



PrepNet

*A Network of College
Preparatory High Schools*

Teacher Evaluation Handbook

2019-20

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). *1ZfZAVZ 1ZNVZyabw* <AV{bVJ(| bZ {nŁ | bXB ` ". VZu{bnl Nj@annjy^a
- Lemov, D. (2010). *AZNVa 1b ZM aNk ubnl ©Yâ AZVal bnj ZyAaMj <| { @| XZI {ynl {aZ <Ma {n t njiZ Z^a*
- Marzano, R.J., Waters, T., McNulty, B.A. (2005). *@annj 1ZNVZyabw AaMj H nxi y© xnk ?ZyZNVa {n ?Zy| j{y^a*
- Marzano, R. J. (2007). *AaZ^o x{ MIX@Mzi VZ n AZNVab ` © t nk uxZaZi ybZ^o xNk Z, nxi `nx" ZV{bZ^o 1 y{x| V{bnl^a*
- Marzano, R.J., Frontier, T., Livingston, D. (2011). *" ZV{bZ^o @ uZy{ybnl @ @ uunx{b ` {aZ^o x{ MIX@Mzi VZ n AZNVab `^a*

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:

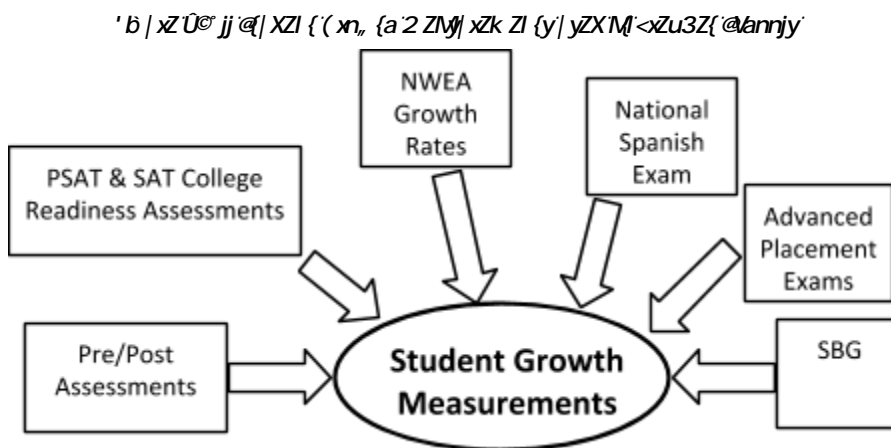
- **Student Growth: 25%**
- **Student Perception Survey: 20%**
- **Teacher Observation Protocols: 40%**
- **Professional Accountabilities: 15%**

Appendix A contains the Teacher Performance Appraisal Form

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.



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

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

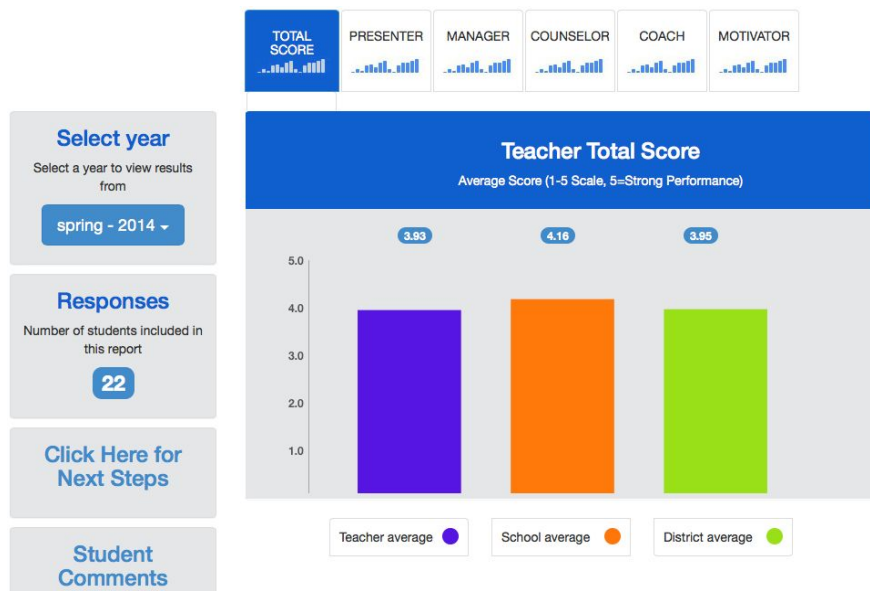


Figure 4: Sample Student Survey Questions

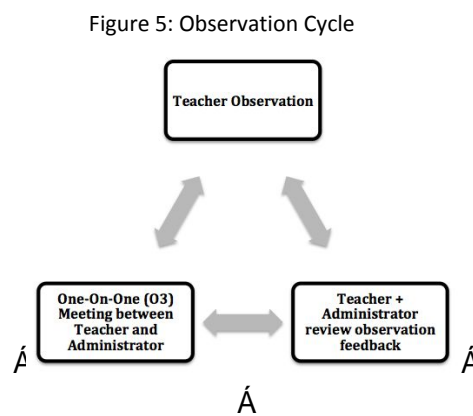
Category	Question
Presenter	At the end of each lesson, the teacher reviews what we have just learned
Manager	We are learning or working during the entire class period
Content Expert	My teacher is able to answer students’ questions about the subject

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



Team Member _____	Principal _____					Period _____		
Score Range	Ineffective 0.00 - 0.99	Minimally Effective 1.00 - 1.99	Effective 2.00 - 2.99	Effective 3.00 - 3.99	Highly Effective 4.00 - 4.99	Exemplary 5.00	Weight	Weighted Score
1. Student Learning Results Academic growth based on multiple measures (measures vary by course).							25%	TBD
2. Student Perceptions Survey Score: TBD Student ratings of instructional delivery and professional traits. Scores scaled by national percentile.	< 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 +	20%	TBD
3. Teacher Observation Protocol Best practices observed by leadership in regular observations.							20%	TBD
Classroom Management							20%	TBD
Instructional Practice							20%	TBD
4. Professional Accountabilities Quality of work, dependability, sincere interest, communication and cooperation, and teamwork.							15%	TBD

Total Score: TBD
Effective

Comments:	
2018-19 Salary: _____ + Raise: _____	Wellness Bonus: _____ AP Bonus: _____
2019-20 Salary: _____	Highly-Effective Increase Progress: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Reviewer's Signature _____ Date _____

Team Member's Signature _____ Date _____

Exemplary	All scores >=4 AND total score >=4.5	
Highly Effective	All scores >=2.75 AND total score >=4	
Effective	1 score between 1-2 OR 1 or more scores between 2-3	X
Minimally Effective	1 score <1; OR 2 between 1-2 and total score <2.00; OR 1 score <1 and total score >3.00	
Ineffective	3 or more scores <2 OR 2 scores <1	

1. Student Learning Results

Team Member	Principal		Period		Total Weighted Score
	sections of	total sections taught	Course Weight:		0.00
Measure:					Course Score ↑
Metric:					
Your Results:					
Completely	3.0				
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:		0.00
Measure:					Course Score ↑
Metric:					
Your Results:					
Completely	3.0				
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:		0.00
Measure:					Course Score ↑
Metric:					
Your Results:					
Completely	3.0				
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:		0.00
Measure:					Course Score ↑
Metric:					
Your Results:					
Completely	3.0				
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:		0.00
Measure:					Course Score ↑
Metric:					
Your Results:					
Completely	3.0				
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, 360, AP)
Metric	Result being measured (e.g. NWEA percent of students meeting typical growth fall-to-spring)
Your Results	Aggregate of your student's 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

Team Member Teacher, A

Principal Peter Principal

Period 2018-19

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
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				
TOTAL	0	0	0	0

Key

Exemplary 5.0	0	0	2 or less	10 or more
Highly Effective 4.5	0	0	3-4	8-9
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	Developing	Proficient	Distinguished
Hook				
"I Can" Statement				
Agenda				
Clear Directions & Expectations				
Gradual Release				
Questioning				
Student Engagement				
Evidence of Student Learning				
Progress Monitoring				
Differentiation				
TOTAL	0	0	0	0

Key

Exemplary 5.0	0	0	2 or less	8 or more
Highly Effective 4.5	0	0	3-4	6-7
Effective 3.5	0	0	5 or more	Balance
Effective 2.5	0	1-2	Balance	
Minimally Effective 1.5	1 OR	3-4	Balance	
Ineffective 0.5	2 or more OR	5 or more	Balance	

Instructional Practice Score

TBD

TBD

4. Professional Accountabilities

Team member Teacher, A.

Principal Peter Principal

Period 2018-19

Score	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary	Weight	Weighted Score
	1.0	1.5	3.0	4.0	5.0		
1. Quality of Work							
A. Knowledge of Subject Matter						8.7%	0.00
B. Short & Long-Term Instructional Planning						8.7%	0.00
C. Use of Data to Inform Instruction						8.7%	0.00

2. Dependability							
A. Professionalism						8.7%	0.00
B. Policies, Procedures, Laws, Regulations						8.7%	0.00
C. Non-Instructional Duties						8.7%	0.00

3. Sincere Interest							
A. Classroom Atmosphere						8.7%	0.00
B. Involved in the Life of the School						8.7%	0.00
C. Continued Learning and Growth						8.7%	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	A. Exceeds Exemplary	
Highly Effective	Total Score = 4.0, not all areas Exemplary	
Effective	A. Exceeds Effective; Higher Total Score = 3.0	
Minimally Effective	A. Exceeds Minimally Effective	
Ineffective	A. Exceeds Ineffective; Not all areas Minimally Effective	

			Vhl {Mk, kfa Nj} y XZl {y b NI Z_nx {n XZlZx unZl {b k byUZaMtmx ^a	unZl {b j n} xZy n_Xb u{nl yMIX XZNYy, kfa {azk tk k ZXbMzj ^a AZMwZx yZy {aby} xMz ^a t {n VaZM {aM Nj} y XZl {yMz M{bzj t Z ^a MZX ^b {az Mjy} l ZX {Mj ^a
Affirmation: Frequent and specific affirmations are provided to students	@xMz t, NjMjZX_nx Uj {1 n{Z. atbqZX ^a	AZMwZx yZy fZLJYIMIX l nl fZLJYIUZaMtmxy {aM b XbMz VAb ^b . _nx y XZl {y ^a	AZMwZx yZy fZLJYIMIX l nl fZLJYIUZaMtmxy {aM b XbMz VAb ^b . _nxk ny y XZl {yMIX k nl kby {az v Nj t n_xzj Mtl yabuy ^b . {az VjMjygnk ^a	AZMwZxVh k yjtk Zl {y XZl {y xZ ^a Mx ^b . NjMz k b/MIX uZy n Nj Mjnk ujgak Zl {y ^a AZMwZx MjNj {n b XbMz VAb ^b . Nj ZZY n_y XZl {yMIX XZk nl y{MzY VwZ MIM MZVtl . _nx Nj y XZl {y ^a
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.	@xMz t, NjMjZX_nx Uj {1 n{Z. atbqZX ^a	AZMwZxXzyunl Xy {n y XZl {k byUZaMtmxUt ^a _njn, b ^a VjMjygnk x {b ZyMIX nXUj t b ^a . XyMajb Z uxnVZx xZySU { ZfZl y XZl {UZaMtmx xZy j{y ^a AZMwZx M {Mz n_Zl yZ Mj y XZl { k byUZaMtmx ^a	AZMwZxXzyunl Xy {n y XZl {k byUZaMtmxUt ^a _njn, b ^a VjMjygnk x {b ZyMIX Uj t b ^a . XyMajb Z uxnVZx xZy ^a @ XZl {k byUZaMtmx by xMz ^a	AZMwZxXzyunl Xy {n y XZl { k byUZaMtmxUt ^a _njn, b ^a VjMjygnk x {b ZyMIX Uj t b ^a . XyMajb Z uoxVZx xZy ^a @ XZl {UZaMtmx by Mj uoxVZx ^a @ XZl {y k MIMZ {azk yZy fZyS Mjy ZMw n{azXb ^b k MIMb ^a . UZaMtmxSnx {azZy l n y XZl {k byUZaMtmx AZMwZxXzy l n{ XZk nl y{Mz uZy n Nj _Zl yZ M y XZl {k byUZaMtmx ^a
Moral Focus: There is evidence that teacher infuses/includes Moral Focus content into the classroom culture.	@xMz t, NjMjZX_nx Uj {1 n{Z. atbqZX ^a	AazZy k tk NjZfXZl VZ ^a n_Z nXy ^a nV yVhl {Zl {b {az VjMjygnk Vj xZy ^a . unyZyS y{MjUj jzZ{b ^a UhnXy ^a	AazZy ZfXZl VZ ^a n b {ZMw{bzZ nXy ^a nV y Vhl {Zl {b {az VjMjygnk Vj xZy ^a . "2 nXy ^a nV y jM ^a MZ by yZXS {ZMwZx MIX y XZl {y k nXZj UZaMtmxSb {ZMw{bzZ Uj jzZ{b UhnXySVA	AazZy ZfXZl VZ ^a n_xZ ^a jMtl _ytl n_Z nXy ^a nV yVhl {Zl {b {n {az VjMjygnk Vj xZy Mx ^a b y Vtl ^a
Instructional Practice	Not Using	Developing	Proficient	Distinguished
Hook: Teacher explicitly uses a hook to engage student interest when introducing a lesson.	@xMz t, NjMjZX_nx Uj {1 n{Z. atbqZX ^a	AZMwZxM{Zk uY {n yZ M anni {n Zl MZ {az b {Zzy n_y XZl {y ^a	AZMwZy y WZy _j j yZy Manni {n Zl MZ {az b {Zzy {n_y XZl {y ^a	Aaz anni yZx Ut {az {ZMwZx l n{ j Zl MZy {az b {Zzy {n_y XZl {yS tZ {Mj n yZy yZy Mj b i {n {az jZMl b ^a {Mz Zcy ^a
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	@xMz t, NjMjZX_nx Uj {1 n{Z. atbqZX ^a	Aaz E ^a VMIEy {Mz k Zl { Vhl {Mj y , n n {n {az {axZ ZZY Mj nXy ^a	Aaz E ^a VMIEy {Mz k Zl {y Vhl {Mj Nj {axZ XZY Mj nXyS yZ ZxZl VZX ^a kfa {az VjMjyS MIX by Nj b ZX {n {az ^a nNj/MIX M{bzZy_nx {az XM ^a	Aaz E ^a VMIEy {Mz k Zl {k ZY {az uoxVZx {VwZ XbMIX uoxVZy y XZl {y, kfa Mj nXZx u unyZ nx xZyZfMl VZ ^a {n {az jZMl b ^a Mj nXy t j ^a
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	@xMz t, NjMjZX_nx Uj {1 n{Z. atbqZX ^a	AZMwZxuny yMIX M{Zk uY {n uoxVZy VZM Z. uZV Mtl y n VjMjygnk M{bzZy ^a	AZMwZxuny yMIX VZMj t uoxVZyZy. uZV Mtl y n VjMjygnk M{bzZy ^a	AZMwZxuny yMIX VZMj t Z. ujn y {az Z. uZV Mtl y n VjMjygnk M{bzZy ^a AZMwZxZy y {n {az yZ Z. uZV Mtl y {axn an { {az jZy n Mj Vhl {b Mj t j b i y {n {az ^a VMIEy {Mz k Zl {y ^a H aZl Mj XSY XZl {y MZ MjZ {n Z. ujn b {az j b i UZ, ZZl {az ^a VMIE ^a y {Mz k Zl {y ANIX M{bzZy ^a
Clear Directions & Explanations: Directions and explanations given to students are specific, concise, broken into multiple steps, repeated, and written out for students as necessary.	@xMz t, NjMjZX_nx Uj {1 n{Z. atbqZX ^a	AZMwZxZ. ujn Mtl y MZ ^a Mj MZ MIX ^a Zl ZNj t VZM Uj { {az {ZMwZx k M l n{ _j j VjMj t b ^a nX Mtl UjZx n y XZl {y- v Zy {nl y Mtl {Vhl {Zl {nX b y Vtl y_nX jZMl b ^a . M{bzZy nX {az {ZMwZx k M yZ ynk Zj M MZ {aM by XZy jnuk Zl {Nj t b Mj uoxVZy S jZMl b ^a {n Vhl _ytl nX jtk k b ^a Xy Mj ytl ^a	AZMwZxZ. ujn Mtl y MZ ^a VZM MIX Mj MZ ^a Aaz ^a {ZMwZx yZy XZy jnuk Zl {Nj t Mj uoxVZy y{Mz lzy Mj jM ^a MZ XZy b ZX {n M{bzZy Zl Vh MjZ ^a b XZuZl XZl {S VZ MjZ S Mj VwZ Mj {ab i b ^a	AZMwZxZ. ujn Mtl y MZ VZM S VhazZl {S Mj uoxVZy ^a Aaz {ZMwZx yZy, Zj jtk XZS XbX NjZXS XZy jnuk Zl {Nj t Mj uoxVZy y{Mz lzy Mj Mj MZ XZy b ZX {n M{bzZy Zl Vh MjZ XZuZl XZl {S VZ MjZ S Mj VwZ Mj {ab i b ^a S b y Xb ^a {az Mj uoxVZy yZ n v Zy {nl y Mj Xy Mj ytl {Zvl b y ^a
Gradual Release: The teacher employs a gradual release when presenting new	@xMz t, NjMjZX_nx Uj {1 n{Z. atbqZX ^a	AZMwZxM{Zk uZ {n yZ {az y{Mz t n ^a Mj Mj t	AZMwZxZ_ZM{bzj yZx {az y{Mz t n ^a Mj Mj t	AZMwZxVhl y j t {j MjZ_ZM{bzj t yZy {az y{Mz t Mj Vh i y Xb Mj j

<p>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</p>		<p>xZjZnYb` xZyuni ybUqkft`n` yf XZl fy`n`wnk nZ` jZnMl b` nIX b` XZuzl XZl VZ^o</p>	<p>xZjZnYb` xZyuni ybUqkft`n` yf XZl fy`n`wnk nZ` jZnMl b` nIX b` XZuzl XZl VZ^o</p>	<p>Vhl VZu(yMxYi bjiyb` {n Xb ZyUqkft` UqZy` @ XZl fy`nMz Z. uzVZx`n` UZ` yZl`_xZjZnMl`^o</p>
<p>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)</p>	<p>@xMz` t, nY`MjZx`_nx` Uj` {l n`Z. abUqkft`</p>	<p>AZnWaxzyw` Zylbnl yMz`n`_jn, Vh` l bZy` VaMjZl` Z` Z`^o aZ`xZ`A`MjMx` Vnk wZaZl ybnl A`w` Zylbnl y` MZ`_xVbX`_bZS, bZa` nYb` jZ` VnxZV` Mly, Zx^o</p>	<p>AZnWaxzyw` Zylbnl yMz`n`_k nXZxMz` Vh` l bZy` VaMjZl` Z` Z`^o aMjMlybA` w` Zylbnl yMz`nuzl` zI` XZx` MlxYf XZl fy`nMz` bZl` nXZw` MZ`, nM`{tk` Z^o</p>	<p>AZnWaxzyw` Zylbnl yMz`n`_ab` a` Vh` l bZy` VaMjZl` Z` Z`^o a` l n, jZx` Z` bZy` Vbnl A`w` Zylbnl yMz`nuzl` zI` XZx` MlxYf XZl fy`nMz` bZl` nXZw` MZ` , nM`{tk` Z^o</p>
<p>Student Engagement: Tasks are designed to engage students at high cognitive levels. The majority of the cognitive work is performed by the student.</p>	<p>2 ny`n`_aZ`yf XZl fy` MZl`n` Vnk uJZ`{b` `aZ` xZw` bZx`{Mjy`^o</p>	<p>In, jZfZjn`_Vnk k bZk` Zl` {` nxMqZl` {bnl` {n` Vnk uJZ`{b` `aZ` {Mjy`^o</p>	<p>@ XZl fy`nMz`_xZjZnMl` nMj`{` MqZl` {bZ` Mlx`_Vnk k bZ`{Zx` {n` Vnk uJZ`{b` `aZ` {Mjy`^o</p>	<p>@ XZl fy`nMz`_ab` ajt` MqZl` {bZ` Mlx`_Vnk k bZ`{Zx` {n` Vnk uJZ`{b` `aZ` {Mjy`^o AaZk` nMx`kft`n`_aZ` Vh` l bZy` Z, nM` bY` uZ`_nMk` ZX`Uf`_aZ`yf XZl`^o</p>
<p>@ZjZV`_aZ`{tuZyn`_Zl`_Mz`k` Zl` {y`xMz` bZy`Mlx`{n`njy`UZ`b`_MqZk` uZx`^o</p> <p>l nk` uZ`{bZl` `u`xnu`bMz`l` aMjZl` `Z` E bZx`b` `f xMjy`ft` l nl` {nY`Zy`f` l nnuZ`xMbnl` l nl` l ZV`{bnl` y` l anbZ`</p> <p>l xZnMqkft` l xZnMqZ` AZVbl` njin` bZy` 2 nY`Zk` Zl` {` `u`xnu`bMz`_<Mjy` <nY`bZ` Z` Zk` ZNl`nx` 5{aZ`x`4444444444</p>				
<p>Evidence of Student Learning: Teacher checks for the level of understanding of the whole class by collecting frequent Instructional Feedback.</p>	<p>@xMz` t, nY`MjZx`_nx` Uj` {l n`Z. abUqkft`</p>	<p>AZnWaxznVnYbnl` nMj`{` uwn`fZx`Zynuu`nX` l bZy`{n` XZ`{Zk` b` ZjZfZj`n`_y` XZl` {` jZnMl` b`^o</p>	<p>AZnWax`_xZw` Zl` {j`{` uwn`fZx`Zynuu`nX` l bZy`{n` XZ`{Zk` b` ZjZfZj`n`_ZnW`a` yf XZl` {y`jZnMl` b`^o</p>	<p>AZnWax`_Vhl` ybZl` {j`{` yZy`{abY`_ZZXUNM` {n` nMxnu`bMz`{j` Mx`{` yf` b` y`x` V`{bnl`^o</p>
<p>Progress Monitoring: There is evidence that both teacher and student track learning using the Formative Assessment Process.</p>	<p>@xMz` t, nY`MjZx`_nx` Uj` {l n`Z. abUqkft`</p>	<p>AZnWax`_Mjy`Zy`{aZ`bnl` b` n`_y` XZl` {uwn` xZy` yb` `aZ`^o `@ XZl` fy` nWV`bnl` nMj`{` yZ` Z`fBZl` VZ` {n` Mjy`Zy`{aZ`bnl, l` jZnMl` b` `SXZ`{Zk` b` Z` jZnMl` b` `ujMIS`Mlx`k` nM` bZ` uwn` xZy`nY`Zx`{tk` Z^o</p>	<p>AZnWax`_aZ`juy`y` XZl` fy` {aZ`bnl` XbZx` nMj`{` uwn` xZy`nM` {aZ`jZnMl` b` `nUzV`{bZy`Mlx`_Mjy`Zy` `nMjy`Zl`{b`^o@ XZl` fy`_xZw` Zl` {j`{` yZ` Z`fBZl` VZ` {n` Mjy`Zy`{aZ`bnl, l` jZnMl` b` `SXZ`{Zk` b` Z` jZnMl` b` `ujMIS` Mlx`k` nM` bZ` uwn` xZy`nY`Zx`{tk` Z^o</p>	<p>AZnWax`_VnMly`{aZ` uwn` xZy`n`_aZ` Zl` {bZ` VnMly`Mlx`Yf XZl` fy` Vhl` ybZl` {j`{` yZ` Z`fBZl` VZ` {n` Mjy`Zy`{aZ`bnl, l` jZnMl` b` `SXZ`{Zk` b` Z` jZnMl` b` `ujMIS` Mlx`k` nM` bZ` uwn` xZy`nY`Zx`{tk` Z^o</p>
<p>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.</p>	<p>AZnWax`_xMz`j`{` yZy` Xb`_ZxZl` {bM`bnl` y`xMz` bZy`</p>	<p>AZnWax`_nWV`bnl` nMj`{` yZy` Xb`_ZxZl` {bM`bnl` y`xMz` bZy`</p>	<p>AZnWax`_xZ` j`j`Mj`{` yZy` ynk` Z` Xb`_ZxZl` {bM`bnl` y`xMz` bZy`</p>	<p>AZnWax`_ujMly`Mlx` yZy`Mjy`Mz`{t`n`_Xb`_ZxZl` {bM`bnl` y`xMz` bZy`b` {n` Z`fZx` l` bZ`n` bZ` y`x` V`{bnl`^o</p>
<p>AZnWax`_Xb`_ZxZl` {bM`Zx`{aZ`^o</p> <ul style="list-style-type: none"> l nl` Zl` {` <nX` V` <nV`Zy` <p>Z`_b`_ZxZl` {bM`bnl` by`UNY`Zx`nL`^o</p> <ul style="list-style-type: none"> ?ZnM`b` Zy` f`{Zx`Z` ZnMl` b` `@jZ` 				

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>A. Knowledge of subject matter: Demonstrates understanding of subject matter with breadth and depth necessary to support learning for all students.</p>	<p>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.</p>	<p>Demonstrates competency to teach the adopted curriculum. Comfortable teaching all subjects in the grade-level program. Communicates facts accurately and clearly.</p>	<p>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 relevant to subject matter. Participates actively in PrepNet course trainings.</p>
<p>B. Short & long-term instructional planning: Plans instruction that supports the learning process at the lesson, unit, and year level(s).</p>	<p>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.</p>	<p>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.</p>	<p>Planning documents reflect long- and short-term goals aligned with priority standards or selected national/state guidelines guidelines. Planning documents contain elements of a good lesson. Plans include differentiation and higher level thinking questions. Formative assessments, NWEA, common assessments and national/state testing results are used to adjust planning and pacing. Special education teachers and electives teachers—planning includes collaboration with core subject teachers to facilitate integration of learning</p>
<p>C. Appropriately uses evidence to inform instruction: Uses evidence from multiple sources to inform instructional decision and improve achievement of student learning goals.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
2. Dependability	Below expected performance level	Meets expected performance level	Exceeds expected performance level
<p>A. Demonstrates professionalism: Exemplifies professionalism in appearance, actions, and interactions with others.</p>	<p>Does not present a professional appearance. Occasionally uses inappropriate or unprofessional language when interacting with colleagues or customers.</p>	<p>Teacher is available after school to complete projects and/or meet with parents, students, and staff as necessary. Returns student work within reasonable time frame. Presents his/herself in a professional manner (dress and demeanor).</p>	<p>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.</p>
<p>B. Follows policies, procedures, laws, and regulations: Complies with applicable practices, procedures, and laws.</p>	<p>Policies and procedures are regularly disregarded. Does not maintain a quality work ethic needed to complete job requirements. Is late or absent frequently.</p>	<p>Arrives in a timely fashion to prepare for the activities and lessons for the day. Submits request for information/reports in a timely fashion. Follows school and PrepNet employee guidelines without reminders. Responds in a positive manner to administrative requests Maintains CA-60's.</p>	<p>Provides guidance and leadership to other staff members. Seeks out opportunities to learn about and implement appropriate school practices.</p>
<p>C. Carries out non-instructional duties and/or responsibilities: Willingly and consistently assumes appropriate non-instructional duties within the school environment.</p>	<p>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.</p>	<p>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</p>	<p>Accepts responsibility associated with curriculum and planning team meetings and tasks. Volunteers for "hardship" duties (student extra curricular activities, school marketing events, school social events, PTO, etc.). "Sees a need, fills a need"</p>

	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.	success of the team by filling roles needed. Shows sincere interest in others during "grade level" or faculty meetings. Provides feedback as needed.	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 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.	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.	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. Sets and accomplishes personal growth objectives.	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.

	Below expected performance level	Meets expected performance level	Exceeds expected performance level
4. Communication & Cooperation			
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. 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.	Students feel comfortable sharing with the teacher. Classroom standards are clearly and consistently communicated to both students and parents. Regular and timely classroom and student achievement information is shared with parents and students. Several methods of communication are used to reach all parents. Uses e-mail and publishes on-line newsletter 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.	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. Demonstrates respect, caring and sincere interest in students, parents and colleagues. Greet's 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.

<p>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.</p>	<p>Written communication to parents and students (gradebook, moodle) is not completed on a regular basis.</p>	<p>Communication (Moodle, Google Classroom, or similar digital platform, grade book, emails, and phone calls) to parents and students completed promptly and on a regular basis.</p>	<p>Communication is prompt and regular. Goes the extra mile by providing parents and students with positive feedback on a regular basis electronically.</p>
<p>5. Teamwork</p>			
<p>A. Emphasizes and supports building goals & objectives/attitudes: Demonstrates support for building-level and organizational goals through attitude, actions, and decisions.</p>	<p>Below expected performance level</p>	<p>Meets expected performance level</p>	<p>Exceeds expected performance level</p>
<p>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.</p>	<p>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 as a team member.</p>	<p>Promotes and supports PrepNet and Building strategic goals and objectives. Promotes and supports school enrollment goals. 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. Special's Teachers: Communication is evident with regular classroom teachers.</p>	<p>Accepts constructive criticism. Adapts to school program and policy changes. Demonstrates fiscal and budget accountability. 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.</p>
	<p>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.</p>	<p>Consistently contributes in collaborative planning team(s) and school planning. Supports change and provides mentoring to reticent colleagues. Demonstrates flexibility.</p>	<p>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. Willingly shares ideas and best practices with other teachers and PrepNet.</p>

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

