

DRAFT 2019



DRAFT: 12.11.19

Please be advised: This draft document was created by the Educator Standards Board with outside parties for the sole purpose of guiding the work and discussions of the revised OTES Prototype Project which convened during 2018-2019. After receiving considerable feedback from Prototype Project participants and other stakeholders, it is being reviewed and will be potentially further edited by the Educator Standards Board. The 2019-2020 Pilot districts may also offer additional revisions. Please be aware that it is subject to change until the Educator Standards Board has recommended the final version.

Ohio Teacher Evaluation System 2.0 Model

Contents

Preface	5
Ohio Teacher Evaluation System 2.0 Framework*	7
Ohio Teacher Evaluation System 2.0 Model: Definition of Teacher Effectiveness	11
Ohio Teacher Evaluation System 2.0 Model: Organization	12
Professional Growth Plan or Improvement Plan Process	13
Selection of Appropriate Plan	14
Establishing Goals	14
Self-Assessment and Analysis of Available Data	15
Professional Growth Plan	17
Improvement Plan	18
Assessment of Teacher Performance	19
The Formal Observation Process: Best Practice Implementation	20
Holistic Formal Observation Followed by a Conference	21
Formal Focused Observation—Focused on Specific Area(s) Needing Support**	21
Focused Classroom Walkthroughs/Informal Observations—Focused on Specific Area(s) Needing Support**	22
Combining Measures to Obtain a Holistic Rating	23
Defining the Performance Ratings	26

Using Evidence to Inform Holistic Ratings

27

Appendix A

Teacher Performance Evaluation Rubric

31

Appendix B

District-Level Decisions: Best Practice Implementation

Professional Growth Plan

Improvement Plan

Final Holistic Rating of Teacher Effectiveness—Full Evaluation

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

HQSD Verification Form

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

41

41

43

44

47

48

49

50

DRAFT: PILOT USE ONLY

Preface

The State Board of Education recognizes the importance of using teacher evaluation for the purpose of promoting educator professional growth that leads to improved instructional performance and student learning. Using a growth model when evaluating teachers to identify instructional strengths and support instruction is essential in improving the quality of instruction that students receive. The State Board of Education notes that evaluation is essential in strengthening professional practice and is used to inform employment decisions.

Ohio is committed to quality schools. The report of the Governor's Commission on Teaching Success was followed by the passage of Senate Bill 2 in 2004, which mandated the creation of the Educator Standards Board. The Board was charged with the creation of the **Ohio Standards for the Teaching Profession**, the **Ohio Standards for Principals**, and the **Ohio Standards for Professional Development**.

House Bill 1 in 2009 directed the Educator Standards Board to recommend model evaluation systems for teachers and principals to the State Board of Education for their review and adoption. The **Ohio Teacher Evaluation System (OTES)** was created in response to this mandate and designed to be used to assess the performance of Ohio teachers.

The OTES was collaboratively developed by Ohio teachers, school administrators, higher education faculty, and representatives from Ohio's professional associations, in collaboration with national experts in teacher evaluation. The scope of work of the Ohio Teacher Evaluation Writing Team during 2009-2011 included extensive study of model evaluation systems throughout the country. Many well-recognized state and district systems were examined in depth, including the District of Columbia Public Schools, Delaware, New Mexico, North Carolina, and Colorado. The nationally recognized work of Charlotte Danielson, Laura Goe, the New Teacher Center, and Learning Point Associates/American Institutes for Research (AIR) was utilized. This research and the collaboration of these national experts informed the components, processes, and tools included in the OTES. The OTES is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's districts (rural, urban, suburban, large, and small). The evaluation system builds on what we know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice.

In March 2017, the Educator Standards Board made recommendations to update the Ohio Teacher Evaluation System (OTES). Legislative action found in SB 216 reflects many of those recommendations. The evaluation of teachers as required in Ohio Revised Code 3319.111 and 3319.112 includes the following requirements:

- Evaluation of teachers holding a teaching license and spending at least fifty percent of the time employed providing student instruction;
- Alignment with the Ohio Standards for the Teaching Profession (OSTP) adopted under section 3319.61 of the Revised Code;
- At least two formal observations of at least thirty minutes each and at least two classroom walkthroughs of the teacher conducted by a credentialed evaluator;
- An assignment of a rating on each evaluation conducted in accordance with the following levels of performance:
Accomplished, Skilled, Developing, or Ineffective;
- An evaluation of every teacher to be completed by May 1 and a written report provided to the teacher by May 10;
- Options for less frequent evaluation of teachers who received **Skilled** or **Accomplished** ratings from the previous school year within the same district, providing them with feedback on their practice;
- Use of at least two measures of high-quality student data that provide evidence of student learning attributable to the teacher being evaluated; and
- Allocation of financial resources by the district to support professional development informed by evaluation results.

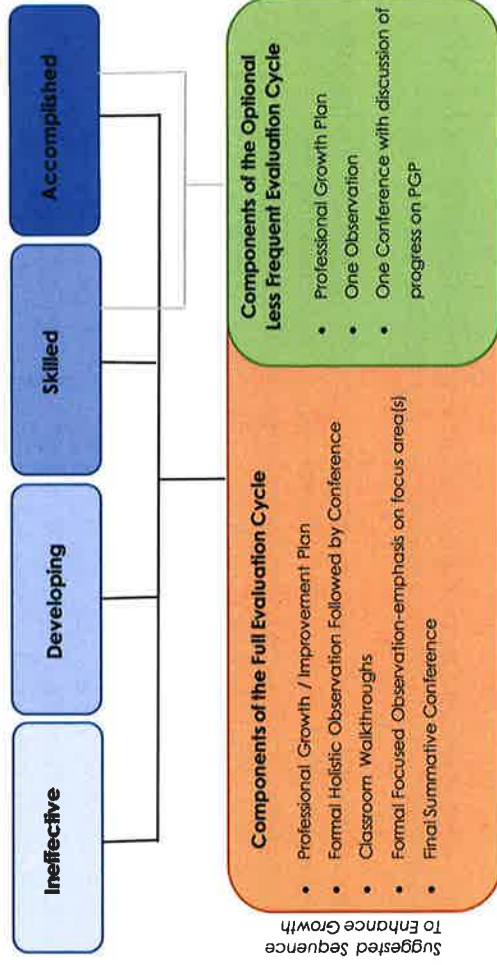
Beginning Fall 2018, participants from 42 districts provided feedback to the Ohio Department of Education and the Educator Standards Board as the OTES Prototype Project was conducted. Feedback from the prototype helped to guide the development of the revised DRAFT Ohio Teacher Evaluation System 2.0 (OTES 2.0). The DRAFT OTES 2.0 was piloted during 2019-2020 by 63 schools, districts, and ESCs with additional feedback garnered to guide the implementation of OTES 2.0 in the 2020-2021 school year.

DRAFT

Ohio Teacher Evaluation System (OTES 2.0) Framework*

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

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



Essential components of the full evaluation consist of two formal observations of at least thirty minutes each and at least two classroom walkthroughs:

- Professional Growth Plan or Improvement Plan; conference;
- One Formal Holistic Observation followed by a conference;
- Walkthroughs – with an emphasis on identified focus area(s) when applicable;
- One Formal Focused Observation – with an emphasis on identified focus area(s); and
- One summative conference.

Professional Growth and Improvement Plan

Either a Professional Growth Plan or an Improvement Plan will be developed annually. The plan will be based upon the results of the evaluation and will be aligned to any existing school district or building improvement plan.

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

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

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

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

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

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

one other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable.

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

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

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

AND

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

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

Additional Requirements

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

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

The local board of education will also provide for the allocation of financial resources to support professional development which accelerates and continues teacher growth and provides support to poorly performing teachers.

LEGAL REFS. ORC 3319.111; 3319.112

* The Ohio Teacher Evaluation System Framework represents the required basic structure of the teacher evaluation system. For additional guidance, please see the Ohio Teacher Evaluation Model which provides definitions of terms, detailed suggested implementation, and best practices for evaluating teachers in Ohio.

**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. However, 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.

DRAFT

Ohio Teacher Evaluation System 2.0 Model:

Definition of Teacher Effectiveness

The **Ohio Teacher Evaluation Model** provides definitions of terms, detailed suggested implementation, and best practices for evaluating teachers in Ohio. After conducting extensive research, the following definition of teacher effectiveness was developed by educational practitioners in Ohio and is reinforced by the **Ohio Standards for the Teaching Profession**. Research supports the direct connection between effective teaching and student learning. Inherent in this definition is the expectation that all students will demonstrate learning (growth and/or achievement) based on High-Quality Student Data measures.

Ohio Standards for the Teaching Profession state effective teachers:

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

These characteristics are demonstrated within the Teacher Performance Evaluation Rubric.

Ohio Teacher Evaluation System 2.0 Model: Organization

The **Ohio Teacher Evaluation System 2.0 Model** is designed to provide support for the implementation of the Ohio State Board of Education approved teacher evaluation framework. This document includes required components of OTES 2.0 along with best practices to assist schools and districts as they support individual professional growth. It is representative of stakeholder work that includes a prototype project and pilot. OTES 2.0 is a professional growth model and is intended to be used to continually assist educators in improving teacher performance. This process is to be collaborative, ongoing, and support the professional growth of the teacher.

Information contained in this model is organized to support best practices in teacher evaluation:

- Implementing the OTES 2.0 Model: Professional Growth Plan or Improvement Plan;
- Implementing the OTES 2.0 Model: Assessment of Teacher Performance;
- Implementing the OTES 2.0 Model: Observation Process;
- Implementing the OTES 2.0 Model: Use of High-Quality Student Data;
- Using Evidence to Inform Performance Rating;
- Assessment of Teacher Performance: Appendix A—Teacher Performance Evaluation Rubric; and
- Implementing the OTES 2.0 Model: Appendix B—District-Level Decisions: Best Practice Implementation; Suggested Forms to be Used in Implementation.

DRAFT: PROGRESS

Professional Growth Plan or Improvement Plan Processes

A Professional Growth Plan or an Improvement Plan is based on the OTES Final Holistic Rating from the most recent evaluation and observations. However, districts have discretion to place a teacher on an Improvement Plan at any time based on any individual deficiency in 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.*

Selection of Appropriate Plan

Annually, each teacher must develop either a Professional Growth Plan or an Improvement Plan. The plan must be based on the results of the available evaluation within the current district (see Figure 1). All teacher Professional Growth and Improvement Plans must be aligned to any school district and/or building improvement plan(s).

Teachers new to the profession or district will collaboratively develop a Professional Growth Plan with the evaluator. Teachers with a Final Holistic Rating of **Accomplished** annually develop a self-directed Professional Growth Plan. Teachers with a Final Holistic Rating of **Skilled** annually develop a Professional Growth Plan to be completed collaboratively with the evaluator. Teachers with a Final Holistic Rating of **Developing** annually develop a Professional Growth Plan that is guided by the evaluator. Teachers with a Final Holistic Rating of **Ineffective** will be placed on an Improvement Plan that is developed by their evaluator.

PROFESSIONAL CONVERSATIONS AND PROGRESS CHECKS

As the teacher and evaluator work together during the evaluation process, conferences should take place several times during the year to provide opportunities for professional conversation or direction about performance, goals, and progress, as well as supports needed. During the year, the evaluator and teacher should discuss opportunities for professional development that evolve as a result of the evaluation process. In order to strengthen teacher professional practice, the Professional Growth Plan or Improvement Plan must be an integral part of the evaluation process. These plans are intended to be reviewed regularly and updated as necessary based on collaborative conversations between the evaluator and the teacher.

Figure 1—Selecting an Appropriate Plan

Accomplished Final Holistic Rating	Skilled Final Holistic Rating	Developing Final Holistic Rating	Ineffective Final Holistic Rating	No Previous Rating	Professional Growth or Improvement Plan Guidance
●	●	●		●	Growth Plan
			●		Improvement Plan
●					Self-directed by Teacher
	●			●	Collaborative-Teacher and Evaluator
		●			Guided by Evaluator
			●		Developed by Evaluator
●	●	●	●	●	Professional Conversations
●	●	●	●	●	Focused Observation with Professional Conversation and Support Based on Previous Holistic Observation
●	●	●	●	●	Mid-Year Progress Check
●	●	●	●	●	End-of-Year Evaluation

High Level of Autonomy

Moderate Level of Autonomy

Low Level of Autonomy

ESTABLISHING GOALS

The OTES goal-setting process is intended as a way for teachers to enhance or improve specific aspects of teaching. Clear professional goals provide focus and direction to improve practice and have a direct impact on student learning. Meaningful goals help teachers attain higher levels of performance and effectiveness. It is recommended that the Professional Growth Plan focus on one to two goals.

To positively impact instruction and achievement, goals must be based on an accurate assessment of teacher performance and student learning needs. Goals should be developed using multiple sources of data, including self-assessment based on the standards, high-quality student learning data, and identified focus area(s). Goals must align to any school district and/or building improvement plan(s); consider alignment to the vision and mission of any plan(s). Evidence indicators of progress

toward the goal(s) must be measurable and may be qualitative and/or quantitative.

Through the Professional Growth Plan process, it is suggested that teachers will meet with their evaluators at least three times— (1) to set goals, (2) to assess progress, and (3) to reflect on the work at the end of the academic year. These discussions can occur during scheduled times for the pre-conference, post-conference, and end of year Final Summative Conference or as the evaluator determines is necessary.

Reflective practice is a way for teachers to consider what they know and are able to do, thereby identifying areas of strength and areas for further development. Districts may decide which of the following tools help their teachers engage in the process of reflection and self-assessment. The following three tools found on the ODE website may be used in whole or part:

At the broader level, the tool **Using the Standards for the Teaching Profession for Self-Assessment** will help teachers begin to reflect on their practice, knowledge, and skills as they relate to the Ohio Standards for the Teaching Profession. This tool uses guiding questions to probe teachers' strengths and potential for growth in each standard area.

Teachers may wish to reflect more deeply on their practice using the **Ohio Continuum of Teacher Development: A Resource Tool for Educators**. The Ohio Continuum of Teacher Development was developed to support Ohio's educators as they develop the skills and knowledge to provide the highest quality education to Ohio students. This continuum is based on the Ohio Standards for the Teaching Profession and describes teachers' development throughout the course of their careers and includes a column for recording supporting evidence.

Finally, after one or both of the above tools have been used for self-assessment, the **Self-Assessment Summary Tool** is provided to help the teacher identify areas of strength and areas for growth, think about sources of evidence, and establish overall priorities to enhance practice. The priorities that are established through this process should be used to aid in the development of goals for the Professional Growth Plan, as well as provide guidance to teacher and evaluator on the selection of focus area(s).

ANALYSIS OF AVAILABLE DATA IN THE SELF-ASSESSMENT PROCESS

Effective teachers regularly review evidence of their students' learning to assess the current level of performance against a set of desired learning goals. By examining student work, teachers have the opportunity to assess the impact of their own teaching on student progress, identify specific learning needs, and consider how to adjust instruction in response to those needs. It is important that teachers examine a range of data types and sources to ensure they have a comprehensive understanding of what their students know and are able to do, which supports the design and implementation of appropriate and relevant learning activities to foster the growth of students over time. A variety of sources should be examined in order to create a comprehensive picture of the students they teach. Teachers must analyze at least two sources of high-quality student data and then use that data in meaningful ways to support student learning and enhance their practice. It is recognized, though, that there are many types of data that can be used to support student learning. These types of data could include the following:

- Demographic data about students and school/district (age ranges, SES, attendance, or graduation rates);
- Student learning needs, academic performance, and student progress; and
- Perception data (such as from students, parents, school working conditions survey).

To gather data, teachers and district personnel may consult these resources:

- District and Building Local Report Cards;
- EMIS report for class or class period;
- Testing data; and
- Other data sources as needed and/or available.

Professional Growth Plan

The Professional Growth Plan is developed annually and is intended to help teachers identify areas of professional development that will enable them to enhance their practice. Teachers are accountable for the implementation and completion of the plan and should use the plan as a starting point for the school year. The Professional Growth Plan is not intended to replace the IPDP, nor is the IPDP intended to replace the Professional Growth Plan.

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

PROGRESS ON THE PROFESSIONAL GROWTH PLAN

The Professional Growth Plan goal(s) are continually monitored and discussed with the evaluator throughout the year. It is sound professional practice that the evaluator and teacher meet three times a year to discuss goals and progress. The plan is intended to be reviewed regularly and updated as necessary based on collaborative conversations between the evaluator and the teacher. OTES 2.0 is intended to be a growth model, and, as such, it is expected that teachers will make progress on their Professional Growth Plan thereby leading to enhanced instruction and increased student learning.

The local board of education may evaluate less frequently each teacher who received a rating of **Accomplished** or **Skilled** on the teacher's most recent evaluation, so long as the teacher submits a Professional Growth Plan to the evaluator that considers the identified focus area(s) and the evaluator determines that the teacher is making progress on that plan. In any year the teacher is not fully evaluated, the evaluation must include one formal or informal observation as locally determined and one conference, which includes a discussion of progress on the plan.

Improvement Plan

Written Improvement Plans are to be developed when an educator has a Final Holistic Rating of **Ineffective**. However, districts have discretion to place a teacher on an Improvement Plan at any time based on any individual deficiency in 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 corrective actions are not made within the time specified in the Improvement Plan, a recommendation may be made for dismissal or continuation of the plan.

When an Improvement Plan is initiated by an administrator, it is the responsibility of the administrator to:

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

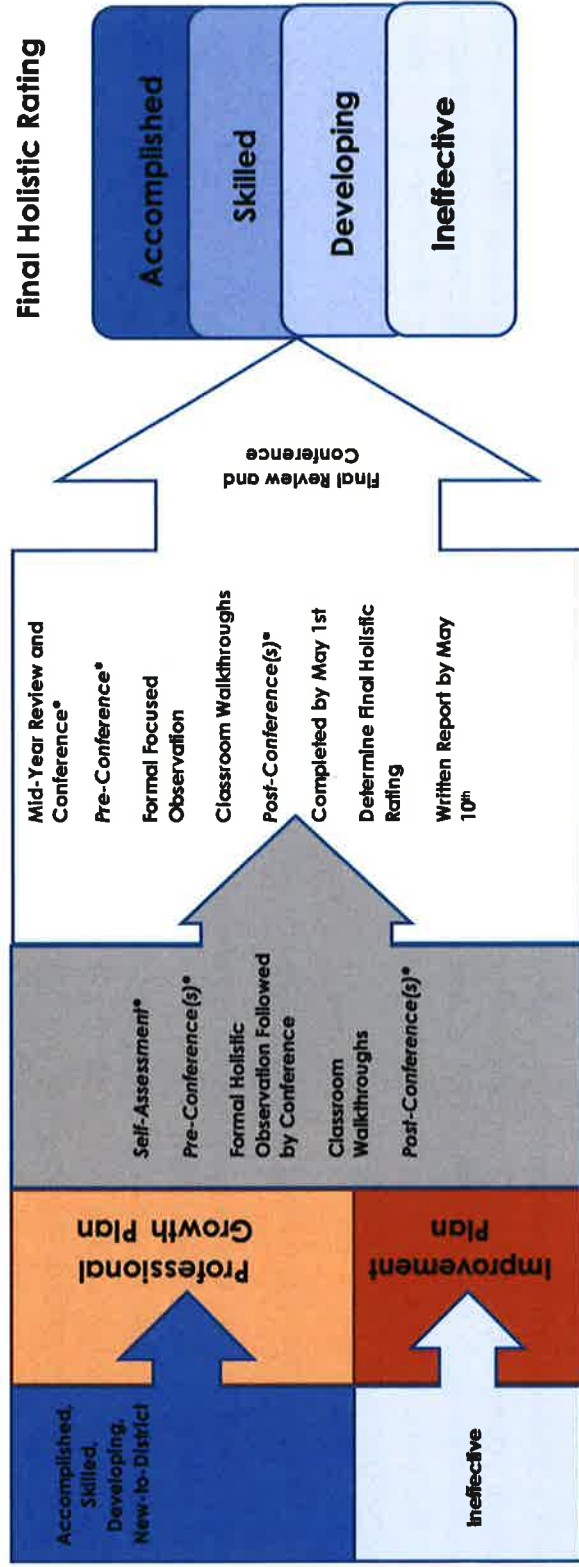
A reassessment of the educator's performance shall be completed in accordance with the written plan. This reassessment should be based on multiple observations of performance. Upon reassessment of the educator's performance, if improvement has been documented at an acceptable level of performance, the teacher may transition to a Professional Growth Plan. If the teacher's performance continues to remain at an **Ineffective** level, the supervising administrator may reinstate the Improvement Plan with additional recommendations for improvement or take the necessary steps to recommend dismissal.

Assessment of Teacher Performance

All teachers, at all stages of their careers, will be assessed on their expertise and performance in the classroom and school setting. Teachers with a Final Holistic Rating of **Accomplished** may choose their credentialed evaluator. Teachers with a Final Holistic Rating of **Skilled** may have input on their credentialed evaluator. Teachers with a Final Holistic Rating of **Developing** or **Ineffective** will be assigned the credentialed evaluator. A credentialed evaluator is one who holds a state-approved OTES 2.0 credential and

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

Teacher Performance: Full Evaluation



*Indicates best practice but not required

The Formal Observation Process: Best Practice Implementation

Observations of teaching provide important evidence when assessing a teacher's performance and effectiveness. As an evaluator observes a teacher engaging students in learning, valuable evidence may be collected on multiple levels. As part of the formal observation process, on-going communication and collaboration between evaluator and teacher help foster a productive professional relationship that is supportive and leads to a teacher's professional growth and development. Based upon researched best practices, the formal observation process consists of pre-conferences, classroom observations (and walk-throughs), and post-conferences.

PRE-CONFERENCE: PLANNING AND OBSERVATION OF CLASSROOM TEACHING AND LEARNING

At the pre-conference, the evaluator and teacher discuss what the evaluator will observe during the classroom visitation. Important information is shared about the characteristics of the learners and learning environment. Specific information is also shared about the objectives of the lesson and the assessment of student learning. The conference will also give the teacher an opportunity to identify areas in which he/she would like focused feedback from the evaluator during the classroom observation. The preconference affords the teacher the opportunity to provide evidence that may not otherwise be visible during the observation(s). The communication takes place during a formal meeting and a record of the date(s) should be kept. After a preconference is held, best practice suggests scheduling a formal observation based on the lesson discussed.

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

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

FORMAL HOLISTIC OBSERVATION FOLLOWED BY A CONFERENCE

A formal observation consists of a visitation of a class period or the viewing of a class lesson. The observation should be conducted for an entire class period, lesson, or a minimum of 30 minutes. Formal observations may be announced or unannounced. During the classroom observation, the evaluator documents specific information related to teaching and learning. Each formal observation will be analyzed by the evaluator using the **Teacher Performance Evaluation Rubric**. A narrative summary will then be completed by the evaluator to document each formal observation. Formal observations will not include videotaping or sound recordings except with the written permission of the teacher. Teachers who are fully evaluated will participate in a minimum of two formal observations. Teachers who are being considered for non-renewal and have a limited or extended limited contract will participate in a minimum of three formal observations.

The first formal observation consists of documentation of the observation by the evaluator on all observed areas of the rubric as well as information gained through the pre-observation conference. A conference between the teacher and the evaluator will occur after the formal holistic observation to discuss the identified area(s) of focus. The focus may be area(s) of relative strength and/or area(s) for improvement. Teachers with a Final Holistic Rating of **Accomplished** will select their own focus area(s). Teachers with a Final Holistic Rating of **Skilled** will select focus area(s) in collaboration with their evaluator. Teachers with a Final Holistic Rating of **Developing** will be guided by their evaluator to determine focus area(s). Teachers with a Final Holistic Rating of **Ineffective** will have focus area(s) selected by the evaluator.

FORMAL FOCUSED OBSERVATION—WITH AN EMPHASIS ON IDENTIFIED FOCUS AREA(S)**

The second formal observation will be a focused observation that may occur later in the school year. These may be announced or unannounced. A formal focused observation is a formal observation at least 30 minutes in length, emphasizing identified focus area(s) based upon the prior holistic observation. The purpose of the formal focused observation is to ensure the teacher is provided support necessary to enhance growth in the focus area(s). While evaluators must be certain to collect sufficient evidence around the identified focus area(s), they must also document sufficient evidence to support a Final Holistic Rating at the end of the evaluation cycle.

CLASSROOM WALKTHROUGHS/INFORMAL OBSERVATIONS – WITH AN EMPHASIS ON IDENTIFIED FOCUSED AREA(S) WHEN APPLICABLE

Teachers who are fully evaluated will have at least two classroom walkthroughs. These may be announced or unannounced. Classroom walkthroughs are informal observations less than 30 minutes in length with an emphasis on identified focus area(s) when applicable. The focus may be area(s) of relative strength and/or area(s) for improvement.

During walkthroughs and the formal focused observation, it should be noted that evaluators are not limited to only collecting evidence on the identified focus area(s). Evaluators will need to ensure they have sufficient evidence to provide a Final Holistic Rating at the end of the evaluation cycle.

POST-CONFERENCE: REFLECTION

The purpose of the post-observation conference is to support reflection and provide feedback on the observed lesson and to identify strategies and resources for the teacher to incorporate into practice to increase effectiveness. Following the lesson, the teacher reflects on the lesson and whether the student learning outcomes were met. The evaluator will make recommendations and commendations which may become part of the teacher's evaluation. The evaluator and teacher will collaborate to make recommendations on the teacher's professional growth plan or improvement plan.

In general, the post-conference discussion between the evaluator and teacher should focus on identified area(s) of support. At this conference, teachers may bring additional evidence from the observed lesson that the evaluator can consider and review prior to determining a Final Holistic Rating. Other key outcomes of the post-conference are to determine area(s) of focus and to discuss progress on the focus area(s).

Combining Measures to Obtain a Final Holistic Rating

A strong teacher evaluation system calls for ongoing collaboration and honest conversation between teachers and their evaluators. The foundation of such a system is the transparent, collaborative gathering and sharing of evidence that informs the teacher performance ratings at the end of the year. Some teacher behaviors are observable in the classroom while other evidence may be obtained from formal conferences, informal conversations, and evidence of practice, as well as input from colleagues, parents/guardians and students. The **Ohio Teacher Evaluation System** describes opportunities for the teacher and evaluator to discuss evidence, build a common understanding of the teacher's current practice, and identify areas for future growth. Regular check-ins also help the evaluator manage the administrative responsibility of gathering and organizing evidence with the teacher and encouraging evaluators to document teacher practices as they occur.

The **Teacher Performance Evaluation Rubric** is intended to be used for the purpose of promoting educator professional growth that leads to improved instructional performance. Using a growth model when evaluating teachers is essential to improve the quality of instruction that students receive by recognizing the teacher's instructional strengths while identifying and supporting improvement as needed. **When completing the performance rubric, please note that 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 for each observation cycle. However, for teachers on a full evaluation, prior to the end of the evaluation cycle, evaluators should ensure they have gathered sufficient evidence to provide a rating for each component to assist in the determination of the overall Final Holistic Rating.

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

A Review of the Teacher Performance Evaluation Rubric

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

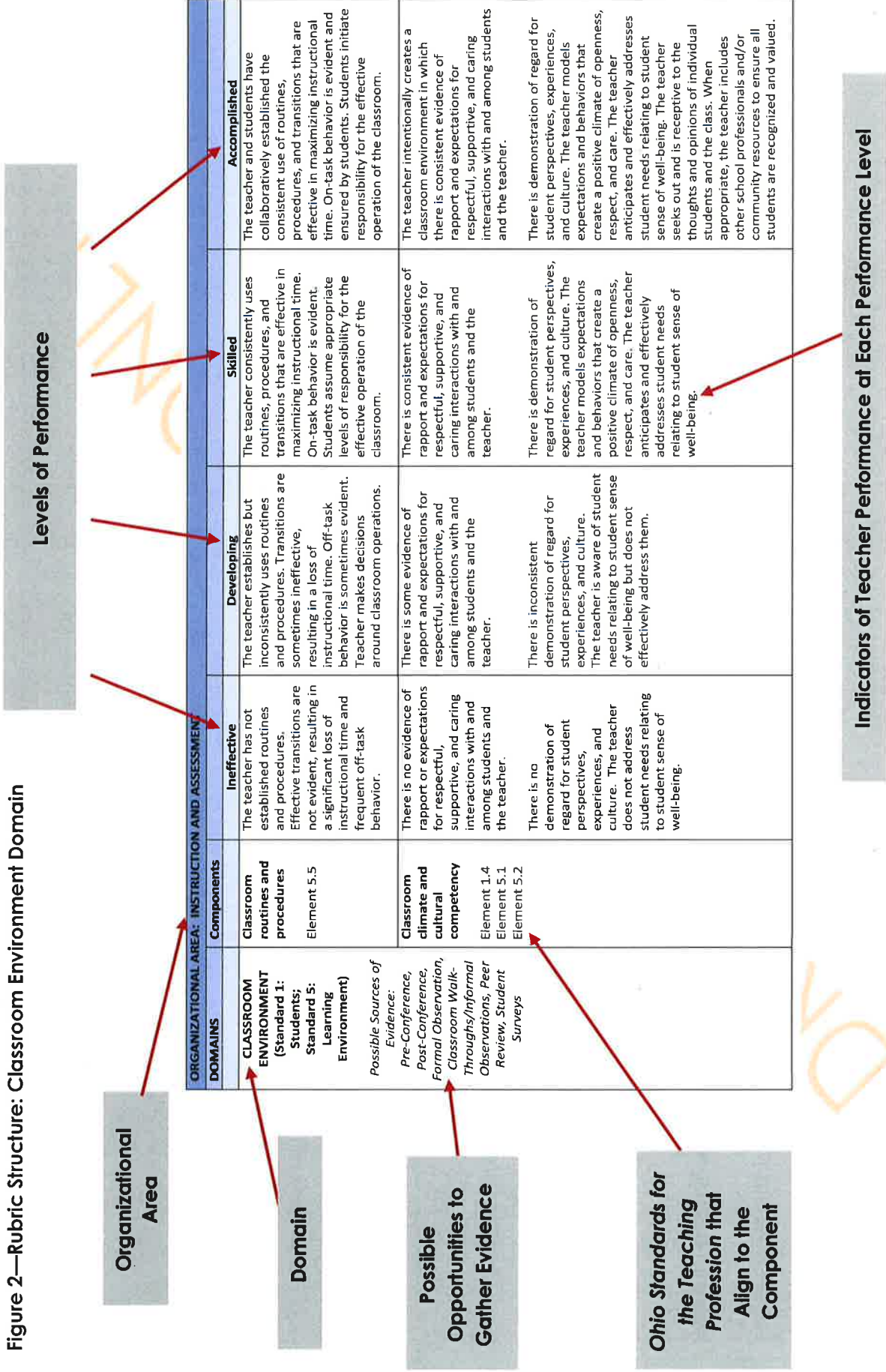
- Instructional Planning;
- Instruction and Assessment; and
- Professionalism

through six domains of teacher practice

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

that align with the **Ohio Standards for the Teaching Profession**. The rubric supports evaluators in conducting a comprehensive review of teacher practices and interactions in and out of the classroom and helps them consider patterns of evidence and trends in performance over the course of the year. The rubric provides detailed descriptions of practice and behavior at four levels of performance—**Ineffective**, **Developing**, **Skilled**, and **Accomplished**—and provides guidance about likely sources of evidence related to performance in each domain (see Figure 2).

Figure 2—Rubric Structure: Classroom Environment Domain



Organizational Area

Domain

Possible Opportunities to Gather Evidence

Ohio Standards for the Profession that Align to the Component

Defining the Performance Ratings

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

Figure 3—Defining the Four Performance Ratings

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

Using Evidence to Inform Final Holistic Performance Ratings

The following is suggested step-by-step guidance to support evaluators in gathering, reviewing, and analyzing multiple data points that inform teacher performance ratings.

STEP 1: GATHER EVIDENCE ON TEACHER PERFORMANCE

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

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

Next, the evaluator will group the evidence collected from time in the classroom, conferences, and everyday interactions with the teacher into the six domain areas of performance described by the **Teacher Performance Evaluation Rubric**. The evaluator will record the evidence below the relevant component on the rubric, as indicated in Figure 4, so it is automatically organized for future analysis. While it is possible that in some cases evidence may not be gathered for every indicator, it is expected that the evaluator should generally be able to gather enough evidence within each domain to substantiate a rating.

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

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

Figure 3—Example of Evidence Collection Form

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication) <i>Possible Sources of Evidence:</i> Pre-Conference, Post-Conference, Formal Observation, Classroom Walk- Throughs/Informal Observations, Peer Review	Communication with students Element 2.2 Element 4.3 Element 4.6 Element 6.1	The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance with students. Students are not able to discern learning goals. Differentiated learning goals are not used.	The teacher inconsistently communicates learning goals, expectations for mastery, and models of exemplary performance with 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 with students.	The teacher is consistent and effective in communicating differentiated learning goals (needs based, interest based, strength based, etc.), expectations for mastery, and models of exemplary performance with 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 uses limited content-specific strategies. Students demonstrate little engagement in the lesson.	The teacher demonstrates content knowledge by consistently using content-specific, developmentally appropriate language and content-specific strategies in order to engage students. The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking.	The teacher demonstrates content knowledge by consistently using content-specific, developmentally appropriate language and content-specific strategies in order 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.
	Evidence	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.

As it is gathered, evidence should be recorded in the component area and performance level where the evaluator feels it best matches the teacher practices described by the indicators.

STEP 2: ISSUE A HOLISTIC PERFORMANCE RATING

The evaluator will read all of the evidence collected up to that point within a domain, looking for patterns. The evaluator should be cognizant of behaviors, actions, or outcomes that occur multiple times within a domain versus those that appear to be single, outlying events. This analysis will inform judgments about the teacher's typical performance.

Next, the evaluator will compare the evidence and patterns to the indicators within a domain. The evaluator will start by rereading all of the **Skilled** indicators in a domain. Does the evidence exemplify this level of performance? Whether it does or not, look at the **Accomplished** and **Developing** indicators as well to decide if either of them better aligns with the available evidence. If the **Developing** indicators seem to be an appropriate match to much of the evidence, also read the **Ineffective** indicators carefully to consider whether a significant portion of the evidence matches this level. The evaluator will select the performance level that best describes the preponderance of evidence for this domain. The evaluator will repeat this process for each domain.

STEP 3: ISSUE THE END-OF-YEAR PERFORMANCE RATING

Once the evaluator determines a rating for each domain, based on the available evidence from multiple interactions, such as formal observations and walkthroughs, scheduled conferences, informal interactions, lesson plans, student work, correspondence with families, and feedback from other sources, the evaluator will look at the larger picture of performance across all domains. Although all domains are important for effective teacher practice, it may be appropriate to prioritize patterns of behavior in one domain over another as the evidence and domain ratings are reviewed. For example, knowledge of a specific classroom context may demonstrate that a teacher's pattern of **Skilled** behavior in the Lesson Delivery and Classroom Environment domains overshadows weaker performance in other areas. Additionally, some of the lost instructional time observed during a classroom visit may be due to the teacher's intense attention to individual student needs, thus downplaying the significance of this piece of evidence. The key point is that no one area of performance should be considered in isolation but should be analyzed in relation to all other areas of performance.

Tip: Even the most comprehensive compilation of evidence is only a series of snapshots of a teacher's performance. Therefore, use well-cultivated professional judgment informed by training and evidence of an individual's performance to arrive at a holistic performance rating. **Do not** use a formula to "add up" the ratings for each domain, as this strategy may gloss over areas in need of improvement or obscure the teacher's progress over time.

for the teacher, consider that there are minimum competency thresholds for each of the six domains described in the **Teacher Performance Evaluation Rubric**. It is possible that a serious deficiency in one domain can carry more weight than positive ratings in other domains. Rely on professional judgment, supported by the gathered evidence, to decide if this evidence of ineffective practice is grounds to issue a final **Ineffective** holistic rating, considering the impact of the deficiency on the teacher's classroom, colleagues, and whole school.

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

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

The evaluator should flag any instance of an **Ineffective** rating while preparing to issue the Final Holistic Rating. While the example of ineffective behavior should be examined within the context of all evidence collected

Appendix A: Teacher Performance Evaluation Rubric

DRAFT: PILOT USE ONLY

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 rating process is expected to occur upon completion of each thirty (30) minute observation and post-conference. To determine the rating for each thirty (30) minute observation, 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 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-observation and post-observation 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
<p>FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction)</p> <p>Possible Sources of Evidence: Pre-Conference, Artifacts, Portfolios,</p> <p><i>Analysis of Student Data, Lesson Plans, Student Surveys, Common Assessments</i></p>	<p>Use of High-Quality Student Data</p> <p>Element 1.1 Element 1.2 Element 1.3 Element 3.3</p>	<p>The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).</p>	<p>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.</p>	<p>The teacher correctly and thoroughly 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 goals.</p>	<p>The teacher correctly and thoroughly 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 goals.</p> <p>The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.</p>
	<p>Connections to prior and future learning</p> <p>Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5</p>	<p>The teacher plans lessons that demonstrate no connection to student prior learning or future learning.</p>	<p>The teacher plans lessons that attempt to make connections with student prior learning or future learning. These connections are not clear.</p>	<p>The teacher plans lessons that intentionally make clear and coherent connections with student prior learning and future learning and include strategies that communicate the connections to students.</p>	<p>The teacher plans lessons that intentionally make clear and coherent connections with student prior and future learning and include strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences. The teacher plans lessons that utilize the input and contributions of families, colleagues,</p>

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING			
Domains	Components	Ineffective	Developing
		Skilled	Accomplished
			and/or other professionals in understanding each student's prior knowledge, while supporting the student's development.
	<p>Connections to state standards and district priorities</p> <p>Element 2.3 Element 4.1 Element 4.7</p>	<p>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.</p>	<p>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.</p> <p>The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.</p>
<p>KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)</p> <p><i>Possible Sources of Evidence:</i> <i>Analysis of Student Data,</i> <i>Pre-Conference, Artifacts, Student Surveys</i></p>	<p>Planning for instruction for the whole child</p> <p>Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4</p>	<p>The teacher's instructional plan makes minimal connections to student experiences, culture, and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency, and interests.</p>	<p>The teacher's instructional plan reflects consistent connections to student experiences, culture, and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency, and interests. The instructional plan draws upon input from school professionals and outside resources.</p>

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
<p>LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication)</p> <p><i>Possible Sources of Evidence: Pre-Conference, Post-Conference, Formal Observation, Classroom Walk-Throughs/Informal Observations, Peer Review</i></p>	<p>Communication with students</p> <p>Element 2.2 Element 4.3 Element 4.6 Element 6.1</p>	<p>The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance with students. Students are not able to discern learning goals. Differentiated learning goals are not used.</p>	<p>The teacher inconsistently communicates learning goals, expectations for mastery, and models of exemplary performance with students. There is limited use of differentiated learning goals.</p>	<p>The teacher is consistent and effective in communicating appropriate, needs-based differentiated learning goals, expectations for mastery, and models of exemplary performance with students.</p>	<p>The teacher is consistent and effective in communicating differentiated learning goals (needs based, interest based, strength based, etc.), expectations for mastery, and models of exemplary performance with students through multiple communication techniques.</p>
		<p>The teacher does not demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific strategies. There is no student engagement.</p>	<p>The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and uses limited content-specific strategies. Students demonstrate little engagement in the lesson.</p>	<p>The teacher demonstrates content knowledge by consistently using content-specific, developmentally appropriate language and content-specific strategies in order to engage students. The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking.</p>	<p>The teacher demonstrates content knowledge by consistently using content-specific, developmentally appropriate language and content-specific strategies in order 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.</p>
		<p>The teacher does not provide students with feedback.</p>	<p>Feedback to students is general, occasional, or limited and may not always support student learning.</p>	<p>Substantive, specific and timely feedback is given to students to support student learning.</p>	<p>Substantive, specific and timely feedback is given to support individual student learning. The teacher provides opportunities for students to engage in self-assessment, provide feedback to one another, and reflect on their own strengths and challenges.</p>

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

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components	Ineffective	Developing	Skilled	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students: Standard 5: Learning Environment) <i>Possible Sources of Evidence:</i> <i>Pre-Conference, Post-Conference, Formal Observation, Classroom Walk-Thoughts/Informal Observations, Peer Review, Student Surveys</i>	Classroom climate and cultural competency Element 1.4 Element 5.1 Element 5.2	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 but inconsistently uses routines and procedures. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. Teacher makes decisions around classroom operations.	The teacher consistently uses routines, procedures, and transitions that are effective in maximizing instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for the effective operation of the classroom.	The teacher and students have collaboratively established the 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 the effective operation of the classroom.
		There is no evidence of rapport or expectations for respectful, supportive, and caring interactions with and among students and the teacher.	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 in which there is consistent evidence of rapport and expectations for respectful, supportive, and caring interactions with and among students and the teacher.
		There is no demonstration of regard for student perspectives, experiences, and culture. The teacher does not address student needs relating to student sense of well-being.	There is inconsistent demonstration of regard for student perspectives, experiences, and culture. The teacher is aware of student needs relating to student sense of well-being but does not effectively address them.	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 student needs relating 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 student needs relating to student sense of well-being. The teacher seeks out 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.

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

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

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

DRAFT: PILOT

Appendix B

District-Level Decisions: Best Practice Implementation

PERFORMANCE COMPONENTS

- Will the district require completion of the self-assessment? (This assessment remains private to the teacher.)
- Are pre-conferences required? If so, are there any guidelines?
- Are observations announced or unannounced?
- Is feedback required on each walkthrough/informal observation? If yes, what will this look like?
- In addition to the conference following the formal holistic observation and the final summative conference, are other conferences required?

EVALUATION CYCLE

- How many focus areas will teachers have?
- Will the district evaluate teachers having earned an **Accomplished** or **Skilled** rating less frequently?
 - How will it be determined if progress is made on the PGP?
 - For the one required observation, what type of observation will that be?
 - For the one required conference, what type of conference will that be?
- Will the district allow teachers rated **Accomplished** to select evaluators and teachers rated **Skilled** to provide input on evaluators?
- Will the district choose to not evaluate a teacher who has been board approved for retirement by December 1?
- Will the district choose to not evaluate the teacher participating for the first time in RESA?
- How will the district determine if a teacher is on board approved leave for more than 50% of the school year? Will that teacher be evaluated?
- For the teacher on a limited or extended limited contract under consideration for non-renewal, the district is required to conduct at least three formal observations. How will this be communicated and implemented?

PROFESSIONAL GROWTH PLAN (PGP)

- How many goals are teachers required to have on the PGP?
- What is the district timeline for development of the PGP?
- How will it be determined that the PGP is aligned to any district and/or school improvement plan(s)?

HIGH-QUALITY STUDENT DATA (HQSD)

- How will the district make decisions around HQSD?
 - How will it be determined if an instrument meets the criteria for HQSD? Committee? Evaluators?
 - How will the evaluator determine if the teacher meets the criteria of using the data from the instrument?
 - How will the district define “experts in the field”?

Professional Growth Plan

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

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

Teacher Name: _____ Evaluator Name: _____
 Guided Self-Directed Jointly Developed Evaluator (Accomplished) (Skilled) (Developing)

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

Teacher's Signature: _____ Date: _____

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

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 a 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 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 area(s) 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(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 Ohio's Standards for the Teaching Profession	Beginning Date	Ending Date	Level of Performance: Specifically Describe Successful Improvement Target(s)

Section 3: Specific Plan of Action—Describe in detail specific plans of action that must be taken by the teacher to improve performance. Indicate the sources of evidence that will be used to document the completion of the Improvement Plan.

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

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

--

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

--

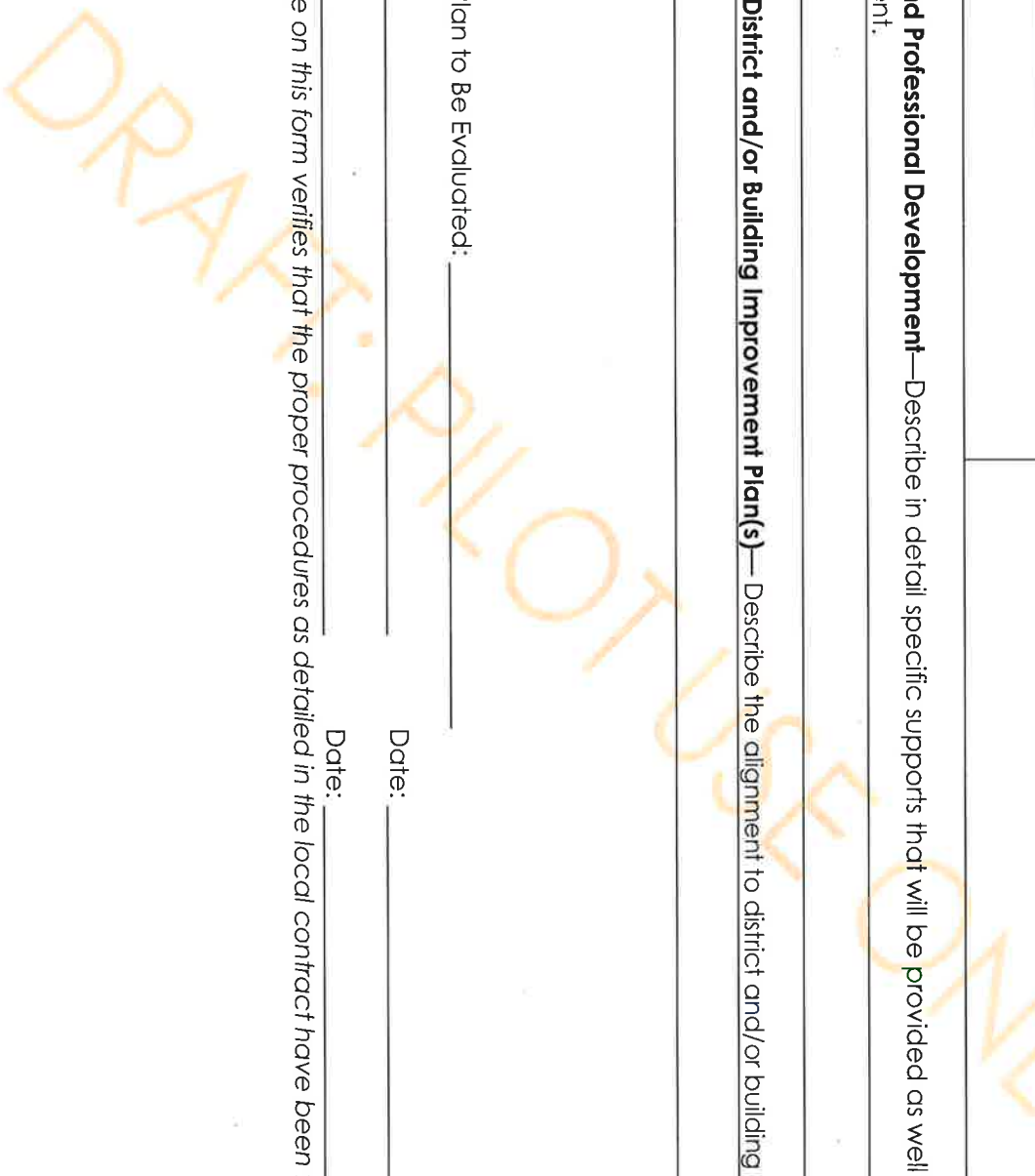
Comments:

Date for Improvement Plan to Be Evaluated: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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



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.

Final Holistic Rating of Teacher Effectiveness—Full Evaluation

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

Check here if Improvement Plan has been recommended.

Teacher Signature _____

Date _____

Evaluator Signature _____ Date _____

DRAFT FOR REVIEW

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

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

High-Quality Student Data Verification Form

Teacher Name:

Evaluator Name:

Content Area(s):

Grade Level(s):

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

- 1.
- 2.

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

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

AND

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

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

Comments:

Teacher Signature:

Date:

HQSD Approval Signature:

Date:

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

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

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

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

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

AND

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

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

