Camino Nuevo Charter Academy

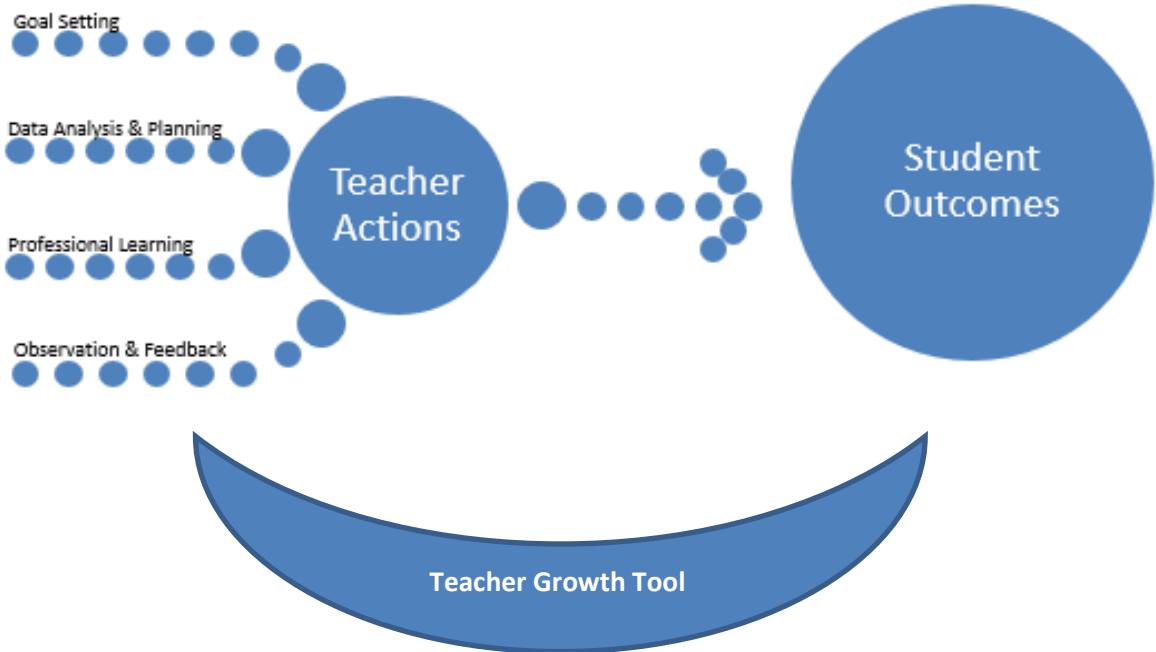Teacher Evaluation Guidebook

2021-2022

Part 1: Introduction

Camino Nuevo Charter Academy believes that increased teacher effectiveness drives increased student outcomes. At CNCA, we have invested in designing a teacher development model to ensure we are supporting all teachers in reaching their full potential.

In order to provide teachers and leaders with research based best practices for improving teacher actions, and in alignment with our vision for teaching and learning, CNCA adopted Danielson's Framework for Teaching in 2017. In 2020-2021, the Teacher Evaluation Task Force, a collaborative effort between CNCA and Camino Nuevo Teachers Association (CNTA), completed the latest revision of our teacher evaluation tool.

The Task Force's original 2020-2021 goal was to ensure that the teacher evaluation tool promoted teachers' development through its intentional integration into PD, coaching, and teacher-driven learning opportunities. The Task Force determined that a foundational step to this work was to significantly pare down the number of components included in the teacher evaluation rubric. A subset of the Task Force also collaborated to create a modified version of the tool which is better aligned to the role of the Special Education (RSP) Teacher. The results of this effort are the 2021-2022 CNCA Teacher Growth Tools, for both General Education and Inclusion (RSP) Teachers (included as Appendix A of this Guidebook).

We expect all teachers to participate in a comprehensive development system, which includes coaching and professional learning opportunities to support goal setting, data analysis and planning, and improvement of instructional practice through observation and coaching. All of this is grounded in the components of the CNCA Teacher Growth Tool.

Part II: Teacher Evaluation Process

Teacher evaluation provides teachers with an opportunity to zoom out on their practice as a whole through the use of the Teacher Growth Tool. In order to support all our teachers and recognize their diverse set of development needs, teachers are evaluated through a differentiated system. The table below delineates the elements of each type of differentiated evaluation.

Eval Type	Components	Criteria to move	Process	Support/ Incentive
Comprehensive All new CNCA hires start here.	All	Comprehensive to Abridged 1. Teacher has completed one full year at CNCA with a minimum of "developing" ratings in all components. Comprehensive to Brief 1. Teacher has completed one full year at CNCA with a minimum of "proficient" ratings in all components.	Minimum of 8 informal observations (at least 4 each semester) MOY Due - Nov. 15 EOY Due- Apr. 1	SUPPORT: • Mindful Mentoring (peer coaching related to The Teaching Well PDs) • Group mentoring (New teachers/ new to CNCA coming together at a regular scheduled time to support each other.)
Abridged	Teacher and coach choose 9	Abridged to Brief 1. Teacher has completed three years of teaching at CNCA; 2. Has a minimum of proficient in all but two components; and 3. The teacher has received no unsatisfactory ratings. Abridged to Light 1. Teacher has completed three years of teaching at CNCA; and 2. Has all proficient or distinguished ratings.	Minimum 6 informal observations (3 each semester) MOY Due- Dec. 15 EOY Due- April 29	INCENTIVE: • Increased autonomy in evaluation & shorter process SUPPORT: • Mindful Mentoring (peer coaching related to The Teaching Well PDs) • Group mentoring

Brief Teachers must have completed three years of teaching at CNCA.	Teacher and coach choose 8	Brief to Light 1. Teacher has scored all proficient or distinguished ratings.	Minimum 6 informal observations (at least 3 each semester) MOY Due- Dec. 15 EOY Due- April 29	INCENTIVE: • Increased autonomy in evaluation & shorter process *Choose a leadership role:* • Buddy Teacher (school budgets permitting) • Mindful Mentor Fellowship
Light	Teacher and coach choose 6	N/A	MOY Due- Dec. 15 EOY Due- April 29	INCENTIVE: • Increased autonomy in evaluation & shorter process *Choose a leadership role:* • Buddy Teacher (school budgets permitting) • Mindful Mentor Fellowship

Goal Setting: The teacher evaluation system is designed to promote professional growth and learning for every teacher. This is only possible with deep self-reflection and continued teacher driven work. This begins with setting goals in collaboration with your evaluator (i.e., your coach). Goals must be submitted through the completion of the Professional Learning & Growth Plan (PLGP) Template (included as Appendix B of this Guidebook).

PLGP Templates should be completed in collaboration with the teacher's evaluator (i.e., coach) and uploaded to Frontline by **Friday, September 17, 2021.**

Self-Assessment: As an additional component of self-reflection, each teacher completes a self-assessment by rating themselves on the rubric before their mid-year and end-of-year evaluation. We know that administrators can't observe every lesson, parent interaction or daily routine so it is also an opportunity to share evidence with the evaluator that can be added to the evaluation.

Timeline:

The timelines and process above are developed in alignment with the CNCA Collective Bargaining Agreement.

	Mid-Year	End of Year Evaluation	Completed by
Self-Assessment	October 15th	March 4th	Teachers
Teachers Receiving a Comprehensive Evaluation	November 15th	April 1st	Evaluator
All Other Teachers	December 15th	April 29th	Evaluator

Part III: Frontline: Our online platform for Performance Evaluations.

- **What is Frontline?**
  - o Frontline is an online platform that allows you to easily keep track of your informal coaching and evaluations. CNCA has selected to use Frontline because it provides a simpler way to view feedback on the CNCA Teacher Growth Tool. The online tool supports you in focusing on growth by viewing your observation feedback over time.

- **How do I get access to Frontline?**
  - o Go to: **http://www.mylearningplan.com**
  - o Log In: Username = **email address** Password = **changeme**
  - o You will be prompted to change your password after logging in.

- **Where do I view informal observations and evaluations?**
  - o Click the My Evaluations link from the side of the navigation bar.
  - o Click the Evaluation (Cycle Dates) link. (If this is your first year with Camino, you will only see the current one.)
  - o View your evaluation components and use the "plus" symbol to expand components to view the forms within.

- **How do I complete/submit forms?**
  - o Teachers are required to submit their Goal Setting, Mid-Year and End of Year Self Assessment forms.
  - o To complete a form, click on the button next to the form.

Appendix A

CNCA Teacher Growth Tool

	Distinguished	Proficient	Developing	Unsatisfactory
Domain 1: Planning & Preparation	**(1a) Demonstrating Knowledge of Content and Pedagogy**			
	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another, to the pillars of Ethnic Studies pedagogy, and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, including a well-designed approach to using formative assessment, and the ability to anticipate student misconceptions.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another, as well as to the pillars of Ethnic Studies pedagogy. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject, including a well-developed strategy for using formative assessment that assesses important concepts in the discipline.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another and/or to the pillars of Ethnic Studies pedagogy. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students, including a rudimentary approach to using formative assessment.	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content, including no plan to incorporate formative assessment in the lesson or unit.
	(1b) Demonstrating Knowledge of Students			
	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' intersecting identities, knowledge and skills, special needs, and interests.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' intersecting identities, knowledge and skills, special needs, and interests.	The teacher displays generally accurate knowledge of how students learn and of their intersecting identities, knowledge and skills, special needs, and interests, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher displays minimal understanding of how students learn—and little knowledge of their intersecting identities, knowledge and skills, special needs, and interests — and does not indicate that such knowledge is valuable.

CNCA Teacher Growth Tool

	Distinguished	Proficient	Developing	Unsatisfactory
Domain 2: Classroom Environment	**(2a) Creating an Environment of Respect and Rapport**			
	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is a culturally responsive environment where all students feel valued and are comfortable taking intellectual risks.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and developmental levels of the students, and are culturally responsive. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.
	(2b) Establishing a Culture for Learning			
	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

CNCA Teacher Growth Tool

Distinguished	Proficient	Developing	Unsatisfactory
2c/d: Managing Classroom Procedures & Behavior			
Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, the handling of materials and supplies, and in monitoring their own behavior. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class. The teacher's response to student misbehavior is both systematic as well as sensitive to individual student needs and respects students' dignity.	There is little loss of instructional time due to effective classroom routines and procedures and generally appropriate student behavior. The teacher's management of instructional groups and transitions, handling of materials and supplies, and systematic response to misbehavior are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Some instructional time is lost due to partially effective classroom routines and procedures, including the teacher's uneven attempts to monitor student behavior. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	Much instructional time is lost due to inefficient classroom routines and procedures and/or a lack of established standards of conduct. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks. There may be little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

Domain 2: Classroom Environment

CNCA Teacher Growth Tool

	Distinguished	Proficient	Developing	Unsatisfactory
Domain 3: Instruction	**(3a) Communicating with Students**			
	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and cultural and community responsiveness. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and is culturally and community responsive. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

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CNCA Teacher Growth Tool

Domain 3: Instruction

(3b) Using Questioning and Discussion Techniques

Distinguished	Proficient	Developing	Unsatisfactory
The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

(3c) Engaging Students in Learning

Distinguished	Proficient	Developing	Unsatisfactory
Virtually all students are intellectually engaged in challenging content that is aligned to grade-level standards through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.	The learning tasks and activities are fully aligned with the instructional outcomes, and to grade level standards, and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	The learning tasks and activities are partially aligned with the instructional outcomes and/or to grade level standards but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes and/or to grade level standards, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

CNCA Teacher Growth Tool

Distinguished	Proficient	Developing	Unsatisfactory

(3d/e) Using and Responding to Assessment in Instruction

Domain 3: Instruction

Distinguished	Proficient	Developing	Unsatisfactory
Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings, including through the use of mid-lesson adjustments.	Students appear to be aware of the assessment criteria, and the teacher monitors and responds to evidence of student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. If impromptu measures are needed, the teacher makes an adjustment to the lesson and does so smoothly.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. Adjustment of the lesson in response to assessment is minimal or ineffective.	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. The teacher makes no attempt to adjust the lesson even when students don't understand the content.

CNCA Teacher Growth Tool

Distinguished	Proficient	Developing	Unsatisfactory

(4c) Communicating with Families

Distinguished	Proficient	Developing	Unsatisfactory
The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication, including communication related to data-based academic progress. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher provides frequent and appropriate information to families about the instructional program, including data-based academic progress. The teacher conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

(4a/d) Reflectively Participating in a Professional Community

Distinguished	Proficient	Developing	Unsatisfactory
The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry and reflection. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry and reflection. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry and reflection when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry and/or reflection, resisting opportunities to become involved and/or grow their practice. The teacher avoids becoming involved in school events or school and district projects.

Domain 4: Professional Responsibilities

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CNCA Teacher Growth Tool

Distinguished	Proficient	Developing	Unsatisfactory
4f: Showing Professionalism			
The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, including those related to timely submission of deliverables, taking a leadership role with colleagues.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations, including those related to timely submission of deliverables.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations, including those related to timely submission of deliverables.	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations, including those related to timely submission of deliverables.

Domain 4: Professional Responsibilities

CNCA Inclusion Growth Tool

Distinguished	Proficient	Developing	Unsatisfactory
(1b) Demonstrating Knowledge of Students			
The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' intersecting identities, knowledge and skills, special needs, and interests.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' intersecting identities, knowledge and skills, special needs, and interests.	The teacher displays generally accurate knowledge of how students learn and of their intersecting identities, knowledge and skills, special needs, and interests, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher displays minimal understanding of how students learn—and little knowledge of their intersecting identities, knowledge and skills, special needs, and interests — and does not indicate that such knowledge is valuable.

Domain 1: Planning & Preparation

CNCA Inclusion Growth Tool

	Distinguished	Proficient	Developing	Unsatisfactory
Domain 2: Classroom Environment	**(2a) Creating an Environment of Respect and Rapport**			
	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is a culturally responsive environment where all students feel valued and are comfortable taking intellectual risks.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and developmental levels of the students, and are culturally responsive. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

CNCA Inclusion Growth Tool

Distinguished	Proficient	Developing	Unsatisfactory

Domain 3: Instruction

(3b) Using Questioning and Discussion Techniques

Distinguished	Proficient	Developing	Unsatisfactory
The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

(3c) Engaging Students in Learning

Distinguished	Proficient	Developing	Unsatisfactory
Virtually all students are intellectually engaged in challenging content that is aligned to grade-level standards through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.	The learning tasks and activities are fully aligned with the instructional outcomes, and to grade level standards, and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	The learning tasks and activities are partially aligned with the instructional outcomes and/or to grade level standards but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes and/or to grade level standards, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

CNCA Inclusion Growth Tool

(3d/e) Using and Responding to Assessment in Instruction

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is
some evidence that they have contributed to, the assessment criteria. Questions and assessments

Students appear to be aware of the assessment criteria, and the teacher monitors and responds to evidence of student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is

Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. The teacher makes no attempt to adjust the lesson even when

CNCA Inclusion Growth Tool

are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings, including through the use of mid-lesson adjustments.

accurate and specific; some students engage in self-assessment. If impromptu measures are needed, the teacher makes an adjustment to the lesson and does so smoothly.

students assess their own work. Adjustment of the lesson in response to assessment is minimal or ineffective.

students don't understand the content.

CNCA Inclusion Growth Tool

	Distinguished	Proficient	Developing	Unsatisfactory
Domain 4: Professional Responsibilities	**(4a/d) Reflectively Participating in a Professional Community**			
	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry and reflection. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry and reflection. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry and reflection when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry and/or reflection, resisting opportunities to become involved and/or grow their practice. The teacher avoids becoming involved in school events or school and district projects.

CNCA Inclusion Growth Tool

Distinguished	Proficient	Developing	Unsatisfactory
(5a) IEP Services and Timelines			
The teacher utilizes the Master Calendar and 200 reports as a long-range planning tool to consistently meet legal timelines for IEP documentation and processes, holding meetings well in advance of due dates, and meets all timelines for goal progress reports, CNCA compliance reports, and any other applicable Special Education timelines. Teacher frequently collaborates, in-person, electronically, with the IEP clerk and Admin to ensure IEP meeting timelines are met. The teacher creates an RSP service schedule that accurately meets required service minutes in compliance with IEPs (FAPE), provides staff with a copy, and consistently follows schedule. The teacher regularly schedules collaboration with school staff to maximize scholar support and/or co-teaching opportunities.	The teacher engages with IEP clerk and Admin consistently to plan for meeting legal timelines. The teacher prepares for IEP documentation and processes, goal progress reports, CNCA compliance reports, and any other applicable Special Education timelines. The teacher creates an RSP service schedule that accurately meets required service minutes in compliance with IEPs (FAPE), provides staff with a copy, and consistently follows schedule.	The teacher inconsistently meets legal timelines for IEP documentation and processes, goal progress reports, CNCA compliance reports, and any other applicable Special Education timelines. The teacher creates an RSP service schedule that accurately meets required service minutes in compliance with IEP's (FAPE) but follows schedule inconsistently.	The teacher frequently misses legal timelines for IEP documentation and processes, goal progress reports, CNCA compliance reports, and any other applicable Special Education timelines. The teacher's RSP service schedule does not meet required service minutes in compliance with IEPs (FAPE).

5: Special Education Compliance

CNCA Inclusion Growth Tool

Distinguished	Proficient	Developing	Unsatisfactory
(5b) IEP Documentation			
The teacher uses a systematic gathering of IEP team member input to develop IEPs that are free of errors and include multiple sources of data for PLPs, goals, transition supports and services.

The teacher shows evidence of ongoing data collection and analysis of progress towards IEP goals and shows evidence of using organization systems and procedures to ensure all IEPs are carefully reviewed before being locked and implemented. | The teacher's IEPs are free of errors and include multiple sources of data for PLPs, goals, transition supports and services.

The teacher shows evidence of ongoing data collection and analysis of progress towards IEP goals and ensures all IEPs are carefully reviewed before being locked and implemented. | The teacher's IEPs contain few errors.

The teacher shows limited evidence of data-collection, in their progress reports and Present Levels of Performance, and analysis of progress towards IEP goals. | There are frequent errors in the teacher's IEPs.

The teacher does not show evidence of data-collection of progress towards IEP goals. |

5: Special Education Compliance

CNCA Inclusion Growth Tool

Distinguished	Proficient	Developing	Unsatisfactory
(5c) IEP Meetings			
The teacher conducts IEP meetings with all required participants in attendance or utilizes the proper excusal documentation, all stakeholders participate throughout the meeting, and (if appropriate) scholar prepares, actively participates in, or leads at least one portion of his or her own IEP meetings. The teacher conducts the IEP with the required PPT templates (both in-person and virtually), provides parents all required written materials, and explains relevance of written materials in easy-to-understand language. The teacher shares information on PLPs, academic assessment data, reports, and grades, and can answer questions and address concerns gracefully in a culturally sensitive manner. The teacher clarifies or addresses any concerns or disagreements in a culturally sensitive manner and identifies clear resolutions or next steps for the IEP team. The teacher is able to raise areas of concern of student with parent(s), collaborate with IEP team to discuss interventions, and if applicable, ensure interventions and supports are reflected in the next IEP.	The teacher clarifies or addresses any questions, concerns, or disagreements in a culturally sensitive manner. The teacher conducts the IEP with the required PPT templates (both in-person and virtually), provides parents all required written materials, and explains relevance of written materials in easy-to-understand language. The teacher shares adequate information on student data, PLPs, academic assessment report data with parents, and can answer questions and address concerns from parent(s). The teacher is able to raise areas of concerns of student with parent(s).	The teacher creates some opportunities for stakeholder participation. The teacher shares limited information on student data, PLPs, academic assessment report data with parent(s).	The teacher does not create an atmosphere that allows for stakeholder participation. The teacher does not share student data, PLPs, academic assessment report data, or grades with parent(s).

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CNCA Inclusion Growth Tool

Distinguished	Proficient	Developing	Unsatisfactory
(5d) Legally Compliant Service Tracking			
The teacher consistently maintains, monitors, and distributes all required Passports in files for all scholars on his or her caseload in a timely fashion.	The teacher consistently maintains, monitors, and distributes all required Passports in files for all scholars on his or her caseload in a timely fashion.	The teacher inconsistently maintains, monitors, or distributes required Passports in files for scholars on his or her caseload, or the teacher does so in an untimely fashion.	The teacher does not maintain, update, or distribute required Passports in files for scholars on his or her caseload.
The teacher consistently meets requirements for service tracking requirements for all scholars on his or her caseload, as indicated in the 300 report.	The teacher consistently meets requirements for service tracking requirements for all scholars on his or her caseload, as indicated in the 300 report.	The teacher occasionally meets CNCA expectations for service tracking requirements for scholars on his or her caseload, as indicated in the 300 report.	The teacher consistently does not meet CNCA expectations for service tracking requirements for scholars on his or her caseload, as indicated in the 300 report.
The teacher consistently maintains and updates RSP record files with work samples, assessment data, anecdotal information, behavior logs and/or parent communication logs.	The teacher consistently maintains and updates RSP record files with work samples, assessment data, anecdotal information, behavior logs and/or parent communication logs.	The teacher does maintain and update RSP record files for all scholars, but does not maintain all needed components for all scholars (Section K, accommodations, etc.)	The teacher does not maintain or update RSP records.
The teacher uses (300q) or has created his or her own auditing system for filing and service tracking procedures that is used on a scheduled basis to ensure each component meets or exceeds expectations.			

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CNCA Inclusion Growth Tool

Distinguished	Proficient	Developing	Unsatisfactory
(5e) Family Engagement and Advocacy			
The teacher formally and informally engages with families of scholars with IEPs on a regular basis to ensure that parents are well informed of their rights in the special education process, and that parents are critical partners in the IEP team. The teacher consistently produces interaction/communication or trainings that benefit parents of scholars with an IEP in areas including: understanding their child's progress, supporting their child at home, and effectively advocating for their child through the IEP process. The teacher supports parents in building knowledge of the IEP process so that parents initiate and lead discussions regarding their child's IEP.	The teacher formally and informally engages with families of scholars with IEPs on a regular basis to ensure that parents are well informed of their rights in the special education process, and that parents are critical partners in the IEP team. The teacher produces interaction/communication, parent teacher conferences, home visits, open house, email/text/phone parent square/ communication, or trainings that benefit parents of scholars with an IEP in areas including understanding their child's progress, supporting their child at home, and ways to effectively advocate for their child through the IEP process.	The teacher engages with families of scholars with IEPs on a regular basis but does not support parents in becoming well informed of their rights in the special education process. The teacher produces interaction/communication, parent teacher conferences, home visits, open house, parent square/email/text/phone communication, or trainings that provide limited benefit to parents of scholars with an IEP.	The teacher does not regularly engage with families of scholars with IEP's outside of required meetings. The teacher does not produce interaction/communication, parent teacher conferences, home visits, open house, parent square/email/phone/text communication, or trainings created to benefit parents of scholars with an IEP.

5: Special Education Compliance

CNCA Inclusion Growth Tool

Distinguished	Proficient	Developing	Unsatisfactory
(5f) Transition Planning and Supports (applicable for 7th-12th staff only)			
A transition plan and services are drafted for scholars 14 or older (or transitional/vocational goals for middle school scholars under the age of 14) and appropriate, meaningful transition surveys and assessments were used in its development. All activities for the ITP or transitional/vocational goals are documented and tracked for progress. Exit IEP for 12th grade scholars include a Summary of Performance (SOP) and are conducted in a timely fashion before the last day of school. Copies of the SOP and IEP are provided to the parent and scholar. Information regarding the Office of Rehabilitation and the Office of Disabilities at the scholar's college (if applicable) are presented to parent and scholar at the Exit IEP.	A transition plan and services are drafted for scholars 14 or older (or transitional/vocational goals for middle school scholars under the age of 14) and appropriate, meaningful transition surveys and assessments were used in its development. Exit IEP for 12th grade scholars include a Summary of Performance (SOP) and are conducted in a timely fashion before the last day of school. All activities for the ITP or transitional/vocational goals are documented and tracked for progress.	A transition plan and services are drafted for scholars 14 or older (or transitional/ vocational goals for middle school scholars under the age of 14) but appropriate, meaningful transitional surveys and assessments may not have been used in its development. Exit IEP for 12th grade scholars do not include a Summary of Performance (SOP). Activities for the ITP or transitional/vocational goals were not documented or tracked for progress. For scholars 14 or older. IEP timelines are occasionally impacted by the lack of ITP completion prior to the meeting date.	A transition plan (ITP) is drafted for scholars 14 or older (or transitional/ vocational goals for middle school scholars under the age of 14) but is drafted with errors and may not have appropriate transition surveys or assessments. Exit IEPs are not being conducted for 12th grade scholars prior to the last day of school. Activities for the ITP or transitional/vocational goals were not completed for scholars 14 or older. IEP timelines are consistently impacted by the lack of ITP completion prior to the meeting date.

5: Special Education Compliance

Appendix B

Teacher Professional Learning & Growth Plan (PLGP)
2021-2022 Template

Professional Goal

Please use the space below to share 2 professional goals. (Ex: Ensure 80% of my lesson plans include high quality questions. OR Leave work by 3:30pm on Thursdays and Fridays to focus on personal health.)

Student Achievement Goal

What BOY data did you use to create a student achievement goal?

Set an academic student achievement goal for the year.

EXAMPLE
If I exceed my goal: My students will average over 85% mastery on unit assessments.
If I meet my goal: My students will average at least 80% mastery on unit assessments.
If I am approaching my goal: My students will average at least 65% mastery on the unit assessments.
If I do not meet my goal: My students will average less than 65% mastery on the unit assessments.

Please use this space below to set an academic student achievement goal for the year.

If I exceed my goal:

If I meet my goal:

If I am approaching my goal:

If I do not meet my goal:

Teacher Growth Tool: Differentiated System

Based on your experience level and previous evaluation scores, what level evaluation will you receive this year? (Light, Brief, Abridged, or Comprehensive)

According to the CNCA Teacher Growth Tool Differentiated System for 2021-2022, how many components will you be evaluated on this year? (All, 9, 8 or 6)

If you are not receiving a Comprehensive evaluation, which components do you and your coach agree will best support you in meeting your individual and school-wide goals this year?