



**GUIDELINES  
FOR  
TEACHER EVALUATION**

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# GUIDELINES

## Introduction

The Sycamore Community School District believes that staff evaluation should serve as a vehicle for staff growth, ultimately providing for an improved educational program. We believe there are several areas that encompass high quality performance; Instructional Planning, Instruction and Assessment, and Professionalism. It is through continued emphasis and opportunities for growth in these areas that we hold ourselves to the highest standards.

## The Evaluation Cycle

The formal evaluation forms used, as well as the time schedule for evaluations, are the same in all of the Sycamore district schools for certified teachers who are responsible for student instruction 50% or more of the day. The required use of the form does not, however, preclude the use of additional observation methods that may be developed. Certificated staff not subject to OTES 2.0 requirements shall be evaluated utilizing specially designed tools aligned with specific requirements.

Teachers scheduled for performance review will receive a copy of the evaluation instrument and notification of which evaluator will be completing the evaluation by October 12th. The evaluation process and observation procedures will be explained at that time. A full evaluation cycle consists of two rounds and shall be comprised of the following components:

- A pre-observation conference before the first observation. Another may also be held before the second observation.
- At least two classroom observations of thirty minutes each. The first observation will be holistic and the second focused.
- A minimum of two walkthroughs of at least five minutes each in length but no more than twenty minutes.
- A final evaluation conference no more than ten school days after each observation and document between the evaluator and the employee.
- If the employee's employment is under consideration for non-renewal or termination, then a third observation must be completed and included in the evaluation document. The third observation should occur no less than 2 weeks after the second observation.

No evaluation is required for teachers during their last year, when they have submitted in writing their intention to retire prior to December 1, and their retirement has been accepted

by the Board of Education. Also, a teacher who was on leave for 50% or more of the school year is not subject to evaluation. Job share and part time employees will be evaluated as per requirements of the law.

Teachers receiving a rating of ‘Accomplished,’ will be evaluated every **three** years. Teachers receiving a rating of “Skilled,” will be evaluated every **two** years. Teachers receiving a rating of “Developing” or “Ineffective” will be evaluated annually. In any year in which a teacher has not been formally evaluated as a result of having previously received a rating of “Accomplished” or “Skilled,” a credentialed evaluator shall conduct a partial evaluation cycle which includes at least one 30 minute observation and at least one conference with discussion of progress on the Professional Growth Plan.

The teacher will be responsible for sharing their Professional Growth Plan by November 15. This should indicate their goals for the school year and serve as a starting point for dialect around what the evaluator might focus on during the formal Focused observation.

All “new to district” teachers must participate in the full evaluation cycle as described above.

All teachers requesting a continuing contract will participate in the full evaluation cycle as described above.

Teachers who: (a) are in their final Resident Educator year; (b) have been evaluated by the Board; and (c) received a final summative evaluation rating of “Accomplished” or “Skilled” on their most recent evaluation from Sycamore may be excused from the formal evaluation cycle during their Resident Educator Summative Assessment year.

# EVALUATION TIMELINE

Listed below are important dates in the evaluation process. **Any date listed alone is the final date by which that step must be completed.**

## **By October 10:**

- Employee notified of evaluator
- Evaluation process explained in a formal meeting (Full Evaluation)
- Employee receives copy of evaluation instrument

## **By November 14:**

- Professional Growth Plan (PGP) is submitted.
- The HQSD will be filled out while discussing the PGP.

## **By End of the First Semester (December 18):**

- Pre-conference held
- First round of classroom observations and post-conference (Full Evaluation)
- First walk through and evidence submitted
- Professional Growth Plan (PGP) is agreed upon
- First Holistic Rating given

## **Beginning of Second Semester (January 6) - April 30:**

- Second observation and post-conference (Full and Partial Evaluations) and third observation\* (this is necessary and required if an employee's employment contract is under consideration for non-renewal or termination)
- Second walk through and additional evidence
  - Second Holistic Rating given

## **By End of the Third Quarter (March 13):**

- Employee notified if put on an Improvement Plan

## **May 10:**

- Summation of teacher performance entered by evaluator and provided to employee

# NOTIFICATION OF ELIGIBILITY FOR CONTINUING CONTRACT

Applying for a Continuing Contract requires the employee to meet one of the four categories below:

1. Hold a professional, permanent or life certificate and have taught for at least three of the last five years in Sycamore. *Staff may make notification at the start of their third year.*
2. Hold a professional (five year) license, have a Master's Degree and have taught for at least three of the last five years in Sycamore. *Staff may make notification at the start of their third year.*
3. Hold a professional (five year) license, complete thirty (30) semester hours of coursework in the area of licensure or in an area related to the teaching field since initial issuance of the Professional (five year) license and have taught for at least three of the last five years in Sycamore.
4. Held a continuing contract elsewhere and taught at least two years at Sycamore. *Staff may make notification at the start of their second year.*

## How Is A Continuing Contract Obtained?

1. A bargaining unit member must provide notice prior to September 15<sup>th</sup> of the school year by written notification to the Superintendent of Schools.
2. Go through the full evaluation process and be recommended for a continuing contract by both the evaluator and the Superintendent of Schools.
3. All licenses, transcripts and related documentation must be received by the Superintendent no later than July 31<sup>st</sup> of the school year in which eligibility is declared by the bargaining unit member.

Remember, the responsibility of initiating the process of obtaining a continuing contract rests with the teacher. If any employee is unsure of his or her status regarding eligibility for a continuing contract, he or she should contact the superintendent's office.

The decision to be awarded a continuing contract is at the full discretion of the administration. The process should be fair and transparent.

## Peer Assistance Mentor

At the discretion of the building principal, Veteran employees may access a Peer Assistance Mentor

by contacting one of the members of the Sycamore Mentor Committee.

# FORM SECTIONS

**For those on both a full or partial evaluation cycle all required forms will now be completed in OhioES.**

**For those on partial the former Partial Observation Evaluation Cycle Form from p.22 of the *Guidelines for Teacher Evaluation* will be replaced with the “Walkthrough Observation,” in OhioEs.**

- A. Self-Assessment  
This form is optional. It allows teachers to record evidence to indicate strengths and areas for growth. This may be helpful for completion of the Professional Growth Plan.
- B. Professional Growth Plan  
This form allows the teacher to select goal statement(s) to focus on during the evaluation cycle. This form must be based on the results of the evaluation and aligned to any school district and/or building plan(s) and is required to be shared with the evaluator.
- C. High Quality Student Data (HQSD) Verification Form  
*This form\* is used to document the two sources of HQSD after reviewing the given criteria. Value-Added must be used as one if it is available*
- D. Pre-Conference Planning  
The questions provided are intended to guide thinking and conversation; every question DOES NOT need to be answered and may not be relevant.
- E. Evaluation Rubric  
This rubric is used to document evidence during the pre-conference, observation, walkthroughs and post conference. This will be used during a full evaluation cycle.
- F. Walkthrough Forms  
These are the record keeping forms for informal walkthroughs. A minimum of two (announced or unannounced) walkthroughs, of 5-20 minutes in length, will be conducted during a full evaluation cycle. A minimum of 1 walkthrough will be conducted for partial evaluation cycles.
- G. Post Conference Planning  
This form is used to guide the conversation during the post-conference. It is not necessary to answer each question.

H. Final Holistic Rating

This form is to be given to employees by May 10<sup>th</sup> by their evaluator via OhioES.

I. Improvement Plan

*This form is to be completed by the evaluator if concerns are present regarding teacher performance. It takes the place of the PGP. The IP shall include specific recommendations for improvement, the means to make the improvement, and the date by which improvement should be made. The deadline for this form to be given to employees is the end of the third quarter (March 14<sup>th</sup>).*

J. Partial Evaluation Cycle Form

This form is maintained on the walkthrough form. This observation will be a minimum of 30 minutes and does not require use of the evaluation rubric.

# Self-Assessment

This form is optional. It allows teachers to record evidence to indicate strengths and areas for growth. This may be helpful for completion of the Professional Growth Plan.

Ohio Teacher Evaluation System

Self-Assessment

## Self-Assessment Summary Tool

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

**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)
<b>Standard 1: Students</b> <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>			
<b>Standard 2: Content</b> <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's Learning 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>			
<b>Standard 3: Assessment</b> <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>			
<b>Standard 4: Instruction</b> <ul style="list-style-type: none"> <li>● Alignment to school and district priorities and Ohio's Learning 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>			
<b>Standard 5: Learning Environment</b> <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 of an environment that is conducive to learning for all students</li> </ul>			
<b>Standard 6: Collaboration &amp; Communication</b> <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>			
<b>Standard 7: Professional Responsibility and Growth</b> <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>			

6/5/15





# Pre-Conference Planning

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

## Pre-Conference Planning

Ohio Teacher Evaluation System 2.0

### Sample Pre-Conference Questions to Guide a Coaching Conversation

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

#### INSTRUCTIONAL PLANNING

##### FOCUS FOR LEARNING

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

##### KNOWLEDGE OF STUDENTS

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

#### INSTRUCTION AND ASSESSMENT

##### LESSON DELIVERY

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

#### CLASSROOM ENVIRONMENT

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

#### ASSESSMENT OF STUDENT LEARNING

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

#### PROFESSIONALISM

##### PROFESSIONAL RESPONSIBILITIES

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

Final March 27, 2020

# Evaluation Rubric OTES Model

This rubric will be used to document evidence during the pre-conference, observation, walkthroughs and post conference.

## Teacher Performance Evaluation Rubric

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

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

	Element 2.5				experiences. The teacher plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.
	<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Connections to state standards and district priorities</b> Element 2.3 Element 4.1 Element 4.7	The teacher's instructional plan does not reference Ohio's Learning Standards.	The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.  The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.
	<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4:</b>	<b>Planning instruction for the whole child</b>	The teacher's instructional plan makes no connections to and the teacher is not familiar with student	The teacher's instructional plan makes minimal connections to student experiences, culture, developmental	The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may	The teacher's instructional plan reflects consistent connections to student experiences, culture and developmental characteristics. These may include prior learning,

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<b>Instruction, Standard 6: Collaboration and Communication)</b>  <i>Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys</i>	Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4	experiences, culture, developmental characteristics or backgrounds.	characteristics or student backgrounds.	include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.	abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources.
	<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

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Revised 8/19/2025

<b>LESSON DELIVERY</b> <i>(continued)</i>		The teacher does not give students feedback.	Feedback to students is general, occasional or limited and may not always support student learning.	The teacher gives students substantive, specific and timely feedback to support their learning.	The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.
	<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Monitoring student understanding</b> Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
	<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Student-centered learning</b> Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4	Learning is entirely teacher directed. Students are not participating in learning activities.	Learning is primarily teacher directed. Students participate in whole class learning activities.	Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning.	Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning.
		There are no opportunities for student choice about what will be learned and how	There are few opportunities for student choice about what will be learned and how learning will be	Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses	Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies,

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		learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	demonstrated. The teacher uses limited differentiated instructional strategies or resources.	differentiated instructional strategies and resources for groups of students.	pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.
<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components	Ineffective	Developing	Skilled	Accomplished
<b>CLASSROOM ENVIRONMENT</b> (Standard 1: Students, Standard 5: Learning Environment)  <i>Possible Sources of Evidence:</i> pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review, student surveys	<b>Classroom routines and procedures</b>  Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior.	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.	The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.
	<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Classroom climate and cultural competency</b>  Element 1.4 Element 5.1 Element 5.2	There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher.  There is no demonstration of regard	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.	The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.

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		for student perspectives, experiences and culture. The teacher does not address needs related to student sense of well-being.	There is inconsistent demonstration of regard for student perspectives, experiences and culture. The teacher is aware of needs related to student sense of well-being but does not address them effectively.	There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being.	There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.
	<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment)</b>  <i>Possible Sources of Evidence:</i> <i>pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference</i>	<b>Use of assessments</b>  Element 3.1 Element 3.2 Element 3.3 Element 3.4	The teacher does not use varied assessments.  The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs.  The teacher does not share evidence of student learning with students.	The teacher makes limited use of varied assessments.  The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs.  The teacher shares evidence of student learning with students.	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments.  The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students.  The teacher shares evidence of student	The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs.  The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs.  The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.

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				learning with parents and students to plan instruction to meet student needs.	
<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Evidence of student learning</b> Element 1.3	The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students.	The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students.	
<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
<b>PROFESSIONAL RESPONSIBILITIES</b> (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth)  <i>Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review</i>	<b>Communication and collaboration with families</b>  Element 6.1 Element 6.2	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development.	The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development.	The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development.
	<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	<b>Communication and collaboration with colleagues</b>  Element 6.3	The teacher does not communicate and/or collaborate with colleagues.	The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted	The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession.

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FINAL March 27, 2020



				strategies for improving professional practice.	
<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>District policies and professional responsibilities</b> Element 7.1	The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.
<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Professional learning</b> Element 7.2 Element 7.3	The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals.	The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals.	The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals.	The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices.	
<b>Evidence</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

# Walkthroughs

These forms are for informal walkthroughs. A minimum of two announced or unannounced walkthroughs, of 5-20 minutes in length, will be conducted during a full evaluation cycle.

## Walkthroughs/Informal Observations Ohio Teacher Evaluation System 2.0

### Walkthrough: General Form

Teacher Name: \_\_\_\_\_ Grade(s)/Subject Area(s): \_\_\_\_\_ Date: \_\_\_\_\_  
 Evaluator Name: \_\_\_\_\_ Time Walkthrough Begins: \_\_\_\_\_ Time Walkthrough Ends: \_\_\_\_\_

**Directions:** This form serves as a record of a walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation, nor is this an exhaustive list of evidence that may be observed. This record, along with records of additional informal observations, will be used to inform the holistic evaluation of the teacher.

EVALUATOR OBSERVATIONS	
<input type="checkbox"/> Teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals	<input type="checkbox"/> Communication strategies and questioning techniques check for understanding and encourage higher-level thinking
<input type="checkbox"/> Instructional time is used effectively	<input type="checkbox"/> Information is presented in multiple formats
<input type="checkbox"/> Teacher combines collaborative and whole class learning opportunities	<input type="checkbox"/> Routines, procedures and transitions are consistent, effective and maximize instructional time
<input type="checkbox"/> Rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher are evident	<input type="checkbox"/> Feedback is substantive, specific, timely and supports student learning
<input type="checkbox"/> Lesson makes clear and coherent connections with student prior learning and future learning	<input type="checkbox"/> Teacher selects, develops and uses multiple assessments
<input type="checkbox"/> Teacher demonstrates content knowledge and uses content-specific language and strategies to engage students	<input type="checkbox"/> Teacher uses differentiated instructional strategies and resources for groups of students
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

**Identified Focus Area(s) and Aligned Evidence, if Applicable:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Evaluator Summary Comments:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

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# Post-Conference Planning

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

## Planning for the Post-Conference Ohio Teacher Evaluation System 2.0

### Post-Conference Planning

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

#### Considerations

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

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

#### Reflective Questions

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

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

### Three Key Elements of the Instructional Post-Conference

#### Conducting the Post-Conference

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

# Final Holistic Rating

This form is to be given to teachers by May 10<sup>th</sup> by their evaluator.

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

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

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

Check here if an Improvement Plan has been recommended.

<b>Teacher Signature</b>	<b>Date</b>
<b>Evaluator Signature</b>	<b>Date</b>

# Improvement Plan

The purpose of the Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. The deadline for this form to be given to employees is the end of the third quarter (March 14<sup>th</sup>).

## Improvement Plan

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

A written Improvement Plan is to be developed when an educator has a Final Holistic Rating of **Ineffective**. However, districts have discretion to place any teacher on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system. The notice requirements for being placed on an Improvement Plan, the components of the plan and the implementation process for the plan may be subject to the terms of a collective bargaining agreement.

The purpose of the Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take corrective actions in the timeline specified in the Improvement Plan, the evaluator may recommend the teacher be dismissed or continue working under the plan.

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

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

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

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

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

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

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

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

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**Comments:**

Date for Improvement Plan to be evaluated:

<b>Teacher Signature</b>	<b>Date</b>
<b>Evaluator Signature</b>	<b>Date</b>

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

# Partial Evaluation Cycle Form

This form is maintained on the walkthrough form. This observation will be a minimum of 30 minutes and does not require use of the evaluation rubric.

## Walkthroughs/Informal Observations Ohio Teacher Evaluation System 2.0

### Walkthrough: General Form

Teacher Name: \_\_\_\_\_ Grade(s)/Subject Area(s): \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_ Time Walkthrough Begins: \_\_\_\_\_ Time Walkthrough Ends: \_\_\_\_\_

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<input type="checkbox"/> Lesson makes clear and coherent connections with student prior learning and future learning	<input type="checkbox"/> Teacher selects, develops and uses multiple assessments
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<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

<b>Identified Focus Area(s) and Aligned Evidence, if Applicable:</b>

<b>Evaluator Summary Comments:</b>

Evaluator Signature: \_\_\_\_\_

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