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.

4. **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. ~~The first observation~~ 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. The first observation will be prescheduled with the teacher. For any subsequent observation(s), the teacher will be given a two-week period window. This does not include any walk-through, which may occur at any time during the year. 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. The observer will send the teacher observation scores and the observation summary prior to the post-observation meeting.

Formative evaluations will be ~~may be~~ written ~~or verbal in nature~~. An additional check-off form for observations will be used in addition to scripting 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 scores during each individual post-observation meeting (if the scores are 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. 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).

5. **Artifacts:** 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.

Teachers that have been rated Highly Effective or Effective have the option to turn in fully completed artifacts for the following school year (Specific artifacts may be requested by observers during a pre-observation meeting, an observation, or a post-observation meeting for any teacher). First year teachers need to do artifacts for at least their first two years.

If a teacher receives a score of Needs Improvement or Ineffective for the artifacts domain, the teacher will receive an improvement plan and have 90 school days to complete the artifacts for the school year prior. Failure to complete the improvement plan within the allotted 90 days could affect the professionalism area of their future evaluation.

The following numbers represent the number of artifact samples for each domain area. Teachers may turn in more than the minimum required number of artifacts, if they desire. (AMAN=As many as needed)

Domain	Artifact(s)
1	Classroom Management Plan = 1
1	Seating Chart = 1
1	Class Assignment Postings = 3
1	Student Expectations Posted = 1
1	Safety Guidelines Posted = 2
1	Documentation of Parent Communication = 5
2	Samples of Student Work = 5
2	Current Grade Book = 1
2	Intervention Planning = 1
2	Individual Education Plans = 1
2	Teacher (IEP) Implementation Plan = 1
3.1, 3.2	Lesson and Unit Plans = 4
3.1	Lesson and Unit Artifacts = 4
3.1, 3.2	Curriculum Map = 1
3.1	State/National Standards = 1
3.2	Literacy Lesson and Unit Plan = 1
3.2	Sample of Student Literacy Work = 5
3.2	Literacy Program Assessments = 1
3.2	Math Lesson and Unit Plan = 1
3.2	Math Program Assessments = 1
3.2	Samples of Student Math Work = 5
3.4	Web-Based Instruction = 1
3.4	Technology-Based Instruction = 1
3.4	Web and Technology Assessments = 1
4.1	Internships/Clinicals/Practicums = 1
4.1	Job Shadowing = 1
4.1	Work-based Field Trips = 1
4.1	Work-based Guest Speakers = 1
4.1	Work-based Classroom Projects = 2
4.2	CTSO Membership = 1
4.2	CTSO Meeting Minutes and Agenda = 1
4.2	CTSO Competitions Documentation = 1
4.2	CTSO Service Learning Projects = 1
4.3	Evidence of PDP Points (Conferences, Presentations, Continuing Ed, etc.) = AMAN
4.3	Evidence of Staff Training = AMAN
4.3	Samples of Student Work (showing implementation of PD) = 1
4.4	Dual Credit Course Syllabi = 1 for each
4.4	D.C. End of Course Assessment = 1 for each
4.5	Advisory Board Member List = 1
4.5	Advisory Meeting Agendas = 2-4
4.5	Advisory Meeting Minutes = 2-4
4.5	Donation Forms = AMAN
4.5	Advisory Members Time Donation = AMAN

6. **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.

7. **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.

8. **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. **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.

10. **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.

11. **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. If a teacher fails to complete the steps for improvement, as outlined in the remediation 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.

12. **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.

13. **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.

14. **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.

15. **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.

16. **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 SPEP will remain in place for the following school year.

17. **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.

18. **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

Appendix I – Explanation of Terms, Artifacts and Performance Indicators

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.

_____   _____

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. **<u>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	Performance Levels	
1. (30%) Management of Learning Environment	Highly Effective	3.46 – 4.00
2. (30%) Monitoring of Student Learning		
3. (15%) Curriculum Integration	Effective	2.46 – 3.45
3.1 - Career Pathway/Curriculum Mapping		
3.2 - Literacy Standards in CTE Program		
3.3 - Math Integration in CTE Program	Needs Improvement	1.46 – 2.45
3.4 - Resource & IEP Support in CTE Program		
3.5 - Technology Integration	Ineffective	1.00 – 1.45
4. (15%) 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. (5%) Student Growth		
5.1 - Completion Rate		
5.2 - Placement		
5.3 - College Readiness – Dual Credit Attainment		
5.4 - Technical Skills Attainment		
6. (5%) Artifacts		

Performance Indicators (*Indicators 3-4-5 based on average of Sub-Indicators)	#1	#2	#3	#4	#5	#6	Domain Average	PJ	Final Summative Scores
1 **30% - Management of Learning Environment**									
2 **30% - Monitoring of Student Learning**									
3 **15% - Curriculum Integration***									
3.1 Career Pathway/Curriculum Mapping									
3.2 Literacy Standards in CTE Program									
3.3 Math Integration in CTE Program									
3.4 Resource and IEP Support in CTE Program									
3.5 Technology Integration									
4 **15% - 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 **5% - Student Growth***									
5.1 Completion Rate									
5.2 Placement									
5.3 College Readiness – Dual Credit Attainment									
5.4 Technical Skills Attainment									
6 **5% - Artifacts**									
INDIVIDUAL OBSERVATION SCORES									

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: _____   **Date:** _____

Teacher: _____   **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 data, 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
The CTE teacher fosters a culture for student learning. The CTE teacher utilizes classroom management techniques to facilitate student learning in a safe environment. **The CTE Teacher communicates with parents and/or guardians regarding the following areas:** • **Student Learning** • **Classroom Management** • **Expectations** • **Student Achievements**	The CTE teacher makes no attempt to provide an educational environment that acknowledges individual and collaborative learning processes. The CTE teacher fails to develop a classroom culture of respect and collaboration. The CTE teacher fails to complete proper safety forms, training, and testing with all students. The CTE teacher shows little or no regard for ongoing student safety. The CTE teacher makes no attempt to communicate with parents or guardians.	The CTE teacher attempts to provide an educational environment that acknowledges individual and collaborative learning processes. The CTE teacher attempts to develop a classroom culture of respect and collaboration. The CTE teacher introduces positive character qualities that are focused on college and career readiness. The CTE teacher attempts to complete proper safety forms, training, and testing with some students. The CTE teacher shows little regard for ongoing student safety. The CTE teacher communicates minimally with parents or guardians in 1-2 areas.	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 The CTE teacher fosters a classroom culture of respect and collaboration that encourages students to support one another. The CTE teacher encourages positive character qualities that are focused on college and career readiness. The CTE teacher is effective in completing proper safety forms, training, and testing with all students. The CTE teacher is effective in showing regard for ongoing student safety. The CTE teacher communicates regularly with parents or guardians in a variety (3-4) of areas.	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. The CTE teacher effectively fosters a classroom culture of respect and collaboration that encourages students to support one another. The CTE teacher encourages and reinforces positive character qualities that are focused on college and career readiness. The CTE teacher is highly effective in completing proper safety forms, training, and testing with all students in a timely manner that shows the importance of this training. The CTE teacher is highly effective in showing regard for ongoing student safety. The CTE Teacher encourages frequent communication with parents or guardians on multiple documented occasions.

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
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.	The CTE teacher fails to develop and implement lesson plans that align instructional strategies, standards, and class activities/projects to meet course objectives and student learning goals. The CTE teacher fails to effectively engage prior knowledge of students in connecting lessons that promote student mastery of learning objectives. The CTE teacher rarely provides differentiated instructional strategies that engage students with career focused content that is specific to individual student needs. 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.	The CTE teacher attempts to develop and implement lesson plans that align instructional strategies, standards, and class activities/projects to meet course objectives and student learning goals. The CTE teacher occasionally engages prior knowledge of students in connecting lessons that promote student mastery of learning objectives. The CTE teacher attempts to provide differentiated instructional strategies that engage students with career focused content that is specific to individual student needs. 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.	The CTE teacher ensures that program of study and lesson plans effectively aligns instructional strategies, standards, and class activities/projects to meet course objectives and student learning goals. The CTE teacher engages prior knowledge of students in connecting lessons that promote student mastery of learning objectives. 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. 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.	The CTE teacher ensures that program of study and lesson plans are highly effective in aligning instructional strategies, standards, and class activities/projects to meet course objectives and student learning goals. The CTE teacher effectively engages prior knowledge of students in connecting lessons that significantly promote student mastery of learning objectives. 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. 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.

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
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.	The CTE teacher fails to align program of study curriculum with the Indiana Department of Education's identified Curriculum Framework for the Career Pathway. The CTE teacher fails to develop and/or follow a curriculum map for their program of study. The CTE teacher fails to develop a plan for the transition of students to post-secondary education or training.	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. 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. The CTE teacher develops a plan for the transition of students to post-secondary education or training.	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. 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. The CTE teacher implements a plan for the transition of students to post-secondary education or training for the majority of students.	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. 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. The CTE teacher incorporates a plan transition to post-secondary education or training plan for all students within the program of study.

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
The CTE teacher is mindful of Literacy Standards while utilizing multiple instructional methods to meet student learning objectives while incorporating reading and writing skills. **The CTE teacher is responsible for support and encouragement by sending students to attend enrichment sessions for the development of literacy skills.**	CTE teacher shows no evidence of implementing Literacy Standards for CTE. The CTE teacher fails to support, encourage, and send students to literacy enrichment.	CTE teacher includes a minimal number of state adopted Literacy Standards for CTE. The CTE teacher develops literacy-based lessons, which may include some higher level thinking and/or real world connections. The CTE teacher minimally supports, encourages, and sends students to literacy enrichment and needs to be reminded to do so.	CTE teacher includes state adopted Literacy Standards for CTE in the majority of lessons. The CTE teacher develops literacy-based lessons, which include mostly higher level thinking, some Quadrant D lessons, and real world connections. Formative and summative classroom assessments are administered by CTE teacher to validate students' mastery of literacy standards in context of career fields. The CTE teacher supports, encourages, and sends students to literacy enrichment.	CTE teacher includes state adopted Literacy Standards for CTE in all lessons. The CTE teacher consistently develops rigorous, Quadrant D, literacy-based lessons, which include higher level thinking and relevant, real world connections. Formative and summative classroom assessments are consistently administered by CTE teacher to validate students' mastery of literacy standards in context of career fields. The CTE teacher supports, encourages, and sends students to literacy enrichment and helps students to develop literacy skills within the context of the CTE classroom.

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
The CTE teacher is mindful of math strategies while utilizing multiple instructional methods to meet student learning objectives. **The CTE teacher is responsible for support and encouragement by sending students to attend enrichment sessions for the development of math skills.**	The CTE teacher shows no evidence of implementing math strategies for CTE. The CTE teacher fails to support, encourage, and send students to math enrichment.	CTE teacher includes a minimal number of math strategies for CTE. The CTE teacher develops math-based lessons, which may include higher level thinking, problem-solving, and/or real world connections. The CTE teacher minimally supports, encourages, and sends students to math enrichment and needs to be reminded to do so.	CTE teacher includes math strategies for CTE in at least half of the lessons. The CTE teacher develops math-based lessons, which mostly include higher level thinking (Quadrant D), problem-solving and real world connections. Classroom assessments are administered by the CTE teacher to validate students' mastery of math strategies in context of career fields. The CTE teacher supports, encourages, and sends students to math enrichment.	CTE teacher includes math strategies for CTE in the majority of lessons. The CTE teacher consistently develops rigorous (Quadrant D), math-based lessons, which include higher level thinking, problem-solving, and real world connections. Classroom assessments are administered by CTE teacher to validate students' mastery of math strategies in context of career fields. The CTE teacher supports, encourages, and sends students to math enrichment and helps students to develop literacy skills within the context of the CTE classroom.

Career Technical Education Teacher Evaluation Rubric
3.4   Resource & IEP Support in CTE Program

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
The CTE teacher creates modifications or works in collaboration with the Resource instructor to insure modifications are made prior to assignments and assessments being administered.	The CTE teacher fails to create modifications or work in collaboration with the Resource instructor to insure modifications are made prior to assignments and assessments being administered.	The CTE teacher shows minimal proof of modifications or collaboration with the Resource instructor to insure modifications are made prior to assignments and assessments being administered.	The CTE teacher effectively creates modifications or works in collaboration with the Resource instructor to insure modifications are made prior to assignments and assessments being administered.	The CTE teacher consistently and effectively creates modifications or works in collaboration with the Resource instructor to insure modifications are made prior to assignments and assessments being administered.
The CTE teacher effectively communicates regarding IEP student progress, disciplinary issues, absences and utilization of the resource room as needed.	The CTE teacher fails to communicate with the resource instructor regarding IEP student progress, disciplinary issues, absences and utilization of the resource room as needed.	The CTE teacher minimally communicates with the resource instructor regarding IEP student progress, disciplinary issues, absences and utilization of the resource room as needed.	The CTE teacher effectively communicates with the resource instructor regarding IEP student progress, disciplinary issues, absences and utilization of the resource room as needed.	The CTE teacher consistently and effectively communicates with the resource instructor regarding IEP student progress, disciplinary issues, absences and utilization of the resource room as needed.

Career Technical Education Teacher Evaluation Rubric
3.5   Technology Integration

Performance Indicators	LEVEL 1 Ineffective	LEVEL 2 Improvement Necessary	LEVEL 3 Effective	LEVEL 4 Highly Effective
The CTE teacher utilizes technology-based instructional strategies and resources to teach for understanding.	CTE teacher shows little or no evidence of implementing and using technology.	CTE teacher uses minimal information technology and career-related software in classes when appropriate. CTE teacher requires a minimal number of students to use technology to master career skills. Evidence exists of teacher(s) using technology for instruction, but little or no evidence of students using technology.	CTE teacher uses information technology and career-related software in every class when appropriate. 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.	CTE teacher uses information technology and career-related software in every class when appropriate. CTE teacher requires all 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.

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
The CTE teacher will prepare students for both college and career by connecting learning in the classroom with real-world applications in the workplace through work-based learning programs (see Appendix I for examples of work-based learning opportunities).	The CTE teacher shows no evidence of providing any work-based learning opportunities for students.	The CTE teacher provides minimal work-based learning opportunities linked directly to student learning. The CTE teacher has little or no documented communication between the school and business or organization providing the work-based learning opportunity.	The CTE teacher provides many work based learning opportunities linked directly to student learning. The program of student ensures quality experiences for students and employers. 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.	The CTE teacher provides sustainable work-based learning opportunities linked directly to student learning. The CTE teacher ensures quality experiences for all students and employers. The CTE teacher has documented ongoing and two-way communication between the school and businesses or organizations providing the work-based learning opportunity.

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
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.	The CTE teacher provides no documented opportunities for service-learning, occupational employability, or leadership development using a CTSO	The CTE teacher provides minimal documented opportunities for service-learning and occupational employability or leadership development using a CTSO. Students have few opportunities to enhance their occupational employability and leadership skills or participate in service-learning and competitive events.	The CTE teacher plays an integral part of the instructional program and provides documented opportunities for service-learning and occupational employability or leadership development using a CTSO. The CTE teacher is visible and successful as evidenced by some of their students participating as members with the potential to participate in local, regional, state, or national competitive events within a CTSO.	The CTE teacher plays an integral part of the instructional program and provides documented opportunities for service-learning and occupational employability or leadership development using a CTSO. The CTE teacher is highly visible and successful as evidenced by a majority of their students participating as members with the potential to receive awards or recognition in local, regional, state, or national competitive events within a CTSO.

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
The CTE teacher is a professional who contributes to school effectiveness by collaborating with colleagues, educators, and administration. **The CTE teacher pursues professional development opportunities to stay current with knowledge and practice, learning theories, and instructional strategies to impact student learning.**	The CTE teacher uses more days than their yearly allotted sick and personal days. The CTE teacher exhibits no evidence of professionalism and is disrespectful towards students, colleagues, and/or administrators. The CTE teacher demonstrates a pattern of failing to follow state and school policies and procedures. 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. The CTE teacher takes advantage of less than half of the required professional development opportunities offered by the school.	The CTE teacher exhibits minimal evidence of professionalism and displays minimal evidence of respect for students, colleagues, and administrators. The CTE teacher demonstrates an inconsistent pattern of following state and school policies and procedures. 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. The CTE teacher takes advantage of some (75%) of the required professional development opportunities offered by the school.	The CTE teacher exhibits evidence of professionalism consistently and is respectful of students, colleagues, and administrators. The CTE teacher demonstrates a consistent pattern of following state and school policies and procedures. 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. The CTE teacher takes advantage of a majority (85%) of the required professional development opportunities offered by the school.	The CTE teacher has excellent attendance and punctuality (0-4 sick/personal days) The CTE teacher exhibits evidence of exemplary professionalism continually and is consistently respectful of students, colleagues, and administrators on a daily basis. The CTE teacher shows evidence of 16+ PDP Points of professional development activities outside the school. The CTE teacher takes on leadership roles in professional learning communities. The CTE teacher takes advantage of all required professional development opportunities offered by the school.

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
The CTE teacher, as part of their Program of Study, provides students with dual enrollment opportunities with post-secondary institutions.	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.	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.	The CTE teacher is supported by articulation/agency agreements with one postsecondary institution. Agreements are viewed as essential in creating maximum educational opportunities. 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. 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.	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. 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. The CTE teacher is approved for all dual credit courses available within their career pathway with an approved post-secondary institution.

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
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 stakeholders in the CTE program and they provide relevant input for the program's continuous improvement. **Stakeholder areas:** • Business/industry • Secondary or postsecondary leaders • Teachers • Parents (current or former) • Students (current or former) **Evidence of Committee: • Member List • Agenda/Minutes **The C9 CTE Teacher is not considered a member of the Advisory committee. The CTE Teacher is the facilitator.	The CTE teacher has no advisory committee established, or the committee exists only on paper.	The CTE teacher has an advisory committee established representing a minimal number of stakeholders (2 of 5 areas): The committee is made up minimal membership (4-6). The committee meets at least once a year for the C9 Program. The committee hears reports and gives minimal input, but does not make recommendations for future actions for the C9 Program.	The CTE teacher has an advisory committee represents most stakeholders (3 of 5 areas): At least 50% of the committee members are from business/industry. The committee is made up of an appropriate number of members (7-8). The committee meets at least twice a year for the C9 Program. The committee hears progress reports and makes recommendations, and assists with curriculum development for the C9 Program.	The CTE teacher's advisory committee is balanced and represents most or all stakeholders (4+ of 5 areas). At least 50% of the committee members are from business/industry. The committee is made up of a significant number of members (9+) The committee meets quarterly during the school year 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.

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
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.~~ **A CTE Completer is a CTE Concentrator who has taken the state-specified pathway assessment in a state approved College and Career Pathway.**	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.	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%.	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.	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.

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
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.	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.	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%.	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.	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.

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
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.	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.	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%.	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.	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.

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
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.	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.11/