



Know Yourself. Know The World.

NOVA CLASSICAL
ACADEMY™

Licensed Instructional Staff Development & Evaluation Handbook

2026-2027

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.

We Believe...

- We learn not for school but for life.
- In the core virtues: justice, fortitude, prudence, temperance, and wisdom.
- Students learn how to learn in Nova Classical Academy's classical education model.
- Supportive relationships between students, staff, and families are necessary for students to reach their full potential.
- In fostering a diverse, equitable, and inclusive environment.
- Ethical and prudent financial decision-making ensures the continued existence of our model.

Our Promise

Nova Classical Academy promises to be an inclusive community with a shared commitment to an exceptional, foundational education that teachers thought and expression of the mind and heart, resulting in compassionate and articulate graduates poised to engage as thoughtful global citizens.

2023-2028 Strategic Plan Focus Areas

- Classical Education
 - Provide all students guaranteed access to Minnesota's leading classical education.
- Academic and Student Support
 - Achieve student performance goals and support student wellness.
- Inclusive Community
 - Ensure every student has a sense of belonging within the school community.
- Facilities
 - Provide classroom and extracurricular facilities which support our mission.
- Staff Support
 - Recruit, develop, and retain a diverse, highly skilled staff who exemplify the virtues of 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 a licensed instructional staff this year, we have prepared this handbook of essential professional development practices and opportunities. We have also included the essentials of our Strategic Plan so that you can join us in this important work for our school.

Teacher Observation

Teacher Observation Process Overview

Licensed instructional staff learning and development are a top priority for continued success at Nova Classical Academy. One facet of professional growth includes administrators observing and coaching licensed instructional staff 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 coaching: 1) formal observations by trained administrators AND 2) regular, drop-in, coaching-style visits. Licensed instructional staff may request more full-length or drop-in observations at any point in the year.

- Full-length observations **may** include a pre- and post-observation conversation and are scored according to Nova Classical'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 licensed instructional staff through instructional focus areas.
- Both observation types—summative and coaching—will be considered when the administrator completes an end-of-year summative evaluation for all licensed instructional staff.

N.B.: In addition to observations conducted by the administration, licensed instructional staff may also have three full-length, coaching-style observations completed by their assigned Peer Coach (a Teacher Leadership position). Although not included in the formal summative evaluation, licensed instructional staff may choose to incorporate Peer Coaching observation information into their self-evaluation evidence.

TEACHER OBSERVATION CYCLE

1. First Formal Observation

- a. All teachers will be observed in 30-60 minute periods according to the following cadence:
 - i. Domain 2: **Classroom Management** in September and October
 1. The observer will inform the teachers of what day they will observe Domain 2. The teacher will not submit a lesson plan.
 2. The observer will provide feedback on Domain 2 to the teacher.
 - ii. Domains 1 and 3: **Planning and Delivery of Instruction** in November through February
 1. The teacher and observer will meet to discuss the lesson plan prior to the scheduled observation
 2. The teacher and observer will meet after the scheduled observation to receive feedback and reflect on the teacher's performance during the observation. This feedback will allow the teacher and observer to determine areas for coaching and further support during the school year regardless of performance during the observation.
 - iii. Domain 4: **Classical Pedagogy** in September-February
 1. The observer will inform the teachers of what day they will observe Domain 4. The teacher will not submit a lesson plan.
 2. The observer will provide feedback on Domain 4 to the teacher.
 - iv. The teacher and/or observer may request a post-observation meeting after either Domain 2 or Domain 4 if needed.
- b. Teachers who score a 1 or 2 in any category on the First Formal 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, focusing on the category for improvement. OR
 - iii. May have a Teacher Improvement Plan created at the discretion of the administrator.

- e. ~~After an observation where a teacher scores less than three (3) in any category in Domains 1, 2, 3, and 4, they:~~
 - i. ~~Will receive another class observation using the applicable domain before the end of the school year. OR~~
 - ii. ~~May have a Teacher Improvement Plan created at the discretion of the 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 category.
 - ii. Receive two or more observations if they received a three (3) or four (4) in all 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 will submit a self-evaluation in domains 5, 6, and 7 by Spring Break of the academic year. This self-evaluation will provide supplemental evidence (e.g., Peer coaching data, student data, emails, self-reflections, etc.) to show achievement in the domains 5, 6, and 7 of the teacher observation and evaluation rubric. Questions regarding self-evaluation evidence should be directed to your administrator.
- c. The Complete Formal Observation, all informal drop-in observations, and the self-evaluation in domains 5, 6, and 7 will be used as evidence to support how the teacher met the standards in all areas during the school year for the Summative Evaluation.
- d. All Nova Classical Academy Staff will be evaluated on the following scale:

Highly Effective (4)	Effective (3)	Improvement Needed (2)	Does Not Meet Standards (1)
The employee frequently exceeded performance expectations, and the overall quality of work was outstanding. To receive a "highly effective," the supervisor must be able to describe how the employee's job performance made a clearly identifiable contribution to the organization.	The employee achieved, and at times exceeded, job expectations and the work was high quality.	The employee is still developing competency or did not consistently achieve expectations. Some improvement is needed. This rating can describe (1) a new employee in the position who is still learning their job responsibilities, (2) an existing employee who recently gained new responsibilities, or (3) an existing employee who needs improvement in performing their job responsibilities.	Employee performance was consistently below standards; immediate corrective action is necessary.

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

Licensed instructional staff may be eligible to receive an annual board-approved salary increase and performance-based pay based on their year-end Summative Evaluation. **Please see Appendix for the Counselor rubric and related targets.**

To earn a board-approved salary increase for the following year, teachers must meet all of the following:

- Receive 75% or greater of the possible points in each of domains 1 through 7
- No more than 1 "needs improvement" in each domain 1 through 7 on the final summative evaluation

Domain 8 does not impact board-approved salary increases as that data is not available until after positions have typically been offered.

1.Planning & Preparation for Learning	2.Classroom Management	3.Delivery of Instruction	4.Classical Pedagogy	5. Monitoring Assessment, & Follow-Up	6.School and Family Partnership	7.Professional Responsibilities	8. Student Achievement
15+ pts	15+ pts	27+ pts	24+ pts	12+ pts	18+ pts	30+ pts	N/A

To earn performance-based pay, teachers must meet all of the following:

- Receive 80% or greater of the possible points in each of domains 1 through 8
- Receive an "effective" or "highly effective" rating on all categories and all domains on the final summative evaluation

1.Planning & Preparation for Learning	2.Classroom Management	3.Delivery of Instruction	4.Classical Pedagogy	5. Monitoring Assessment, & Follow-Up	6.School and Family Partnership	7.Professional Responsibilities	8. Student Achievement
16+ pts	16+ pts	29+ pts	26+ pts	13+ pts	19+ pts	32+ pts	83+ pts

Category 1. School-wide Student

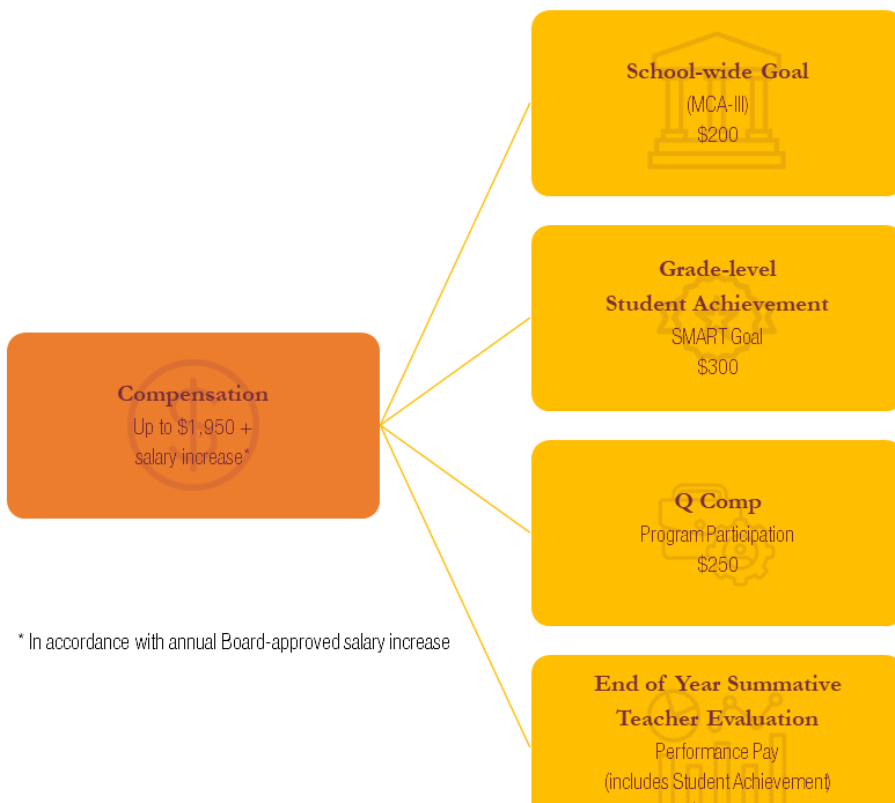
Achievement Goals (up to \$200):

- 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 Peer Coach, Academic Director, and



* In accordance with annual Board-approved salary increase

building principal 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–Coaching (\$100)

Category 4. Teacher Evaluation

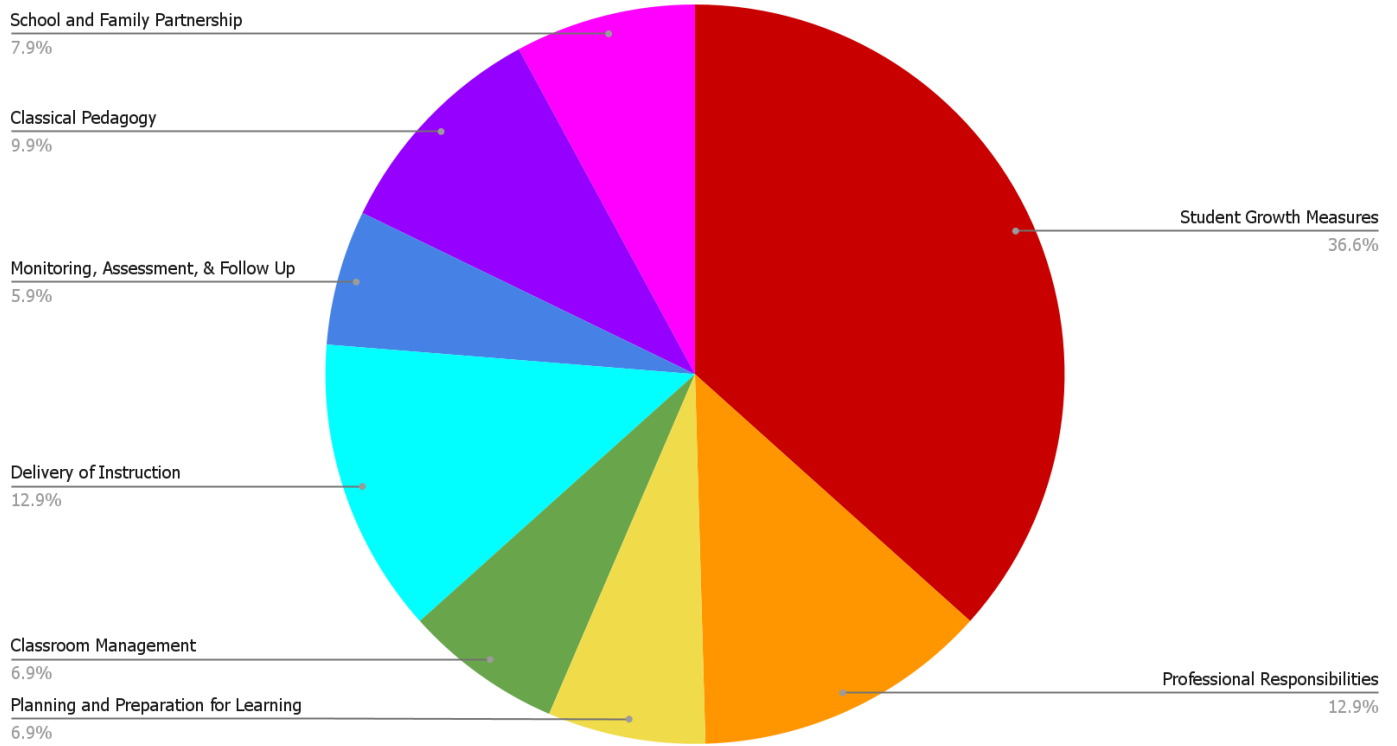
Board-approved Salary Increase:

- In order to earn a board-approved salary increase for the following school year, teachers 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.
- Teachers must meet all of the following for the board-approved salary increase:
 - Receive 75% or greater of the possible points in each of domains 1 through 7
 - No more than 1 "needs improvement" in each domain 1 through 7 on the final summative evaluation
 - Planning and Preparation for Learning, 15+ points
 - Classroom Management, 15+ points
 - Delivery of Instruction, 27+ points
 - Classical Pedagogy, 24+ points
 - Monitoring, Assessment, & Follow Up, 12+ points
 - School and Family Partnership, 18+ points
 - Professional Responsibilities, 30+ points

Performance Pay (Domains 1-7, up to \$700, Domain 8, up to \$500):

- Teachers will earn an end-of-year \$100 performance-based pay in domains 1-7
- Teachers will earn up to \$500 in domain 8 where they meet or exceed the following standard targets on the Summative Evaluation
- Teachers must meet all of the following for Performance-Based Pay:
 - Receive 80% or greater of the possible points in each of domains 1 through 8
 - Receive an "effective" or "highly effective" rating on all categories and all domains on the final summative evaluation
 - Planning and Preparation for Learning, 16+ points
 - Classroom Management, 16+ points
 - Delivery of Instruction, 29+ points
 - Classical Pedagogy, 26+ points
 - Monitoring, Assessment, & Follow Up, 13+ points
 - School and Family Partnership, 19+ points
 - Professional Responsibilities, 32+ points
 - Student Achievement, 83+ points

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:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
a. Knowledge	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. Anticipation	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.	
c. Lessons	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.	
d. Engagement*	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.	
e. Environment	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.	
SCORE	/4	/3	/2	/1	TOTAL #1. /20

2. Classroom Management

The Teacher:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
a. Relationships and Respect*	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. Social-Emotional	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.	
c. Routines/ Procedures 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.	
d. Urgency/ Efficiency* 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.	
e. Preventative and Reactive Discipline*	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.	
SCORE	/4	/3	/2	/1	TOTAL #2. /20

3. Delivery of Instruction

The Teacher:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
a. Classroom Culture*	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. Mindset*	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.	
c. Objectives	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.	
d. Connections*	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.	
e. Clarity	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.	
f. Engagement*	Gets all students highly involved in focused work and discussions in which they are active 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.	
g. Differentiation*	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 paras) to advance learning and motivate students.	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.	
h. Nimbleness	Deftly adapts lessons and units to take advantage of teachable	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	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments or is	

	moments and correct misunderstandings.		lesson to go off-topic without a clear purpose toward student learning.	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.	
i. Open/Close	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.	
SCORE	/4	/3	/2	/1	TOTAL #3. /36

4. Classical Pedagogy

The Teacher:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
a. Stage Appropriate <i>Grammar</i>	<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. Teacher circles back to the Grammar Stage as needed to hold students accountable for correct and accurate information. 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. 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 sometimes circles back to the Grammar Stage as needed to hold students accountable for correct and accurate information. 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 rarely circles back to the Grammar Stage as needed to hold students accountable for correct and accurate information. 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. Teacher does not circle back to the Grammar Stage as needed to hold students accountable for correct and accurate information. 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. Stage Appropriate: <i>Logic</i>	<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>c. Stage Appropriate: <i>Rhetoric</i></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>d. Virtue Education</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>e. Classical Culture: <i>Intellectual Rigor</i></p>	<p>Personal commitment to lifelong learning comes across in instruction. Students are nurtured to take intellectual risks, work beyond their potential, and reflect on their learning to advance themselves as thinkers, scholars, and life-long learners. Students are prepared for participation in The Great Conversation.</p>	<p>Teacher encourages students to learn not just for a grade but for lifelong gains. Students are recognized for working hard and being diligent around meeting expectations. Students are aware of The Great Conversation.</p>	<p>Students are sometimes held accountable for working to standard. Students participate in deeper conversations without awareness of their role in The Great Conversation.</p>	<p>Students' time in class is often wasted on frivolous or pseudo-academic activities and conversations. Students are not aware of or prepared for their role in The Great Conversation.</p>	

<p>f. Classical Culture: <i>Virtuous Rigor</i></p>	<p>Excels in modeling for students the highest standards in personal virtue evidenced through teacher's refinement of speech, mannerisms, tone, classroom discourse, and manners.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>g. Classical Student Culture</p>	<p>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. Teacher utilizes opportunities to move among the three stages to maximize learning.</p>	<p>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. Teacher sometimes utilizes opportunities to move among the three stages to maximize learning.</p>	<p>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. Teacher rarely utilizes opportunities to move among the three stages to maximize learning.</p>	<p>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. Teacher does not utilize opportunities to move among the three stages to maximize learning.</p>	
<p>h. The Curricular Tapestry</p>	<p>Teacher understands and maintains the three tenets of the Curricular Tapestry at Nova Classical: classical, spiraling, and connected. Teacher actively builds on knowledge of curricular relationships when describing instruction or seeking causes for student misunderstanding. Teacher knows what curriculum comes before and after their assigned course, and communicates to teacher teams and instructional leadership what is happening in their yearly curriculum.</p>	<p>Teacher understands the three tenets of the Curricular Tapestry at Nova Classical: classical, spiraling, and connected. Teacher's plans and practices reflect understanding of curricular relationships among topics and concepts. Teacher knows what curriculum comes before and after their assigned course, and sometimes communicates to other teacher teams and instructional leadership what is happening in their yearly curriculum.</p>	<p>Teacher indicates some awareness of curricular relationships, although such knowledge may be incomplete or inaccurate. Teacher rarely communicates to teacher teams and instructional leadership what is happening in their yearly curriculum.</p>	<p>Teacher displays little understanding of curricular relationships important for student learning of the content. Teacher does not communicate to teacher teams and instructional leadership what is happening in their yearly curriculum.</p>	
<p>SCORE</p>	<p>/4</p>	<p>/3</p>	<p>/2</p>	<p>/1</p>	<p>TOTAL #5. /32</p>

5. Monitoring, Assessment, and Follow-Up

The Teacher:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
a. Assessment* (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. Tenacity*	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.	
c. Support*	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.	
d. Reflection	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.	
SCORE	/4	/3	/2	/1	TOTAL #4. /16

6. School and Family Partnership

The Teacher:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
a. Respectful Responsiveness	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. Expectations*	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.	
c. Communications*	Maintains a sense of partnership and empathy with colleagues and within the community, even through conflicts. Proactively flags any problems, properly utilizing the Communication Protocol in Nova Classical's Employee Handbook.	Generally maintains a sense of partnership and empathy with colleagues and within the community, even through conflicts. Generally flags problems and utilizes the Communication Protocol in Nova Classical's Employee Handbook.	Occasionally maintains a sense of partnership and empathy with colleagues and within the community, even through conflicts. Occasionally flags problems and infrequently utilizes the Communication Protocol in Nova Classical's Employee Handbook.	Rarely maintains a sense of partnership and empathy with colleagues and within the community, even through conflicts. Rarely flags problems and does not utilize the Communication Protocol in Nova Classical's Employee Handbook.	
d. Involving*	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.	
e. Homework*	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.	
f. Reporting	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.	
SCORE	/4	/3	/2	/1	TOTAL #6. /24

7. Professional Responsibilities

The Teacher:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
a. Absences	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. Punctuality	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.	
c. Language	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.	
d. Dependability	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.	
e. Professionalism	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.	
f. Judgment	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.	
g. Above & Beyond	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.	

h. District curriculum procedures	Always follows curriculum adoption and subtraction procedures, and completes end-of-year curriculum map completion form in collaboration with grade-level and/or department.	Follows curriculum adoption and subtraction procedures, and individually completes end-of-year curriculum map completion form.	Sometimes follows curriculum adoption and subtraction procedures, and sometimes completes end-of-year curriculum map completion form.	Rarely or never follows curriculum adoption and subtraction procedures, and rarely or never completes end-of-year curriculum map completion form.	
i. Leadership	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.	
j. Growth Mindset*	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.	
SCORE	/4	/3	/2	/1	TOTAL #7. /40

8. Student Achievement

In the 2026-2027 school year, Lower and Upper School teachers will be eligible for up to an additional \$400 for the Student Achievement **domain portion of the teacher handbook**. The split between Student Achievement and Professional Development funds is \$175 Professional Development Fund/\$400 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 (not to exceed 5 school days outside of the DDI window) .
<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. /26

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 (not to exceed 5 school days outside of the DDI window) .
<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. /26

c. Completed/Compensation (Interim #3)	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 (not to exceed 5 school days outside of the DDI window).
<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. /26

d. Completed/Compensation (Interim #4, or Final Exam)	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 (not to exceed 5 school days outside of the DDI window).
<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. /26

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

First Formal Observation Summary

TEACHER NAME:	
SUBJECT OBSERVED:	
OBSERVER NAME:	
OBSERVATION DATE:	

OBSERVATION FINAL TALLY			
#1	#2	#3	#4
Preparation & Planning	Classroom Management	Instruction	Classical Pedagogy
/20	/20	/36	/32

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

- A. Teachers who score a 1 or 2 in any category on the First Formal 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 category for improvement. OR
 - c. May have a Teacher Improvement Plan created at the discretion of the administrator.

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

End of Year Summative Evaluation

TEACHER NAME:	
OBSERVER NAME:	

SUMMATIVE EVALUATION FINAL TALLY							
#1	#2	#3	#4	#5	#6	#7	#8
Preparation & Planning	Classroom Management	Instruction	Classical Pedagogy	Assessment & Follow-Up	School/Family Partnership	Professionalism	Student Achievement
/20	/20	/36	/32	/16	/24	/40	/104

TO EARN AN ANNUAL BOARD-APPROVED SALARY INCREASE:

Teachers must meet all of the following:

- Receive 75% or greater of the possible points in each of domains 1 through 7
- No more than 1 "needs improvement" in each domain 1 through 7 on the final summative evaluation

Domain 8 does not impact board-approved salary increases as that data is not available until after positions have typically been offered.

1.Planning & Preparation for Learning <i>15+ pts</i>	2.Classroom Management <i>15+ pts</i>	3.Delivery of Instruction <i>27+ pts</i>	4.Classical Pedagogy <i>24+ pts</i>	5.Monitoring Assessment, & Follow-Up <i>12+ pts</i>	6.School and Family Partnership <i>18+ pts</i>	7.Professional Responsibilities <i>30+ pts</i>	8. Student Achievement <i>N/A</i>
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TO EARN PERFORMANCE-BASED PAY:

Teachers must meet all of the following:

- Receive 80% or greater of the possible points in each of domains 1 through 8
- Receive an "effective" or "highly effective" rating on all categories in all domains on the final summative evaluation

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.Classical Pedagogy <i>26+ pts</i>	5.Monitoring Assessment, & Follow-Up <i>13+ pts</i>	6.School and Family Partnership <i>19+ pts</i>	7.Professional Responsibilities <i>32+ pts</i>	8. Student Achievement <i>83+ pts</i>
Total:							

Teacher has met the criteria to earn a salary increase the following year: **yes** **no**

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____



School of Grammar Drop In Observation Form

Teacher Name:	Date:
Administrator:	Class:

Classroom Observation Checklist	Yes	No	Comments
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
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General

There is clear evidence of active student thinking/solving.	Yes	No	N/A
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Was there a brief summary of key topics covered?	Yes	No
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Comments:

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Observation Analysis – Rhetoric Stage

Teacher Observed:	Grade:
Date:	Subject:

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

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____



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 15, 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 25 and on an end-of-year work day on June 10, 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:

At the end of the 2026-2027 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.)

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

Upper School Grade Level Goal:

At the end of the 2026-2027 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.)



Nova Classical Academy
Professional Development Goals (PDG)
 Form

Name:
 Grade Level Team:
 Coach:

SMART GOAL #1—Student Achievement Goal:					Due: October 15
<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>	
					Due: October 15
Semester 1 plan to achieve the Student Achievement goal by the end of the year					Due: October 15
Semester 1 reflection on goal progress					Due: January 25
Semester 2 plan to achieve the Student Achievement goal by the end of the year					Due: January 25
EOY reflection: Did you achieve your Student Achievement goal? Why or why not? What can the team do better next year?	Made Goal <input type="checkbox"/> Did not make goal <input type="checkbox"/>				Due: June 10

SMART GOAL #2—School & Family Partnership Goal <i>(see Teacher Observation Rubric Domain 6)</i>					Due: October 15
<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>	
					Due: October 15
Semester 1 plan to achieve this goal by the end of the year					Due: October 15
Semester 1 reflection on goal progress					Due: January 25
Semester 2 plan to achieve this goal by the end of the year					Due: January 25
EOY reflection: Did you achieve your goal? Why or why not? What can you do better next year?					Due: June 10

GOAL #3—Work/Life Balance Goal or Personal Goal		Due: October 2
Semester 1 plan to achieve this goal by the end of the year		Due: October 2
Semester 1 reflection on goal progress		Due: January 16
Semester 2 plan to achieve this goal by the end of the year		Due: January 16
EOY reflection: Did you achieve your goal? Why or why not? How can you achieve it next year?		Due: June 4

Recommended Reading for Nova Classical 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 are located on the password-protected Staff page of the Nova Classical Academy website.

Nova Classical's Committee for Relicensure exists to make it simpler for Nova Classical staff in need of relicensure 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, with no materials accepted past May 1. 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, and any necessary Activity Explanation Sheets 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:

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

Document Library (found on the Staff 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](#)
- [TIES: Learning Opportunities](#)

Nova Classical Academy Curriculum Development and Review Process

MATERIALS SELECTION

III. CURRICULUM DEVELOPMENT (From Nova Classical Policy NP 501)

Curriculum development includes three components: design, delivery, and evaluation. As curriculum is developed all three components of curriculum should be working in concert with one another and be aligned with the classical model of education. All curricula will be documented in writing and faculty will have copies of all resources needed to effectively teach their curriculum. The Administration will work with the faculty to maintain consistency between the designed curriculum and the delivery of the curriculum. Faculty will work with the Administration to assist in this process. Changes made by faculty to the approved curriculum must be presented to the Administration before they are implemented. The Administration will determine if the change is minor or major. Minor changes do not need to be reviewed by the Curriculum Committee until the subject or grade comes to its scheduled review. Major changes to any curriculum must be reviewed by the Curriculum Committee before the changes can be implemented (or in case of a timing issue, be reviewed at the next meeting of the Curriculum meeting).

IV. CURRICULUM REVIEW

All of Nova's curriculum will be reviewed on a rotating cycle to ensure that all courses and materials are up to date and are the best options available for Nova's goals. The Administration will set the review cycle and provide a written description of each review to the Curriculum Committee. Members of the Curriculum Committee may be asked to assist with the review. All teachers who teach the subject or grade being reviewed should be involved with the review.

The following questions should be considered during any review:

- How does each grade level address the essential elements of a classical education in this subject?
- How are we meeting the state standards? When is it appropriate to change them?
- How is specific content chosen?
- What strategies are used to get content across to students?
- How are decisions made regarding sequencing? What is the sequencing?
- How is student learning measured?
- What do the standardized test scores tell us about strengths in the curriculum and opportunities to improve?
- How does each class accommodate differences in learning?
- How are the virtues woven into each subject area?
- What does current research and best practice tell us?
- How is inclusive and diverse education woven into the curriculum while still focusing on what is classical?
- How is technology used in the classroom and what other examples of media are used?
- How are field trips woven into the curriculum?
- In what ways are other subject areas integrated into this curriculum? How does it fit with curriculum in higher and lower grades?

V. MATERIAL SELECTION

All materials that extend across grade levels or address significant elements of a curricular area or topic must be presented to the Curriculum Committee for review. Temporary supplementary materials directly related to Nova's curriculum do not need to be presented to the Curriculum Committee unless their use changes to make them a permanent part of the curriculum. The Administration may approve or remove temporary supplementary materials at its discretion without review by the Curriculum Committee. All other materials not listed otherwise in this policy must be approved by the Administration.

VI. OWNERSHIP AND USE OF CURRICULUM

School-created resources are the property of Nova and will not be reproduced outside of Nova without permission of the Administration. Teacher created resources, created or used during the teacher's tenure at Nova, are the property of their

creator, but Nova has the right to use all such materials in perpetuity at Nova. Nova may not sell or reproduce those resources outside of Nova without permission of the teacher.

VII. OTHER

The Administration will report major curriculum changes to the Board a minimum of once a year. This includes, but is not limited to, changes with offered courses, changes with primary texts, large overhauls of offered tracks or courses, and changes in AP or CIS status. Obsolete or discarded materials will be disposed of at the discretion of the Administration. Complaints or concerns about the curriculum should first be addressed by the faculty and Administration. If the parties are unable to resolve the complaint, a request to review curriculum materials may be made to the Curriculum Committee.

The request should consider the following points:

- To what do you object? (Be as specific as possible.)
- What part of the material have you read, viewed or used?
- Did you find merit in the material?
- In what ways did the material not conform to Nova's mission and goals?
- Are you aware of the judgment of this material by critics? If so, what information do you have?
- In its place, what material(s) of equal value would you recommend as an alternative?

Nova Classical Academy Curriculum Review Cycle

The goal of the review cycle is to ensure that all courses and materials are up to date and are the best options available for Nova Classical’s teaching and learning goals. The curriculum at Nova Classical should represent the vanguard of modern scholarship within the classical model as well as be both age-appropriate and accelerated. The texts chosen and modes of instruction work to support Nova Classical Academy’s commitment to virtue education.

	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Phase 1: Analysis and Plan (1 year)	Science Math	Languages ELA	Rhetoric/Logic History	PE/Health Art	Music EL Program
Phase 2: Development (1 year)		Science Math	Languages ELA	Rhetoric/Logic History	PE/Health Art
Phase 3: Revision and Refinement (1 year)			Science Math	Languages ELA	Rhetoric/Logic History
Phase 4: Implementation and Monitoring (3-5 years)				Science Math	Science Math Languages ELA

Explanation of Phases:

Phase One-Analysis and Plan

- Analyze assessment data: standardized (MCAs, FastBridge) and District (Data-Driven Instruction)
- Analyze state and national academic standards, including recommended practices
- Curriculum documents are examined by the curriculum review committee led by the Academic Director. The team decides areas of curricula, if any, that require development or revision.

Phase Two-Development

- Once a plan for development is approved by the Academic Director, departments will recommend resources to support the curriculum.
- Selection of proposed resources must meet the three curricular tenets of Nova Classical Academy:
 - Classical
 - Choosing the best sources
 - Choosing curricular pieces that fit the pedagogies and curricular goals of each stage
 - Emphasizing virtue instruction including Truth, Beauty, and Goodness
 - Spiraling
 - From grade to grade (like the concept of nouns or basic addition)

- From stage to stage (like medieval history)
 - This “spiraling” allows for students to build from a broader to a deeper understanding of subject matter, work with more sophisticated primary texts, and develop a clearer conception of how ideas have unfolded over time.
 - Connected
 - Changing one piece affects the whole, so faculty engages in ongoing conversation and professional development regarding the threads of the Curricular Tapestry at Nova Classical Academy.
 - Continuing to calibrate and refine the individual (grade to grade, stage to stage) pieces to stay true to the whole.
- Proposed resources must go through the process above titled MATERIALS SELECTION (part V)

Phase Three- Revision and Refinement

- Curriculum Maps will be revised to align with updated proposals from Phases 1-2.
 - A curriculum map is a working document that indicates what is actually being taught in the classroom.
 - Curriculum maps are updated annually by each teacher and submitted to the Academic Director. It reveals what is taught over the year and within a unit.
 - The Academic Director will provide existing curricular maps for the disciplines in the review cycle, as well as provide training for revision of curricular maps.
 - A map will include the content, skills, and assessment. A complete curriculum map will help teachers envision the scope of the skills and knowledge built upon at each grade-level kindergarten through 12th grade.
- If applicable, the curriculum committee will recommend professional development needed to effectively implement the revised curriculum map, instructional strategies, assessments, and/or resources.

Phase Four-Implementation and Monitoring

- If applicable, professional development related to curriculum implementation will continue to be provided after initial implementation.
- Ongoing monitoring is essential during this phase of the process.
- Data is an essential part of the process for evaluation. Adjustments might be made to instructional resources as necessary.
- This process happens for the next three to five years.



Teacher Leadership Opportunities 26-27

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 licensed instructional staff 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**, our licensed instructional staff leadership roles and responsibilities.

*Positions marked with an asterisk are funded from Q Comp, **highlighted** positions are funded from SpEd.

Grade-Level Leads (SoG)*	Number of Positions	7 positions SoG*, 1 Student Services
	Responsibilities	<ul style="list-style-type: none"> • Work with grade level teams to develop and reflect on grade level student achievement goal • Manage needs and procuring of department resources • Assist Principals and Academic Director with curriculum and assessment development/alignment—vertically, horizontally, and across disciplines • Writes agendas, runs meetings, and files minutes on the server within one week of meetings • Promotes grade level initiatives and is the main contact person for grade wide activities such as field trips, celebrations, etc. • Is responsible for grade wide deliverables (curriculum maps, class lists, etc.)
	Application Process	Complete Google Form from Academic Director Due June 4, 2026
	Stipend	\$1,500—\$750 paid in January and June

Department Heads (SoL/SoR)*	Number of Positions	6 positions SoL/SoR*, 1 Student Services
	Responsibilities	<ul style="list-style-type: none"> • Work to develop and reflect on department student achievement goal • Manage needs and procuring of department resources • Assist Principals and Academic Director with curriculum and assessment development/alignment—vertically, horizontally, and across disciplines • Recognize department strengths and working with new faculty members • Writes agendas, runs meetings, and files minutes on the server within one week of meetings • Is responsible for department deliverables (curriculum maps, class lists, etc.)
	Application Process	Complete Google Form from Academic Director Due June 4, 2026
	Stipend	\$1,500—\$750 paid in January and June

Lower School Coaches*	Number of Positions	Up to 9 positions SoG
	Responsibilities	<ul style="list-style-type: none"> • Coach colleagues utilizing instructional focus for the year • Observe coachees three times per year and provide timely written and oral feedback • Meet with coachees three times per year to review observation feedback • Promote Classical Pedagogy • Attend trainings on observation and feedback as needed
	Application Process	Complete Google Form from Academic Director Due June 4, 2026
	Stipend	\$450 per coachee. Half paid in January and June

Upper School Coaches*	Number of Positions	Up to 9 positions SoL/SoR
	Responsibilities	<ul style="list-style-type: none"> • Coach colleagues utilizing instructional focus for the year • Observe coachees three times per year and provide timely written and oral feedback • Meet with coachees three times per year to review observation feedback • Promote Classical Pedagogy • Attend trainings on observation and feedback as needed
	Application Process	Complete Google Form from Academic Director Due June 4, 2026
	Stipend	\$450 per coachee. Half paid in January and June

Data Driven Instruction (DDI) Lead	Number of Positions	3 positions SoG, 4 positions SoL/SoR, 1 SpED position K-12
	Responsibilities	<ul style="list-style-type: none"> • Provide oversight and professional development regarding implementation and analysis of DDI practices • Meet with each teacher or team during the DDI Analysis/Planning window to analyze student data and facilitate long term teaching plans
	Application Process	Complete Google Form from Academic Director Due June 4, 2026
	Stipend	\$2500—\$1250 paid in January and June

Curricular Leads*	Number of Positions	2 positions SoG (Math and Literacy)
	Responsibilities	<ul style="list-style-type: none"> • Conduct systematic, yearlong training in the area of expertise as needed • Lead NPTO Parent Education Nights • Promote Classical Pedagogy • Research, procure, and disseminate resources and best practices • Assist Principals and Academic Director with curriculum development/alignment related to area of expertise
	Application Process	Complete Google Form from Academic Director Due June 4, 2026
	Stipend	\$2,000—\$1,000 paid in January and June

Curricular Training*	Number of Positions	2 positions: Latin and Early Literacy
	Responsibilities	<ul style="list-style-type: none"> • Conduct systematic, yearlong training in the area of expertise as needed <ul style="list-style-type: none"> ◦ AND • Lead NPTO Parent Education Nights • Promote Classical Pedagogy
	Application Process	Complete Google Form from Academic Director Due June 4, 2026
	Stipend	\$1,000—\$500 paid in January and June

Pedagogical Leads*	Number of Positions	1 position per school, 1 SpED position K-12 , 4 total
	Responsibilities	<ul style="list-style-type: none"> • Lead systematic, yearlong training in Classical Pedagogy for new faculty and supporting training for returning faculty as needed • Conducting systematic, yearlong training in Classical Pedagogy for Nova Classical community at NPTO Parent Education Nights (2x/year) • 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 • Researching, procuring, and disseminating seminar/dialectic resources and best practices • Lead CEC 101 training in the area of expertise

		<ul style="list-style-type: none"> Assist Principals and Academic Director with curriculum development/alignment related to seminar/dialectic Serve on the Classical Model Team as part of the Strategic Plan with the Academic Director in order to assess Nova Classical's current interpretation of classical education, establish a consistent definition of the model, identify core components, and create tools to ensure uniform implementation of classical education.
	Stipend	\$2500—\$1250 paid in January and June

Housemaster	Number of Positions	2 positions total SoL./SoR	
	Responsibilities	<ul style="list-style-type: none"> Creates the House Activities (virtue seminars and 'intentional joy' activities) Supervises/Coordinates/Supports faculty Procurators Responsible for culture and legacy building Visible model for upholding Nova Classical's academic traditions 	
	Application Process	Complete Google Form from Academic Director	Due June 4, 2026
	Stipend	\$600—\$300 Paid in January and June	

New Faculty Mentor	Number of Positions	Based on incoming faculty need	
	Responsibilities	<ul style="list-style-type: none"> Before the school year begins, attend mentor portion of the New Faculty Orientation 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 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.) Conduct post-observation meetings 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 Conduct post-observation meetings Be available for future observations as requested/ needed by a mentee 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 	
	Application Process	Determined by Instructional Leadership Team	
	Stipend	\$750 for full year per mentee	

Student Senate Advisor	Number of Positions	2 position total SoL./SoR	
	Responsibilities	<ul style="list-style-type: none"> 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. Develop leadership skills – Robert's Rules of Order Create student “ownership” and responsibility for major activities and events Communicate to school body about activities and events Develop a student-initiated sense of positive Nova pride Serve as a liaison between the student body and administration on critical issues Model good character in leadership 	
	Application Process	Complete Google Form from Academic Director	Due June 4, 2026
	Stipend	\$1,000—\$500 Paid in January and June	

Student Proxy Advisor	Number of Positions	1 position total SoG	
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	Responsibilities	<ul style="list-style-type: none"> • 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. • Develop leadership skills • Create student "ownership" and responsibility for major activities and events • Communicate to school body about activities and events • Develop a student-initiated sense of positive Nova pride • Serve as a liaison between the student body and administration on critical issues • Model good character in leadership
	Application Process	Complete Google Form from Academic Director Due June 4, 2026
	Stipend	\$400—\$200 Paid in January and June

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

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

Equity Coordinator* SoG: SoL/SoR:	Number of Positions	1 SoG, 1 SoL/SoR- Determined by Instructional Leadership Team, report to Academic Director
	Responsibilities	<ul style="list-style-type: none"> • Create and facilitate an Equity Team in the Nova community • Review structures for outreach and support to parents and families to promote positive school/family relationships and enhance student learning.
	Stipend	\$1000—\$500 Paid in January and June

NHS Advisors:	Number of Positions	2 position total SoR
	Responsibilities	<ul style="list-style-type: none"> • Model and hold students accountable to the four pillars of NHS (character, leadership, scholarship, and service). • Guide NHS members through the process of developing an idea to an outcome that engages with the school community or community at large. • Foster leadership in students • Follow the National NHS bylaws regarding all aspects of running the Nova chapter. • Assist members in planning a fall induction ceremony and hosting the event. • Attend committee and large group meetings and participate in NHS-sponsored events. • Train student tutors to serve as peer tutors and facilitate the peer tutoring process throughout the year. • In collaboration with administration, identify students to invite to peer tutoring and communicate with the student and family about tutoring placement.
	Application Process	Complete Google Form from Academic Director Due June 4, 2026
	Stipend	\$1,000—\$500 Paid in January and June



Classical Education Program and Resources

Professional Development Days

New Licensed Instructional Staff

In the late summer before the school year begins, all new licensed instructional staff attend orientation sessions designed to help teachers new to Nova Classical see the overall structure, purpose, and lifelong benefits of a classical education. Licensed instructional staff 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 Staff

During the August Professional Development week and throughout the school year, all staff at Nova Classical 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. This classical education training 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 licensed instructional staff (9 days in total for 2026-27 returning teachers, and 11 days in total for new Nova Classical licensed instructional staff).

School-Year Sessions

Classical Education Certification (CEC101) Program for New Licensed Instructional Staff

New Nova Classical licensed instructional staff and pedagogy leads meet together after school one Wednesday every month to discuss important school reform and classical education texts, refine classical instructional practices, and create educational philosophy statements. The CEC101 program culminates with a symposium where licensed instructional staff address questions such as: "How does a classical education prepare students for the 'good life'?"

In 2021, the CEC program was expanded from one course to four courses. Developed and delivered by experienced Nova Classical teacher leaders, the courses for 2026-2029 will be:

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

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

CEC203-

PURPOSE:

CEC303-~~From the Ivory Tower to Ms. Lund's Dungeon: Using Contemporary Neuroscience Research and Executive Functioning Skills to Develop Virtue at Nova Classical Academy (Goodness)~~

PURPOSE: The purpose of this course is to engage Nova Classical faculty in the important work of continuing the conversation regarding virtues throughout all grades and levels of the Trivium. Connections to contemporary neuroscience will be made in order to revitalize and emphasize the value of continuing to focus on virtue development.

CEC403-~~Latin for Everyone (Truth)~~

PURPOSE: The purpose of this course is to offer an introduction to the language required of our students to graduate. The course would teach the basics of Latin pronunciation, language inflection, etymology, and connections to modern languages and cultures. We believe this fulfills our devotion to Truth, as it will reveal the realities of how languages work and dispel the myths and misconceptions thereof. Faculty will leave this course with enough familiarity with the language to engage in it with their students when it arises.

Under this plan, every Nova Classical licensed instructional 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 (2026-2029). Stipends will be available to licensed instructional staff 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 licensed instructional staff 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 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)

Name:	
Date:	
Concerns:	
Action:	
Follow Up:	

Administration signature: _____

Date: _____

Employee signature: _____

Date: _____

Appendix: Counselor Evaluation Rubric

COUNSELOR EVALUATION: PERFORMANCE-BASED & ANNUAL BOARD-APPROVED SALARY INCREASE

Licensed instructional staff (teachers and counselors) may be eligible to receive an annual board-approved salary increase and performance-based pay based on their year-end Summative Evaluation.

To earn a board-approved salary increase for the following year, counselors must meet all of the following:

- Receive 75% or greater of the possible points in each of domains 1 through 6
- No more than 1 "needs improvement" in each domain 1 through 6 on the final summative evaluation

1.Planning & Preparation	2.Learning Environment	3.Delivery of Service	4.Professional Responsibilities	5.Classical Pedagogy	6.School and Family Partnership
18+ pts	15+ pts	21+ pts	36+ pts	15+ pts	9+ pts

To earn performance-based pay, counselors must meet all of the following:

- Receive 80% or greater of the possible points in each of domains 1 through 6
- Receive an “effective” or “highly effective” rating on all categories in all domains on the final summative evaluation

1.Planning & Preparation	2.Learning Environment	3.Delivery of Service	4.Professional Responsibilities	5.Classical Pedagogy	6.School and Family Partnership
19+ pts	16+ pts	22+ pts	38+ pts	16+ pts	9.5+ pts

1. Planning and Preparation

The Counselor:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
1a. Demonstrating knowledge of counseling theory and techniques, e.g. individual consultations, group process	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates little understanding of counseling theory and techniques.	
1b. Demonstrating knowledge of child and adolescent development	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as the exceptions to the general patterns.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays little or no knowledge of child and adolescent development.	
1c. Establishing goals for the counseling program appropriate to the setting and the students served	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are rudimentary, and are partially suitable to the situation and the age of the students.	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	
1d. Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district	Counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.	Counselor displays awareness of governmental regulations for students available through the school or district, and some familiarity with resources external to the school.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of more broadly available resources.	Counselor demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	
1e. Planning the counseling program, using individual and small group sessions as well as in-class activities, including crisis prevention, intervention, and response	Counselor's plan is highly coherent, and serves to support not only the students individually and in groups, but the broader educational program.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	
1f. Developing a plan to evaluate the counseling program	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	
SCORE	/4	/3	/2	/1	TOTAL #1. /24

2. The Learning Environment

The Counselor:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
2a. Creating an environment of respect and rapport	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship; counselor teaches students how to engage in positive interactions.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	
2b. Establishing a culture for productive communication	While guided by the counselor, the culture in the school for productive and respectful communication between and among students and counselors is maintained by both counselors and students.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and counselors.	Counselor's attempts to promote a throughout the school for productive and respectful communication between and among students and counselors are partially successful.	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or counselors, or between students and counselors.	
2c. Managing routines and procedures	Counselor's routines for the counseling center or classroom work are seamless, and students are aware of routine and procedure.	Counselor's routines for the counseling center or classroom work effectively.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work are non-existent or in disarray.	
2d. Establishing standards of conduct, and contributes to the culture for student behavior throughout the school	Counselor has established clear standards of conduct for counseling session, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.	Counselor has established clear standards of conduct for counseling session, and makes a significant contribution to the environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established no standards of conduct for students during counseling sessions, and makes no contribution to maintaining an environment of civility in the school.	
2e. Organizing physical space	Counseling center or classroom arrangements are inviting, and conducive to the planned activities. Students have contributed ideas to the physical arrangement.	Counseling center or classroom are inviting, and conducive to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	The physical environment is in disarray, or is inappropriate to the planned activities.	
SCORE	/4	/3	/2	/1	TOTAL #2. /20

3. Delivery of Service

The Counselor:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
3a. Assessing student needs	Counselor conducts detailed and individualized assessment of student needs to contribute to program planning.	Counselor assesses student needs, and knows the range of student needs in the school.	Counselor's assessments of student needs are perfunctory.	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	
3b. Assisting students and counselors in the formulation of academic, personal/social/emotional and career plans, based on knowledge of student needs	Counselor assists individual students and counselors to formulate academic, personal/social/emotional, and career plans.	Counselor assists students and counselors to formulate academic, personal/social/emotional, and career plans for groups of students.	Counselor's attempts to assist students and counselors to formulate academic, personal/social/emotional, and career plans are partially successful.	Counselor's program is independent of identified student needs.	
3c. Establishing cooperative relationships and facilitating communication with parents and school personnel	The counselor is highly skilled in establishing rapport with parents/guardians, developing partnerships in working for student interest. Initiates and is proactive in developing communication with parents/guardians.	The counselor establishes rapport and cooperative relationships in most situations and responds promptly to the needs for communication with parents/guardians.	The counselor attempts to establish working relationships with parents/guardians. Communicates appropriately with parents/guardians.	The counselor fails to establish working relationships with parents/guardians. Makes little effort to facilitate communication with parents/guardians.	
3d. Using counseling techniques in individual and classroom programs to include prevention efforts	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor has few counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	
3e. Brokering resources to meet needs	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor does not make connections with other programs in order to meet student needs.	
3f. Demonstrating flexibility and responsiveness	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or counselor input.	Counselor makes revisions in the counseling program when it is needed.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor adheres to their plan, in spite of evidence of its inadequacy.	
3g. Managing crisis situations	The counselor can assume a leadership role, delegating responsibility, anticipating consequences and outcomes of crisis situations.	The counselor can successfully meet identified needs and assist with crisis management.	The counselor is able to assume assigned responsibilities during times of crisis.	The counselor does not cope well with crisis situations.	
SCORE	/4	/3	/2	/1	TOTAL #3. /28

4. Professional Responsibilities

The Counselor:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
4a. Reflecting on practice	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	
4b. Maintaining records and submitting them in a timely fashion	Counselor's approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues across other schools.	Counselor's reports, records and documentation are inaccurate, and are submitted in a timely manner.	Counselor's reports, records and documentation are generally inaccurate, but are occasionally late.	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	
4c. Communicating with families	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor provides limited though accurate information about the counseling program as a whole and about individual students.	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	
4d. Participating in a professional community	Counselor makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.	Counselor participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	
4e. Engaging in professional development	Counselor actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor participation in professional development activities is limited to those that are convenient or are required.	Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.	
4f. Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues.	Counselor displays high standards of honesty, integrity in interactions with colleagues, students, and the public, and advocates for students when needed.	Counselor is honest in interactions with colleagues, students, and the public, and does not violate confidentiality.	Counselor displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	
4g. Leadership	Frequently contributes valuable ideas and expertise and instills in other 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.	
4h. Growth Mindset	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.	
4i. Absences	Always follows guidelines for requesting PTO as set	With few exceptions, follows guidelines for requesting PTO as set forth in the <i>Employee Handbook</i> When absent, provides sub plans and	On a routine basis, does not follow the guidelines for requesting PTO. Provides some materials for a substitute	Rarely follows guidelines for requesting PTO as outlined in the <i>Employee Handbook</i> .	

	forth in the <i>Employee Handbook</i> . When absent, always provides clear and meaningful sub plans and materials so student learning continues.	materials so student learning continues.	counselor, but lessons are busy work and do not promote learning.	Provides little or no sub plans; student learning and morale are negatively impacted.	
4j. Punctuality	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.	
4k. Language	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.	
4l. Above & Beyond	Is an important member of counselor 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.	
SCORE	/4	/3	/2	/1	TOTAL #4. /48

5. Classical Pedagogy

The Counselor:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
a. Virtue Education	Virtue, Classical ideals, and <i>arête</i> are threaded into the discussion as a natural part of the classroom rhythm. Counselor 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. counselor expertly calibrates interpretation of virtue to the Trivium level of the class.	Is fluent with terms and language of virtue. Counselor exploits but does not always plan for integration of virtue in the curricular day. Forging excellent habits is modeled and assessed. Counselor works to keep virtue relevant, useful, and important to students.	Virtue is sometimes discussed and teachable moments are infrequent but developing. Virtue instruction not treated as an equal priority to content delivery.	Virtue is not discussed. Teachable moments go unacknowledged. Students are allowed to disparage or be openly apathetic about virtue instruction.	
b. Classical Culture: <i>Intellectual Rigor</i>	Counselor is viewed as a scholar, mentor, and intellectual leader. Personal commitment to lifelong learning comes across in instruction. Students are nurtured to take intellectual risks, work beyond their potential, and reflect on their learning to advance themselves as thinkers, scholars, and life-long learners.	Counselor is viewed as a content expert and encourages students to learn not just for a grade but for lifelong gains. Students are recognized for working hard and being diligent around meeting expectations.	Counselor is viewed as a developing content expert. Students are sometimes held accountable for working to standard.	Counselor struggles to present content authority. Students' time in class is often wasted on frivolous or pseudo-academic activities and conversations.	
c. Classical Culture: <i>Virtuous Rigor</i>	Excels in modeling for students the highest standards in personal virtue evidenced through counselor's refinement of speech, mannerisms, tone, classroom discourse, and manners.	Is a recognizable champion of living virtuously. Students see and hear the counselor demonstrating a commitment to virtue and self-discipline. counselor does not mock virtue.	Discussions in class are sometimes vulgar, crass, or intemperately off topic. Students do not respect counselor as an authority on virtue and see the counselor 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.	
d. Classical Student Culture	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. Counselor 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. Counselor 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. Counselor 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 Classical culture. Counselor does little to repair the lack of virtuous behavior.	
h. The Curricular Tapestry	Counselor understands and maintains the three tenets of the Curricular Tapestry at Nova Classical: classical, spiraling, and connected. Counselor understands what curriculum comes before and after student courses.	Counselor understands the three tenets of the Curricular Tapestry at Nova Classical: classical, spiraling, and connected. Counselor understands what curriculum comes before and after student courses.	Counselor indicates some awareness of curricular relationships, although such knowledge may be incomplete or inaccurate.	Counselor displays little understanding of curricular relationships important for student learning of the content.	
SCORE	/4	/3	/2	/1	TOTAL #5. /20

6. School and Family Partnership

The Counselor:	Highly Effective 4	Effective 3	Improvement Needed 2	Does Not Meet Standards 1	Comments
6a. Respectful Responsiveness	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.	
6b. Communications*	Maintains a sense of partnership and empathy with colleagues and within the community, even through conflicts. Proactively flags any problems, properly utilizing the Communication Protocol in Nova Classical's Employee Handbook.	Generally maintains a sense of partnership and empathy with colleagues and within the community, even through conflicts. Generally flags problems and utilizes the Communication Protocol in Nova Classical's Employee Handbook.	Occasionally maintains a sense of partnership and empathy with colleagues and within the community, even through conflicts. Occasionally flags problems and infrequently utilizes the Communication Protocol in Nova Classical's Employee Handbook.	Rarely maintains a sense of partnership and empathy with colleagues and within the community, even through conflicts. Rarely flags problems and does not utilize the Communication Protocol in Nova Classical's Employee Handbook.	
6c. Reporting	Uses several proactive means (report cards, 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.	
SCORE	/4	/3	/2	/1	TOTAL #6. /12

First Formal Observation Summary

COUNSELOR NAME:	
OBSERVER NAME:	
OBSERVATION DATE:	

OBSERVATION FINAL TALLY					
#1	#2	#3	#4	#5	#6
Planning & Preparation	Learning Environment	Delivery of Service	Professional Responsibilities	Classical Pedagogy	School/Family Partnership
/24	/20	/28	/48	/20	/12

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

- B. Counselors who score a 1 or 2 in any 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 category for improvement. OR
 - c. May have a Counselor Improvement Plan created at the discretion of the administrator.

Counselor Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

End of Year Summative Evaluation

COUNSELOR NAME:	
OBSERVER NAME:	

SUMMATIVE EVALUATION FINAL TALLY					
#1	#2	#3	#4	#5	#6
Planning & Preparation	Learning Environment	Delivery of Service	Professional Responsibilities	Classical Pedagogy	School/Family Partnership
/24	/20	/28	/48	/20	/12

To earn a board-approved salary increase for the following year, counselors must meet all of the following:

- Receive 75% or greater of the possible points in each of domains 1 through 6
- No more than 1 "needs improvement" in each domain 1 through 6 on the final summative evaluation

1.Planning & Preparation	2.Learning Environment	3.Delivery of Service	4.Professional Responsibilities	5.Classical Pedagogy	6.School and Family Partnership
18+ pts	15+ pts	21+ pts	36+ pts	15+ pts	9+ pts

To earn performance-based pay, counselors must meet all of the following:

- Receive 80% or greater of the possible points in each of domains 1 through 6
- Receive an "effective" or "highly effective" rating on all categories in all domains on the final summative evaluation

1.Planning & Preparation	2.Learning Environment	3.Delivery of Service	4.Professional Responsibilities	5.Classical Pedagogy	6.School and Family Partnership
19+ pts	16+ pts	22+ pts	38+ pts	16+ pts	9.5+ pts

Counselor has met the criteria to earn a salary increase the following year: yes no

Counselor Signature: _____ Date: _____

Administrator Signature: _____ Date: _____