

LIBERTY CENTER LOCAL SCHOOLS
EVALUATION PROCEDURE REFERENCE TOOL
2015-2016

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1. APPLICATION

A. The teacher evaluation procedure contained in this agreement applies to the following employees of the District:

1. Teachers working under a license issued under sections 3319.22, 3319.26, 3319.222 or 3319.226 of the Ohio Revised Code who spend at least fifty (50) percent of their time providing student instruction.
2. Teachers working under a permanent certificate issued under section 3319.222 of the Ohio Revised Code as it existed prior to September 2003 who spend at least fifty (50) percent of their time providing student instruction.
3. Teachers working under a permanent certificate issued under section 3319.222 of the Ohio Revised Code as it existed prior to September 2006 who spend at least fifty (50) percent of their time providing student instruction.
4. Teachers working under a permit issued under 3319.301 of the Ohio Revised Code who spend at least fifty (50) percent of their time providing student instruction.
5. All other teachers not covered by 1-4 above will be evaluated using the Verification of Observation Form to document that the observation was conducted. Continued dialogue and conversations will be revisited as new state guidelines are made available

2. DEFINITIONS

- A. Ohio Teacher Evaluation System (OTES): The teacher evaluation system that is codified under sections 3319.111 and 3319.112 of the Ohio Revised Code.
- B. Evaluation Framework: The document created and approved by the Ohio State Standards Board 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.
- C. Evaluation Procedure: The evaluation procedure will be 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.
- D. Evaluation Factors: The two factors, which are required by law and weighted equally, are student growth measures at fifty (50) percent and teacher performance at fifty (50) percent. These factors are subject to change based on legislation, negotiations, and ratification.
- E. 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, walkthroughs that are performed by a credentialed evaluator. This can be enhanced by a teacher evaluation portfolio if the teacher so chooses. Teacher performance results are reported as a teacher performance rating that may be coded from "1" indicating lowest performance to "4" indicating highest performance.
- F. Student Growth Measure (SGM): A 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/or from local measures of student growth based on student learning objectives (SLOs) or other student growth measures. SGM results are reported as: most effective, above average, average, approaching average, and below average.

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, Skilled, Developing or Ineffective.

H. Evaluation Procedure Reference Tool: The process and forms used by the teacher's evaluator. The evaluation tools are located in the Evaluation Procedure Reference Tool which is attached to this agreement.

I. Student Learning Objective (SLO): A measurable, long-term academic growth target that a teacher sets 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.

J. 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.

K. Poorly Performing Teacher: 1) A teacher who is assigned an evaluation rating of ineffective for three (3) consecutive years so long as the teacher has been in the same position for those 3 years.

L. Teacher(s) of Record:

1. Is/Are responsible for assigning the grade to the student
2. Is/Are required to have the proper credentials to teach the particular subject for which he/she has been designated "teacher(s) of record(s)"
3. Is/Are responsible for a significant portion of a student's instructional time within a given subject or course:
 - a. Minimum of 51% co-teaching;
 - b. Minimum of 31% team teaching (classroom teacher(s));

c. Minimum of 31% interventionist(s) (example: Title One and special education)

M. Linkage: The process of connecting the teacher (s) of record [based upon above definition] to a student's and/or defined group of students' achievement scores.

N. Shared Attribution: The practice, determined by teachers, of sharing student(s) achievement scores amongst a collaborative group of appropriately licensed educators who consistently meet, plan and provide instruction and/or intervention for a student or defined group of students on a specific subject and/or grade level.

O. Walkthroughs- Will be utilized for OTES teachers. The walkthroughs shall be documented through the OTES/Evaluation Committee designed walk through tool (Appendix B). There will be a minimum of two (2) but no more than ten (10) documented walkthroughs for OTES teachers. The administrator will provide the member with feedback no later than seven (7) work days after the walk through. Nothing herein should be construed to prohibit administration from informally observing teachers.

3. EVALUATORS

A. The positions considered for evaluating teachers will include the Building Principals and Pupil Personal Director.

B. The evaluator shall not be a bargaining unit member. The supervisor must be employed under a full-time contract pursuant to sections 3319.01 or 3319.02 of the Ohio Revised Code and must hold at least one (1) certificate/license named under division (E), (F), (H), (J), or (L) of section 3319.22 of the Ohio Revised Code and must be credentialed as stated in Ohio law.

C. In the event an employee performs work under the supervision of more than one credentialed principal, one principal shall be designated as the credentialed evaluator and shall be designated within 10 days following the beginning of the school year.

D. All teachers will be notified of their credentialed evaluator within the first ten (10) work days of that school year. In the event a teacher is hired after this time, the credentialed evaluator will be determined and the teacher will be informed within ten (10) work days of their start date.

- E. In assessing a teacher's performance, evaluators will not make judgments, or otherwise discriminate, on the basis of a teacher's age, gender identification, race, ethnicity, national origin, religion, sexual orientation, marital status, military status, disability, union membership or union activism.
- F. Each evaluator must successfully complete state-mandated evaluator credentialing training and is required to pass a credentialing assessment as well as use only the tools and forms included in this agreement during the evaluation process.

4. TRAINING

- A. Written instruction and training on the teacher evaluation procedure will be provided annually for all teachers and shall include the tools, processes, methodology, and use of the student growth measure data.
- B. Updates to written instruction and evaluation procedures on the purpose, mechanics and dimensions of the evaluation procedure shall be presented to the teachers not later than September 15 of each year, or in the case of a teacher hired after September 15 they will receive this within 30 days of employment with the District. Any updates to the evaluation procedure will be brought to the committee's attention, and upon achieving consensus, to be ratified by the LCCTA and the School Board.

5. EVALUTION PROCESS AND CRITERIA

- A. Teacher Performance shall consist of 50% of the evaluation rating. The current OTES rubric (Appendix A) will be used to determine teacher performance.
- B. Student Growth Measures shall consist of 50% of the evaluation rating (subject to legislative and negotiated changes). Teachers will determine his/her own SGM or group SGM other than value-added including, but not limited to, type and duration (SLO and/or per-post testing if applicable) and submit the SGM to the SGM committee for approval as detailed in this negotiated agreement.
- C. Each administrator will prepare a master schedule that details the weeks available for which teachers can sign up for first formal observation. This calendar will be made available within the first week of school. Teachers must sign up by September 15, or a time will be assigned to them.
- Each administrator will prepare a master schedule that details the weeks available for which teachers can sign up for second formal observation. This calendar will be made available within the first week of January. Teachers must sign up by January 15, or a time will be assigned to them.
- Changes to this master list shall be communicated to the affected teacher within three (3) days of such changes. There shall be no less than 25 working days between each observation.
- D. All formal observations of the work performance of a teacher shall be conducted openly and with full knowledge of the affected teacher. The use of eavesdropping, public address, audio systems, and similar surveillance devices will not be used to observe the work performance of a teacher.
- E. Pre-observation conferences may be held at least one (1) work day before each formal observation. Any additional pre-observation conferences may be by mutual agreement. A post observation conference may be held within ten (10) work days after each formal observation unless mutually waived by the administrator and teacher. A post observation form may be provided to the teacher within ten (10) work days of the post observation conference. If a teacher requests a Pre or Post Conference it shall be held.

F. All formal observations shall follow within five (5) school days of the pre-conference.

G. The credentialed evaluating administrator will perform two (2) observations per evaluation and use the forms located in Appendix A to complete the observation, except:

1. For teachers under consideration for non-renewal, and with whom the board has entered into a limited contract or extended limited contract, who shall be observed at least three (3) times per evaluation
2. For teachers who were rated "Skilled" on their most recent evaluation who choose to be evaluated once every other year.
3. For teachers who were rated "Accomplished" on their most recent evaluation who choose to be evaluated once every 3 years (as long as your yearly SGM stays at an average or above).
4. For any year that a teacher is exempt (rated "Skilled" or "Accomplished") he/she shall be informally observed once by his/her evaluator and a post-conference will be held. The only evaluation documentation that shall be used will be the Verification of Observation Form to document that the observation was conducted (Appendix C)

H. Each observation shall be no less than 30 minutes each in length to support the written evaluation. The observations shall be a minimum of 25 working days apart, unless mutually agreed upon by both the teacher and evaluator.

I. A teacher may request a formal observation from any credentialed evaluating administrator at any time in addition to those required by this procedure.

J. Observations shall be conducted only on a day when normal classroom procedures can be expected-not on the day before or after a vacation or the day after an illness.

K. Formal observations shall not disrupt and/or interrupt the learning environment in the classroom.

- L. Within ten (10) working days of the observation, a post-observation in-person conference may take place between the teacher and the credentialed evaluating administrator at which time the administrator will review the observation and discuss the evaluation rubric. The administrator will provide the teacher with a written copy of the teacher's rubric scores based on the observation.
- M. The teacher shall have the right to provide additional evidence to supplement the observation.
- N. In the event that any deficiencies are documented, the credentialed evaluating administrator will provide written recommendations to correct such deficiencies. This is not to be considered an improvement plan. These written recommendations shall include suggestions for improvement(s) to correct such deficiencies.
- O. If after a 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 at least 25 working days after the previous observation, or by April 15th.
- P. The written summative evaluation is to be given to the teacher by May 10th. Teachers will be provided the evaluation report that is located in Appendix D and have a conference with their credentialed evaluating administrator to discuss said report.
- Q. Any educator that makes below expected academic growth with his/her students and/or receives an overall ineffective rating on the Teacher Performance Component must develop a written improvement plan as detailed in this Evaluation Procedure Reference Tool. This improvement plan shall carry over into the next school year.

6. IMPROVEMENT PLAN

- A. The improvement plan form located in Appendix E shall be used for said teachers and shall be developed by the teacher and the credentialed evaluating administrator.

- B. Final determination of an improvement plan shall occur one year from the date that it was implemented.
- C. 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 the teacher's instructional coach or another mutually agreed upon teacher of the District to facilitate further discussion between the teacher and the evaluator.

7. INSTRUCTIONAL COACH FOR TEACHERS ON IMPROVEMENT PLANS

- A. The District shall provide teachers under an improvement plan with an instructional coach who is not the credentialed evaluator.
- B. Role of the Instructional Coach:
 - 1. The instructional coach does not have a formal evaluation role. The instructional coach's role is to support the growth of the educator.
 - 2. Every effort will be made to match up the teacher on the improvement plan with a coach that has the expertise in the identified area of needed improvement, has a valid teaching license, and is currently under contract with Liberty Center Local Schools.
- C. Release time- Each individual coach shall be granted release time for direct mentoring activities. Release time shall be separate from any other release time covered under this agreement and shall be coordinated by the building administrator upon approval by the Superintendent.
- D. Protections
 - 1. Other than a notation to the effect that a teacher served as instructional coach the teacher's activities as an instructional coach shall not be part of that staff member's evaluation.
 - 2. An instructional coach shall not be requested or directed to make any recommendation regarding the continued employment of the teacher.
 - 3. All information and interaction between the instructional coach and the teacher shall be regarded as confidential and neither party shall be requested or directed to divulge such information.
 - 4. At any time, the instructional coach or the teacher may exercise the option to have a new instructional coach assigned to the teacher. Said change shall occur without prejudice or judgment to either party. No specifics shall be given for the exercise of this option. The form in Appendix F shall be filled out by the party exercising this option.

8. PROFESSIONAL DEVELOPMENT

- A. The Board shall provide for professional development and for the allocation of financial resources to accelerate and continue teacher growth and improvement and to provide support to poorly performing teachers as set forth in this agreement.

9. FINALIZATION OF REPORT

- A. The evaluation shall acknowledge the performance strengths of the teacher evaluated as well as performance deficiencies, if any. The evaluator shall note all the data used to support the conclusions reached in the formal evaluation report.
- B. The completed evaluation report shall be signed by the evaluator. The evaluation report will be presented to the teacher for signing as notification that said report, and only this report, will be placed in the personnel file.
- C. The teacher's signature cannot be construed as evidence that the teacher agrees with the contents of the evaluation report.
- D. All evaluations will be completed by May 1st. The evaluation report shall be completed by May 10, signed by both parties, and sent to the Superintendent.
- E. The Board will provide ODE with the aggregate final, summative teacher evaluation ratings by way of eTPES. No other documents will be uploaded to the system. The Board shall report the number of teachers for whom an evaluation was conducted and the number of teachers assigned to each evaluation rating by the institution of graduation and the year of graduation only.
- F. The teacher shall have the right to make a written response to the evaluation and have it attached to the evaluation report to be placed in the teacher's personnel file. A copy, signed by both parties, shall be provided to the teacher.

10. DUE PROCESS

- A. A teacher shall be entitled to Union representation at any conference held during this procedure in which the teacher will be advised of an impending adverse personnel action.
- B. Teachers who disagree with the rating of performance and/or the summative, or overall, evaluation rating may be allowed to have a different credentialed evaluating administrator the next school year.

11. PERSONNEL ACTION REQUIREMENTS

- A. The evaluation procedure contained in this agreement shall not be used in any decision concerning the retention, promotion, removal, reduction or recall of any teacher until three (3) years of data have been collected.
- B. An evaluation cycle shall not be completed until the teacher has been provided a written report of the results of the evaluation.
- C. In the event there is a significant (more than one class period) change in the teacher's assignment initiated by the district or an involuntary transfer, the teacher will be assigned the minimum rating of "skilled" following the year of transfer or change.

12. STUDENT GROWTH MEASURE (SGM) COMMITTEE

- A. An SGM committee will be developed for the sole purpose of assessing and reviewing the many facets of SGM and providing professional development in the area of SGM. The SGM committee shall not have the authority to negotiate wages, hours or terms and conditions of employment.
- B. The SGM committee is responsible to jointly recommend the policies and procedures for the Student Growth portion of the Evaluation Procedures.
- C. The committee shall consist of the seven (7) members. Five (5) members appointed by the Association, and two (2) administrators appointed by the Superintendent. One association member and one administrator will co-chair the committee. The number of SGM Committee Building Representatives will match the number of buildings in the district.

- D. Committee agendas will be developed jointly by the co-chairpersons of the committee.
- E. The term of the office for Association committee members will be determined by the Association.
- F. At the time that an Association or District committee member is no longer able to serve on the committee, the respective party, will select a new member to the committee.
- G. Members of the committee will receive training in the writing of SLOs including, but not limited to, SGM trainings with ODE trained trainers and any other trainings that become necessary for the committee.
- H. The committee will establish, by mutual agreement, a meeting calendar.
- I. The committee shall establish ground rules and duties for all committee members at the initial meeting, review them at each meeting, and update them thereafter as needed.
- J. All decisions of the committee will be achieved by a simple majority.
- K. The committee shall be authorized to utilize consultant(s) (examples are, but not limited to; educational consultants, software consultants, SGM trainers, etc.) as deemed appropriate. The cost, if any, shall be approved by the Superintendent and borne by the Board.
- L. Members of the committee shall receive release time for committee work and training as deemed necessary by the committee.
- M. The district will provide secretarial support and assistance to the committee. Responsibilities may include data entry, note taking, copying, committee notification, communications, and distribution of materials, preparation of forms/templates, and other duties as needed.
- N. The committee will review the multiple elements of SGM, using the approved established guidelines and return them to appropriate parties either for use for gathering data or for revision and resubmission to the committee.
- O. The committee will develop a timeline by which teachers will turn in SGM and the timeframe the committee will return said SGM.
- P. In the case that the committee returns an element of SGM for revision, feedback will be supplied to the individual or group as to what should be reviewed for revision prior to resubmission. A timeline will be developed for revisions and resubmission.

- Q. Prior to submitting the SGM results to his/her evaluator, the teacher may request the SGM Committee review their score for accuracy. The SGM Committee will review for verification only.
- R. The committee shall determine those conditions that would likely have an adverse impact on SGMs, such as a threshold number of authorized teacher absences, the acceptance and mentoring of student teachers, changes in teacher assignments, implementation of the Common Core State Standards, etc. The committee shall perform this task over the term of this agreement and shall make recommendations to inform future contract negotiations.
- S. Association committee members will be paid at a rate of \$25 for each hour he/she attends committee meetings outside of the contractual work day.
- T. Association committee co-chair will be paid a supplemental rate of \$1,000. SGM Committee Building Representatives will be paid a supplemental rate of \$500. General committee members will be paid a supplemental rate of \$250.

Ohio Teacher Evaluation System Liberty Center Local Schools		Assessment of Teacher Performance	Teacher:
School year:	Building:	Grade Level/Subject:	

Teacher Performance Evaluation Rubric

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

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include 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				

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
	<p>ASSESSMENT DATA (Standard 3: Assessment)</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>
	Evidence				

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS</p> <p>(Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i></p> <p>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

INSTRUCTIONAL PLANNING	<p>KNOWLEDGE OF STUDENTS (Standard 1: Students)</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>
	<p>Evidence</p>				

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>LESSON DELIVERY</p> <p>(Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i></p> <p>Formal Observation</p> <p>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				

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
	<p>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i></p> <p>Pre-Conference</p> <p>Formal Observation</p> <p>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>
	<p>Evidence</p>				

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
	<p>RESOURCES (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i></p> <p>Pre-Conference</p> <p>Formal Observation</p> <p>Classroom Walkthroughs/ Informal Observations</p>	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p>	<p>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.</p>	<p>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.</p>	<p>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.</p>
	<p>Evidence</p>				

Instruction and Assessment		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>CLASSROOM ENVIRONMENT</p> <p>(Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i></p> <p>Pre-Conference</p> <p>Formal Observation</p> <p>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>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</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 creates a learning environment that allows for little or no communication or engagement with families.</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>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>The teacher welcomes communication from families and replies in a timely manner.</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>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>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</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 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>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</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 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>

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
		Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.	A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.	A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.
	Evidence				

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)	<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><i>Sources of Evidence:</i></p> <p>Pre-Conference</p> <p>Formal Observation</p> <p>Classroom Walkthroughs/ Informal Observations</p> <p>Post-Conference</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 persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</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 gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</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 gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</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>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>

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
		The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.
	Evidence				

Professionalism					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<p>PROFESSIONAL RESPONSIBILITIES</p> <p>(Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)</p> <p><i>Sources of Evidence:</i></p> <p>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				

Ohio Teacher Evaluation System: Liberty Center Local Schools Classroom Walkthroughs and Informal Observations

Informal Observation: General Form

Teacher Name: _____ Grade(s)/Subject Area(s): _____ Date: _____

Evaluator Name: _____ Time Walkthrough Begins: _____ Time Walkthrough Ends: _____

Directions: This form serves as a record of an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. This record, along with records of additional informal observations, will be used to inform the summative evaluation of the teacher.

EVALUATION OBSERVATIONS	
O = Observed; Blank = Not Observed; C = Suggestion Comment Made Below	
Instruction is developmentally appropriate;	Lesson content is linked to previous and future learning;
Learning outcomes and goals are clearly communicated to students;	Classroom learning environment is safe and conducive to learning;
Varied instructional tools and strategies reflect student needs and learning objectives;	Teacher provides students with timely and responsive feedback;
Content presented is accurate and grade appropriate;	Instructional time is used effectively;
Teacher connects lesson to real-life applications;	Routines support learning goals and activities;
Instruction and lesson activities are accessible and challenging for students;	Multiple methods of assessment of student learning are utilized to guide instruction;
Other:	Other:
Evaluator Summary Comments:	
Recommendations for Focus of Informal Observations:	

Evaluator Signature: _____ Photocopy to Teacher on: ____/____/____

Liberty Center Local School District

Verification of Observation

This is to certify that the evaluator conducted the foregoing observation(s) of job performance on the date(s) and time(s) indicated:

1st Observation

Date

Teacher

Date

Evaluator

2nd Observation

Date

Teacher

Date

Evaluator

Ohio Teacher Evaluation System: Liberty Center Local Schools	School Year:	Teacher:
Final Summative Rating of Teacher Effectiveness		Grade Level/Subject:

Proficiency on Standards 50%	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Cumulative Performance Rating (Holistic Rating using Performance Rubric) OBS				
<i>Areas of reinforcement/refinement:</i> Reinforcement: Refinement:				
Student Growth Data 50%	BELOW EXPECTED GROWTH	EXPECTED GROWTH	ABOVE EXPECTED GROWTH	
Student Growth Measure of Effectiveness	NA	NA	NA	
<i>Areas of reinforcement/refinement</i>				
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

<input type="checkbox"/>	Check here if Improvement Plan has been recommended.
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Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

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

Note: The teacher may provide additional information to the evaluator within 10 working days of the receipt of this form, and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.

Improvement Plan

Teacher Name: _____

Grade Level/ Subject: _____

School year: _____ Building: _____

Date of Improvement Plan Conference: _____

Written improvement plans are to be developed in the circumstances when an educator makes below expected academic growth with his/ her students AND/OR receives an overall ineffective rating or an ineffective rating on any of the components of the OTES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

Section 1: Improvement Statement - List specific areas for improvement as related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

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

Section 2: Desired Level of Performance – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Beginning Date	Ending Date	Level of Performance Specifically Describe Successful Improvement Target(s)

Improvement Plan (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.

Date for this Improvement Plan to Be Evaluated: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Evaluation: _____

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken;

- Improvement is demonstrated and performance standards are met to a satisfactory level of performance*
- The Improvement Plan should continue for time specified:
- Dismissal is recommended.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

***The acceptable level of performance varies depending on the teacher's years of experience. Teachers in residency—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced teachers—with five or more years of experience—are expected to meet the Proficient level or above.**

Instructional Coach/Teacher Change Form

Teacher _____ Date _____

_____ I am requesting a different instructional coach.

_____ I am requesting to be released from my instructional coach position with the following teacher
(_____).

Signature

Date