



*June, 2013*

**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered into on this 18<sup>th</sup> day of June, 2013, by and between the Reynoldsburg City School District Board of Education ("Board") and the Reynoldsburg Education Association ("Association").

WHEREAS, the Board and the Association are parties to a Negotiated Agreement having a term of August 1, 2013, through July 31, 2014; and

WHEREAS, the parties formed a committee to study and recommend changes regarding the payment of supplemental salaries for teachers; and

WHEREAS, the purpose of this Memorandum of Understanding is to establish the terms and conditions for the payment of supplemental salaries pursuant to the recommendations of the committee.

**NOW, THEREFORE, THE PARTIES AGREE:**

Section 1. Supplemental salaries as described in Article IX, Section C and Appendix L of the Negotiated Agreement shall be paid as provided in said Article or as provided by the terms of this Memorandum of Understanding, whichever is applicable, as more fully stated in subsequent sections of this Memorandum of Understanding.

Section 2. Athletic Supplemental Salaries. Athletic supplemental positions shall be paid as follows:

- Level III: Football, Boys Basketball, Girls Basketball**
- Level II: Track & Field, Volleyball, Wrestling, Boys Soccer, Girls Soccer, Baseball, Softball**
- Level I: Cross Country, Cheerleading, Boys Tennis, Girls Tennis, Boys Golf, Swimming, Bowling**

**H.S Head Coach Pay:**  
**Level III – \$6,000**  
**Level II - \$5,000**  
**Level I - \$4,000**

**H.S Assistants Pay:**

**Level III – \$3,250**

**Level II - \$2,750**

**Level I – \$2,250**

**Junior High Coaches Pay:**

**Levels III and II – \$2,250**

**Level I – \$1,750**

Section 3. The Superintendent/Athletic coordinator or designee, in consultation with the head coach of each sport, shall determine how many (if any) assistant coaching positions are available for a given sport and how funds received for the sport will be split among those assistant coaches.

Sports with multiple assistant positions (i.e. Football) can 'pool' the total amount and split among assistants in varying amounts. Splitting contracts to create additional assistant coaching positions is also an option.

Section 4. Members who were part of the District's certified coaching staff during the 2011-2012 school year, are exempt from the salary provisions provided above in this Memorandum of Understanding. Instead, those Members (if offered the same supplemental contracts) shall receive the same salary he or she received during the 2012-2013 school year for the duration of this Memorandum of Understanding.

Section 5. In addition to compensation for the certified coaching staff as specified above, The Superintendent/Athletic coordinator or designee may grant additional compensation to coaches based on successful team performance and other factors of merit. Such additional compensation would be paid at the end of the sports season and a nomination process should be followed.

Section 6. Music Supplemental Salaries. Seventy-Five Percent (75%) of pay to participate fees collected by the Board for music activities will be allocated to a supplemental salary pool for music activities. The Superintendent/designee determine the salaries for music supplemental contracts.

Section 7. Building Stipends. Newly issued supplemental salaries for building stipends shall continue to be paid pursuant to Appendix L of the Agreement, at the first step (Level 1) of the schedule and such salary shall remain frozen for the duration of the current Agreement. Members who received building stipends for the 2011-2012 school year shall, if offered renewed stipends, shall be paid at the step held for the 2011-2012 school for the duration of this Memorandum of Understanding.

Section 8. The Board and the Association expressly intend that this Memorandum of Understanding shall supersede any differing or inconsistent terms of the Agreement. Except as modified by this Memorandum of Understanding, all other terms and conditions of the Agreement remain in full force and effect.

IN WITNESS WHEREOF, the parties have entered into this Memorandum of Understanding on the date set forth above.

REYNOLDSBURG CITY SCHOOL  
DISTRICT BOARD OF EDUCATION

REYNOLDSBURG EDUCATION  
ASSOCIATION

  
\_\_\_\_\_  
~~Andrew Swope, Board President~~

  
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David Schottner, REA President

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Stephen D. Dackin, Superintendent

  
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Tammira S. Miller, Treasurer

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by and between the Reynoldsburg City School District Board of Education (“Board”) and the Reynoldsburg Education Association (“Association”) on the 21st day of May, 2013.

WHEREAS, the Board and the Association are parties to a Negotiated Agreement having a term of August 1, 2011 through July 31, 2014; and

WHEREAS, due to changes in law, it is necessary to amend the teacher evaluation procedures of Article VI of the Negotiated Agreement; and

WHEREAS, the Board and the Association, through their designees, have agreed upon an evaluation procedure and evaluation instruments to replace the procedure and instruments contained in the Negotiated Agreement.

**NOW, THEREFORE, THE PARTIES AGREE:**

Section 1. Effective beginning with the 2013-2014 school year, the evaluation procedure which is Attachment I to this Memorandum of Understanding replaces current Article VI of the Negotiated Agreement.

Section 2. Effective beginning with the 2013-2014 school year, the evaluation instruments which are Attachment II to this Memorandum of Understanding replace the evaluation instruments which are Appendices D, E and F of the Negotiated Agreement.

IN WITNESS WHEREOF, the parties have entered into this Memorandum of Understanding on the date first set forth above.

REYNOLDSBURG EDUCATION ASSOCIATION

REYNOLDSBURG CITY SCHOOL DISTRICT BOARD OF EDUCATION

By: David Schottner  
President

By: [Signature]  
President

By: [Signature]  
Superintendent

By: [Signature]  
Treasurer

## EVALUATION PROCEDURE

The language provided below applies only to those teachers who are subject to the Ohio Teacher Evaluation System (OTES) per the requirements of sections 3319.111 and 3319.112 of the Ohio Revised Code. The evaluation of other personnel, including but not limited to guidance counselors, nurses, library media specialists, and speech pathologists, will follow an instrument developed no later than the first day of the 2013-2014 school year, recommended by the six members of the evaluation committee, and approved by the Board of Education and REA.

### Definitions

- A. **Evaluation Procedure:** The procedural requirements set forth in this agreement to provide specificity to the statutory obligations established under sections 3319.111 and 3319.112 of the Ohio Revised Code and to conform to the framework for the evaluation of teachers developed under section 3319.112 of the Ohio Revised Code.
- B. **Ohio Teacher Evaluation System (OTES):** The teacher evaluation system that is codified under sections 3319.111 and 3319.112 of the Ohio Revised Code.
- C. **Evaluation Framework:** The document created and approved by the Ohio Department of Education (ODE) in accordance with section 3319.111(A) of the Ohio Revised Code that establishes the standards-based framework for the evaluation of teachers developed under section 3319.112 of the Ohio Revised Code.
- D. **Evaluation Factors:** The multiple measures that are required by law to be used in the teacher evaluation procedure. The two factors, which are weighted equally, are student growth measures at fifty (50) percent and teacher performance at fifty (50) percent.
- E. **Student Growth Measure (SGM):** Tool or assessment that is used to measure, or determine, student academic growth. As an evaluation factor, the SGM dimension is based on value-added scores, assessments from ODE's list of assessments for teachers where value-added scores are not available, and from local measures of student growth based on student learning objectives (SLOs). SGM results are reported as: above expected levels of student growth, expected levels of student growth, below expected levels of student growth.
- F. **Teacher Performance:** The assessment of a teacher's performance, resulting in a performance rating. As an evaluation factor, the teacher performance dimension is based on direct observations 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" for ineffective, "2" for developing, "3" for proficient, and "4" for accomplished.
- G. **Evaluation Rating:** The final, summative evaluation level that is assigned to a teacher based on evaluations that are conducted pursuant to the terms of this agreement. 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 (50) percent of the evaluation rating is based on student growth measures as provided for in this agreement and fifty (50) percent of the evaluation rating is based on a teacher performance rating as provided for in this agreement. Each completed evaluation will result in the assignment of a teacher to one of the following evaluation ratings: Accomplished, Proficient, Developing or Ineffective.

- H. Evaluation Cycle: The period of time for the completion of the evaluation procedure. The evaluation cycle is completed when student growth measures resulting from assessments are combined with the performance ratings resulting from performance assessments that are conducted for the current school year to assign an evaluation rating.
- I. Evaluation Instrument: The process and forms used by the teacher's evaluator. The instrument is located in Appendices D, E, F, R to this agreement.
- J. Student Learning Objective (SLO): A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students over a given interval of instruction based upon baseline data gathered at the beginning of the course.
- K. Ohio Teacher and Principal Evaluation Systems (eTPES): The method used by the District to electronically report to ODE aggregate final, summative teacher evaluation ratings. The District shall report the number of teachers for whom an evaluation was conducted and the number of teachers assigned to each evaluation rating.

#### Purpose

- A. The purposes of teacher evaluation are:
  - 1. To assist teachers and administrators in identifying and developing best educational practices in order to provide the greatest opportunity for student learning and achievement.
  - 2. To serve as a tool to advance the professional development of teachers.
  - 3. To inform instruction.
  - 4. To provide professional support for developing teachers.
  - 5. To take corrective measures for a rating(s) of ineffective.

#### Evaluators

- A. An evaluator must be on the approved board list, who is credentialed by ODE as an evaluator. Every evaluator must complete state-sponsored evaluation training as required by ODE and is required to pass an online credentialing assessment.

1. The list of approved evaluators will be recommended by district administration and REA representatives, and approved by the Board of Education.
  2. The final summative rating will be issued by the teacher's direct supervisor, if different than the evaluator.
- B. Not later than thirty (30) student school days after the student's first day of school each year, or in the case of a new teacher, within thirty (30) work days of the first day worked, each teacher shall be notified in writing of the name and position of his/her evaluator. If there is a change in evaluator, the teacher will be notified as soon as possible.

#### Evaluation Committee

- A. The parties intend that the evaluation process shall be in accordance with the Ohio Revised Code. The Evaluation Committee will be comprised of up to six (6) persons—up to three (3) appointed by the Association Co-Presidents or Designee and up to three (3) appointed by the Superintendent or Designee. The Evaluation Committee will review and act on issues that arise as the teacher evaluation process occurs.
- B. The parties agree that the improvement plans and professional growth plans of each member of the bargaining unit shall in all respects be aligned with District goals and the goals of the member's individual assignment.
- C. The committee shall not have the authority to negotiate wages, hours, or terms and conditions of employment.
- D. In the event of legislative action by the Ohio General Assembly that impacts in any way on this topic, the parties to this agreement shall discuss this topic to determine whether adjustments are appropriate during the term of this agreement.

#### Training

Training shall be provided prior to the implementation of any new teacher evaluation.

#### Schedule for Evaluation

- A. The evaluation shall be completed not later than the first day of May, and the teacher being evaluated shall receive a written report of the results of this evaluation, including the assigned evaluation rating, not later than the tenth day of May.
- B. If the Board has entered into a limited contract or extended limited contract with a teacher pursuant to section 3319.11 of the Ohio Revised Code, the Board shall perform a minimum of three formal observations during the evaluation cycle in any school year in which the Board may wish to declare its intention not to renew a teacher contract pursuant to division (B), (C)(3), (D), or (E) of that section.

## Performance Assessment

- A. A teacher's performance shall be assessed based on the standards for the teaching profession and the criteria set forth in the evaluation instrument, Appendix D to this agreement.
- B. All monitoring or observation of the work performance of a teacher shall be conducted openly and with full knowledge of the teacher.
- C. In implementing performance assessments, the District shall conduct all assessments so as to observe the legal and constitutional rights of teachers.

## Observations

### A. Schedule of Observations

- 1. A minimum of two (2) formal observations shall be conducted to support each teacher performance assessment. A formal observation shall last a minimum of thirty (30) minutes.
  - a. The first formal observation must be conducted and completed by the end of first semester.
  - b. The second observation must be conducted and completed no later than May 1.
  - c. When possible, there shall be at least six (6) work weeks between formal observations.
  - d. If after the second formal observation, a teacher's performance is found deficient to the extent that adverse personnel action may result, a minimum of one additional observation shall be conducted.
  - e. Teachers shall not receive a formal observation on the day before a holiday or vacation day.

### B. Observation Conference

- 1. The evaluator shall notify the teacher of the scheduled day to perform the first formal observation at least two days before the formal observation. A teacher will be given a reasonable range for subsequent observations.
- 2. A pre-conference will be held prior to the first observation.
- 3. A post-observation conference shall be held within ten (10) work days of each observation and shall be used to inform the teacher if observed instructional

practices are aligned with the expectations that are identified in the teacher's professional growth or improvement plan. The scope of the conference will include at least one reinforcement and one refinement.

4. A teacher may request a formal observation at any time in addition to those required by this procedure.
5. Evidence shall be provided to the teacher at the post conference.

### Walkthroughs

- A. The walkthrough process results in a formative written assessment that may focus on one or two of the standards and/or an area of refinement.
- B. The walkthrough shall be a brief survey of classroom instruction and environment, lasting no longer than twenty consecutive minutes.
- C. The teacher shall be provided feedback and/or a copy of the completed walkthrough form.
- D. A teacher may request walkthroughs with a specific focus at any time in addition to those initiated by the evaluator.

### Refinement

- A. Formal observations resulting in the identification of areas of refinement shall be addressed during the post-observation conference. Deficiencies identified by the evaluator shall be compiled and reported in writing and a copy of the written report, Appendix D shall be provided to the teacher at the post-observation conference.
- B. The evaluator involved shall make recommendations and otherwise assist the teacher for the purpose of remediation of identified deficiencies.
- C. The evaluator and teacher shall develop a plan for refinement of identified deficiencies and such plan shall be reduced to writing and provided to the teacher, Appendix F.

### Improvement Plan

- A. Teachers must develop an improvement plan based on the evaluation matrix:
  1. Below Expected Levels: Teachers who meet below expected levels of student growth and teacher performance must comply with an improvement plan developed by the credentialed evaluator assigned by the Superintendent/Designee for the evaluation from the board approved list. This improvement plan will be developed at the summative evaluation conference or as needed.

2. In the event that a teacher and evaluator are unable to agree on the evaluator's expectations for the improvement plan, the teacher may request a member of the evaluation committee facilitate further discussion between the teacher and the evaluator.

B. The improvement plan, as outlined in this section, shall detail:

1. Performance issues documented as developing or ineffective
2. Specific performance expectations;
3. Assistance to be provided by the District to support professional development of the teacher;
4. Sufficient and specific timelines, as to allow for the remediation of identified areas needing improvement.
5. The provision for a teacher mentor/coach as appropriate. The mentor/coach may be provided release time to allow for meetings/observations with the teacher under an improvement plan.

#### Professional Growth Plan

A. Professional growth plans shall be developed as follows:

1. Above Expected Levels: Teachers who meet above expected levels of student growth and teacher performance must develop a professional growth plan.
2. Expected Levels: Teachers who meet expected levels of student growth and teacher performance must develop a professional growth plan collaboratively with a credentialed evaluator assigned by the Superintendent/Designee for the evaluation from the board approved list.

B. Professional growth plans for a school year shall be developed and submitted to the immediate supervisor using Appendix R by September 30.

C. The Board shall provide for professional development agreed upon by the evaluator and teacher and for the allocation of financial resources, if necessary, to accelerate and continue teacher growth and improvement.

#### Summative Evaluation Rating

A. Written Report

Before the final summative evaluation rating is assigned, a conference shall be held between the teacher and the evaluator to discuss all evidence used in consideration of the summative evaluation rating. Appendix E.

**B. Response to Evaluation**

The teacher shall have the right to make a written response to the evaluation and to have it attached to the evaluation report to be placed in the teacher's personnel file. A signed copy shall be provided to the evaluator.

**Due Process**

- A. Teachers who disagree with the level of student growth, the rating of performance and/or the summative evaluation rating shall be allowed to request a facilitator from the evaluation committee.
- B. The teacher has the right to association representation at all evaluation meetings. It is the responsibility of the teacher to request association representation.

Teacher \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Time \_\_\_\_\_

**Teacher Performance Observation Form**

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	Proficient	Accomplished
INSTRUCTIONAL PLANNING	<b>FOCUS FOR LEARNING (Standard 4: Instruction)</b>  <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 measurable 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.
	Evidence				

<p><b>ASSESSMENT DATA</b> <b>(Standard 3: Assessment)</b></p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.</p> <p>The teacher does not use or only uses one measure of student performance.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
<p><b>Evidence</b></p>				

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

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Proficient	Accomplished
INSTRUCTIONAL PLANNING	<p><b>KNOWLEDGE OF STUDENTS (Standard 1: Students)</b></p> <p><i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.</p> <p>The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</p>	<p>The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.</p> <p>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.</p>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>
	Evidence				

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

Instruction and Assessment				
	Ineffective	Developing	Proficient	Accomplished
<b>RESOURCES</b> <b>(Standard 2: Content;  Standard 4: Instruction)</b>  <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.
<b>Evidence</b>				

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

Instruction and Assessment		Ineffective	Developing	Proficient	Accomplished
Evidence					

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

Instruction and Assessment					
		Ineffective	Developing	Proficient	Accomplished
	Evidence				

Professionalism					
		Ineffective	Developing	Proficient	Accomplished
PROFESSIONALISM	<p><b>PROFESSIONAL RESPONSIBILITIES</b> (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)</p> <p><i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others</p>	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>The teacher fails to understand and follow regulations, policies, and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>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.</p> <p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>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.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>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.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>
	Evidence				

<i>Areas of reinforcement observed</i>	
<i>Areas of refinement suggested</i>	

Teacher signature \_\_\_\_\_ date \_\_\_\_\_  
 Evaluator signature \_\_\_\_\_ date \_\_\_\_\_

The signatures above indicate that the teacher and evaluator have discussed the observation. The signature of the teacher does not indicate agreement with the ratings or evidence but rather that he/she received a copy of this form.

**Final Summative Rating of Teacher Effectiveness**

Proficiency on Standards 50%	INEFFECTIVE 1	DEVELOPING 2	PROFICIENT 3	ACCOMPLISHED 4
Cumulative Performance Rating (Holistic Rating using Performance Rubric)				
<i>Areas of reinforcement/ refinement:</i>				
Student Growth Data 50%	BELOW EXPECTED GROWTH	EXPECTED GROWTH	ABOVE EXPECTED GROWTH	
Student Growth Measure of Effectiveness				
<i>Areas of reinforcement/ refinement:</i>				
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	PROFICIENT	ACCOMPLISHED

Check here to indicate that an Improvement Plan is attached.

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Immediate Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

The signatures above indicate that the teacher and immediate supervisor have discussed the Summative Rating.

Note: The signature of the teacher does not indicate agreement with the ratings or comments but rather that he/she received a copy of this form.

		Teacher Performance—Cumulative Performance Rating			
		Ineffective 1	Developing 2	Proficient 3	Accomplished 4
Student Growth Measure	Below (R)	Ineffective (R)	Ineffective (R)	Developing (Y)	Developing (Y)
	Expected (Y)	Developing (Y)	Developing (Y)	Proficient (G)	Proficient (G)
	Above (DG)	Developing (Y)	Proficient (G)	Accomplished (DG)	Accomplished (DG)



## 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/developing rating or an ineffective/developing rating on any of the components of the OTEs system or as needed. 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* designated as Developing or Ineffective. 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 (No Less than Six Weeks)	Level of Performance Specifically Describe Successful Improvement Target(s)



## 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: \_\_\_\_\_

Immediate Supervisor's Signature: \_\_\_\_\_

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



## Improvement Plan: Results

Teacher Name: \_\_\_\_\_ Grade level/Subject \_\_\_\_\_  
School Year \_\_\_\_\_ Building \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_  
Immediate Supervisor/Evaluator \_\_\_\_\_

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.

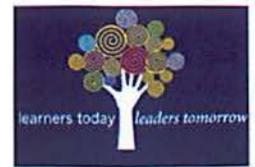
*I have reviewed this evaluation and discussed it with my immediate supervisor. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.*

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

Immediate Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The immediate supervisor'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.



## 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). Goals for the year will be reviewed during the Summative Evaluation Conference.

Self-Directed – Teachers who meet above expected levels of student growth and teacher performance must develop a Professional Growth Plan.

Collaborative – Teachers who meet expected levels of student growth and teacher performance must develop a Professional Growth Plan collaboratively with a credentialed evaluator assigned by the Superintendent/Designee for the evaluation from the board approved list.

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.	<u>Professional Growth Plan Results</u> goal statement reflection and results
<i>Goal 1: Student Achievement/Outcomes for Students</i> Goal Statement:  Evidence Indicators:			<ul style="list-style-type: none"> <li>o Growth is demonstrated and performance standards are being met</li> <li>o Growth Plan is continued for the following specified timeline: _____</li> <li>o A new Goal has been generated</li> </ul>
<i>Goal 2 : Teacher Performance on the Ohio Standards for the Teaching Profession</i> Goal Statement:  Evidence Indicators:  Areas of Refinement as indicated in previous summative evaluation (as applicable)			<ul style="list-style-type: none"> <li>o Growth is demonstrated and performance standards are being met</li> <li>o Growth Plan is continued for the following specified timeline: _____</li> <li>o A new Goal has been generated</li> </ul>

Evaluator Signature

Date

Teacher Signature

Date

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

**Pepple & Waggoner, Ltd.**

ATTORNEYS AT LAW

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June 26, 2013

**VIA ELECTRONIC MAIL ONLY**

State Employment Relations Board  
Research and Training  
65 East State Street, 12th Floor  
Columbus, OH 43215-4213

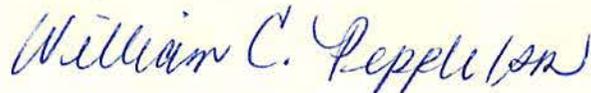
Re: Reynoldsburg City School District Board of Education and the  
Reynoldsburg Education Association Negotiations  
SERB Case No. 2011-MED-05-0817  
Our File No. 595-260-11

Gentlemen:

Please find enclosed for filing two (2) executed Memorandums of Understanding which modify the Negotiated Agreement currently in effect between the above-named parties.

Thank you for your assistance in this matter.

Very truly yours,



William C. Pepple

WCP/dlm

Enclosures

cc: Mr. Stephen Dackin, Superintendent (w/o enclosures)  
Mr. Tal Hutchins, OEA Labor Relations Consultant (w/o enclosures)