



Know Yourself. Know The World.

**NOVA CLASSICAL**  
ACADEMY™

# Nova Classical Academy Teacher Development and Evaluation Handbook

2022-2023

## **Nova Classical's Mission Statement**

In a supportive community and through a systematic, accelerated college-preparatory education in the classical tradition, Nova Classical Academy challenges its students to develop intellect, to attain the habits of learning and mastery, and to live a virtuous life of duty and ideals.

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# Introduction

## Welcome

On behalf of Nova **Classical**'s administration and staff, *Salvēte* and welcome to a new school year at Nova Classical Academy! We are pleased to have you on our team of dedicated, caring, talented, and hardworking staff, and we thank you for your partnership and belief in educational reform. A classical education trains and stimulates the mind for a lifetime, and we hope you have a rich and rewarding experience teaching and learning in the classical way. May you discover truth, beauty, and goodness each and every day at Nova **Classical**.

## Purpose of this Handbook

Teaching and learning at Nova Classical Academy are cherished, thoughtful, and well-practiced activities. To help you do and be your best as an instructor this year, we have prepared this handbook of essential professional development practices and opportunities. (Please note that this book does not contain specific, annual details about professional development training. Please contact our Academic Director for details.)

# Teacher Observation

## TEACHER OBSERVATION PROCESS OVERVIEW

Faculty learning and development are a top priority for Nova Classical Academy. One facet of professional growth includes administrators observing and coaching faculty to reach their highest levels of success in the classroom and in the school community.

Nova **Classical**'s teacher observation and evaluation program involves two types of faculty coaching: **1) formal observations by trained administrators AND 2) regular, drop-in, coaching-style visits**. Teachers may request more full-length or drop-in observations at any point in the year. Full-length observations include a pre- and post-observation conversation and are scored according to Nova's Teacher Evaluation Rubric (adapted from Kim Marshall's *Rethinking Teacher Supervision and Evaluation* rubric). Drop-in observations may include pre- and post-observation conversations and are used throughout the school year for instructional coaching purposes. Drop-in visits **may** employ a bite-sized feedback/small action steps model where administrators coach teachers through stages of self-reflection and problem-solving (model adapted from Paul Bambrick-Santoyo's *Leverage Leadership*). Both observation types—summative and coaching—will be considered when the administrator completes an end-of-year summative evaluation for all faculty.

*N.B.:* In addition to observations conducted by the administration, faculty may also have three full-length, coaching-style observations completed by their assigned Peer Coach or PLC member (a Teacher Leadership position). Although not included in the formal summative evaluation, teachers may choose to incorporate Peer Coaching or PLC member observation information into their optional portfolio of evidence.

## TEACHER OBSERVATION CYCLE

### 1. First Formal Observation

- a. Teachers within their first three (3) years at Nova **Classical** or a teacher who received less than three (3) in any category on their last Summative Evaluation will be observed within the **first 90 days of school**. All other teachers will be observed within the first semester of the school year.
- b. The teacher and administrator schedule an observation that will last a full class period.
- c. The teacher fills out a pre-observation form and attaches a corresponding lesson plan (or provides the lesson plan at the time of the observation).
- d. Before the observation, the teacher schedules a meeting with the administrator to discuss the form, lesson plan, and the upcoming observation.
- e. The administrator observes a full class period and completes the full Evaluation Rubric which will be used as a coaching tool for the rest of the school year.
- f. After the observation, the teacher schedules a post-observation meeting with the administrator to receive feedback and reflect on the teacher's performance during the observation. This feedback will allow the teacher

and administrator to determine areas for coaching and further support during the school year regardless of performance during the observation.

- g. Teachers who score less than three (3) in any sub-category on the full observation:
  - i. Will receive another full class observation using the full Evaluation Rubric before the end of the school year. **OR**
  - ii. Will have three or more drop in observations during the school year. **OR**
  - iii. May have a Teacher Improvement Plan created at the discretion of the teacher and/or administrator.

## 2. Drop-in Informal Observations

- a. Based on the First Formal Observation, teachers will:
  - i. Receive three or more drop-in observations if they received a one (1) or two (2) in any sub-category.
  - ii. Receive two or more observations if they received a three (3) or four (4) in all sub categories.
- b. These observations are not scheduled beforehand and typically last 10-30 minutes.
- c. The administrator uses level-specific observation forms and focuses on areas of strengths and observed opportunities for growth.
- d. After the observation, the teacher may schedule a brief post-observation meeting with the administrator for further feedback and coaching.
- e. Teachers may request additional drop-in observations at any time during the school year, especially to receive further coaching.

## 3. Summative Observation/ Evaluation (By April 30)

- a. Based on the First Formal Observation, the Summative Evaluation may also include another full class observation.
- b. In addition to the other required pre-observation materials, the teacher may choose to submit a portfolio containing further evidence of how the teacher met the standards in any of the seven areas of the full evaluation.
- c. The First Formal Observation as well as all informal drop-in observations will be used as evidence to support how the teacher met the standards in all areas during the school year for the Summative Evaluation.

## 4. Optional Portfolio

In preparation for the final summative evaluation, faculty may present an **optional** portfolio to their administrator that provides supplemental evidence (e.g., Peer coaching data, student data, emails, self-reflections, etc.) to show achievement in the seven domains of the faculty observation and evaluation rubric. Questions regarding potential portfolio contents should be directed to your administrator.

# TEACHER OBSERVATION: PERFORMANCE-BASED & ANNUAL BOARD-APPROVED SALARY INCREASE

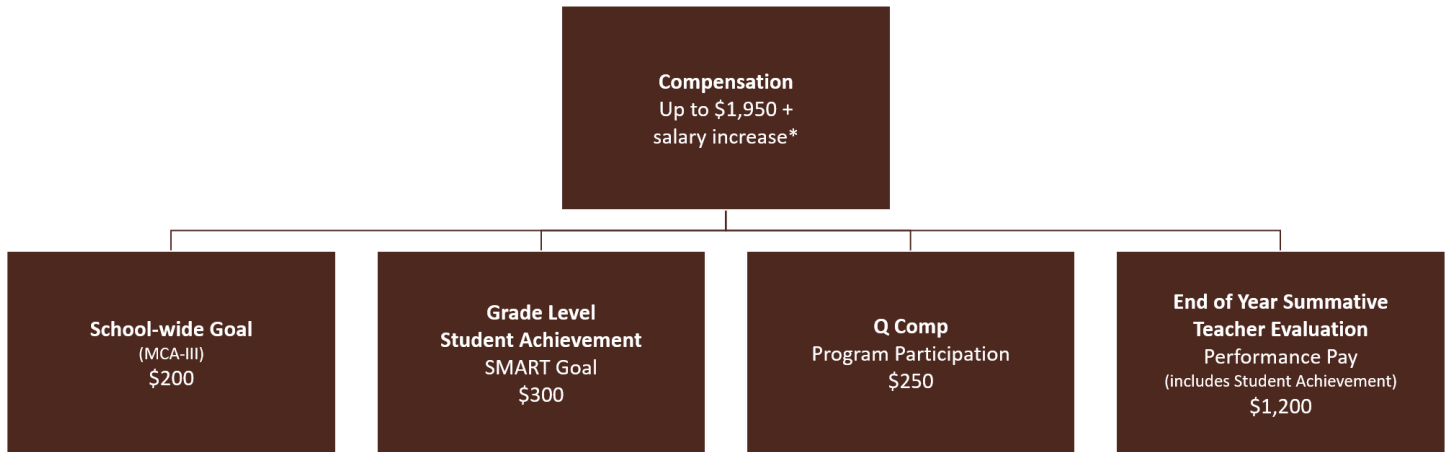
Faculty may be eligible to receive **performance-based pay** and **annual board-approved salary increase** based on their year-end Summative Evaluation:

**TO EARN PERFORMANCE-BASED PAY:** Faculty can earn an end-of-year \$100 performance-based pay in **each** category where they meet or exceed the following standard targets on the end-of-year Summative Evaluation. Targets are generally based on reaching **80%** of the possible points.

1.Planning & Preparation for Learning 16+ pts	2.Classroom Management 16+ pts	3.Delivery of Instruction 29+ pts	4.Monitoring Assessment, & Follow-Up 13+ pts	5.Classical Pedagogy <del>19</del> 22+ pts	6.School and Family Partnership 19+ pts	7.Professional Responsibilities 29+ pts	8. Student Achievement 83+ pts
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**TO EARN AN ANNUAL BOARD-APPROVED SALARY INCREASE:** Faculty can earn a board-approved salary increase for the following school year, faculty must meet or exceed the following standard targets in **every category** on the Summative Evaluation and have no concerning decline in performance during the year to be eligible for an advance. Targets are generally based on reaching **80%** of the possible points.

1.Planning & Preparation for Learning 16+ pts	2.Classroom Management 16+ pts	3.Delivery of Instruction 29+ pts	4.Monitoring Assessment, & Follow-Up 13+ pts	5.Classical Pedagogy <del>19</del> 22+ pts	6.School and Family Partnership 19+ pts	7.Professional Responsibilities 29+ pts	8. Student Achievement <del>83</del> + pts N/A
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\* In accordance with annual Board-approved salary increase

### Category 1. School Wide Student Achievement Goals (up to \$200):

- School of Grammar - To be determined upon reflection of final MCA data
- School of Logic - To be determined upon reflection of final MCA data
- School of Rhetoric - To be determined upon reflection of final MCA data

### Category 2. Grade Level Student Achievement (\$300):

- All teachers must submit a SMART goal (with their grade level team in Lower School and with department in Upper School)
- Lower School Specialists will join a grade level team of their choosing to support the goal
- Written documentation of the assessment used and evidence of meeting the approved goal is required for teams to receive this stipend
- Grade Level Lead (LS)/DDI Lead (US) will work with the team to collect data and is responsible for getting final documentation to the Academic Director

### Category 3. Q Comp Program Participation (up to \$250):

- PDG Writing and Reflection (\$150)
- Participation in PLC/ Coaching (\$100)

### Category 4. Teacher Evaluation (Categories 1-7, up to \$700, Category 8, up to ~~\$425~~\$500):

- Faculty will earn an end-of-year \$100 performance pay bonus in categories 1-7
- Up to \$500 in category 8 where they meet or exceed the following standard targets on the *Summative Evaluation*
- Targets are generally based on reaching 80% of the possible points
  - Planning and Preparation for Learning, 16+ points
  - Classroom Management, 16+ points
  - Delivery of Instruction, 29+ points
  - Monitoring, , Assessment, & Follow Up, 13+ points
  - Classical Pedagogy, 22+ points

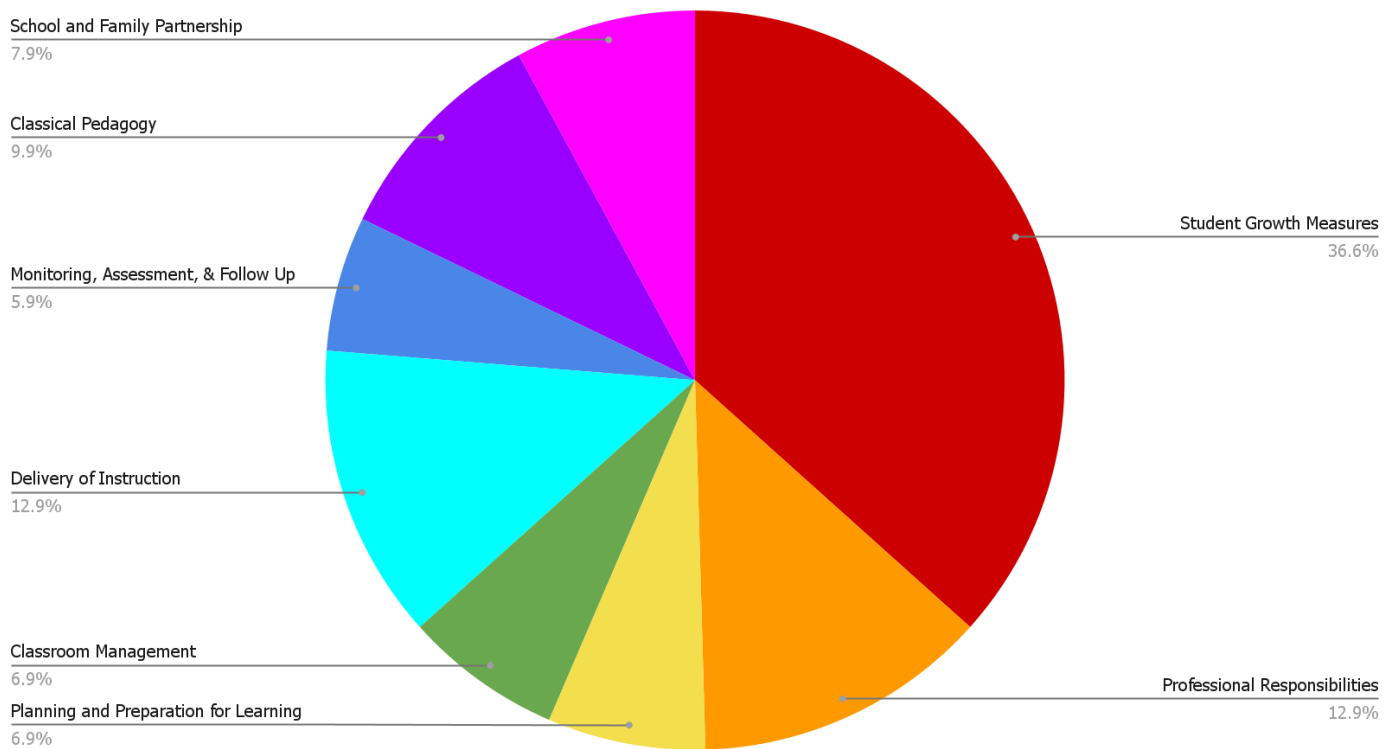
- Family and Community Outreach, 19+ points
- Professional Responsibilities, 29+ points
- Student Growth Measures, 83+ points

**Board-approved Salary Increase:**

- In order to earn a board-approved salary increase for the following school year, faculty must meet or exceed the following standard targets in every category on the Summative Evaluation and have no concerning decline in performance during the year to be eligible for a salary increase.
- Targets are generally based on reaching **80%** of the possible points
  - Planning and Preparation for Learning, 16+ points
  - Classroom Management, 16+ points
  - Delivery of Instruction, 29+ points
  - Monitoring, , Assessment,, & Follow Up, 13+ points
  - Classical Pedagogy, 22+ points
  - Family and Community Outreach, 19+ points
  - Professional Responsibilities, 29+ points
  - Student Growth Measures, 83+ points

*\*Updated Chart below (fixed a typo)\**

**Nova Classical Academy Evaluation Program**



**Focus on Student Engagement**

**24%** of the teacher evaluation rubric components address ways we can engage students and help them learn at a high level. To find those components at a glance, they are shaded for each domain of the rubric. (See: 1d, 2a, 2d, 2e, 3a-b, 3d, 3f-g, 4a-c, 6b-e, and 7i)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 1. Planning and Preparation for Learning

The Teacher:	<b>Highly Effective</b> 4	<b>Effective</b> 3	<b>Improvement Needed</b> 2	<b>Does Not Meet Standards</b> 1	Comments
<b>a. Knowledge</b>	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.	
<b>b. Anticipation</b>	Anticipates potential difficulties with content and behavior that students might have and develops multiple strategies to overcome them before the lesson and in the moment during the lesson.	Anticipates potential difficulties with content and behavior that students might have and plans to address them.	Has a hunch about one or two ways students might become confused with the content.	Proceeds without considering misconceptions students might have about the material.	
<b>c. Lessons</b>	Designs each lesson with clear, measurable goals closely aligned with unit outcomes. Lessons are organized and follow a logical design.	Designs lessons focused on measurable outcomes aligned with unit goals. Lessons have some organization and follow a logical design.	Plans lessons with some consideration of long-term goals. Lessons lack organization OR logical design.	Plans lessons aimed primarily at entertaining students or covering required material. Lessons lack organization AND logical design.	
<b>d. Engagement*</b>	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.	
<b>e. Environment</b>	Has a Classical Trivium-specific room arrangement, materials, and displays to maximize student learning of all material. Room is organized, inspiring, inviting and not overly stimulating.	Utilizes classroom furniture, materials, and displays to support unit and lesson goals. Room is inviting and not overly stimulating. May lack organization or is not inspiring.	Utilizes furniture and materials to support the lesson, lacks organization or is overly stimulating.	Has a conventional furniture arrangement, hard-to-access materials and few wall displays. Room is not inviting and/or is overly stimulating.	
<b>SCORE</b>	/4	/3	/2	/1	<b>TOTAL #1. /20</b>

## 2. Classroom Management

The Teacher:	<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Improvement Needed</b> <b>2</b>	<b>Does Not Meet Standards</b> <b>1</b>	<b>Comments</b>
<b>a. Relationships and Respect*</b>	Shows warmth, caring, respect, and fairness for all students and building strong relationships. Uses humor prudently and effectively. Expects and wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Is fair and respectful toward students and builds positive relationships. Wins almost all students' respect and refuses to tolerate disruptions.	Is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students, but there are regular disruptions in the classroom.	Is sometimes unfair and disrespectful to the class; plays favorites. Uses inappropriate and/or ineffective humor. Is not respected by students and the classroom is frequently chaotic and unsafe.	
<b>b. Social-Emotional</b>	Implements a program that successfully develops positive interactions and social-emotional skills and manners. Maintains all appropriate social boundaries.	Fosters positive interactions among students and teaches useful social skills. Maintains all appropriate social boundaries.	Often lectures students on the need for good behavior, and makes an example of "bad" students. Acts as a friend to students instead of their teacher.	Publicly berates "bad" students, blaming them for their poor behavior. Doesn't maintain appropriate social boundaries.	
<b>c. Routines/Procedures</b>  Teacher directions	Successfully inculcates class routines up front so that students maintain them throughout the year. Clear classroom procedures with effective transitions.	Teaches routines and has students maintain them all class. Classroom procedures are followed on a limited basis.	Tries to train students in class routines, but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and/or punishing students.	
<b>d. Urgency/Efficiency*</b>  Student follow-through of directions	Skillfully uses coherence, momentum, and quick transitions so that every minute of classroom time produces learning. Students are focused.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions by self or students, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.	
<b>e. Preventative and Reactive Discipline*</b>	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy. Students are prepared for class. Has a highly effective discipline repertoire and can capture and hold students' attention. Is alert, poised, dynamic and self-assured.	Develops students' self-discipline and teaches them to take responsibility for their own actions. Has a repertoire of discipline "moves" that can capture and maintain students' attention. Has a confident, dynamic presence.	Tries to get students to be responsible for their actions, but many lack self-discipline. Has a limited disciplinary repertoire and some students are not paying attention. Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave. Has few discipline skills and constantly struggles to get students' attention. Is also unsuccessful at spotting and preventing discipline problems, and they frequently escalate.	
<b>SCORE</b>	/4	/3	/2	/1	<b>TOTAL #2.</b> /20



### 3. Delivery of Instruction

The Teacher:	<b>Highly Effective</b> 4	<b>Effective</b> 3	<b>Improvement Needed</b> 2	<b>Does Not Meet Standards</b> 1	<b>Comments</b>
<b>a. Classroom Culture*</b>	Exudes high expectations and determination and convinces all students they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.	
<b>b. Mindset*</b>	Actively inculcates a "growth" mindset: students take risks, learn from mistakes, set goals, and know that through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.	
<b>c. Objectives</b>	Shows students exactly what's expected by posting and stating/reading the lesson agenda and central objective(s).	Gives students a clear sense of purpose by orally stating the agenda and objectives.	Tells students what will happen in class but does not give an objective or focus of the lesson/skills work.	Begins lessons without giving students a sense of where instruction is headed.	
<b>d. Connections*</b>	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.	
<b>e. Clarity</b>	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.	
<b>f. Engagement*</b>	Gets <u>all</u> students highly involved in focused work and discussions in which they are <u>active</u> learners, critical thinkers, and effective communicators.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved, but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.	
<b>g. Differentiation*</b>	Understands how to differentiate within the classical, rigorous model of the school. Proactively seeks out supports when unclear. Successfully reaches and engages all students by skillfully differentiating and scaffolding. Knows how to use all Nova resources (including	Differentiates mostly within the classical rigorous model of the school. Effectively uses supports required by IEPs or 504 plans and can use resources when they're provided. Reaches and engages most students with frequent differentiating and scaffolding.	Attempts to use differentiation to reach and engage students, but with limited success. Differentiation may not always be within the classical rigorous model. Uses most supports required by IEPs and 504 plans.	Fails to differentiate instruction to reach and engage all students. Struggles to use provided resources or to provide the supports required by IEPs or 504 plans.	

	paras) to advance learning and motivate students.				
<b>h. Nimbleness</b>	Deftly adapts lessons and units to take advantage of teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments or is distracted by them and allows the lesson to go off-topic without a clear purpose toward student learning.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments or is often distracted by them, allows the lesson to go off-topic without a clear purpose toward student learning, and makes little or no attempt to get back on topic.	
<b>i. Open/Close</b>	Consistently has all students summarize and internalize what they learned. Restates objectives and effectively assesses understanding of key concepts (takeaways) and introduces next steps.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.	
<b>SCORE</b>	/4	/3	/2	/1	<b>TOTAL #3. /36</b>

## 4. Monitoring, Assessment, and Follow-Up

The Teacher:	<b>Highly Effective</b> 4	<b>Effective</b> 3	<b>Improvement Needed</b> 2	<b>Does Not Meet Standards</b> 1	<b>Comments</b>
<b>a. Assessment*</b> (Formative and Summative)	Uses a variety of formative assessments; immediately unscrambles confusions and clarifies. Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning. Assessments are directly aligned to the curriculum, student results are analyzed for trends/strengths/weaknesses, and instruction is adjusted to ensure student mastery of content by end of semester/year.	Frequently uses a variety of formative assessments and gives students helpful information if they seem confused. Plans on-the-spot and unit assessments to measure student learning. Most assessments are directly aligned to the curriculum. Teacher incorporates poorly understood concepts on future assessments to gauge student learning. Teacher makes attempt to reteach core struggling concepts with measured results.	Uses mediocre methods (e.g., thumbs up, thumbs down, asks questions that only need a 'yes' or 'no' answer) to check for understanding during instruction. Drafts unit tests as instruction proceeds. Teacher can identify concepts where students struggle and makes attempt to reteach core concepts but lacks measured results.	Uses ineffective methods ("Is everyone with me?") to check for understanding. Teacher develops assessments poorly aligned to core content and/or shows too much/little rigor in questioning. Teacher struggles to identify concepts where students struggle and/or does not make deliberate effort to reteach content. Students do not show improvement towards mastery.	
<b>b. Tenacity*</b>	Relentlessly follows up with struggling students with personal attention and coaches students towards proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and to re-learn and demonstrate learning.	Tells students that if they fail a test, that's it; the class has to move on to cover curriculum.	
<b>c. Support*</b>	Teacher follows up with parents of struggling students, copying administration on communication. Provides additional time outside of class for struggling students and has an "open door" policy. Takes part in documentation and referrals for RTI and IEPs when necessary and attends all relevant meetings.	Teacher makes clear efforts to support struggling students in the classroom, and communicates with families of struggling students. When necessary, provides documents for RTI and IEP referral, and attends majority of relevant meetings.	Teacher provides few opportunities to clarify/improve learning (checks for understanding, test revisions/ retakes, one on one support, etc.). Inconsistently communicates with parents of struggling students, and/or lacks consistent documentation for RTI or IEP referrals. Attends less than 50% of relevant meetings.	Teacher lacks clear checks for understanding and does not provide alternative methods to clarify/reteach content. Does not allow test retakes, lacks communication to parents or families of struggling students and does not provide documentation for referral process for RTI or IEP. Attends less than 25% of relevant meetings.	
<b>d. Reflection</b>	Utilizes data to inform decisions within the classroom, and in frequent collaboration with colleagues to improve instruction and student achievement. Data is reflected in development and revision of curriculum and unit pacing.	Teacher demonstrates reflection of student data in refining content and delivery of instruction. Teacher reflects on student achievement in the classroom and discusses strengths and challenges with colleagues. Curriculum and units provide evidence of revision.	Teacher reflects on formative and summative data, but lacks consistent/ immediate revision of daily instruction. Revisions to units and content are completed beyond the reteaching window. Meets occasionally with colleagues to discuss or refine curriculum.	Teacher does not demonstrate utilization of data in development or refinement of lesson delivery. Lacks clear reflection on how to improve future lessons to better engage or refine student achievement. Meets infrequently with colleagues to discuss data or curriculum and/or discussions are not focused on educational substance.	
<b>SCORE</b>	/4	/3	/2	/1	<b>TOTAL #4.</b> /16

## 5. Classical Pedagogy

The Teacher:	<b>Highly Effective</b> 4	<b>Effective</b> 3	<b>Improvement Needed</b> 2	<b>Does Not Meet Standards</b> 1	<b>Comments</b>
<b>a. Stage Appropriate Grammar</b>	<p>Uses direct instruction, lecture, discussion, summarization fluently both to provide rich background knowledge and engage students. Questions and assessments are used regularly to determine concept mastery or to test/develop content memorization. Drill, repetition, song, chant, note-taking, and other memorization techniques are frequent, appropriate, and useful. Exploratory and inquiry/cooperative learning are not used ever if at all.</p> <p>Classes are language intensive and sophisticated. Students know and are asked to define terms before in-depth discussions/seminars.</p>	<p>Direct instruction lectures/discussions have strong content and are appropriate for the age/stage. Questions are used to test nascent knowledge and guide discussion and are stage appropriate.</p> <p>Memorization/Assessment of learning is part of every lesson. Students are expected to know and retain material and are trained in strategies to memorize. Lessons move parts to whole in the early stage of learning. Teacher uses high level of diction and technical vocabulary. Defines terms before discussions.</p>	<p>Direct instruction is sometimes used. Lecture sometimes continues without interruption or check in with students. Some cooperative learning or jigsaw methods are used to teach. Some drill/memory work is used. Students are sometimes asked questions that are more appropriate for logic or rhetoric stages of learning (why, opinion or values). Teacher uses basic vocabulary and little technical language. Does not define terms.</p>	<p>Students set the standard for instruction: direct instruction is rarely used in favor of projects, worksheets, inquiry-based or problem-solving models, and cooperative group learning. Lessons use a whole-to-part design. Memorization or fact recall is not a regular part of the lesson or assessment process. Students sit in groups or pods regularly and use each other as the key resource for knowledge acquisition. Students teach each other. Teacher uses simple, dull language.</p>	
<b>b. Stage Appropriate: Logic</b>	<p>Synthesis, patternmaking, and connection-making is emphasized as a second stage of learning to piece together related and/or unrelated knowledge and skills. Students know to support or defend answers with evidence and make arguments that follow logical order. Teacher uses comparison/contrast, anti-examples to help students construct or critique a claim. Questions (dialectic) move between recall and analogic. <i>Agon</i> is used wisely to develop thinking and self-discipline, not to humiliate.</p>	<p>Synthesizing/Pattern-Making skills are modeled by the teacher. Students are walked through the process of learning how to tie facts together to make a coherent or connected idea. Students are asked to support their answers with evidence and reasoning. Teacher models how to judge information as correct or logical. Questioning is used to demonstrate fact mastery and to develop concepts. <i>Agon</i> is taught to students as a training and development tool.</p>	<p>Students are sometimes asked to make cross-curricular and intra-curricular connections. Students sometimes make unsupported claims. Questioning is underused or is exclusively recall based and does not move learning to the next stage of comprehension. Learning moves too quickly to the logic stage before the grammar is well established. <i>Agon</i> is used inappropriately and forecloses conversation.</p>	<p>Lesson never moves beyond the grammar stage to test learner flexibility with concepts or moves inappropriately to the rhetoric stage before students demonstrate competency. Students go unchecked in making incorrect or illogical claims. Students are not questioned by the teacher but instead ask questions of each other. Questions are used to catch students misbehaving rather than to nurture thinking.</p>	

<p><b>c. Stage Appropriate: Rhetoric</b></p>	<p>Keenly understands when students are ready (<i>facilitas</i>) with a firm hold on facts and strong conceptual understanding and logic to move them to the independent application (when older, some invention/values-based answering) stage of learning. Insists on elegance, precision, completion, coherence, and confidence in student work both oral and written. Students are fluent with content and skills and can apply them flexibly in new and different situations. Students are trained and held accountable for their language and must be clear, virtuous, and reasoned. Illogic is arrested and corrected. Students can judge what is true, beautiful, and good and are able to be persuasive. <i>Arête</i> in speaking and listening is expected. Students communicate at a high level.</p>	<p>Models for students what readiness for the rhetoric stage looks like and provides students with ample practice and revision to be successfully independent. Insists on coherence, precision, and completion in student work both oral and written. Students are emerging in their fluency with content and skills. Student language reveals an underlying organization and clarity of thought. Illogic is recognized. Teacher models critique and <i>arête</i> in speaking and listening. Students working on the fundamentals of persuasive speaking.</p>	<p>Is unsure when to move from logic to rhetoric stage or students advance prematurely to the rhetoric stage of learning. Is unsure how to develop students' language and critical thinking/expression skills. Students sometimes allowed to be careless in speaking and listening. Students do not make compelling arguments that are grounded in facts and logic.</p>	<p>Students are asked to move to the rhetoric stage when they do not have the grammar and logic stages mastered. Teacher starts a unit with the rhetoric stage (whole to parts structure, opinion oriented questions without necessary facts and logic, does not define terms) and has students move backwards to the grammar stage via inquiry, discovery/exploratory, problem solving methods. Teacher does not model <i>arête</i> in speaking and listening. Students do not communicate at a high level and do not make supported claims.</p>	
<p><b>d. Virtue Education</b></p>	<p>Virtue, Classical ideals, and <i>arête</i> are threaded into the discussion as a natural part of the classroom rhythm. Teacher upholds virtue and creates daily opportunities for students to forge excellent habits. Helps students grow in character through both accountability and understanding. Virtue is expressed through teachable moments around both the curriculum and students' behavior. Teacher expertly calibrates interpretation of virtue to the Trivium level of the class.</p>	<p>Is fluent with terms and language of virtue. Teacher exploits but does not always plan for integration of virtue in the curricular day. Forging excellent habits is modeled and assessed. Teacher works to keep virtue relevant, useful, and important to students.</p>	<p>Virtue is sometimes discussed and teachable moments are infrequent but developing. Virtue instruction not treated as an equal priority to content delivery.</p>	<p>Virtue is not discussed. Teachable moments go unacknowledged. Students are allowed to disparage or be openly apathetic about virtue instruction.</p>	
<p><b>e. Classical Culture: Intellectual Rigor</b></p>	<p><del>Teacher is viewed as a scholar, mentor, and intellectual leader.</del> Personal commitment to lifelong learning comes across in instruction. Students are nurtured to take intellectual risks,</p>	<p>Teacher <del>is viewed as a content expert and</del> encourages students to learn not just for a grade but for lifelong gains. Students are recognized for working hard and being diligent</p>	<p><del>Teacher is viewed as a developing content expert.</del> Students are sometimes held accountable for working to standard.</p>	<p><del>Teacher struggles to present content authority.</del> Students' time in class is often wasted on frivolous or pseudo-academic activities and conversations.</p>	

	work beyond their potential, and reflect on their learning to advance themselves as thinkers, scholars, and life-long learners.	around meeting expectations.			
<b>f. Classical Culture: Virtuous Rigor</b>	Excels in modeling for students the highest standards in personal virtue evidenced through teacher's refinement of speech, mannerisms, tone, classroom discourse, and manners.	Is a recognizable champion of living virtuously. Students see and hear the teacher demonstrating a commitment to virtue and self-discipline. Teacher does not mock virtue.	Discussions in class are sometimes vulgar, crass, or intemperately off topic. Students do not respect teacher as an authority on virtue and see the teacher as harsh or undisciplined. Has inappropriate boundaries with students.	Does not comport self in a manner befitting virtue. Classroom environment and interactions do not promote truth, beauty, and goodness. Makes students friends/confidants and is not a trusted authority figure.	
<b>g. Classical Student Culture</b>	Holds students to the highest standards at all times and in all environments in personal virtue as evidenced through the students' refinement of speech, mannerisms, tone, classroom discourse, and manners. Teacher consistently corrects students who don't model such behavior and educates all students on the importance of virtuous behavior.	Students demonstrate a commitment to virtue and self-discipline and do not mock virtue. Teacher corrects most unvirtuous student habits and reminds all students of ways to live virtuously.	Discussions in class are sometimes vulgar, crass, or intemperately off topic. Students do not respect their peers. Teacher ignores the lack of virtuous behavior until it becomes disruptive.	School environment and interactions do not promote truth, beauty, and goodness. Students do not respect their peers, their learning, or the Nova culture. Teacher does little to repair the lack of virtuous behavior.	
<b>SCORE</b>	/4	/3	/2	/1	<b>TOTAL #5. /28</b>

## 6. School and Family Partnership

The Teacher:	<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Improvement Needed 2</b>	<b>Does Not Meet Standards 1</b>	<b>Comments</b>
<b>a. Respectful Responsiveness</b>	Deals promptly, professionally and successfully with parent concerns and makes parent feel welcome. Shows great sensitivity and respect for differences in culture, values and beliefs. Maintains a sense of partnership and empathy with families even through conflicts. Is professional, prompt, and welcoming in all communications.	Communicates respectfully with parents and is sensitive to different families' culture and values. Responds promptly to parent concerns and makes parent feel welcome in the school.	Tries to be sensitive to the culture and beliefs of students' families, but sometimes shows lack of sensitivity. Is slow to respond to some parent concerns and comes across as unwelcoming.	Is often insensitive to the culture and beliefs of students' families. Does not respond to parent concerns and make parents feel unwelcome in the classroom.	
<b>b. Expectations*</b>	Gives students and parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.	
<b>c. Communication*</b>	Makes sure students and parents hear positive news about their children first, and proactively flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having, but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.	
<b>d. Involving*</b>	Frequently involves students and parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with school work.	Rarely if ever communicates with parents on ways to help their children at home.	
<b>e. Homework*</b>	Assigns highly purposeful homework, gets close to a 100% return, and promptly provides timely, helpful feedback and continues to engage students in the material.	Assigns appropriate homework, holds students accountable for turning it in, and gives timely feedback.	Assigns homework, keeps track of compliance, but rarely follows-up or returns work.	Assigns homework, but is resigned to the fact that many students won't turn it in, and doesn't follow up. Does not return work.	
<b>f. Reporting</b>	Uses several proactive means (report cards, timely online grading, email, and parent update forms) to give parents and students clear, detailed, helpful feedback on their child's progress.	Uses a handful of communication tools to give parents timely feedback on their child's progress.	Is slow to tell parents the areas in which their child can improve. Relies on parents to discover issues of concern of success.	Neglects parent communication. Is not focused on partnership to help students and families succeed.	
<b>SCORE</b>	/4	/3	/2	/1	<b>TOTAL #6.</b> /24

## 7. Professional Responsibilities

The Teacher:	<b>Highly Effective 4</b>	<b>Effective 3</b>	<b>Improvement Needed 2</b>	<b>Does Not Meet Standards 1</b>	<b>Comments</b>
<b>a. Absences</b>	Always follows guidelines for requesting PTO as set forth in the <i>Employee Handbook</i> . When absent, always provides clear and meaningful sub plans and materials so student learning continues.	With few exceptions, follows guidelines for requesting PTO as set forth in the <i>Employee Handbook</i> . When absent, provides sub plans and materials so student learning continues.	On a routine basis, does not follow the guidelines for requesting PTO. Provides some materials for a substitute teacher, but lessons are busy work and do not promote learning.	Rarely follows guidelines for requesting PTO as outlined in the <i>Employee Handbook</i> . Provides little or no sub plans; student learning and morale are negatively impacted.	
<b>b. Punctuality</b>	Is punctual to all meetings and any other required events.	Is punctual to most meetings and other required events.	Is late to several meetings or events.	Is regularly late to meetings and other events.	
<b>c. Language</b>	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage and/or spelling in professional contexts.	
<b>d. Dependability</b>	Carries out professional assignments conscientiously, effectively, and punctually, keeps meticulous attendance and grading records. Does accurate and thorough work while anticipating deadlines.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate attendance and grading records.	Occasionally skips assignments, is late or makes errors in attendance or grading records, and misses deadlines.	Frequently skips assignments, is late or makes errors in attendance or grading records, and misses deadlines.	
<b>e. Professionalism</b>	Presents as a consummate professional and always observes appropriate boundaries in all interactions. Focuses on solutions, is a champion of the school, is welcoming to all, understands that a teacher is not a parent/friend, and adds positive energy to the school.	Demonstrates professional demeanor and maintains appropriate boundaries within the role of a teacher. Is positive about working in the school, sees the contributions of self and others, and is pleasant to others.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries. Struggles with maintaining appropriate boundaries with others. May avoid others or is not a positive ambassador for the school.	Frequently acts and/or dresses in an unprofessional manner and/or violates boundaries. Oversteps role of a teacher. Has inappropriate relationships with students and parents. Adds negative energy to the school culture. Is standoffish or cliquish.	
<b>f. Judgment</b>	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.	



<b>g. Above &amp; Beyond</b>	Is an important member of teacher teams and committees and frequently volunteers for and has a presence as extra activities.	Shares responsibility for grade-level and school-wide activities and takes part in some extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.	
<b>h. Leadership</b>	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement, engagement, and behavior.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely, if ever, contributes ideas that might help improve the school.	
<b>i. Growth Mindset*</b>	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance and engagement.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticisms.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.	
<b>SCORE</b>	/4	/3	/2	/1	<b>TOTAL #7. /36</b>

## 8. Student Achievement

In the ~~2022-21~~-~~2023-22~~ school year, Lower and Upper School teachers will be eligible for up to \$~~400~~~~325~~ for the Student Achievement portion of the teacher handbook. The projected split between Student Achievement and Professional Development funds is below:  
 2020-2021: \$100 Professional Development Fund/\$400 Student Achievement  
 2021-2022: \$175 Professional Development Fund/\$325 Student Achievement  
 2022-2023 (maintain): \$175 Professional Development Fund/\$400 Student Achievement \$250 Professional Development Fund/\$250 Student Achievement

a. Completed/Compensation (Interim #1)	DDI Best Practice Component
<input type="checkbox"/> \$15	Test given to all eligible students, list students who did not take and require makeup within 48 hours.
<input type="checkbox"/> \$15	Test within DDI window or approved by DDI Lead.
<input type="checkbox"/> \$15	DDI meeting will be held within 5 instructional days of the interim assessment.
<input type="checkbox"/> \$25	Analysis Form Completed <input type="checkbox"/> Whole class strengths and weaknesses <input type="checkbox"/> Individual student concerns <input type="checkbox"/> 6-Week plan for entire class <input type="checkbox"/> 6-Week plan for individual student concerns <input type="checkbox"/> % of individual questions missed <input type="checkbox"/> % for each student on entire assessment
<input type="checkbox"/> \$20	Reflection Section of the Analysis Form
<input type="checkbox"/> \$10	Attend data meeting with DDI Lead and principal. <b>/26</b>

b. Completed/Compensation (Interim #2)	DDI Best Practice Component
<input type="checkbox"/> \$15	Test given to all eligible students, list students who did not take and require makeup within 48 hours.
<input type="checkbox"/> \$15	Test within DDI window or approved by DDI Lead.
<input type="checkbox"/> \$15	DDI meeting will be held within 5 instructional days of the interim assessment.
<input type="checkbox"/> \$25	Analysis Form Completed <input type="checkbox"/> Whole class strengths and weaknesses <input type="checkbox"/> Individual student concerns <input type="checkbox"/> 6-Week plan for entire class <input type="checkbox"/> 6-Week plan for individual student concerns <input type="checkbox"/> % of individual questions missed <input type="checkbox"/> % for each student on entire assessment
<input type="checkbox"/> \$20	Reflection Section of the Analysis Form
<input type="checkbox"/> \$10	Attend data meeting with DDI Lead and principal. <b>/26</b>

<b>c. Completed/Compensation (Interim #3)</b>	<b>DDI Best Practice Component</b>
<input type="checkbox"/> \$15	Test given to all eligible students, list students who did not take and require makeup within 48 hours.
<input type="checkbox"/> \$15	Test within DDI window or approved by DDI Lead.
<input type="checkbox"/> \$15	DDI meeting will be held within 5 instructional days of the interim assessment.
<input type="checkbox"/> \$25	Analysis Form Completed <input type="checkbox"/> Whole class strengths and weaknesses <input type="checkbox"/> Individual student concerns <input type="checkbox"/> 6-Week plan for entire class <input type="checkbox"/> 6-Week plan for individual student concerns <input type="checkbox"/> % of individual questions missed <input type="checkbox"/> % for each student on entire assessment
<input type="checkbox"/> \$20	Reflection Section of the Analysis Form
<input type="checkbox"/> \$10	Attend data meeting with DDI Lead and principal. <span style="float: right;">/26</span>

<b>d. Completed/Compensation (Interim #4, or Final Exam)</b>	<b>DDI Best Practice Component</b>
<input type="checkbox"/> \$15	Test given to all eligible students, list students who did not take and require makeup within 48 hours.
<input type="checkbox"/> \$15	Test within DDI window or approved by DDI Lead.
<input type="checkbox"/> \$15	DDI meeting will be held within 5 instructional days of the interim assessment.
<input type="checkbox"/> \$25	Analysis Form Completed <input type="checkbox"/> Whole class strengths and weaknesses <input type="checkbox"/> Individual student concerns <input type="checkbox"/> 6-Week plan for entire class <input type="checkbox"/> 6-Week plan for individual student concerns <input type="checkbox"/> % of individual questions missed <input type="checkbox"/> % for each student on entire assessment
<input type="checkbox"/> \$20	Reflection Section of the Analysis Form
<input type="checkbox"/> \$10	Attend data meeting with DDI Lead and principal. <span style="float: right;">/26</span>

<b>#8</b>	<b>a.</b>	<b>b.</b>	<b>c.</b>	<b>d.</b>	<b>Total</b>
<b>SCORE</b>	/26	/26	/26	/26	<b>/104</b>

## First Formal Observation Summary

<b>TEACHER NAME:</b>	
<b>SUBJECT OBSERVED:</b>	
<b>OBSERVER NAME:</b>	
<b>OBSERVATION DATE:</b>	

<b>OBSERVATION FINAL TALLY</b>							
#1	#2	#3	#4	#5	#6	#7	#8
Preparation & Planning	Classroom Management	Instruction	Assessment & Follow-Up	Classical Pedagogy	School/Family Partnership	Professionalism	Student Achievement
<b>/20</b>	<b>/20</b>	<b>/36</b>	<b>/16</b>	<b>/28</b>	<b>/24</b>	<b>/36</b>	<b>/104</b>

**Was a 1 or 2 received in any sub-category?**     yes     no

- A. Teachers who score a 1 or 2 in any sub-category on the full 90-day observation:
- a. Will receive another full class observation using the full Evaluation Rubric before the end of the school year. **OR**
  - b. Will have three or more drop in observations during the school year, **focusing on the subcategory for improvement. OR**
  - c. May have a Teacher Improvement Plan created at the discretion of the teacher and/or administrator.

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# End of Year Summative Evaluation

<b>TEACHER NAME:</b>	
<b>OBSERVER NAME:</b>	

SUMMATIVE EVALUATION FINAL TALLY							
#1	#2	#3	#4	#5	#6	#7	#8
Preparation & Planning	Classroom Management	Instruction	Assessment & Follow-Up	Classical Pedagogy	School/Family Partnership	Professionalism	Student Achievement
<b>/20</b>	<b>/20</b>	<b>/36</b>	<b>/16</b>	<b>/28</b>	<b>/24</b>	<b>/36</b>	<b>/104</b>

**TO EARN PERFORMANCE-BASED PAY:** Faculty can earn an end-of-year \$100 performance-based pay in **each** category where they meet or exceed the following standard targets on the end-of-year Summative Evaluation. Targets are generally based on reaching **80%** of the possible points.

1.Planning & Preparation for Learning <i>16+ pts</i>	2.Classroom Management <i>16+ pts</i>	3.Delivery of Instruction <i>29+ pts</i>	4.Monitoring Assessment, & Follow-Up <i>13+ pts</i>	5.Classical Pedagogy <i><del>19</del>22+ pts</i>	6.School and Family Partnership <i>19+ pts</i>	7.Professional Responsibilities <i>29+ pts</i>	8. Student Achievement <i>83+ pts</i>
Total:							

**TO EARN AN ANNUAL BOARD-APPROVED SALARY INCREASE:** Faculty can earn a board-approved salary increase for the following school year, faculty must meet or exceed the following standard targets in **every category** on the Summative Evaluation and have no concerning decline in performance during the year to be eligible for an advance. Targets are generally based on reaching **80%** of the possible points.

1.Planning & Preparation for Learning <i>16+ pts</i>	2.Classroom Management <i>16+ pts</i>	3.Delivery of Instruction <i>29+ pts</i>	4.Monitoring Assessment, & Follow-Up <i>13+ pts</i>	5.Classical Pedagogy <i><del>19</del>22+ pts</i>	6.School and Family Partnership <i>19+ pts</i>	7.Professional Responsibilities <i>29+ pts</i>	8. Student Achievement <i><del>83+ pts</del> N/A</i>
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Teacher has met the criteria to earn a salary increase the following year:  **yes**  **no**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Coaching & Action Planning Form

**Name:**

**Coach:**

**Observation Date:**

**Post Observation Date:**

**Observation** was  scheduled  drop-in

**Subject/Observation Focus:**

## 1. Precise Praise

## 2. Probe/Targeted Question

What is your area of focus?

## 3. Bite Sized Action Step

**Identified Problem:**

**Bite Size Action Step:**

## 4. Practice to Improve Current Lesson

## 5. Implementation Follow Up

When is it best to see this in action?



## Drop-In Observation Form Lower School

+

<b>Teacher Name:</b>	<b>Date:</b>
<b>Administrator:</b>	<b>Class:</b>

<b>Classroom Observation Checklist</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Clear objectives for the lesson are posted.	<input type="checkbox"/>	<input type="checkbox"/>	
Classroom is neat and organized.	<input type="checkbox"/>	<input type="checkbox"/>	
Students are seated properly at all times, including rapt attention during instruction.	<input type="checkbox"/>	<input type="checkbox"/>	
All students are engaged at all times.	<input type="checkbox"/>	<input type="checkbox"/>	
Direct Instruction is the primary mode of lesson delivery.	<input type="checkbox"/>	<input type="checkbox"/>	
Teacher moved around the classroom during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	
Teacher demonstrates effective classroom management at all times.	<input type="checkbox"/>	<input type="checkbox"/>	
Teacher uses planned activities appropriate for the lesson and the students.	<input type="checkbox"/>	<input type="checkbox"/>	
Teacher shows appropriate knowledge of content.	<input type="checkbox"/>	<input type="checkbox"/>	
Teacher checks for understanding and provides clarification throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	
Virtues are referred to during lesson.	<input type="checkbox"/>	<input type="checkbox"/>	
Stages of classical pedagogy (dialectic, coaching, generative) are evident.	<input type="checkbox"/>	<input type="checkbox"/>	
Students clearly understand classroom expectations.	<input type="checkbox"/>	<input type="checkbox"/>	
Teacher is courteous to students.	<input type="checkbox"/>	<input type="checkbox"/>	

**Additional Comments:**

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

## Observation Analysis-Logic Level

Teacher:	Date:
Subject:	Lesson:

Lesson objective:

General content of didactic lesson/practice:

What type of didactic pedagogy was used?

Didactic instruction was reinforced with didactic practice.	Yes	No	N/A
---	-----	----	-----

General content of reasoning/analogical/coaching level work:

What reasoning/analogical/coaching level pedagogy is used?

Reasoning/analogical/coaching work relates to didactic information taught.	Yes	No	N/A
--	-----	----	-----

### Dialectic

During didactic questioning, teacher ensures that all students answer questions correctly.	Yes	No	N/A
--	-----	----	-----

During analogical questioning, teacher asks questions to help correct faulty reasoning, or incorrect answers.	Yes	No	N/A
---	-----	----	-----



## General

There is clear evidence of active student thinking/solving.	Yes	No	N/A
---	-----	----	-----

Was there a brief summary of key topics covered?	Yes	No
--	-----	----

Comments:

## Observation Analysis – Rhetoric Stage

<b>Teacher Observed:</b>	<b>Grade:</b>
<b>Date:</b>	<b>Subject:</b>

<b>Objective for the lesson:</b>
<b>Examples of rhetoric stage pedagogies</b> (e.g., interactive lecture, whole-class discussion of concepts, problem solving activities, seminar, lab):
<b>What was the teacher doing? What were the students doing?</b>
<b>Other pedagogies that promote generative thinking</b> (may or may not be used):
<b>How did the teacher seek to meet the expectation of 100% student engagement?</b>
<b>How did the students show engagement with content or the objective?</b>
<b>How did the teacher hold students accountable for thinking and generating their own ideas?</b>
<b>How did the teacher afford students time to think and reflect about the lesson (during, after, orally, in writing, other)?</b>
<b>Other observations:</b>
<b>Questions?</b>

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Data Driven Instruction (DDI)

## LOWER SCHOOL FULL YEAR DATA-DRIVEN INSTRUCTION (DDI) CALENDAR, 2022-2023:

2022-23 LS DDI Schedule	Instruction	Testing Window	Analysis/ Planning Window
<b>1<sup>st</sup> Interim Assessment</b>	<del>August 23 to October 8 (6 weeks)</del> August 29 to October 14 (7 weeks)	<del>October 11 to October 20</del> October 13 to October 19	<del>October 25-October 29</del> October 24 to October 28
<b>2<sup>nd</sup> Interim Assessment</b>	<del>October 25-January 5 (8 weeks)</del> October 17 to January 13 (10 weeks)	<del>January 6 to January 13</del> January 12 to January 19	<del>January 18-January 21</del> January 20 to January 25
<b>3<sup>rd</sup> Interim Assessment</b>	<del>January 18 to March 4 (7 weeks)</del> January 17 to March 31 (10 weeks)	<del>March 7 to March 17</del> March 30 to April 5	<del>March 17 to March 31</del> April 6 to April 12
<b>Final Assessment</b>	<del>March 28 to May 17 (6-7 weeks)</del> April 3 to May 26 (8 weeks)	<del>May 18 to May 27</del> May 30 to June 5	<del>May 31 to June 2</del> June 6 to June 8 *MCA <del>April 25-29</del> April 17- April 21 *Spring FastBridge: May 15 to May 19

2022-23 Specialists ABC Rotation DDI Schedule	Instruction	Testing Window	Analysis/ Planning Window
<b>1<sup>st</sup> Interim Assessment</b>	<del>To be determined with Specialists DDI Lead</del> August 29 to January 13 (17 weeks)	January 12 to January 19 or <del>To be determined with Specialists DDI Lead</del>	January 20 to January 25 <del>To be determined with Specialists DDI Lead</del>
<b>Final Assessment</b>	<del>To be determined with Specialists DDI Lead</del> January 17 to May 26 (18 weeks)	May 30 to June 5 or <del>To be determined with Specialists DDI Lead</del>	June 6 to June 8 <del>To be determined with Specialists DDI Lead</del>

## UPPER SCHOOL FULL YEAR DATA-DRIVEN INSTRUCTION (DDI) CALENDAR

20221-202322:

<b>20221-2322 DDI Schedule</b> Full-year daily courses	<b>Instruction</b>	<b>Testing Window</b>	<b>Analysis/ Planning Window</b>
<b>1<sup>st</sup> Interim Assessment</b>	<del>August 23 to October 1</del> (6-7 weeks) August 29 to October 7 (6 weeks)	<del>October 4 to October 13</del> October 4 to October 14	<del>October 14 to October 20</del> October 17 to October 24
<b>2<sup>nd</sup> Interim Assessment</b>	<del>October 25 to December 10</del> (6-7 wks) October 10 to December 9 (8 weeks)	<del>December 13 to December 17</del> December 7 to December 14	<del>January 3 to January 7</del> January 2 to January 6
<b>3<sup>rd</sup> Interim Assessment</b>	<del>January 10 to March 4</del> (6-7 weeks) December 12 to March 3 (10 weeks)	<del>February 28 to March 9</del> March 3 to March 10	<del>March 10 to March 17</del> March 20 to March 24
<b>4th Interim Assessment</b>	<del>March 28 to May 6</del> (6-7 weeks) March 6 to May 5 (8 weeks)	<del>May 9 to May 18</del> May 1 to May 12	<del>May 19 to May 27</del> May 15 to May 19  *MCA April 24 to 28 <del>18-22</del> AP testing May 12 to May 12 <del>3</del> *Spring FastBridge: May 22 to May 26

<b>20221-2322 US Specialists ABC Rotation DDI Schedule</b>	<b>Instruction</b>	<b>Testing Window</b>	<b>Analysis/ Planning Window</b>
<b>1st Interim Assessment</b>	<del>August 23 to December 10</del> (12 weeks) August 29 to December 9 (14 weeks)	<del>December 13 to December 17</del> December 7 to December 14	<del>January 3 to January 7</del> January 2 to January 6
<b>Final Assessment (2<sup>nd</sup> Interim)</b>	<del>December 12 to May 6</del> (6-7 weeks) March 6 to May 5 (18 weeks)	<del>May 9 to May 18</del> May 1 to May 12	<del>May 19 to May 27</del> May 15 to May 19  *MCA April 24 to 28 <del>18-22</del> AP testing May 12 to May 12 <del>3</del> *Spring FastBridge: May 22 to May 26



# Professional Development Growth (PDG)

**Nova Classical's school motto is:** *Non scholae sed vitae discimus:* We learn not for school but for life!

A fundamental piece of classical education focuses on the notion of “self-examination,” a concept championed famously by Socrates. He believed that we all have the capacity to grow beyond our own limitations if we begin by taking an honest look at ourselves. As a school, we have ambitious goals for learning—both for students and for staff—and know that we need rigorous but realistic plans to achieve those goals.

By the work day on October 2022, you will have created three professional development goals for the school year.

These goals fall into three types:

- 1) **Student Achievement goal** that is a team-created and team-enacted goal,
- 2) **School and Family Partnership goal** that is customized to your preferred growth targets, and
- 3) **Work/Life Balance or Personal goal** that also is an individual goal designed to help you do and be your best this school year.

At a mid-year work day on January 2023 and on an end-of-year work day on June 2023, you will reflect in writing on your work towards meeting your three professional goals. Goals 1 and 2 will follow the SMART framework:

- S=Specific (What, Why, How)
- M=Measurable (Dates/Targets with goals)
- A=Attainable (Find ways to make them come true!)
- R=Realistic (Rigorous but do-able)
- T=Timely (Semester benchmarks)

## EXAMPLES

**Lower School Grade Level Goal:** ~~Through explicit instruction and assessment in reading, by June 4, 2021, 95% of all 2<sup>nd</sup> graders will be reading at grade level or above as measured by their end-of-year AIMSweb fluency tests.~~

At the end of the 2022-2023 school year, 100% of students will demonstrate proficiency on at least three of the four Data-Driven Instruction Math or Reading assessments. (The grade-level team will determine proficiency in collaboration with the Lower School Principal and Academic Director.)

<i>How is this goal S=Specific (What, Why, How)</i>	<i>How is this goal M=Measurable (Dates/Targets with goals)</i>	<i>How is this goal A=Attainable (Find ways to make them come true!)</i>	<i>How is this goal R=Realistic (Rigorous but do-able)</i>	<i>How is this goal T=Timely (Semester benchmarks)</i>
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**Upper School Grade Level Goal** Through explicit instruction and assessment in analytical writing, by June 4, 2021, 75% of 8<sup>th</sup> graders will score at a level 5 or higher on their end-of-year analytical essay in Language Arts class.

OR

At the end of the 2022-2023 school year, 100% of students will demonstrate proficiency on at least three of the four Data-Driven Instruction assessments. (The teacher will determine proficiency in collaboration with the Upper School Principal, Department Head, and Academic Director.)

For Academic Year 21-22, each teacher will have a preset Student Achievement goal (Goal 1) from our Spring 2021 Curriculum work. If you need help locating this goal, please let Missy Johnson know at [mjohnson@novaclassical.org](mailto:mjohnson@novaclassical.org).



Nova Classical Academy  
**Professional Development Goals  
 (PDG) Form**

Name:  
 Grade Level Team:  
 Coach:

**SMART GOAL #1—Student Achievement Goal:**

~~Please copy/paste your curricular goal from our February 12, 2021 inservice.~~

**Due:  
 October 20**

<i>How is this goal S=Specific (What, Why, How)</i>	<i>How is this goal M=Measurable (Dates/Targets with goals)</i>	<i>How is this goal A=Attainable (Find ways to make them come true!)</i>	<i>How is this goal R=Realistic (Rigorous but do-able)</i>	<i>How is this goal T=Timely (Semester benchmarks)</i>	
					<b>Due: October 20</b>
Semester 1 plan to achieve the Student Achievement goal by the end of the year					<b>Due: October 20</b>
Semester 1 reflection on goal progress					<b>Due: January 23</b>
Semester 2 plan to achieve the Student Achievement goal by the end of the year					<b>Due: January 23</b>
EOY reflection: Did you achieve your Student Achievement goal? Why or why not? What can the team do better next year?					<b>Due: June 9</b>

<b>SMART GOAL #2—School &amp; Family Partnership Goal</b> (see Teacher Observation Rubric Domain 6)					<b>Due: October 20</b>
<i>How is this goal S=Specific (What, Why, How)</i>	<i>How is this goal M=Measurable (Dates/Targets with goals)</i>	<i>How is this goal A=Attainable (Find ways to make them come true!)</i>	<i>How is this goal R=Realistic (Rigorous but do-able)</i>	<i>How is this goal T=Timely (Semester benchmarks)</i>	
					<b>Due: October 20</b>
Semester 1 plan to achieve this goal by the end of the year					<b>Due: October 20</b>
Semester 1 reflection on goal progress					<b>Due: January 23</b>
Semester 2 plan to achieve this goal by the end of the year					<b>Due: January 23</b>
EOY reflection: Did you achieve your goal? Why or why not? What can you do better next year?					<b>Due: June 9</b>

<b>GOAL #3-Work/Life Balance Goal or Personal Goal</b> (see Nova's Strategic Plan)		<b>Due:</b> <b>October 20</b>
Semester 1 plan to achieve this goal by the end of the year		<b>Due:</b> <b>October 20</b>
Semester 1 reflection on goal progress		<b>Due:</b> <b>January 23</b>
Semester 2 plan to achieve this goal by the end of the year		<b>Due:</b> <b>January 23</b>
EOY reflection: Did you achieve your goal? Why or why not? How can you achieve it next year?		<b>Due:</b> <b>June 9</b>

## Recommended Reading for Classical Faculty/Staff

*The Schools We Need and Why We Don't Have Them* (E.D. Hirsch Jr.)  
*Cultural Literacy* (E.D. Hirsch Jr.)  
*The Making of Americans* (E.D. Hirsch Jr.)  
*Make It Stick* (Peter C. Brown)  
*Classical Education* (Kern and Veith)  
*The Abolition of Man* (C.S. Lewis)  
*The Lost Tools of Learning* (Dorothy Sayers)  
*Teach Like a Champion* (Doug Lemov)  
*Leverage Leadership* (Paul Bambrick-Santoyo)  
*Driven by Data* (Paul Bambrick-Santoyo)  
*Focus* (Mike Schmoker)  
*Plato's Allegory of the Cave*  
*Only Connect* (William Cronon)





# Teacher Relicensure Program

All links and documents associated with the listed information below is located on the password-protected Faculty page of the Nova **Classical Academy** website: <http://www.novaclassical.org/faculty/committee-for-relicensure>

Nova **Classical**'s Committee for Relicensure exists to make it simpler for Nova staff in need of re-licensure to have a convenient resource. Anyone with an education license up for renewal can submit all materials to this committee for review and submission to MDE. The committee has two annual deadlines: **February 28** and **April 28**. Our committee [Bylaws](#) outline the scope and purpose of the committee, which has been approved by MDE.

Please submit the cover sheet, License Record Form, any necessary Activity Explanation Sheets, and your reflective statement by one of these dates if you choose to renew your license through our committee. Please clearly mark materials with your name and file folder number. Materials should be turned in to Missy Johnson.

Committee Members:

- ~~Jo Shultz~~
- Chad Long
- Laura Buri
- Margaret McCarney
- Brandon Foat
- Sara Seal
- Missy Johnson

**Document Library (found on the Faculty page of the website):**

- Cover Sheet
- Activity Explanation Sheet
- Category Reference Sheet
- Multiple Licenses Record Form
- Single License Record Form
- Post Approval Procedures

**External Resources**

- [MDE Licensure Page](#)
- [Professional Learning Board: Training Opportunities](#)
- [Professional Learning Board: Positive Behavior Strategies](#)
- [UMD: Learning Opportunities](#)
- [TIES: Learning Opportunities](#)



# Teacher Leadership Overview

Nova Classical Academy values lifelong learning. As educators, we must model continuous education and self-improvement for our students. Each year Nova **Classical** will provide faculty with professional development in the areas of curriculum and pedagogy through large group and cohort structures as well as offer training on topics required for employment or to assist in teacher licensure. This document outlines the major initiatives and elements of Nova **Classical's** job-embedded professional development programs for the academic year.

\*Those positions marked with an asterisk are funded from Q Comp\*

<b>Grade-Level Leads (SoG)/Department Heads (SoL/SoR)*</b>	<b>Number of Positions</b>	7 positions SoG, 6 positions SoL/SoR, 1 Student Services
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Establish a supportive, helpful, accessible environment that facilitates the development of professional skills</li> <li>• Work with grade level teams to develop and reflect on grade level student achievement goal</li> <li>• Manage needs and procuring of department resources and managing needs</li> <li>• Assist Principals and Academic Director with curriculum and assessment development/alignment—vertically, horizontally, and across disciplines</li> <li>• Recognize department strengths and working with new faculty members</li> <li>• Writes agendas, runs meetings, and files minutes on the server within one week of meetings</li> <li>• Promotes grade level initiatives and is the main contact person for grade wide activities such as field trips, celebrations, etc.</li> <li>• Is responsible for grade wide deliverables (curriculum maps, class lists, etc.)</li> </ul>
	<b>Application Process</b>	Complete Google Form from Academic Director <b>Due June 9<del>7</del>, 20<del>22</del>21</b>
	Stipend	\$1,500—\$750 paid in January and June

<b>Coaches*</b>	<b>Number of Positions</b>	Up to 9 positions SoG
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Coach colleagues utilizing specified forms as outlined in this <i>Teacher Development and Evaluation Handbook</i></li> <li>• Observe coachees three times per year and provide timely written and oral feedback</li> <li>• Meet with coachees three times per year to develop and reflect on PDG goals 2 and 3</li> <li>• Promote Classical Pedagogy</li> <li>• Attend trainings on observation and feedback as needed</li> </ul>
	<b>Application Process</b>	Complete Google Form from Academic Director <b>Due June 9<del>7</del>, 20<del>22</del>21</b>
	Stipend	\$450 per coachee. Half paid in January and June

<b>Data Driven Instruction (DDI) Lead</b>	<b>Number of Positions</b>	3 positions SoG, 4 positions SoL/SoR
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Provide oversight and professional development regarding implementation and analysis of DDI practices</li> <li>• Meet with each teacher or team during the DDI Analysis/Planning window to analyze student data and facilitate long term teaching plans</li> </ul>
	<b>Application Process</b>	Complete Google Form from Academic Director <b>Due June 9<del>7</del>, 20<del>22</del>21</b>

	Stipend	\$2500—\$1250 paid in January and June
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<b>Curricular Leads*</b>	<b>Number of Positions</b>	2 positions SoG
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Conduct systematic, yearlong training in the area of expertise as needed</li> <li>• Lead NPTO Parent Education Nights</li> <li>• Promote Classical Pedagogy</li> <li>• Research, procure, and disseminate resources and best practices</li> <li>• Assist Principals with curriculum development/alignment related to area of expertise</li> </ul>
	<b>Application Process</b>	Complete Google Form from Academic Director <b>Due June 9<del>7</del>, 20<del>22</del><del>21</del></b>
	Stipend	\$2,000—\$1,000 paid in January and June

<b>Pedagogical Leads*</b>	<b>Number of Positions</b>	1 position per school, 3 total
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Lead systematic, yearlong training in Classical pedagogy for new faculty and supporting training for returning faculty as needed</li> <li>• Conducting systematic, yearlong training in Classical pedagogy for Nova community at NPTO Parent Education Nights (2x/year)</li> <li>• Observing for Classical pedagogical fidelity by conducting peer observations (during training for all new and some of the returning faculty; may use prep period to observe) and providing coaching feedback</li> <li>• Researching, procuring, and disseminating seminar/dialectic resources and best practices</li> <li>• Lead CEC training in the area of expertise</li> <li>• Assist Principals with curriculum development/alignment related to seminar/dialectic</li> </ul>
	<b>Application Process</b>	Complete Google Form from Academic Director <b>Due June 9<del>7</del>, 20<del>22</del><del>21</del></b>
	Stipend	\$2,000—\$1,000 paid in January and June

<b>Housemaster</b>	<b>Number of Positions</b>	2 positions total SoL/SoR
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Creates the House Activities (virtue seminars and 'intentional joy' activities)</li> <li>• Supervises/Coordinates/Supports faculty Procurators</li> <li>• Responsible for culture and legacy building</li> <li>• Visible model for upholding Nova's academic traditions</li> </ul>
	<b>Application Process</b>	Complete Google Form from Academic Director <b>Due June 9<del>7</del>, 20<del>22</del><del>21</del></b>
	Stipend	\$600—\$300 Paid in January and June

<b>New Faculty Mentor</b>	<b>Number of Positions</b>	Based on incoming faculty need
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Before the school year begins, start the mentoring relationship, describing and helping prepare for the first weeks of school, discussing school and classroom/grade level norms</li> <li>• Before the school year begins, attend mentor portion of the New Faculty Orientation</li> <li>• Schedule at least a weekly meeting for the first semester to do coaching, collaboration, and reflection; for the second semester, schedule at least two meetings per month</li> <li>• As approved by the building Principal, schedule two hours of observations including a transition time to observe the mentee within the first two months of school (suggested: observe routines, curriculum areas, classroom management, classical pedagogy, etc.)</li> <li>• Conduct post-observation meetings</li> </ul>

		<ul style="list-style-type: none"> <li>As approved by the Principals, schedule two hours of observations within the first two months of school for the mentee to observe: one observation is of the mentor and the other may be the mentor or other appropriate faculty</li> <li>Conduct post-observation meetings</li> <li>Be available for future observations as requested/ needed by a mentee</li> <li>As approved by the Principals, schedule two hours of observations within the first two months of school for the mentee to observe other classroom as assigned</li> </ul>
	<b>Application Process</b>	Determined by Instructional Leadership Team
	Stipend	\$750 for full year per mentee

<b>Student Senate Advisor</b>	<b>Number of Positions</b>	2 position total SoL/SoR
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>Supports Student Senate in their Purpose: The Student Senate will be the voice of the students to help design and organize events and programs that align with Nova’s values and promote responsible student leadership.</li> <li>Develop leadership skills – Robert’s Rules of Order</li> <li>Create student “ownership” and responsibility for major activities and events</li> <li>Communicate to school body about activities and events</li> <li>Develop a student-initiated sense of positive Nova pride</li> <li>Serve as a liaison between the student body and administration on critical issues</li> <li>Model good character in leadership</li> </ul>
	<b>Application Process</b>	Complete Google Form from Academic Director <b>Due June 9<del>7</del>, 20<del>22</del><del>21</del></b>
	Stipend	\$1,000—\$500 Paid in January and June

<b>Student Proxy Advisor</b>	<b>Number of Positions</b>	1 position total SoG
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>Supports Student Senate in their Purpose: The Student Senate will be the voice of the students to help design and organize events and programs that align with Nova’s values and promote responsible student leadership.</li> <li>Develop leadership skills – Robert’s Rules of Order</li> <li>Create student “ownership” and responsibility for major activities and events</li> <li>Communicate to school body about activities and events</li> <li>Develop a student-initiated sense of positive Nova pride</li> <li>Serve as a liaison between the student body and administration on critical issues</li> <li>Model good character in leadership</li> </ul>
	<b>Application Process</b>	Complete Google Form from Academic Director <b>Due June 9<del>7</del>, 20<del>22</del><del>21</del></b>
	Stipend	\$400—\$200 Paid in January and June

<b>Relicensure Committee Lead:</b>	<b>Number of Positions</b>	One per district, Determined by Instructional Leadership Team
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>Work with Professional Educator Licensing and Standards Board (PELSB) to become knowledgeable of current licensing requirements and changes</li> <li>Work with Professional Development Committee to address licensing needs of staff</li> <li>Communicate licensing requirements to licensed staff</li> <li>Coordinate and lead 2-3 licensing meetings per year with committee</li> <li>Log staff clock hours into PELSB Clock Hours Collection System</li> </ul>

	Stipend	<del>\$400—\$200 Paid in January and June</del>
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<b>Response Team Intervention (RTI) Secretary:</b>	<b>Number of Positions</b>	1 per school, Determined by school Principal and Student Services Coordinator
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Serve on the Response to Intervention team</li> <li>• Responsible for recording data from D/F lists, monitoring interventions, RTI meeting minutes</li> </ul>
	Stipend	\$300—\$150 Paid in January and June

<b>Response Team Intervention (RTI) Members:</b>	<b>Number of Positions</b>	Determined by school Principal and Student Services Coordinator
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Serve on the Response to Intervention team</li> <li>• Responsible for identifying students in need of academic or behavioral support and intensive interventions. <i>Team members meet weekly meetings TBD</i></li> </ul>
	Stipend	\$500—\$250 Paid in January and June

<b>Equity Coordinator*</b> <b>SoG:</b> <b>SoL/SoR:</b>	<b>Number of Positions</b>	1 SoG, 1 SoL/SoR- Determined by Instructional Leadership Team, report to Academic Director
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Create and facilitate an Equity Team in the Nova community</li> <li>• Review structures for outreach and support to parents and families to promote positive school/family relationships and enhance student learning.</li> <li>• Training with DDI leads and Dean of Students to analyze student performance and discipline data in order to recommend interventions to appropriate stakeholders.</li> </ul>
	Stipend	\$1000- \$500 Paid in January and June <del>*This is a forming position and will be reviewed in 2021 to assess needed changes in responsibilities*</del>



# Classical Education Program and Resources

## Summer Inservices

### New Faculty

In the late summer before the school year begins, all new faculty attend orientation sessions designed to help teachers new to Nova **Classical** see the overall structure, purpose, and lifelong benefits of a classical education. Teachers learn the school's philosophy of classical education as well as practice day-to-day pedagogies and lesson planning to make classical learning exciting and memorable for a lifetime.

### All Faculty

During summer inservice time for all faculty, Nova **Classical** administration and teachers attend special training sessions called the Classical Institute. The focus for each year's Institute varies on topics to do with the classical ideals of Truth, Beauty, and Goodness or with technical training associated with the three stages of the classical Trivium. The Classical Institute is more than a practical or vocational experience; it is an intellectual one in which we gather as members of the Great Conversation to discuss masterworks and topics that feed our souls as people who revere learning and service to others. **Professional Development training in August and throughout the school year are expected report days for teachers** (8 days in total for 2022-23 returning teachers, and 10 days in total for new Nova teachers).

## School-Year Sessions

### Classical Education Certification (CEC) Program for New Faculty

New Nova **Classical** faculty and pedagogy leads meet together after school on the third Wednesday every month to discuss important school reform and classical education texts, refine classical instructional practices, and create educational philosophy statements. The CEC program culminates with a symposium where teachers address questions such as: "How does a classical education prepare students for the 'good life?'"

In 2021-2024, The CEC program will be expanded from one course to four courses. Developed and delivered by experienced Nova **Classical** teacher leaders, the courses will be:

#### **CEC101 - Introduction to Classical Education (New to Nova Teachers Only)**

**PURPOSE:** To provide new teachers with basic knowledge of philosophy and practices essential to instructing in a classical model.

#### **CEC201 - Great Ideas in the Ancient World (Beauty)**

**PURPOSE:** Delve into the Beauty of ideas and essential questions that have intrigued humanity since the ancient world through participation in the great conversation.

**CEC301 - Philosophy of Classical Education and Classroom Applications (Goodness)**  
PURPOSE: To build off the foundations of CEC101, this course will inculcate Classical pedagogy in existing teachers' continual practice. This will allow for teachers to know the deeper reasons of the trivium structure and refine their everyday classroom instruction.

**CEC401 - Diversity in the Classical World; Using Logic and Rhetoric to Become Informed Citizens (Truth)**

PURPOSE: Seek the Truths that connect all peoples and create an Informed Citizenship for our students and our community to further develop a deep understanding of Classical terminology and pedagogies to support an education with effects beyond our community.

Under this plan, every Nova **Classical** staff who currently serve in a role requiring a teaching or school counseling license are eligible to join a voluntary cohort and participate in one CEC course for each of the next three years (2021-2024). Stipends will be available to teachers upon the completion of each course, as well as for the teacher leaders who develop and deliver each course.



# Student Engagement & School Connectedness Effort

At Nova **Classical** we want to set a school norm of participation in school life both during and after the school day and to have students identify positively with the school. Student engagement and connection to supportive networks of adults and peers are vital to academic achievement and well-being. In addition to the areas of the teacher evaluation rubric that address student engagement, we are developing other ways of soliciting student feedback around what motivates them to work to their potential and help our community thrive.

Direct student feedback from surveys or other measures does not affect teacher evaluations but will be used to track student engagement from year to year and give us more information about ways we can improve as a school. Student survey results are available upon request.

## Ways Nova **Classical** may address Student Engagement and School Connectedness:

- **Teacher Performance:** High expectations for engaging students in meaningful and classical lessons each day; part of the teacher evaluation rubric
- **Surveys:** will be given in the spring of the year and are tailored to fit different age groups (5 – 10 questions each)





# Teacher Improvement & Discipline

## Teacher Improvement Plan

**A Teacher Improvement Plan (TIP) is developed when any of the following actions occur:**

1. The teacher requests this type of help and support from an administrator.
2. An administrator has concerns regarding the teacher's performance (for example, the teacher scored a 1 in a domain of the faculty observation and evaluation rubric or problems are observed or reported).
3. The teacher and administrator agree that the teacher may need additional help and support (for example, the teacher scored a 2 in a domain of the faculty observation and evaluation rubric and isn't sure of the steps to take to improve).

**The Teacher Improvement Plan (TIP) process:**

1. The teacher and administrator meet to discuss performance or other concerns.
2. At a second meeting, which may include the teacher's mentor or peer coach or other administrators as requested, the teacher and administrator develop a Teacher Improvement Plan.
3. The TIP includes:
  - a. Specific and defined area(s) in need of improvement
  - b. Clear action steps for improvement
  - c. Reasonable and measurable goals
  - d. Timeline including any follow-up observations of the teacher, opportunities for the teacher to observe other faculty, additional training, meetings, benchmarks, etc.
  - e. Other actions as decided during the meeting
4. A follow-up meeting is scheduled with the teacher and administrator (and possibly mentor, peer coach, or other applicable administrators) approximately 30 days after the TIP development meeting to discuss progress and next steps.
  - a. The TIP process is repeated or extended as determined at this meeting.

# Teacher Improvement Plan

(Sample form)

<b>Name:</b>	
<b>Date:</b>	
<b>Concerns:</b>	
<b>Action:</b>	
<b>Follow Up:</b>	

Administration signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Discipline

### **A Teacher Discipline process is enacted when any of the following actions occur:**

1. An administrator has serious concerns regarding the teacher's performance (for example, the teacher scored a 1 in multiple domains of the faculty observation and evaluation rubric or serious problems are observed or reported).
2. The teacher has a TIP in place but makes little to no progress in improvement.

### **The Teacher Discipline process:**

1. The teacher and administrator meet to discuss concerns and/or the teacher's progress. This meeting may include the Executive Director, teacher mentor, peer coach, or other support personnel.
2. At this meeting, the administrator may decide to do the following:
  - a. Extend, modify, or discontinue use of the existing TIP.
  - b. The administrator may inform the teacher of a consequence (below).

### **Disciplinary Consequences** (\*not listed in order, not limited to only the following, and not requiring a Teacher Improvement Plan first):

1. Verbal warning
2. Written warning
3. Teacher is placed on paid or unpaid administrative leave
4. Non-renewal of teacher's contract with Nova Classical Academy at the end of the school year
5. Termination of the teacher (may happen at any point; may or may not be immediate)
6. Formal investigation and report submitted to the Executive Director
7. Notification of law enforcement and/or other agencies
8. Formal report made to MDE and the Board of Teaching (with possible licensure suspension or revocation)



# Written Disciplinary Action

(Sample form)

<b>Name:</b>	
<b>Date:</b>	
<b>Incident:</b>	
<b>Action:</b>	

Administration signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness signature: \_\_\_\_\_ Date: \_\_\_\_\_

From the Employee Handbook:

## Employee Warning Notice

### Employee Information

Employee  
Name:

Date:

Job Title:

Department:

Manager:

Division:

### Type of Warning

Verbal Warning

Written Warning

Final Warning

### Type of Offense(s)

Tardiness/Leaving Early

Absenteeism

Violation of Company Policies

Substandard Work

Violation of Safety Rules

Rudeness to  
Customers/Co-workers

Other: \_\_\_\_\_

### Details

Description of Infraction:

Plan for Improvement:

Consequences of Further Infractions:

### Acknowledgment of Receipt of Warnings

By signing this form, you confirm that you understand the information in this warning. You also confirm that you and your manager have discussed the warning and a plan for improvement. Signing this form does not necessarily indicate that you agree with this warning.

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**Employee Signature**

**Date**

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**Manager Signature**

**Date**

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**Witness Signature (if employee understands warning but refuses to sign)**

**Date**