

LOUISVILLE
CITY SCHOOL DISTRICT



OTES 2.0
EVALUATION HANDBOOK

LOUISVILLE CITY SCHOOLS

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ACKNOWLEDGEMENTS

Mission Statement:

The OTES committee of teachers and administrators are working together to develop a teacher evaluation instrument in line with the ODE model with the goal of creating a professional growth tool for educators in order to improve the quality of teaching and learning in Louisville City Schools.

In the spring of the 2012-2013 school year, district administrators and Louisville Education Association (LEA) selected teachers to collaborate on a new teacher evaluation system. The committee's goal was to develop a structure where each teacher will be evaluated according to parameters adopted under state law and outlined in the Ohio Revised Code, the Ohio Department of Education's (ODE) Evaluation Framework, and aligned to the Standards for the Teaching Profession. This committee partnered during the 2013-2014 school year to develop a fair and equitable scaffold of evaluation for both teachers and administrators.

These decisions were in line with parameters set forth by the ODE and locally approved measures. This Evaluation Committee continues to collaborate on evaluation decisions per the Louisville City Schools and Louisville Education Association's negotiated agreement effective July 1, 2019 to June 30, 2022.

All information concerning OTES 2.0 can be found on ODEs website: [Click HERE](#)

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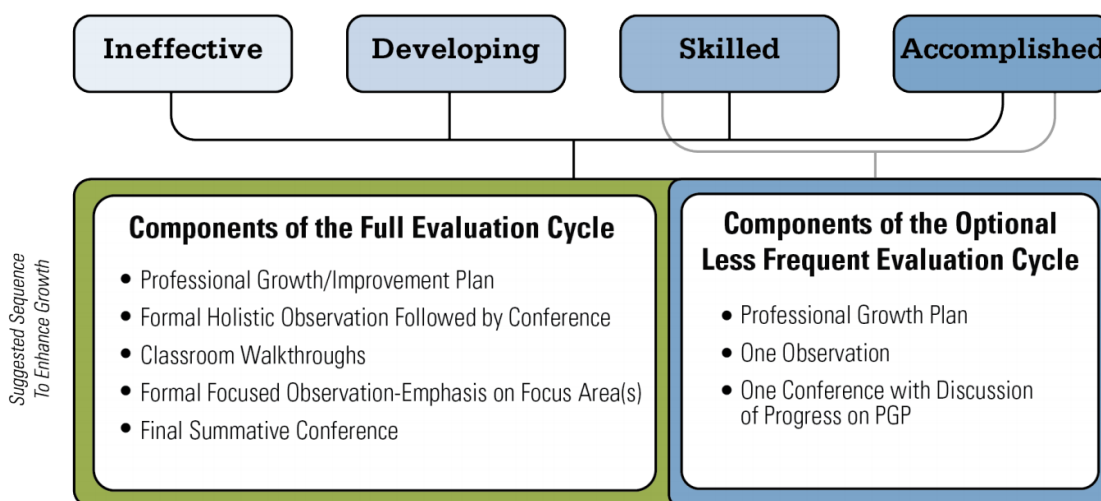
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INTRODUCTION

Ohio Teacher Evaluation System (OTES 2.0) Framework

The State Board of Education values the importance of promoting educator professional growth that leads to improved instructional performance and student learning. OTES 2.0 is a professional growth model and is intended to be used to continually assist educators in enhancing teacher performance. An effective professional growth model considers a teacher's instructional strengths, while supporting identified areas for improvement according to the profile of each educator. This process is to be collaborative, ongoing and supportive of the professional growth of the teacher.

Each teacher will be evaluated according to Ohio Revised Code and the **Ohio Teacher Evaluation Framework**, which is aligned with the **Ohio Standards for the Teaching Profession** adopted under state law. Using multiple factors set forth in the Framework, the teacher's Final Holistic Rating will be based upon a combination of informal and formal observations and supporting evidence using the **Teacher Performance Evaluation Rubric**.



Essential Components

Essential components of the full evaluation consist of a Professional Growth Plan or Improvement Plan, two required conferences, two formal observations of at least 30 minutes each and at least two classroom walkthroughs. See details below:

- One Formal Holistic Observation, followed by a conference;
- Walkthroughs – *with an emphasis on identified focus area(s) when applicable*;
- One Formal Focused Observation – *with an emphasis on identified focus area(s)*; and
- One Summative Conference.

Professional Growth and Improvement Plan

Either a Professional Growth Plan or an Improvement Plan will be developed annually.

Each plan will be:

- Based upon the results of the previous evaluation; and
- Aligned to any existing school district or building improvement plan.

The local board of education may elect to evaluate less frequently each teacher rated **Accomplished** on the teacher's most recent evaluation, once every three years, provided the teacher submits a self-directed Professional Growth Plan to the evaluator, and the evaluator determines the teacher is making progress on that plan. The Professional Growth Plan shall focus on the most recent evaluation and observations. Less frequent evaluations must include one observation and one conference. Teachers with ratings of **Accomplished** may choose their credentialed evaluator for the evaluation cycle.

The local board of education may evaluate less frequently each teacher rated **Skilled** on the teacher's most recent evaluation, once every two years, provided the teacher and evaluator jointly develop a Professional Growth Plan for the teacher, and the evaluator determines the teacher is making progress on that plan. The Professional Growth Plan shall focus on the most recent evaluation and observations. Less frequent evaluations must include one observation and one conference. Teachers with ratings of **Skilled** may have input on the selection of their credentialed evaluator for the evaluation cycle.

A teacher with a Final Holistic Rating of **Developing** will develop a Professional Growth Plan that is guided by the assigned credentialed evaluator.

A teacher with a Final Holistic Rating of **Ineffective** will be placed on an Improvement Plan developed by the assigned credentialed evaluator.

Using High-Quality Student Data to Inform Instruction and Enhance Practice

Choosing and using high-quality student data (HQSD) to guide instructional decisions and meet student learning needs is key in making sound instructional decisions for students. The teacher evaluation will use at least two measures of district-determined high-quality student data to **provide evidence of student learning attributable to the teacher** being evaluated. When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable.

It is recognized there are many types of data that can be used to support student learning, and the data includes much more than just test scores. *These types of data and their uses are important and should continue to be used to guide instruction and address the needs of the whole child but may not meet the definition of high-quality student data for the purpose of teacher evaluation.*

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- Align to learning standards
- Measure what is intended to be measured
- Be attributable to a specific teacher for course(s) and grade level(s) taught
- Demonstrate evidence of student learning (achievement and/or growth)
- Follow protocols for administration and scoring

- Provide trustworthy results
- Not offend or be driven by bias

AND

The teacher must use the data generated from the high-quality student data instrument by:

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning.
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class, as well as individual students.
- Informing instruction and adapting instruction to meet student needs based upon the information gained from the data analysis.
- Measuring student learning (achievement and/or growth) and progress towards achieving state and local standards.

Additional Requirements

Teachers must be provided with a written report of the results of their evaluation.

Additionally, at the local level, the board of education will include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and removal of poorly performing teachers. Seniority will not be the basis for teacher retention decisions, except when deciding between teachers who have comparable evaluations.

The local board of education will provide for the allocation of financial resources to support professional development for all teachers. The local board of education will also ensure that poorly performing teachers are provided with professional development to accelerate and continue teacher growth.

LEGAL REFS. ORC 3319.111; 3319.112

Ohio Teacher Evaluation System 2.0 Model: Definition of Teacher Effectiveness

The ***Ohio Teacher Evaluation System 2.0 Model*** contains definitions of terms, detailed suggestions for system implementation and best practices. After extensive research, Ohio education practitioners developed the definition of teacher effectiveness found in bullets below. The ***Ohio Standards for the Teaching Profession*** also use this definition. Research supports

the direct connection between effective teaching and student learning. Inherent in this definition is the expectation that all students will demonstrate learning (growth and/or achievement) based on high-quality student data measures.

Ohio Standards for the Teaching Profession state effective teachers:

- Understand student learning and development, respect student diversity and hold high expectations for all students to achieve and progress at high levels;
- Understand the content areas for which they have instructional responsibility;
- Understand and use varied assessments to inform instruction and evaluate and ensure student learning;
- Plan and deliver effective instruction that advances the learning of each student;
- Create a learning environment that promotes high levels of learning and achievement for all students;
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning; and
- Assume responsibility for professional growth and performance as an individual and as a member of a learning community.

These characteristics are demonstrated in the **Teacher Performance Evaluation Rubric**.

Ohio Teacher Evaluation System 2.0 Model: Organization

The ***Ohio Teacher Evaluation System 2.0 Model*** is designed to support implementation of the State Board of Education approved teacher evaluation system. This document includes required components of the ***Ohio Teacher Evaluation System 2.0*** and best practices to help schools and districts as they support individual professional growth. The system reflects work by stakeholders that includes a prototype project and pilot. The ***Ohio Teacher Evaluation***

System 2.0 is a professional growth model designed to help educators continually improve their performance. This process is to be collaborative, ongoing and support teachers' professional growth.

This model is organized according to best practices in teacher evaluation:

- Implementing the OTES 2.0 Model: Professional Growth Plan or Improvement Plan;
- Implementing the OTES 2.0 Model: Assessment of Teacher Performance;
- Implementing the OTES 2.0 Model: Observation Process;
- Implementing the OTES 2.0 Model: Use of High-Quality Student Data;
- Using Evidence to Inform Performance Rating

Professional Growth Plan or Improvement Plan Processes

A teacher's Professional Growth Plan or Improvement Plan is based on the Final Holistic Rating from the most recent evaluation and observations. However, districts have discretion to place any teacher on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system.

Selection of Appropriate Plan

Annually, each teacher must develop either a Professional Growth Plan or Improvement Plan. This plan must be:

- Based on the results of the evaluation available in the current district (see Figure 1); and
- Aligned to any school district and/or building improvement plan(s)
- *Minimum of two goals determined with one required to be an academic goal*

A teacher who is new to the profession or district develops a Professional Growth Plan collaboratively with the evaluator. A teacher with a Final Holistic Rating of **Accomplished** develops a self-directed Professional Growth Plan annually. A teacher with a Final Holistic Rating of **Skilled** develops a Professional Growth Plan annually, working jointly with the evaluator. A teacher with a Final Holistic Rating of **Developing** annually develops a Professional Growth Plan guided by the evaluator. A teacher with a Final Holistic Rating of **Ineffective** will be placed on an Improvement Plan developed by the evaluator.

Professional Conversations and Progress Checks

Each year, as a teacher and evaluator work together through the evaluation process, several conferences should take place. This creates opportunities for professional conversation or direction about performance, goals and progress, and needed support. The evaluator and teacher should discuss opportunities for professional development to address needs that become evident in the evaluation process. To strengthen teacher professional practice, the Professional Growth Plan or Improvement Plan must be an integral part of the evaluation process. These plans should be reviewed regularly and updated as necessary, based on collaborative conversations between the evaluator and teacher.

Figure 1 - Selecting an Appropriate Plan

Accomplished Final Holistic Rating	Skilled Final Holistic Rating	Developing Final Holistic Rating	Ineffective Final Holistic Rating	No Previous Rating	Professional Growth or Improvement Plan Guidance
*	*	*		*	Growth Plan
			*		Improvement Plan
*					Self-directed by Teacher

	*			*	Jointly Developed by Teacher and Evaluator
		*			Guided by Evaluator
			*		Developed by Evaluator
*	*	*	*	*	Professional Conversations
*	*	*	*	*	Focused Observation with Professional Conversation and Support Based on Previous Holistic Observation
*	*	*	*	*	Mid-Year Progress Check
*	*	*	*	*	End-of-Year Evaluation

High Level of Autonomy	Moderate Level of Autonomy	Low Level of Autonomy
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Establishing Goals

The ***Ohio Teacher Evaluation System 2.0*** goal-setting process is a way for teachers to enhance or improve specific aspects of teaching. Clear professional goals identify the focus and direction for improving practice and make a direct impact on student learning. Meaningful goals help teachers attain higher levels of performance and effectiveness. The Professional Growth Plan should focus on two goals with one being academic.

To make a positive impact on instruction and achievement, goals must be based on an accurate assessment of teacher performance and student learning needs. Evaluators or teachers should develop goals using multiple data sources, including self-assessment based on the standards, high-quality student learning data and identified focus area(s). Goals must align to any school district and/or building improvement plan(s); consider alignment to the vision and mission of any plan(s). Evidence of progress toward the goals must be measurable. In addition, evidence may be qualitative, quantitative or both.

During the Professional Growth Plan process, it is suggested that teachers meet with their evaluators at least three times to:

1. Set goals,
2. Assess progress and
3. Reflect on the work at the end of the academic year.

These discussions can occur during the pre-conference, post-conference and end-of-year Final Summative Conference — or as the evaluator determines is necessary.

Reflective practice is a way for teachers to consider what they know and are able to do, thereby

identifying areas of strength and those for further development. Districts may decide which of the following tools help their teachers engage in the reflection and self-assessment processes. Schools can use parts or all of the three tools below, which also appear on the [Ohio Department of Education website](#).

Using the Standards for the Teaching Profession for Self-Assessment (Optional)

At broader scope, this guidance will help teachers begin reflecting on their practice, knowledge and skills related to the **Ohio Standards for the Teaching Profession**. The document poses questions to probe teachers' strengths and potentials for growth in each standard area. [Standards for the Teaching Profession for Self-Assessment](#)

Ohio Continuum of Teacher Development: A Resource Tool for Educators (Optional)

Teachers may want to reflect more deeply on their practices using this tool. The **Ohio Continuum of Teacher Development** is designed to support educators as they develop the skills and knowledge they need to offer the highest-quality education to Ohio students. The continuum is based on the **Ohio Standards for the Teaching Profession** and describes teachers' development throughout their careers. The document includes a column for recording supporting evidence. [Ohio Continuum of Teacher Development Tool](#)

Self-Assessment Summary Tool (Optional)

Finally, after teachers have used one or both of the above tools, they can use the **Self Assessment Summary Tool** to identify areas of strength and growth, think about sources of evidence and establish priorities to enhance practice overall. After teachers establish these priorities, they should use them to help develop goals for the Professional Growth Plan and to guide them and their evaluators in the identification of focus areas. (Located in the forms section of the handbook.)

Analysis of Available Data in the Self-Assessment Process

Effective teachers regularly review evidence of their students' learning to assess their current performance against a set of learning goals. Examining student work gives teachers opportunities to assess the impact of their teaching on student progress, identify specific learning needs and consider how to adjust instruction accordingly. It is important for teachers to examine a range of data types and sources to ensure they have a comprehensive understanding of what their students know and can do. This supports teachers in designing and implementing appropriate learning activities that foster students' growth over time. Teachers should examine a variety of sources to create a comprehensive picture of the students they

teach. They must analyze at least two sources of high-quality student data, then use that data to support student learning and enhance instructional practices. It is recognized that teachers can use many kinds of data to support student learning. These include:

- Demographic data about students and their schools and districts. This could include age ranges, socioeconomic status, attendance or graduation rates;
- Student learning needs, academic performance and progress; and
- Perception data drawn from students, parents or a school working conditions survey.

To gather data, teachers and district personnel can consult:

- District and building Ohio School Report Cards;
- Education Management Information System reports for a class or class period;
- Test data; and
- Other data sources as needed or as available.

Professional Growth Plan

Teachers develop Professional Growth Plans annually to help them identify areas of professional development that will enable them to enhance their practice. Teachers are accountable for implementing and completing the plan and should use it as a starting point for the school year. Professional Growth Plans cannot replace Individual Professional Development Plans (IPDP), nor can Individual Professional Development Plans replace Professional Growth Plans.

Professional Growth Plans should reflect the evidence available and focus on the most recent evaluation and observations. Each should be individualized to address the needs of the teacher. The school or district should provide for professional development opportunities and support the teacher by providing resources (e.g., time, financial). Professional Growth Plans must be clear and comprehensive. They must align to the most recent evaluation results and propose a sequence of activities leading to progress toward the goals.

Progress on the Professional Growth Plan

Professional Growth Plan goals should be continually monitored and discussed with the evaluator throughout the year. Sound professional practice calls for the evaluator and teacher to meet three times a year to discuss goals and progress. They should review the plan regularly and update it as necessary based on collaborative conversations between the evaluator and the teacher. ***The Ohio Teacher Evaluation System 2.0*** is a growth model design. As such, it is expected that teachers will make progress on their Professional Growth Plan thereby leading to enhanced instruction and increased student learning.

The local board of education may evaluate less frequently each teacher who received a rating of **Accomplished** or **Skilled** on the most recent evaluation, so long as the teacher submits a Professional Growth Plan that focuses on areas identified in the observations and evaluation and the evaluator determines the teacher is making progress on the plan. In any year the teacher is not fully evaluated, the evaluation must include one formal or informal observation, whichever the district determines, and one conference that includes a discussion of the teacher's progress on the plan. The district's definition of a formal or informal evaluation for a teacher on an off-year cycle evaluation is 2-6 walkthroughs.

Improvement Plan

The **Ohio Teacher Evaluation System 2.0** calls for an educator who has a Final Holistic Rating of **Ineffective** to be placed on a written Improvement Plan. However, districts have discretion to place any teacher on an Improvement Plan at any time based on any individual deficiency in the evaluation system. The purpose of an Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take the corrective actions within the time specified in the Improvement Plan, the evaluator may make a recommendation either to dismiss the teacher or continue the plan.

When an administrator initiates an Improvement Plan, he or she must:

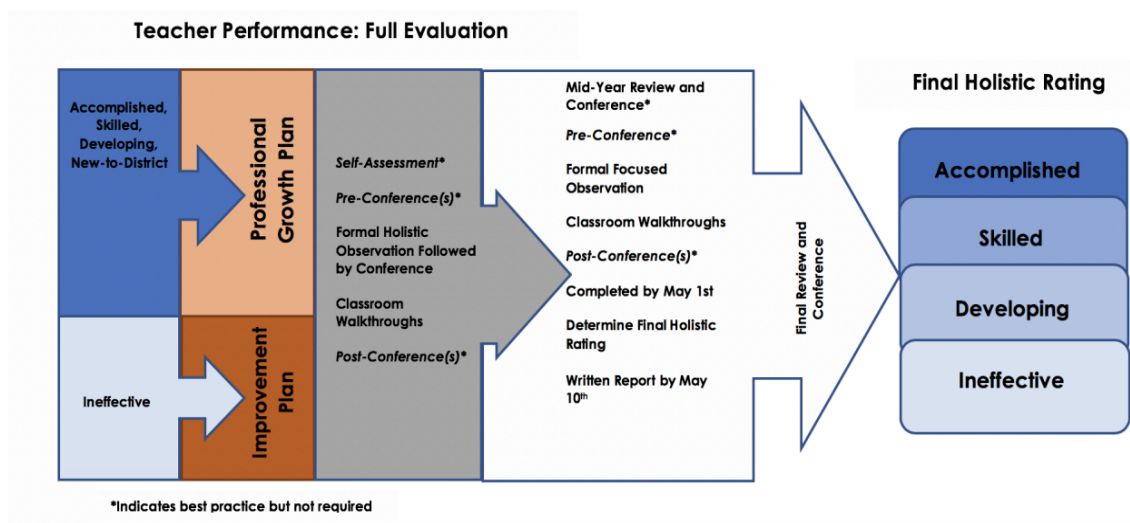
- Identify, in writing, the specific area(s) for improvement, aligned to the **Ohio Standards for the Teaching Profession**;
- Specify, in writing, the level of performance the teacher is expected to reach and a reasonable timeframe to correct the deficiencies;
- Develop and implement a written plan for improvement that will be initiated immediately and include available resources and assistance;
- Determine additional education or professional development the teacher needs to improve in the identified area(s); and
- Gather evidence of progress or lack of progress.

An evaluator must reassess the educator's performance in accordance with the written plan. This reassessment should include multiple performance observations. When the reassessment is completed, if the evaluator has documented an acceptable level of performance improvement, the teacher may transition to a Professional Growth Plan. If the teacher's performance remains **Ineffective**, the administrator may reinstate the Improvement Plan with additional recommendations for improvement or take the necessary steps to recommend dismissal.

Assessment of Teacher Performance

All teachers, at all stages of their careers, will be assessed on their expertise and performance in the classroom and school settings. A teacher who has a Final Holistic Rating of **Accomplished** may choose the credentialed evaluator. A teacher with a Final Holistic Rating of **Skilled** may have input in selecting the credentialed evaluator. A teacher with a Final Holistic Rating of **Developing** or **Ineffective** will be assigned a credentialed evaluator. A credentialed evaluator is one who holds a state-approved **Ohio Teacher Evaluation System 2.0** credential and the following:

- Holds the proper certification or licensure to be an evaluator; **or**
- Has been designated as an evaluator by the local board of education.



The Formal Observation Process: Best Practice Implementation

Observations of teaching provide important evidence for assessing a teacher's performance and effectiveness. As an evaluator observes a teacher engaging students in learning, the evaluator can collect valuable evidence on multiple levels. Ongoing communication and collaboration between the evaluator and teacher during the formal observation process help foster a supportive, productive professional relationship that leads to professional growth and development. Based on best practices, the formal observation process consists of pre-conferences, classroom observations and walkthroughs, and post-conferences.

Pre-Conference: Planning and Observation of Classroom Teaching and Learning

At the *face-to-face pre-conference*, the evaluator and teacher discuss what the evaluator will observe during the classroom visit. The teacher shares important information about the characteristics of the learners and learning environment as well as the lesson objectives and how student learning will be assessed. The pre-conference gives the teacher an opportunity to identify areas in which he or she would like feedback during the classroom observation. The pre-conference gives the teacher an opportunity to provide evidence of student learning that may not be visible during the observations. This conversation takes place during a formal meeting, and the evaluator should keep a record of the date. After the pre-conference, best

practice calls for scheduling a formal observation to observe the lesson discussed. *Some teachers may opt to write out ahead of time evidence of what will be seen in addition to meeting face-to-face. This is optional for any conference. (Pre-conference example form is included in the forms section of this handbook.)*

The purpose of the pre-conference is to provide the evaluator and teacher an opportunity to discuss:

- Date of lesson;
- Lesson or unit objective(s);
- Prior learning experiences of the students;
- Characteristics of the learners and learning environment;
- Instructional strategies the teacher will use to meet the lesson objective(s);
- Student activities and materials;
- Differentiation based on students' needs; and
- Assessment data to be collected to demonstrate student learning, such as the use of high-quality student data.

Formal Holistic Observation Followed by a Conference

A formal announced observation consists of an evaluator visiting during one class period or viewing a class lesson. The evaluator should observe an entire class period or lesson or for a minimum of 30 minutes. The evaluator will announce formal observations. During the classroom observation, the evaluator documents specific information related to teaching and learning. The evaluator then will analyze each observation using the **Teacher Performance Evaluation Rubric**. The evaluator writes a narrative summary to document each formal observation. Formal observations will not include videotaping or sound recordings except with the written permission of the teacher. Teachers who are fully evaluated will receive a minimum of two formal observations. Teachers who are being considered for nonrenewal and have a limited or extended limited contract will receive a minimum of three formal observations.

The first formal observation consists of the evaluator documenting all *observed* areas on the rubric as well as information collected through the pre-conference. A conference between the teacher and evaluator will occur after the Formal Holistic Observation to determine the identified *two or three* areas of focus. The focus may be area(s) of strength, area(s) for improvement, or both. Teachers with a Final Holistic Rating of **Accomplished** will select their own focus areas. Teachers with a Final Holistic Rating of **Skilled** will select focus areas in collaboration with their evaluator. Teachers with a Final Holistic Rating of **Developing** will receive guidance from their evaluator to determine focus areas. Evaluators will select the focus area(s) for teachers with a Final Holistic Rating of **Ineffective**.

Formal Focused Observation—with an Emphasis on Identified Focus Areas

The second formal *announced* observation will be a focused one that may occur later in the school year. A Formal Focused Observation is at least 30 minutes in length and emphasizes the focus areas identified after the earlier Formal Holistic Observation. Its purpose is to ensure the teacher receives the support necessary for growth in the focus areas. While evaluators must collect sufficient evidence related to the identified focus areas, they also must document sufficient evidence to support a Final Holistic Rating at the end of the evaluation cycle.

Classroom Walkthroughs/Informal Observations—with an Emphasis on Identified Focus Areas

Teachers who are fully evaluated will receive at least two classroom walkthroughs. These may be announced or unannounced. Classroom walkthroughs are informal observations of less than 20 minutes with an emphasis on identified focus area(s) when applicable. The focus may be area(s) of strength, area(s) for improvement, or both.

Note that during walkthroughs and the Formal Focused Observation, evaluators are not limited to collecting evidence on the identified focus area(s). Evaluators must ensure they have sufficient evidence to provide a Final Holistic Rating at the end of the evaluation cycle.

Post-Conference: Reflection

The post-conference is designed to support teacher reflection. It also provides feedback to the teacher on the observed lesson and coaching opportunities for the evaluator to identify strategies and resources for the teacher to incorporate to increase effectiveness. Following the lesson, the teacher reflects to determine if students met the learning outcome(s). The evaluator makes recommendations and commendations that may become part of the teacher's evaluation. The evaluator and teacher collaborate to make recommendations on the teacher's Professional Growth Plan or Improvement Plan.

In general, the post-conference discussion between the evaluator and teacher should focus on the identified area(s) of support. At this conference, the teacher may bring additional evidence from the observed lesson for the evaluator to consider before determining a Final Holistic Rating. Other key elements of the post-conference are determining areas of focus and discussing progress on the focus areas. (*Post-conference example form is included in the forms section of this handbook.*)

Combining Measures to Determine a Final Holistic Rating

A strong teacher evaluation system calls for ongoing collaboration and honest conversation between teachers and their evaluators. The foundation of such a system is the transparent, collaborative gathering and sharing of evidence that informs the teacher performance rating at the end of the year. Some teacher practices are observable in the classroom, while other evidence comes from formal conferences and informal conversations, as well as input from colleagues, parents or guardians and students. The **Ohio Teacher Evaluation System 2.0** describes opportunities for the teacher and evaluator to discuss evidence, build a common

understanding of a teacher's current practice and identify areas for future growth. Regular check-ins also help the evaluator manage the responsibilities of gathering and organizing evidence with the teacher. These check-ins also encourage evaluators to document teacher practices as they occur.

The **Teacher Performance Evaluation Rubric** is to be used to promote educator professional growth that leads to improved instructional performance. Using a growth model when evaluating teachers is essential to improving the quality of instruction that students receive. Such a model recognizes the teacher's instructional strengths, while identifying and supporting improvement where needed. **When completing the performance rubric, evaluators are not expected to gather evidence on all indicators for each observation cycle.** Likewise, teachers may, but are not required to, bring additional evidence to address *all indicators* for each observation cycle. However, for teachers on the full evaluation cycle, evaluators should make sure they have gathered sufficient evidence before the end of the evaluation cycle to provide ratings for each component. This helps evaluators determine the Final Holistic Rating.

Teacher performance is to be scored holistically. This means evaluators will assess which performance level provides the best *overall* description of the teacher's practice. The evaluator is to consider evidence gathered during any pre-conferences, the formal observations, the post-conference(s), classroom walkthroughs, informal conversations, and evidence of practice and professionalism. Districts that choose to evaluate teachers rated **Accomplished** or **Skilled** on a less frequent evaluation cycle will conduct an observation and a conference that must include a discussion of progress on the teacher's Professional Growth Plan.

A Review of the Teacher Performance Evaluation Rubric

The **Teacher Performance Evaluation Rubric** describes teacher performance in three organizational areas:

- Instructional Planning;
- Instruction and Assessment; and
- Professionalism.

It also looks at teacher performance through six domains of teacher practice:

- Focus for Learning;
- Knowledge of Students;
- Lesson Delivery;
- Classroom Environment;
- Assessment of Student Learning; and
- Professional Responsibilities.

These organizational areas and domains align with the **Ohio Standards for the Teaching Profession**. The rubric helps evaluators do comprehensive reviews of teacher practices and interactions in and outside the classroom. The rubric also helps evaluators consider patterns of evidence and performance trends throughout the school year. The rubric contains detailed descriptions of practice at four performance levels — **Ineffective**, **Developing**, **Skilled** and **Accomplished** — and offers guidance on likely sources of evidence related to performance in each domain (see Figure 2).

Figure 2—Rubric Structure

Figure 2—Rubric Structure

		Levels of Performance					
Organizational Area	Domain	ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
		DOMAINS	Components	Ineffective	Developing	Skilled	Accomplished
Ohio Standards for the Teaching Profession that Align to the Component	Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review, student surveys	CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment)	Classroom routines and procedures Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior.	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.	The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.
			Classroom climate and cultural competency Element 1.4 Element 5.1 Element 5.2	There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher. There is no demonstration of regard for student perspectives, experiences and culture. The teacher does not address needs related to student sense of well-being.	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is inconsistent demonstration of regard for student perspectives, experiences and culture. The teacher is aware of needs related to student sense of well-being but does not address them effectively.	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences, and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being.	The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.
Possible Opportunities to Gather Evidence		Indicators of Teacher Performance at each Performance Level					

OTES 2.0 Teacher Performance Rating Definitions

In accordance with Ohio Revised Code 3319.112, the rubric describes four levels of teacher performance. Each performance rating can also be described in more general terms as a holistic rating of teacher performance.

			Accomplished:
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<p>Ineffective: This rating indicates the teacher fails to demonstrate minimum performance expectations. A rating of ineffective indicates the teacher consistently fails to demonstrate competency. The teacher is not effectively meeting the needs of his or her students. The teacher requires immediate assistance through ongoing intensive support.</p>	<p>Developing: This rating indicates the teacher is working to utilize his or her growing knowledge and skills. A rating of Developing indicates the teacher demonstrates competency in some of the teaching standards but needs improvement in others. The teacher attempts to meet the needs of the whole group. The developing teacher is in the process of refining his or her skills and abilities. The teacher strives to improve his or her instructional and professional practice. The teacher may be making progress, but performance requires ongoing professional support for necessary growth to occur.</p>	<p>Skilled: This rating is the rigorous and expected performance level. A rating of Skilled indicates the teacher consistently meets expectations for performance and fully demonstrates competency in most of the teaching standards. The teacher addresses the needs of groups of students. The skilled teacher integrates knowledge, skills and abilities needed for effective classroom instruction. The teacher consistently strives to improve his or her instructional and professional practice. The Skilled teacher demonstrates purposefulness, flexibility and consistency.</p>	<p>This rating is the highest level of achievement. A rating of Accomplished indicates the teacher consistently meets expectations for performance and fully demonstrated competency in most or all of the teaching standards. The teacher addresses the needs of individual students. The Accomplished teacher uses a strong foundation of knowledge, skills and abilities to innovate and enhance their classroom, building and potentially the profession. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school, building or district through the development and support of colleagues. The Accomplished teacher is a leader who empowers and influences others.</p>
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Using Evidence to Inform Final Holistic Rating

The following is suggested step-by-step guidance to support evaluators in gathering, reviewing and analyzing multiple data points that inform a teacher's Final Holistic Rating.

Step 1: Gather Evidence on Teacher Performance to Begin the Final Holistic Rating Process

Evidence of performance comes in many forms. Formal observations and walkthroughs, scheduled conferences, informal interactions, lesson plans, student work, correspondence with families and feedback from other sources all count as evidence of teacher practice. All evidence

collected must be factual and documented.

The evaluator should jot down notes after interactions with the teacher and save key artifacts, such as a typical lesson plan or evidence shared by the teacher. Use quotes or paraphrasing when possible. The evaluator must capture enough detail to describe, accurately but succinctly, the event, interaction or behavior factually, without judgement or opinion. The evaluator will share evidence with a teacher throughout the year so the educator can use the information to change practice.

***Tip:** Review all evidence of a teacher's performance for the year before issuing an end-of-year rating. Write adequate detail about the early interactions to jog your memory and keep you grounded in facts.

Next, the evaluator will group the evidence collected from his or her time in the classroom, conferences and everyday interactions with the teacher into the six domains of performance described in the **Teacher Performance Evaluation Rubric**. The evaluator will record the evidence beneath the relevant component on the rubric, so it is organized automatically for future analysis. While in some cases the evaluator might not collect evidence for every indicator within a component, by the end of an evaluation cycle, the evaluator must gather enough evidence to rate each component and substantiate an overall rating for each domain.

***Tip:** Update notes on the rubric regularly while gathering evidence so all the evidence is organized in one place as the year progresses.

Next, the evaluator will compare the evidence and patterns to the indicators in a component. The evaluator will start by rereading all the indicators for the Skilled performance level in a component and consider whether the evidence exemplifies this level of performance. Whether it does or does not, the evaluator then looks at the Accomplished and Developing indicators to decide if either of them better aligns with the available evidence. If the Developing indicators appear to be an appropriate match to much of the evidence, the evaluator also should read the ineffective indicators carefully to consider whether a significant portion of the evidence matches this level. Then, the evaluator will select the performance level that best describes the preponderance of evidence for this component. The evaluator will repeat this process for each component.

STEP 2: Issue a Performance Rating for each Domain

When determining the overall rating for a domain, the evaluator should consider the patterns evident across the components within a domain. The evaluator should be conscious of teacher behaviors, actions or outcomes that occur multiple times within a domain rather than those that appear to be singular, outlying events. This analysis will help inform the evaluator's judgments about the teacher's typical performance. The evaluator will reread all the evidence for a domain and consider which performance level best matches the evidence collected. In order to determine the domain rating, the evaluator should consider the preponderance of evidence for this domain and then select the performance level that best describes the domain overall. The evaluator will repeat this process for each domain.

STEP 3: Issue the End-Of-Year Final Holistic Rating

Once the evaluator determines a rating for each domain based on evidence from multiple interactions, he or she will look at the larger picture of performance across all domains. Although all domains are important in effective teacher practice, it may be appropriate to prioritize patterns of behavior in a certain domain when reviewing the evidence and domain ratings. For example, knowledge of how a teacher performs in a specific classroom context may demonstrate that a teacher's pattern of Skilled behavior in the Lesson Delivery and Classroom Environment domains overshadows weaker performance in other areas. Additionally, some lost instructional time observed during a classroom visit may be due to the teacher's intense attention to individual student needs. This downplays the significance of evidence related to lost instructional time. The key point is that an evaluator should not consider one performance area in isolation but should analyze it in relation to all other areas of performance. It is important for the evaluator to consider the preponderance of evidence collected throughout the evaluation cycle to assist in the determination of the Final Holistic Rating.

***Tip:** Even the most comprehensive compilation of evidence is only a series of snapshots of a teacher's performance. Therefore, use well-cultivated professional judgement informed by training and evidence of an individual's performance to arrive at a Final Holistic Rating. **Do not** use a formula to add up the ratings for each domain. This strategy may gloss over areas where a teacher needs improvement or obscure the teacher's progress over time.

It is particularly important to consider trends in a teacher's performance over time. Was the teacher consistent in his or her practice? Did he or she improve, or did the teacher decline in performance in one or more areas? If a pattern of evidence in a domain displays a trend of behavior or practice, the evaluator may consider emphasizing the improvement or decline in this area.

The evaluator should flag any instance of an Ineffective rating while preparing to issue the Final Holistic Rating. While the evaluator should examine the evidence of ineffective behavior in the context of all evidence collected for the teacher, the evaluator also should consider there are minimum competency thresholds for each of the six domains in the **Teacher Performance Evaluation Rubric**. A serious deficiency in one domain may carry more weight than positive ratings in other domains. An evaluator should rely on professional judgment, supported by the evidence, to decide if this evidence of ineffective practice provides grounds for issuing a final **ineffective** holistic rating, considering the impact of the deficiency on the teacher's classroom, colleagues and whole school.

The evaluator will complete the performance rating process by documenting the Final Holistic Rating per the local bargaining agreement and share the findings with the teacher. In the discussion with the teacher or written summary, the evaluator should highlight evidence that provides representative examples of the Final Holistic Rating. The evaluator should use pieces of evidence that illustrate specific practices in the identified focus area(s). Finally, the evaluator should give succinct, targeted feedback on next steps that will promote the educator's professional growth and lead to enhanced instructional practice.

OBSERVATION

EVALUATION NOTIFICATION FORM	September 15
PROFESSIONAL GROWTH PLAN	September 30

ROUND 1 OBSERVATION	October 1 - Last working day in December Teachers with five years or greater experience can be observed on or after October 1. Teachers under five years of experience can be observed on or after October 15.
ROUND 2 OBSERVATION	January 2 - April 15
ROUND 3 OBSERVATION (IF NECESSARY)	MUST BE COMPLETED AT LEAST 15 STUDENT DAYS AFTER THE SECOND OBSERVATION AND BEFORE APRIL 15TH.
<i>Teachers not performing at the desired level will be required to complete an Improvement Plan.</i>	

NOTIFICATION OF OBSERVATION	<ul style="list-style-type: none"> BOTH OBSERVATIONS SHALL BE PRECEDED BY AN ADVANCE NOTICE OF AT LEAST 2 WORKING DAYS, BUT NO MORE THAN 5 WORKING DAYS.
PRE-OBSERVATION MEETING	<ul style="list-style-type: none"> CANNOT BE MORE THAN 3 WORKING DAYS PRIOR TO EACH OBSERVATION.
OBSERVATION	<ul style="list-style-type: none"> MUST BE A MINIMUM OF 30 MINUTES IN LENGTH.
<ul style="list-style-type: none"> An observation for a teacher rated 'skilled' or 'accomplished' during the previous year (and NOT in a full-observation cycle year) will consist of 2-6 walk-throughs and a post-observation conference at the end of the school year. Accomplished teachers will have a self-directed Professional Growth Plan focusing on identified areas from observation and evaluation. Skilled/Developing/No Previous Rating - teachers will jointly develop a Professional Growth Plan focusing on identified areas from observation and evaluation. Ineffective Rating- teacher will have an Improvement Plan developed by evaluator Any teacher new to the district with a professional teaching license yet on a limited contract will receive a full observation cycle for three (3) years. Teachers in Resident Educator Program will receive a full observation cycle following the guidelines below and based upon their years in the program: <ul style="list-style-type: none"> Resident Educator Year 1 - Four (4) years Resident Educators Years 2-4 - Three (3) years 	
REFLECTION AND EVIDENCE TOOL AREA REFINEMENT AND REINFORCEMENT	TO BE SUBMITTED TO EVALUATOR NO MORE THAN 72 HOURS AFTER THE OBSERVATION <u>AND</u> BASED ON THE OBSERVED LESSON.
POST-OBSERVATION CONFERENCE	TO BE HELD WITHIN 72 HOURS OF THE SCHEDULED OBSERVATION.

WALK-THROUGHS

WALK-THROUGHS MAY OCCUR UNANNOUNCED	October 1 - April 15 Teachers with five years or greater experience can be observed on or after October 1. Teachers under five years of experience can be observed on or after October 15.	
NUMBER OF WALK-THOUGHTS PER SCHOOL YEAR	MINIMUM: 2	MAXIMUM: 6
LENGTH OF WALK-THROUGHS (MINUTES)	MINIMUM: 5 MIN.	MAXIMUM: 20 MIN.
TEACHERS RECEIVE A COPY OF COMPLETED WALK-THROUGH FORM	WITHIN ONE CONTRACTED DAY OF WALK-THROUGH	
TEACHER TO SIGN WALK-THROUGH FORM AND RETURN	WITHIN ONE CONTRACTED DAY OF RECEIVING WALK-THROUGH FORM FROM EVALUATOR	

EVALUATION TIMELINE

Updated June 2021

BY SEPTEMBER 15 OR WITHIN 30 DAYS OF HIRE IF HIRED AFTER SEPTEMBER 15	<ul style="list-style-type: none"> • NOTIFICATION OF ASSIGNED EVALUATOR
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BY SEPTEMBER 30	<ul style="list-style-type: none"> • MEET WITH EVALUATOR AND SUBMIT PROFESSIONAL GROWTH PLAN (PGP)
OCTOBER 1	<ul style="list-style-type: none"> • BEGIN WALK-THROUGHS AND ROUND 1 OBSERVATIONS <p>Teachers with five years or greater experience can be observed AFTER October 1. Teachers under five years of experience can be observed on or after October 15.</p>
LAST WORKING DAY IN DECEMBER	<ul style="list-style-type: none"> • END ROUND 1: OBSERVATIONS
JANUARY 2 - APRIL 15	<ul style="list-style-type: none"> • ROUND 2: OBSERVATIONS
FEBRUARY 1 - APRIL 15	<ul style="list-style-type: none"> • ROUND 3: OBSERVATIONS <ul style="list-style-type: none"> ◦ If deemed necessary by the evaluator
APRIL 15	<ul style="list-style-type: none"> • END WALK-THROUGHS
MAY 10	<ul style="list-style-type: none"> • ALL EVALUATIONS COMPLETED
APRIL 15 - MAY 10	<ul style="list-style-type: none"> • WINDOW FOR FINAL EVALUATION MEETINGS TO BE HELD

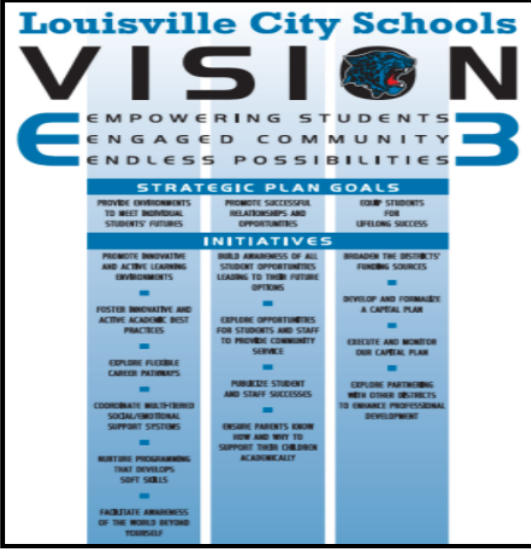
Teacher Evaluation Forms

All documents can be downloaded. [CLICK HERE](#)

A. Walk-Throughs

Louisville City Schools Classroom Walkthrough Checklist

Educator:	Content Area:	School Year:
Date:	Lesson Objective:	Start Time: End Time:

 <p>STRATEGIC PLAN GOALS</p> <ul style="list-style-type: none"> PROVIDE ENVIRONMENTS TO MEET INDIVIDUAL STUDENTS' FUTURES PROMOTE SUCCESSFUL RELATIONSHIPS AND OPPORTUNITIES EMPOWER STUDENTS FOR LIFELONG SUCCESS <p>INITIATIVES</p> <ul style="list-style-type: none"> PROMOTE INNOVATIVE AND ACTIVE LEARNING ENVIRONMENTS FOSTER INNOVATIVE AND ACTIVE ACADEMIC BEST PRACTICES EXPLORE FLEXIBLE CAREER PATHWAYS COORDINATE MULTI-TIERED SOCIAL/EMOTIONAL SUPPORT SYSTEMS NURTURE PROGRAMMING THAT DEVELOPS "SOFT SKILLS" FACILITATE AWARENESS OF THE WORLD BEYOND "SCHOOL" BUILD AWARENESS OF ALL STUDENT OPPORTUNITIES LEADING TO THEIR FUTURE OPTIONS EXPLORE OPPORTUNITIES FOR STUDENTS AND STAFF TO PROVIDE COMMUNITY SERVICE PROVIDE STUDENT AND STAFF SUCCESSIONS ENGAGE PARENTS KNOW HOW AND WHY TO SUPPORT THEIR CHILDREN ACADEMICALLY BRIDGEMAN THE DISTRICT'S FUNDING SOURCES DEVELOP AND FORMALIZE A CAPITAL PLAN EXECUTE AND MONITOR OUR CAPITAL PLAN EXPLORE PARTNERING WITH OTHER DISTRICTS TO ENHANCE PROFESSIONAL DEVELOPMENT 	<p>Academic OIP Strategies:</p> <p>All staff will implement and monitor evidence-based strategies to drive instruction in the areas of comprehension and student engagement across all content areas PK-12.</p> <p>Climate OIP Strategies:</p> <p>All staff will implement best practices to foster responsible behavior in students.</p> <p>All staff will implement best practices to encourage positive connections and relationships among peers and adults.</p> <p>District Initiatives over the last several years may include (not all staff have participated in each initiative and initiative may be specific to certain grade levels and/or content areas). Differentiation Depth of Knowledge Foundations/Heggerty LETRS Lucy Calkins Writing MSTV- Making Student Thinking Visible Marzano Strategies Hattie Strategies Ohio Blended Collaborative PBIS- Positive Behavioral Interventions and Supports UDL- Universal Design for Learning</p>
Notes:	Educator's Signature: Date:
	Administrators' Signature: Date:

Focus on Learners and Relevance	Focus on Instructional Practices	Focus on Environment and Culture	
<p>Student Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Authentically on Task <input type="checkbox"/> Passive Compliant <input type="checkbox"/> Disengaged <input type="checkbox"/> Disruptive <p>Whole Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking and Responding to questions <input type="checkbox"/> Listening and note taking <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Participating in Guided Practice <p>Small Group or Paired</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students have defined responsibilities <input type="checkbox"/> Students encourage one another <input type="checkbox"/> Collaboratively producing a product <input type="checkbox"/> Collaboratively problem-solving <input type="checkbox"/> Participating in discussion <input type="checkbox"/> Presenting <p>Individual</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independently producing a product <input type="checkbox"/> Independently solving a problem <input type="checkbox"/> Independent practice / application <input type="checkbox"/> Presenting <input type="checkbox"/> Silent Reading <input type="checkbox"/> Writing Activities <input type="checkbox"/> Researching Information 	<p>Level(s) of Student Work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <p>Differentiation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content <input type="checkbox"/> Learning Process <input type="checkbox"/> Student Product <input type="checkbox"/> Skill Development <input type="checkbox"/> Support <input type="checkbox"/> Learning Time <input type="checkbox"/> Flexible, fluid groupings <p>Lesson Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternating whole and small group activity <input type="checkbox"/> Efficient transitions <input type="checkbox"/> Equitable student participation <p>Check for Learning / Understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Monitor student practice <input type="checkbox"/> Total Group Response (ex. White boards, show of hands, choral response) <input type="checkbox"/> Writing to learn activity <input type="checkbox"/> Formative assessments (warm ups, bellwork, quizzes, entrance and exit tickets) 	<p>Evidenced-based Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student led discussion / presentation <input type="checkbox"/> Teacher directed Q & A <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Vocabulary Instruction <input type="checkbox"/> Think-pair-share <input type="checkbox"/> Modeling <input type="checkbox"/> Think-alouds <input type="checkbox"/> Re-teaching <input type="checkbox"/> "I do, we do, you do" <input type="checkbox"/> Mini-lessons / focus lessons (5-7 min.) <input type="checkbox"/> Scaffolding <input type="checkbox"/> Guided practice <input type="checkbox"/> Lecture / Presentation <input type="checkbox"/> Visual Aids <input type="checkbox"/> Note-taking <p>Embedded Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading in content areas <input type="checkbox"/> Evidence of the writing process across the curriculum <p>Instructional Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manipulatives / hands on materials used <input type="checkbox"/> Integrative technology being utilized by teacher <input type="checkbox"/> Technology resources from adopted resources <input type="checkbox"/> Technology used by students to master grade level content standards (eg., computer, online resources) 	<p>Classroom Appearance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safe and orderly environment <input type="checkbox"/> Learning goals and data displayed <input type="checkbox"/> Student work is displayed <input type="checkbox"/> Other visuals support learning <p>Classroom Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Routines and procedures are evident <input type="checkbox"/> Positive behavior is reinforced <input type="checkbox"/> Negative behavior is addressed <input type="checkbox"/> Teacher circulates throughout the classroom <input type="checkbox"/> Teacher manages proactively and calmly <input type="checkbox"/> Teacher displays energy and enthusiasm <input type="checkbox"/> Time is used effectively and efficiently <p>Classroom Culture</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respectful student-teacher relationships <input type="checkbox"/> Students are comfortable sharing ideas, questions, concerns or needs <input type="checkbox"/> Evidence of celebrating student success

B. Evaluation Rubric

Teacher Performance Evaluation Rubric

The **Teacher Performance Evaluation Rubric** is to be scored holistically. This means evaluators will assess which level provides the best overall description of the teacher. The rating process is to occur on completion of each 30-minute observation and post-conference. To determine the rating for each 30-minute observation, the evaluator is to consider evidence gathered during the pre-conference, observation, post-conference and classroom walkthroughs, if applicable. Note that when completing the performance rubric, evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers may, but are not required to, bring additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-conferences and post-conferences as well as information from the Professional Growth and/or Improvement Plan, if applicable.

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) <i>Possible Sources of Evidence:</i> pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments	Use of High-Quality Student Data Element 1.1 Element 1.2 Element 1.3 Element 3.3	The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).	The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate.	The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).	The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.
	Connections to prior and future learning Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5	The teacher plans lessons that demonstrate no connections to student prior learning or future learning.	The teacher plans lessons that attempt to make connections with student prior learning or future learning. These connections are not clear.	The teacher plans lessons that intentionally make clear and coherent connections with student prior learning and future learning and includes strategies that communicate the connections to students.	The teacher plans lessons that intentionally make clear and coherent connections with student prior and future learning and includes strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences. The teacher plans lessons that use the input and

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
					contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.
	Connections to state standards and district priorities Element 2.3 Element 4.1 Element 4.7	The teacher's instructional plan does not reference Ohio's Learning Standards.	The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards. The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.
KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication) <i>Possible Sources of Evidence:</i> analysis of student data, pre-conference, artifacts, student surveys	Planning instruction for the whole child Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4	The teacher's instructional plan makes no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.	The teacher's instructional plan makes minimal connections to student experiences, culture, developmental characteristics or student backgrounds.	The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.	The teacher's instructional plan reflects consistent connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication) <i>Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review</i>	Communication with students Element 2.2 Element 4.3 Element 4.6 Element 6.1	The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance to students. Students cannot discern learning goals. Differentiated learning goals are not used.	The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals.	The teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals, expectations for mastery and models of exemplary performance to students.	The teacher is consistent and effective in communicating differentiated learning goals (such as needs based, interest based, strength based), expectations for mastery and models of exemplary performance to students through multiple communication techniques.
		The teacher does not demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific strategies. There is no student engagement.	The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students demonstrate little engagement in the lesson.	The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking.	The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions.
		The teacher does not give students feedback.	Feedback to students is general, occasional or limited and may not always support student learning.	The teacher gives students substantive, specific and timely feedback to support their learning.	The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
LESSON DELIVERY <i>(continued)</i>	Monitoring student understanding Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
	Student-centered learning Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4	Learning is entirely teacher directed. Students are not participating in learning activities. There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	Learning is primarily teacher directed. Students participate in whole class learning activities. There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources.	Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning. Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students.	Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning. Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components	Ineffective	Developing	Skilled	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment) <i>Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review, student surveys</i>	Classroom routines and procedures Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior.	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.	The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.
	Classroom climate and cultural competency Element 1.4 Element 5.1 Element 5.2	<p>There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is no demonstration of regard for student perspectives, experiences and culture. The teacher does not address needs related to student sense of well-being.</p>	<p>There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is inconsistent demonstration of regard for student perspectives, experiences and culture. The teacher is aware of needs related to student sense of well-being but does not address them effectively.</p>	<p>There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being.</p>	<p>The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.</p>

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components	Ineffective	Developing	Skilled	Accomplished
ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) <i>Possible Sources of Evidence: pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference</i>	Use of assessments Element 3.1 Element 3.2 Element 3.3 Element 3.4	<p>The teacher does not use varied assessments.</p> <p>The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs.</p> <p>The teacher does not share evidence of student learning with students.</p>	<p>The teacher makes limited use of varied assessments.</p> <p>The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs.</p> <p>The teacher shares evidence of student learning with students.</p>	<p>The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments.</p> <p>The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students.</p> <p>The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.</p>	<p>The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs.</p> <p>The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs.</p> <p>The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.</p>
	Evidence of student learning Element 1.3	<p>The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students.</p>	<p>The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.</p>	<p>The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students.</p>	<p>The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students.</p>

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) <i>Possible Sources of Evidence:</i> <i>Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review</i>	Communication and collaboration with families Element 6.1 Element 6.2	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development.	The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development.	The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development.
	Communication and collaboration with colleagues Element 6.3	The teacher does not communicate and/or collaborate with colleagues.	The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.	The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession.
	District policies and professional responsibilities Element 7.1	The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
	Professional learning Element 7.2 Element 7.3	The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals.	The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals.	The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals.	The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices.

C. SELF-ASSESSMENT TOOL

Ohio Teacher Evaluation System

Self-Assessment

Self-Assessment Summary Tool

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

Name: _____
Date: _____

	Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none"> Knowledge of how students learn and of student development Understanding of what students know and are able to do High expectations for all students Respect for all students Identification, instruction and intervention for special populations 			
Standard 2: Content	<ul style="list-style-type: none"> Knowledge of content Use of content-specific instructional strategies to teach concepts and skills Knowledge of school and district curriculum priorities and Ohio's Learning Standards Relationship of knowledge within the discipline to other content areas Connection of content to life experiences and career opportunities 			
Standard 3: Assessment	<ul style="list-style-type: none"> Knowledge of assessment types Use of varied diagnostic, formative and summative assessments Analysis of data to monitor student progress and to plan, differentiate, and modify instruction Communication of results Inclusion of student self-assessment and goal-setting 			
Standard 4: Instruction	<ul style="list-style-type: none"> Alignment to school and district priorities and Ohio's Learning Standards Use of student information to plan and deliver instruction Communication of clear learning goals Application of knowledge of how students learn to instructional design and delivery Differentiation of instruction to support learning needs of all students Use of activities to promote independence and problem-solving Use of varied resources to support learner needs 			
Standard 5: Learning Environment	<ul style="list-style-type: none"> Fair and equitable treatment of all students Creation of a safe learning environment Use of strategies to motivate students to work productively and assume responsibility for learning Creation of learning situations for independent and collaborative work Maintenance of an environment that is conducive to learning for all students 			
Standard 6: Collaboration & Communication	<ul style="list-style-type: none"> Clear and effective communication Shared responsibility with parents/caregivers to support student learning Collaboration with other teachers, administrators, school and district staff Collaboration with local community agencies 			
Standard 7: Professional Responsibility and Growth	<ul style="list-style-type: none"> Understanding of and adherence to professional ethics, policies and legal codes Engagement in continuous, purposeful professional development Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement 			

D. PROFESSIONAL GROWTH PLAN

Professional Growth Plan

The Professional Growth Plan helps the teacher identify areas of professional development that will enable the teacher to enhance practice. The teacher is accountable for implementing and completing the plan. The plan must align to any district and/or building improvement plan(s). The Professional Growth Plan is developed annually. It is to be reviewed regularly and updated as necessary based on collaborative conversations between the evaluator and teacher.

The Professional Growth Plan should reflect the evidence available and focus on the most recent evaluation and observations. The Professional Growth Plan should be individualized to the needs of the teacher. The school or district should provide for professional development opportunities and support the teacher by providing resources (e.g., time, financial). The Professional Growth Plan must be clear and comprehensive. It is aligned to the most recent evaluation results and proposes a sequence of appropriate activities leading to progress toward the goals.

Teacher Name: _____

Evaluator Name: _____

☐ Self-Directed (Accomplished) ☐ Jointly Developed (Skilled) ☐ Evaluator Guided (Developing)

Choose the Domain(s) aligned to the goal(s).			
<input type="checkbox"/> Focus for Learning	<input type="checkbox"/> Classroom Environment		
<input type="checkbox"/> Knowledge of Students	<input type="checkbox"/> Assessment of Student Learning		
<input type="checkbox"/> Lesson Delivery	<input type="checkbox"/> Professional Responsibilities		
Goal Statement(s) Demonstrating Performance on <i>Ohio Standards for the Teaching Profession</i>	Action Steps & Resources to Achieve Goal(s)	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)	Dates Discussed
Describe the alignment to district and/or building improvement plan(s):			
Comments:			

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The evaluator's signature on this form verifies the proper procedures as detailed in the local contract have been followed.

E. IMPROVEMENT PLAN

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____
School year: _____ Building: _____ Date of Improvement Plan Conference: _____

A written Improvement Plan is to be developed when an educator has a Final Holistic Rating of **Ineffective**. However, districts have discretion to place any teacher on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system. The notice requirements for being placed on an Improvement Plan, the components of the plan and the implementation process for the plan may be subject to the terms of a collective bargaining agreement. The purpose of the Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take corrective actions in the timeline specified in the Improvement Plan, the evaluator may recommend the teacher be dismissed or continue working under the plan.

Section 1: Improvement Statement—List specific area(s) for improvement related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area(s) or Concern(s) Observed	Specific Statement of the Concern(s): Area(s) of Improvement

Section 2: Desired Level of Performance—List specific goal(s) to improve performance. Indicate what will be measured for each goal.

List Goal Statement(s) Indicating Performance on <i>Ohio Standards for the Teaching Profession</i>	Beginning Date	Ending Date	Level of Performance: Specifically Describe Successful Improvement Target(s)

Section 3: Specific Plan of Action—Describe in detail specific actions the teacher must take to improve performance. Indicate the sources of evidence the evaluator will use to document the completion of the Improvement Plan.

Actions to be Taken	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)

Section 4: Assistance and Professional Development—Describe in detail specific supports that will be provided as well as opportunities for professional development.

--

Section 5: Alignment to District and/or Building Improvement Plan(s)—Describe the alignment to district and/or building improvement plan(s).

--

Comments:

Date for Improvement Plan to be evaluated: _____

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The evaluator's signature on this form verifies the proper procedures as detailed in the local contract have been followed.

F. IMPROVEMENT PLAN EVALUATION OF PLAN

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____
School year: _____ Building: _____ Date of Evaluation: _____

The Improvement Plan will be evaluated at the end of the time specified in the plan. Outcomes from the Improvement Plan will be one of the following.

- ☐ Improvement is demonstrated and performance standards are met to a satisfactory level of performance.
- ☐ The Improvement Plan should continue for time specified: _____.
- ☐ Dismissal is recommended.

Comments: Provide justification for recommendation indicated above and attach evidence to support the recommended action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates I have been advised of my performance status; it does not necessarily imply I agree with this evaluation.

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The evaluator's signature on this form verifies the proper procedures as detailed in the local contract have been followed.

G. PRE & POST-CONFERENCE FORMS

Pre-Conference Planning

Ohio Teacher Evaluation System 2.0

Sample Pre-Conference Questions to Guide a Coaching Conversation

The questions provided are intended to guide thinking and conversation; every question DOES NOT need to be answered and may not be relevant to every observation.

INSTRUCTIONAL PLANNING

FOCUS FOR LEARNING

- What content will students know/understand? What skills will they demonstrate?
- How has high-quality student data been utilized to set developmentally appropriate goals for student learning?
- What connections does this lesson make to previous and future learning, to other disciplines, to real life and/or possible careers?
- How do the activities, assessments and resources align with student needs, school and district priorities, and Ohio's Learning Standards?

KNOWLEDGE OF STUDENTS

- What should the evaluator know about the student population?
- How was it determined that this is a developmentally appropriate learning activity?
- How does this lesson connect to students' experiences and/or culture?

INSTRUCTION AND ASSESSMENT

LESSON DELIVERY

- How will the goals for learning be communicated to students?
- What questioning techniques will be used to check for understanding and encourage higher-level thinking?
- What collaborative and whole class instructional strategies will be used to engage all students?
- How will feedback be used to support student learning?
- What opportunities for student choice about learning paths and/or ways to demonstrate learning will be offered?

CLASSROOM ENVIRONMENT

- How do you demonstrate regard for student perspectives, experiences and culture?
- How do you ensure interactions are respectful and supportive?
- How are students involved in establishing and maintaining classroom routines and procedures?

ASSESSMENT OF STUDENT LEARNING

- How will you check for student understanding during the lesson?
- What potential learning obstacles might students encounter?
- What different methods of assessment are used in this lesson?
- How will you use assessment data to inform your next steps?
- What evidence does high-quality student data provide about student learning?

PROFESSIONALISM

PROFESSIONAL RESPONSIBILITIES

- Discuss ways you reflect on and analyze your teaching.
- How do you collaborate with colleagues to improve student learning and instructional practice?
- How do you promote two-way communication with students? With families?

Planning for the Post-Conference Ohio Teacher Evaluation System 2.0

Post-Conference Planning

The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.

Considerations

Before deciding which reflective questions are best matched to the educator's performance and goals, consider the following:

- What focus area(s) might be/were identified after the Formal Holistic Observation? What evidence has been demonstrated to support growth in the focus area(s)?
- What are the teacher's goals on the Professional Growth Plan (PGP)? Do the measurable indicators identified on the PGP demonstrate progress on the plan?
- What does the teacher's high-quality student data (HQSD) demonstrate about instruction and student learning?
- How has the teacher provided evidence of use of the HQSD to impact student learning and teacher practice?
- What further supports might this teacher need to enhance practice and demonstrate growth?

Reflective Questions

The number and type of focus area(s) (strength and/or area of growth) are determined locally.

- Record 3 to 5 reflective questions aligned to the identified focus area(s) that would enhance a strength and/or support an area of growth.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Three Key Elements of the Instructional Post-Conference

Conducting the Post-Conference

1. Introduction/Greeting/Establish Length
 - Review Conference Process
 - General Impression Question: "How do you think the lesson went?"
2. Focus area(s)
 - Discuss identified focus area(s)
 - Ask self-reflection question/s
 - Provide evidence from notes
 - Share resources and supports
3. Present evidence and rating connected to the rubric.

H. FINAL HOLISTIC RATING OF TEACHER EFFECTIVENESS- FULL EVAL

Final Holistic Rating of Teacher Effectiveness—Full Evaluation

	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Formal Holistic Observation (followed by conference)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal Focused Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus Area(s): <input type="checkbox"/> Focus for Learning <input type="checkbox"/> Knowledge of Students <input type="checkbox"/> Lesson Delivery <input type="checkbox"/> Classroom Environment <input type="checkbox"/> Assessment of Student Learning <input type="checkbox"/> Professional Responsibilities				
Professional Growth Plan (or Improvement Plan) Goal(s): (Goal prepopulates from the earlier entry)				
Evaluator Comments:				
Teacher Comments:				
Final Holistic (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐ Check here if Improvement Plan has been recommended.

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

I. FINAL HOLISTIC RATING OF TEACHER EFFECTIVENESS- ACCOMPLISHED OR SKILLED CARRY FORWARD

Final Holistic Rating of Teacher Effectiveness—Accomplished or Skilled Carry Forward

Professional Growth Plan Goal(s) Alignment: Mark Domain Area(s): <input type="checkbox"/> Focus for Learning <input type="checkbox"/> Knowledge of Students <input type="checkbox"/> Lesson Delivery <input type="checkbox"/> Classroom Environment <input type="checkbox"/> Assessment of Student Learning <input type="checkbox"/> Professional Responsibilities Focus Area(s) Comments:	Dates: Date of Observation: Date of Conference: Comments:			
Professional Growth Plan Goal(s):	(Goal(s) prepopulate from previous entry)			
Progress on Professional Growth Plan Goal(s):	<input type="checkbox"/> Progress Made (By checking this box, the teacher will continue with rating as per schedule until time for a full evaluation cycle.)		<input type="checkbox"/> Insufficient Progress Made (By checking this box, the teacher will automatically be placed on a full evaluation cycle the following school year.)	
Evaluator Comments:				
Teacher Comments:				
Final Holistic (Overall) Rating: Pre-Populated in OhioES Portal	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
• Carry forward from previous rating				

☐ End of Cycle (Full evaluation required in the next school year)

☐ Check here if Improvement Plan has been recommended.

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

J. HIGH-QUALITY STUDENT DATA VERIFICATION FORM

High-Quality Student Data Verification Form

Teacher Name:

Evaluator Name:

Content Area(s):

Grade Level(s):

List sources of High-Quality Student Data used to inform instruction. Value-added data must be used as one source if available.

1.

2.

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- Align to learning standards
- Measure what is intended to be measured
- Be attributable to a specific teacher for course(s) and grade level(s) taught
- Demonstrate evidence of student learning (achievement and/or growth)
- Follow protocols for administration and scoring
- Provide trustworthy results
- Not offend or be driven by bias

AND

The teacher must use the data generated from the high-quality student data instrument by:

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class as well as individual students
- Informing instruction, adapting instruction to meet student need based upon the information gained from the data analysis
- Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards

Comments:

Teacher Signature:

Date:

HQSD Approval Signature:

Date:

Using High-Quality Student Data to Inform Instruction and Enhance Practice

Choosing and using high-quality student data (HQSD) to guide instructional decisions and meet student learning needs is key in making sound instructional decisions for students. The teacher evaluation will use at least two measures of district-determined high-quality student data to **provide evidence of student learning attributable to the teacher** being evaluated. When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable.*

It is recognized that there are many types of data that can be used to support student learning, and the data include much more than just test scores. *These types of data and their uses are important and should continue to be used to guide instruction and address the needs of the whole child but may not meet the definition of high-quality student data for the purpose of teacher evaluation.*

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- ☐ Align to learning standards
- ☐ Measure what is intended to be measured
- ☐ Be attributable to a specific teacher for course(s) and grade level(s) taught
- ☐ Demonstrate evidence of student learning (achievement and/or growth)
- ☐ Follow protocols for administration and scoring
- ☐ Provide trustworthy results
- ☐ Not offend or be driven by bias

AND

The teacher must use the data generated from the high-quality student data instrument by:

- ☐ Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning
- ☐ Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class as well as individual students
- ☐ Informing instruction, adapting instruction to meet student need based upon the information gained from the data analysis
- ☐ Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards

* LEGAL REFS. ORC 3319.111; 3319.112

K. ARTIFACT EXAMPLES

<i>Instruction and Assessment – Classroom Environment</i>				
<i>Rapport</i>	<i>Routines</i>	<i>Instructional Time/Transitions</i>	<i>Engagement</i>	<i>Classroom Management</i>
<ul style="list-style-type: none"> • Posted norms/rules • Class motto • Mission Statement • Student Incentives • Code of Conduct • Office Referrals • Parent contact log with notations of behavior • Student behavior checklists • Behavior Management Plan • Examples of getting to know students 	<ul style="list-style-type: none"> • Performance action plan • Grouping plan • Classroom transition plan • Materials and supplies management plan • Homework policy/plan/procedures • Teaching routine checklist • Procedure/routines for non-instructional duties • Daily, weekly routine, schedules 	<ul style="list-style-type: none"> • Specific learning activities are used to address objectives • Lesson plans indicate use of instructional techniques • Student data indicates an effective use of instructional techniques • Essential questions used to expand critical thinking skills • Open ended projects including multiple solutions • Class debates to defend solutions • The use of technology literacy to create original products • Students are engaged in the skills of analysis, synthesis, and interpretation 	<ul style="list-style-type: none"> • Students participate in evaluating the environment of the classroom • Students participate in teamwork activities • Students are provided with real life examples • Structure and pacing of lesson • Grouping of students • Examples of student rubrics • Examples of work completed checklist • Examples of workstations • Notes on strategies for students • Class meeting notes • Examples of cooperative group activities 	<ul style="list-style-type: none"> • Students are self-directed in classroom management • Refines the use of motivation and engagement strategies • Written examples of routines • Opening activities • “When you are finished” sign • “Ask three before me” • Building behavior programs • Seating charts • Procedures • Examples of visual aids • Substitute plan folder

<i>INSTRUCTIONAL PLANNING – FOCUS ON LEARNING, ASSESSMENT DATA, PRIOR CONTENT KNOWLEDGE, KNOWLEDGE OF STUDENTS</i>			
<i>Focus on Learning</i>	<i>Assessment Data</i>	<i>Prior Content Knowledge/Connections</i>	<i>Knowledge of Students</i>
<ul style="list-style-type: none"> • Standards/pacing guides with notations • Research articles on content and pedagogical approaches • Lesson plans • Units of Study • Pre-Conference • Task analysis of prerequisite skills • Examples of Topic-Do-LOT at beginning of lesson • Student work samples • Technology links • Modifications • Extension and enrichment activities • Differentiation samples • Copies of quizzes, tests, assignments • Examples of journaling and autobiographies • Examples of student projects • Examples of objectives and goals • Clear expectations 	<ul style="list-style-type: none"> • Data analysis, test score, data notebook (Testingwerks) • Assessments • IEP's, 504 Modification plans • Pre-Conference • OAA or OGT results from previous year • District benchmarks (DIBELS, STAR, etc.) • Creation of leveled groups based on pre and post assessments 	<ul style="list-style-type: none"> • Standards /Goals/Pacing Guides • Spreadsheet for tracking different instruction • Units of Study • IEP's, Modification plans • Differentiation plan • Lesson plans • Units of study • Pacing guides/instructional maps • Modification plans • Examples of formative assessment: entrance slips/exit slips • Examples of daily essential questions, goals, and objectives 	<ul style="list-style-type: none"> • Child development research • Child development charts • Student learning profiles • Student surveys and inventories of learning styles • Examples of aligning special service to curriculum

<u>PROFESSIONALISM</u>			
<i>Communication with Student and Families</i>	<i>Communication with Colleagues</i>	<i>Ethical Standards</i>	<i>Short- and Long-Term Goals</i>
<ul style="list-style-type: none"> • Lesson Plans • Units of study • Graphic Organizers • Learning Expectations • Printed directions and/or procedures • Modification plans • Teacher's peer review or feedback • Learning Contracts • Contact log • Web Site (Current) • Notes sent and received from home • Newsletter • Syllabus • Parent/Teacher Conference Records • Pre-Orientation Night Sign In • Parent letters and emails • Examples of specific report card comments • Examples of progress monitoring data and plans changed based on progress • Examples of attendance, grades, conference forms, report cards, anecdotal records, parent contacts logs, portfolios, etc. 	<ul style="list-style-type: none"> • Grade level meetings notes • Department meeting notes • School Projects • District Level Projects • Professional Portfolio • Teacher Facilitated Professional Development • Department Chair • Committee Chair • Course work • Professional Development Print Out • Individual Growth Plan • Research Material Folder • Mentor • Leadership Roles • Documented Recommendations • Published articles • District, building committees • Presentations made 	<ul style="list-style-type: none"> • Participates in professional development to improve performance • Seeks additional resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent • Collaborates with others to shape educational goals, policies, and decisions • Consistently follows all school, system, and classroom policies • Holds National Board Certification • Consistently maintains professional behavior in the classroom, meetings and school functions • Keeps material confidential • Keeps accurate student discipline log, communication log, and grade book • Completes lesson plans for daily instruction 	<ul style="list-style-type: none"> • Reflection sheets or goals • Notes on lesson reflections and ideas for improvement

Grades 6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects

History/Social Studies

Grades 6-8

Key Ideas and Details:

- [CCSS.ELA-LITERACY.RH.6-8.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources.
- [CCSS.ELA-LITERACY.RH.6-8.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- [CCSS.ELA-LITERACY.RH.6-8.3](#)
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

- [CCSS.ELA-LITERACY.RH.6-8.4](#)
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- [CCSS.ELA-LITERACY.RH.6-8.5](#)
Describe how a text presents information (e.g., sequentially, comparatively, causally).
- [CCSS.ELA-LITERACY.RH.6-8.6](#)
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

- [CCSS.ELA-LITERACY.RH.6-8.7](#)
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- [CCSS.ELA-LITERACY.RH.6-8.8](#)
Distinguish among fact, opinion, and reasoned judgment in a text.
- [CCSS.ELA-LITERACY.RH.6-8.9](#)
Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

- [CCSS.ELA-LITERACY.RH.6-8.10](#)
By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 9-10

Key Ideas and Details:

- [CCSS.ELA-LITERACY.RH.9-10.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- [CCSS.ELA-LITERACY.RH.9-10.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- [CCSS.ELA-LITERACY.RH.9-10.3](#)
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

- [CCSS.ELA-LITERACY.RH.9-10.4](#)
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- [CCSS.ELA-LITERACY.RH.9-10.5](#)
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- [CCSS.ELA-LITERACY.RH.9-10.6](#)
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

- [CCSS.ELA-LITERACY.RH.9-10.7](#)
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- [CCSS.ELA-LITERACY.RH.9-10.8](#)
Assess the extent to which the reasoning and evidence in a text support the author's claims.
- [CCSS.ELA-LITERACY.RH.9-10.9](#)
Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

- [CCSS.ELA-LITERACY.RH.9-10.10](#)
By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12

Key Ideas and Details:

- [CCSS.ELA-LITERACY.RH.11-12.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- [CCSS.ELA-LITERACY.RH.11-12.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- [CCSS.ELA-LITERACY.RH.11-12.3](#)
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

- [CCSS.ELA-LITERACY.RH.11-12.4](#)
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- [CCSS.ELA-LITERACY.RH.11-12.5](#)
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- [CCSS.ELA-LITERACY.RH.11-12.6](#)
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

- [CCSS.ELA-LITERACY.RH.11-12.7](#)
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- [CCSS.ELA-LITERACY.RH.11-12.8](#)
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- [CCSS.ELA-LITERACY.RH.11-12.9](#)
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

- [CCSS.ELA-LITERACY.RH.11-12.10](#)
By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Science and Technical Subjects

Grades 6-8

Key Ideas and Details:

- [CCSS.ELA-LITERACY.RST.6-8.1](#)
Cite specific textual evidence to support analysis of science and technical texts.
- [CCSS.ELA-LITERACY.RST.6-8.2](#)
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- [CCSS.ELA-LITERACY.RST.6-8.3](#)
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure:

- [CCSS.ELA-LITERACY.RST.6-8.4](#)
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
- [CCSS.ELA-LITERACY.RST.6-8.5](#)
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- [CCSS.ELA-LITERACY.RST.6-8.6](#)
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas:

- [CCSS.ELA-LITERACY.RST.6-8.7](#)
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- [CCSS.ELA-LITERACY.RST.6-8.8](#)
Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- [CCSS.ELA-LITERACY.RST.6-8.9](#)
Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity:

- [CCSS.ELA-LITERACY.RST.6-8.10](#)
By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently

Grades 9-10

Key Ideas and Details:

- [CCSS.ELA-LITERACY.RST.9-10.1](#)
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- [CCSS.ELA-LITERACY.RST.9-10.2](#)
Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- [CCSS.ELA-LITERACY.RST.9-10.3](#)
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure:

- [CCSS.ELA-LITERACY.RST.9-10.4](#)
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.
- [CCSS.ELA-LITERACY.RST.9-10.5](#)
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
- [CCSS.ELA-LITERACY.RST.9-10.6](#)
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas:

- [CCSS.ELA-LITERACY.RST.9-10.7](#)
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- [CCSS.ELA-LITERACY.RST.9-10.8](#)
Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- [CCSS.ELA-LITERACY.RST.9-10.9](#)
Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity:

- [CCSS.ELA-LITERACY.RST.9-10.10](#)
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12

Key Ideas and Details:

- [CCSS.ELA-LITERACY.RST.11-12.1](#)
Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- [CCSS.ELA-LITERACY.RST.11-12.2](#)
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- [CCSS.ELA-LITERACY.RST.11-12.3](#)
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure:

- [CCSS.ELA-LITERACY.RST.11-12.4](#)
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- [CCSS.ELA-LITERACY.RST.11-12.5](#)
Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- [CCSS.ELA-LITERACY.RST.11-12.6](#)
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas:

- [CCSS.ELA-LITERACY.RST.11-12.7](#)
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- [CCSS.ELA-LITERACY.RST.11-12.8](#)
Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- [CCSS.ELA-LITERACY.RST.11-12.9](#)
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity:

- [CCSS.ELA-LITERACY.RST.11-12.10](#)
By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

MARZANO'S NINE ESSENTIAL INSTRUCTIONAL STRATEGIES

1. IDENTIFYING SIMILARITIES AND DIFFERENCES
2. SUMMARIZING AND NOTE TAKING
3. REINFORCING EFFORT AND PROVIDING RECOGNITION
4. HOMEWORK AND PRACTICE
5. NONLINGUISTIC REPRESENTATIONS
6. COOPERATIVE LEARNING
7. SETTING OBJECTIVES AND PROVIDING FEEDBACK
8. GENERATING AND TESTING HYPOTHESES
9. CUES, QUESTIONS, AND ADVANCE ORGANIZERS

1. IDENTIFYING SIMILARITIES AND DIFFERENCES

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

Applications:

- * Use Venn diagrams or charts to compare and classify items.
- * Engage students in comparing, classifying, and creating metaphors and analogies.

2. SUMMARIZING AND NOTE TAKING

These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Applications:

- * Provide a set of rules for creating a summary.
 - * When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.
- ~Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.

Applications:

- * Use teacher-prepared notes.
- * Stick to a consistent format for notes, although students can refine the notes as necessary.

3. REINFORCING EFFORT AND PROVIDING RECOGNITION

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Applications:

- * Share stories about people who succeeded by not giving up.
 - * Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.
- ~According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.
- #### Applications:
- * Find ways to personalize recognition. Give awards for individual accomplishments.
 - * "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

4. HOMEWORK AND PRACTICE

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework.

Applications:

- * Establish a homework policy with advice-such as keeping a consistent schedule, setting, and time limit-that parents and students may not have considered.
- * Tell students if homework is for practice or preparation for upcoming units.
- * Maximize the effectiveness of feedback by varying the way it is delivered.

~Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

- * Assign timed quizzes for homework and have students report on their speed and accuracy.
- * Focus practice on difficult concepts and set aside time to accommodate practice periods.

5. NONLINGUISTIC REPRESENTATIONS

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

- * Incorporate words and images using symbols to represent relationships.
- * Use physical models and physical movement to represent information.

6. COOPERATIVE LEARNING

Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.

Applications:

- * When grouping students, consider a variety of criteria, such as common experiences or interests.
- * Vary group sizes and objectives.
- * Design group work around the core components of cooperative learning-positive interdependence, group processing, and appropriate use of social skills, face-to-face interaction, and individual and group accountability.

7. SETTING OBJECTIVES AND PROVIDING FEEDBACK

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

Applications:

- * Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.
- * Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

~Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

Applications:

- * Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.
- * Keep feedback timely and specific.
- * Encourage students to lead feedback sessions.

8. GENERATING AND TESTING HYPOTHESES

Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

Applications:

- * Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.
- * Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advance Organizers

Cues, questions, and advanced organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

- * Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
- * Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

Knowledge

- o Remembering
- o Memorizing
- o Recognizing
- o Recalling/Identifying
- o Recall of Information
 - who, what, when, where, how...?
 - Describe

Comprehension

- o Interpreting
- o Translating from one medium to another
- o Describing in one's own words
- o Organization and selection of facts and ideas
 - retell

Application

- o Problem solving
- o Applying information to produce some result
- o Use facts, rules, and principles
 - How is...an example of...?
 - How is...related to...?
 - Why is...significant?

Analysis

- o Subdividing something to show how it is put together
- o Finding the underlying structure of communication
- o Identifying motives
- o Separation of a whole into component parts
 - What are the parts or features of...?

- Classify...according to...
- Outline/diagram...
- How does...compare/contrast with...?
- What evidence can you list for...?

Synthesis

- o Creating a unique, original product that may be in verbal form or may be a physical object
- o Combination of ideas to form a new whole
 - What would you predict/infer from...?
 - What ideas can you add to...?
 - What might happen if you combined...?
 - What solutions would you suggest for...?

Evaluation

- o Making value decision about issues
- o Resolving controversies or differences of opinion
- o Development of opinions, judgments, or decisions
 - Do you agree...?
 - What do you think about...?
 - What is the most important...?
 - Place the following in order of priority...
 - How would you decide about...?
 - What criteria would you use to assess...?

DIFFERENTIATION

Low and High Prep Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning *and* to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. In addition, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

LOW PREP STRATEGIES	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations "orbit" or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)

HIGH PREP STRATEGIES	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Readers' Workshop (Writers' Workshop is a parallel strategy)	The Readers' Workshop approach involves students in three types of activities: <ul style="list-style-type: none"> • Mini-lessons (5-10 minutes) on some aspect of literature or a reading strategy. • Independent Reading Time (30-40 minutes), where students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading. • Sharing Time (10 minutes), where students share with another person their journal entries and the other person gives feedback.
Stations/ Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tape recorded materials at different levels	Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.

Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”)	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or the teacher assigns) three adjacent or diagonal.</p> <p>To design a tic-tac-toe board:</p> <ul style="list-style-type: none"> - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
Choice Boards	<p>Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.</p>

- o For additional assistance on differentiation, visit Carol Tomlinson’s website at <http://caroltomlinson.com> .

ASSESSMENT LITERACY

Source: The Ohio Department of Education Assessment Literacy Training

<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments>

When the purpose of an assessment is to determine what a student has learned after an extended interval of instruction, such as an end-of-course emphasis should be placed on the standards identified as learning priorities. In such cases teachers should narrow the focus of the assessment to those learning priorities that represent the most essential knowledge and skills that students should know. Some things that should be considered when selecting these learning priorities include:

- o Longevity -- Does the intended learning address knowledge and skills that are important for the student to know this year and in years to come?
- o Leverage – Does the intended learning address knowledge and skills that are important for other content areas? For example, the ability to interpret charts and graphs is important in many content areas.
- o Levels – Does the intended learning address knowledge and skills that will be important for the student to know in the next school year?

These are guidelines, and it is not necessary that all three of these criteria be met for a standard to be considered a priority. However, those that do meet all three criteria should be priorities. It is also important to emphasize that the selection of learning priorities is best done collaboratively -horizontally and vertically - with other educators.

HOW DO I DETERMINE WHICH ASSESSMENT METHOD TO USE TO ASSESS A STANDARD?

- o No single assessment method is superior to any other, but the case can be made that some methods are stronger matches for some learning targets. Selected Response, Constructed Written Response, and Performance Assessments are all possible choices depending on the learning targets to be assessed and the purpose of the assessment. Working together with colleagues to make the decisions about the best match for each learning target is preferred.
- o Selected Responses (Matching, True/False, Fill-in the Blank and Multiple Choice) are good matches when assessing recall or knowledge. Constructed Written Responses (Short Answer, Extended Response) are useful when assessing understanding or reasoning. Remember to have a written scoring guide or rubric already created; it is suggested you share rubrics with the students in advance as well. Performance Assessments are useful choices when a product needs to be reviewed or a performance needs to be observed. A written rubric is also necessary for Performance Assessments.

IS IT APPROPRIATE TO ASSESS HIGHER-LEVEL THINKING WITH MULTIPLE CHOICE ITEMS?

- o The appropriateness of an assessment method (for example, multiple choice or other selected response methods) depends on the purpose and context of the assessment. When speaking of “higher-level thinking,” we are usually referring either to higher levels of Bloom’s Taxonomy or higher levels of Webb’s Depth of Knowledge (DOK). While it is not impossible to assess higher-level thinking (for example, DOK level 3) with multiple choice items, it may not serve the purpose well. For example, a student may be asked to evaluate a situation in which they must draw a conclusion based on evidence from a text. It is possible to structure an item such that the student must reason through the question and pull information together, justifying their reasoning in their mind in order to select the correct response(s).
- o However, it is very difficult to write such items well, and higher-level thinking tasks often involve an extended period of time to perform. It is also important to keep the purpose of the assessment in mind. If the purpose is for the student to *demonstrate* mastery of the knowledge and skills in a DOK 3 standard (which is usually what is desired), then constructed response or performance would be more suitable assessment methods, since these methods require the student to show their reasoning more directly.

HOW CAN I IMPROVE THE QUALITY OF MY ASSESSMENT ITEMS?

- o Generally speaking, the quality of an assessment item begins with the alignment of the item to the standard or learning target being assessed and the instruction given. First, make sure that the standard, instruction and assessment item are all aligned, regarding both content AND rigor.
- o Secondly, match the item type to the standard. To do this, consider which assessment method (i.e. selected response, constructed response, performance, etc.) will best allow a student to demonstrate learning of the standard. Finally, every item type is different when it comes to attributes of quality

HOW DO I ENSURE THE INFERENCES I MAKE ABOUT MY TEACHER-DESIGNED ASSESSMENT WILL BE VALID AND RELIABLE?

It is certainly more challenging to determine if a teacher-designed assessment is valid and reliable. Using the below checklist is a good first step:

Checklist for Selecting Appropriate Assessments
This checklist should be completed prior to SLO approval to ensure that the assessment chosen meets the basic requirements.

Alignment to Standards: <i>Is the Learning Objective clearly reflected in the assessment measure?</i>			
Yes	Somewhat	No	
			All items in the assessment align to the standard(s) addressed in the SLO.
			The assessment measure addresses the full range of topics and skills included in the SLO.
			The focus of the assessment mirrors the focus of the curriculum and standards.
			The items or task match the full range of cognitive thinking required during the course.
			The assessment requires students to engage in higher order thinking where appropriate.
Comments:			
Stretch: <i>Will all students be able to demonstrate growth on this assessment?</i>			
Yes	Somewhat	No	
			The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.
			Test items cover knowledge and skills that will be of value beyond the school year.
Comments:			
Validity and Reliability: <i>Is the assessment measure a valid and reliable tool for the intended purpose?</i>			
Yes	Somewhat	No	
			The assessment does not include overly complex vocabulary.
			Items or tasks are written clearly and concisely.
			Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments.
			The teacher has a plan for administering assessments consistently across classes.
Comments:			

In addition, the considerations listed below will also help to improve the validity and reliability of your locally-designed assessments:

Below are some considerations for improving validity:

- o Ensure a representative distribution of assessment items.
- o Ensure assessment items are aligned to standards and course learning targets.
- o Ensure assessment items are assessing the standards at the appropriate cognitive complexity level.
- o Ensure that other content experts review the assessment.

Below are some considerations for improving reliability:

- o Avoid ambiguous test questions.
- o Provide clear and consistent directions.
- o Develop a systemic administration procedure.
- o Ensure consistent use of rubrics.
- o Use multiple scorers (when possible) for items that are not selected response.

HOW DO I INCLUDE STRETCH IN MY ASSESSMENT?

- o To have sufficient stretch, an assessment must contain questions that vary in complexity. The assessment should contain both basic and advanced knowledge and skill questions so that both low-performing and high-performing students can demonstrate growth. One way to do this on an assessment is to consider questions for a particular standard at different depths of knowledge. Karin Hess's Cognitive Rigor Matrix can be especially helpful for creating assessment items with stretch:

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

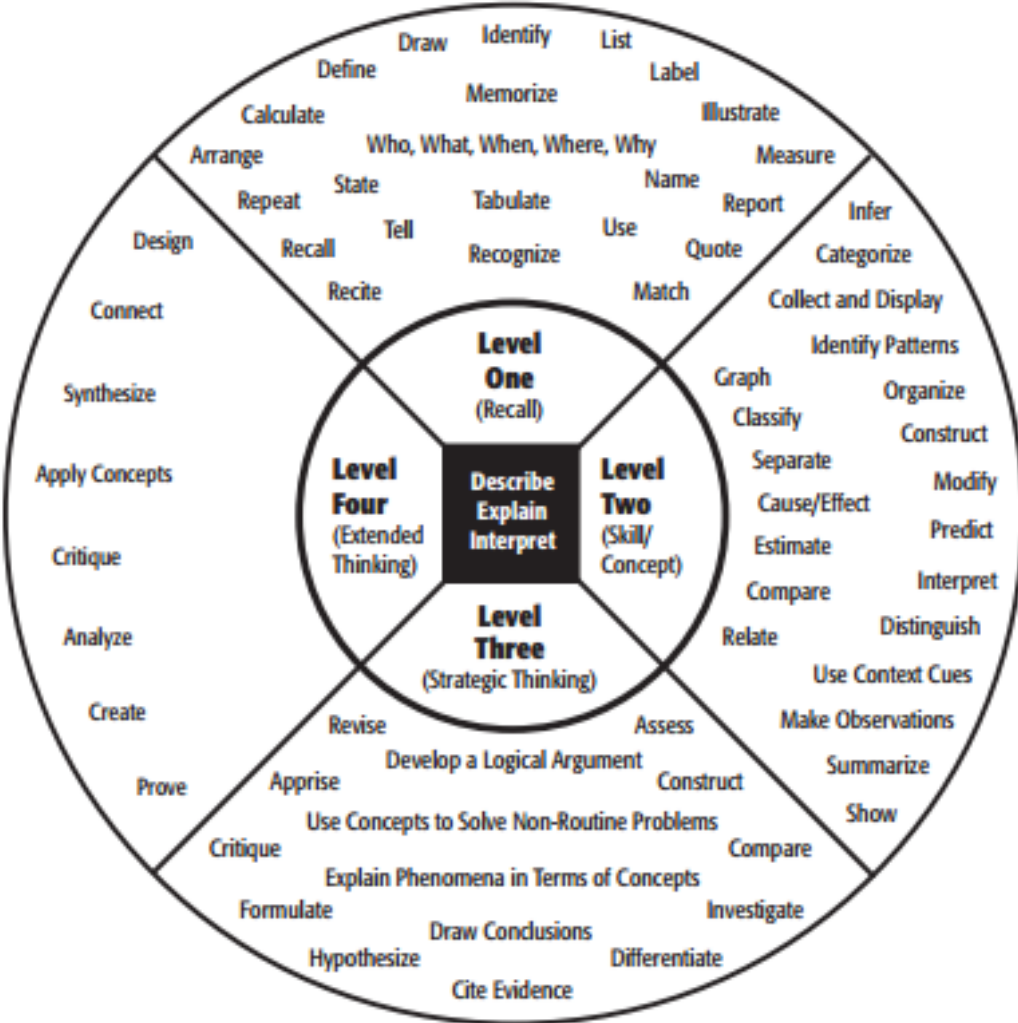
Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> o Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts o Read words orally in connected text with fluency & accuracy 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> o Identify or describe literary elements (characters, setting, sequence, etc.) o Select appropriate words when intended meaning/definition is clearly evident o Describe/explain who, what, where, when, or how o Define/describe facts, details, terms, principles o Write simple sentences 	<ul style="list-style-type: none"> o Specify, explain, show relationships; explain why, cause-effect o Give non-examples/examples o Summarize results, concepts, ideas o Make basic inferences or logical predictions from data or texts o Identify main ideas or accurate generalizations of texts o Locate information to support explicit-implicit central ideas 	<ul style="list-style-type: none"> o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) o Identify/ make inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text o Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> o Explain how concepts or ideas specifically relate to other content domains or concepts o Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> o Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use o Apply basic formats for documenting sources 	<ul style="list-style-type: none"> o Use context to identify the meaning of words/phrases o Obtain and interpret information using text features o Develop a text that may be limited to one paragraph o Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> o Apply a concept in a new context o Revise final draft for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text 	<ul style="list-style-type: none"> o Illustrate how multiple themes (historical, geographic, social) may be interrelated o Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> o Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) o Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> o Categorize/compare literary elements, terms, facts/details, events o Identify use of literary devices o Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts o Distinguish: relevant-irrelevant information; fact/opinion o Identify characteristic text features; distinguish between texts, genres 	<ul style="list-style-type: none"> o Analyze information within data sets or texts o Analyze interrelationships among concepts, issues, problems o Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text o Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes o Analyze complex/abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> o Cite evidence and develop a logical argument for conjectures o Describe, compare, and contrast solution methods o Verify reasonableness of results o Justify or critique conclusions drawn 	<ul style="list-style-type: none"> o Evaluate relevancy, accuracy, & completeness of information from multiple sources o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	<ul style="list-style-type: none"> o Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> o Synthesize information within one source or text o Develop a complex model for a given situation o Develop an alternative solution 	<ul style="list-style-type: none"> o Synthesize information across multiple sources or texts o Articulate a new voice, alternate theme, new knowledge or perspective

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For full article, go to www.nciea.org

WHY DO I NEED TO LEARN ABOUT WEBB'S DEPTH OF KNOWLEDGE (DOK)?

- o Depth of Knowledge (DOK) was created by Norman Webb for the purpose of aligning assessments and assessment items to the cognitive complexity level of the standards they were designed to assess. The DOK level is determined by the degree of mental processing required of the student to meet the objectives of a particular standard, assessment item or instructional activity.
- o The DOK level focuses on how deeply a student needs to understand the content. Understanding the DOK level of the standard will help teachers create assessment items that accurately assess the standard at the expected level of rigor. A graphic of Webb's DOK is below:


Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wiscwisc.edu/WAT/index.aspx>>

Considerations for Designing High-Quality Assessment Items

Problem	Weaker	Stronger
1. Un-Related Stimulus	 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Solve the following: $2,348 + 1,172 =$ $5,222 + 8,799 =$ $9,411 + 1,993 =$ </div>	Solve the following: $2,348 + 1,172 =$ $5,222 + 8,799 =$ $9,411 + 1,993 =$
2. Vague Stem	Ohio: A. has a cardinal on its state flag. B. is the 3 rd largest state. C. was a key stop on the Underground Railroad. D. became a state in 1812.	What is one reason Ohio was a key stop on the Underground Railroad? A. The state constitution did not address slavery. B. There were many active abolitionist in the state. C. It was conveniently located. D. Industry was booming in Ohio during this time period.
3. Negatively-Worded Stem	Which of the following was NOT a surrealist painter?	Which of the following is a surrealist painter?
4. Wordy Stem	Langston Hughes, an American poet who became famous during the Harlem-Renaissance, uses which of the following poetic devices in his poem <i>A Raisin in the Sun</i> ?	Which of the following poetic devices does Langston Hughes use in his poem <i>A Raisin in the Sun</i> ?
5. Cueing Stem	An example of a fruit is an A. Carrot B. Bean C. Potato D. Orange	Which of the following is an example of a fruit? A. Carrot B. Bean C. Potato D. Orange

Problem	Weaker	Stronger
6. Repeated Phrases in Answer Options	Every organism is made of cells and every cell comes from another cell. This is A. The theory of relativity B. The theory of chaos C. The theory of heat D. The theory of cells	Every organism is made of cells and every cell comes from another cell. This is the theory of A. Relativity B. Chaos C. Heat D. Cells
7. Non-Plausible Answer Options	Who was the 21 st President of the United States? A. The War of 1812 B. George Washington C. Chester Arthur D. Nemo	Who was the 21 st President of the United States? A. Andrew Johnson B. Millard Fillmore C. Chester Arthur D. Franklin Pierce
8. Lack of Distractors in Answer Options	Which angle would be complementary to 82°? A. 8° B. 41° C. 11° D. 59°	Which angle would be complementary to 82°? A. 8° B. 18° C. 78° D. 98°
9. Answers Options Not the Same Length	Something that is <i>opulent</i> is A. Plain B. Transparent C. Thick D. Ostentatiously rich and luxurious or lavish	Something that is <i>opulent</i> is A. Plain B. Transparent C. Thick D. Lavish
10. All of/ None of the Above" options	The season of Winter occurs during A. December B. January C. February D. All of the Above	The season of Winter occurs during A. April B. January C. November D. June