

# Professional Practice: CPS Framework for Teaching

## Observation: Justin A. Rusk

School: Mt. Lebanon Elementary School

Teacher Type: Elementary

Teacher Status: Non-Tenured

Professional Practice: 75%

Performance Factor: 10%

Value-Added: 10%



This is a summary of your 2013-14 Professional Practice data. Your three highest formal observations and the next highest formal or informal observation are included.

## Your Professional Practice: CPS Framework for Teaching scores:

Observation Data		Scoring Calculations						
Note: observations were scored using the following scales: Elementary: 1-3; Middle: 1-3; Professional: 1-3; High School: 1-4		Actual	Adjusted	Actual	Adjusted	Professional Practice	Performance Factor	Value-Added
Date of Observation		Elementary	Middle	Professional	High School	Professional Practice	Performance Factor	Value-Added
Planning & Preparation (50%)	1a. Demonstrating knowledge of Content & Pedagogy	2		3	3	2.00		
	1b. Communicating knowledge of Students	3		4	3	3		
	1c. Selecting instructional Substances	2		3	3	2		
	1d. Considering Cultural Instruction	2		3	3	2.00		
	1e. Engaging Students in Learning	2		3	3	2		
2.00 ■ 20% ■ 20.00								
The Classroom Management (25%)	2a. Creating an Environment of Respect & Support	3	3	3	4	3.25		
	2b. Establishing a Culture for Learning	3	4	3	3	3.25		
	2c. Managing Classroom Procedures	3	4	4	3	3.5		
	2d. Managing Student Behavior	3	3	3	4	3.00		
3.25 ■ 20% ■ 6.50								
Instruction (40%)	3a. Communicating with Students	3	3	3	3	2.5		
	3b. Using Assessment & Diagnostic Techniques	3	3	3	3	2.75		
	3c. Engaging Students in Learning	3	2	3	3	2.75		
	3d. Using Assessment to Inform Instruction	3	3	3	3	2.75		
	3e. Communicating Productivity & Performance	3	3	3	3	3		
2.75 ■ 40% ■ 11								
Professional Responsibilities (50%)	4a. Reflecting on Teaching & Learning	3		3	3	3.00		
	4b. Monitoring Student Results					3		
	4c. Communicating with Students					3		
	4d. Working & Learning Professionally					3		
3.00 ■ 40% ■ 12.00								

Teachers participating in REACH are rated based on each observation year. Scores are calculated as follows: 30-39 ratings at the end of the school year = 30% (30 observations); 40-49 ratings at the end of year 1 of their observations; 50-59 ratings at the end of year 2 of their observations.

Your REACH Students Professional Practice score:

2.8

(Sum of all weighted observations)

For more information about REACH Observations see the CPS Framework, Framework Addenda and Companion Guides available on the CPS Knowledge Center. For more information about how your Professional Practice Results were calculated, see the 2013-14 REACH Evaluation Report Addendum available on the CPS Knowledge Center and on the Help and Resources tab in the Reflect and Learn System.

# Reflect And Learn Cps Teacher Evaluation

**James N. Butcher, Charles D.  
Spielberger**



## **Reflect And Learn Cps Teacher Evaluation:**

**The Emerald Handbook of Active Learning For Authentic Assessment** Eliseo Vilalta-Perdomo, Alessandra Scroccaro, David Ernesto Salinas-Navarro, Rosario Michel-Villarreal, 2025-04-25 Written by teachers for educators and researchers The Emerald Handbook of Active Learning For Authentic Assessment presents a series of insights that teachers may use to conceive design execute and develop active learning experiences for authentic assessment that will enrich students learning experiences

**Core Practices in Teacher Education** Pam Grossman, Urban Fraefel, 2024-01-25 An exploration of teacher education programs around the world finds common focus in the use of core practices to better prepare teachers for the classroom

The Teachers Academy Principals Study Theresa Souchet, 1999 This is a report of the CIRCLE evaluation for the Teachers Academy 1998 99 As part of its annually repeated contract to evaluate professional development field activities of the Teachers Academy for Mathematics and Science CIRCLE did a study of principals affiliated elementary schools The study ed

**Innovative Trends in Flipped Teaching and Adaptive Learning** Sein-Echaluce, María Luisa, Fidalgo-Blanco, Ángel, García-Peñalvo, Francisco José, 2019-05-15 Understanding new educational innovations is essential for the improvement of the training and learning process In order to effectively implement these new tools in the classroom teachers and trainers need access to real life cases in which these methods were successfully used Innovative Trends in Flipped Teaching and Adaptive Learning is a critical scholarly resource that examines current advances in educational innovation and presents cases that allow for the improvement of personalized and active learning Featuring a wide range of topics such as higher education teacher education and learning strategies this book is ideal for educators instructional designers academicians researchers and students

**Artificial Intelligence in Education. Posters and Late Breaking Results, Workshops and Tutorials, Industry and Innovation Tracks, Practitioners, Doctoral Consortium, Blue Sky, and WideAIED** Alexandra I. Cristea, Erin Walker, Yu Lu, Olga C. Santos, Seiji Isotani, 2025-07-23 This three volume set CCIS 2590 2592 constitutes poster papers and late breaking results workshops and tutorials practitioners industry and policy track doctoral consortium blue sky and wideAIED papers presented at the 26th International Conference on Artificial Intelligence in Education AIED 2025 held in Palermo Italy during July 22 26 2025 The 72 full papers and 73 short papers 72 of them presented as posters presented in this book were carefully reviewed and selected from 296 submissions They are organized in topical sections as follows Part I BlueSky Practitioners Industry and Policy WideAIED Doctoral Consortium Part II Late Breaking Results Part III Late Breaking Results Workshops and Tutorials

**Improving Teacher Education Through Action Research** Ming-Fai Hui, David L. Grossman, 2008-02-19 This book presents a broad overview of a variety of methodologies that can be used to improve teacher preparation and professional development programs

*Students' Collaborative Problem Solving in Mathematics Classrooms* Yiming Cao, 2024-01-03 This open access book provides key insights into the social fundamentals of learning and indications of social interactive modes conducive and restrictive of that

learning in China Combining theoretical and technical advances in an innovative research design this book focuses on collaborative problem solving in mathematics to increase the visibility of social interactions in teachers designing students learning and teachers instructional intervention It also explores students cognitive and social interaction as well as teacher intervention in students group collaboration

**Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources,2019-10-11 As teaching strategies continue to change and evolve and technology use in classrooms continues to increase it is imperative that their impact on student learning is monitored and assessed New practices are being developed to enhance students participation especially in their own assessment be it through peer review reflective assessment the introduction of new technologies or other novel solutions Educators must remain up to date on the latest methods of evaluation and performance measurement techniques to ensure that their students excel Learning and Performance Assessment Concepts Methodologies Tools and Applications is a vital reference source that examines emerging perspectives on the theoretical and practical aspects of learning and performance based assessment techniques and applications within educational settings Highlighting a range of topics such as learning outcomes assessment design and peer assessment this multi volume book is ideally designed for educators administrative officials principals deans instructional designers school boards academicians researchers and education students seeking coverage on an educator s role in evaluation design and analyses of evaluation methods and outcomes

**Handbook of Research on Teaching** Drew Gitomer,Courtney Bell,2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues In each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume s 23 chapters is a canonical piece that will serve as a reference tool for the field The Handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields

Deeper Competency-Based Learning Karin Hess,Rose Colby,Daniel Joseph,2020-05-06 The roadmap for your school s CBE journey The one size fits all instructional and assessment practices of the past no longer equitably meet the needs of all students Competency based education CBE has emerged not only as an innovation in education but as a true transformation of the approaches to how we traditionally do school In Deeper Competency Based Learning the authors share best practices from their experiences implementing CBE across states districts and schools Leaving no stone unturned readers are guided step by step through CBE implementation and validation phases beginning with defining your WHY and collaborative development of the competencies describing deeper learning The CBE readiness tools and reflections inside will help your team Build the foundation for organizational shifts by examining policies leadership culture and professional learning Dig in to shifts in teaching and learning structures by addressing rigorous learning goals competency based

assessment evidence based grading and body of evidence validation Take a deep dive into the shift to student centered classrooms through personalized instructional strategies that change mindsets regarding teacher student roles responsibilities and classroom culture Discover how your students can demonstrate deeper learning of academic content and develop personal success skills by maximizing time place and pace of learning with this roadmap for your CBE journey

**Comprehension First** Claudia E Cornett, 2017-06-30 This book is about designing instruction that makes comprehension the priority in reading and in content area study The comprehension model described responds to calls from literacy experts and professional organizations for inquiry based instruction that prepares readers to be active meaning makers who are adept at both critical and creative thinking Comprehension First introduces a before during after Comprehension Problem Solving CPS process that helps readers ask key questions so they arrive at a substantial comprehension product big ideas based on themes and conclusions drawn from literary works and expository texts The book further describes how to orchestrate research based best practices to build lessons and units around big ideas and important questions In this age of multiple literacies all of us must learn to be more nimble users of Literacy 2 0 communication tools Mastering problem solving is at the core of this challenge Comprehension First embraces this challenge by inviting present and future teachers to examine WHY and HOW these tools can be used more purposefully to achieve the pre eminent literacy goal of deep comprehension

**Assessing Teacher, Classroom, and School Effects** Allan Odden, 2014-04-04 This is Volume 79 Issue 4 2004 of the Peabody Journal of Education and this special issue provides a collection of works on the topic of Assessing Teacher Classroom and School Effects in the US The six articles focus generally on new directions in assessing and measuring teacher classroom and school effects on improvements in student academic achievement and more specifically analyze the criterion validity and surrounding human resources strategies of new efforts to implement performance based teacher evaluations the results of which in some cases are linked to new knowledge and skills based teacher salary schedules

**Same as It Never Was** Gregory Michie, 2019 After a decade as an education professor Greg Michie decided to return to his teaching roots He went back to the same Chicago neighborhood the same public school and the same grade level and subject he taught in the 1990s But much had changed both in schools and in the world outside them Same As It Never Was chronicles Michie s efforts to navigate the new realities of public schooling while also trying to rediscover himself as a teacher Against a backdrop of teacher strikes and anti testing protests the movement for Black lives and the deepening of anti immigrant sentiment this book invites readers into an award winning teacher s classroom as he struggles to teach toward equity and justice in a time where both are elusive for too many children in our nation s schools Michie s volume brings us back to the reality of public school teaching From the Foreword by Gloria Ladson Billings University of Wisconsin Madison Teachers will love this beautiful book and anyone who cares about the future of our democracy Sonia Nieto professor emerita University of Massachusetts Amherst Michie helps us to see the successes tensions shortcomings and

triumphs in his own classroom and community so that we may see the extraordinary possibility of the work to be done in ours  
Cornelius Minor educator and author Honest and compassionate Edwin Mayorga Swarthmore College Information Processing in Medical Imaging Alejandro Frangi, Marleen de Bruijne, Demian Wassermann, Nassir Navab, 2023-06-07 This book constitutes the proceedings of the 28th International Conference on Information Processing in Medical Imaging IPMI 2023 which took place in San Carlos de Bariloche Argentina in June 2023 The 63 full papers presented in this volume were carefully reviewed and selected from 169 submissions They were organized in topical sections as follows biomarkers brain connectomics computer aided diagnosis surgery domain adaptation geometric deep learning groupwise atlas harmonization federated learning image synthesis image enhancement multimodal learning registration segmentation self supervised learning surface analysis and segmentation *ICT and Innovation in Teaching Learning Methods in Higher Education* Enakshi Sengupta, Patrick Blessinger, 2022-08-02 ICT and Innovation in Teaching Learning Methods in Higher Education is a collection of interventions and collaborative practices from across the world that showcase the multifaceted ways of how various institutions have been engaged in supporting teaching and learning with the use of technology

Advances in Personality Assessment James N. Butcher, Charles D. Spielberger, 2013-12-16 First published in 1990 The field of personality assessment continues to grow and expand at a rapid rate The present volume is a continuation of the author's effort to bring together significant original papers representing diverse theoretical perspectives critical methodological issues and a variety of assessment techniques Diversity of assessment approaches are also considered in the present volume These vary from traditional assessment approaches such as the Rorschach and the MMPI to newer instruments such as Temperament Inventory This will be of interest to mental health professionals as it provides new insights and information about important directions in which the field of personality assessment is going Cincinnati Magazine, 2004-09 Cincinnati Magazine taps into the DNA of the city exploring shopping dining living and culture and giving readers a ringside seat on the issues shaping the region **Resources in Education**, 2001-10 *Assessment and Teaching of 21st Century Skills* Esther Care, Patrick Griffin, Mark Wilson, 2017-11-07 This book provides a detailed description of research and application outcomes from the Assessment and Teaching of 21st Century Skills project which explored a framework for understanding the nature of these skills The major element of this new volume is the presentation of research information from the global assessment of two 21st century skills that are amenable to teaching and learning collaborative problem solving and learning in digital networks The outcomes presented include evidence to support the validity of assessment of 21st century skills and descriptions of consequent pedagogical approaches which can be used both to teach the skills and to use them to enhance key learning goals in secondary education systems The sections of the volume are connected through a focus on the degree to which innovative assessment tasks measure the constructs of interest This focus is informed by conceptual and methodological issues associated with affordances of 21st century computer based assessment How

understanding of the nature of the skills as derived from these assessments can guide approaches to the integration of 21st century skills in the classroom is informed by initiatives adopted by participating countries The guiding questions in this volume are Do the assessment tasks measure the constructs and What are the implications for assessment and teaching in the classroom It is the third volume of papers from this project published by Springer *English and Empowerment in the Developing World* Nasreen Hussain, Mohammad Zafar, 2009-10-02 This book is a collection of thought provoking papers that investigate empowerment within the context of language education and technology In the seventeen papers published in the book local and international ELT practitioners and researchers have analysed their experiences within a range of socio linguistic situations Adding significant insights and depth to a previously under researched area the publication will be of interest not only to ELT teachers and students but also to social science researchers in developing and marginalised countries The book based on selected papers presented at the 2007 Aga Khan University Centre of English Language seminar in Karachi exemplifies the issues of language and empowerment The papers deal with complex educational and socio cultural issues and force readers to undertake a cultural journey to see them from a different perspective The collection of papers whatever one s teaching learning context will become an essential resource book for all English language teachers scholars and researchers interested in learning more about the success stories and problems facing language education in the developing countries especially Asia today

## Embracing the Track of Phrase: An Emotional Symphony within **Reflect And Learn Cps Teacher Evaluation**

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