hardship" duties (student extra curricular activities, school marketing events, school social events, PTO, etc.).</li> <li>■ "Sees a need, fills a need"</li> <li>■ Coaches colleagues.</li> <li>■ Assumes leadership roles with school initiatives.</li> </ul>

	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>	Provides feedback as needed.	<ul style="list-style-type: none"> <li>■ Willingly provides “actionable” feedback for the betterment of the school and peers. Presents and shares areas of learning during faculty meetings.</li> </ul>
<b>3. Sincere Interest</b>	<b>Below expected performance level</b>	<b>Meets expected performance level</b>	<b>Exceeds expected performance level</b>
<b>A. Fosters a classroom atmosphere that promotes learning:</b> Develops relationships and creates structures to ensure student engagement in the learning process.	<ul style="list-style-type: none"> <li>■ Students are off task and behavior is not addressed.</li> <li>■ Does not cultivate relationships with students inside or outside of the classroom.</li> <li>■ Does not participate in school-wide behavior programs.</li> <li>■ Classroom is disorganized and inefficient.</li> <li>■ Discipline is ineffective and condescending.</li> </ul>	<ul style="list-style-type: none"> <li>■ Is readily available to answer questions, giving extra help to students when needed.</li> <li>■ Students are involved in purposeful activities.</li> <li>■ Establishes and maintains open lines of communication.</li> <li>■ Work is kept at a speed proper for students.</li> <li>■ Treats students in a dignified, fair, and positive manner.</li> <li>■ Maintains good relations with students.</li> <li>■ Displays enthusiasm for school programs.</li> </ul>	<ul style="list-style-type: none"> <li>■ Students not involved in the learning process are quickly brought on-task.</li> <li>■ Implements self-evaluation techniques for students.</li> <li>■ Refers students to appropriate resource personnel.</li> </ul>
<b>B. Involved in and contributes to the life of the school:</b> Takes an active role in the life of the school beyond instructional responsibilities.	<ul style="list-style-type: none"> <li>■ Rarely participates in school activities.</li> <li>■ Does not volunteer for extracurricular activities.</li> <li>■ Does not participate in collaborative planning team meetings.</li> <li>■ Does not contribute during staff planning meetings.</li> </ul>	<ul style="list-style-type: none"> <li>■ Teacher regularly participates in school programming.</li> <li>■ Volunteers for extracurricular activities.</li> <li>■ Actively participates in collaborative planning teams and staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>■ Is a leader of school programming.</li> <li>■ Creates dynamic student involvement opportunities.</li> <li>■ Actively participates in the school improvement process.</li> <li>■ Is instrumental in creating a positive school culture with students, parents, and staff.</li> <li>■ Supports building initiatives.</li> </ul>
<b>C. Pursues continued learning and personal growth by achieving personal development objectives:</b> Takes responsibility for professional development.	<ul style="list-style-type: none"> <li>■ Does not seek out or participate in professional development opportunities.</li> <li>■ Is reticent to participate in on-site trainings and staff meetings.</li> <li>■ Is defensive or unapproachable when given constructive criticism.</li> <li>■ Certification has been allowed to expire.</li> <li>■ Fails to set personal development objectives.</li> <li>■ Fails to accomplish personal development goals.</li> </ul>	<ul style="list-style-type: none"> <li>■ Teacher regularly seeks out and participates in professional development opportunities.</li> <li>■ Participates constructively in on-site trainings and staff meetings.</li> <li>■ Collaborates with colleagues for continuous improvement (peer observation).</li> <li>■ Certification is current and a plan is established to meet renewal requirements.</li> <li>■ Sets and accomplishes personal growth objectives.</li> </ul>	<ul style="list-style-type: none"> <li>■ Designs or leads professional development trainings for other staff.</li> <li>■ Mentors other staff members.</li> <li>■ Pursues academic interest beyond minimal goal expectations.</li> <li>■ Personal goals are set and accomplished to positively impact the schools culture and performance.</li> <li>■ Enrolled in course work to improve instructional delivery.</li> </ul>

<b>4. Communication &amp; Cooperation</b>	<b>Below expected performance level</b>	<b>Meets expected performance level</b>	<b>Exceeds expected performance level</b>
<b>A. Communicates effectively and appropriately with both children and adults:</b> Demonstrates ability to listen well and communicate effectively with students, parents (customers), and teammates.	<ul style="list-style-type: none"> <li>■ Students and parents avoid conversational opportunities.</li> <li>■ Standards are confusing and inconsistently enforced.</li> <li>■ Information concerning classroom instruction and student achievement is scarce.</li> <li>■ Teacher does not initiate communication with parents (waits for parents to contact him/her)</li> <li>■ Administration frequently deals with parent complaints about classroom.</li> <li>■ Does not make her/himself available to meet with parents.</li> <li>■ Lacks sensitivity to student issues/parent concerns.</li> <li>■ Exhibits disrespect to colleagues, students and parents.</li> <li>■ Response to administrative/collegial requests, recommendations is ignored or minimally addressed.</li> </ul>	<ul style="list-style-type: none"> <li>■ Students feel comfortable sharing with the teacher.</li> <li>■ Classroom standards are clearly and consistently communicated to both students and parents.</li> <li>■ Regular and timely classroom and student achievement information is shared with parents and students.</li> <li>■ Several methods of communication are used to reach all parents.</li> <li>■ Uses e-mail and publishes on-line newsletter</li> <li>■ Deals with parents concerns/complaints effectively and promptly. Seeks assistance when appropriate.</li> <li>■ Demonstrates sensitivity to student/parent concerns. Seeks a win-win resolution.</li> <li>■ Accepts responsibility for assigned duties.</li> <li>■ Exhibits respect to students, colleagues and parents.</li> <li>■ Response to administrative/collegial requests, recommendations are considered and acted upon.</li> </ul>	<ul style="list-style-type: none"> <li>■ Is proactive in communicating classroom information.</li> <li>■ Students and parents seek out the teacher as a trustworthy advocate.</li> <li>■ Anticipates concerns and seeks to be proactive in the resolution of issues.</li> <li>■ Understands the students and parents to the degree that teaching and learning stay at the forefront of every discussion.</li> <li>■ Demonstrates respect, caring and sincere interest in students, parents and colleagues. Greets parents and students by name.</li> <li>■ Goes the extra mile by providing parents and students with positive feedback on a daily basis.</li> <li>■ Seeks out ideas and viewpoints to improve relationships with students, parents and colleagues.</li> <li>■ Participates in after school activities that promote the school culture.</li> <li>■ Assumes leadership role in building school culture and positive interpersonal relations.</li> </ul>

<p><b>B. Uses technology appropriately to facilitate communications:</b> Leverages available technologies to improve flow of information and efficiency of communication with various stakeholder groups. Teachers returns messages within 48 hours.</p>	<ul style="list-style-type: none"> <li>▪ Written communication to parents and students (gradebook, moodle) is not completed on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communication (moodle, grade book, emails, and phone calls) to parents and students completed promptly and on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communication is prompt and regular. Goes the extra mile by providing parents and students with positive feedback on a daily basis electronically.</li> </ul>
<p><b>5. Teamwork</b></p>			
<p><b>Below expected performance level</b></p>		<p><b>Meets expected performance level</b></p>	
<p><b>5. Teamwork</b></p>		<p><b>Exceeds expected performance level</b></p>	
<p><b>A. Emphasizes and supports building goals &amp; objectives/attitudes:</b> Demonstrates support for building-level and organizational goals through attitude, actions, and decisions.</p>	<ul style="list-style-type: none"> <li>▪ Teacher is reticent to adapt to change.</li> <li>▪ Promotes negativity and fosters complaining with colleagues.</li> <li>▪ Does not participate in school wide goals or special projects.</li> <li>▪ Fails to function as a team member.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promotes and supports PrepNet and Building strategic goals and objectives.</li> <li>▪ Promotes and supports school enrollment goals.</li> <li>▪ Participates in at least one volunteer school committee.</li> <li>▪ 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.</li> <li>▪ Actively supports colleagues.</li> <li>▪ Special's Teachers: Communication is evident with regular classroom teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accepts constructive criticism.</li> <li>▪ Adapts to school program and policy changes.</li> <li>▪ Demonstrates fiscal and budget accountability.</li> <li>▪ Displays enthusiasm for total school program.</li> <li>▪ Brings forward new ideas and suggestions to administration.</li> <li>▪ Specials Teachers: Integrated planning of lessons/units with regular classroom teachers is consistently of high quality.</li> </ul>
<p><b>B. Contributes effectively to the work of the Collaborative Planning Team(s) and the faculty as a whole:</b> Shares practices willingly and demonstrates a commitment to all children in the school and grade-level.</p>	<ul style="list-style-type: none"> <li>▪ Does not share ideas with colleagues.</li> <li>▪ Hesitant to implement other's ideas. Is rigid in response to change.</li> <li>▪ Does not participate in collaborative planning team(s).</li> <li>▪ Does not participate in grade level initiatives or special projects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently contributes in collaborative planning team(s) and school planning.</li> <li>▪ Supports change and provides mentoring to reticent colleagues.</li> <li>▪ Demonstrates flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accepts responsibility associated with collaborative planning team(s) or leaders.</li> <li>▪ Actively participates in school improvement process and formative assessment process.</li> <li>▪ Brings new ideas and innovation to the team planning process.</li> <li>▪ Embraces accountability for instructional success.</li> <li>▪ Willingly shares ideas and best practices with other teachers and PrepNet.</li> </ul>