

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by the **MILLCREEK WEST UNITY LOCAL SCHOOL DISTRICT BOARD OF EDUCATION** ("Board") and the **MILLCREEK WEST UNITY EDUCATION ASSOCIATION** ("Association").

**WHEREAS**, the Board and the Association are parties to a current Collective Bargaining Agreement in effect from July 1, 2014 through June 30, 2017;

**WHEREAS**, the Board of Education is responsible for a standards-based teacher evaluation policy which conforms to the framework for evaluation of teachers as approved by the State Board of Education and aligns with the "Standards for the Teaching Profession" as set forth in State law;

**WHEREAS**, the Board and the Association wish to enter into a Memorandum of Understanding regarding the use of the Ohio Teacher Evaluation System ("OTES.

**NOW, THEREFORE, BE IT AGREED** upon by the Board and the Association as follows:

1. The Board of Education will complete evaluations using an application stored or uploaded from a web based program, which is currently the evaluation instrument developed by ODE. Only the final summative rating shall be uploaded to ETPES. Evaluators shall be the teacher's immediate supervisor unless the supervisor is on an approved leave of absence. In this instance, the evaluator shall be an administrator employed by the Board of Education.
2. The schedule of observations for teachers not otherwise exempted from the evaluation cycle shall be as follows:
  - a. The first observation cycle shall be completed no later than December 15th.
  - b. The second observation cycle shall be completed no later than April 1<sup>st</sup>.
  - c. If a third observation cycle is to be completed, it shall be completed no later than May 1<sup>st</sup>.

Observations shall not be conducted on a day before or after the following: day before or after a holiday or school break period, or any approved leave of absence in excess of 3 consecutive working days. Classroom observations will not be audio or video taped.

Teachers on a continuing contract who are rated accomplished or skilled may be observed and evaluated in accordance with the manner and frequencies set forth in Ohio Revised Code sections 3319.111 and 3319.112.

3. A preconference shall be held within three (3) workdays of the occurrence of the first observation. A post conference shall be held after each observation. The post conference shall be within ten (10) workdays of the observation with a copy of the form provided to the teacher within 5 work days of the conference. Observations shall not unreasonably disrupt or interrupt the classroom learning environment. Teachers shall be advised of the date the administrator intends to conduct the observation(s). The attached pre-observation forms shall be used. The teacher may select from either form.
4. Walk throughs shall be completed in accordance with the attached classroom walkthrough guidelines and shall be for 5-10 consecutive minutes. 4 Walkthroughs shall be completed on the following schedule: 1<sup>st</sup> walkthrough completed no later than the end of the 9<sup>th</sup> week of school; 2<sup>nd</sup> observation completed no later than 18<sup>th</sup> week of school; the 3<sup>rd</sup> and 4<sup>th</sup> observations no later than May 1. The

teacher shall be provided a copy of the completed walk through form no later than two (2) days after the completion of the walk through.

5. A SLO Committee shall be created which shall consist of 8 members: six (6) appointed by the Association and the two building administrators. Additional administrators may be present in an advisory capacity. The Association shall insure that its appointees be representative of the elementary, junior high, high school and specialty areas. The committee shall recommend policies and procedures to the Board of Education and the Association relating to the use and calculation of student growth measures. The committee shall not have the authority to negotiate changes to the Agreement. Every effort will be made to hold the committee meetings during the school day and release time shall be provided. If the meetings are held outside the regular work day, the committee members will be paid their hourly per diem rate. We will honor the minimum number of SLO's required by the STATE.
6. All teachers new to the district shall be trained on utilization of vendor assessments no later than 9/20 if vendor assessments are to be used to generate SGMs. Teachers shall submit the completed SLO template no later than 10/1. The SLO committee shall review the SLO and approve or reject by 10/15. Any SLO that is rejected must be resubmitted no later than 10 work days of the receipt of the rejection. Teachers will submit all final SLO results no later than 5/1. Evaluators shall conduct a meeting to review the SLO scores no later than 5/11. In document is attached MOU 5 (i) which is the 6 page SLO template.
7. Copies of the evaluation shall be provided to the teacher at the final evaluation conference. Teachers shall sign his/her evaluation. This signature does not indicate agreement with the contents of the evaluation, only that the teacher has been given a copy of the evaluation. Teachers may attach a rebuttal to his/her evaluation. Attached is the entire OTES evaluation packet and MOU 5 (h) which serves as the verification sheet for skilled/accomplished teachers who only need to have an observation and conference for a 2/3 year period unless in a new contract year. Evaluations will not be conducted for a teacher who: (1) was on leave for 50 percent or more of the school year; or (2) has submitted notice of retirement on or before December 1 of the school year.
8. Regarding Vendor Assessments:  
  
In the event that Millcreek West Unity School System has vendor assessments available which are on the ODE list of approved vendor assessments for the current school year, a teacher may opt to choose a vendor assessment. The teacher will establish the percentage with which their vendor assessment will apply to their evaluation and the said percentage will be entered into the system after January. If the vendor assessment does not equal 100% of the evaluation, the teacher will create another student growth measure to make total student growth measures equal 100% on the SGM side of the evaluation.
9. In completing the professionalism portion of the evaluation, the administrator shall use the attached evidence of professionalism examples.
10. Beginning with the 2015-16 school year, core subject area teachers must register for and complete all written examinations of content knowledge selected by the Ohio Department of Education if the teacher has received an effectiveness rating of ineffective on his/her annual evaluation for 2 of the 3 most recent school years. If a teacher passes the examination set forth above and provides proof of that passage to the Board of Education, the teacher will be required, at Board expense, to complete professional development that is targeted to the deficiencies identified in the teacher's evaluations conducted under the Board policy. Any teacher passing the examination set for above will not be

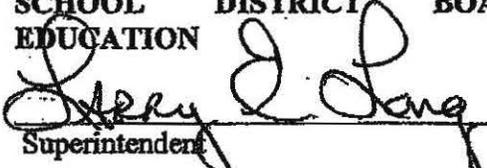
required to take the examination again. No teacher shall be responsible for the cost of taking the examination set forth above.

11. If a teacher whose performance rating indicates below expected levels of student growth is placed on a professional improvement plan in accordance with board policy that requires the completion of professional development, the PD shall be at board expense.
12. The decision to non-renew a teacher's regular contract shall not be solely based on the teacher's student growth measure scores. The member may request that the student growth scores be taken into consideration before recommendation of nonrenewal.
13. A teacher will be notified if a public records request is made for his/her evaluation within seven (7) working days of the request.
14. The parties agree that entering into this memorandum of understanding is not a waiver of the Association's position in regards to the requirement to negotiate matters associated with OTES.
15. This Memorandum of Understanding shall expire on June 30, 2017. Should the parties be engaged in negotiations for a successor agreement to the agreement supplemented by this MOU, and should the parties extend that agreement pending the completion of those negotiations, this MOU shall be extended in the same manner.

**IN WITNESS WHEREOF**, the duly authorized representatives of the **MILLCREEK WEST UNITY LOCAL SCHOOL DISTRICT BOARD OF EDUCATION** and the **MILLCREEK WEST UNITY EDUCATION ASSOCIATION** have executed this Memorandum on the dates opposite their signature.

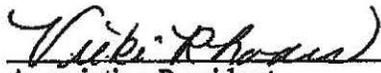
**MILLCREEK WEST UNITY LOCAL  
SCHOOL DISTRICT BOARD OF  
EDUCATION**

Date: 2-17-15

  
\_\_\_\_\_  
Superintendent

**MILLCREEK WEST UNITY  
EDUCATION ASSOCIATION**

Date: 2/17/15

  
\_\_\_\_\_  
Association President

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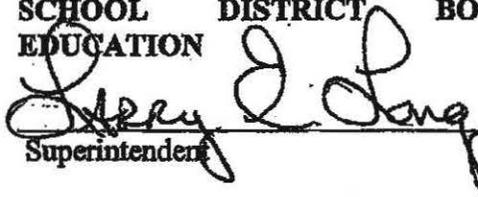
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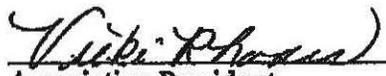
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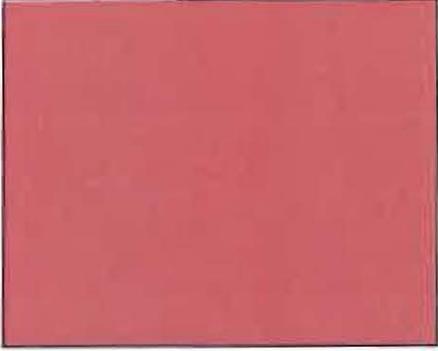
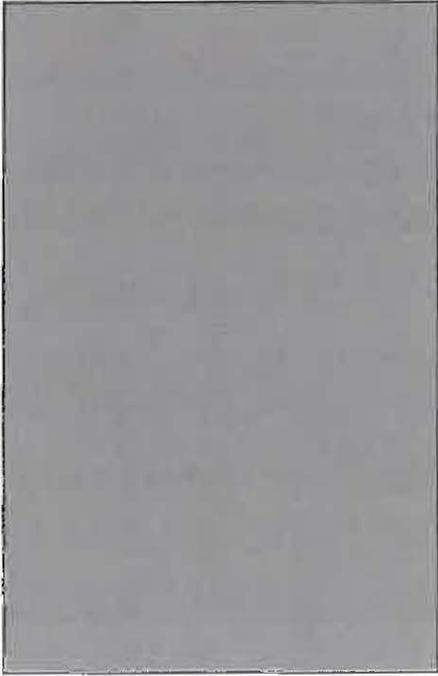
**MILLCREEK WEST UNITY LOCAL  
SCHOOL DISTRICT BOARD OF  
EDUCATION**

  
\_\_\_\_\_  
Superintendent

Date: 2/17/15

**MILLCREEK WEST UNITY  
EDUCATION ASSOCIATION**

  
\_\_\_\_\_  
Association President



Ohio Teacher Evaluation System  
per  
Memorandum of Understanding

2014-2015

2 – Half hours of observation = 1 evaluation

### 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 related to his/her areas of refinement as identified in the teacher's evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial).

Self-Directed

Collaborative

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

Evaluator Signature

Date

Teachers Signature

Date

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

**Improvement Plan**

Teachers 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 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 <i>Ohio Standards for the Teaching Profession</i> . 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 Described Successful Improvement Target(s)

**Improvement Plan (Continued)**

<b>Section 3: Specific Plan of Action</b>	
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.	
Action to be Taken	Sources of Evidence that Will Be Examined

<b>Section 4: Assistance and Professional Development</b>	
Describe in detail specific supports that will be provided as well as opportunities for professional development.	
Action to be Taken	Sources of Evidence that Will Be Examined

Dates for this Improvement Plan to Be Evaluated

Teacher's Signature:

Date:

Evaluators 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**

Teachers Name:

Grade Level/Subject:

School Year:

Building

Date of Improvement Plan Conference:

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following actions 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 received this evaluation and discussed it with my evaluators. My signature indicated that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.*

Teacher's Signature:

Date:

Evaluators 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 varied 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. Experiences teachers 1- with five or more years of experience – are expected to meet the Skilled level or above.*

## Pre-Observation Plan

Teacher Being Observed:

Building:

Date of Pre-Conference:

Date of Scheduled Observation:

Time Observation Started:

Time Observation Finished:

### Standard 1: Students

How do you become familiar with relevant aspects of students' background knowledge and experience?

### Standard 2: Content

What is (are) your goal(s) (Content Standard) for student learning in this lesson and how is (are) this communicated to your students?

### Standard 3: Assessment

What assessment data did you review to prepare this lesson and how will you evaluate student learning after the lesson(s) is (are) presented? If appropriate, attach your method(s) of assessment. (i.e.: list of oral questions, written quiz/test, rubric, etc.)

## Pre-Observation Plan: Continued

### Standard 4: Instruction

What teaching methods/strategies and learning activities have you selected to achieve your learning goal(s)?

### Standard 5: Learning Environment

How will the environment support high level(s) of learning for ALL students with respect for all being communicated and modeled? (i.e.: grouping, strategies, safety in the classroom, enrichment activities, etc.)

### Standard 6: Collaboration and Communication

Provide examples of how you communicate with parents and collaborate with other teachers.

### Standard 7: Professional Responsibility and Growth

What is one of your overall professional goals? What are you currently doing to accomplish that goal?

Further information is available in the Ohio Standards for Educators manual, pages 15-38  
([http://esb.ode.state.oh.us/PDF/Standards\\_OhioEducators.pdf](http://esb.ode.state.oh.us/PDF/Standards_OhioEducators.pdf)).

\*\*Adapted from Northeastern Local Schools

### Pre-Observation Plan

Teacher Being Observed:

I would like to evaluate you on \_\_\_\_\_ during your \_\_\_\_\_ class.

Please answer the following questions and return to me on or before \_\_\_\_\_.

1. What standard(s) are going to be addressed in the planned instruction and how will the goals for learning be communicated to the students?

Standard(s):

Goals will be commutated by (Check all that apply):

\_\_\_\_ Posted in the classroom    \_\_\_\_ Verbally    \_\_\_\_ Syllabus    \_\_\_\_ Other (Explain)

What stage are you in the standard(s)? (Check all that apply):

\_\_\_\_ Introduction    \_\_\_\_ Continuation    \_\_\_\_ Review

2. What are the connections to previous and future learning? In other words, how does this fit in to the scheme of the "Big Picture"?

**Pre-Observation Plan: Continued**

- 3. What Instructional Strategies, Methods, Technology, Resources will be used to engage students and promote independent learning and problem solving? Lecture, Partners, Independent Work, Etc. ...

Methods, Technology, Resources Used (Check all that apply):

- SMARTboard
- Overhead
- Whiteboard
- Hand-out
- Internet
- Video
- Text
- Other (Explain)

- 4. How will this instructional strategies address all students' learning needs?

- 5. How will you check for understanding during the lesson plan?

\*\*Adapted from Delphos Local Schools

## 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	<b>FOCUS FOR LEARNING</b> <b>(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				
	<b>ASSESSMENT DATA</b> <b>(Standard 3: Assessment)</b>  <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.	The teacher 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.

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
		The teacher does not use or only uses one measure of student performance.	The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher 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.	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.
	<b>Evidence</b>				

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
<b>INSTRUCTIONAL PLANNING</b>	<b>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS</b>  (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)	The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.	The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.	The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.	The teacher 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.
	<i>Sources of Evidence:</i>  Pre-Conference			The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.	The teacher 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.

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Skilled	Accomplished
Evidence				

INSTRUCTIONAL PLANNING					
<b>INSTRUCTIONAL PLANNING</b>	<b>KNOWLEDGE OF STUDENTS</b> (Standard 1: Students)  <i>Sources of Evidence:</i> Analysis of Student Data  Pre-Conference	The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.	The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.	The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.
		The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.	The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.  The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.
	<b>Evidence</b>				

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
<b>INSTRUCTION AND ASSESSMENT</b>	<b>LESSON DELIVERY</b> (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)  <i>Sources of Evidence:</i>	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.	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.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.	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.

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
	Formal Observation Classroom Walkthroughs/ Informal Observations	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.	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.	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.	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.
	Evidence				
	<b>DIFFERENTIATION</b> <b>(Standard 1: Students; Standard 4: Instruction)</b>  <i>Sources of Evidence:</i>  Pre-Conference  Formal Observation Classroom Walkthroughs/ Informal Observations	The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.	The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.	The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group..	The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom . The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.
	Evidence				

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
<b>INSTRUCTION AND ASSESSMENT</b>	<b>RESOURCES</b>  (Standard 2: Content; Standard 4: Instruction)	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.
	<i>Sources of Evidence:</i>				
	Pre-Conference				
	Formal Observation Classroom Walkthroughs/ Informal Observations				

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

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

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.
	<b>Evidence</b>				

Professionalism					
		Ineffective	Developing	Skilled	Accomplished
<b>PROFESSIONALISM</b>	<b>PROFESSIONAL RESPONSIBILITIES</b> (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)	The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.	The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.	The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.	The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.
	<i>Sources of Evidence</i> Professional Development Plan or Improvement Plan, Pre-conference, Post-conference,	The teacher fails to understand and follow regulations, policies, and agreements.	The teacher understands and follows district policies and state and federal regulations at a minimal level.	The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.	The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.
	daily interaction with others	The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.	The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.	The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.
	<b>Evidence</b>				

### Walk-Through Checklist:

To be used by teachers' immediate supervisor for walk-through and application to said teacher's Evidence of Professionalism.

#### Quarter 1 – The room Environment is Educationally Sound

The following criteria will be used to evaluate each teacher for this walk-through:

\_\_\_\_\_ Appropriate safety measures have been taken.

Comments:

\_\_\_\_\_ Teacher selected materials are educationally sound.

Comments:

\_\_\_\_\_ The room design enhances student interaction.

Comments:

\_\_\_\_\_ The room set-up is conducive to learning for all students.

Comments:

#### Quarter 2 – Classroom Management (teacher has control of the process).

The following criteria will be used to evaluate each teacher for this walk-through:

\_\_\_\_\_ Students are on task.

Comments:

\_\_\_\_\_ Classroom procedures are clearly defined.

Comments:

\_\_\_\_\_ Classroom climate is conducive to learning.

Comments:

\_\_\_\_\_ Teacher effectively maximizes instruction time.

Comments:

### Walk-Through Checklist: Continued

#### Quarter 3 – Teacher/Student Involvement and Engagement (teacher awareness, availability, and answering questions).

The following criteria will be used to evaluate each teacher for this walk-through:

\_\_\_\_\_ The teacher has a positive rapport with students.

Comments:

\_\_\_\_\_ Students are actively engaged in the learning process.

Comments:

\_\_\_\_\_ Age-appropriated instructional techniques are employed.

Comments:

\_\_\_\_\_ The teacher is accessible to the students when needed.

Comments:

#### Quarter 4 – Teacher Approach to Professionalism (accumulative throughout the year).

The following criteria will be used to evaluate each teacher for this walk-through:

\_\_\_\_\_ Proof of communication  
(including students, parents, colleagues, and administration).

Comments:

\_\_\_\_\_ Core Standards are addressed in lessons.

Comments:

\_\_\_\_\_ Teacher treats all students fairly and establishes an  
environment that is respectful, supportive, and caring.

Comments:

\_\_\_\_\_ Teacher acknowledges student learning styles in  
instructional design and delivery

Comments:

## Post Conference Planning:

Developed by the evaluator and shared with teacher 24 hours before Post Conference meeting.

## Final Summative Rating of Teacher Effectiveness

<b>Proficiency on Standards 50%</b>	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
<b>Cumulative Performance Rating (Holistic Rating use Performance Rubric)</b>				
Areas of reinforcement/refinement				
<b>Student Growth Data 50%</b>	BELOW EXPECTED GROWTH	EXPECTED GROWTH	ABOVE EXPECTED GROWTH	
Areas of reinforcement/refinement				
<b>Final Summative (Overall) Rating</b>	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED



Check here if Improvement Plan has been recommended.

Teacher's Signature:

Date:

Evaluators 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*

**MOU 5(g)**

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

School Year: \_\_\_\_\_

Employee: \_\_\_\_\_

Observation and conference every year for \_\_\_\_\_ years based on \_\_\_\_\_ status.  
Skilled/Accomplished

Year: \_\_\_\_\_  
1/2/3

Observation Time & Date: \_\_\_\_\_

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

Employee Signature: \_\_\_\_\_

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

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

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

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

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

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

**Baseline and Trend Data**

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

Comments: Baseline and Trend Data
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?
<input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) <b>Reviewer Comments:</b>
<input type="checkbox"/> Draws upon trend data, if available <b>Reviewer Comments:</b>
<input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses <b>Reviewer Comments:</b>

**Student Population**

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

Comments: Student Population
Which students will be included in this SLO? Include course, grade level, and number of students.
<input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO <b>Reviewer Comments:</b>
<input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth <b>Reviewer Comments:</b>
<input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO <b>Reviewer Comments:</b>

**Interval of Instruction**

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

Comments: Interval of Instruction
What is the duration of the course that the SLO will cover? Include beginning and end dates
<input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year) <b>Reviewer Comments:</b>

**Standards and Content**

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

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

**Assessment(s)**

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

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Comments: Assessment(s)

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

- Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended  
*Reviewer Comments:*
  
- Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course  
*Reviewer Comments:*
  
- Provides a plan for combining assessments if multiple summative assessments are used  
*Reviewer Comments:*
  
- Follows the guidelines for appropriate assessments  
*Reviewer Comments:*

**Growth Target(s)**

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

**Comments. Growth Target(s)**

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

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

**Rationale for Growth Target(s)**

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

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Comments: Rationale for Growth Target(s)

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

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