



# STOTES

*Stow-Munroe Falls Schools  
Ohio Teaching Evaluation System*



*Professional Evaluation Handbook*

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\*This handbook can be accessed on the Stow-Munroe Falls City School District Web Page

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## Professional Appraisal Handbook 2013-2014

Note: The language provided in this document applies only to those teachers who are subject to the Ohio Teacher Evaluation System (OTES) per the requirements of sections 3319.111 and 3319.112 of the Ohio Revised Code (see Application language below). The evaluation of other personnel shall be developed by an evaluation committee, which contains representatives from positions affected, and will be closely aligned to the evaluation system that is in place for impacted personnel (with the exception of student growth measures).

### PURPOSES

A The Teacher Evaluation should:

- Provide an objective measure for assessing a teacher's work performance
- Inform instruction
- To assist teachers and administrators in identifying and developing best educational practices in order to provide the greatest opportunity for student learning and achievement
- Serve as a basis for personnel decisions including *reassignments, continuing contract status, limited contract renewal, or contract non-renewal or termination*

In accordance with HB153 and Ohio Revised Code 3319.112, the rubric describes the four levels of teacher performance for each standard area. Each performance rating can be described in more general terms as a holistic rating of teacher performance:

### **LEVELS OF PERFORMANCE**

#### **ACCOMPLISHED**

A rating of *Accomplished* indicates that the teacher is a leader and model in the classroom, school, and district exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.

#### **SKILLED**

A rating of *Skilled* indicates that the teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced teachers.

#### **DEVELOPING**

A rating of *Developing* indicates that the teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. The teacher is making progress but requires ongoing professional support for necessary growth to occur.

#### **INEFFECTIVE**

A rating of *Ineffective* indicates that the teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan.

#### **EVALUATION TIMELINE:**

Self-Assessment – August/September

Professional Growth-

- Growth Plan developed in conjunction with evaluator
- Improvement Plan if Applicable

Formative Assessment of Teacher Performance

- Mid-year Review Conference – in conjunction with evaluator
- Review of Professional Growth or Improvement Plan

Summative Evaluation – April/May

- Final Review conference – in conjunction with evaluator
- Completed both Formal Observations – May 1
- Completed Performance Rubric & Final Summative Rating of Teacher Effectiveness – in conjunction with evaluator by May 10

\*Every effort will be made to avoid days before breaks or holidays

## Frequency of Evaluation Cycle

Teachers will be evaluated yearly according to the following cycle:

- Accomplished teachers may be evaluated every three years.
- Skilled teachers may be evaluated every two years.

Such teachers must meet and maintain the following requirements:

- Have student growth scores (SGM) at ratings of “average” and/or above.
- A credentialed evaluator shall conduct at least one observation and at least one conference with the teacher for each year the evaluation cycle is deferred.

Additionally, an evaluation cycle will not be implemented for any teacher who has:

- submitted an official notice of retirement on or before December 1st of the school year.
- Has or will be on leave for fifty percent or more of the school year.

## Standard 1: Students

Teachers understand student learning and development and respect the diversity of the students they teach.

### **Narrative Summary**

A thorough understanding of how students learn is essential to quality teaching. Effective teachers must understand the processes and strategies students use to construct knowledge, and use this understanding to create learning activities appropriate for students' ages, abilities and learning styles. Effective teachers understand the impact of students' backgrounds and experiences on their learning. They connect instruction to students' needs, interests and prior knowledge. They understand the abilities and talents of their students, and use that knowledge to determine appropriate learning activities and identify resources for students that foster rich learning opportunities. Teachers' sense of efficacy results in their persistence to help all students learn and achieve high levels.

### **Elements**

- 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- 1.3 Teachers expect that all students will achieve to their full potential.
- 1.4 Teachers model respect for students' diverse cultures, language skills and experiences.
- 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

### **Teacher Performance Rubric Connections**

Prior Content Knowledge/Sequence/Connections  
Knowledge of Students  
Differentiation  
Classroom Environment

## Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

### **Narrative Summary**

A deep understanding of content is essential for teachers to have the power to positively impact student learning and achievement. Teachers must understand the structures and the history of the content they teach and recognize that the content is not static, but complex and evolving. Effective teachers demonstrate a deep and reflective understanding of content specific practices, processes and vocabulary. They connect the content and skills of their disciplines to the Ohio academic content standards and are committed to staying abreast of current research and development within their disciplines. These teachers make content meaningful, relevant and applicable to students by making connections between the content that they teach and other content areas, real life experiences and career opportunities.

### **Elements**

- 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.
- 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.
- 2.5 Teachers connect content to relevant life experiences and career opportunities.

### **Teacher Performance Rubric Connections**

Prior Content Knowledge/Sequence/Connection  
Lesson Delivery  
Resources



## Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

### **Narrative Summary**

The professional imperative of teachers is to maximize student learning and eliminate gaps between students' potential and their performance. Toward that end, the relationship between instruction and assessment is purposeful, interdependent and recursive. Effective teachers are assessment-literate. They use multiple assessments to learn about their students, to plan and adjust instruction and to evaluate student learning. Teachers have sufficient knowledge and skills in probability and statistics to use a variety of assessment data to plan effectively for all students. Teachers use formal and informal assessment data to determine the incremental development of students based on the Ohio academic content standards. Teachers encourage students to critically examine their own work and foster their students' ability to become knowledgeable of how they learn. Teachers provide students and parents with formative assessment results and provide them with strategies to improve student learning.

### **Elements**

- 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.
- 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.
- 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

### **Teacher Performance Rubric Connections**

Assessment

## Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

### **Narrative Summary**

Effective teachers have high expectations for all students and implement strategies designed to enable all students to achieve. They continually reflect on student outcomes to make appropriate decisions resulting in increased student success. Effective teachers have a deep knowledge of the content they teach. This content knowledge allows them to effectively sequence content for learning and structure differentiated opportunities for student remediation, reinforcement or acceleration. Effective teachers use a variety of research-based instructional strategies that provide challenging and positive learning experiences for all students. These teachers build ideas and concepts logically to lead students to comprehend more complex concepts and encourage higher order creative and critical thinking skills. They use effective questioning strategies to stimulate thinking. Effective teachers explore, evaluate and integrate learning tools, including technology, to make content comprehensible to students.

### **Elements**

- 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 4.7 Teachers use resources effectively, including technology, to enhance student learning.

### **Teacher Performance Rubric Connections**

Focus for Learning  
Prior Content Knowledge/Sequence/Connections  
Instruction  
Differentiation  
Resources

## Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

### **Narrative Summary**

Teachers create a learning environment that promotes high levels of achievement for all students and in which all students feel a responsibility for their own learning. Teachers orchestrate the learning environment to maximize each student's opportunities to learn. They create a content-rich and reflective learning environment for students. Teachers recognize that students learn in a variety of formal and informal settings. They motivate students by demonstrating enthusiasm for the subject(s) they teach. Teachers create a learning environment where all students feel safe, valued and enjoy a sense of belonging.

### **Elements**

5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

5.2 Teachers create an environment that is physically and emotionally safe.

5.3 Teachers motivate students to work productively and assume responsibility for their own learning.

5.4 Teachers create learning situations in which students work independently, collaboratively, and/or as a whole class.

5.5 Teachers maintain an environment that is conducive to learning for all students.

### **Teacher Performance Rubric Connections**

Classroom environment

## Standard 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

### **Narrative Summary**

Teachers understand the role of communication in their profession and use it to foster active inquiry, and collaborative and supportive interaction in and out of the classroom. They value families as an integral component of teaching and learning. Teachers acknowledge what families have to offer and provide opportunities for them to contribute to the learning community. Teachers demonstrate respect for confidentiality with students and their families and create relationships built on trust. Teachers collaborate with their colleagues within the school learning community and in the larger community to share responsibility for the development and learning of all students. Recognizing that they can learn from each other, teachers form learning communities and engage in coaching, mentoring, modeling and work in teams to develop curriculum and assessments.

### **Elements**

6.1 Teachers communicate clearly and effectively.

6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.

6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.

6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

### **Teacher Performance Rubric Connections**

Lesson Delivery

Classroom Environment

Professional Responsibilities

## Standard 7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

### **Narrative Summary**

Teachers are professionals who must recognize that they are in a unique and powerful position to influence the future of their students. It is imperative that teachers practice the highest standards of integrity, honesty and fairness. Effective teachers grow and learn, contribute to the profession and engage in continuous professional development. Effective teachers are leaders within the school community and engage in a variety of leadership roles. They ensure student achievement and well-being by participating in decision making, initiating innovations for school change and fostering ongoing collaboration and colleagues. Teachers serve as change agents in the learning community by thinking and acting critically and addressing concerns related to inequities among students.

### **Elements**

7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.

7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

### **Teacher Performance Rubric Connections**

Professional Responsibilities

## Evaluation of Professional Staff (Teachers)

The State Board of Education recognizes the importance of evaluating teachers for the purposes of rewarding excellence, improving the quality of instruction students receive, improving student learning, strengthening professional proficiency, including identifying and correcting deficiencies, and for informing employment decisions.

Each teacher will be evaluated according to Ohio Revised Code and the Evaluation Framework (see below) which is aligned with the *Standards for the Teaching Profession* adopted under state law.

Each teacher will be evaluated using the multiple factors set forth in the State Board of Education's teacher evaluation framework. The evaluation factors are weighted as follows:

### Here are the steps for determining a final summative rating

- 1) As they submit data into the electronic Teacher and Principal Evaluation System (eTPES), districts enter ratings for each measure: teacher performance (from 1-to-4), each student growth measure (from 1-to-5) and, if selected, an alternative component (from 1-to-4).
- 2) eTPES assigns the point value that corresponds to the ratings from each component:
  - **Student growth.** This component may entail multiple measures (Value-Added scores, approved vendor assessments or student learning objectives) each with its own 1-to-5 rating. A most effective (5) rating results in 600 points; above average (4), 400 points; average (3), 300 points; approaching average (2), 200 points; and below average (1), 0 points.
  - **Teacher performance.** A rating of accomplished (4) results in 600 points; skilled (3), 400 points; developing (2), 200 points; and ineffective (1), 0 points.
  - **An approved alternative component.** If selected, an alternative component rating of level 4 results in 600 points; level 3 rating, 400 points; level 2 rating, 200 points; and level 1 rating, 0 points.
- 3) eTPES multiplies the points for each measure by the appropriate weight or percentage. The department will release business rules for how weights will be assigned for student growth measures when multiple measures are employed.

The examples on the following pages illustrate how eTPES will follow these steps to calculate a final summative rating, using the original teacher evaluation framework and the alternative framework.

### Original Teacher Evaluation Framework (50 + 50)

#### Ratings and Points

Student growth	Performance	Final summative rating
• Most Effective (5) 600	• Accomplished (4) 600	• Accomplished 600-699
• Above Average (4) 400	• Skilled (3) 400	• Skilled 300-499
• Average (3) 300	• Developing (2) 200	• Developing 100-299
• Approaching Average (2) 200	• Ineffective (1) 0	• Ineffective 0-99
• Below Average (1) 0		

Student academic growth will be measured through multiple measures which must include value-added scores on evaluations for teachers where value-added scores are available. Local boards of education may administer assessments chosen from the Ohio Department of Education's assessment list for teachers of subjects where value-added scores are not available and/or local measures of student growth using state-designed criteria and guidance.

**Example #1. Grade 4 A2 Teacher**

Mr. Wilson teaches Grade 4 and is an "A2" teacher (who teaches Value-Added courses, but not exclusively). He is using Value-Added and vendor assessments for his student growth measures. He has four different measures that need entered into eTPES (three for student growth and one for performance):

Measure		Rating	Points	Percentage or Weight	Calculation of Applied Points
Student Growth Measures 50%	Value-Added	Below Average (1)	0	25%	0
	Vendor Assessment (Science)	Above Average (4)	400	12.5%	50
	Vendor Assessment (Social Studies)	Average (3)	300	12.5%	37.5
Performance 50%		Developing (2)	200	50%	100
<b>Final Summative Rating</b>					<b>188 corresponding to Developing</b>

Using the new formula, eTPES will calculate the final summative rating by multiplying the points for each measure by the measure's weight, and then summing the applied points:

$$(0 * 25\%) + (400 * 12.5\%) + (300 * 12.5\%) + (200 * 50\%) = 187.5$$

Teachers with above expected levels of student growth will develop a professional growth plan and may choose their credentialed evaluator for the evaluation cycle.

Teachers with expected levels of student growth will develop a professional growth plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the evaluation cycle.

Teachers with below expected levels of student growth will develop an improvement plan with their credentialed evaluator. The administration will assign the credentialed evaluator for the evaluation cycle and approve the improvement plan.

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 for 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 also provide for the allocation of financial resources to support professional development.

## Classroom Walkthroughs/Informal Observation

An informal observation/classroom walkthrough is a:

- Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
- Process for giving targeted evidenced-based feedback to teachers; and
- Means for principals to visit classrooms more frequently and more purposefully.

An informal observation/classroom walkthrough is not a(n):

- Formal observation;
- “Gotcha” opportunity for supervisors or evaluators;
- Isolated event or
- Shortcut to the observation protocol required as part of the teacher evaluation process.

Classroom walkthroughs/informal observations, as part of the teacher evaluation system, may be general in nature or focused on observing a specific aspect of teacher performance. Summary data collected through a series of walkthroughs along with evidence documented through formal observations will come together to inform the teachers’ summative performance rating: *ineffective, developing, skilled or accomplished*.

### Guidelines for Informal Classroom Observations

#### Informal Observe all Teachers

All teachers benefit from informal classroom observations. Informal observations should be less than 30 minutes; therefore, conduct only as many observations in a day as you can follow up with on either the same or next day. Teachers need and deserve some type of immediate feedback.

#### Informally Observe As Often As You Can

The principal’s presence in the classroom sends a positive message to teachers: *the principal cares*. Including informal classroom observation as a school wide initiative requires consistency and frequency. Find times in the day to observe teachers at varying times of the day: *for most teachers, what occurs in the morning is much different than what occurs in the afternoon*.

#### Focusing on One or Two Areas

Although there may be no predetermined focus established (because of no pre-conference), find a focus based on the instruction, events or discussions that are occurring in the classroom. A focus may also occur based upon past conferences and the need for follow up observations.



## **Classroom Walkthroughs/Informal Observation**

### **Make Time to Follow Up**

Follow-up communication to informal classroom observations is a critical component. Follow-up will often be in writing but the evaluator should extend to the teacher an invitation to discuss any comments provided face-to-face. The evaluator may also offer resources to help teachers refine their practice.

### **Teacher Driven Observations**

While it is recognized that evaluators have many demands on their time, encouraging teachers to identify instructional periods for the evaluator to observe can be a means for the evaluator to collect evidence related to a specific focus the teacher and evaluator may be working on.

### **Types of Data**

Data collected as evidence of teacher practice may be quantitative, qualitative, or a combination of both. Quantitative data includes frequencies, distributions and other counts or tallies. For example the observer could use a checklist to tally how many questions were asked of children in the front row or children who had their hands raised versus not. The evaluator might also chart the types of questions asked (higher versus lower levels). Qualitative data can include scripted notes detailing patterns of activities, vocabulary used, and events observed. In both cases accuracy is essential to ensure the credibility of the process and the evaluator.

Teacher Evaluation System Components	Form(s)	Completed
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**Self-Assessment – August/September**

<input type="radio"/> <i>Self-Assessment Summary Tool for Teachers (not to be collected)</i>	Form	___ Fall
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**Professional Growth**

<input type="radio"/> <i>Professional Growth Plan – in conjunction with evaluator</i> <input type="radio"/> <i>Improvement Plan - if applicable</i>	Form Form	___ Fall ___ Fall
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**Formative Assessment of Teacher Performance – December/January**

<input type="radio"/> <i>Mid-Year Review Conference – in conjunction with evaluator</i> <input type="radio"/> <i>Review of Professional Growth or Improvement Plan</i>	Form No Form	___ Winter ___ Winter
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**Summative Evaluation – April/May**

<input type="radio"/> <i>Final Review Conference – in conjunction with evaluator</i> <input type="radio"/> <i>Completed both Formal Observations <b>May 1</b></i> <input type="radio"/> <i>Completed Performance Rubric &amp; Final Summative Rating of Teacher Effectiveness – in conjunction with evaluator</i> <i>Teacher-May 10</i>	Form No Form Form	___ Spring ___ Spring
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## Ohio Teacher Evaluation System

## Professional Growth Plan

### Professional Growth Plan

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement as identified in the teachers' evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial).

Self-Directed

Collaborative

Teacher

Evaluator

<p><b>Annual Focus</b></p> <p>These are addressed by the evaluator as appropriate for this teacher:</p>	<p><b>Date</b></p> <p>Record dates when discussed</p>	<p><b>Areas for Professional Growth</b></p> <p>supports needed, resources, professional development</p> <p>Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher:</p>
<p><b>Goal 1: Student Achievement/Outcomes for Students</b></p> <p><i>Goal Statement:</i></p> <p><i>Evidence Indicators:</i></p>		
<p><b>Goal 2: Teacher Performance on the Ohio Standards for the Teaching Profession</b></p> <p><i>Goal Statement:</i></p> <p><i>Evidence Indicators:</i></p>		

Evaluator Signature

Date

Teacher Signature

Date

The signatures above verify that the teacher and evaluator have discussed and agreed upon this Professional Growth Plan.

### Improvement Plan

Teacher Name: \_\_\_\_\_

Grade Level/ Subject: \_\_\_\_\_

School year: \_\_\_\_\_ Building: \_\_\_\_\_

Date of Improvement Plan Conference: \_\_\_\_\_

Written improvement plans are to be developed in the circumstances when an educator makes below expected academic growth with his/ her students AND/OR receives an overall ineffective rating or an ineffective rating on any of the components of the OTES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

**Section 1: Improvement Statement** - List specific areas for improvement as related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement
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**Section 2: Desired Level of Performance** – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Beginning Date	Ending Date	Level of Performance Specifically Describe Successful Improvement Target(s)
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**Improvement Plan (continued)**

**Section 3: Specific Plan of Action**

Describe in detail specific plans of action that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

Actions to be Taken	Sources of Evidence that Will Be Examined

**Section 4: Assistance and Professional Development**

Describe in detail specific supports that will be provided as well as opportunities for professional development.

--

Date for this Improvement Plan to Be Evaluated: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Ohio Teacher Evaluation System

Improvement 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 demonstrate the following action to be taken:

- 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 recommended course of action.

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

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.*

\*The acceptable level of performance varies depending on the teacher's years of experience. Teachers in residency—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced teachers—with five or more years of experience—are expected to meet the Skilled level or above.

**Final Summative Rating of Teacher Effectiveness**

Proficiency on Standards 50%	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Cumulative Performance Rating (Holistic Rating using Performance Rubric)				
<i>Areas of reinforcement/refinement:</i>				
Student Growth Data 50%	BELOW EXPECTED GROWTH	EXPECTED GROWTH	ABOVE EXPECTED GROWTH	
Student Growth Measure of Effectiveness				
<i>Areas of reinforcement/refinement:</i>				
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

Check here if Improvement Plan has been recommended.

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

The signatures above indicate that the teacher and evaluator have discussed the Summative Rating.  
 Note: The teacher may provide additional information to the evaluator within 10 working days of the receipt of this form, and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.

Ohio Teacher Evaluation System

Self-Assessment

Name \_\_\_\_\_

Date \_\_\_\_\_

**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.

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



### Teacher Performance Evaluation Rubric

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

INSTRUCTIONAL PLANNING		Ineffective	Developing	Skilled	Accomplished
<b>FOCUS FOR LEARNING (Standard 4: Instruction)</b>  <i>Sources of Evidence:</i> Pre-Conference  <b>Evidence</b>	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goals for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goals for student learning that align with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.	
	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.	
<b>ASSESSMENT DATA (Standard 3: Assessment)</b>  <i>Sources of Evidence:</i> Pre-Conference  <b>Evidence</b>	The teacher does not use or only uses one measure of student performance.	The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.	

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Skilled	Accomplished
<p><b>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS</b>            (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p>Sources of Evidence:            Pre-Conference</p>	<p>The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p>	<p>The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</p>	<p>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</p> <p>The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.</p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p>
Evidence				

INSTRUCTIONAL PLANNING					
Evidence	<b>KNOWLEDGE OF STUDENTS</b> <b>(Standard 1: Students)</b>  <i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference	The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.	The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.	The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.
		The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.	The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.

Instruction and Assessment				
INSTRUCTION AND ASSESSMENT				
<p><b>LESSON DELIVERY</b> (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</p> <p>Sources of Evidence: Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p><b>Ineffective</b></p> <p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p><b>Developing</b></p> <p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p><b>Skilled</b></p> <p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p><b>Accomplished</b></p> <p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>
<p><b>DIFFERENTIATION</b> (Standard 1: Students; Standard 4: Instruction)</p> <p>Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs. To make learning accessible and challenging for all students in the classroom, the teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>
<p><b>Evidence</b></p>				

Instruction and Assessment				
	Ineffective	Developing	Skilled	Accomplished
<b>RESOURCES</b> <b>(Standard 2: Content; Standard 4: Instruction)</b>  <b>Sources of Evidence:</b> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs; actively engaging students.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.
<b>Evidence</b>				

Instruction and Assessment				
INSTRUCTION AND ASSESSMENT				
	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
<p><b>CLASSROOM ENVIRONMENT</b> (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</p> <p>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</p> <p>The teacher creates a learning environment that allows for little or no communication or engagement with families.</p> <p>Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</p>	<p>The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall well-being.</p> <p>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>The teacher welcomes communication from families and replies in a timely manner.</p> <p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p> <p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p> <p>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>
Evidence				

Instruction and Assessment				
	Ineffective	Developing	Skilled	Accomplished
<b>ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)</b>  <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	<p>The teacher does not routinely use assessments to measure student mastery.</p> <p>The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.</p>	<p>The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.</p> <p>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</p> <p>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p>
	<p>The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</p> <p>The teacher does not provide students with feedback about their learning.</p>	<p>The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</p> <p>Students receive occasional or limited feedback about their performance from the teacher.</p>	<p>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</p> <p>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</p>	<p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p> <p>The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>
<b>Evidence</b>				

Professionalism					
PROFESSIONALISM		PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)	PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)	PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)	PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)
Evidence		Ineffective	Developing	Skilled	Accomplished
Sources of Evidence: Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others		The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.  The teacher fails to understand and follow regulations, policies, and agreements.	The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.  The teacher understands and follows district policies and state and federal regulations at a minimal level.	The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.  The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.	The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.  The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.



## DEFINITIONS

A. Electronic Teacher and Principal Evaluation System (eTPES): The electronic system used by the district to report to ODE aggregate final summative teacher evaluation ratings.

B. Evaluation Cycle: The period of time for the completion of the evaluation procedure. The evaluation cycle is completed when student growth measures resulting from assessments that were administered in the previous school year are combined with the teacher performance ratings resulting from performance assessments that are conducted for the current school year to assign an evaluation rating.

C. Evaluation Factors: Ohio is now using a formula based approach based on a 600 point scale on a consistent basis for all teachers.

D. Evaluation Framework: The document created and approved by the Ohio Department of Education (ODE) in accordance with section 3319.111(A) of the Ohio Revised Code that establishes the standards-based framework for the evaluation of teachers developed under section 3319.112 of the Ohio Revised Code.

E. Evaluation Rubric: The rubric used by the teacher's evaluator.

F. Evaluation Procedure: The procedural requirements set forth in this handbook to provide specificity to the statutory obligations established under sections 3319.111 and 3319.112 of the Ohio Revised Code and to conform to the framework for the evaluation of teachers developed under section 3319.112 of the Ohio Revised Code.

G. Evaluation Rating: The final summative evaluation level that is assigned to a teacher based on evaluations that are conducted. The evaluation rating is assigned at the conclusion of the evaluation cycle when the teacher performance rating is combined with the results of student growth measures where fifty percent (50%) of the evaluation rating is based on student growth measures as provided for in this agreement and fifty percent (50%) of the evaluation rating is based on a teacher performance rating as provided for in this agreement. Each completed evaluation will result in the assignment of one of the following evaluation ratings to the teacher: Accomplished, Skilled, Developing, or Ineffective based on the revised (2014) Evaluation Framework.

H. Formal Observation: Gathering evidence of Teacher Performance: Teachers will participate in a minimum of two formal observations. A formal observation consists of a visitation of a class period or the viewing of a class lesson. The observation should be conducted for an entire class period, lesson or a minimum of 30 minutes. During the classroom observation, the evaluator documents specific information related to teaching and learning. Each formal observation will be analyzed by the evaluator using the Teacher Performance Evaluation Rubric. Formal observations will not include videotaping or sound recordings except with the written permission of the teacher. Every effort will be made to avoid observations the day before a vacation break.

I. Improvement Plan: A written plan which will collaboratively be put into place with the teacher and the assigned credentialed evaluator to address any areas of refinement that is gathered during walkthroughs and formal observations. Improvement Plans are developed for a teacher by the evaluator in response to Ineffective ratings in performance and/or student growth. The Improvement Plan is intended to identify specific areas for improvement of performance and for identifying guidance and support needed to help the teacher improve. A plan of improvement may be initiated at any time during the evaluation cycle by the evaluator based on deficiencies in performance as documented by evidence collected by the evaluator. An Improvement Plan should contain measurable objectives and be completed in a timely fashion.

J. Ohio Teacher Evaluation System (OTES): The teacher evaluation system that is codified under sections 3319.111 and 3319.112 of the Ohio Revised Code.

K. Poorly Performing Teacher: A teacher who continues to receive an overall summative rating of Ineffective after receiving an Ineffective rating for a period of no less than two out of the last three years, and who takes the written examinations required pursuant to section 3319.58 of the Ohio Revised Code, and who completes a remediation and/or improvement plan during the subsequent school year.

L. Post Conference: The purpose of the post-observation conference is to provide reflection and feedback on the observed lesson and to identify strategies and resources for the teacher to incorporate into lessons to increase effectiveness. Following the lesson, the teacher reflects on the lesson and how well the student learning outcomes were met. Professional conversations between the evaluator and the teacher during the post-conference will provide the teacher with feedback on the observed lesson and may identify additional strategies and resources. The area of reinforcement and refinement from each formal observation will be reviewed with the teacher during the post-observation conference and may become part of the teacher's Professional Growth and/or Improvement Plan.

M. Pre-Conference: At the pre-conference, the evaluator and teacher discuss what the evaluator will observe during the classroom visitation. Important information is shared about the characteristics of the learners and learning environment. Specific information is also shared about the objectives of the lesson and the assessment of student learning. The conference will also give the teacher an opportunity to identify areas in which he/she would like focused feedback from the evaluator during the classroom observation.

N. Professional Growth Plan: A written plan which shall be collaboratively put into place with the teacher and the assigned credentialed evaluator, in order to foster continued teacher growth. Professional Growth Plans help teachers focus on areas of professional development that will enable them to improve their practice. Teachers are accountable for the implementation and completion of the plan and may use the plan as a starting point for the school year. The Professional Growth Plan is intended to be one academic year in duration and may support the goals of the Individual Professional Development Plan or IPDP. The Professional Growth Plan is not intended to replace the IPDP.

O. Shared Attribution: A measure to encourage collaborative goals and will include building or district value added data. This will be reviewed annually.

P. Student Growth Measure (SGM): A unit of academic growth projected for a student over specified period of time, and which has been established according to a set of procedures defined either by the value-added data system provider employed by the State of Ohio or by the school district for approved vendor assessments or locally developed student learning objectives (SLOs) or Shared Attribution.

Q. Student Learning Objective (SLO): A measurable academic growth target that a teacher or group of teachers set at the beginning of the course/term for all students or for subgroups of students to be achieved by completion of an established interval based upon baseline data gathered at the beginning of the course.

R. Teacher Performance: The assessment of a teacher's performance resulting in a performance rating. As an evaluation factor, the teacher performance dimension is based on direct observations of a teacher's practice, evidence and walkthroughs that are performed by a credentialed evaluator.

S. Teacher Standards for Ohio Educators: Standard 1: Students; Standard 2: Content; Standard 3: Assessment; Standard 4: Instruction; Standard 5: Learning Environment; Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth.

T. Teacher-Student Data Linkage (TSDL): The process of connecting the teacher(s) of record to a student(s) and/or defined group of students' achievement scores for the purpose of attributing student growth to that teacher(s).

U. Value-Added: A statistical measure of student growth over time.

V. Walk-Through: less than 30 minutes.

# Stow-Munroe Falls City School District

## Bylaws & Policies

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### 3220.01 - TEACHER EVALUATION POLICY

The Board of Education of Stow-Munroe Falls City School District adopts the following teacher evaluation policy in accordance with the standards-based statewide teacher evaluation framework adopted by the State Board of Education on November 2011. The Board acknowledges that this teacher evaluation policy aligns with the Standards for the Teaching Profession as set forth in State law. **This policy shall be reviewed annually.**

The Board directs the Superintendent to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of a collective bargaining agreement entered into on or after September 24, 2012.

#### Definition of "Teacher"

This policy applies to District employees who meet one of the following categories:

- A. A teacher working under a license issued under Ohio Revised Code (R.C.) Sections 3319.22, 3319.26, 3319.222 or 3319.226 who spends at least fifty percent (50%) of his/her time providing content-related student instruction; or
- B. A teacher working under a permanent certificate issued under R.C. 3319.222 as existed prior to September 2003 who spends at least fifty percent (50%) of his/her time providing content-related student instruction; or
- C. A teacher working under a permanent certificate issued under R.C. 3319.222 as it existed prior to September 2006 who spends at least fifty percent (50%) of his/her time providing content-related student instruction; or
- D. A teacher working under a permit issued under R.C. 3319.301 who spends at least fifty percent (50%) of his/her time providing content-related student instruction.

Principals and assistant principals shall be evaluated in accordance with the principal evaluation policy adopted by the Board in accordance with ORC 3319.02.

This policy does not apply to the superintendent, assistant superintendent(s), business manager, treasurer or "other administrator" as defined by ORC 3319.02. This policy also does not apply to substitute teachers.

#### Assigning an Effectiveness Rating

Each evaluation will result in an effectiveness rating of "Accomplished," "Skilled," "Developing," or "Ineffective." An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance and fifty percent (50%) will be attributed to multiple measures of student growth.

Teacher Performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating. The Evaluation Matrix is attached hereto as Exhibit and incorporated herein.

The Board shall annually submit to Ohio Department of Education (ODE), in accordance with ODE guidelines, the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated.

## Calculating Teacher Performance

Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs in order to gather evidence toward support of the Ohio Teacher Evaluation System (OTES) rubric. Fifty percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the following Ohio Standards for the Teaching Profession and training for credentialed evaluators:

- A. Understanding Student Learning and Development and Respecting the Diversity of the Students they Teach;
- B. Understanding the Content Area for which they have Instructional Responsibility;
- C. Understanding the Using Varied Assessment to Inform Instruction, Evaluate and Ensure Student Learning;
- D. Planning and Delivering Effective Instruction that Advances Individual Student Learning;
- E. Creating Learning Environments that Promote High Levels of Learning and Student Achievement;
- F. Collaborating and Communicating with Students, Parents, Other Educators, District Administrators and the Community to Support Student Learning; and
- G. Assuming Responsibility for Professional Growth, Performance and Involvement.

The Superintendent/designee shall select or develop, in consultation with teachers, evaluation tools to be used in calculating the Teacher Performance fifty percent (50%), which must be aligned to the Ohio Standards for the Teaching Profession and the Ohio Teacher Evaluation System Performance Rubric. The Ohio Teacher Evaluation System Performance Rubric will be the teacher evaluation tool used by the Stow-Munroe Falls City School District.

## Calculating Student Growth Measures

For purposes of the Ohio Teacher Evaluation System (OTES), "student growth" means the change in student achievement for an individual student between two or more points in time. This component of the evaluation includes some combination of the following: 1) Teacher-level Value-Added Data; 2) ODE-Approved Assessments; and/or 3) Locally-determined Measures.

- A. **Teacher-level Value-Added:** "Value-Added" refers to the value-added methodology provided by ODE. Where value-added data for grades 4-8 for English language arts and mathematics exists (via state-provided assessments), value-added data must be one of the multiple measures used in calculating student growth.
- B. **ODE Approved List of Assessments:** Assessments, if utilized by the district, must be included as one of the multiple measures of student growth. Assessments utilized must be included when calculating the fifty percent (50%) attributed to student growth measures. The Superintendent/designee, in consultation with teachers and subject to Board approval, will utilize the assessments on the approved list as he/she deems necessary and appropriate.

- C. **Locally-determined Measures:** For courses of instruction in which neither teacher level value-added data nor ODE-approved assessments are available, the Superintendent/designee, in consultation with teachers and subject to Board approval, shall establish a process in accordance with ODE guidance to create Student Learning Objectives (SLOs) to measure student growth in the courses of instruction.

For teachers defined as "A.1" under the OTES framework, student growth measures will be calculated solely based on teacher value added reports from ODE. For teachers defined as "A.2" under the OTES framework, student growth measures will be a combination of teacher value added reports from ODE and building wide shared attribution. All other teacher's student growth measures shall be determined by building wide shared attribution.

In the calculation for student academic growth, a student who has forty-five (45) or more excused and/or unexcused absences for the school year will not be included.

Data from these multiple measures will be scored on five levels in accordance with ODE guidance and converted to a score in one of three levels of student growth: 1) "Above"; 2) "Expected"; and 3) "Below."

## **Evaluation Timeline**

District administrators shall conduct an evaluation of each teacher subject to this policy at least annually. Each evaluation shall include: 1) Two (2) cycles of formal observations of at least thirty (30) minutes each; and 2) Periodic classroom walkthroughs by the evaluator. All teacher evaluations shall be completed by the first day of May and each teacher subject to this policy shall be provided with a written copy of the evaluation results by the tenth day of May.

For those teachers who are on limited or extended limited contracts pursuant to R.C. 3319.11 and who are under consideration for nonrenewal, one evaluation consisting of at least three (3) formal observations must be conducted annually by the first day of May. Each teacher on a limited or extended limited contract shall be provided with a written copy of the evaluation results by the tenth day of May.

The Board elects to evaluate a teacher receiving an effectiveness rating of "Accomplished" on the teacher's most recent evaluation conducted pursuant to this policy once every two years. Any biennial evaluation conducted under this provision must be conducted and completed by the first day of May, and the teacher shall be provided with a written copy of the evaluation results by the tenth day of May.

## **Credentialed Evaluators**

The Board will adopt a list of approved credentialed evaluators. Each teacher evaluation conducted under this policy shall be conducted by a person: 1) who is eligible to be an evaluator in accordance with R.C. 3319.111 (D); and 2) who holds a credential established by ODE for being an evaluator. Every evaluator must complete state-sponsored evaluation training and is required to pass an online credentialing assessment.

## **Professional Growth and Improvement Plans**

Teachers must develop professional growth or improvement plans based on the evaluation matrix.

Teachers who meet Above-Expected levels of student growth must develop a professional growth plan. The professional growth plan shall be the ODE model growth plan.

Teachers who meet Expected levels of student growth must develop a professional growth plan collaboratively with a credentialed evaluator for the evaluation cycle from the Board-approved list. The professional growth plan shall be the ODE model growth plan.

Teachers who meet Below-Expected levels of student growth must comply with an improvement plan developed by the credentialed evaluator assigned by the Superintendent/designee for the evaluation cycle from the Board-approved list. The improvement plan shall be the ODE model improvement plan.

## **Testing for Teachers in Core Subject Areas**

Beginning with the 2015-16 school year, teachers who teach in a "core subject area" are required to register for and take all written examinations of content knowledge selected by ODE if the teacher has received an effectiveness rating of "Ineffective" on evaluations for two of the three most recent school years. "Core subject area" means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography.

## **Retention and Promotion Decisions**

The Board adopts the following procedures to be used by district administration in making retention and promotion decisions:

- A. Teachers rated developing, proficient or accomplished based on the teacher performance rubric will be considered for retention and promotion.
  
- B. Seniority shall not be a basis for making retention decisions, except when making a decision between teachers who have comparable evaluations.

## **Removal of Poorly-Performing Teachers**

The Board adopts the following procedures to be used by district administrators in removing poorly-performing teachers:

Teachers rated ineffective based on the teacher performance rubric shall be placed on an improvement plan as approved by their credentialed evaluator. Once on an improvement plan, a teacher will be assigned a second credentialed evaluator to conduct a joint evaluation. Two (2) consecutive ineffective ratings based on the teacher performance rubric may lead to a recommendation for dismissal.

## **Professional Development**

The Board's plan for the allocation of financial resources to support professional development is as follows: Title IIA funds will be reserved to support professional development.