

Instructions for the Rubric







School internal review

First internal review assess the Pilot teams implementation after 30 days. The rubric is filled out collaboratively by team in the pilot. (One per school, not individual teacher).



School submits rubric assessment to Vivitek Professional Services

Second internal review to gauge if progress has been made with implementation. One rubric is filled out collaboratively by team in the pilot. (One per school, not individual teacher).



Use FAE technical support and Professional Services instructional support as needed

* Every teacher in the pilot should complete a minimum of 3/5 badges offered through NovoPassport



Successful implementation for teachers & students!

End of the Pilot

30 Days into Pilot



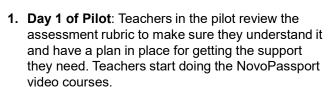
45-60 Days into Pilot



Vivitek FAE + Professional Service Groups provide ongoing technical & instructional implementation support

60-90/120 Days into Pilot





- 2. At Day 30: Teachers in the pilot meet and collaboratively determine their rubric score as a collective group.
- At Day 45-60: Teachers in pilot meet again to collaboratively determine their rubric score as a group. They send their self-assessment (one rubric) to the Professional Services team at Vivitek.

FAQs

- Q: Why does Professional Services ask educators in the pilot to use the rubric?
- **A**: We teachers in the pilot to talk to each other about how they are doing with implementation. These conversations will inspire sharing and mutual support among the team members of the pilot.
- Q: What does Professional Services do with the rubric self assessments collected at 45-60 days?
- A: We use that information to customize targeted PD and support to ensure the pilot is successful.
- Q: Can the Pilot School make slight customizations to the rubric so that it is more relevant to their school culture? A: Yes.



RUBRIC



LEARNING OUTCOMES (what students should experience)

| | NOT YET SUCCESSFUL | PARTIALLY SUCCESSFUL | SUCCESSFUL | HIGHLY SUCCESSFUL |
|---------|---|---|---|--|
| ENGAGED | or do not use the app. | | Students have the app on their devices, and know how to connect and use the software. | In addition to all elements of "Succesfull", parents are aware of the features of the NovoPro device, and the sharing it allows teachers and students to do. |
| | Students do not see the value to using NovoProdevice for collaboration. | | doing and sharing with others via the NovoPro. | |
| | Students are passive when using the device. | interest to them, sttudents are actively looking | Students are innovative or creative when using the device, initiating new forms of collaboration using multiple student devices simultaneously. | |
| SKILLS | Students cannot effectively collaborate with others on complex tasks. | on simple, short-term tasks. For example, students can discuss and compare samples of others work using the NovoPro | Students can effectively collaborate with others on complex tasks, taking on a variety of sharing activities. For example, students move beyond comparing samples of others work and begin collaboration that leads to a new understanding. | |

INSTRUCTIONAL OUTCOMES (what educators should facilitate and be able to)

| | NOT YET SUCCESSFUL | PARTIALLY SUCCESSFUL | SUCCESSFUL | HIGHLY SUCCESSFUL |
|--------|---|---|---|--|
| USEAGE | INAVAPRA je nat vot najna ljega | ı | week with their students | All or nearly all teachers are using NovoPro regularly, sometimes even daily, with their students. |
| SKILLS | Teachers do not have NovoScreencast nor Desktop Presenter installed on their computers. Very few (or no) teachers have earned badges by completing online learning through NovoPassport. | About one third of teachers in the pilot have NovoScreencast and NovoDesktop Presenter installed. Generally, use is limited to mirroring one screen. Some teachers have earned badges by completing online learning through | Majority of teachers have earned badges through | |