

ZANESVILLE CITY SCHOOLS

DISTRICT OTES MANUAL



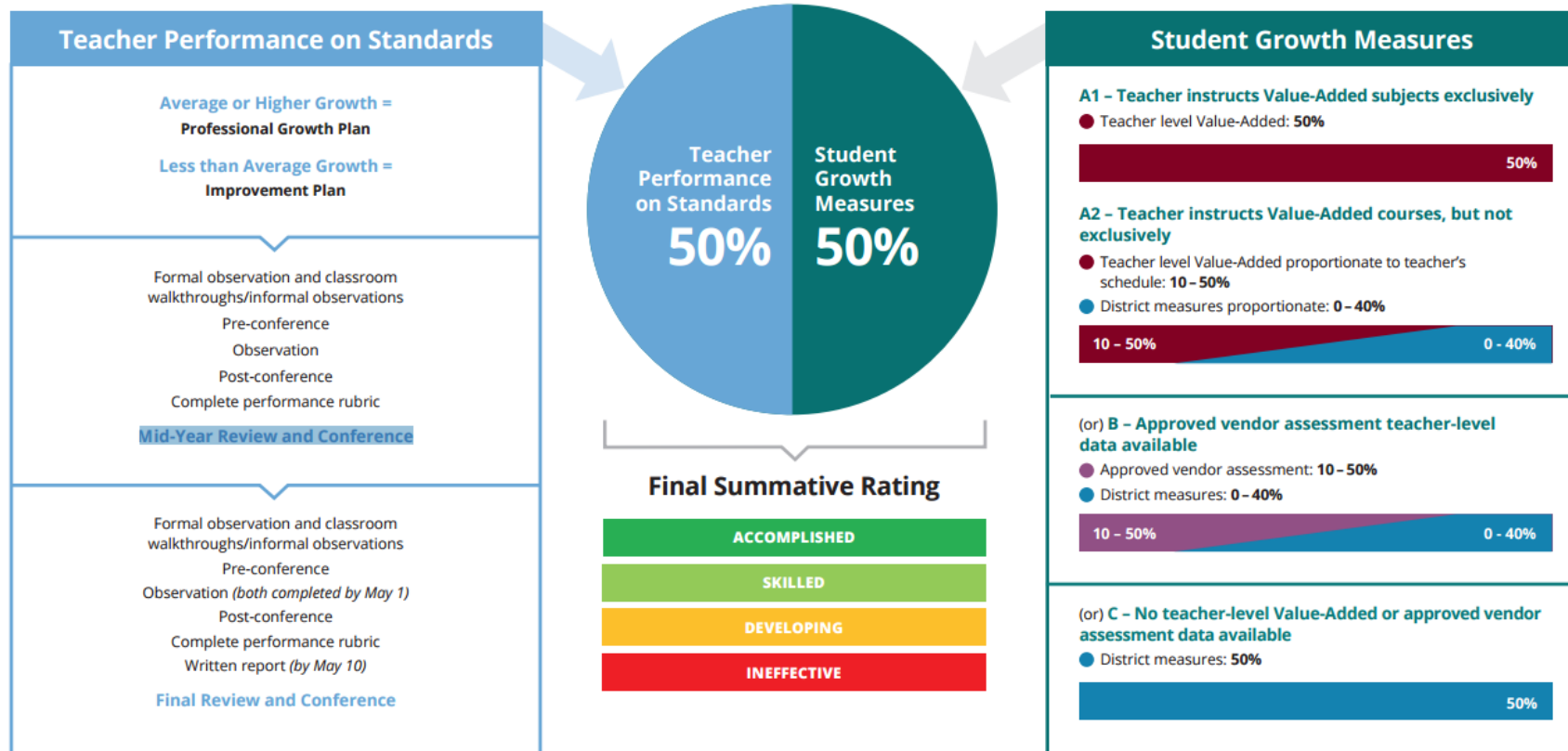
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Zanesville City School District OTES Overview

Zanesville City Schools Board of Education adopted the Ohio Teacher Evaluation System model as approved by the State Board of Education. The purpose of this manual is to inform all stakeholders of information regarding the two parts of evaluation: Teacher Performance on Standards and Student Growth Measures. This manual is based on Zanesville City School's board policy, current ODE guidelines and on Ohio law. As district needs, or Ohio laws change, items will be updated.

Ohio TEACHER EVALUATION SYSTEM (OTES) Original Framework



Standards Based Teacher Evaluation Framework

Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based in equal part upon teacher performance and student growth.

Each teacher evaluation will result in an effectiveness rating of:

- A. Accomplished;
- B. Skilled;
- C. Developing; or
- D. Ineffective

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The Superintendent shall annually cause to be filed a report to the Ohio Department of Education (ODE) the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which and the years in which the teachers graduated. The Board will utilize the ODE's guidelines for reporting this information. The name of, or any other personally identifiable information about, any teacher to whom this policy applies will not be reported to the Department.

Fifty percent (50%) of each evaluation will be based upon teacher performance and fifty percent (50%) on multiple measures of student growth as set forth herein.

The Board has elected not to evaluate a teacher who was on leave from the School District for fifty percent (50%) or more of the school year and/or submitted notice of retirement that was accepted by the Board no later than December 1st of the year the teacher was scheduled to be evaluated.

Teacher Performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating. The Evaluation Matrix is as follows:

• Most Effective (5)	600	• Accomplished (4)	600	• Accomplished	500-600
• 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				

The evaluator shall provide that the final summative evaluation is submitted to the teacher for his/her acknowledgement by written receipt. Once signed by the teacher, the receipt is to be sent to the Superintendent as soon as received.

Assessment Of Teacher Performance On Standards

Teacher performance will be evaluated during formal observations and periodic informal observations also known as “classroom walkthroughs.” Such performance, which will comprise fifty-percent (50%) of a teacher’s effectiveness rating, will be assessed through a holistic process by trained and credentialed evaluators based upon the following *Ohio Standards for the Teaching Profession*:

- 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 and 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 specific sequence of activities for evaluation will be covered in depth in the Zanesville City School District Teacher Evaluation Process Manual section of this document.

Formal Observation and Classroom Walkthrough Sequence

- A. All instructors who meet the definition of “teacher” under R.C. 3319.111 and this policy shall be evaluated based on at least **two (2)** formal observations of at least thirty (30) minutes each and periodic classroom walkthroughs each school year.
- B. Teachers on a limited contract who are under consideration for renewal/nonrenewal shall receive at least **three (3)** formal observations in addition to periodic classroom walkthroughs unless the Superintendent waives the third observation.

A teacher who is outside of the probationary period (Year 4 in the District) and who receives a rating of “Accomplished” on his/her most recent evaluation shall be evaluated every three (3) years, as long as the teacher’s academic growth measure for the most recent year for which data is available, is average or higher, as calculated in eTPES.

If the determination is made to evaluate every three (3) years, the teacher will nevertheless be provided with at least one (1) observation (extended walkthrough) and post conference in any year that such teacher is not formally evaluated. The accomplished rating will be carried forward to the Final Summative Rating to complete the rating for the current academic year if the requirements above are met.

A teacher who is outside of the probationary period (Year 4 in the District) and who receives a rating of “Skilled” on his/her most recent evaluation shall be evaluated every two (2) years, as long as the teacher’s academic growth measure for the most recent year for which data is available, is average or higher, as calculated in eTPES. If the determination is made to evaluate every two (2) years, the teacher will nevertheless be provided with at least one (1) observation (extended walkthrough) and post conference in any

year that such teacher is not formally evaluated. The Skilled rating will be carried forward to the Final Summative Rating to complete the rating for the current academic year if the requirements above are met.

Final evaluations will be completed by May 1st and each teacher will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

In evaluating teacher performance in these areas, the Board shall utilize the measures set forth by the Ohio Department of Education's OTES "Teacher Performance Evaluation Rubric" for instructional planning, instruction and assessment, and professionalism, set forth herein in the Appendix, page 22 -27.

Each teacher evaluated under this policy may annually complete a "Self Assessment" utilizing the Self Assessment Summary Tool set forth herein as "Teacher Evaluation Form".

Formal Observation Procedure

All formal observations shall be preceded by a conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed. The second observation will be announced. A post-observation conference shall be held after each formal observation. The timeline for evaluation is outlined in the Zanesville City School District Teacher Evaluation Process Manual section of this document, and is summarized in the table located in the Appendix. The document evaluators will be using to record information from is OTES "Teacher Performance Evaluation Rubric" included in the Appendix.

Informal Observation/Classroom Walkthrough Procedure

A walkthrough is a formative assessment process that focuses on one (1) or more of the following components and results in brief written notes or a summary:

- A. Evidence of planning
- B. Lesson delivery
- C. Differentiation
- D. Resources
- E. Classroom environment
- F. Student engagement
- G. Assessment, or
- H. Any other component of the standards and rubrics approved for teacher evaluation.

A walkthrough shall consist of at least 10 consecutive minutes, but not more than 29 consecutive minutes in duration. The walkthrough should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough. Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment.

Data gathered from the walkthrough must be placed on the appropriate OTES form (paper or digital). Feedback from walkthroughs shall be provided within five (5) working days of the walkthrough. The teacher and/or administrator may request a face to face meeting to discuss observations relative to the identified focus of the walkthrough.

The form evaluators will be using for informal observations or “classroom walkthroughs” is digital in nature and is similar to the Ohio Department of education form.

Assessment of Student Growth

In determining student growth measures, the Board adopts the Ohio Department of Education’s Ohio Teacher Evaluation System (OTES), which calculates student growth by assessing achievement for an individual student occurring between two (2) points in time. It is important to note that a student who has forty-five (45) or more absences for the school year will not be included in the determination of student academic growth.

For a semester course, if a student who has twenty-two and one-half (22.5) or more absences for the school year will not be included in the determination of student academic growth. In general, the Board will utilize the following categories to determine this aspect of a teacher’s evaluation, depending upon the instructor involved:

- A1. Teachers instructing in value-added subjects exclusively¹;
- A2. Teachers instructing in value-added courses, but not exclusively²;
- B. Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher-level data available; or
- C. Teachers instructing in areas where no teacher-level value-added or approved vendor assessment available.³

Where value-added methodologies exist for A1 and A2 teachers, the Board will utilize current Ohio law in the evaluation process.

An SLO must be based upon the following criteria: Baseline and Trend Data, Student Population, Interval of Instruction, standards and Content, Assessment(s), Growth Targets, and Rationale for growth Targets. When new SLO's are developed or revised, the process will include consultation with teachers employed by the Board. The Board's process for creating and revising SLO's is set forth in the Appendix of the "District OTES Student Growth Measure Manual."

Student Growth Measures (SGM)/ Student Learning Objectives (SLO)

When utilizing vendor assessments to construct SGMs, all related materials shall be purchased by the Board and all affected staff shall be trained on utilization and other considerations by last Friday in September, or earlier.

When utilizing SLOs to construct SGMs, the teacher shall submit the completed SLO template for approval of the SLO no later than the last day of September for full-year courses.

- A. The SLO Approval Committee shall review all submitted SLOs within 21 calendar days.
- B. Any SLO that is rejected by the SLO Approval Committee or the Superintendent shall be returned to the teacher/group with specific designation of deficiencies within 7 work days for the resubmittal of the corrected SLO.
- C. All SLOs must be approved by the end of October.

Teachers shall administer the final assessment to determine student growth as defined in the approved SGMs.

Co-teaching arrangements: Teachers who have an approved co-teaching arrangement shall have a percentage of the SGM score for the individual teachers in the co-teaching arrangement based on the time each has spent with the student(s).

Definitions from Board Policy on Teacher Evaluation

"OTES" - Stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2011, or as otherwise modified by the State Board of Education.

"Teacher" – For purposes of this policy, "teacher" means licensed instructors who spend at least fifty percent (50%) of his/her time providing content-related student instruction and who is working under one (1) of the following:

- A. A license issued under R.C. 3319.22, 3319.26, 3319.222 or 3319.226; or
- B. A permanent certificate issued under R.C. 3319.222 as it existed prior to September, 2003; or
- C. A permanent certificate issued under R.C. 3319.222 as it existed prior to September, 2006; or
- D. A permit issued under R.C. 3319.301.

Substitute teachers and teachers not meeting this definition are not subject to evaluation under this policy. Full time bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures of the collective bargaining agreement in effect between the Board and the ZEA.

The Superintendent, Treasurer and any "other administrator" as defined by R.C. 3319.02 are not subject to evaluation under this policy.

“Credentialed Evaluator” - For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:

- A. meets the eligibility requirements under R.C. 3319.111(D); and
- B. holds a credential established by the Ohio Department of Education (ODE) for teacher evaluation; and
- C. has completed State-sponsored evaluation training and has passed an online credentialing assessment.

The Board shall authorize the Superintendent/designee to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

“Assessment of Teacher Performance” - Teacher performance will be evaluated during formal observations and periodic informal observations also known as "classroom walkthroughs." Such performance, which will comprise fifty-percent (50%) of a teacher's effectiveness rating, will be assessed through a holistic process by trained and credentialed evaluators based upon the following Ohio Standards for the Teaching Profession:

- 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 and 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.

“Core Subject Area” – means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

“Evaluation Cycle” – is 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 a summative evaluation rating.

“Evaluation Factors” – refers to the multiple measures that are required by law to be used in the teacher evaluation procedure. The two (2) factors, which are weighted equally, are student growth measures at fifty percent (50%) and teacher performance at fifty percent (50%). {Note: these percentages may be changed to reflect the alternative framework under R.C. 3319.114 (i.e., forty-two and one-half percent (42.5%) for each) as discussed below.]

“Evaluation Framework” – means the document created and approved by the Ohio Department of Education (ODE) in accordance with R.C. 3319.111(A) that establishes the standards-based framework for the evaluation of teachers developed under R.C. 3319.112.

“Evaluation Instruments” – refers to the forms used by the teacher’s evaluator. Those forms, developed by the ODE, are located in the Appendix to this policy.

Evaluation Procedure – the procedural requirements set forth in this policy are intended to provide specificity to the statutory obligations established under R.C. 3319.111 and R.C. 3319.112 and to conform to the framework for the evaluation of teachers developed under R.C. 3319.112.

“Evaluation Rating”- means the final summative evaluation level that is assigned to a teacher pursuant to terms of this policy. 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 policy and fifty percent (50%) the evaluation rating is based on a teacher performance rating as provided for in this policy. Each completed evaluation will result in the assignment of one (1) of the following evaluation ratings to Accomplished, Skilled, Developing, or Ineffective. {Note: these percentages may be changed to reflect the alternative framework under R.C. 3319.114 (i.e., forty-two and one-half percent (42.5%) for each) as discussed below.]

Formal observation: see Board Policy

Observation: see Board Policy

“Student Growth” – for the purpose of the District’s evaluation policy, student growth is defined as the change in student achievement for an individual student between two (2) or more points in time.

“Student Learning Objectives” (“SLOs”) - include goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time.

“Shared Attribution Measures” – student growth measures that can be attributed to a group.

“Standards-Based Teacher Evaluation” - Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based in equal part upon teacher performance and student growth.

Each teacher evaluation will result in an effectiveness rating of:

- A. accomplished;
- B. skilled;
- C. developing; or
- D. Ineffective.

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The Superintendent shall annually cause to be filed a report to the Ohio Department of Education (ODE) the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which and the years in which the teachers graduated. The Board will utilize the ODE’s guidelines for reporting this information. The name of, or any other personally identifiable information about, any teacher to whom this policy applies will not be reported to the Department.

Fifty percent (50%) of each evaluation will be based upon teacher performance and fifty percent (50%) on multiple measures of student growth as set forth herein.

“Teacher Performance”- is 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 (including materials and other instructional artifacts) and walkthroughs that are performed by a credentialed evaluator. Teacher performance results are reported as a teacher performance rating that may be coded as "1" indicating lowest performance to "4" indicating highest performance.

“Teacher-Student Data Linkage” (TSDL) - refers to the process of connecting the teacher(s) of record (based upon above definition) to a student and/or defined group of students’ achievement scores for the purpose of attributing student growth to that teacher.

“Value-Added” – refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the District and school level based on each student’s scores on State-issued standardized assessments.

“Vendor Assessment” – student assessments approved by the Ohio Department of Education (ODE) that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.

Zanesville City School District Teacher Evaluation Process Manual

To assist each teacher in preparing for the evaluation process the following steps are suggested:

The Teacher Evaluation Rubric is based on the Standards from the Teacher Performance Evaluation Rubric which includes: Focus for Learning; Assessment Data; Prior Content Knowledge/Sequence/Connections; Knowledge of Students; Lesson Delivery; Differentiation; Resources; Classroom Environment; Assessment of Student Learning; and Professional Responsibilities. The specific step below should help teachers focus on addressing each of the standards in your professional practice.

STEP 1: (optional) Complete the Self Assessment form from Ohio Department of Education.

This evaluation form is based on the Standards from the Teacher Performance Evaluation, which includes: Students; Content; Assessment; Instruction; Learning Environment; Collaboration & Communication; and Professional Responsibility and Growth. Through the use of this form, teachers are to identify two priorities for the upcoming school year.

STEP 2: It will be determined whether you are on either a Professional Growth Plan OR Improvement Plan. This is based upon student growth measures and/or performance ratings as outlined in the contract.

Teachers with above expected levels of student growth will develop a professional growth plan and may choose their credentialed evaluators within the building, or chose a credentialed evaluator

approved by the Superintendent, for the evaluation cycle. Teachers with expected levels of student growth will develop a professional growth plan collaboratively with the credentialed evaluators and will have input on their credentialed evaluators for the evaluation cycle. Teachers with below expected levels of student growth will develop an improvement plan with their credentialed evaluators. The Administration will assign the credentialed evaluator for the evaluation cycle and approve improvement plans as set forth in the Master Agreement with ZEA and the Board of Education.

STEP 3: Walkthroughs

Walkthroughs will be an ongoing process. Notification of “walkthroughs” will be indicated when the evaluator enters the class with a digital device. The form evaluators will be using for informal observations or “Classroom walkthroughs” is digitally supported and is similar to the Ohio Department of Education form. Classroom visits from administrators are part of the educational culture and are expected throughout the year, but do not constitute a “walkthrough.”

STEP 4: Complete OTES Pre Conference Form #1

Complete and submit to evaluator at least 24 hours prior to conference. It is important to note, these are not the state academic content standards, or Common Core Standards, but the teacher evaluation standards listed in Paragraph 1 of this section, which are the basis of this evaluation process. This form is based on the Pre-Conference Questions teachers must answer and will help you ensure you are preparing properly for the evaluation process. Your building administration may have other forms available.

STEP 5: Pre-Conference for Observation #1

STEP 6: Formal Observation #1

Evaluators will be looking at all the rubric areas listed in Paragraph 1 of this section, in the introduction to this section. They will be making notes on any evidence related to those areas that they witness while visiting the teacher’s classroom.

STEP 7: Post-Conference #1

This is your opportunity to see what the evaluator noted during Formal Observation #1. Teachers may bring in evidence that could support all areas of the rubric to clarify how they are meeting each of the requirements.

STEP 8: Complete OTES Pre Conference Form #2

STEP 9: Pre-Conference for Observation #2

STEP 10: Formal Observation #2

STEP 11: Post-Conference for Observation #2

(Steps 12 – 14 may be waived by the superintendent)

STEP 12: New Teachers and Teachers on final year of multi-year contract: Pre-Conference for Observation #3

If the Board has entered into a limited contract, or extended limited contract, with a teacher, a third formal observation of at least 30 minutes shall be conducted if the teacher is under consideration for non-renewal.

STEP 13: New Teachers and Teachers on final year of multi-year contract: Observation #3

STEP 14: New Teachers and Teachers on final year of multi-year contract: Post-Conference for Observation #3

Following these steps the evaluator (and teacher dependent upon rating) will write an improvement plan as needed. Written improvement plans can 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 part of the OTES rubric. Written Evaluation Report with rating (accomplished, skilled, developing, or ineffective) will be delivered to the teacher by May 10. An Evaluation Report with Observations will also be placed in the teacher's file at this time and shared with the superintendent.

Zanesville City School District OTES Student Growth Measures Manual

The categories below may be used to determine a teacher's SGM evaluation:

- A1. Teachers instructing in value-added subjects exclusively¹;
- A2. Teachers instructing in value-added courses, but not exclusively²;
- B. Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher-level data available; or
- C. Teachers instructing in areas where no teacher-level value-added or approved vendor assessment available.

Teachers will use these classifications to determine the types of student growth measures required for their personal teaching situation. Value added data will be imported directly into the eTPES system by the state. Vendor approved assessment data will be entered into the eTPES system by the principal. Teachers in categories A2, B, and C will also be creating Student Learning Objectives (SLOs) as all or a part of their Student Growth Measure. The SLO process is described in detail below. For the 2015-2016 school year, Category A1 teachers are required to write SLOs.

SLO Creation, Submission, Approval, Implementation and Completion

If you are using student learning objectives as a growth measure, the Ohio Department of Education recommends a minimum of two and recommends no more than four which are representative of your schedule and student population, but only one is required.

STEP 1: Gather and review available student assessment, demographic, accommodation, etc. . . data – August/September

STEP 2: Develop SLO – August/September

- Administer SLO or SGM pre assessment to students.
- Determine the interval of instruction and identified content
- Determine specific content/standards addressed by the assessment and SLO.

- Identify the student population of focus for the SLO. Identify if you need to create targeted SLO's with a focus group or focus goals, or general SLO's to be administered to all students in a subject.
- Score the pre-assessment - the score for the purpose of the SLO is based on the number of students that falls into one of five categories: Most Effective (5), Above Average (4), Average (3), Approaching Average (2), & Least Effective(1).
- To assist individuals in scoring their own SLO a Student Learning Objective (SLO) Scoring Template located on the ZCS website.
- To assist individuals in writing and assessing their SLO a Student Learning Objective (SLO) Template on the ZCS website. SLOs should be written using the Student Learning Objective (SLO) Template Checklist located on the ZCS website.
- Complete SLO

STEP 3: Submit SLO for approval and review - September

- SLOs will be submitted by teachers to building principals on or before the last Friday of September. Submit one copy of all SLO documents to the building principal. Keep your original copy.
- Building principals will submit SLOs to the building SLO Readers.

STEP 4: Approval of SLO - October

- SLO readers at each building will review and approve SLOs using the Student Learning Objectives Checklist.
- Initial feedback will be provided within the first 21 calendar days of October. If the SLO is not approved, the submitting teacher will have 7 days to re-write the SLO. Each approved/corrected SLO will be returned to the teacher who created it with feedback and copies of the checklist used for assessment. The corrected SLO will be checked and returned to the teacher by the last day of October.

STEP 5: Implementation of the approved SLO – throughout the defined interval of instruction

- Teach the course content for the defined interval of instruction with progress being monitored throughout the year by the teacher and OTES evaluator.
- Conclude instruction at the end of the defined interval of instruction and administer the post assessment. Post assessments must be completed by April 15. Note the yearly school calendar to ensure that your work is completed without interruption from state testing or school holiday breaks.

STEP 6: Final Scoring of the SLO

- The SLO score is based on the percentage of students that met their growth target. The percentage falls into one of five categories: Most Effective (5), Above Average (4), Average (3), Approaching Average (2), and Least Effective (1).

In order to present the evidence for review, teachers will have ready:

- A copy of the original approved SLO template and checklist for reference.
- The completed Individual SLO Scoring Template.
- Copies of the student assessments on which attainment of the growth targets was measured.
- An explanation of how the assessment was scored. For example, if multiple assessments were used, detail how the scores of the assessments were combined to arrive at the final score. If any rubrics were used, provide copies. If team scoring was used, describe that process.”
- The final student growth measure score will be calculated by the eTPES system. The final SGM score will be converted into a rating of Most Effective (5), Above Average (4), Average (3), Approaching Average (2), or Below Average (1).
- All materials must be turned in to principals by May 1 of each year, in accordance with state law, so that principals can complete entry and submission by May 10.

Zanesville City School District OTES Final Summative Rating Manual

Each teacher’s performance rating will be combined with the assessment of student growth measures to produce the summative evaluation rating, based upon the Evaluation Matrix provided on the bottom of page 5 of this manual.

The evaluator shall provide that each evaluation is submitted to the teacher for his/her acknowledgement by written receipt. If signed, by the teacher, the receipt is to be sent to the Superintendent as soon as received.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual teacher evaluation as converted to the “Evaluation Matrix” above, each teacher must develop either a professional growth plan or professional improvement plan as follows:

For evaluations beginning with the 2015-2016 school year, the new framework requires that teachers use the final summative rating to determine the type of plan (professional growth or improvement) they will follow for the next school year and the level of autonomy for his or her plan development. Teachers with final summative ratings of accomplished, skilled or developing will develop professional growth plans. Those with ineffective final summative ratings must have improvement plans. Evaluators must approve plans for teachers with developing and ineffective ratings. Districts have discretion to place a teacher on an improvement plan at

any time based on deficiencies in any individual component of the evaluation system, subject to collective bargaining.

Core Subject Teachers - Testing for Content Knowledge

Beginning with the 2015-2016 school year, core subject area teachers must register for and complete all written examinations of content knowledge selected by the Ohio Department of Education if the teacher has received an effectiveness rating of “Ineffective” on his/her annual evaluation for two (2) of the three (3) most recent school years.

If a teacher passes the examination set forth above and provides proof of that passage to the Board, the teacher will be required, at the teacher's expense, to complete professional development that is targeted to the deficiencies identified in the teacher's evaluations conducted under this policy.

The following may be grounds for termination of a teacher pursuant to R.C. 3319.16 and in accordance with the collective bargaining agreement between the Zanesville Education Association and Zanesville Board of Education:

- A. failing to complete all required written examinations under this section;
- B. a failing score on a written examination(s) taken pursuant to this section;
- C. a rating of “ineffective” on the teacher’s next evaluation after passing all written examinations pursuant to this section and after completion of the required professional development; or
- D. failure of a teacher to complete the required professional development.

Any teacher passing the examination set forth above will not be required to take the examination again for three (3) years, regardless of the teacher's evaluation ratings or the performance index score ranking of the building in which the teacher teaches.

No teacher shall be responsible for the cost of taking an examination set forth above.

Board Professional Development Plan

In accordance with the Ohio State Board of Education's statewide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of teachers covered by this policy. The plan will be reviewed annually.

Retention and Promotion Decisions/Removal of Poorly Performing Teachers

It is the purpose of this Standards-Based Teacher Evaluation Policy to improve the quality of instruction, enhance student learning and strengthen professional competence through meaningful feedback and targeted professional development. In addition, the evaluations produced will serve to inform the Board on employment decisions, i.e., retention, promotion of teachers, renewal of teaching contracts, and the removal/nonrenewal of poorly performing teachers.

Definitions

"Retention" for purposes of this policy refers to employment decisions on the question of whether or not to suspend a contract pursuant to a reduction in force, non-renew a limited or extended limited contract, or terminate employment for good and just cause. In the case of a reduction in force, seniority will not be considered when making decisions on contract suspensions, except in the instance of comparable evaluations. The decision to non-renew or terminate the contract of a poorly performing teacher may be informed by the evaluation(s) conducted under this policy. However, decisions to non-renew or terminate a teaching contract are not limited by the existence of this policy.

"Promotion" as used in this context is of limited utility given the fact that teachers covered by this policy are not currently employed in any discernible hierarchy. Nevertheless, when making decisions relative to such matters as determining department or grade level chairpersons, selections to curricular or strategic planning bodies, or teaching assignments, the Board will consider teacher performance as indicated by evaluations.

"Poorly Performing Teachers" refers to teachers identified through the evaluation process set forth in this policy who demonstrate an inability and/or unwillingness to meet the reasonable expectations of this standards-based evaluation system.

"Comparable Evaluations"- Since seniority may not be the basis for teacher retention or other employment decisions, except when deciding between teachers who have comparable evaluations, this refers to teachers within the categories of "Ineffective," "Developing," "Skilled," and "Accomplished."

Removal of Poorly Performing Teachers

Removal of poorly performing teachers will be in accordance with the nonrenewal and termination statutes of the Ohio revised code and/or the relevant provisions of the collective bargaining agreement in effect between the Board and the Zanesville Education Association (ZEA). Nothing in this policy will be deemed to prevent the Board from exercising its rights to non-renew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and the Zanesville Education Association (ZEA). The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for teachers on a limited contract that are evaluated under this policy. The Board reserves the right to non-renew a teacher evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the teacher's summative rating.

R.C. 3319.02, 3319.11, 3319.111, 3319.112, 3319.22, 3319.222, 3319.226, R.C. 3319.26, 3319.58, 3333.0411, A.C. 3301-35-03(A)

Appendix

OTES Educator Evaluation Timeline

Timeline	Superintendent/Designee	Principal	Teacher
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August - September	<u>eTPES –</u> • District options, complete set-up screens • Set SGM % for district teachers & principals • Complete OTES Alignment Tool • Verify principal roster • Send access to principal	<u>eTPES –</u> • Verify teacher roster • Send access to teachers <u>SGM/eTPES –</u> • Review individual teacher categories (A,B,C) and modify if needed <u>Begin evaluation process –</u> • Growth plan or Improvement Plan • Observation Cycle 1 begins	<u>eTPES –</u> • Log into account <u>SGM/eTPES –</u> • Teacher VA will be downloaded <u>Begin evaluation process –</u> • Optional and private complete Self-Assessment • Select evaluator if above expected growth • Growth Plan or Improvement Plan • Observation Cycle 1 begins
October		• Observation/Walkthroughs Cycle1 • Approve SLOs or Committee Approval of SLOs	• Observation/Walkthroughs Cycle1 • Submit SLOs for approval by last Friday of September
November - April		• Observation/Walkthroughs Cycle1 • Completion of Performance Rubric for Cycle 1 • Observation/Walkthroughs Cycle2 • Completion of Performance Rubric for Cycle 2	• Observation/Walkthroughs Cycle1 • Upload artifacts as applicable • Observation/Walkthroughs Cycle2 • Upload artifacts as applicable • Teacher administers SLO assessment by April 15th
May		• Completion of Observation Rubrics by May1 <u>eTPES –</u> • Determine holistic rating for each teacher's performance and enter • Enter and verify each teacher's local SGM • Complete/document Final Summative Rating for each teacher • Final evaluations will be completed by May 1st. A written report of the results of his/her evaluation by May 10th, Written notice of non-renewal will be provided by June 1st.	• Complete local SGM scoring and report to committee/principal
June	• Contract Renewal by June 1 • eTPES – Report aggregated teacher ratings to ODE		

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
INSTRUCTIONAL PLANNING	FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	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 measureable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) 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 goal(s) for student learning that aligns 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.
	ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	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 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 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 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.	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. 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

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	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.	The teacher makes an attempt to connect the lesson to students’ prior knowledge, to previous lessons or future learning but is not completely successful.	The teacher makes clear and coherent connections with students’ prior knowledge and future learning—both explicitly to students and within the lesson. The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.	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. 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.
	KNOWLEDGE OF STUDENTS (Standard 1: Students) <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’s plan for instruction does not demonstrate an understanding of students’ development, preferred learning styles, and/or student backgrounds/prior experiences.	The teacher demonstrates some familiarity with students’ background knowledge and experiences and describes one procedure used to obtain this information. 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 demonstrates familiarity with students’ background knowledge and experiences and describes multiple procedures used to obtain this information. 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 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 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. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.

Instruction and Assessment				
	Ineffective	Developing	Skilled	Accomplished

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations	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. 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.	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. 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.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. 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.	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. 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.
	DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.	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.	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.	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.
	RESOURCES (Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> 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.

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	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.	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.	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.	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.
		There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.	Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.	Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.	Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.
		Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.	The teacher transitions between learning activities, but occasionally loses some instructional time in the process.	Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).	Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.
		The teacher creates a learning environment that allows for little or no communication or engagement with families.	The teacher welcomes communication from families and replies in a timely manner.	The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.	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.
		Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	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.	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.	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.

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment) Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	The teacher does not routinely use assessments to measure student mastery.	The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.	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.	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.
		The teacher rarely or never checks the students’ understanding of content. The teacher fails to make adjustments in response to student confusion.	The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion.	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.	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.
		The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.	The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.	The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.	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.
		The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	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.

Professionalism					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) <i>Sources of Evidence:</i> 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 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 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 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 fails to understand and follow regulations, policies, and agreements.	The teacher understands and follows district policies and state and federal regulations at a minimal level.	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 meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.
		The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.	The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.	The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.

Self-Assessment Summary Tool

Name _____

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.

Date _____

	Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	- Knowledge of how students learn and of student development - Understanding of what students know and are able to do - High expectations for all students - Respect for all students - Identification, instruction and intervention for special populations	☐	☐	☐
Standard 2: Content	- Knowledge of content - Use of content-specific instructional strategies to teach concepts and skills - Knowledge of school and district curriculum priorities and Ohio academic content standards - Relationship of knowledge within the discipline to other content areas - Connection of content to life experiences and career opportunities	☐	☐	☐
Standard 3: Assessment	- Knowledge of assessment types - Use of varied diagnostic, formative and summative assessments - Analysis of data to monitor student progress and to plan, differentiate, and modify instruction - Communication of results - Inclusion of student self-assessment and goal-setting	☐	☐	☐
Standard 4: Instruction	- Alignment to school and district priorities and Ohio academic content standards - Use of student information to plan and deliver instruction - Communication of clear learning goals - Application of knowledge of how students learn to instructional design and delivery - Differentiation of instruction to support learning needs of all students - Use of activities to promote independence and problem-solving - Use of varied resources to support learner needs	☐	☐	☐
Standard 5: Learning Environment	- Fair and equitable treatment of all students - Creation of a safe learning environment - Use of strategies to motivate students to work productively and assume responsibility for learning - Creation of learning situations for independent and collaborative work - Maintenance an environment that is conducive to learning for all students	☐	☐	☐
Standard 6: Collaboration & Communication	- Clear and effective communication - Shared responsibility with parents/caregivers to support student learning - Collaboration with other teachers, administrators, school and district staff - Collaboration with local community agencies	☐	☐	☐
Standard 7: Professional Responsibility and Growth	- Understanding of and adherence to professional ethics, policies and legal codes - Engagement in continuous, purposeful professional development - Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement	☐	☐	☐

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



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

Evaluator Signature

Date

Teacher Signature

Date

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



Teacher Standards-Based Pre Conference Form

Teacher Name

Course Title

Unit Title

Date of Lesson

Focus for Learning: What are the Learning Targets? What content will students know/understand? What skills will they demonstrate?

Pre-Assessment Data: What assessment data was examined to inform this lesson planning?

Prior Content Knowledge/Sequence/Connections: What prior knowledge do students need? What are the connections to previous and future learning?

Lesson Delivery: What instructional strategies and methods will be used to engage students?

- | | | |
|--|---|--|
| ☐ Setting objectives and providing feedback | ☐ Reinforcing effort and providing recognition | ☐ Cooperative learning |
| ☐ Cues, questions and advance organizers | ☐ Nonlinguistic representation | ☐ Summarizing and note taking |
| ☐ Assigning homework & providing practices hypotheses | ☐ Identifying similarities & differences | ☐ Generating & testing |

Comment on Lesson Delivery

How will students read, write or think critically in this lesson?

Teacher Process for Lesson: What are specifics of the lesson to help the teacher prepare for instruction?

Differentiation: How will the instructional strategies address all students' learning needs? How will the lesson engage and challenge students of all levels?

Resources: What resources/materials/technology will be used in instruction?

Assessment of Student Learning: How will you check for understanding during the lesson?

Formative

Summative

Authentic

Comment on assessment of student learning: What specific products or demonstrations will assess student learning/achievement of goals for instruction?

Personal Reflection of Lesson

Teacher Name: _____

ZCS Evaluator's Record for Teacher Evaluation / Observation

To whom does this apply?	Action	Date Completed	Time	Notes
All Teachers	Self Assessment form for ODE			
All Teachers	Professional Growth Plan			
All Teachers	Pre-Conference for Observation #1			
All Teachers	Observation #1			
All Teachers	Post-Conference for Observation #1			
All Teachers	Walkthrough			
All Teachers	Optional Pre-Conference for Observation #2			
All Teachers	Observation #2			
All Teachers	Post-Conference for Observation #2			
All Teachers	Walkthrough			
New Teachers and Teachers on final year of multi-year contract	Pre-Conference for Observation #3			
New Teachers and Teachers on final year of multi-year contract	Observation #3			
New Teachers and Teachers on final year of multi-year contract	Post-Conference for Observation #3			
Principal	Improvement Plan (if applicable)			
Principal	By May 10: Written Evaluation Report with rating to Teacher Evaluation Report with Observations put in Teacher's file Copy of Evaluation Report & Observations to Superintendent			

Post Conference Planning

- The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.
- Record 3 reflective questions you would ask the teacher aligned to the area of reinforcement.
 1.
 2.
 3.
- Record 3 reflective questions you would ask the teacher aligned to the area of refinement.
 1.
 2.
 3.

Four Key Elements of the Instructional Post-Conference

Conducting the Post-Conference: To be discussed at Day 3 Training prior to conducting the post-conference

1. Introduction/Greeting/Establish Length
 - Review Conference Process
 - General Impression Question
 - "How do you think the lesson went?"
2. Reinforcing the Teacher
 - Identify an area of Reinforcement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
3. Refining the Teacher's Skill:
 - Identify an area of Refinement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
 - Give a recommendation for future practice
4. Present evidence and rating connected to the rubric

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

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)

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 Proficient level or above.

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.

Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: _____ Content Area and Course(s): _____ Grade Level(s): _____ Academic Year: _____

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Comments: Baseline and Trend Data
What information is being used to inform the creation of SLO and establish the amount of growth that should take place within the time period?
☐ Identifies sources of information about student (e.g., test scores from prior years, results of pre-assessments) ☐ Draws upon trend data, if available ☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses
1 st 2 nd 3 rd

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

Comments: Student Population
Which students will be included in this SLO? Include course, grade level, and number of students.
☐ Identifies the class or subgroup of students covered by the SLO ☐ Describes the student population and considers any contextual factors that may impact student growth ☐ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO
1 st 2 nd 3 rd

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

Comments: Interval of Instruction
What is the duration of the course that the SLO will cover? Include beginning and end dates.
☐ Matches the length of the course (e.g., quarter, semester, year)
1st

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

Comments: Standards and Content
What content will the SLO target? To what related standards is the SLO aligned?
☐ Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) National Standards put forth by education organizations ☐ Represents the big ideas or domains of the content taught during the interval of instruction ☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)
1 st 2 nd 3 rd

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Comments: Assessment(s)
Which assessment(s) will be used to measure student growth for this SLO?
☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended ☐ Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course ☐ Provides a plan for combining assessments if multiple summative assessments are used ☐ Follows the guidelines for appropriate assessments
1 st

2nd
3rd
4th

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Comments: Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

- ☐ All students in the class have a growth target in at least one SLO
- ☐ Uses baseline or pretest data to determine appropriate growth
- ☐ Sets developmentally appropriate targets
- ☐ Creates tiered targets when appropriate so that all students may demonstrate growth
- ☐ Sets ambitious yet attainable targets

1st
2nd
3rd
4th
5th

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Comments: Rationale for Growth Target(s)

What is your rationale for setting the target(s) for student growth within the interval of instruction?

- ☐ Demonstrates teacher knowledge of students and content
- ☐ Explains why target is appropriate for the population
- ☐ Addresses observed students needs
- ☐ Uses data to identify student needs and determine appropriate growth targets
- ☐ Explains how targets align with broader school and district goals
- ☐ Sets rigorous expectations for students and teacher(s)

1st
2nd
3rd
4th
5th

Student Learning Objective (SLO) Template Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
<i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i>	<i>Which students will be included in this SLO? Include course, grade level, and number of students.</i>	<i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i>	<i>What content will the SLO target? To what related standards is the SLO aligned?</i>	<i>What assessment(s) will be used to measure student growth for this SLO?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>	<i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i>
☐ Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) ☐ Draws upon trend data, if available ☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	☐ Identifies the class or subgroup of students covered by the SLO ☐ Describes the student population and considers any contextual factors that may impact student growth ☐ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO	☐ Matches the length of the course (e.g., quarter, semester, year)	☐ Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations ☐ Represents the big ideas or domains of the content taught during the interval of instruction ☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)	☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended ☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course ☐ Provides a plan for combining assessments if multiple summative assessments are used ☐ Follows the guidelines for appropriate assessments	☐ All students in the class have a growth target in at least one SLO ☐ Uses baseline or pretest data to determine appropriate growth ☐ Sets developmentally appropriate targets ☐ Creates tiered targets when appropriate so that all students may demonstrate growth ☐ Sets ambitious yet attainable targets	☐ Demonstrates teacher knowledge of students and content ☐ Explains why target is appropriate for the population ☐ Addresses observed student needs ☐ Uses data to identify student needs and determine appropriate growth targets ☐ Explains how targets align with broader school and district goals ☐ Sets rigorous expectations for students and teacher(s)

The template may be used to organize data for SLOs.

1. First, the teacher adds the name or identification number for each student into the worksheet. Additional rows may be added as needed.
2. Then, the teacher enters each student's baseline score. This may be from a combination of data points and available information such as scores on the assessment administered at the beginning of the school year or from the previous year /class if available, or other measures that help to set the baseline of the student performance.
3. Next, using their completed SLO template as a guide, the teacher enters each student's established growth target.
4. The teacher enters the final performance data for each student.
5. The teacher enters if each individual student exceeded/ met the growth target by answering yes or no.
6. Once all the relevant information has been entered in the worksheet, attainment of the students' growth targets and overall teacher rating of student growth measures on this SLO will need to be computed.

SLO Scoring Template

Teacher Name:		School:			
SLO Title:		Assessment Name (if available):			
Student Name	Student Number	Baseline Score	Growth Target	Final Score	Exceeds/ Meets Target? (yes/ no)

% of students that exceeded/ met growth target	Descriptive Rating	Numerical Rating
90 - 100	Most Effective	5
80 - 89	Above Average	4
70 - 79	Average	3
60 - 69	Approaching Avg.	2
59 or less	Least Effective	1

Final SLO Percentage % Exceeding/Meeting Target: % % Below Target: %		
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NUMERICAL RATING OF SLO:
