



TEACHER PROFESSIONAL GROWTH AND EVALUATION PROGRAM

2026-2027

OUR MISSION

To engage, support, and empower students by providing active, career-based learning in an experiential environment.

OUR VISION

Empower, Support, and IMPACT: "Integrity, Motivation, Professionalism, Adaptability, Communication, and Teamwork."

TABLE OF CONTENTS

<u>Overview</u>	3
<u>Professional Growth and Evaluation Tiers</u>	4
<u>Tiers</u>	5
<u>Effectiveness Ratings</u>	5
<u>Professional Growth Plan</u>	6
<u>Observations</u>	6
<u>Conferences</u>	7
<u>Evaluation</u>	7
<u>Improvement Plan</u>	8
<u>Dispute a Rating / Conference Procedure</u>	8
<u>Evaluation Committee</u>	9
<u>Assurances</u>	10
<u>Professional Growth Framework</u>	11
<u>Teacher Professional Growth Framework</u>	12
<u>Special Education Teacher Professional Growth Framework</u>	28
<u>Innovation Coach / Integration Specialist Professional Growth Framework</u>	38
<u>Appendix A. - Professional Growth Plan Template</u>	45

OVERVIEW:

The Professional Growth and Evaluation Program (PGEP) at Central Nine Career Center draws heavily from Robert Marzano's foundational research in *The Art and Science of Teaching* (2019), which emphasizes the belief that teacher development and teacher evaluation are not separate processes, but interconnected and dynamic drivers of growth. The program transforms these processes into active forces for continuous professional learning at the individual level and enhanced instructional effectiveness across the institution. Through a structured combination of observation, reflection, and feedback, the PGEP supports each educator's personal development while strengthening Central Nine's overall commitment to excellence in teaching and learning in Career and Technical Education (CTE).

The Professional Growth and Evaluation Program (PGEP) was developed collaboratively by the Central Nine Evaluation Committee, which includes teachers, administrators, and support staff. The committee engaged in research and dialogue around current best practices in professional growth and educator evaluation. Through this process, the group identified shared priorities and developed options for a revised evaluation system that reflects those common values. These shared priorities form the foundation of the committee's guiding principles, which continue to inform the design and implementation of the PGEP, which will be reviewed yearly.

This plan

- supports continuous improvement in teaching to enhance student learning and career readiness.
- encourages growth, innovation, and professional learning aligned with Central Nine and individual CTE program goals.
- emphasizes self-reflection and goal setting tied to performance standards, school priorities, and Central Nine's mission, *"To engage, support, and empower students by providing active, career-based learning in an experiential environment."*
- fosters collaboration between instructors and administrators through ongoing, constructive evaluation conversations.
- incorporates multiple assessment measures including observation, reflection and goal setting, artifacts, and performance data.
- provides support pathways for new, established, and probationary teachers.
- provides clear standards for instructional quality with a developmental approach for continuous growth and professional success.
- supports teachers in reflecting on their performance and creating goals that are personal, purposeful, and measurable, in alignment with performance standards and broader career center priorities.
- adheres to Indiana Code [IC 20-28-11.5-4(c)(4)] regarding Annual Performance Evaluations for certified employees.

Table 1. PROFESSIONAL GROWTH AND EVALUATION TIERS:

TIER	EFFECTIVENESS RATING	PROFESSIONAL GROWTH PLAN	OBSERVATIONS	CONFERENCES	COACHING SESSIONS	IMPROVEMENT PLAN
New (Years 1-3)	Highly Effective	✓	2 observations / every 1 year	Quarterly	✓	X
	Effective	✓			✓	X
	Needs Improvement	✓	4 observations / every 1 year		✓	✓
		*Two consecutive <i>Needs Improvement</i> ratings may lead to dismissal.				
	Ineffective	Potential Dismissal				
TIER	EFFECTIVENESS RATING	PROFESSIONAL GROWTH PLAN	OBSERVATIONS	CONFERENCES	COACHING SESSIONS	IMPROVEMENT PLAN
Established (Years 4+)	Highly Effective	✓	1 observation / every 3 years	Semesterly	X	X
	Effective	✓	1 observation / every 1 year		X	X
	Needs Improvement	Moves to Probationary Status				
	Ineffective	Potential Dismissal				
TIER	EFFECTIVENESS RATING	PROFESSIONAL GROWTH PLAN	OBSERVATIONS	CONFERENCES	COACHING SESSIONS	IMPROVEMENT PLAN
Probationary	Needs Improvement	✓	4 observations / every 1 year	Quarterly	✓	✓
		*Two consecutive <i>Needs Improvement</i> ratings may lead to dismissal.				
	Ineffective	Potential Dismissal				

TIERS

Teachers will be grouped in Professional Growth and Evaluation Tiers based on years of experience and/or Teacher Effectiveness Ratings. (See Table 1)

EFFECTIVENESS RATINGS

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

- a. *Highly Effective.* A highly effective teacher consistently exceeds expectations both in terms of student outcomes and instructional practice. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have exceeded expectations for academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.
- b. *Effective.* An effective teacher consistently meets expectations both in terms of student outcomes and instructional practice. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.
- c. *Improvement Necessary.* A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations either in terms of student outcomes or instructional practice. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.
- d. *Ineffective.* An ineffective teacher consistently fails to meet expectations both in terms of student outcomes and instructional practice. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.

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

Teachers in the Established Tier who earn a Highly Effective rating will retain that rating for two years, provided they work collaboratively with their evaluators to gather evidence demonstrating continued performance on the standards outlined in their annual Professional Growth Plan (PGP). Teachers who receive two consecutive Needs Improvement ratings may be dismissed. Teachers who receive an Ineffective rating may be dismissed.

PROFESSIONAL GROWTH PLAN

All certified teachers will complete an annual Professional Growth Plan (PGP). The PGP will be prepared collaboratively with the evaluator(s) following a step-by-step process which includes reflection and goal setting. (Appendix A)

1. Teachers self-reflect using the Professional Growth Framework (PGF) to identify areas in which professional growth will positively impact student learning.
2. Teachers collaborate with the evaluator(s) to
 - a. select instructional design area(s) to target for improvement.
 - b. create goals for professional growth in the targeted area(s).
 - c. devise a plan of action for professional growth.
 - d. identify resources needed to achieve the goals.
 - e. decide how and when evidence will be collected and reviewed.
 - i. Evidence may include, but is not limited to, observation, student data, portfolios, video documentation, journals, and/or reflections.

OBSERVATIONS

Formal/Long

The number of required classroom observations is determined by a teacher's PGEP Tier. A pre-conference to develop the PGP must occur before the first observation. Observations may be announced or unannounced, brief or extended, but always long enough to gather valid evidence of performance. For formal/long observations, evaluators must provide a 15-day window prior to the observation. A post-observation conference must occur within one week to provide timely feedback. Evaluators will send an observation summary before the post-observation conference. A pre-observation conference for subsequent observations may be requested by the teacher or evaluator. Teachers will not be observed more than once per week.

Coaching/Short

Prior to a formal/long observation, New and Probationary teachers will complete a non-evaluative coaching cycle, including a minimum 20-minute observation, with the Innovation Coach before fall break. All teachers may request one additional short observation by an evaluator of their choice, but a second observation cannot occur until feedback from the first has been provided.

Walk-Throughs

Walk-throughs, under 10 minutes in length, may occur unannounced at any time during the year.

CONFERENCES

New and Probationary teachers will conference with the evaluator(s) at least quarterly to discuss Professional Growth Plan (PGP) progress and/or observations. Established teachers who are rated Highly Effective or Effective will conference with the evaluator(s) at least semesterly. During conferences, teachers will meet with their evaluator(s) to engage in a reflective, two-way discussion about the teacher's professional growth. These meetings will include a review of progress toward the goals outlined in the Professional Growth Plan (PGP), as well as an analysis of observation data and feedback collected throughout the evaluation cycle. Together, the teacher and evaluator will identify evidence of instructional improvement, celebrate areas of success, and collaboratively determine next steps for continued development.

EVALUATION

Evaluation data will be collaboratively reviewed and tabulated through ongoing discussions between the evaluator and teacher, including analysis of Professional Growth Plans, progress toward identified goals, submitted artifacts, and any relevant observation data. Both parties will engage in reflective dialogue to ensure accuracy and alignment of evidence used in the evaluation process. Evaluators will document and maintain all related records within the Education Advanced system. Any questions or discrepancies regarding evaluation data should be addressed during these collaborative meetings.

A formal Summative Evaluation will be completed at least annually—by May 15 or no later than ten days before the final teacher contract day—and will incorporate all collected evidence to determine final ratings. Unless otherwise directed, the Assistant Director and Dean of Students will support the development and authorization of the summative evaluation and any resulting improvement plans.

For Summative Evaluations, evaluators will assign a holistic rating for each Domain using the Professional Growth Framework.

<i>Ineffective</i>	Most indicators in the Professional Growth Framework within a particular Domain have not been implemented or observed.
<i>Improvement Necessary</i>	Most indicators within the Domain have not been implemented and/or observed and/or most fall within the <i>Improvement Necessary</i> level within the Professional Growth Framework.
<i>Effective</i>	Most indicators within the Domain have been implemented and/or observed at an <i>Effective</i> level within the Professional Growth Framework.
<i>Highly Effective</i>	Most indicators within the Domain have been implemented and/or observed and most are at the Highly Effective level within the Professional Growth Framework.

IMPROVEMENT PLAN

If the teacher receives a rating of Ineffective or Improvement Necessary, then the evaluator(s) and teacher shall develop an improvement plan of not more than ninety school days from the date that the plan is signed by the primary evaluator and the teacher to correct the deficiencies in the evaluation. The improvement plan shall link the teacher's performance evaluation results with professional development opportunities. These opportunities include, but are not limited to, coursework, professional development conferences, formal mentoring, modeling, and coaching. The teacher may choose appropriate professional development opportunities and may be responsible for paying associated costs, if any. The improvement plan shall require the use of the teacher's license renewal credits in professional development activities intended to help the teacher achieve an effective rating. IC 20-28-11.5-6(b). The teacher shall be required to demonstrate how any proposed professional development activities relate to his or her evaluation results and will result in improvement. Subsequent evaluations may commence but cannot conclude or use observations made solely during the improvement plan period. In addition to the foregoing, new teachers and those receiving substandard ratings may receive additional direct support, which can include additional observations, coaching, or mentoring. If a teacher fails to complete the steps for improvement, as outlined in the improvement plan within the ninety-school day timeline, then the teacher will be required to meet with the Director, and may be at risk for non-renewal of teaching contract for the school year following the ninety school day period.

DISPUTE A RATING / CONFERENCE PROCEDURE

A teacher receiving an Ineffective rating may file a request for a private conference with the Director or his/her designee no later than five days after the summative evaluation conference. IC 20-28-11.5-6(c). The Director or his/her designee may choose to simply listen to the teacher's concerns or to engage in a discussion about the evaluation, the ratings, the improvement plan, or any other relevant matters at his or her sole discretion. The Director 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 Director shall deem necessary on behalf of the School. The Director 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 Director endorses the determination by the evaluator.

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

EVALUATION COMMITTEE

A team made up of at least two administrators/evaluators and two teachers shall meet in the spring semester 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, 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 by the July Board meeting. If the updates/changes are not approved by this meeting, then the current version of the TEP will remain in place for the following school year.

ASSURANCES

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

1. The original plan was approved by teachers, administrators, and the Governing Board on March 8, 2012.
2. The amended plan was approved by at least 75% of the teachers that voted on October 22, 2013.
3. The amended plan was approved by the Board in a public meeting on November 14, 2013.
4. Updates for the 2014-15 school year were approved by the Board on June 12, 2014.
5. Updates for the 2015-16 school year were approved by at least 75% of the teachers that voted on September 8, 2015 and approved by the Board on October 8, 2015.
6. Updates for the 2016-17 school year were approved by at least 75% of the teachers that voted on May 27, 2016 and approved by the Board on June 9, 2016.
7. Updates for the 2017-2018 school year were approved by at least 75% of the teachers that voted on May 24, 2017 and approved by the Board on June 8, 2017.
8. Updates for the 2018-2019 school year were approved by at least 75% of the teachers that voted on May 25, 2018, and approved by the Board on June 14, 2018.
9. Updates for the 2019-2020 school year were approved by 100% of the teachers that voted on May 20, 2019, and approved by the Board on June 13, 2019.
10. Updates for the 2021-2022 school year were approved by at least 75% of the teachers that voted on May 20, 2021, and approved by the Board on June 10, 2021.
11. Updates for the 2022-2023 school year were approved by at least 75% of the teachers that voted on May 16, 2022, and approved by the Board on June 9, 2022.
12. Updates for the 2023-2024 school year were approved by 100% of the teachers that voted on May 1, 2023, and approved by the Board on May 11, 2023.
13. Updates for the 2025-2026 school year were approved by 100% of the teachers that voted on May 7, 2025, and approved by the Board on May 8, 2025.
14. An overhaul of the plan for the 2026-2027 school year was approved by 93% of the teachers that voted on May 11, 2026, and approved by the Board on May 14, 2026.

Signature of Chief Administrator

Date

Signature of Association President

Date

Signature of School Board President

Date



PROFESSIONAL GROWTH FRAMEWORK

Use the performance indicator descriptions below as a guide for collaborative reflection and growth. The teacher and evaluator will work together to document evidence of practice and determine ratings for each applicable performance indicator.

The Teacher Professional Growth Framework provides a consistent and objective rubric to promote instructional excellence within CTE programs of study. The six performance indicators within this framework help teachers and school leaders identify strengths, growth opportunities, and strategies to enhance teaching effectiveness and program quality. This rubric encourages professional learning through continuous reflection, constructive feedback, and goal setting to advance both teacher performance and student outcomes.

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

TEACHER PROFESSIONAL GROWTH FRAMEWORK

DOMAIN 1: Goals, Progress, and Assessment	20%	DOMAIN 4: Classroom Management and Building Relationships	20%
1.1 - Clarifying Learning Goals and Objectives 1.2 - Providing Goals and Rubrics 1.3 - Tracking Student Progress 1.4 - Celebrating Success 1.5 - Using Informal Assessments of the Whole Class 1.6 - Using Formal Assessments of Individual Students		4.1 - Establishing Rules and Procedures 4.2 - Organizing the Physical Layout of the Classroom 4.3 - Demonstrating Withitness 4.4 - Acknowledging Adherence to Rules and Procedures 4.5 - Acknowledging Lack of Adherence to Rules and Procedures 4.6 - Using Verbal and Nonverbal Behaviors That Demonstrate Care for Students 4.7 - Understanding Students' Backgrounds and Interests 4.8 - Displaying Objectivity and Control 4.9 - Demonstrating Value and Respect for Reluctant Learners 4.10 - Asking In-Depth Questions of Reluctant Learners 4.11 - Probing Incorrect Answers with Reluctant Learners	
DOMAIN 2: Instructional Strategies	20%	DOMAIN 5: Professionalism	10%
2.1 - Chunking Content 2.2 - Processing Content 2.3 - Recording and Representing Content 2.4 - Using Structured Practice Lessons 2.5 - Examining Similarities and Differences 2.6 - Examining Errors in Reasoning 2.7 - Engaging Students in Cognitively Complex Tasks 2.8 - Providing Resources and Guidance	2.9 - Generating and Defending Claims 2.10 - Previewing Strategies 2.11 - Highlighting Critical Information 2.12 - Reviewing Content 2.13 - Revising Knowledge 2.14 - Reflecting on Learning 2.15 - Assigning Purposeful Homework 2.16 - Elaborating on Information 2.17 - Organizing Students to Interact	5.1 - Professional Conduct and Ethics 5.2 - Collaboration and Communication 5.3 - Continuous Professional Growth 5.4 - Student and Program Advocacy 5.5 - Safety and Compliance 5.6 - Attendance and Reliability 5.7 - Engagement with Parents	
DOMAIN 3: Engagement Strategies	20%	DOMAIN 6: Career and Technical Education Specific	10%
3.1 - Noticing and Reacting When Students Are Not Engaged 3.2 - Increasing Response Rates 3.3 - Using Physical Movement 3.4 - Maintaining a Lively Pace 3.5 - Demonstrating Intensity and Enthusiasm 3.6 - Presenting Unusual Information 3.7 - Using Friendly Controversy 3.8 - Using Academic Games 3.9 - Providing Opportunities for Students to Talk About Themselves 3.10 - Motivating and Inspiring Students		6.1 - Work-Based Learning Opportunities 6.2 - Career and Technical Student Organizations (CTSOs) 6.3 - College and Career Opportunities 6.4 - Advisory Committees	

DOMAIN 1: GOALS, PROGRESS, AND ASSESSMENT	Ineffective	Needs Improvement	Effective	Highly Effective
1.1 - Clarifying Learning Goals and Objectives	Fails to communicate or define clear learning goals and/or objectives; students are unaware of expectations or outcomes.	Shares general lesson topics but learning goals and/or objectives lack clarity or measurable components.	Clearly communicated learning goals and/or objectives in student-friendly language; connects learning goals and/or objectives to academic and technical standards.	Collaboratively develops and posts explicit learning goals and/or objectives; students can explain learning goals and/or objectives; integrates competency-based outcomes tied to certification or career readiness.
1.2 - Providing Goals and Rubrics	Does not use clear criteria or rubrics; students are unaware of how performance is evaluated.	Provides general scoring guidelines but lacks alignment to standards or CTE competencies.	Develops and shares clear scales and rubrics aligned to course outcomes and industry standards; students understand expectations for proficiency.	Consistently co-develops or adapts rubrics with students and industry input; uses them to promote mastery of technical standards and self-assessment.
1.3 - Tracking Student Progress	Rarely monitors or records student progress toward learning or technical outcomes.	Tracks student progress inconsistently or only during grading periods.	Regularly monitors and documents student progress toward CTE competencies and academic goals; uses data to inform instruction.	Maintains a comprehensive system for tracking individual and class progress; frequently communicates results and adjusts teaching to ensure all students reach mastery.
1.4 - Celebrating Success	Overlooks or minimizes student achievements; offers little recognition for effort or improvement.	Acknowledges success inconsistently or only for select students.	Purposefully celebrates student accomplishments through verbal praise, displays, or program recognition.	Systematically recognizes success at all levels, connecting achievements to employability, skill mastery, and career readiness; fosters an encouraging culture of accomplishment.
1.5 - Using Informal Assessments of the Whole Class	Rarely checks for understanding during instruction; makes limited real-time adjustments.	Uses informal assessments occasionally without clear connection to lesson objectives or next steps.	Regularly uses questioning, observation, and other formative techniques to gauge class understanding and adapt instruction.	Skillfully integrates ongoing informal assessments (e.g., demonstrations, lab checks, group performance) to differentiate instruction and

				ensure mastery across all learners.
1.6 - Using Formal Assessments of Individual Students	Fails to administer or align assessments to standards; results do not guide instruction.	Conducts assessments but lacks consistent alignment to CTE standards or defined learning goals / objectives.	Administers valid and reliable assessments that measure technical and academic proficiency; uses results to guide reteaching and goal-setting.	Designs and implements performance-based, industry-aligned assessments (e.g., certifications, projects, labs) that inform individualized feedback, mastery tracking, and program improvement.

DOMAIN 2: INSTRUCTIONAL STRATEGIES	Ineffective	Needs Improvement	Effective	Highly Effective
2.1 - Chunking Content	Presents large amounts of information without clear structure; students struggle to connect or retain key concepts.	Attempts to organize content but sequencing and pacing may be uneven or unclear.	Breaks down complex technical and academic skills into manageable units, supporting understanding and application.	Expertly structures content into logical, skill-based segments; connects each chunk to real-world application or cross-program competencies.
2.2 - Processing Content	Provides little opportunity for students to process or apply new learning; instruction remains passive.	Encourages limited reflection or application of knowledge.	Regularly incorporates opportunities for students to discuss, analyze, and apply new content through guided questioning or practice.	Integrates deep processing through problem-solving, scenario analysis, and collaborative reflection; links learning to authentic industry tasks.
2.3 - Recording and Representing Content	Fails to provide methods for students to record or visually represent knowledge; no tools for recall or reflection.	Encourages note-taking or representation inconsistently or without clear purpose.	Students routinely record, summarize, or represent content using notes, diagrams, or technical drawings.	Students independently and creatively document learning through visual representations, digital portfolios, schematics, or performance reflections demonstrating mastery.
2.4 - Using Structured Practice Sessions	Minimal guided practice or opportunities for skill repetition; students are left uncertain about correct technique.	Provides practice opportunities but lacks structure or feedback for improvement.	Facilitates structured practice allowing students to rehearse and refine skills with targeted feedback.	Designs meaningful, sequenced practice aligned to job tasks or certification standards; students demonstrate mastery through self-assessment and peer collaboration.
2.5 - Examining Similarities and Differences	Does not guide students in comparing concepts or processes; learning remains surface-level.	Occasionally prompts comparisons but lacks clear frameworks or relevance.	Guides students to compare and contrast methods, materials, or industry procedures as part of the learning process.	Consistently engages students in analyzing similarities and differences between tools, designs, concepts, or techniques to develop critical thinking and adaptive expertise.

2.6 - Examining Errors in Reasoning	Ignores misconceptions or student errors; does not address reasoning behind mistakes.	Identifies errors but focuses primarily on correction, not understanding.	Encourages students to identify and discuss reasoning errors, clarifying misconceptions to strengthen understanding.	Actively incorporates troubleshooting and error analysis into instruction; students use reasoning errors to improve technical thinking, safety awareness, and decision-making skills.
2.7 - Engaging Students in Cognitively Complex Tasks	Assigns mostly simple, recall-based or procedural tasks with minimal reasoning required.	Occasionally includes complex tasks but without clear expectations or sufficient support for student success.	Provides structured tasks requiring analysis, decision-making, or problem-solving connected to career and technical standards.	Consistently designs and facilitates rigorous, authentic projects that require synthesis, evaluation, or innovation — mirroring real-world professional challenges and industry problem-solving.
2.8 - Providing Resources and Guidance	Offers insufficient materials or unclear directions; students struggle to complete tasks independently.	Supplies basic resources and general support but inconsistently connects to technical learning needs.	Provides quality instructional resources and clear guidance aligned with CTE competencies and outcomes.	Curates diverse, high-quality materials (e.g., industry manuals, digital tools, mentors, or simulations) and provides expert coaching that empowers independent, confident student application.
2.9 - Generating and Defending Claims	Does not encourage students to justify decisions, provide evidence, or reflect on problem-solving processes.	Encourages claim-making occasionally but lacks emphasis on data or reasoning.	Promotes evidence-based reasoning where students support claims through observation, research, or data from projects or labs.	Embeds claim generation and defense into authentic career contexts; students use technical data, industry standards, and professional language to justify decisions and communicate findings across audiences.
2.10 - Previewing Strategies	Begins instruction without helping students connect new material to prior skills or experiences.	Attempts to preview content, but connections are unclear or lacking relevance.	Effectively introduces new content by activating prior knowledge and skills, setting a clear purpose for learning.	Creates highly engaging previews that connect content to real-world CTE applications, industry standards, or upcoming performance tasks.

2.11 - Highlighting Critical Information	Provides excessive information without emphasizing key concepts or skills.	Highlights some content, but inconsistently or after instruction.	Consistently identifies and emphasizes essential information, safety principles, or technical steps.	Embeds highlighting naturally throughout instruction using demonstrations, job-related cues, and scaffolds that reinforce mastery of critical competencies.
2.12 - Reviewing Content	Rarely reviews or reinforces previously taught material.	Conducts brief review that focuses only on surface recall.	Provides structured review sessions that reinforce key technical content and academic connections.	Designs interactive, student-led review activities (e.g., peer demonstrations, performance critiques, troubleshooting exercises) that ensure deep understanding and long-term retention.
2.13 - Revising Knowledge	Does not encourage students to revisit or improve previous work or understanding.	Offers minimal opportunities for revision or improvement.	Guides students to refine and update their understanding based on feedback and experience.	Embeds revision into learning cycles (e.g., iterative design, lab adjustments, code improvement) emphasizing continuous improvement as a professional habit.
2.14 - Reflecting on Learning	Does not prompt students to consider what they learned or how it applies to their goals.	Provides limited time or structure for reflection.	Encourages reflection on successes and challenges to reinforce learning.	Integrates structured reflection that connects skills, self-assessment, and career pathways — promoting metacognitive awareness and goal setting for workplace readiness.
2.15 - Assigning Purposeful Homework	Assigns homework that is disconnected from technical or academic objectives.	Gives practice tasks inconsistently aligned to classroom goals.	Assigns purposeful tasks that reinforce or extend taught content and technical skills.	Designs meaningful, real-world assignments such as project planning, data collection, or career research that deepen learning and simulate professional practice.
2.16 - Elaborating on Information	Limits students to basic recall; does not allow deeper exploration or analysis.	Encourages elaboration occasionally but without clear academic or technical focus.	Promotes elaboration through discussion, problem-solving, or skill-based projects.	Encourages analytical and creative elaboration using workplace-relevant

				reasoning, experiments, and design challenges that showcase advanced thinking and mastery.
2.17 - Organizing Students to Interact	Provides little opportunity for collaboration; activities lack purpose or alignment.	Organizes occasional group work but roles are unclear or engagement is uneven.	Effectively organizes students for meaningful collaboration that supports learning objectives and safety standards.	Designs project-based teams that reflect real workplace structures — defining roles, expectations, and accountability to build teamwork and leadership skills.

DOMAIN 3: ENGAGEMENT STRATEGIES	Ineffective	Needs Improvement	Effective	Highly Effective
3.1 - Noticing and Reacting When Students Are Not Engaged	Fails to notice disengagement or responds ineffectively when students lose focus.	Recognizes disengagement but responds inconsistently or late.	Monitors engagement and uses strategies to refocus students promptly.	Anticipates disengagement and dynamically adapts instruction — integrating demonstrations, collaboration, or CTE-relevant tasks to sustain motivation.
3.2 - Increasing Response Rates	Allows passive participation; only a few students interact regularly.	Attempts to increase participation but success is uneven or limited.	Uses questioning, polling, or hands-on activities to ensure most students actively respond.	Consistently maximizes participation through structured interactions, digital tools, and performance-based responses that reflect workplace engagement and accountability.
3.3 - Using Physical Movement	Keeps instruction sedentary even in active, technical settings; students remain disengaged.	Occasionally incorporates movement but without clear purpose or relevance to content.	Includes purposeful movement in lessons (e.g., rotating groups, lab stations, skill demonstrations).	Seamlessly integrates movement and kinesthetic learning aligned to CTE tasks and safety procedures, maintaining high engagement and energy.
3.4 - Maintaining a Lively Pace	Instruction drags or lacks momentum; students lose focus or interest.	Attempts a lively pace but inconsistency leads to confusion or fatigue.	Maintains appropriate pacing that keeps students attentive and lessons efficient.	Demonstrates exceptional pacing matched to skill complexity and student readiness, mirroring professional workflow and maintaining momentum throughout tasks.
3.5 - Demonstrating Intensity and Enthusiasm	Displays little enthusiasm or emotional investment in content or student success.	Shows occasional enthusiasm but lacks consistency.	Maintains positive enthusiasm and clear passion for teaching and technical subject matter.	Radiates authentic energy and deep enthusiasm that inspires students and enhances the learning culture, reflecting pride in

				professional practice and CTE excellence.
3.6 - Presenting Unusual Information	Provides routine content delivery without novelty or curiosity-building elements.	Occasionally shares unusual information but not always tied to learning goals.	Purposefully integrates intriguing facts, case studies, or industry examples to spark interest.	Consistently connects extraordinary career-related stories, tools, or innovations that captivate students and deepen contextual understanding.
3.7 - Using Friendly Controversy	Avoids discussion of differing viewpoints or handles them unproductively or with bias.	Attempts to include controversy but lacks structure or clear learning outcome.	Encourages healthy debate and discussion that supports reasoning and analysis.	Skillfully integrates friendly, career-related controversy (e.g., ethical dilemmas, industry trade-offs) to strengthen critical thinking and professional discourse.
3.8 - Using Academic Games	Does not use engaging or competitive activities to enhance learning.	Uses games occasionally without strong alignment to objectives.	Incorporates academic games that reinforce learning and participation.	Designs creative, industry-themed games and skill challenges that boost motivation, teamwork, and mastery of technical competencies.
3.9 - Providing Opportunities for Students to Talk About Themselves	Rarely invites students to share experiences, interests, or career aspirations.	Occasionally allows students to share personal connections but without clear learning focus.	Provides structured opportunities for students to relate learning to their backgrounds and goals.	Regularly integrates reflection and discussion that connect personal stories, career interests, and self-expression to future opportunities and CTE pathways.
3.10 - Motivating and Inspiring Students	Offers minimal encouragement; students feel unsupported or uncertain of expectations.	Delivers general motivation that lacks personal relevance.	Consistently encourages effort, persistence, and pride in learning and skill mastery.	Inspires students through mentorship, storytelling, and real-world vision — empowering them to see CTE learning as a transformative step toward meaningful careers.

DOMAIN 4: CLASSROOM MANAGEMENT AND BUILDING RELATIONSHIPS	Ineffective	Needs Improvement	Effective	Highly Effective
4.1 - Establishing Rules and Procedures	Fails to communicate or enforce clear expectations; classroom management is inconsistent and unsafe.	Establishes basic rules but enforces them inconsistently or without student understanding.	Communicates and enforces clear, fair expectations that promote safety, professionalism, and productivity.	Collaboratively establishes procedures reflecting industry norms, ensuring students consistently practice self-management and technical professionalism.
4.2 - Organizing the Physical Layout of the Classroom	Classroom or lab layout is disorganized, unsafe, or inhibits learning and movement.	Organizes layout with limited attention to safety or accessibility.	Designs physical space to support effective learning and safe operation of tools, technology, and equipment.	Optimizes layout for both efficiency and authenticity, replicating professional work environments that reinforce safety protocols and industry workflow.
4.3 - Demonstrating Withitness	Does not notice student misbehavior or off-task actions; lacks situational awareness.	Reacts to issues but may miss early warning signs or respond inconsistently.	Maintains awareness of student behavior, anticipating and addressing issues promptly.	Proactively demonstrates exceptional situational awareness — maintaining safety, engagement, and respect through seamless monitoring and preventative interventions.
4.4 - Acknowledging Adherence to Rules and Procedures	Ignores or fails to recognize student compliance and appropriate behavior.	Offers limited or generic positive feedback for adherence.	Acknowledges and reinforces proper conduct and procedural compliance regularly.	Purposefully recognizes professionalism and teamwork through authentic praise, mirroring workplace reward systems and encouraging leadership behaviors.
4.5 - Acknowledging Lack of Adherence to Rules and Procedures	Avoids addressing inappropriate behavior or enforces consequences inconsistently.	Corrects behavior but lacks clear communication or follow-up.	Addresses inappropriate actions promptly, calmly, and consistently in accordance with established policies.	Uses corrective action as a learning opportunity, connecting accountability to safety, respect, and real-world consequences found in career settings.

4.6 - Using Verbal and Nonverbal Behaviors That Demonstrate Care for Students	Interactions are detached or negative; little evidence of care or support.	Displays occasional positive gestures but lacks consistency or authenticity.	Demonstrates warmth and encouragement through positive tone and body language.	Consistently conveys genuine care and support through verbal and nonverbal communication that fosters trust, belonging, and motivation aligned with workplace relationships.
4.7 - Understanding Students' Backgrounds and Interests	Shows limited awareness or interest in students' personal backgrounds and career goals.	Attempts to understand student interests but rarely applies them to learning.	Learns about and responds to students' interests and experiences to connect lessons to relevance.	Intentionally embeds student backgrounds and ambitions into course design, mentoring each student toward individualized career development pathways.
4.8 - Displaying Objectivity and Control	Responds to classroom challenges emotionally or inconsistently; loses composure or impartiality.	Maintains basic control but occasionally shows bias or frustration.	Handles situations calmly, fairly, and professionally, modeling emotional control.	Demonstrates composure, empathy, and professionalism even in challenging scenarios; serves as a role model for workplace emotional intelligence and accountability.
4.9 - Demonstrating Value and Respect for Reluctant Learners	Disregards or minimizes the needs of disengaged or struggling students.	Shows basic patience but rarely adapts strategies to engage reluctant learners.	Treats all learners respectfully and uses strategies to support re-engagement.	Actively values reluctant learners through mentorship, persistence, and individualized support; builds trust and connection that leads to renewed motivation and participation.
4.10 - Asking In-Depth Questions of Reluctant Learners	Avoids questioning reluctant students or asks only superficial questions.	Asks some questions but fails to draw out deeper thinking or engagement.	Uses purposeful questioning that encourages reluctant learners to think and respond.	Engages reluctant learners through in-depth, supportive questioning that connects their experiences, curiosity, and perspectives to technical skill development.
4.11 - Probing Incorrect Answers with Reluctant Learners	Ignores or discourages incorrect responses; hesitant students remain disengaged.	Addresses incorrect answers but without explanation or encouragement.	Provides supportive correction and clarification to help students understand mistakes.	Turns errors into constructive, confidence-building learning moments — connecting problem-solving, reflective

				reasoning, and technical precision to professional growth.
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DOMAIN 5: PROFESSIONALISM	Ineffective	Needs Improvement	Effective	Highly Effective
5.1 - Professional Conduct and Ethics	Frequently fails to demonstrate professional behavior or comply with school and industry standards; may display unprofessional interactions or neglect responsibilities.	Shows inconsistent professionalism or requires reminders to meet expectations and deadlines.	Demonstrates reliability, ethical conduct, and adherence to policies and procedures; consistently models appropriate behavior.	Exemplifies professionalism in all interactions; mentors colleagues in ethical practice and models high standards.
5.2 - Collaboration and Communication	Avoids collaboration, communicates unprofessionally, or impedes teamwork.	Participates inconsistently or communicates minimally with colleagues and partners.	Collaborates constructively and communicates effectively with students, colleagues, and industry stakeholders.	Leads collaborative efforts, facilitates effective communication across teams, and proactively builds partnerships that advance program and school goals.
5.3 - Continuous Professional Growth	Disregards feedback and professional learning opportunities; shows no growth in practice.	Engages in limited professional development or demonstrates minimal implementation of new learning.	Participates consistently in professional learning and applies feedback to strengthen instruction and program outcomes.	Seeks advanced professional learning, shares expertise with peers, and initiates innovations that enhance teaching and learning across programs.
5.4 - Student and Program Advocacy	Shows little or no involvement in student or program advocacy; fails to promote equitable opportunities.	Participates sporadically in outreach or student support efforts without consistency.	Promotes student success and supports program quality through equitable practices and events.	Actively champions students and programs by leading outreach, partnerships, and continuous improvement initiatives.
5.5 - Safety and Compliance	Neglects or violates safety and compliance expectations, creating risk for students or staff.	Adheres to safety protocols inconsistently, requiring reminders or correction.	Consistently maintains required safety and compliance standards.	Exceeds safety and compliance expectations; takes initiative to update procedures and train others in best practices.
5.6 - Attendance and Reliability	Exhausts allotted illness and personal leave days and/or is frequently tardy; unreliable in fulfilling job responsibilities;	Attendance and punctuality are inconsistent; may require reminders.	Maintains regular attendance, arrives on time, and reliably fulfills all professional obligations.	Demonstrates exceptional reliability and punctuality; covers additional responsibilities and supports

	attendance issues negatively affect instruction or operation.			program continuity when needed.
5.7 - Engagement with Parents	Makes no attempt to communicate with parents; Rarely or never responds to contact from parents.	Makes little effort to involve parents; Communication is infrequent or nonexistent. Parents are unaware of student goals or progress.	Maintains open, positive communication with families to share progress, goals, and learning achievements; encourages family support for academic and technical skill growth.	Builds authentic partnerships with families through proactive, collaborative outreach that connects classroom learning to career pathways, showcases student work, and promotes shared responsibility for continued success.

DOMAIN 6: CAREER AND TECHNICAL EDUCATION SPECIFIC	Ineffective	Needs Improvement	Effective	Highly Effective
6.1 - Work-Based Learning Opportunities	Does not provide work-based learning opportunities or links them poorly to classroom objectives.	Provides limited or informal work-based learning experiences with unclear connections to student learning.	Facilitates structured, standards-aligned work-based learning opportunities directly linked to curriculum and skill development.	Develops and maintains robust, ongoing partnerships with businesses that provide high-quality, industry-aligned experiences; maintains regular communication, documentation, and reflection of student progress between school and employers.
6.2 - Career and Technical Student Organizations (CTSOs)	Not involved in CTSO activities, and students are not encouraged to participate.	Supports occasional CTSO participation without consistent integration into curriculum or skill development.	Actively participates in CTSOs and provides students opportunities for service-learning, occupational skills, leadership, and employability development; encourages participation in competitions and recognition events.	Embeds CTSO mission, vision, and values into daily instruction and program culture; consistently supports diverse CTSO activities and ensures they strengthen leadership, technical, and academic skills across the program.
6.3 - College and Career Opportunities	Makes minimal effort to establish connections with postsecondary institutions or industry certification entities.	Has limited articulation or agency agreements; certification options are inconsistently available or outdated.	Maintains approved articulation/agency agreements for most dual credit courses within the career pathway; provides access to industry-approved certifications where available.	Actively sustains and expands articulation, certification, and apprenticeship opportunities aligned to postsecondary and workforce needs; supports students in achieving recognized credentials and/or college credit within their pathway.
6.4 - Advisory Committees	Lacks an operational advisory committee or fails to meet state CTE requirements.	Advisory committee has limited membership or meets infrequently with minimal impact on program activities.	Maintains an advisory committee representing most stakeholder sectors (e.g., business/industry, secondary education, postsecondary,	Leads a highly engaged advisory committee with broad stakeholder representation; committee reviews program data, provides recommendations,

			workforce, and community); meets at least twice annually.	assists with curriculum development, and helps align instruction with labor market needs.
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SPECIAL EDUCATION TEACHER PROFESSIONAL GROWTH FRAMEWORK

DOMAIN 1: Goals, Progress, and Assessment	22.5%	DOMAIN 4: Classroom Management and Building Relationships	22.5%
1.1 - Providing Rubrics, Scales, or Other Performance Descriptors 1.2 - Tracking and Analyzing Student Data and Progress 1.3 - Using Informal Assessments to Plan/Adjust Instruction 1.4 - Using Formal Assessments to Determine Mastery 1.5 - Setting Ambitious/Measurable Achievement Goals Based on Data 1.6 - Collaborating with Students on Strengths/Improvement/Reflection 1.7 - Meets IEP Compliance Requirements 1.8 - Prepared for Case Conference Meetings 1.9 - Ensuring Student Schedules Comply with IEP Provisions		4.1 - Establishing and Maintaining a Positive Learning Environment 4.2 - Building Relationships 4.3 - Communicating High Expectations 4.4 - Promoting Parent Involvement in Student Learning 4.5 - Providing Leadership	
DOMAIN 2: Instructional Strategies	22.5%	DOMAIN 5: Professionalism	10%
2.1 - Interventions Based on Individual Student Need 2.2 - Chunking Content 2.3 - Cognitively Challenging Tasks 2.4 - Generating/Defending Claims 2.5 - Previewing Intervention/Strategies 2.6 - Highlighting Critical Information 2.7 - Elaborating on Information 2.8 - Promoting Transfer to Authentic Situations 2.9 - Using Data to Differentiate Instruction 2.10 - Processing Content 2.11 - Examining Similarities/Differences 2.12 - Errors in Reasoning 2.13 - Providing Resources/Guidance 2.14 - Reviewing/Reflecting on Learning 2.15 - Accommodations for Recording/Representing 2.16 - Using Available Resources Effectively 2.17 - Utilizing Support Staff Effectively		5.1 - Professional Conduct and Ethics 5.2 - Collaboration and Communication 5.3 - Continuous Professional Growth 5.4 - Student and Program Advocacy 5.5 - Safety and Compliance 5.6 - Attendance and Reliability 5.7 - Engagement with Parents	
DOMAIN 3: Engagement Strategies	22.5%		
3.1 - Monitoring and Responding to Student Engagement 3.2 - Pacing and Energizing 3.3 - Engaging Students Intellectually 3.4 - Motivating and Inspiring Students			

DOMAIN 1 GOALS, PROGRESS, AND ASSESSMENT	Ineffective	Needs Improvement	Effective	Highly Effective
1.1 - Providing Rubrics, Scales, or Other Performance Descriptors	Fails to adapt or share CTE-aligned rubrics in resource room; students unclear on CTE success criteria or IEP connections.	Provides simplified rubrics sporadically without full CTE/IEP alignment; limited student awareness of performance levels.	Collaborates with CTE teachers to adapt rubrics for resource room use; students understand CTE goals, proficiency levels, and self-assessment criteria.	Co-creates customized rubrics with CTE teachers and students; resource room sessions build student ability to apply rubrics independently to CTE work with IEP progress ties.
1.2 - Tracking and Analyzing Student Data and Progress	No systematic tracking of CTE-specific data in resource room; progress toward IEP goals in CTE unknown.	Tracks basic completion data inconsistently; minimal analysis linking resource room support to CTE outcomes.	Regularly collects and analyzes CTE performance data (e.g., assignments, skills checks) alongside IEP baselines; shares insights with CTE teachers/TOR.	Maintains comprehensive, real-time data dashboard for CTE-IEP progress; uses predictive analysis to adjust resource room interventions and inform CTE reteaching.
1.3 - Using Informal Assessments to Plan/Adjust Instruction	No formative checks during resource room CTE support; adjustments not data-responsive.	Uses basic checks (e.g., thumbs up) occasionally without connecting to CTE objectives or next steps.	Employs varied formative tools (e.g., quick quizzes, skill demos) on CTE content; modifies resource room strategies based on immediate feedback.	Integrates advanced, CTE-specific formatives (e.g., error pattern analysis, think-alouds); drives precise, individualized adjustments across resource room and CTE classroom.
1.4 - Using Formal Assessments to Determine Mastery	No involvement in CTE summatives; mastery gaps unaddressed in resource room.	Reviews CTE assessments post hoc without structured follow-up or mastery evaluation.	Administers or adapts CTE-aligned summatives in resource room; determines mastery levels to guide targeted review.	Designs hybrid summatives (e.g., modified labs, portfolios); analyzes results to certify mastery and recommend accommodations/enrichments.

1.5 - Setting Ambitious/Measurable Achievement Goals Based on Data	No role in CTE-IEP goal setting; data unused for resource room planning.	Offers vague suggestions without multi-source data integration.	Analyzes data, progress monitoring to recommend ambitious CTE-IEP goals; tracks in resource room.	Leads data-driven goal workshops with CTE teacher/TOR; students co-set personalized CTE targets with built-in resource room accountability measures.
1.6 - Collaborating with Students on Strengths/Improvement/Reflection	Students passive; no CTE-focused reflection in resource room.	Teacher-directed feedback with little student ownership of CTE strengths/needs.	Guides students to reflect on CTE performance data; identifies strengths/improvements during resource sessions.	Facilitates student-led resource room conferences; students create action plans linking CTE gaps to IEP growth with self-monitoring tools.
1.7 - Meets IEP Compliance Requirements	Provides little to no documented evidence of IEP implementation; fails to demonstrate adherence to timelines, accommodations, or modifications.	Shares incomplete or inconsistent data, often in response to requests rather than as part of an established process; documentation of accommodations and modifications is limited or unclear.	Consistently provides timely, accurate, and detailed CTE data to support TOR conferences, compliance monitoring, and parent communication; demonstrates implementation of IEP accommodations and modifications with appropriate documentation.	Proactively audits IEP compliance, identifying and addressing gaps in timelines, documentation, and implementation of accommodations and modifications; develops and maintains structured resource room protocols ensuring TOR requirements are exceeded, with comprehensive, audit-ready documentation and clear evidence of fidelity to each student's IEP within Central Nine's environment.
1.8 - Prepared for Case Conference Meetings	No CTE data contributions to TOR IIEP preparation.	Submits basic notes without analysis or CTE context.	Delivers analyzed CTE performance data to TOR; contributes to draft IEP sections on resource room supports.	Prepares executive summaries and trend reports; facilitates data visualization tools for CCC meetings focused on CTE-IEP alignment.

1.9 - Ensuring Student Schedules Comply with IEP Provisions	<p>Demonstrates minimal awareness of IEP-related scheduling needs; fails to communicate concerns about conflicts between CTE programs and resource room support.</p>	<p>Occasionally identifies potential mismatches between CTE participation and IEP services but provides only sporadic or unclear feedback to TORs, with no follow-through toward resolution.</p>	<p>Regularly reviews student placements and communicates clear, timely recommendations to TORs regarding alignment of CTE classes, resource room time, and IEP service provisions..</p>	<p>Proactively collaborates with TORs and partner schools to provide strategic recommendations that optimize CTE access, resource support, and IEP goal attainment, promoting seamless coordination across programs and settings.</p>
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DOMAIN 2 INSTRUCTIONAL STRATEGIES	Ineffective	Needs Improvement	Effective	Highly Effective
2.1 - Interventions Based on Individual Student Need	No data-driven support in CTE classes; ignores psych/PLOP.	Limited interventions shared with CTE teachers.	Provides targeted interventions to CTE teachers using data	Designs personalized, tiered supports; trains CTE teacher on implementation for sustained impact.
2.2 - Chunking Content	No input on breaking CTE content for special ed students.	Suggests uneven chunks inconsistently.	Recommends logical chunking strategies to CTE teachers for manageable unit and chunks content when supporting students.	Co-plans adaptive chunking with processing breaks tailored to diverse CTE learners.
2.3 - Cognitively Challenging Tasks	No scaffolding for CTE cognitive demands.	Basic support mismatched to levels.	Suggests tasks challenging students at appropriate cognitive levels within CTE lessons.	Co-designs scaffolded, rigorous tasks promoting deep growth in co-taught CTE environments.
2.4 - Generating/Defending Claims	No facilitation in CTE claim-making activities.	Minimal prompting without evidence focus.	Supports students defending claims in CTE contexts with evidence.	Integrates peer critique/real-world CTE applications; elevates argumentation skills.
2.5 - Previewing Intervention/Strategies	No co-teaching previews for CTE content.	Brief, ineffective intros shared sporadically.	Collaborates on previews building interest in CTE lesson strategies.	Designs dynamic hooks/anticipatory sets with CTE teachers to activate prior knowledge.
2.6 - Highlighting Critical Information	No emphasis guidance for CTE key content.	Inconsistent focus suggestions.	Guides CTE teachers to spotlight critical CTE skills/knowledge.	Trains students/CTE staff to self-identify priorities across modalities.
2.7 - Elaborating on Information	No expansion opportunities in CTE responses.	Rare prompts without depth.	Facilitates elaboration in co-taught CTE discussions and when working with students one-on-one or in small groups.	Uses tiered questioning/peer dialogue to build nuanced CTE understanding.

2.8 - Promoting Transfer to Authentic Situations	No CTE-general ed/real-world links supported.	Superficial connections occasionally.	Supports activities transferring CTE learning to authentic/gen-ed contexts.	Enables student-led transfers to CTE scenarios with feedback.
2.9 - Using Data to Differentiate Instruction	No data collaboration with CTE/TOR.	Sporadic group-level input.	Shares data insights with CTE teacher /TOR for expectation-setting/ differentiation.	Leads data teams customizing supports for every CTE-special ed student.
2.10 - Processing Content	No processing strategies in CTE lessons.	Basic recall support only.	Recommends discussing/comparing/summarizing for CTE content processing.	Orchestrates multi-perspective processing deepening CTE skill retention.
2.11 - Examining Similarities/Differences	No comparative tools for CTE content.	Simple lists without analysis.	Supplies organizers highlighting CTE similarities/differences.	Leads advanced comparisons generating CTE insights and applications.
2.12 - Errors in Reasoning	No error analysis in CTE reasoning.	Superficial notes only.	Guides evaluation of CTE claims/logic/evidence.	Builds systematic error habits strengthening CTE critical thinking.
2.13 - Providing Resources/Guidance	No resources shared for CTE lessons.	Basic supplies inconsistently.	Supplies CTE-aligned resources/guidance to teachers/students.	Curates adaptive CTE resources; teaches independent access.
2.14 - Reviewing/Reflecting on Learning	No CTE review support.	Minimal recaps.	Prompts structured CTE content reflection with teachers.	Integrates metacognitive spirals driving CTE self-regulation.
2.15 - Accommodations for Recording/Representing	No representation options in CTE.	Reactive basics only.	Provides words/pics/actions/tech for CTE content.	Embeds UDL; students choose CTE-optimal methods.
2.16 - Using Available Resources Effectively	No CTE resource sourcing.	Ineffective use.	Identifies/integrates CTE-relevant resources.	Innovates community/tech resources elevating CTE outcomes.
2.17 - Utilizing Support Staff Effectively	No staff training/coordination.	Minimal oversight.	Trains/monitors paraeducators for CTE success.	Coaches collaborative staff team aligned to CTE/IEP goals.

DOMAIN 3 ENGAGEMENT STRATEGIES	Ineffective	Needs Improvement	Effective	Highly Effective
3.1 - Monitoring and Responding to Student Engagement	Ignores engagement during CTE classroom/resource room work.	Notices drops but responds slowly.	Actively tracks engagement; adjusts supports real-time.	Uses engagement data to pre-empt disengagement; designs CTE hook sequences.
3.2 - Pacing and Energizing	Monotonous CTE review pace.	Uneven pacing with few energizers.	Dynamically paces resource room CTE activities; inserts energizers as needed.	Masterful flow management; resource room becomes CTE "recharge zone."
3.3 - Engaging Students Intellectually	Passive CTE worksheet completion only.	Occasional thinking prompts.	Designs intellectually provocative CTE problems/challenges for resource room.	Transforms resource room into CTE inquiry hub; students generate their own engaging questions.
3.4 - Motivating and Inspiring Students	No motivational framework in CTE support.	External rewards inconsistently.	Integrates growth mindset, CTE career connections.	Cultivates CTE identity and self-efficacy.

DOMAIN 4 CLASSROOM MANAGEMENT AND BUILDING RELATIONSHIPS	Ineffective	Needs Improvement	Effective	Highly Effective
4.1 - Establishing and Maintaining a Positive Learning Environment	Chaotic resource room; no CTE-focused routines.	Inconsistent structure hinders CTE productivity.	Establishes clear resource room rules/routines optimized for CTE success.	Students co-manage empowering CTE resource room culture with peer accountability systems.
4.2 - Building Relationships	No personalized CTE interest knowledge.	Surface student info unused.	Learns students' CTE aspirations; tailors resource room support accordingly.	Deep CTE-career relationships fuel personalized motivation and long-term program success.
4.3 - Communicating High Expectations	Low expectations implicit in resource room tasks.	States expectations without reinforcement.	Demonstrates belief in CTE success for all through challenging resource room work.	Culture of CTE excellence; create opportunities for every student to show high achievement.
4.4 - Promoting Parent Involvement in Student Learning	No CTE progress communication to parents.	Reactive parent contacts only.	Regularly shares CTE-resource room progress reports with actionable parent strategies.	Builds parent support systems; provides parents with opportunities to extend CTE learning at home.
4.5 - Providing Leadership	No CTE program contributions.	Minimal participation.	Leads CTE-special ed initiatives improving resource room/program outcomes.	Catalyzes systemic CTE-special ed transformation across campus.

DOMAIN 5: PROFESSIONALISM	Ineffective	Needs Improvement	Effective	Highly Effective
5.1 - Professional Conduct and Ethics	Frequently fails to demonstrate professional behavior or comply with school and industry standards; may display unprofessional interactions or neglect responsibilities.	Shows inconsistent professionalism or requires reminders to meet expectations and deadlines.	Demonstrates reliability, ethical conduct, and adherence to policies and procedures; consistently models appropriate behavior.	Exemplifies professionalism in all interactions; mentors colleagues in ethical practice and models high standards.
5.2 - Collaboration and Communication	Avoids collaboration, communicates unprofessionally, or impedes teamwork.	Participates inconsistently or communicates minimally with colleagues and partners.	Collaborates constructively and communicates effectively with students, colleagues, and industry stakeholders.	Leads collaborative efforts, facilitates effective communication across teams, and proactively builds partnerships that advance program and school goals.
5.3 - Continuous Professional Growth	Disregards feedback and professional learning opportunities; shows no growth in practice.	Engages in limited professional development or demonstrates minimal implementation of new learning.	Participates consistently in professional learning and applies feedback to strengthen instruction and program outcomes.	Seeks advanced professional learning, shares expertise with peers, and initiates innovations that enhance teaching and learning across programs.
5.4 - Student and Program Advocacy	Shows little or no involvement in student or program advocacy; fails to promote equitable opportunities.	Participates sporadically in outreach or student support efforts without consistency.	Promotes student success and supports program quality through equitable practices and events.	Actively champions students and programs through partnerships, and continuous improvement initiatives.
5.5 - Safety and Compliance	Neglects or violates safety and compliance expectations, creating risk for students or staff.	Adheres to safety protocols inconsistently, requiring reminders or correction.	Consistently maintains required safety and compliance standards.	Exceeds safety and compliance expectations; takes initiative to update procedures and train others in best practices.
5.6 - Attendance and Reliability	Exhausts allotted illness and personal leave days and/or is frequently tardy; unreliable in fulfilling job responsibilities;	Attendance and punctuality are inconsistent; may require reminders.	Maintains regular attendance, arrives on time, and reliably fulfills all professional obligations.	Demonstrates exceptional reliability and punctuality; covers additional responsibilities and supports

	attendance issues negatively affect instruction or operation.			program continuity when needed.
5.7 - Engagement with Parents	Makes no attempt to communicate with parents; Rarely or never responds to contact from parents.	Makes little effort to involve parents; Communication is infrequent or nonexistent. Parents are unaware of student goals or progress.	Maintains open, positive communication with families to share progress, goals, and learning achievements; encourages family support for academic and technical skill growth.	Builds authentic partnerships with families through proactive, collaborative outreach that connects classroom learning to career pathways, showcases student work, and promotes shared responsibility for continued success.

INNOVATION COACH / INTEGRATION SPECIALIST PROFESSIONAL GROWTH FRAMEWORK

DOMAIN 1: Goals, Progress, and Assessment	22.5%	DOMAIN 4: Classroom Management and Building Relationships	22.5%
1.1 - Establishing a Coherent Goal-based Support Plan 1.2 - Utilizing Data to Provide Evidence-Based Feedback 1.3 - Reflecting on Coaching Practice 1.4 - Using Data to Support Teachers in Monitoring Student Growth		4.1 - Creating an Environment of Trust and Respect 4.2 - Establishing a Culture for Ongoing Instructional Improvement 4.3 - Coordinating Work with Colleagues 4.4 - Demonstrating Knowledge of the Teacher	
DOMAIN 2: Instructional Strategies	22.5%	DOMAIN 5: Professionalism	10%
2.1 - Demonstrating Knowledge of Coaching, Content, and Pedagogy 2.2 - Demonstrating Knowledge of the School's Instructional Goals 2.3 - Demonstrating Knowledge of Resources 2.4 - Managing Instructional Support		5.1 - Professional Conduct and Ethics 5.2 - Collaboration and Communication 5.3 - Continuous Professional Growth 5.4 - Student and Program Advocacy 5.5 - Safety and Compliance 5.6 - Attendance and Reliability	
DOMAIN 3: Engagement Strategies	22.5%		
3.1 - Engaging Teachers in the Coaching Process 3.2 - Using Coaching Language, Stems, and Questions 3.3 - Communicating Effectively in the Coaching Relationship			

DOMAIN 1 GOALS, PROGRESS, AND ASSESSMENT	Ineffective	Developing	Effective	Highly Effective
1.1 - Establishing a Coherent Goal-based Support Plan	Does not establish goals or creates plans that are disconnected from teacher needs or CTE content.	Establishes general goals but alignment to teacher needs, data, or CTE context is inconsistent.	Collaboratively develops clear, measurable, data-informed goals aligned to teacher needs, student outcomes, and CTE standards.	Designs highly targeted, responsive coaching plans grounded in data sources; builds teacher capacity to set and refine their own goals.
1.2 - Utilizing Data to Provide Evidence-Based Feedback	Feedback is infrequent, vague, or not grounded in observable evidence.	Provides some feedback, but it may lack specificity or clear connection to data.	Provides regular, specific, and actionable feedback grounded in observation, student data, and instructional goals.	Delivers precise, timely, and highly actionable feedback; supports teachers in independently analyzing evidence, and adjusting practice.
1.3 - Reflecting on Coaching Practice	Does not reflect on effectiveness or impact of coaching.	Reflects occasionally but without consistent use of evidence or teacher input.	Regularly reflects on coaching practices using evidence, teacher feedback, and student outcomes to improve effectiveness.	Engages in deep, continuous reflection; systematically adjusts coaching approaches and contributes to program improvement.
1.4 - Using Data to Support Teachers in Monitoring Student Growth	Does not incorporate student data into coaching conversations.	Uses limited or surface-level data with minimal impact on instruction.	Engages teachers in analyzing student learning data to inform instruction and monitor progress.	Builds teacher capacity to independently use multiple data sources to drive instruction and improve student outcomes in CTE settings.

DOMAIN 2 INSTRUCTIONAL STRATEGIES	Ineffective	Developing	Effective	Highly Effective
2.1 - Demonstrating Knowledge of Coaching, Content, and Pedagogy	Lacks understanding of coaching practices, instructional strategies, or CTE content; support is ineffective.	Demonstrates basic knowledge but application is inconsistent or not well-aligned to teacher needs.	Applies strong knowledge of coaching, pedagogy, and CTE content to provide relevant and effective instructional support.	Demonstrates deep expertise; models, integrates, and extends high-impact instructional and CTE practices.
2.2 - Demonstrating Knowledge of the School's Instructional Goals	Is unaware of or does not align coaching to school or district goals.	Demonstrates limited awareness; alignment is inconsistent.	Clearly aligns coaching work with school and district instructional priorities and communicates these to teachers.	Strategically integrates and reinforces school goals; partners with leadership to advance a coherent building-wide approach.
2.3 - Demonstrating Knowledge of Resources	Does not seek out or share instructional or technological resources.	Shares limited, generic, or inconsistently relevant resources.	Identifies and provides relevant, current resources (instructional and technological) aligned to teacher and CTE needs.	Curates, adapts, and models high-quality resources; builds systems for resource sharing and sustained implementation.
2.4 - Managing Instructional Support	Coaching time, tools, and data are disorganized or underutilized.	Demonstrates some organization but lacks consistency or efficiency.	Effectively organizes coaching cycles, tools, and data to maximize impact and teacher progress.	Optimizes systems and structures for coaching; ensures seamless access to data, tools, and supports.

DOMAIN 3 ENGAGEMENT STRATEGIES	Ineffective	Developing	Effective	Highly Effective
3.1 - Engaging Teachers in the Coaching Process	Uses limited or ineffective strategies; teacher engagement is minimal.	Uses some coaching strategies but does not consistently match teacher needs.	Engages teachers using a variety of strategies (e.g., modeling, co-teaching, observation, questioning) tailored to their needs.	Expertly differentiates coaching approaches in real time; fosters strong teacher ownership.
3.2 - Using Coaching Language, Stems, and Questions	Communication is directive, unclear, or does not promote reflection.	Attempts to use coaching language but inconsistently promotes teacher thinking.	Uses effective questioning and coaching language to promote reflection, problem-solving, and growth.	Skillfully facilitates deep reflection and instructional decision-making through precise, adaptive questioning.
3.3 - Communicating Effectively in the Coaching Relationship	Expectations and processes are unclear; communication hinders progress.	Communicates basic expectations but lacks clarity or consistency.	Clearly communicates coaching purpose, expectations, and next steps; maintains productive dialogue.	Establishes transparent, trust-based communication that fosters shared ownership and clarity throughout the coaching cycle.

DOMAIN 4 CLASSROOM MANAGEMENT AND BUILDING RELATIONSHIPS	Ineffective	Developing	Effective	Highly Effective
4.1 - Creating an Environment of Trust and Respect	Fails to establish trust; interactions may negatively impact relationships.	Builds limited rapport; trust is inconsistent.	Establishes respectful, trusting relationships that support risk-taking and growth.	Cultivates deep trust and psychological safety; relationships accelerate teacher growth and collaboration.
4.2 - Establishing a Culture for Ongoing Instructional Improvement	Does not promote or value continuous improvement.	Encourages growth inconsistently or superficially.	Promotes a culture of inquiry, reflection, and continuous instructional improvement.	Leads and sustains a culture of high expectations, inquiry, and shared responsibility for improvement.
4.3 - Coordinating Work with Colleagues	Rarely collaborates or works in isolation.	Collaborates occasionally but without strong alignment or impact.	Collaborates effectively with administrators, coaches, and specialists to support teachers.	Leads coordinated, system-wide collaboration that strengthens instructional coherence and teacher support.
4.4 - Demonstrating Knowledge of the Teacher	Does not seek to understand teacher strengths, needs, or context.	Demonstrates limited understanding of teacher background or needs.	Builds a strong understanding of teacher strengths, needs, and context to differentiate support.	Anticipates teacher needs; highly tailors support to maximize individual and team growth.

DOMAIN 5: PROFESSIONALISM	Ineffective	Needs Improvement	Effective	Highly Effective
5.1 - Professional Conduct and Ethics	Frequently fails to demonstrate professional behavior or comply with school and industry standards; may display unprofessional interactions or neglect responsibilities.	Shows inconsistent professionalism or requires reminders to meet expectations and deadlines.	Demonstrates reliability, ethical conduct, and adherence to policies and procedures; consistently models appropriate behavior.	Exemplifies professionalism in all interactions; mentors colleagues in ethical practice and models high standards.
5.2 - Collaboration and Communication	Avoids collaboration, communicates unprofessionally, or impedes teamwork.	Participates inconsistently or communicates minimally with colleagues and partners.	Collaborates constructively and communicates effectively with students, colleagues, and industry stakeholders.	Leads collaborative efforts, facilitates effective communication across teams, and proactively builds partnerships that advance program and school goals.
5.3 - Continuous Professional Growth	Disregards feedback and professional learning opportunities; shows no growth in practice.	Engages in limited professional development or demonstrates minimal implementation of new learning.	Participates consistently in professional learning and applies feedback to strengthen instruction and program outcomes.	Seeks advanced professional learning, shares expertise with peers, and initiates innovations that enhance teaching and learning across programs.
5.4 - Student and Program Advocacy	Shows little or no involvement in student or program advocacy; fails to promote equitable opportunities.	Participates sporadically in outreach or student support efforts without consistency.	Promotes student success and supports program quality through equitable practices and events.	Actively champions students and programs by leading outreach, partnerships, and continuous improvement initiatives.
5.5 - Safety and Compliance	Neglects or violates safety and compliance expectations, creating risk for students or staff.	Adheres to safety protocols inconsistently, requiring reminders or correction.	Consistently maintains required safety and compliance standards.	Exceeds safety and compliance expectations; takes initiative to update procedures and train others in best practices.
5.6 - Attendance and Reliability	Exhausts allotted illness and personal leave days and/or is frequently tardy; unreliable in fulfilling job responsibilities;	Attendance and punctuality are inconsistent; may require reminders.	Maintains regular attendance, arrives on time, and reliably fulfills all professional obligations.	Demonstrates exceptional reliability and punctuality; covers additional responsibilities and supports

	attendance issues negatively affect instruction or operation.			program continuity when needed.
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APPENDIX A.

CENTRAL NINE CAREER CENTER PROFESSIONAL GROWTH PLAN TEMPLATE

Each year, teachers and evaluators will collaborate to create a Professional Growth Plan that focuses on practices most likely to improve student learning.

Before you begin, review the Professional Growth Framework and ask yourself:
“What do I typically do to demonstrate this indicator in my classroom?”

Examples:

- “What do I typically do to Clarify Learning Goals and Objectives?” [1.1]
- “What do I typically do to Reflect on Learning?” [2.12]

Step 1: Identify Focus Areas

After reviewing the framework, identify 1–3 indicators that represent meaningful opportunities for growth in your practice. Use these questions to guide your selection:

- Which indicators offer the greatest potential for targeted improvement in my practice?
- Which strategies am I willing to try that push me slightly beyond my comfort zone, but do not overwhelm me?
- Which strategies fit naturally within my current units and lessons?
- Which strategies are likely to have the greatest impact on my specific group(s) of learners?

Step 2: Clarify Actions and Learning

For the indicators you select, reflect on how you will grow and what support you will need:

- What specific actions aligned with these indicators will most effectively support improvement in my practice?
- How will these actions enhance my professional effectiveness and student learning outcomes?
- What professional learning experiences will I pursue to support growth in this area? (e.g., professional reading, research, coaching, observing colleagues, workshops)
- How will I adjust my professional behaviors to promote growth in this area—what should I increase, and what should I reduce?
- What resources will I need to support professional learning and the implementation of new practices?

Step 3: Plan Evidence of Progress

Decide how you will know whether you are making progress:

- What evidence will demonstrate my progress in the target area? (e.g., observations, student data, portfolios, video clips, journals, reflections)
- How and when will that evidence be collected?
- What interim benchmarks will I use, and what is the final target date for this work?

Step 4: Write Three SMART Goals

Using your reflections above, write three (3) SMART goals for professional growth. Each goal should be:

- Strategic – Focused on an area worth investing time, effort, and energy.
- Measurable – Supported by evidence that can be collected to objectively determine growth.
- Attainable – Realistic and achievable with sustained effort.
- Results Oriented – Focused on specific outcomes for instructional practice and/or student learning.
- Time Bound – Linked to a clear time frame or deadline for expected results.

Step 5: Enter the Plan in Education Advanced

Submit your Professional Growth Plan in the Education Advanced platform. For each goal:

- Select the indicator from the Professional Growth Framework that the goal targets.
- Identify the strategies you will use to support growth in this area.
- Describe the actions you will take for professional learning and growth (e.g., professional reading, research, observation, coaching).
- Identify the evidence you will use to demonstrate progress toward the goal (e.g., observation data, student work or data, portfolios, video documentation, journals, reflections).
- Specify the benchmarks you will use to monitor progress and the end date for the goal.