Teacher Evaluation Program (TEP) 2021-2022

Central Nine Career Center

1. **Overview:** This plan was originally developed cooperatively between teachers and administrators of Central Nine Career Center (the School) and is applicable only to certificated staff members who teach classes within the high school division. The evaluation instrument offered by our Successful Practices Network (SPN) coach was used as the preliminary guide in developing the Teacher Evaluation Form. The Central Nine evaluation committee agreed that a locally-developed plan offered more potential to positively influence student outcomes, will more accurately evaluate teachers in our Career Technical Education (CTE) format and foster world-class teaching and students. In 2017, the plan was revised, borrowing elements of the RISE rubric, to include a greater focus on instruction. The TEP was developed with the understanding that statewide End of Program (EOP) assessments satisfy IC 20-28-11.5-4(c)(2)(A) and constitute "statewide assessments."

2. **Evaluator(s):** Teacher evaluations will be completed by building-level administrators. Each teacher will be officially notified verbally, by e-mail, or by letter no later than August 15th of each year who will be conducting their evaluation, though the School reserves the right to re-designate the evaluators as necessary.

   In most cases, one evaluator will be assigned and all observations will be conducted by that individual. All persons performing evaluations, whether formative or summative, shall be trained in evaluation skills and provided support consistent with and as required by IC 20-28-11.5-5(b) and 511 IAC(a), as well as the proper administration of this TEP. This includes, but is not limited to, training on how to collect and analyze evidence toward the summative evaluations and, if applicable, on evaluating evidence and the making of final summative evaluations. Training on the collection and analysis of evidence should include the following topics: rubrics used to assess a teacher's professional practice, best practices in classroom observation, observation processes and logistics, giving feedback to teachers, analyzing student data, assessments and measures of student learning. Training relating to summative evaluations should include the following topics: summative scoring and professional development and improvement plans. Training may occur through professional development programs, supervisor-led training, virtual training, or other similar means and methods. In addition, teachers evaluated pursuant to this TEP may be trained regarding the following subjects: rubrics used to assess a teacher's professional practice, observation processes and logistics, analyzing student data, measures of student learning and summative scoring.

3. **Timing of Evaluations:** Observations and formative evaluations shall be conducted consistent with this TEP and may be more concentrated or less frequent and numerous, as determined by the needs of the evaluator(s). The observations and evaluations may be announced or unannounced; they may be random or scheduled; they may be conducted briefly or may be for

an extended period of time, though at all times shall be of sufficient length so as to allow the evaluator the opportunity to draw evidences of performance of the teacher, with at least two observations lasting at least forty minutes. A teacher will not be scheduled more than one observation in a one-week period. A mandatory pre-observation conference will take place before the first observation. For subsequent observations, a pre-observation conference may take place upon teacher or evaluator request. A post-observation conference shall occur within one week of an observation. This will provide timely and effective feedback for teachers that seek improvement. One short, nonevaluative, observation (at least 20 minutes in length) will be conducted by the CTE Innovation Coach prior to fall break. One long observation (at least 40 minutes in length) will be conducted each semester. A 15-day observation window will be provided by the evaluator to the instructor for the long observations. This does not include any walk-throughs, which may occur at any time during the year. A teacher may request an additional scheduled short observation to be conducted by an evaluator of his/her choice. A second observation cannot be scheduled without evaluator feedback from the first observation being provided from the evaluator to the teacher. The law requires a minimum of two observations must be conducted for each summative evaluation or as otherwise required by 511 IAC 10-6-5. The observer will send the teacher observation rubric and the observation summary prior to the post-observation meeting.

Formative evaluations will be completed using the Standard for Success online evaluation system. Scripting will be used to document classroom observations. Documentation will be maintained by the evaluator(s) of all observations and evaluations. Teachers will be required to attend and complete their post-observation meetings. Failure to do so will impact their professionalism area of the evaluation tool. Teachers need to respond to observation feedback during each individual post-observation meeting (if the feedback is questionable). A formal evaluation of a summative nature will take place at least annually, though may be more frequent at the sole discretion of the Superintendent. Scores/Ratings will not be officially assigned until this summative evaluation. The formal, summative evaluation shall be completed prior to May 15th or at least 10 days before the last teacher contract day, whichever is earlier. Unless specifically determined otherwise, the Assistant Director and the Dean of Students will take an active role in authoring the summative evaluation instrument, improvement plan (if applicable), and will sign the document(s).

4. **Artifacts:** The evaluator shall collect evidence, including artifacts, toward summative evaluations throughout the school year as required by 511 IAC 10-6-2(a). Teachers may submit any artifact at any point during the school year, prior to the summative evaluation conference. Artifacts may be used as evidence to support indicators that may not be observed during an observation. Teachers may be asked to provide evidence, artifacts, and written narratives for any performance indicators any time prior to the scheduled evaluation discussion meeting. The artifacts will be evaluated by the summative evaluator as they are submitted, and then applied to the appropriate indicator(s). Improvements to artifacts can be made throughout the school year; however, final artifacts are to be submitted prior to the summative evaluation.

5. **Measures:** In order to comply with the Indiana Code and Indiana Administrative Code, and in order to evaluate all aspects of teachers' performance, the Teacher Evaluation Rubric, which is incorporated into this TEP by reference, contains objective and subjective measures. These measures, as required or subsequently amended by 511 IAC 10-6-4(a), include those provided by the Indiana Department of Education based upon student achievement and/or growth on statewide assessments (as applicable), measures based on other assessments developed or procured by the School for the purpose of showing student growth and/or achievement and those measures closely aligned with content standards, as applicable, to reflect ambitious learning goals and proportional representation of content.

    a. The Objective measure identified on the Teacher Evaluation Rubric is performance indicator 4.1, Technical Skill Attainment. Effective or Highly Effective ratings are achieved by producing results equal to or exceeding the State's expectations of the School. Trend data of no longer than a three consecutive year period may be considered by an evaluator in making a determination. These measures have been collectively weighted at 5% of the total.

    b. Performance indicators 1, 2, and 3 are intended to provide four levels of rigor in determining effectiveness of teachers and programs measure of effectiveness.

    c. The Teacher Evaluation Rubric by which the ratings are determined for each performance indicator and to which all evaluators will be trained. The teacher may be asked to and/or willingly submit artifacts as evidence that he/she is meeting a performance indicator.

6. **Annual Performance Rating:** All evaluated teachers must be rated annually, but possibly more than once at the discretion of the Superintendent, as Highly Effective, Effective, Improvement Necessary, or Ineffective. IC 20-28-11.5-4(c)(4). The State Board of Education (IDOE) has defined these ratings at 511 IAC 10-6-2(a) as:

    (a) Highly Effective. A highly effective teacher consistently exceeds expectations both in terms of student outcomes and instructional practice. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have exceeded expectations for academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.

    (b) Effective. An effective teacher consistently meets expectations both in terms of student outcomes and instructional practice. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally

selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.

(c) Improvement Necessary. A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations either in terms of student outcomes or instructional practice. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.

(d) Ineffective. An ineffective teacher consistently fails to meet expectations both in terms of student outcomes and instructional practice. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.

The Teacher Evaluation Rubric delineates these ratings (either as 4, 3, 2, 1) for each performance indicator. It is not required that a score be provided for every performance indicator and the failure to do so shall not invalidate or affect the validity of the evaluation. For any indicator that a determination cannot be reasonably made, the denominator will be reduced accordingly. An overall rating of less than 1.46 will be considered Ineffective, 1.46-2.45 Improvement Necessary, 2.46-3.45 Effective, and 3.46-4.0 Highly Effective.

7. **Negative Effect:** IC 20-28-11.5-4(c)(6) prohibits any teacher who negatively affects student achievement and growth from receiving a summative final rating of Highly Effective or Effective. This shall be defined by 511 IAC 10-6-4(c) as follows, or as subsequently amended:

(a) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Cut levels shall be published by the Indiana Department of Education by August 1.

(b) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fail to demonstrate student learning or mastery of standards established by the state.

9. **Review and Recommendations:** The evaluator(s) shall discuss the summative evaluation with the teacher prior to May 15th each year or at least 10 days before the last teacher contract day, whichever is earlier. IC 20-28-11.5-4(d). This will be accomplished by an assigned evaluator. The evaluator and the School shall provide the teachers with meaningful feedback relating to growth opportunities for further improvement.

   The evaluator(s) shall provide an explanation of his or her recommendations for improvement and the time in which the improvement shall be made, as appropriate. IC 20-28-11.5-4(c)(5). This is to be done in writing and will be as specific as possible to ensure clarity and accountability. A copy of the completed evaluation, the recommendations and all documents related to the evaluation will be given to the teacher within seven days from the completion of the evaluation as required by IC 20-28-11.5-6(a). The evaluation and all related documents may be transmitted electronically or provided in hard copy form, either by hand delivery or placed in mailbox in a sealed envelope.

10. **Improvement plan:** If the teacher receives a rating of Ineffective or Improvement Necessary, then the evaluator(s) and teacher shall develop an improvement plan of not more than ninety school days from the date that the plan is signed by the primary evaluator and the teacher to correct the deficiencies in the evaluation. The improvement plan shall link the teacher's performance evaluation results with professional development opportunities. These opportunities include, but are not limited to, coursework, professional development conferences, formal mentoring, modeling, coaching, and the creation of professional learning communities. There is no obligation to utilize the full ninety days. The teacher may choose appropriate professional development opportunities and may be responsible for paying associated costs, if any. The improvement plan shall require the use of the teacher's license renewal credits in professional development activities intended to help the teacher achieve an effective rating. IC 20-28-11.5-6(b). The teacher shall be required to demonstrate how any proposed professional development activities relate to his or her evaluation results and will result in improvement. Subsequent evaluations may commence but cannot conclude or use observations made solely during the improvement plan period. In addition to the foregoing, new teachers and those receiving substandard ratings may receive additional direct support, which can include additional observations, coaching or mentoring. If a teacher fails to complete the steps for improvement, as outlined in the improvement plan within the ninety-school day timeline, then the teacher will be required to meet with the Director, and may be at risk for non-renewal of teaching contract for the school year following the ninety school day period.

11. **Dispute a Rating / Conference Procedure:** A teacher receiving an Ineffective rating may file a request for a private conference with the superintendent or his/her designee not later than five days after the summative evaluation conference. IC 20-28-11.5-6(c). The superintendent or his/her designee may choose to simply listen to the teacher's concerns or to engage in a discussion about the evaluation, the ratings, the improvement plan, or any other relevant matters at his or her sole discretion. The superintendent is not required to provide any verbal response or present any evidence at the conference. The conference may be recorded and/or attended by such other personnel, including counsel, as the superintendent shall deem necessary on behalf of the School. The superintendent shall respond in writing to the teacher within seven school days of the conference with a determination. The determination shall either be 'inconclusive' and an alternate evaluator will be assigned to review the evaluation, or 'upheld' whereby the superintendent endorses the determination by the evaluator.

    If an alternate evaluator is assigned, this person should emulate the characteristics of a successful administrator and be familiar with the School TEP. This person may conduct further observations and/or interviews with the teacher and/or the evaluators, but will not be required to do so. They will review the existing evaluation and share their opinion with the superintendent only. Upon review of the alternate evaluator's opinion, the superintendent shall either uphold the original evaluation rating or modify the rating at his or her sole discretion. This response shall be in writing and may be electronically transmitted to the teacher or delivered in hard copy by hand delivery or by placing the response in the teacher's mailbox. Subsequent evaluations may commence but cannot conclude or use observations made solely during the improvement plan period.

12. **Parent Notification:** Under Indiana law, students in certain identified courses may not be instructed for two consecutive years by two consecutive teachers receiving an ineffective rating in the preceding evaluation period before the start of the student's second consecutive year. IC 20-28-11.5-7. It is mutually understood that this applies only to courses within the Indiana Core 40 curriculum and the following ISTEP or ECA-tested areas: English/language arts, mathematics, science and social studies. There are no such courses currently offered at The School but if they are offered in the future, IC 20-28-11.5-7 will be adhered to, including all conditions about notifying parents of students who are placed in the classroom of an ineffective teacher of those classes.

13. **Report to DOE:** On or before July 31 of each year, The School will provide the results of its TEP to the DOE, including the number of teachers placed in each category. Nothing in the report will identify the names or anything else personally identifiable that may allow DOE to discover the names of particular teachers in each category. IC 20-28-11.5-9.

14. **Amendments:** After all teachers have had their summative evaluation meeting, but no later than the first week of May each school year, a team made up of two administrators/evaluators and two teachers shall meet to discuss potential updates and changes to the Evaluation Process and Tool. The updates and changes will then be proposed by the team for mutual approval by the

Director and 75% of the teaching staff. If the proposal is not approved initially, then the team may continue to work on updates and changes, and again seek out mutual approval. Once approved by the Director and teaching staff, the proposal would then be presented to the Governing Board for final approval at the July Board meeting. If the updates/changes are not approved by this meeting, then the current version of the TEP will remain in place for the following school year.

15. **Reliability:** Results of this TEP shall be monitored for reliability annually by the Superintendent and shared with the Board. Factors involved in determining the reliability of the process will be comparisons to statewide results overall, with groups or cohorts of similar demographic characteristics and in view of the performance ratings of the school as a whole. This monitoring will be continuous in nature and modifications will be made in order to reflect as accurately as possible the impact of teachers and administrators on the results of student learning in each program area and as a school corporation.

16. **Assurance:** All standards and procedures in this TEP that are directly derived from current laws set forth in the Indiana Code and/or Indiana Administrative Code shall be deemed automatically amended without further vote to reflect such amendments as may subsequently occur.

This plan is endorsed by the administration, the governing body, and the teaching staff by the following assurances:

1. The original plan was approved by teachers, administrators, and the Governing Board on March 8, 2012.
2. The amended plan was approved by at least 75% of the teachers that voted on October 22, 2013.
3. The amended plan was approved by the Board in a public meeting on November 14, 2013.
4. Updates for the 2014-15 school year were approved by the Board on June 12, 2014.
5. Updates for the 2015-16 school year were approved by at least 75% of the teachers that voted on September 8, 2015 and approved by the Board on October 8, 2015.
6. Updates for the 2016-17 school year were approved by at least 75% of the teachers that voted on May 27, 2016 and approved by the Board on June 9, 2016.
7. Updates for the 2017-2018 school year were approved by at least 75% of the teachers that voted on May 24, 2017 and approved by the Board on June 8, 2017.
8. Updates for the 2018-2019 school year were approved by at least 75% of the teachers that voted on May 25, 2018, and approved by the Board on June 14, 2018.
9. Updates for the 2019-2020 school year were approved by 100% of the teachers that voted on May 20, 2019, and approved by the Board on June 13, 2019.
10. Updates for the 2021-2022 school year were approved by at least 75% of the teachers that voted on May 20, 2021, and approved by the Board on June 10, 2021.

_____ _____
Signature of Chief Administrator Date

_____ _____
Signature of Association President Date

_____ _____
Signature of School Board President Date

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Program and Rubric

Directions: Use the performance indicator descriptions listed below to assess the CTE teacher. The CTE teacher and evaluator are to document the supporting evidence and record the performance ratings for each applicable performance indicator. Any performance indicator that is rated at Level 2.49 or less must be included in a Career Technical Education Teacher Professional Growth/Improvement Plan.

PERFORMANCE LEVELS			
Highly Effective	3.46 – 4.00	Needs Improvement	1.46 – 2.45
Effective	2.46 – 3.45	Ineffective	less than 1.46

The Career Technical Education (CTE) Teacher Evaluation Rubric is used to evaluate a CTE teacher. This rubric is an assessment tool that is designed to bring consistency and objectivity to the evaluation of a CTE teacher and his/her CTE program of study.
The 4 performance indicators in this rubric are used to determine a teacher's ability to teach students and measure the effectiveness of the CTE program of study. This rubric is used by CTE teachers and school leaders to evaluate and identify the strengths, weaknesses, opportunities, and challenges of a program of study and assess teacher performance.

TEACHERS WITH TWO OR MORE YEARS OF EXPERIENCE AT CENTRAL NINE	TEACHERS WITH LESS THAN A YEAR OF EXPERIENCE AT CENTRAL NINE
DOMAIN 1 - INSTRUCTION - 75%	**DOMAIN 1 - INSTRUCTION - 75%**
1.1 - Develop Student Understanding and Mastery of Lesson Objectives 1.2 - Demonstrates and Clearly Communicates CTE Content, Literacy, and Math Knowledge to Students 1.3 - Engage Students in Learning 1.4 - Check for Understanding 1.5 - Modify Instruction as Needed 1.6 - Develop Higher Level of Understanding Through Rigorous Instruction and Work 1.7 - Maximize Instructional Time 1.8 - Create Classroom Culture of Respect and Collaboration 1.9 - Set High Expectations for Academic Success	1.1 - Develop Student Understanding and Mastery of Lesson Objectives 1.2 - Demonstrates and Clearly Communicates CTE Content, Literacy, and Math Knowledge to Students 1.3 - Engage Students in Learning 1.4 - Check for Understanding 1.5 - Modify Instruction as Needed 1.6 - Develop Higher Level of Understanding Through Rigorous Instruction and Work 1.7 - Maximize Instructional Time 1.8 - Create Classroom Culture of Respect and Collaboration 1.9 - Set High Expectations for Academic Success
DOMAIN 2 - FAMILY AND COMMUNITY ENGAGEMENT AND OUTREACH - 10%	**DOMAIN 2 - FAMILY AND COMMUNITY ENGAGEMENT AND OUTREACH - 15%**
2.1 - Engage Families in Student Learning 2.2 - Work-Based Learning Opportunities 2.3 - CTE Student Organizations (CTSOs) 2.4 – College and Career Opportunities 2.5 - Advisory Committee	2.1 - Engage Families in Student Learning 2.2 - Work-Based Learning Opportunities 2.3 - CTE Student Organizations (CTSOs) 2.4 – College and Career Opportunities 2.5 - Advisory Committee
DOMAIN 3 - PROFESSIONALISM AND PROFESSIONAL DEVELOPMENT - 10%	**DOMAIN 3 - PROFESSIONALISM AND PROFESSIONAL DEVELOPMENT - 10%**
3.1 – Professionalism 3.2 – Professional Development	3.1 – Professionalism 3.2 – Professional Development
DOMAIN 4 - STUDENT GROWTH - 5%	
4.1 - Technical Skills Attainment	

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 1 - INSTRUCTION

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
1.1	**Develop Student Understanding and Mastery of Lesson Objectives**	- Lesson objective is missing.	- Lesson objective is unclear and may not be aligned to curriculum or measurable.	- Lesson objective is specific, measurable, and aligned to curriculum.	-Students can demonstrate what they are learning and why it is important, beyond repeating the stated objective.
		- CTE teacher fails to discuss importance of objective or there is no clear understanding among students as to why the objective is important.	- CTE teacher attempts unsuccessfully to explain the importance of the objective or does not make the objective visible to students.	- Importance of the objective is explained and able to be referenced by students so that students understand its purpose.	
		- CTE teacher fails to connect objective to prior knowledge of students.	- CTE teacher's attempts to build on students' prior knowledge are somewhat effective but need improvement.	- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.	-Students demonstrate through work or comments that they understand the connection between the current lesson and prior knowledge.
		- Lesson is disorganized and does not lead to mastery of objective.	- Lesson is somewhat disorganized and/or its connection with mastery of the objective is unclear.	- Lesson is well organized to move students toward mastery of the objective.	

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 1 - INSTRUCTION

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
1.2	**Demonstrates and Clearly Communicates CTE Content, Literacy, and Math Knowledge to Students**	- CTE teacher rarely or never demonstrates content knowledge and/or delivers content that is factually incorrect.	- CTE teacher occasionally demonstrates content knowledge or delivers content that is partially correct.	- CTE teacher demonstrates content knowledge and delivers content that is factually correct.	- CTE teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest.
		- Content lacks clarity, concision, and organization.	- Content lacks clarity, concision, or organization.	- Content is clear, concise, and well organized.	
		- CTE teacher rarely or never restates or rephrases instruction in multiple ways to increase understanding.	- CTE teacher occasionally restates or rephrases instruction in multiple ways to increase understanding.	- CTE teacher restates and rephrases instruction in multiple ways to increase understanding.	- CTE teacher generates excitement and interest in the content.
		- CTE teacher does not emphasize key concepts in content.	- CTE teacher does not adequately emphasize key concepts in content.	- CTE teacher emphasizes key concepts in content.	- Students ask high-order questions and make connections independently, demonstrating that they understand the content at a higher level.
		- CTE teacher rarely or never uses developmentally appropriate language.	- CTE teacher occasionally uses developmentally appropriate language	- CTE teacher uses developmentally appropriate language and explanations	
		-CTE teacher shows no evidence of integrating Literacy Standards for CTE.	-CTE teacher attempts to integrates state adopted Literacy Standards for CTE when applicable.	-CTE teacher consistently integrates state adopted Literacy Standards for CTE when applicable.	-CTE teacher ensures that state adopted Literacy Standards for CTE are integrated when applicable.
		-The CTE teacher shows no evidence of integrating math strategies for CTE.	-CTE teacher attempts to integrates state adopted math strategies for CTE when applicable.	-CTE teacher consistently integrates math strategies for CTE when applicable.	-CTE teacher ensures math strategies for CTE are integrated when applicable.

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 1 - INSTRUCTION

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
1.3	**Engages Students in Learning**	- Students are not engaged in learning, and many are off task much of the time.	- Students are actively engaged in learning, and some may be off task a significant amount of time.	- Students are actively engaged in learning and on task most of the time.	- CTE teacher provides ways to engage with learning that significantly promotes student mastery of the objective.
		- CTE teacher may only provide one way of engaging with content OR CTE teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or meaningful learning.	- CTE teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or meaningful learning.	- CTE teacher provides multiple ways, as appropriate, of engaging in learning, all aligned to the lesson objective.	- CTE teacher provides differentiated ways of engaging with learning specific to individual student needs.
		- CTE teacher does not attempt or fails to sustain the attention of the class by maintaining a presence.	- CTE teacher attempts to sustain the attention of the class by maintaining a presence.	- CTE teacher sustains the attention of the class by maintaining a dynamic presence.	
		- Ways of engaging with content reflect no attempt to use different learning modalities or intelligences.	- Ways of engaging with content reflect an attempt to use different learning modalities or intelligences.	- Ways of engaging with content reflect different learning modalities or intelligences.	
		- CTE teacher makes no attempt to adjust instruction for students who do not have the prerequisite skills and knowledge so that students are engaged.	- CTE teacher attempts to adjust lesson accordingly to accommodate for student prerequisite skills and knowledge so that students are engaged.	- CTE teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that students are engaged.	
		- CTE teacher makes no attempt to provide appropriate accommodations to engage students in learning.	- CTE teacher attempts to provide appropriate accommodations to engage students in learning.	- CTE teacher provides appropriate accommodations to engage students in learning.	-CTE Teacher provides students with opportunities for enrichment or remediation if time allows.
		- The pace of the lesson is frequently too fast or too slow, or it is disjointed.	- The pace of the lesson is occasionally too fast or too slow, or it is uneven.	- The lesson progresses at an appropriate pace.	
		- CTE teacher does not use technology in instances when suitable technology tools exist that would improve student learning.	- CTE teacher uses technology that is not suited to the learning objective or is not integrated well into the lesson.	- CTE teacher effectively integrates meaningful technology as appropriate as a tool to engage students in learning.	-CTE teacher effectively enhances student learning through the integration of meaningful technology to enhance collaboration, communication, critical thinking, and/or creativity.

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 1 - INSTRUCTION

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
1.4	**Check for Understanding**	- CTE teacher uses one method to check for understanding.	- CTE teacher uses few methods to check for understanding.	- CTE teacher uses a variety of methods to check for understanding.	- CTE teacher checks for understanding at higher levels by asking scaffolded questions that push thinking and reveal level of understanding.
		- CTE teacher rarely or never checks for understanding or misses nearly all key moments.	- CTE teacher occasionally checks for understanding but misses several key moments.	- CTE teacher checks for understanding at almost all key moments.	- CTE teacher uses open-ended questions to determine common misunderstandings and assess student mastery of learning at a range of both lower and higher-order thinking.
		- CTE teacher rarely or never uses wait time effectively both after posing a question and before helping students think through a response.	- CTE teacher occasionally uses wait time effectively both after posing a question and before helping students think through a response.	- CTE teacher uses wait time effectively both after posing a question and before helping students think through a response.	
		- CTE teacher rarely or never assesses for mastery of the objective(s).	- CTE teacher occasionally assesses student mastery of the objective(s) through formal or informal assessments.	- CTE teacher systematically assesses every student's mastery of the objective(s) through formal or informal assessments.	

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 1 - INSTRUCTION

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
1.5	**Modify Instruction as Needed**	- CTE teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students.	- CTE teacher attempts to make adjustments to instruction based on checks for understanding, but these attempts do not increase understanding for most students.	- CTE teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.	- CTE teacher anticipates student misunderstandings and preemptively addresses them.
		- CTE teacher fails to plan differentiated delivery of instruction based on checks for understanding and assessment data to meet diverse student needs	- CTE teacher occasionally plans differentiated delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.	- CTE teacher plans differentiated delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.	
		- CTE teacher responds to misunderstandings by using only CTE teacher-driven scaffolding techniques.	- CTE teacher primarily responds to misunderstandings by using CTE teacher-driven scaffolding techniques when student-driven techniques could have been more effective.	- CTE teacher appropriately responds to misunderstandings with effective, CTE teacher-driven and/or student-driven scaffolding techniques.	- CTE teacher modifies instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.
		- CTE teacher fails to recognize the need to adjust techniques to respond to misunderstandings.	- CTE teacher persists in using a particular technique for responding to a misunderstanding, even when it is unsuccessful.	- CTE teacher continues to try to address misunderstanding with different techniques if the first try is unsuccessful.	
		-CTE teacher fails to communicate with the resource instructor regarding IEP accommodations and modifications to ensure adjustments are made prior to assignments being administered.	-CTE teacher minimally communicates with the resource instructor regarding IEP accommodations and modifications to ensure adjustments are made prior to assignments being administered.	-CTE teacher effectively communicates with the resource instructor regarding IEP accommodations and modifications to ensure adjustments are made prior to assignments being administered.	-CTE teacher consistently and effectively communicates with the resource instructor regarding IEP accommodations and modifications to ensure adjustments are made prior to assignments being administered.

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 1 - INSTRUCTION

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
1.6	**Develop Higher Level of Understanding Through Effective Planning, Rigorous Instruction and Work**	-Based on Indiana Department of Education's Course Standards, the CTE teacher fails to build a curriculum map and plan daily lessons that provide opportunities for students to analyze, evaluate, and create.	-Based on Indiana Department of Education's Course Standards, the CTE teacher builds a curriculum map and minimally plans daily lessons that provide opportunities for students to analyze, evaluate, and create.	-Based on Indiana Department of Education's Course Standards, the CTE teacher builds a curriculum map and plans daily lessons that provide opportunities for students to analyze, evaluate, and create.	-Based on Indiana Department of Education's Course Standards, the CTE teacher builds a curriculum map and consistently plans daily lessons that provide opportunities for students to analyze, evaluate, and create.
		-CTE teacher fails to make lessons accessible by challenging students at the appropriate level.	-CTE teacher occasionally makes lessons accessible by challenging students at the appropriate level.	-CTE teacher makes lessons accessible by challenging students at the appropriate level.	- CTE teacher consistently asks higher-level questions, and students answer with meaningful responses.
		- CTE teacher fails to ask higher-level questions.	-CTE teacher occasionally develops higher-level understanding through questioning	CTE teacher frequently develops higher-level understanding through questioning.	-CTE teacher develops students' ability to pose higher-level questions.
		- CTE teacher's instruction rarely or never attempts to challenge students through differentiation of instruction based on each student's level of understanding.	- CTE teacher's instruction attempts to challenge most students through differentiation of instruction based on each student's level of understanding.	- CTE teacher's instruction challenges most students through differentiation of instruction based on each student's level of understanding.	
		- CTE teacher rarely or never provides students with opportunities to meaningfully practice and apply concepts, and instruction is CTE teacher directed.	- CTE teacher provides students with some opportunities to meaningfully practice and apply concepts, but instruction is more CTE teacher directed than appropriate.	- CTE teacher provides students with opportunities to meaningfully practice, apply, and demonstrate learning.	-CTE teacher fosters the students' abilities to create their own opportunities to practice, apply, and demonstrate learning.
		- CTE teacher gives up on students easily and does not encourage them to persist through difficult tasks in helping students work toward mastering the objective.	- CTE teacher sometimes encourages students to work hard but does not persist in helping students work toward mastering the objective.	- CTE teacher encourages and helps students to work hard toward mastering the objective even when faced with difficult task.	- CTE teacher encourages students' interest in learning by providing opportunities to transfer and apply content and skill.
		-When absent, CTE teacher does not leave sufficient plans or classroom management policy/procedure information.	-When absent, CTE teacher creates and leaves lesson plans that contain assignments and/or activities. The teacher may not provide enough work to keep the students engaged for the entire session and/or may not include sufficient classroom management policies and procedures.	-When absent, CTE teacher creates and leaves substitute lesson plans that contain an ample amount of relevant assignments and/or activities; the plans also include sufficient information regarding classroom management policies and procedures.	-When absent, CTE teacher creates and leaves substitute lesson plans that contain an ample amount of relevant assignments and/or activities; the plans also include sufficient information regarding classroom management policies and procedure. Additional materials or resources are left for the substitute should students finish early or original plans fail.

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 1 - INSTRUCTION

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
1.7	**Maximize Instructional Time**	- CTE teacher frequently imposes no consequences for students who arrive late (unexcused).	- CTE teacher allows some students to consistently arrive late (unexcused) without consequences.	-CTE teacher's procedures generally cause students to arrive on time, and students are aware of the consequences of arriving late (unexcused).	- CTE teacher creates a classroom environment in which students share responsibility for operations and routines.
		- CTE teacher frequently starts class late.	- CTE teacher sometimes starts class late.	- CTE teacher begins class on time.	
		- Few or no evident routines or procedures are in place. CTE teacher's instructions leave students unclear about what they should be doing and dependent on CTE teacher's direction at all times.	- Routines, transition and procedures are in place, but CTE teacher must supply significant direction or prompting to cause students to follow them.	- CTE teacher executes routines, transitions, and procedures well.	
		- CTE teacher allows students to remain unengaged in meaningful work for significant periods of time.	- CTE teacher allows students to be without meaningful work for more than a brief period of time.	- CTE teacher allows students to be unengaged in meaningful work only for brief periods of time.	
		- CTE teacher rarely or never allocates time appropriately among parts of the lesson.	- CTE teacher sometimes allocates time appropriately among parts of the lesson.	- CTE teacher appropriately allocates time among parts of the lesson.	
		- CTE teacher allows students to disregard directions and remain off task despite significant prompting.	- CTE teacher must prompt students to follow instructions and remain on task.	- CTE teacher provides little to no prompting to cause students to be on task.	
		- CTE teacher's efforts to address students' disruptive behaviors are unsuccessful	- CTE teacher must frequently stop the lesson to address disruptive behaviors and off-task conversations.	- CTE teacher addresses rare disruptive behaviors and off-task conversations without major interruption to the lesson.	

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 1 - INSTRUCTION

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
1.8	**Create Classroom Culture of Respect, Collaboration, and Safety**	- CTE teacher establishes a classroom environment in which students are rarely or never respectful of their CTE teacher and peers.	- CTE teacher establishes a classroom environment in which students are occasionally respectful of their CTE teacher and peers.	-CTE teacher establishes a classroom environment in which students are respectful of their CTE teacher and peers.	- CTE teacher creates a class culture in which students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance when appropriate.
		- CTE teacher lacks a good rapport with students and lacks genuine interest in their thoughts and opinions and may treat students disrespectfully.	- CTE teacher lacks a good rapport with students or lacks genuine interest in their thoughts and opinions.	- CTE teacher has a good rapport with students and shows genuine interest in their thoughts and opinions.	- CTE teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the CTE teacher
		- CTE teacher rarely or never provides opportunities for students to collaborate and support each other in the learning process.	- CTE teacher occasionally provides opportunities for students to collaborate and support each other in the learning process.	- CTE teacher provides opportunities for students to collaborate and support each other in the learning process.	
		- CTE teacher rarely or never praises positive character and behavior and rarely or never uses consequences for unproductive behavior.	- CTE teacher occasionally praises positive character and behavior and/or occasionally uses consequences for unproductive behavior.	- CTE teacher reinforces positive character and behavior, focused on college and career readiness, and uses consequences appropriately to discourage unproductive behavior.	- CTE teacher creates a class culture in which students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
		- CTE teacher's classroom environment often discourages students from asking questions or taking risks; students are ridiculed or chastised for answering incorrectly.	- CTE teacher's classroom environment sometimes discourages students from asking questions or taking risks; students are sometimes ignored or scolded for answering incorrectly.	- CTE teacher establishes a classroom environment in which students feel safe to take on challenges, risk failure, or ask questions; students do not feel bad about answering incorrectly.	
		-CTE teacher fails to complete proper safety forms, training, and testing with all students.	-CTE teacher attempts to complete proper safety forms, training, and testing with some students.	-CTE teacher completes proper safety forms, training, and testing with all students.	-The CTE teacher completes proper safety forms, training, and testing with all students in a timely manner that shows the importance of this training.
		-CTE teacher shows little or no regard for ongoing student safety.	-CTE teacher shows little regard for ongoing student safety.	-CTE teacher shows regard for ongoing student safety.	

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 1 - INSTRUCTION

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
1.9	**Set High Expectations for Academic Success**	-CTE teacher rarely or never sets high expectations for students.	-CTE teacher sets high expectations for some students but not others.	-CTE teacher sets high expectations for students of all levels.	-CTE teacher involves students in forming achievement goals for themselves and analyzing their progress.
		-CTE teacher ignores students'-students' lack of effort, performance, or achievement.	-CTE teacher allows students to settle for minimal effort, performance, or achievement.	-CTE teacher causes students to be excited about their work, to exert great effort, and to value academic successes.	
		-CTE teacher fails to acknowledge students' academic successes.	-CTE teacher inconsistently acknowledges student academic successes	-CTE teacher acknowledges student academic successes	-CTE teacher inspires students to demonstrate high expectations for their academic successes.
		-CTE teacher fails to develop a plan for the transition of students to post-secondary education or training.	-CTE teacher begins to develop a plan for the transition of students to post-secondary education or training.	-CTE teacher implements a plan for the transition of students to post-secondary education or training for the majority of students.	-CTE teacher implements a plan to transition to post-secondary education or training plan for all students.

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 2 - FAMILY AND COMMUNITY ENGAGEMENT AND OUTREACH

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
2.1	**Engage Families in Student Learning**	-CTE teacher makes no attempt to communicate with parents or guardians.	-CTE teacher communicates with parents or guardians minimally.	-CTE teacher proactively contacts parents and guardians regularly for disciplinary and academic progress updates.	-CTE teacher encourages frequent communication with parents or guardians, for disciplinary and academic progress updates, on multiple, documented occasions.
		- CTE teacher never contacts parents.	- CTE teacher rarely contacts parents to inform them of course content.	- CTE teacher contacts parents to inform them of course content.	- CTE teacher frequently contacts parents to inform them of course content.
		- CTE teacher rarely or never responds to contact from parents.	- CTE teacher responds to contact from parents, but response may be delayed.	- CTE teacher responds promptly to contact from parents.	- CTE teacher is available to address concerns in a timely and positive manner, when necessary, beyond school requirements.

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 2 - FAMILY AND COMMUNITY ENGAGEMENT AND OUTREACH

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
2.2	**Work-Based Learning Opportunities**	-CTE teacher shows no evidence of providing any work-based learning opportunities for students.	-CTE teacher provides minimal work-based learning opportunities linked directly to student learning.	-CTE teacher provides many work-based learning opportunities linked directly to student learning.	-CTE teacher develops relationships with businesses and organizations that provide sustainable work-based learning opportunities linked directly to student learning.
			-CTE teacher has little or no documented communication between the school and business or organization providing the work-based learning opportunity.	-CTE teacher has documented ongoing or one-way communication between the school and businesses or organization that provide work-based learning opportunities for students.	-CTE teacher has documented ongoing and two-way communication between the school and businesses or organizations providing the work-based learning opportunity.

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 2 - FAMILY AND COMMUNITY ENGAGEMENT AND OUTREACH

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
2.3	**CTE Student Organizations (CTSOs)**	- CTE teacher provides no documented opportunities for service-learning, occupational skills, employability, or leadership development with the potential to receive awards or recognition in local, regional, state, or national competitive events through a CTSO.	-CTE teacher is a member of a CTSO, but fails to provide opportunities for service-learning, occupational skills, employability, or leadership development with the potential to receive awards or recognition in local, regional, state, or national competitive events.	-CTE teacher is an active member of a CTSO that provides students opportunities for service-learning, occupational skills, employability, or leadership development with the potential to receive awards or recognition in local, regional, state, or national competitive events.	-CTE teacher is an active leader of a CTSO by providing students opportunities for service-learning, occupational skills, employability, or leadership development with the potential to receive awards or recognition in local, regional, state, or national competitive events.
			-Mission, vision, and values of CTSO are minimally integrated into the curriculum and instruction of program.	-Mission, vision, and values of CTSO are integrated into the curriculum and instruction of program.	-Mission, vision, and values of CTSO are seamlessly integrated into the curriculum and instruction of program.

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 2 - FAMILY AND COMMUNITY ENGAGEMENT AND OUTREACH

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
2.4	**College and Career Opportunities**	-CTE teacher shows no evidence of starting the application process to be approved for an articulation/agency agreement with a post-secondary institution for at least one of the dual credit courses within the Career Pathway for the program of study.	-CTE teacher has begun the application process to be approved for an articulation/agency agreement with an approved post-secondary institution for at least half of the dual credit courses within the career pathway for the program of study.	-CTE teacher is supported by articulation/agency agreements for the majority of dual credit courses available within the career pathway for the program of study with an approved post-secondary institution.	-CTE teacher is supported by articulation/agency agreements for all dual credit courses available within their career pathway with an approved post-secondary institution.
		-CTE teacher shows no evidence of starting the application process to be approved for a state industry-approved certification, if possible, within the Career Pathway for the program of study.	-CTE teacher has begun the application process to be approved for a state industry-approved certification, if possible, within the career pathway for the program of study.	-CTE teacher offers a state industry-approved certification entity, if possible, within the career pathway for the program of study.	-CTE teacher offers all state industry-approved certifications within their career pathway for the program of study, if possible.

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 2 - FAMILY AND COMMUNITY ENGAGEMENT AND OUTREACH

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
2.5	Advisory Committee	The CTE teacher has no advisory committee established, or the committee exists only on paper.	-CTE teacher has an advisory committee established representing a minimal number of stakeholders (2 of 5 areas).	-CTE teacher has an advisory committee that represents most stakeholders (3 of 5 areas).	The CTE teacher's advisory committee is balanced and represents most or all stakeholders (4+ of 5 areas).
			-The committee is made up minimal membership (4-5).	-The committee is made up of an significant number of members (6+).	-The committee is made up of a significant number of members(6+) and at least 50% are from business/industry.
			-The committee meets at least once a year for the C9 Program.	-The committee meets at least twice a year for the C9 Program.	-The committee meets at least twice per year. In addition, CTE teacher maintains ongoing and open communication with members of the Advisory Committee.
			-The committee hears reports and gives minimal input, but does not make recommendations for future actions for the C9 Program.	-The committee hears progress reports and makes recommendations, and assists with curriculum development for the C9 Program.	-The committee hears progress reports, makes recommendations and receives feedback on actions taken for the C9 Program. The advisory committee takes ownership of the program; assists with curriculum development and raises funds and/or donates materials, supplies, and time to support the program.
	*****Stakeholder areas: business/industry, secondary or post-secondary leaders, teachers, parents (current or former), students (current or former) *Evidence of committee: member list, agenda/minutes *Central Nine CTE Teacher is considered a facilitator of the committee, not a member				

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 3 - PROFESSIONALISM AND PROFESSIONAL DEVELOPMENT

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
3.1	**Professionalism**	-CTE teacher uses more days than their yearly allotted sick and personal days.			-CTE teacher has excellent attendance and punctuality (0-4 sick/personal days).
		-CTE teacher exhibits no evidence of professionalism and is disrespectful towards students, colleagues, and/or administrators.	-CTE teacher exhibits minimal evidence of professionalism and displays minimal evidence of respect for students, colleagues, and administrators.	-CTE teacher exhibits evidence of professionalism consistently and is respectful of students, colleagues, and administrators.	-CTE teacher exhibits evidence of exemplary professionalism continually and is consistently respectful of students, colleagues, and administrators on a daily basis.
		-CTE teacher demonstrates a pattern of failing to follow state and school policies and procedures.	-CTE teacher demonstrates an inconsistent pattern of following state and school policies and procedures.	-CTE teacher demonstrates a consistent pattern of following state and school policies and procedures.	
		-CTE teacher demonstrates a pattern of unexcused late arrivals.			-CTE teacher regularly arrives on time as set forth by school policy.
		-CTE teacher fails to attend post-observation conference(s).			-CTE teacher attends all post-observation conferences.

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
3.2	**Professional Development**	-CTE teacher shows evidence of 0-5 PGPs (as outlined in the Workplace Specialist Professional Development Plan Point Values and Experiences) of professional development activities outside the school that update their knowledge and skills.	-CTE teacher shows evidence of 6-10 PGPss of professional development activities outside the school that strengthen the CTE teacher's knowledge and skills.	-CTE teacher shows evidence of 11-15 PGPss of professional development activities outside the school that develop the knowledge and skills of the CTE teacher or has a positive impact on student learning.	-CTE teacher shows evidence of 16+ PGPss of professional development activities outside the school.
		-CTE teacher takes advantage of less than half ofthe required professional development opportunities offered by the school.	-CTE teacher takes advantage of some (75%) of the required professional development opportunities offered by the school.	-CTE teacher takes advantage of a majority (85%) of the required professional development opportunities offered by the school.	.-CTE teacher takes advantage of all required professional development opportunities offered by the school.
				-CTE teacher takes advantage of multiple optional professional development or coaching opportunities offered by the school.	-CTE teacher takes advantage of all optional professional development or coaching opportunities offered by the school.

Central Nine Career Center
Career and Technical Education CTE Teacher Evaluation Rubric
DOMAIN 4 - STUDENT GROWTH

Performance Indicators		LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
4.1	**Technical Skills Attainment**	-The current or three-year average percentage of program concentrators for program of study as defined by Central Nine's Agreed Upon Level is greater than 5% below the local goal for Technical Skill Attainment.	-The current or three-year average percentage of program concentrators for program of study as defined by Central Nine's Agreed Upon Level is below the local goal for Technical Skill Attainment by 1-5%.	-The current or three-year average percentage of program concentrators for program of study as defined by Central Nine's Agreed Upon Level is at or above by up to 5% of the local goal for Technical Skill Attainment.	-The current or three-year average percentage of program concentrators for program of study as defined by Central Nine's Agreed Upon Level is 5% or more above the local goal for Technical Skill Attainment.
	*Technical Skill Attainment is the number of CTE concentrators who passed state approved technical skill assessments defined for Indiana Career Pathways.				