

Teacher/Counselor Evaluation Document

Table of Contents: Page 1

Teacher/Counselor Evaluation FAQ: Page 2

Focus for Learning Plan: Page 3

Teacher/Counselor Performance- Beginning, New, Developing and Ineffective: Pages 4
Pre/Post Conferences
Observations
Walkthroughs

Teacher/Counselor Performance – Skilled and Accomplished: Page 5

Student Growth Measures: Page 6-7
All Teachers

Final Summatives: Page 8

MRLS/OTES Documents: Pages 9-13

ODE Framework Documents: Page 14

Teacher/Counselor Evaluation Checklist: Page 15

Teacher/Counselor Evaluation FAQ

Committee Members

Pam Hillard – Stevenson
Amy Holbrook – TOSA
Joyce Coney-Lacy - Stebbins
Becky Wingard – Stebbins
Molly Jones – Mad River Middle School
Necia Nicholas – Director, HR
Tina Simpson – Principal
Amanda McGhee – Supervisor
Krista Wagner – Assistant Superintendent
Chad Wyen – Superintendent

Annual Fall Evaluation Notification

- Principals will notify staff of their evaluation cycle (one or full) by the end of August each school year

Continuing Contract

- 2018-2019 Ratings
 - Accomplished - 3 year cycle with met or above SGMs, but must include one observation and conference each year
 - Skilled – 2 year cycle with met or above SGMs, but must include one observation and conference each year*
 - Developing – Yearly cycle with 2-3 observations, 2-4 walkthroughs and SGMs
 - Ineffective – Yearly cycle with 2-3 observations, 2-4 walkthroughs and SGMs

Beginning Teachers/Counselors, New-to-district teachers and Returning to district Teachers/Counselors

- **Beginning Teachers/Counselors** (those with one or less years of teaching/counselor experience) who are new employees of the district will participate in the evaluation process for the first four (4) years of their employment in the Mad River Schools regardless of their final summative rating.
- **New-to-district Teachers/Counselors** (those with two or more years of teaching/counselor experience) who are new employees of the district will participate in the evaluation process for the first two years (2) of their employment in the Mad River Schools regardless of their final summative rating.
- **Teachers/Counselors returning** to district employment after an absence of three or more years will participate in the evaluation process for the first year of their re-employment with the Mad River Schools regardless of their previous final summative rating.

Danielson/TOSA Goal-Based Evaluations – evaluated every other year

- School Therapists
- Teachers on Special Assignment
- Media Specialists
- Speech Therapists and Psychologists
- Nurses

Focus for Learning Plans

- Each year all Teachers/Counselors will develop a Focus for Learning Plan.
- Mad River Local Schools Focus for Learning Plan meets the requirements for Professional Growth Plans and Improvement Plans.
- For the 2018-2019 school year all staff will share the Goal Statement: “Implement research based instructional strategies to provide diverse learning opportunities for all students”
- Teachers/Counselors will have the opportunity to develop the activities and evidence to evaluate the goal individually, as part of a building leadership team or as part of a teacher based team. While the plan is for the 2018-2019 school year, the goal statement is based on our *three-year* district Ohio Improvement Process (OIP) instructional goal. This Focusing for Learning Plan is considered a multi-year process.
- This goal is also reflected as Goal 1 for any renewing staff member on their Individual Professional Development Plan (IPDP).
- Submission Date: November 16, 2018

Teacher/Counselor Performance – New, Developing or Ineffective

First Semester – Completed by December 15, 2018*

Pre Conference – Focus Questions for Teachers Only (**required**)

Observation – at least 30 continuous minutes

Post Conference -

Evidence Submission –

- Teachers/Counselors may submit evidence of their professional responsibilities to their evaluator within the 10-day window prior to or during the post conference. This evidence may be through a discussion and/or written documentation.

10 day window to begin the pre-conference, observe, conduct post-conference and submit evidence.

Script from observation provided within 24 hours of the observation

Rubric provided to Teacher/Counselor to review 48 hours prior to the post-conference

Second Semester – Completed by April 15, 2019*

Pre Conference – Focus Questions for Teachers Only (**required**)

Observation – at least 30 continuous minutes

Post Conference (2nd Post Conference Optional)

Evidence Submission

- Teachers/Counselors may submit evidence of their professional responsibilities to their evaluator within the 10-day window prior to or during the post conference. This evidence may be through a discussion and/or written documentation.

10 day window to begin the pre-conference, observe, conduct post-conference and submit evidence.

Script from observation provided within 24 hours of the observation

Rubric provided 48 hours prior to the post-conference

Walkthroughs

2-4 total walkthroughs (The first must be completed by December 15, the second by April 15)

15-20 minutes in length

Feedback provided within 24 hours of walkthrough (OTES document)

*Any staff up for a potential non-renewal will be observed 3 times throughout the school year by November 15, February 15 and April 15.

Teacher/Counselor Performance – Skilled or Accomplished

Skilled and Accomplished Teachers/Counselors still have to have at least **one observation and meeting per year**

- One observation means one 30 minute observation, focused on 2 instructional areas of the rubric
- Post-conference will discuss those two areas of focus.
- Even though the teacher has the observation, the 2018-2019 teacher rating will be based on the 2017-2018 rating.
- **If Skilled or Accomplished teacher's SGM falls into a BELOW category, the following year that teacher will be on the full cycle again.**

Student Growth Measures

Beginning 2017-2018: SGM changes to previous language due to Safe Harbor expiring:

- **During the 2018-2019 school year:**
 - **Category A1** – Teachers in grades 4-10 with only Value Added
 - Examples:
 - Grades 4-10 Teachers who only teach ELA and Math 100% of the school day
 - **Category A2** – Teachers in grades 4-8 who teach ELA, Math, Science and Social Studies and receive Value Added along with STAR “Shared Attribution”
 - Examples:
 - Grades 4-8 Teachers who teach ELA and/or Math 4-8 and another subject
 - Grades 9-11 Teachers who have an End of Course Exam and other courses
 - **Category C** – Teachers in grades K-12 using SLO “Shared Attribution” as their SGM
 - Grades K-12 Teachers who do not receive Valued Added will have “Shared Attribution” SLOs utilizing building STAR reading and math data.
 - Each building will have one SLO for reading and one for math
 - **Category C “Other”** - Teachers in grades PK-12 using their own SLO or a Department SLO
 - Teachers K-12 who do not receive a Value Added and teach the following:
 - Physical Education, Art and Music may utilize their own SLOs
- The Curriculum Department will help write and track the SLOs for each building in conjunction with the building administrator (see timeline p. 7).
- The Teacher Evaluation Committee will serve as the approval committee for district SLOs (see timeline p. 7).

*STAR is our only consistent district-wide assessment therefore; STAR will be the assessment for SLOs except for Physical Education, Art and Music.

*Considerations for SGM exemption based on attendance K-6 Music and PE:

- If a student is absent for 26% of the Music or PE course during the 18-19 school year, they will be exempt from the Music or PE teacher’s SGM (22 days K-4 and Music 5-6).

2018-19 SLO Timeline for Category A2, C, and C “Other” Teachers

DATE	WHO	WHAT
June 4-8 Or August 8-9	ALL Music, PE and Art teachers (Category C “Other”)	Prepare for the upcoming school year SLO: Reflect on data and Create/Revise SLO assessments, fill out SLO Assessment Description Sheet and framework to be turned in for approval
August- 15	ALL Music, PE, and Art teachers (Category C “Other”)	Turn in SLO assessments by email to Amanda McGhee please make sure you have all 5 components for approval
August 17 or early	Amanda McGhee (Category C “Other”)	Approve Assessments or return to teachers for revision
	Amanda McGhee (Category C “Other”)	Approve assessments that needed revisions
August 20-31 by 2:30pm	ALL teachers	Give your SLO Pre-assessment
August 29-Sept. 7	ALL Music, PE, and Art teachers	Grade SLO assessments and have data ready to write SLO
Sept. 10 – Sept. 21	ALL Music, PE, and Art teachers	Write your SLO and create the growth targets
September 26	Intervention Specialists Meet to Set Building Goals from STAR Data	Meet at Central Office with Amanda McGhee
September 28 by 2:30 pm	ALL Music, PE, and Art teachers	Turn in your SLO to Amanda McGhee
Oct. 1 – Oct. 7	EVAL Committee	Go through the approval process for all SLOs.
Oct. 2	Building Principals Create Building SLO for STAR Shared Attribution (Category A2 and C)	Building SLOs using STAR Math and Reading will be created during the October Administrative Meeting for all A2 and C Teacher (aside from C “Other”)
Oct. 20	Any Music, PE and Art teacher needing revisions	Revised SLOs are due to Amanda McGhee
Oct. 29 - Nov. 2	Eval Committee	Approve any SLO that needed revising
Dec. 1- Dec. 21	ALL teachers	Give post assessment for Semester classes
April 8 - April 26	ALL teachers	Give post assessment for year-long classes
May 1	ALL teachers	Give pre-test scores, post-test scores and % that met the growth target to your evaluator.

*Category C “Other” only: 5 components of the Assessment- Your assessment must be pre-approved, even if you have NO changes.

1. **Copy of the pre assessment**
2. **Copy of the post assessment- ODE recommends the tests are different**
3. **Copy of an answer key or scoring rubric for the Pre and the Post**
4. **Copy of new or updated Assessment Framework**
5. **Copy of new or updated Assessment Description Sheet**

Final Summatives

ETPES

May 1 – All evaluations wrapped up and paperwork submitted to evaluators

May 10 – All final summatives completed

MRLS Documents

- Focus for Learning Plan
- Pre Conference Focus Questions

Focus For Learning Plan 2018-2019

Teacher Name:

Each school year, teachers will develop a Focus for Learning Plan. Beginning in the 2018-2019 school year, all teachers will share a goal statement on their Focus for Learning Plan. The goal statement aligns with Mad River Local Schools OIP goal. The goal statement will also serve as one goal statement on a teacher’s Individual Professional Development Plan (IPDP) for teachers renewing their license this school year. Teachers will have the opportunity to develop the activities and evidence to evaluate the goal individually, as part of a building leadership team or as part of a teacher based team.

Spring Reflection: All teachers will submit to their evaluator no more than a one-page reflection of the work completed towards meeting the goal. If on a full cycle, the Focus for Learning Plan will still be a part of the OTES professional responsibilities component.

**While the plan is for the 2018-2019 school year, the goal statement is based on our *three-year* district Ohio Improvement Process (OIP) instructional goal. This Focusing for Learning plan is considered a multi-year process.

Goal Development

Goal Statement: “Implement research based instructional strategies to provide diverse learning opportunities for all students”

List the activities that will help you achieve your goal:

Explain how you will evaluate your identified goal:

Supports Needed, Resources, Professional Development:

Mad River Local Schools
Teacher Pre-Conference Questions

Along with responses to the following questions, it is recommended that you bring lesson plan or any other relevant artifacts to the pre-conference.

1. What is the focus for student learning in this lesson? (Focus for Learning)
2. What are the learning targets for this lesson and how are they aligned with the appropriate standards? (Focus for Learning)
3. What assessment data (diagnostic, formative, or summative) did you use in planning this lesson? And how do you plan to assess student understanding of the objectives of the lesson? (Assessment Data)
4. How does this lesson connect with student's prior knowledge and their future learning? (Prior Content Knowledge, Connections, and Sequence)
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, individually, or as a large group? (Prior Content Knowledge, Connections, and Sequence)

6. How will you differentiate instruction for different individuals or groups of students?
(Knowledge of Students)

7. Is there anything you would like for me to specifically observe during the lesson?

Instructional Planning:

ODE Documents

- [Teacher Performance Model](#)
- [SGM Model](#)

Teacher/Counselor Name: _____ Category _____ School Year: _____

Full Cycle Teacher/Counselor Evaluation Checklist

First Semester – Completed annually by December 15

- Pre Conference – Focus Questions for **Teachers Only (required)** **Date:** _____
- Observation – at least 30 continuous minutes **Date:** _____
- Script from observation provided within 24 hours of the observation **Date:** _____
- Evidence Submission **Date:** _____
 - Teachers/Counselors may submit evidence of their professional responsibilities to their evaluator within the 10-day window prior to or during the post conference. This evidence may be through a discussion and/or written documentation.
- Rubric provided 48 hours prior to the post-conference **Date:** _____
- Post Conference **Date:** _____

Second Semester – Completed annually by April 15

- Pre Conference – Focus Questions for **Teachers Only (required)** **Date:** _____
- Observation – at least 30 continuous minutes **Date:** _____
- Script from observation provided within 24 hours of the observation **Date:** _____
- Evidence Submission **Date:** _____
 - Teachers/Counselors may submit evidence of their professional responsibilities to their evaluator within the 10-day window prior to or during the post conference. This evidence may be through a discussion and/or written documentation.
- Rubric provided 48 hours prior to the post-conference **Date:** _____
- Post Conference (2nd Post Conference Optional) **Date:** _____

Walkthroughs

- 2-4 total walkthroughs (The first must be completed by December 15, the second by April 15) Feedback provided within 24 hours of walkthrough (OTES document)

One Cycle Teacher/Counselor Evaluation Checklist

Skilled and Accomplished Teachers/Counselors still have to have at least **one observation and meeting per year**

- One 30 minute observation, focused on 2 instructional areas of the rubric **Date:** _____
- Post-conference will discuss those two areas of focus. **Date:** _____
 - No formal documentation is required (ex: script, rubric, etc.)

*Any staff up for a potential non-renewal will be observed 3 times throughout the school year by November 15, February 15 and April 15.

*For further information or clarification about the evaluation process, please refer to the Teacher Evaluation Document