

1.1 Teacher Connection

| | Ineffective | Developing | Skilled | Accomplished |
|--------------|---|--|--|--|
| Synchronous | The teacher does not use language that promotes a positive, enthusiastic, respectful, safe, and encouraging environment. | Teacher uses language 1-2 times that promotes a positive, enthusiastic, respectful, safe, and encouraging environment. | Teacher uses language 3-4 times that promotes a positive, enthusiastic, respectful, safe, and encouraging environment. | Teacher uses language 5 or more times that consistently promotes a positive, enthusiastic, respectful, safe, and encouraging environment. |
| Asynchronous | The teacher does not highlight the things students are doing well or use language that expresses enthusiasm for the course content. | The teacher highlights the things students are doing well or uses language that expresses enthusiasm for the course content 1-2 times and challenges assumptions or ask follow-up questions. | The teacher highlights the things students are doing well or uses language that expresses enthusiasm for the course content 3-4 times and challenges assumptions or ask follow-up questions. | There are 5 or more examples of the teacher consistently promoting a growth mindset that supports effort, honors mistakes as a valuable learning opportunities through the use of "yet", challenging assumptions or ask follow-up questions. |

1.2 Classroom Environment

| | Ineffective | Developing | Skilled | Accomplished |
|--------------|---|---|--|--|
| Synchronous | There are no opportunities for students to demonstrate positive social behaviors or student to student interaction that promotes equity and equality. | There are 1-2 opportunities for students to demonstrate positive social behaviors during whole group or student to student interaction, but does not include an expectation for peer to peer feedback that promote equity and equality. | There are 1-2 opportunities for students to demonstrate positive social behaviors during whole group or student to student interaction, and includes evidence of peer to peer feedback that promote equity and equality. | There are 2 or more opportunities for students to demonstrate positive social behaviors during whole group, student to student interaction, and includes evidence of peer to peer feedback that promote equity and equality. |
| Asynchronous | There are no opportunities for students to demonstrate positive social behaviors in asynchronous activities that promote equity and equality. | There are 1-2 opportunities for students to demonstrate positive social behaviors in asynchronous activities that promote equity and equality. | There are 1-2 opportunities for students to demonstrate positive social behaviors outside required live class, that promotes student to student interaction, and peer to peer feedback that promote equity and equality. | There are 2 or more opportunities for students to demonstrate positive social behaviors outside required live class, that promotes student to student interaction, and peer to peer feedback that promote equity and equality. |

1.3 Academic Expectations

| | Ineffective | Developing | Skilled | Accomplished |
|-------------|--|---|--|--|
| Synchronous | The teacher does not define expectations for student engagement or offer opportunities for students to self-reflect and self-assess. | The teacher defines expectations for student engagement or offers opportunities for students to self-reflect and self-assess 1-2 times. | The teacher defines expectations for student engagement and offers opportunities for students to self-reflect and self-assess 1-2 times. | The teacher defines expectations for student engagement while offering opportunities for students to self-reflect and self-assess 2 or more times. |

Asynchronous

The teacher does not define expectations for asynchronous student engagement or offer opportunities for students to self-reflect and self-assess.

The teacher defines expectations for asynchronous student engagement or offer opportunities for students to self-reflect and self-assess.

The teacher defines expectations for asynchronous student engagement and offers opportunities for students to self-reflect and self-assess 1-2 times.

The teacher defines expectations for asynchronous student engagement while offering opportunities for students to self-reflect and self-assess 2 or more times.

Synchronous

Asynchronous

2.1 State Tested Standards

Ineffective

Developing

Skilled

Accomplished

There is no connection between the lesson/chapter/ unit being assessed and the state-tested standards. Teacher presents activities that do not align to state tested standards.

The teachers attempts to make 1-2 connections between the lesson/chapter/ unit being assessed and the state-tested standards, however many of the activities presented do not align with state tested standards.

The teacher makes 1-2 connections to the state tested standards and their relationship to the assessments administered (i.e. chapter or interim assessments). They are clearly aligned in both rigor and complexity. Teacher presents activities that clearly align with the state tested standards.

The teacher makes 3 or more connections between state tested standards and their relationship to the work being required of students. They are clearly explained and frequently emphasized in exit tickets, homework problems, as well as in classroom activities.

There is no connection between the lesson/chapter/ unit being assessed and the state-tested standards.

Teacher has an awareness of the standards being addressed in each unit, however, does not design assessments to fully align with the standard.

The teacher designs unit assessments that are clearly aligned with state tested standards.

The teacher designs formative and summative assessments, throughout a unit of study, that are clearly aligned with state tested standards.

2.2 Evidence of Mastery

Ineffective

Developing

Skilled

Accomplished

The teacher provides 1 performance measure for students to demonstrate mastery of the content standard.

The teacher offers an assessment plan that measures student performance in 2 different ways. (e.g. in the form of a project, presentation, essay, short answer, or multiple-choice test)

The teacher offers an assessment plan that measures student performance in 3 different ways and offers some opportunity for student input. (e.g. in the form of a project, presentation, essay, short answer, or multiple choice test)

The teacher consistently provides 4 or more ways to measure student performance. The teacher includes a variety of assessment modalities using the whiteboard tools, polling, chat box, mic, and breakout rooms.

The teacher provides 1 performance measure for students to demonstrate mastery of the content standard.

The teacher offers an assessment plan that measures student performance in 1-2 ways. (e.g. in the form of a project, presentation, essay, short answer, or multiple-choice test)

The teacher offers an assessment plan that measures student performance in 3 ways and offers some opportunity for student input. (e.g. in the form of a project, presentation, essay, short answer, or multiple choice test)

The teacher offers an assessment plan that consistently measures student performance in 3 or more ways (e.g. in the form of a project, presentation, essay, short answer, or multiple-choice test). Teacher includes a variety of assessment modalities.

Synchronous

Asynchronous

2.3 Academic Rigor

| | Ineffective | Developing | Skilled | Accomplished |
|--------------|---|--|---|--|
| Synchronous | The teacher gives tasks that require students to recall and reproduce information that was presented by the teacher | The teacher gives tasks that require students to recall and reproduce information that was presented, however, makes 1 attempt to ask level 2 DOK questions. | The teacher provides learning tasks that are designed at level 2 and 3 DOK. The tasks meet the learning objective(s) and the rigor of the state tested standards. | The teacher provides learning tasks that are designed at levels 3/4 DOK. The tasks meet the learning objective(s) and are aligned in complexity and rigor to the state tested standards. |
| Asynchronous | The teacher gives tasks that require students to recall and reproduce information that was presented by the teacher | The teacher gives tasks that require students to recall and reproduce information that was presented, however, makes 1 attempt to ask level 2 DOK questions. | The teacher provides learning tasks that are designed at level 2 and 3 DOK. The tasks meet the learning objective(s) and the rigor of the state tested standards. | The teacher provides learning tasks that are designed at levels 3/4 DOK. The tasks meet the learning objective(s) and are aligned in complexity and rigor to the state tested standards. |

3.1 Student Choice

| | Ineffective | Developing | Skilled | Accomplished |
|--------------|---|--|---|--|
| Synchronous | Instruction is directly from the curriculum with no evidence of opportunity for student choice. Lessons are designed for the whole class. | Teacher has made 1-2 attempts to allow for student choice, however, lessons are still designed for the whole class. | Teacher has made 1-2 attempts to allow for student choice by designing lessons with opportunities for students to express their personal attributes, talents, or interests. | Lessons are designed with 3 or more opportunities for students to express their personal attributes, talents and interests. |
| Asynchronous | Teacher does not customize curriculum to offer student choice based need/interests. | Teacher has made 2 or more customizations to the course curriculum and provided at least 2 opportunities for student choice. | In half of the units contained in the course, the teacher has made at least 1 customization and offered 1 opportunity for student choice. | In each unit contained in the course the teacher has made at least 1 customization and offered 1 opportunity for student choice. |

3.2 Targeted Instruction

| | Ineffective | Developing | Skilled | Accomplished |
|-------------|--|--|---|---|
| Synchronous | The teacher does not differentiate small group sessions based on students' level of mastery. Or, the teacher does not have regular small group, targeted sessions. | The teacher has made 1 attempt to differentiate based on students' level of mastery. | The teacher has made 2 attempts to differentiate based on students' level of mastery. | The teacher has made 3 or more attempts to differentiate based on students' level of mastery and makes decisions about topics and themes for lessons by regularly using data to account for student need and/or choice. |

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| Asynchronous | The teacher does not differentiate the curriculum based on students/ level of mastery. | The teacher has made 1 attempt to differentiate the curriculum based on students' level of mastery. | The teacher has made 2 attempts to differentiate the curriculum based on students' level of mastery. | The teacher has made 3 or more attempts to differentiate the curriculum based on students' level of mastery. |
| | 3.3 Learning Experiences | | | |

| | Ineffective | Developing | Skilled | Accomplished |
|--------------|---|--|--|--|
| Synchronous | The teacher provides no learning experiences for students to explore, inquire or research. Sessions are mostly "teacher talk". | The teacher attempts to provide 1-2 learning experiences for students to explore, inquire, or research. | The teacher effectively provides 1-2 learning experiences for students to explore, inquire, or research. | The teacher effectively provides 3 or more learning experiences for students to explore, inquire, or research. |
| Asynchronous | The teacher does not provide activities to help students develop critical thinking, problem-solving skills and/or peer-to-peer interaction. | The teacher provides 1-2 activities that help students develop critical thinking, problem-solving skills, and/or peer-to-peer interaction. | In half of the units contained in the course, the teacher has provided at least 1-2 activities that help students develop critical thinking, problem-solving skills and/or peer-to-peer interaction. | In each unit contained in the course, the teacher has provided at least 1-2 activities that help students develop critical thinking, problem-solving skills and/or peer-to-peer interaction. |

| | Ineffective | Developing | Skilled | Accomplished |
|--------------|--|---|--|---|
| Synchronous | The teacher does not provide feedback aligned to the academic task being demonstrated by students. | The teacher makes 1-2 attempts at providing feedback to assess student thinking, however, there are missed opportunities to address student misconceptions. | The teacher makes 1-2 attempts at providing feedback to prompt student thinking and assess each student's progress. The teacher makes a conscious effort to address student misconceptions. | The teacher makes 3 or more attempts at providing feedback to prompt student thinking and assess each student's progress. The teacher consistently addresses student misconceptions. |
| Asynchronous | The teacher does not provide feedback in a timely manner, i.e. after a week has passed. Feedback is general and lacks specific areas for student growth. | The teacher provides academic focused feedback within 72 hours of student submission. Feedback, is general and lacks specific areas for student growth. | The teacher consistently provides academic focused feedback in a timely manner (within 24-48 hours of student submission). The feedback includes specific examples from student work and suggestions for growth. | The teacher consistently provides academic focused feedback in a timely manner (within 24-48 hours of student submission). The feedback includes specific examples from student work and encourages student revision based on feedback. |

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|--------------------------------|-------------|------------|---------|--------------|
| 4.1 Reflective Teaching | | | | |

Synchronous

The teacher misjudges the effectiveness of lessons and has no suggestions for how instruction could be improved.

The teacher can recognize a lesson's effectiveness or ineffectiveness, however, is unable to make suggestions of what could be tried another time the lesson is taught.

The teacher can determine a lesson's effectiveness by looking at the learning objectives, how they align with state standards, and if students demonstrated mastery of those objectives. The teacher makes 1-2 specific suggestions of what could be tried another time the lesson is taught.

The teacher can determine a lesson's effectiveness by looking at the learning objectives, how they align with state standards, and if students demonstrated mastery of those objectives. The teacher can give specific examples from the lesson and offer different options to improve the lesson. The teacher can also anticipate possible outcomes based on these changes.

Asynchronous

The teacher does not collaborate with their PLC to analyze data for their own professional growth.

The teacher attends PLC meetings, collects data, but does not use it to drive or revise instructional practices.

The teacher attends PLC meetings, collects data, and uses it for interventions and differentiation.

The teacher works collaboratively with their PLC to measure the effectiveness of differentiation and remediation strategies during instruction. The teacher uses reflection to improve instruction and assessment.

4.2 Teacher Preparation

Ineffective

Developing

Skilled

Accomplished

The teacher is not prepared for the lesson, i.e. incorrect materials, inaccurate timing of tasks, unfamiliar with tools.

Teacher has materials prepared for the lesson, however, it lacks organization and transitions from one activity to another.

The teacher is prepared for the lesson with all necessary materials, an organized structure, and seamless transitions from one activity to another.

The teacher is prepared for the lesson, anticipates challenges that may arise, and has a plan to adjust instruction as necessary. The teacher has all necessary materials, an organized structure, and seamless transitions from one activity to another.

Synchronous

The teacher's course lacks a structure that is easy for students and parents to navigate. It also lacks important information for student success.

The teacher's course has a structure in place, however, it lacks important information for student success.

The teacher's course is organized, has detailed information for student success, and provides important due dates for assignments.

The teacher's course is organized, has detailed information for student success, and provides important due dates for assignments. The teacher's course is fully customized to engage students and parents through announcements and weekly lesson plans.

Asynchronous

4.3 Professional Interactions

Ineffective

Developing

Skilled

Accomplished

Synchronous

The teacher does not have positive relationships with colleagues and avoids opportunities to become involved in the school community.

The teacher makes attempts at developing relationships with colleagues or becoming involved in school events and projects.

The teacher has developed positive relationships with colleagues and actively seeks opportunities to become involved in school events and projects.

The teacher has developed positive relationships with colleagues and actively seeks opportunities to become involved in school events and projects and takes advantage of leadership opportunities.

Asynchronous

The teacher either does not respond to student or parent inquiries in a timely manner (within 24-48 hours) or the response is inappropriate for the intended audience.

The teacher responds to student or parents inquiries in a timely manner (within 24-48 hours), however, the response is inappropriate for the intended audience.

The teacher responds to student or parent inquiries in a timely manner (within 24-48 hours) and their response is appropriate for the intended audience.

The teacher responds to student or parent inquiries in a timely manner (within 24-48 hours). It is evident that the teacher has developed a positive rapport with students and their families through interaction.

4.4 Content Knowledge

Ineffective

Developing

Skilled

Accomplished

Synchronous

The teacher is not knowledgeable of course content beyond the curriculum.

The teacher is knowledgeable of course content beyond the curriculum, however, there are no attempts to make a connection with the content to the lives of students.

The teacher is knowledgeable of course content beyond the curriculum and makes 1 attempt to adapt instructional content so that it is personally meaningful and relevant to students.

The teacher is knowledgeable of course content beyond the curriculum and makes 2 or more attempts to adapt instructional content so that it is personally meaningful and relevant to students.

Asynchronous

The teacher does not provide students with resources for extension or remediation.

The teacher is knowledgeable of course content and provides students with 1-2 basic additional resources for support.

The teacher is knowledgeable of course content beyond the curriculum and provides students with 1-2 resources for remediation or extension.

The teacher is knowledgeable of course content beyond the curriculum and provides students with 3 or more resources for remediation and extension.

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