

Staff Performance Evaluation Program (SPEP)

Central Nine Career Center

1. Overview: This plan was developed cooperatively between teachers and administrators of Central Nine Career Center (the School) and is applicable only to certificated staff members who teach classes or provide professional services 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 than adopting the RISE, the TAP or other models being promoted across the state. The SPEP 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. Components:
 - a. Sections 3 thru 10 apply to all non-administrative certificated employees;
 - b. Section 11 applies to building-level certificated administrators
3. Evaluator(s): teacher evaluations will be completed by an in-house master teacher, an outside vendor that provides a master teacher, building-level administrators, or any combination thereof as determined by the executive director (considered the superintendent for all purposes). The combination may be determined individually on a case-by-case basis. In the event that an outside evaluator, rather than an in-house Master Teacher, is chosen by the superintendent to provide the evaluation, such evaluation shall be formative and a building-level administrator (typically the principal and the curriculum director) shall provide the summative evaluation. 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.

Evaluations performed by a master teacher will primarily be formative in nature and all summative evaluations shall be performed by a building-level administrator (currently the principal and the curriculum director) as required by 511 IAC 10-6-2(b). In the case where there is one evaluator assigned, all evaluations will be conducted by that individual. All persons performing evaluations, whether administrators or administrator-designated individuals, whether in-house or an outside vendor and 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 SPEP. 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 remediation 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 SPEP 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.

Master teachers must (1) have clearly demonstrated a record of effective teaching over several years, (2) be approved by the superintendent as being qualified, and (3) conduct evaluations as a significant part of their responsibilities. IC 20-28-11.5-4; IC 20-28-11.5-1.

- a. Qualifications of Master Teacher: Master teachers are required to have substantial experience in curriculum development, professional development and mentoring, most of which is directly or indirectly related to CTE. They must possess a current teaching license as recognized by the State of Indiana. They must represent the "gold standard" in teaching and serve as a role model to other instructional staff. Master teachers should have at least five years experience that includes a proven track record in increasing student achievement as evidenced by placement results, student competitions, skill attainment or other factors associated with college and career readiness. Master teachers must have contributed to their profession through activities such as, but not limited to, conducting research or external program evaluations for certification, publishing articles or other work in reputable education or technical journals, teaching at the post-secondary education level, presenting at conferences, and/or receiving awards that recognize their educational talents. Additionally, master teachers need to be impartial, well-reasoned and excellent communicators with students and adults alike.

Timing of Evaluations: Observations and formative evaluations shall be conducted consistent with this SPEP 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 certificated employee, with at least one observation lasting at least forty minutes. A teacher will not be scheduled more than one observation in a one week period. When scheduling an observation, evaluators will also schedule a pre-conference, and a post-observation conference that shall occur within one week of the observation. This will provide timely and effective feedback for teachers that seek

improvement. A second observation cannot be scheduled without feedback from the first observation being provided from the evaluator to the teacher. A minimum of two observations will be conducted for each summative evaluation or as otherwise required by 511 IAC 10-6-5. Formative evaluations may be written or verbal in nature. Documentation will be maintained by the evaluator(s) of all observations and evaluations. 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. 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, both the principal and the curriculum director will take an active role in authoring the summative evaluation instrument, remediation plan (if applicable), and will sign the document(s). The teacher will be asked to provide evidence, artifacts, and written narratives for all performance indicators any time prior to the scheduled evaluation discussion meeting. Whatever the teacher provides that is determined relevant to the evaluation criteria will be considered as part of the summative evaluation which will become part of a teacher's personnel file. Artifacts may be gathered and presented by the teacher, the evaluator(s) or both. The master teacher shall collect artifacts and evidence toward summative evaluations throughout the school year as required by 511 IAC 10-6-2(a). The artifacts will be evaluated by the summative evaluator as they are submitted, and then applied to a "running" version of the summative evaluation. Improvements to artifacts can be made throughout the school year; however, final artifacts are to be submitted prior to Spring Break of each school year.

4. Measures: In order to comply with the Indiana Code and Indiana Administrative Code, and in order to evaluate all aspects of certificated employees' performance, the Teacher Evaluation Form, Appendix A which is incorporated into this SPEP 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. Objective measures are identified on the Teacher Evaluation Form as performance indicators 5.1, 5.2, 5.3, and 5.4. These include topics about Completion/Completers, Placement, College Readiness, and Skill Attainment. In order to be rated Effective or Highly Effective in these areas, the program for which a teacher is responsible must be 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 20% of the total.

- b. Measures identified as performance indicators 1, 2, 3, and 4 are considered more subjective in nature, and are intended to provide a rigorous measure of effectiveness. The rubric for evaluating these measures has been designed to indicate four levels of rigor in determining effectiveness of teachers and programs. Typically, a higher frequency of more complex and sustainable evidences or artifacts encourages a higher rating by the evaluator. A significant determiner between a rating of Needs Improvement and Effective is the quality or reliability of the evidence or artifacts.
 - c. Appendix C serves as the rubric by which the ratings are determined for each performance indicator and to which all evaluators will be trained. Artifacts are listed as samples and are not to be considered as an exhaustive list. These artifacts may be modified or individually customized, including adding to or deleting from the list at any time by the evaluator. If the list is modified, the change must be done in writing and clearly communicated to the teacher being evaluated.
5. Annual Performance Rating: All evaluated certificated employees must be rated at least 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 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 department, 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 department, 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 department, 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 department, which shall be published annually by August 1.

The Teacher Evaluation Form 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 1-1.45 will be considered Ineffective, 1.46-2.45 Improvement Necessary, 2.46-3.45 Effective, and 3.46-4.0 Highly Effective.

6. 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.

7. Professional Judgment: When calculating the final Summative Evaluation, factors other than the observation scores alone must be taken into consideration. Walk-throughs are a part of the observation process, but are not put into the summative score mathematically through the

evaluation tool. Evaluators will utilize a professional judgment cap (+/- 0.5) that may be used on the final average of the scored observations. Any variation would have to be supported by documentation that would be shared by the evaluator(s) with the teacher throughout the school year during pre- and post-observation meetings.

8. 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 at least one of the building level administrators whose signature is on the Teacher Form. The evaluator and the School shall provide the teachers with meaningful feedback relating to growth opportunities for further improvement, as well as the identification of the teacher's strengths and areas for improvement. One modification of no more than one level up or down to the evaluation may be made following this discussion if the evaluator(s) receives or possesses convincing evidence to alter a rating. If more than one rating is being considered for alteration, the evaluator(s) must confer with all individuals involved in the process to receive a consensus before making a modification. If this delay occurs, the expectation that the process will conclude by the date noted above is waived.

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 certificated employee 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.

9. Remediation Plan: If the certificated employee receives a rating of Ineffective or Improvement Necessary, then the evaluator(s) and teacher shall develop a remediation plan (appendix B) 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 remediation 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 and the certificated employee may bear the responsibility of paying the costs of such remediation plan, if any. The remediation 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 remediation 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.

10. 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 receiving notice of his or her rating. 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 remediation 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 either a master teacher or a successful administrator or both and be familiar with the School SPEP. 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 remediation plan period.

11. 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.
12. Administrators: The Administrator Evaluation Form is attached as Appendix D. Building-level administrators will be evaluated at least annually by the superintendent or his/her designee in accordance with school board policy 1530. The evaluation shall be closely aligned with Indiana's building level administrator standards. Due process for administrators shall comply with Indiana Code 20-28-8.

13. Report to DOE: On or before July 31 of each year, The School will provide the results of its SPEP to the DOE, including the number of certificated employees 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. Reliability: Results of this SPEP 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 longitudinal 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.
15. Assurance: All standards and procedures in this SPEP 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.

List of appendices

Appendix A – Teacher Evaluation Form

Appendix B – Teacher Improvement Plan

Appendix C – Teacher Evaluation Rubric

Appendix D – Administrator Evaluation Form

Appendix E – Administrator Evaluation Rubric

Appendix F – School Board Policy 1530

Appendix G – Indiana Code 20-28-8

Appendix H – WS PDP Point Values and Experiences

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.

Signature of Chief Administrator

Date

Signature of Association President

Date

Signature of School Board President

Date

Career Technical Education Teacher Evaluation Form

Central Nine Career Center

Appendix A

Directions: Use the performance indicator descriptions listed in the Career Technical Education Teacher Evaluation Form to assess the CTE teacher based on the four levels of performance. 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 2.45 or less must be included in the Career Technical Education Teacher Remediation Plan.**

<u>Performance Indicators</u>	<u>Performance Levels</u>
1. (20%) Management of Learning Environment	Highly Effective 3.46 – 4.00
2. (20%) Monitoring of Student Learning	
3. (20%) Curriculum Integration	Effective 2.46 – 3.45
3.1 - Career Pathway/Curriculum Mapping	
3.2 - Literacy Standards in CTE Program	Needs Improvement 1.46 – 2.45
3.3 - Math Integration in CTE Program	
3.4 - Technology Integration	Ineffective 1.00 – 1.45
4. (20%) Community Engagement and Outreach	
4.1 - Work-Based Learning Opportunities	
4.2 - CTE Student Organizations (CTSOs)	
4.3 - Professionalism and Professional Development	
4.4 - Dual Enrollment Agreements	
4.5 - Advisory Committee	
5. (20%) Student Growth	
5.1 - Completion Rate	
5.2 - Placement	
5.3 - College Readiness – Dual Credit Attainment	
5.4 - Technical Skills Attainment	

Career Technical Education Teacher Evaluation Form

1. Management of Learning Environment

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher fosters a culture for student learning. The CTE teacher utilizes classroom management techniques to facilitate student learning.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Classroom Management Plan b. Seating Chart c. Class Assignment Postings d. Student Expectations Posted e. Safety Guidelines Posted in Lab Areas 		
Final Rating (Check One)	<input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective	

Career Technical Education Teacher Evaluation Form

2. Monitoring of Student Learning

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher incorporates an understanding of how students develop and learn in planning for student learning. The CTE teacher assesses student progress to engage learners in their own growth, to document learner progress, and to guide The CTE teacher's ongoing planning and instruction. The CTE teacher recognizes individual differences in his/her students when creating learning goals.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Samples of Student Work b. Current Grade Book c. Intervention Planning d. Individual Education Plans (IEP) e. Teacher IEP Implementation Plan 		
<p>Final Rating (Check One)</p>	<p style="text-align: center;"> <input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective </p>	

Career Technical Education Teacher Evaluation Form

3.1 Career Pathway/Curriculum Map

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher makes sound decisions about what is important for students to learn within and across the subject areas of the curriculum based on his/her knowledge of subject matter and curriculum. The CTE teacher develops, within the framework of state adopted standards and local curriculum, a learning sequence of lessons for units of instruction.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Lesson and Unit Plans b. Lesson and Unit Artifacts c. Curriculum Map d. State Standards (National Standards) 		
Final Rating (Check One)	<input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective	

Career Technical Education Teacher Evaluation Form

3.2 Literacy Standards in CTE Program

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher is mindful of Literacy Standards while utilizing multiple instructional methods to meet student learning objectives while incorporating reading and writing skills.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Lesson and Unit Plans b. Curriculum Map c. Samples of Student Work d. Program Assessments 		
<p>Final Rating (Check One)</p>	<p> <input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective </p>	

Career Technical Education Teacher Evaluation Form

3.3 Math Integration in CTE Program

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher is mindful of math strategies while utilizing multiple instructional methods to meet student learning objectives.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Lesson and Unit Plans b. Samples of Student Work c. Lesson and Unit Artifacts d. Program Assessments 		
Final Rating (Check One)	<input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective	

Career Technical Education Teacher Evaluation Form

3.4 Technology Integration

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher utilizes technology-based instructional strategies and resources to teach for understanding.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Web-Based Instruction b. Technology-Based Instruction c. Program Assessments 		
Final Rating (Check One)	<input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective	

Career Technical Education Teacher Evaluation Form

4.1 Work-Based Learning Opportunities

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher works with community based businesses to provide a formal and structured program to offer work-based learning opportunities.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Internships/Clinicals/Practicums b. Job Shadowing c. Work-Based Field Trips d. Work-Based Guest Speakers e. Work-Based Classroom Projects 		
<p>Final Rating (Check One)</p>	<p style="text-align: center;"> <input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective </p>	

Career Technical Education Teacher Evaluation Form

4.2 CTE Student Organizations (CTSOs)

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher leads CTSO (or other recognized extracurricular program) that provides students with opportunities for leadership development, competitive events, professional development, and community service.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Membership b. Meeting, Minutes, Agenda c. Competitions (Local, Regional, State, National) d. Competition Documentation e. Service Learning Projects 		
Final Rating (Check One)	<input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective	

Career Technical Education Teacher Evaluation Form

4.3 Professionalism and Professional Development

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher is a professional who contributes to school effectiveness by collaborating with colleagues, educators, and administration.</p> <p>The CTE teacher pursues professional development opportunities to stay current with knowledge and practice, learning theories, and instructional strategies to impact student learning.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Attendance Record b. Conferences c. Presentations d. Staff Training e. Continuing Education f. Samples of Student Work 		
<p>Final Rating (Check One)</p>	<p> <input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective </p>	

Career Technical Education Teacher Evaluation Form

4.4 Dual Enrollment Agreement

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher, as part of their Program of Study provides students with dual enrollment opportunities with post-secondary institutions.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. MOU with Post-secondary Institution on file b. Dual Credit registration or application forms on file c. Dual Credit Course Syllabi d. Dual Credit End of Course Assessment <p>The Articulation/Dual Credit agreement establishes policies and procedures for academic and technical content alignment, student eligibility for dual credit courses, criteria for awarding postsecondary credit for dual credit courses and criteria for dual-credit teachers.</p>		
<p>Final Rating (Check One)</p>	<p> <input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective </p>	

Career Technical Education Teacher Evaluation Form

4.5 Advisory Committee

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher, as required by the state, must have a minimum of two advisory board meetings per year.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Member list on file b. Meeting Agendas on file c. Meeting minutes on file d. Donation forms (monetary and materials) e. Documentation showing donation of time of Advisory Committee Members 		
Final Rating (Check One)	<input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective	

Career Technical Education Teacher Evaluation Form

5.1 Completion Rate

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher works to ensure the student completion within the program of study as defined by the Indiana Department of Education for 3S1 Completion: The number of CTE concentrators who earned a regular secondary school diploma.</p> <p>Artifacts for this performance indicator may include:</p> <p style="margin-left: 20px;">a. ACTED Agreed Upon Level Report for Completion (3S1) Central Nine Career Center</p>		
Final Rating (Check One)	<input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective	

Career Technical Education Teacher Evaluation Form

5.2 Placement

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher works to ensure that students within program of study are placed in accordance to the Indiana Department of Education definition of placement (5S1). Placement is the number of CTE concentrators who left secondary education and were placed in post-secondary education or advanced training, military service, or employment in the second quarter after leaving secondary education.</p> <p>Artifacts for this performance indicator may include:</p> <p style="margin-left: 40px;">a. ACTED Agreed Upon Level Report for 5S1 Placement for Central Nine Career Center</p>		
Final Rating (Check One)	<input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective	

Career Technical Education Teacher Evaluation Form

5.3 College Readiness – Dual Credit Attainment

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher works to ensure that students within program of study are college ready by providing dual credit opportunities and state approved end of course assessments for dual credit courses.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. ACTED Agreed Upon Level Report for Dual Credit Attainment for Central Nine Career Center or; b. Central Nine's local agreed upon levels for Dual Credit Attainment 		
Final Rating (Check One)	<input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective	

Career Technical Education Teacher Evaluation Form

5.4 Technical Skills Attainment

Performance Indicators	Evaluator	Teacher
<p>The CTE teacher works to provide students the opportunity to earn an industry credential in addition to their high school diploma. This industry credential is defined in accordance to the Indiana Department of Education definition of Technical Skill Attainment (2S1). Technical Skill Attainment is the number of CTE concentrators who passed state approved technical skill assessments defined for Indiana Career Pathways.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. ACTED Agreed Upon Level Report for 2S1 Technical Skill Attainment for Central Nine Career Center 		
Final Rating (Check One)	<input type="checkbox"/> 1-Ineffective <input type="checkbox"/> 2-Needs Improvement <input type="checkbox"/> 3-Effective <input type="checkbox"/> 4-Highly Effective	

Performance Indicators (*Indicators 3-4-5 based on average of Sub-Indicators)		#1	#2	#3	#4	#5	#6	Average of Indicators	Final Summative Scores
1	Management of Learning Environment								
2	Monitoring of Student Learning								
3	Curriculum Integration*								
	3.1 Career Pathway/Curriculum Mapping								
	3.2 Literacy Standards in CTE Program								
	3.3 Math Integration in CTE Program								
	3.4 Technology Integration								
4	Community Engagement & Outreach*								
	4.1 Work-Based Learning Opportunities								
	4.2 CTE Student Organizations (CTSOs)								
	4.3 Professionalism and Professional Development								
	4.4 Dual Enrollment Agreements								
	4.5 Advisory Committee								
5	Student Growth*								
	5.1 Completion Rate								
	5.2 Placement								
	5.3 College Readiness – Dual Credit Attainment								
	5.4 Technical Skills Attainment								
INDIVIDUAL OBSERVATION SCORES (Average of Indicators 1-2-3-4-5)									

Performance Level

Highly Effective	3.46 – 4.00
Effective	2.46 – 3.45
Needs Improvement	1.46 – 2.45
Ineffective	1.00 – 1.45

Primary Evaluator: _____

Teacher: _____

Date: _____

Date: _____

Career Technical Education Teacher Remediation Plan

Appendix B

All goals and objectives identified in this plan must be achieved within ninety (90) school days.

Teacher: _____ Name of Program: _____
 Date Developed: _____ Date Revised: _____

Goals Using relevant student learning date, evaluation feedback and previous professional development, establish at least three areas of professional growth	Performance Indicator(s)	Proposed Action Steps	Goal Achieved (Date)
Goal:			
Goal:			
Goal:			
Goal:			

Primary Evaluator: _____ **Date:** _____

Secondary Evaluator (if assigned): _____ **Date:** _____

Teacher: _____ **Date:** _____

Career Technical Education Teacher Evaluation Rubric

Central Nine Career Center

Appendix C

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 5 performance indicators in this rubric are indicators of 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.

Career Technical Education Teacher Evaluation Rubric
1. Management of Learning Environment

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher fosters a culture for student learning. The CTE teacher utilizes classroom management techniques to facilitate student learning.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Classroom Management Plan b. Seating Chart c. Class Assignment Postings d. Student Expectations Posted e. Safety Guidelines Posted in Lab Areas f. Standards/Competencies Posted 	<p>The CTE teacher makes no attempt to provide an educational environment that acknowledges individual and collaborative learning processes.</p> <p>The CTE teacher fails to develop a classroom culture of respect and collaboration.</p> <p>The CTE teacher shows no evidence or implementation of any of the artifacts under Performance Indicators.</p>	<p>The CTE teacher attempts to provide an educational environment that acknowledges individual and collaborative learning processes.</p> <p>The CTE teacher attempts to develop a classroom culture of respect and collaboration.</p> <p>The CTE teacher introduces positive character qualities that are focused on college and career readiness.</p> <p>The CTE teacher shows minimal evidence of implementation of less than half of the artifacts under Performance Indicators.</p>	<p>The CTE teacher is effective in providing an educational environment that is supportive of individual and collaborative learning processes that engages students, documents student progress and facilitates student learning</p> <p>The CTE teacher fosters a classroom culture of respect and collaboration that encourages students to support one another.</p> <p>The CTE teacher encourages positive character qualities that are focused on college and career readiness.</p> <p>The CTE teacher shows evidence of effective implementation of the majority of the artifacts under Performance Indicators.</p>	<p>The CTE teacher is highly effective in providing an educational environment that fully supports individual and collaborative learning that engages students, documents student progress and facilitates student learning.</p> <p>The CTE teacher effectively fosters a classroom culture of respect and collaboration that encourages students to support one another.</p> <p>The CTE teacher encourages and reinforces positive character qualities that are focused on college and career readiness.</p> <p>The CTE teacher shows evidence of effective and consistent implementation of all artifacts under Performance Indicators.</p>

Career Technical Education Teacher Evaluation Rubric

2. Monitoring of Student Learning

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher incorporates an understanding of how students develop and learn in planning for student learning. The CTE teacher assesses student progress to engage learners in their own growth, to document learner progress, and to guide The CTE teacher's ongoing planning and instruction. The CTE teacher recognizes individual differences in his/her students when creating learning goals.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Samples of Student Work b. Current Grade Book c. Intervention Planning d. Individual Education Plans (IEP) e. Teacher IEP Implementation Plan 	<p>The CTE teacher fails to align instructional strategies and class activities/projects to meet course objectives and student learning goals.</p> <p>The CTE teacher fails to effectively engage prior knowledge of students in connecting lessons that promote student mastery of learning objectives.</p> <p>The CTE teacher rarely provides differentiated instructional strategies that engage students with career focused content that is specific to individual student needs.</p> <p>The CTE teacher fails to checks for understanding and/or shows no evidence of the use of questioning strategies that assesses student mastery of content.</p> <p>The CTE teacher shows no evidence of any of the artifacts under Performance Indicators.</p>	<p>The CTE teacher attempts to align instructional strategies and class activities/projects to meet course objectives and student learning goals.</p> <p>The CTE teacher occasionally engages prior knowledge of students in connecting lessons that promote student mastery of learning objectives.</p> <p>The CTE teacher attempts to provide differentiated instructional strategies that engage students with career focused content that is specific to individual student needs.</p> <p>The CTE teacher inconsistently checks for understanding at lower levels by incorporating non-rigorous questions that attempts to assess student mastery of content. The CTE teacher attempts to observe the students' actions/reactions to teaching and attempts to modify instruction accordingly.</p> <p>The CTE teacher shows evidence of less than half of artifacts under Performance Indicators.</p>	<p>The CTE teacher ensures that program of study effectively aligns instructional strategies and class activities/projects to meet course objectives and student learning goals.</p> <p>The CTE teacher engages prior knowledge of students in connecting lessons that promote student mastery of learning objectives.</p> <p>The CTE teacher effectively provides differentiated instructional strategies that engage the majority of students with career focused content that is specific to individual student needs.</p> <p>The CTE teacher regularly observes the students' actions/reactions to teaching and checks for understanding at higher levels by incorporating relevant questions that assess student mastery of content.</p> <p>The CTE teacher shows evidence of the majority of artifacts under Performance Indicators.</p>	<p>The CTE teacher ensures that program of study is highly effective in aligning instructional strategies and class activities/projects to meet course objectives and student learning goals.</p> <p>The CTE teacher effectively engages prior knowledge of students in connecting lessons that significantly promote student mastery of learning objectives.</p> <p>The CTE teacher effectively and consistently provides differentiated instructional strategies that engage all students with career focused content that is specific to individual student needs.</p> <p>The CTE teacher constantly observes the students' actions/reactions to teaching and modifies instruction seamlessly The CTE teacher effectively checks for understanding at higher levels by incorporating rigorous and relevant questions that assess student mastery of content.</p> <p>The CTE teacher shows evidence of all artifacts under Performance Indicators.</p>

Career Technical Education Teacher Evaluation Rubric

3.1 Career Pathway/Curriculum Map

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher makes sound decisions about what is important for students to learn within and across the subject areas of the curriculum based on his/her knowledge of subject matter and curriculum. The CTE teacher develops, within the framework of state adopted standards and local curriculum, a learning sequence of lessons for units of instruction.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Lesson and Unit Plans b. Lesson and Unit Artifacts c. Curriculum Map d. State Standards Alignment e. National Standards Alignment f. Transition to post-secondary plan 	<p>The CTE teacher fails to align program of study curriculum with the Indiana Department of Education's identified Curriculum Framework for the Career Pathway.</p> <p>The CTE teacher fails to develop and/or follow a curriculum map for their program of study.</p> <p>The CTE teacher fails to develop a plan for the transition of students to post-secondary education or training.</p> <p>The CTE teacher shows little or no evidence of the artifacts under Performance Indicators.</p>	<p>The CTE teacher attempts to align at least half of the curriculum for the program of study with the Indiana Department of Education's identified Curriculum Framework for the Career Pathway.</p> <p>The CTE teacher develops and follows a curriculum map for their program of study that shows evidence of alignment with state/national standards or dual credit courses.</p> <p>The CTE teacher develops a plan for the transition of students to post-secondary education or training.</p> <p>The CTE teacher shows evidence of at least half of the artifacts under Performance Indicators.</p>	<p>The CTE teacher aligns the majority of the curriculum for the program of study with the Indiana Department of Education's identified Curriculum Framework for the Career Pathway.</p> <p>The CTE teacher develops and follows an established curriculum map for their program of study that shows evidence of alignment with the majority of the state/national standards and dual credit courses.</p> <p>The CTE teacher implements a plan for the transition of students to post-secondary education or training for the majority of students.</p> <p>The CTE teacher shows evidence of the majority of artifacts under Performance Indicators.</p>	<p>The CTE teacher effectively aligns all aspects of the curriculum for the program of study with the Indiana Department of Education's identified Curriculum Framework for the Career Pathway.</p> <p>The CTE teacher utilizes an established curriculum map for their program of study that shows evidence of alignment with all state/national standards and dual credit courses.</p> <p>The CTE teacher incorporates a plan transition to post-secondary education or training plan for all students within the program of study.</p> <p>The CTE teacher shows evidence of all artifacts under Performance Indicators.</p>

Career Technical Education Teacher Evaluation Rubric
3.2 Literacy Standards in CTE Program

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher is mindful of Literacy Standards while utilizing multiple instructional methods to meet student learning objectives while incorporating reading and writing skills.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Lesson and Unit Plans b. Curriculum Map c. Samples of Student Work d. Program Assessments 	<p>CTE teacher shows no evidence of implementing Literacy Standards for CTE.</p>	<p>CTE teacher includes a minimal number of state adopted Literacy Standards for CTE.</p> <p>The CTE teacher develops literacy-based lessons, which may include some higher level thinking and/or real world connections.</p> <p>CTE teacher includes minimal implementation of artifacts under Performance Indicators.</p>	<p>CTE teacher includes state adopted Literacy Standards for CTE in the majority of lessons.</p> <p>The CTE teacher develops literacy-based lessons, which include mostly higher level thinking, some Quadrant D lessons, and real world connections.</p> <p>Formative and summative classroom assessments are administered by CTE teacher to validate students' mastery of literacy standards in context of career fields.</p> <p>CTE teacher includes the implementation of the majority of artifacts under Performance Indicators.</p>	<p>CTE teacher includes state adopted Literacy Standards for CTE in all lessons.</p> <p>The CTE teacher consistently develops rigorous, Quadrant D, literacy-based lessons, which include higher level thinking and relevant, real world connections.</p> <p>Formative and summative classroom assessments are consistently administered by CTE teacher to validate students' mastery of literacy standards in context of career fields.</p> <p>CTE teacher implements all artifacts under Performance Indicators.</p>

Career Technical Education Teacher Evaluation Rubric
3.3 Math Integration in CTE Program

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher is mindful of math strategies while utilizing multiple instructional methods to meet student learning objectives.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Lesson and Unit Plans b. Samples of Student Work c. Lesson and Unit Artifacts d. Program Assessments 	<p>The CTE teacher shows no evidence of implementing math strategies for CTE.</p>	<p>CTE teacher includes a minimal number of math strategies for CTE.</p> <p>The CTE teacher develops math-based lessons, which may include higher level thinking, problem-solving, and/or real world connections.</p> <p>The CTE teacher includes minimal implementation of artifacts under Performance Indicators.</p>	<p>CTE teacher includes math strategies for CTE in at least half of the lessons.</p> <p>The CTE teacher develops math-based lessons, which mostly include higher level thinking (Quadrant D), problem-solving and real world connections.</p> <p>Classroom assessments are administered by the CTE teacher to validate students' mastery of math strategies in context of career fields.</p> <p>The CTE teacher includes implementation of the majority of artifacts under Performance Indicators.</p>	<p>CTE teacher includes math strategies for CTE in the majority of lessons.</p> <p>The CTE teacher consistently develops rigorous (Quadrant D), math-based lessons, which include higher level thinking, problem-solving, and real world connections.</p> <p>Classroom assessments are administered by CTE teacher to validate students' mastery of math strategies in context of career fields.</p> <p>The CTE teacher includes full implementation of all artifacts under Performance Indicators.</p>

Career Technical Education Teacher Evaluation Rubric
3.4 Technology Integration

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher utilizes technology-based instructional strategies and resources to teach for understanding.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Web-Based Instruction b. Technology-Based Instruction c. Program Assessments 	<p>CTE teacher shows little or no evidence of implementing and using technology.</p>	<p>CTE teacher uses minimal information technology and career-related software in classes when appropriate.</p> <p>CTE teacher requires a minimal number of students to use technology to master career skills.</p> <p>Evidence exists of teacher(s) using technology for instruction, but little or no evidence of students using technology.</p> <p>CTE teacher includes minimal implementation of artifacts under the performance indicators.</p>	<p>CTE teacher uses information technology and career-related software in every class when appropriate.</p> <p>CTE teacher requires students to use technology to master career skills. Students' informational and technological skills are assessed both in terms of their ability to use technology and their ability to make judgments about information, organize it, synthesize it and paraphrase it in the context of the occupational field.</p> <p>CTE teacher includes the implementation of the majority of artifacts under the performance indicators.</p>	<p>CTE teacher uses information technology and career-related software in every class when appropriate.</p> <p>CTE teacher requires all students to use technology to master career skills.</p> <p>Students' informational and technological skills are assessed both in terms of their ability to use technology and their ability to make judgments about information, organize it, synthesize it and paraphrase it in the context of the occupational field.</p> <p>CTE teacher implements all artifacts under the performance indicators.</p>

Career Technical Education Teacher Evaluation Rubric

4.1 Work-Based Learning Opportunities

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher works with community based businesses to provide a formal and structured program to offer work-based learning opportunities.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Internships, Clinicals, or Practicums b. Job Shadowing c. Work-Based Field Trips d. Work-Based Guest Speakers e. Work-Based Classroom Projects 	<p>The CTE teacher shows no evidence of providing any work-based learning opportunities for students.</p> <p>The CTE teacher shows no evidence of any of the artifacts under the Performance Indicators.</p>	<p>The CTE teacher provides minimal work-based learning opportunities linked directly to student learning.</p> <p>The CTE teacher has little or no documented communication between the school and business or organization providing the work-based learning opportunity.</p> <p>The CTE teacher shows minimal evidence of any of the artifacts under the Performance Indicators.</p>	<p>The CTE teacher provides many work based learning opportunities linked directly to student learning.</p> <p>The program of student ensures quality experiences for students and employers.</p> <p>The CTE teacher has documented ongoing or one-way communication between the school and businesses or organization that provide work-based learning opportunities for students.</p> <p>The CTE teacher shows evidence of the majority of the artifacts under the Performance Indicators.</p>	<p>The CTE teacher provides sustainable work-based learning opportunities linked directly to student learning.</p> <p>The CTE teacher ensures quality experiences for all students and employers.</p> <p>The CTE teacher has documented ongoing and two-way communication between the school and businesses or organizations providing the work-based learning opportunity.</p> <p>The CTE teacher shows evidence of all of the artifacts under the Performance Indicators.</p>

Career Technical Education Teacher Evaluation Rubric
4.2 CTE Student Organizations (CTSOs)

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher leads CTSO (or other recognized extracurricular program) that provides students with opportunities for leadership development, competitive events, professional development, and community service.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Membership b. Meeting, Minutes, Agenda c. Competitions (Local, Regional, State, National) d. Competition Documentation e. Service Learning Projects 	<p>The CTE teacher provides no documented opportunities for service-learning, occupational employability, or leadership development using a CTSO</p> <p>The CTE teacher has no evidence of artifacts in a CTSO under Performance Indicators.</p>	<p>The CTE teacher provides minimal documented opportunities for service-learning and occupational employability and leadership development using a CTSO.</p> <p>Students have few opportunities to enhance their occupational employability and leadership skills or participate in service-learning and competitive events.</p> <p>The CTE teacher has minimal artifacts under Performance Indicators for using a CTSO.</p>	<p>The CTE teacher plays an integral part of the instructional program and provides documented opportunities for service-learning and occupational employability and leadership development using a CTSO.</p> <p>The CTE teacher is visible and successful as evident by the majority of their students participating in local, regional, state, or national competitive events within a CTSO.</p> <p>The CTE teacher includes the majority of artifacts under Performance Indicators showing participation in a CTSO.</p>	<p>The CTE teacher plays an integral part of the instructional program and provides documented opportunities for service-learning and occupational employability and leadership development using a CTSO.</p> <p>The CTE teacher is highly visible and successful as evident by all of their students participating and receiving awards or recognition in local, regional, state, or national competitive events within a CTSO.</p> <p>The CTE teacher includes all artifacts under Performance Indicators in a CTSO.</p>

Career Technical Education Teacher Evaluation Rubric
4.3 Professionalism and Professional Development

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher is a professional who contributes to school effectiveness by collaborating with colleagues, educators, and administration.</p> <p>The CTE teacher pursues professional development opportunities to stay current with knowledge and practice, learning theories, and instructional strategies to impact student learning.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Attendance Record b. Arrival Record c. Conferences d. Presentations e. Staff Training f. Continuing Education g. Samples of Student Work 	<p>The CTE teacher demonstrates a pattern of unexcused absences and late arrivals.</p> <p>The CTE teacher exhibits no evidence of professionalism and is disrespectful towards students, colleagues, and/or administrators.</p> <p>The CTE teacher demonstrates a pattern of failing to follow state and school policies and procedures.</p> <p>The CTE teacher shows evidence of 0-5 PDP points (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.</p> <p>The CTE teacher takes advantage of less than half of the required professional development opportunities offered by the school.</p>	<p>The CTE teacher demonstrates a pattern of unexcused absences or late arrivals.</p> <p>The CTE teacher exhibits minimal evidence of professionalism and displays minimal evidence of respect for students, colleagues, and administrators.</p> <p>The CTE teacher demonstrates an inconsistent pattern of following state and school policies and procedures.</p> <p>The CTE teacher shows evidence of 6-10 PDP Points of professional development activities outside the school that strengthen the CTE teacher's knowledge and skills.</p> <p>The CTE teacher takes advantage of some (75%) of the required professional development opportunities offered by the school.</p>	<p>The CTE teacher has not demonstrated a pattern of unexcused absences or late arrivals.</p> <p>The CTE teacher exhibits evidence of professionalism consistently and is respectful of students, colleagues, and administrators.</p> <p>The CTE teacher demonstrates a consistent pattern of following state and school policies and procedures.</p> <p>The CTE teacher shows evidence of 11-15 PDP Points 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.</p> <p>The CTE teacher takes advantage of a majority (85%) of the required professional development opportunities offered by the school.</p>	<p>The CTE teacher has not demonstrated a pattern of unexcused absences and late arrivals.</p> <p>The CTE teacher exhibits evidence of exemplary professionalism continually and is consistently respectful of students, colleagues, and administrators on a daily basis.</p> <p>The CTE teacher shows evidence of 16+ PDP Points of professional development activities outside the school.</p> <p>The CTE teacher takes on leadership roles in professional learning communities.</p> <p>The CTE teacher takes advantage of all required professional development opportunities offered by the school.</p>

Career Technical Education Teacher Evaluation Rubric
4.4 Dual Enrollment Agreement

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher, as part of their Program of Study, provides students with dual enrollment opportunities with post-secondary institutions.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. MOU with Post-secondary Institution on file b. Dual Credit registration or application forms on file c. Dual Credit Course Syllabi d. Dual Credit End of Course Assessment <p>The Articulation/Dual Credit agreement establishes policies and procedures for academic and technical content alignment, student eligibility for dual credit courses, criteria for awarding postsecondary credit for dual credit courses and criteria for dual-credit teachers.</p>	<p>The CTE teacher shows no evidence of starting the application process to be approved for an articulation/agency agreement with at least one post-secondary institution for at least one of the dual credit courses within the Career Pathway for the program of study.</p>	<p>The CTE teacher has begun the application process to be approved for an articulation/agency agreement with at least one post-secondary institution for at least half of the dual credit courses within the career pathway for the program of study.</p>	<p>The CTE teacher is supported by articulation/agency agreements with one postsecondary institution. Agreements are viewed as essential in creating maximum educational opportunities.</p> <p>The CTE teacher ensures that the eligibility criteria for enrollment in dual credit CTE courses address the required technical skills and set the same college placement standards in reading, writing and mathematics for CTE and academic dual credit courses.</p> <p>The CTE teacher is approved for the majority of the dual credit courses available within the career pathway for the program of study for a specific post-secondary institution.</p> <p>The program of study shows evidence of most of the artifacts in the Performance Indicators.</p>	<p>The CTE teacher is supported by articulation/agency agreements with one or more postsecondary institutions. Agreements are viewed as essential in creating maximum educational opportunities.</p> <p>The CTE teacher ensures that the eligibility criteria for enrollment in dual credit CTE courses address the required technical skills and set the same college placement standards in reading, writing and mathematics for CTE and academic dual credit courses.</p> <p>The CTE teacher is approved for all dual credit courses available within their career pathway with an approved post-secondary institution.</p> <p>The program of study shows evidence of all artifacts in the Performance Indicators.</p>

Career Technical Education Teacher Evaluation Rubric
4.5 Advisory Committee

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher, as required by the state, must have a minimum of two advisory board meetings per year. The CTE teacher ensures that advisory committee members represent all stakeholders in the CTE program and they provide relevant input for the program’s continuous improvement.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. Member list on file b. Meeting Agendas on file c. Meeting minutes on file d. Donation forms (monetary and materials) e. Documentation showing donation of time of Advisory Committee Members 	<p>The CTE teacher has no advisory committee established, or the committee exists only on paper.</p> <p>The CTE teacher shows no evidence of implementing any of the Performance Indicators.</p>	<p>The CTE teacher has an advisory committee established representing a minimal number of stakeholders and employers.</p> <p>The committee meets at least once a year, but has minimal influence on issues affecting the program of study.</p> <p>The committee hears reports and gives minimal input, but does not make recommendations for future actions.</p> <p>The CTE teacher shows evidence of implementing less than half of the artifacts listed in the Performance Indicators.</p>	<p>The CTE teacher has an advisory committee that meets at least twice a year and represents most stakeholders, including business/industry, secondary and postsecondary leaders, teachers, parents and students.</p> <p>Meetings have an established agenda, attendance is taken and minutes are recorded.</p> <p>The committee hears progress reports and makes recommendations. Members are learning about work-based learning and are aware of the curriculum.</p> <p>The CTE teacher shows evidence of implementing the majority of the artifacts listed in the Performance Indicators.</p>	<p>The CTE teacher’s advisory committee is balanced with a variety of stakeholders and persons who can influence policy decisions and meets quarterly (at a minimum) during the school year to consider actions requiring input from stakeholders and employers.</p> <p>The committee hears progress reports, makes recommendations and receives feedback on actions taken.</p> <p>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.</p> <p>The CTE teacher shows evidence of implementing all artifacts listed in the Performance Indicators.</p>

Career Technical Education Teacher Evaluation Rubric

5.1 Completion Rate

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher works to ensure the student completion within the program of study as defined by the Indiana Department of Education for 3S1 Completion: The number of CTE concentrators who earned a regular secondary school diploma.</p> <p>Artifacts for this performance indicator may include:</p> <p style="padding-left: 40px;">a. ACTED Agreed Upon Level Report for Completion (3S1) Central Nine Career Center</p>	<p>The current or three year average percentage of program completers for program of study as defined by Central Nine's Agreed Upon Level is greater than 5% below the local goal for completion.</p>	<p>The current or three year average percentage of program completers for program of study as defined by Central Nine's Agreed Upon Level is below the local goal for completion by 1-5%.</p>	<p>The current or three year average percentage of program completers for program of study as defined by Central Nine's Agreed Upon Level is at or above by 5% of the local goal for completion.</p>	<p>The current or three year average percentage of program completers for program of study as defined by Central Nine's Agreed Upon Level is 5% or more above the local goal for completion.</p>

Career Technical Education Teacher Evaluation Rubric

5.2 Placement

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher works to ensure that students within program of study are placed in accordance to the Indiana Department of Education definition of placement (5S1). Placement is the number of CTE concentrators who left secondary education and were placed in post-secondary education or advanced training, military service, or employment in the second quarter after leaving secondary education.</p> <p>Artifacts for this performance indicator may include:</p> <p style="padding-left: 40px;">a. ACTED Agreed Upon Level Report for 5S1 Placement for Central Nine Career Center</p>	<p>The current or three year average placement 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 placement.</p>	<p>The current or three year average placement percentage of program concentrators for program of study as defined by Central Nine's Agreed Upon Level is below the local goal for placement by 1-5%.</p>	<p>The current or three year average placement 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 placement.</p>	<p>The current or three year average placement 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 placement.</p>

Career Technical Education Teacher Evaluation Rubric
5.3 College Readiness – Dual Credit Attainment

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher works to ensure that students within program of study are college ready by providing dual credit opportunities and state approved end of course assessments for dual credit courses.</p> <p>Artifacts for this performance indicator may include:</p> <ul style="list-style-type: none"> a. ACTED Agreed Upon Level Report for Dual Credit Attainment for Central Nine Career Center or; b. Central Nine's local agreed upon levels for Dual Credit Attainment 	<p>The current or three year average dual credit attainment percentage of eligible program concentrators for program of study as defined by Central Nine's Agreed Upon Level is greater than 5% below the local goal for dual credit.</p>	<p>The current or three year average dual credit percentage of eligible program concentrators for program of study as defined by Central Nine's Agreed Upon Level is below the local goal for dual credit by 1-5%.</p>	<p>The current or three year average dual credit attainment percentage of eligible 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 dual credit.</p>	<p>The current or three year average dual credit attainment percentage of eligible program concentrators for program of study as defined by Central Nine's Agreed Upon Level is 5% or more above the local goal for dual credit.</p>

Career Technical Education Teacher Evaluation Rubric
5.4 Technical Skills Attainment

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
<p>The CTE teacher works to provide students the opportunity to earn an industry credential in addition to their high school diploma. This industry credential is defined in accordance to the Indiana Department of Education definition of Technical Skill Attainment (2S1). Technical Skill Attainment is the number of CTE concentrators who passed state approved technical skill assessments defined for Indiana Career Pathways.</p> <p>Artifacts for this performance indicator may include:</p> <p style="padding-left: 40px;">a. ACTED Agreed Upon Level Report for 2S1 Technical Skill Attainment for Central Nine Career Center</p>	<p>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.</p>	<p>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%.</p>	<p>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.</p>	<p>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.11/</p>