Teacher Evaluation Tool

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Introduction to Teacher Evaluation

The intended purpose of the Greenville City Schools Teacher Evaluation Process is to assess the teacher's performance in relation to the Ohio Department of Education Teaching Standards and to design a plan for professional growth. The evaluator will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

In the spring of 2013, a District-wide committee was established to restructure the evaluation process and procedures. The committee consisted of six (6) members, three (3) representing the Association and three (3) representing the Administration. The committee developed the statement of purpose to guide its work.

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The evaluation instruments are based on the Ohio Department of Education Teaching Standards. The instruments are designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. All of the instruments and processes are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs. The committee will survey all certified staff in the spring, 2014 to collect input and make revisions.

Purpose
The teacher performance evaluation process will:
- Serve as a measurement of performance for individual teachers;
- Serve as a guide for teachers as they reflect upon and improve their effectiveness;
- Serve as the basis for instructional improvement;
- Focus the goals and objectives of schools and district as they support, monitor, and evaluate teachers;
- Guide professional development for teachers;
- Serve as a tool in developing coaching and mentoring programs for teachers;
- Improve & enhance the implementation of the approved curriculum and teaching standards.

Evaluation Process
Administrator responsibility
- Know and understand the Ohio Department of Education Teaching Standards.
- Participate in training to understand and implement the Teacher Evaluation Process.
- Supervise the Teacher Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the teacher's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Teacher Summary Evaluation Report contain accurate information and accurately reflect the teacher's performance.
- Develop and supervise implementation of action plans as appropriate.

Teacher responsibility
- Know and understand the Ohio Department of Education Professional Teaching Standards.
- Participate in training to understand and implement the Teacher Evaluation Process (timeline and tools).
- Understand the Greenville City Schools Teacher Evaluation Process.
- Prepare for and fully participate in the evaluation process.
- Gather data, artifacts and evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

Greenville City Schools Certified Evaluation System Glossary	
Analysis of Student Learning	The examination of student information, facts, and statistics that provide insight into student learning and achievement. This information should be used by the teacher to meet the needs of all students; plan instruction, use appropriate teaching strategies, and assess student learning.
Artifacts – teaching, student learning	Items from a teacher's practice that become evidence to support teacher effectiveness in meeting the *Ohio Standards for the Teaching Profession*. Artifacts may be in the form of artifacts of teaching/instruction (e.g., student work samples, tests, student projects or written reports).
Collaboration	Ongoing communication among professionals using a variety of formats (e.g., conferences, electronic mail, conference calls) to discuss, plan and implement content—course work, experiences, competencies, knowledge and skills—of the teacher and/or students.
Communication	Any communication that shows the teacher invites and encourages parent/guardian/community involvement in the students' learning. The communication can be initiated by the teacher or by the parent/guardian/community.
Content-Specific Instructional Strategies	The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.
Data	Factual information used as the basis for reasoning, discussion, or planning.
Differentiated Instruction	The intentional application of multiple modes of instruction in order to meet the needs of all students. To make a lesson specialized by modifying it or, to change it from a generalized form. Adapting content lessons for linguistically diverse students, for gifted students, or for special needs students are examples. Teaching strategies such as flexible grouping may be used.
Entry Year	Teachers who are in the first four years of teaching and who hold a Resident License.
Evaluation System	A system designed to assess the performance and effectiveness of teachers by trained evaluators. The evaluation process includes: orientation, analysis of student learning, formal observation, coaching, collection of artifacts and evidence indicators, students growth data, and a written summative evaluation. The system is designed to include multiple measures of teacher effectiveness and develop teachers' expertise over time.
Evaluator	The person responsible for overseeing and completing the teacher evaluation process. This is usually the school principal, but it may be someone who holds OTES credentials and is a district administrator.
Evidence Component Indicators	Actual events, actions, statements, artifacts, materials and/or log of professional development and activities that serve as evidence of teacher performance, and student learning.
Flexible Grouping	An instructional strategy that groups children in different ways depending on the concept to be learned, the ability level, the amount of instruction, and/or reinforcement needed.
Formal Evaluation Process *Copies may be provided by electronic means.	The process of evaluating a teacher using the following: *Training* – Before participating in the evaluation process, all teachers, principals, and evaluators must complete training on the evaluation process. *Self-Assessment and Growth Plan Conference* – Each school year, the evaluator will provide the teacher with a copy of or directions for obtaining access to a copy of the following: a) Rubric for Evaluating Greenville Teachers, and b) a schedule for completing all the evaluation process. By October 15th, teachers will have completed a Self-Assessment and Growth Plan forms, provided a copy of each form to the evaluator, and met with his or her evaluator. *Pre-Observation Conference* – Before the first formal observation, the evaluator shall meet with the teacher to discuss the lesson(s) to be observed. The teacher will provide the evaluator with a written description of the lesson(s). The goal of this conference is to prepare the evaluator for the observation. *Formal Observation* – A formal observation shall last at least thirty minutes. *Walk-through* – A walk-through may take place as an evaluator visits classrooms or assists students. *Post-Observation Conference* – During the post-observation conference, the evaluator and teacher shall discuss the reinforcement and refinement of the teacher's performance during the observed lesson using Greenville's rubric and Growth Plan progress. *Summary Evaluation Conference and Summary Rating Form* – The conference between the evaluator and teacher to discuss the teacher's Self-Assessment and Growth Plan forms, the Greenville Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process, and other evidence of the teacher's performance on the rubric.
Formal Observation	*Announced* - A series of steps in preparation for the classroom observation of a teacher including: pre-conference, classroom observation, reflection, and post-conference. The observation should be conducted for a minimum of 30 minutes. *Walk-through* – An unscheduled observation when the evaluator "drops in" to complete an observation. This observation will include the classroom observation and reflection.
Formative Assessment	A process of measurement that is designed to give teachers feedback on their progress toward a set of skills, understanding, or knowledge. The goal of formative assessment is to enhance performance by providing clear indicators of progress and identifying what has been done successfully as well as areas for improvement.
Goal-Setting	The goal-setting process helps a teacher provide focus and direction to improving practice. Goals must be meaningful and help stretch teachers to higher levels of performance and effectiveness. Goals may serve as a plan for support, coaching, and formative assessment throughout the year. Professional goals may also serve as part of the summative evaluation of teachers.

Improvement Plan	A plan developed by an evaluator and may include input from the teacher for the purpose of articulating specific actions and outcomes needed in order to improve the teacher's performance.
Log of Professional Development	A record of the professional development activities participated in to serve as evidence.
Multiple Points of Student Learning Data	The analysis and use of student learning data to inform instruction.
Observational Data/Scripting	Events and information observed by an evaluator who records teacher performance and instruction as well as student learning in the classroom.
Ohio Standards for the Teaching Profession	The seven standards are broad categories describing teachers' knowledge, skills, or performance in the areas of: Students, Content, Assessment, Instruction, Learning Environment, Collaboration and Communication, and Professional Responsibility and Growth. The standards are designed to guide teachers as they reflect upon and improve their effectiveness throughout their careers. Standards should be used to plan and guide professional development.
Ohio Revised Code 3319.111	Refers to the Ohio Code that discusses Evaluating Teachers on Limited Contracts. More information can be found at: http://codes.ohio.gov/orc/3319.11
Performance Rating Rubric	A tool that is used to evaluate teacher performance that would inform the formative and summative evaluations.
Performance Rating Scale	The following rating scale will be used for determining the final evaluation rating for Greenville teachers: *Ineffective, Developing, Proficient, and Accomplished,* as demonstrated in the Teacher Performance Rubric.
Professional Development	An on-going process that provides opportunities for the educator to increase skill and knowledge, meet the needs of students, and stay current on best practices in the teaching profession. The ultimate goal of this process is to increase student learning and achievement. Professional Development must align with personal, building, district, state and national goals.
Observation Scoring Rubric	Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of teacher effectiveness.
Refinement	A standard area or indicator that needs further improvement or development. (-)
Reinforcement	A standard area or indicator that is demonstrated strength. (+)
Self-assessment	Personal reflection about one's professional practice to identify strengths and areas for improvement conducted without input from others. The self-assessment may be used to clarify performance expectations, guide personal goal-setting and identify professional development, and provide input during the evaluation process.
SMART Goals	SMART criteria include the following components: specific, measurable, attainable, relevant, and time-bound. Goals should be based on an accurate assessment of teacher performance and analysis of student learning. Goals must be meaningful and help stretch teachers to higher levels of performance and effectiveness. Goals may serve as a plan for support, coaching, and formative assessment throughout the year. Professional goals may also serve as part of the summative evaluation of teachers.
Summative Evaluation	A process designed to collect and evaluate evidence of teacher performance and effectiveness using standard, pre-determined criteria. Summative evaluation is used by an evaluator for the purpose of making personnel decisions, recommend improvement plan/remediation, establish goals, and recommend professional development for the teacher. This evaluation normally occurs at the end of an evaluation period and follows the guidelines of the Ohio Revised code 3319.112A.
Summative Feedback	Feedback that is part of the summative evaluation that provides recommendations on goals, a summative scoring rubric effectiveness rating, noted areas of strengths, and recommended areas for improvement.
Walkthrough	An unscheduled/informal classroom observation that will be used to inform the summative evaluation of the teacher. One walkthrough will occur prior to each formal observation.

Timeline and Record of Teacher Evaluation Activities			
Teacher's Name	School:		Grade Level/Subject:
Evaluator's Name	School Year:		

Teacher Background: (Briefly describe the teacher's educational background, years of experience, teaching assignment, and any other factors that may impact the evaluation.)

The Greenville Teacher Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Teacher Signature	Evaluator Signature	Due Dates
Self-Assessment/ Professional Growth Plan Conference (p11-13)				Oct. 15
Pre-Observation Conference (reference p 6-10, 14)				
Classroom Observation #1 (p15-16)				
Post-Observation Conference #1 (p17)				Dec. 15
Pre-Observation Conference (reference p 6-10, 14)				
Classroom Observation #2 (p18-19)				
Post-Observation Conference #2 (p20)				April 30
Improvement Plan Development Conference (pgs. 28-29)				
Classroom Observation #3				
Post-Observation Conference #3 / Improvement Plan Evaluation Conference				April 15
Classroom Observation #4 / Improvement Plan Evaluation Conference				
Post-Observation Conference #4				April 30
Summary Evaluation Conference				May 1
Teacher Reflection Submitted				May 10
Evaluation Completed and Submitted				May 15

Signature indicates completion, not necessarily agreement.
Observation #3 for Resident educators and teachers designated ineffective or per request. Observation #4 teachers designated ineffective or per request (not required) (must be requested by April 16).

Teacher Performance Evaluation Rubric

Instructions: 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, observation, post-observation conference, and classroom walkthroughs. When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each classroom observation cycle. Likewise, teachers should not be required to submit additional 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.

Instructional Planning

	Ineffective	Developing	Skilled	Accomplished
Focus for Learning (Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Post-Observation	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.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students, but do not include measurable goals.	The teacher can demonstrate a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning. The teacher can explain the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that reflect a range of students learner needs. The teacher can explain/ demonstrate how the goal(s) fit into the broader unit, course and school goals for content learning and skills.
Notes:				
Assessment Data (Standard 3: Assessment) Suggested Source of Evidence: Pre-Observation Post-Observation	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use a measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses measures of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities and learning styles, incorporating a range of appropriate diagnostic, formative and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
Notes:				
Prior Content Knowledge/ Sequence/ Connections (Standard 1: Students; Standard 2: Content; Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Post-Observation	The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may find 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 it is not completely successful.	The teacher makes clear and coherent connections with students' prior knowledge and future learning-both explicitly to students and within the lesson. The teacher plans and sequences instruction to include the important	The teacher uses the input and contributions of families, colleagues and/or other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and such things as other disciplines and real-world experiences and for students to apply learning from different content areas to solve problems. The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships

	Ineffective	Developing	Skilled	Accomplished
			content, concepts, and processes in district curriculum and/or state standards.	among the important content, concepts, and processes in district curriculum and/or 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.
Notes:				
Knowledge of Students (Standard 1: Students) Suggested Source of Evidence: Pre-Observation Post-Observation	The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information. The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information. The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.	The teacher demonstrates familiarity with students' background knowledge and experience and describes multiple procedures used to obtain this information. The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information. The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content and delivery that will meet the needs of the individual students and groups of students.
Notes:				

Instruction and Assessment

	Ineffective	Developing	Skilled	Accomplished
Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) Suggested Source of Evidence: Formal Observation	A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking. The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson.	Teacher explanation are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion. The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternate explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative and critical thinking. The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction.	Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, critical thinking, including the appropriate use of questions and discussion techniques. The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions.
Notes:				

Differentiation (Standard 1: Students; Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation	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.
Notes:				
Resources (Standard 2: Content; Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation	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.
Notes:				
Classroom Environment (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation	There is little or no evidence of a positive rapport between the teacher and students. There are no evident routines or procedures; students seem unclear about what they should be doing or are idle. Transitions are inefficient with considerable instructional time lost. Lessons progress too quickly so students are frequently disengaged. The teacher creates a learning environment that allows for little or no communication or engagement with families. Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs/ The teacher responds to misbehavior inappropriately.	The teacher is fair in the treatment of students and establishes a basic rapport with them. Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle. The teacher transitions between learning activities, but occasionally loses some instructional time in the process. The teacher welcomes communication from families and replies in a timely manner. Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher consistently monitors behavior.	The teacher has positive rapport with students and demonstrates respect for and interest in all students. Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom. Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work). The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning. 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. Management of student behavior is consistent, appropriate, and effective.	The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom. Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning and development. 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 effective strategies to lessen disruptive behaviors and reinforce positive behaviors.
Notes:				

	Ineffective	Developing	Skilled	Accomplished
Assessment of Student Learning (Standard 3: Assessment) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation	The teacher does not routinely use assessments to measure student mastery.	The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.
	The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in the response to student misunderstanding.	The teacher checks for student understanding and makes attempts to adjust accordingly, but these adjustments may cause some additional misunderstanding.	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.	When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.
	The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.	The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.	The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.	By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.
	The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families and other school personnel while maintain confidentiality.	The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintain 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.
Notes:				

Professionalism				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
Professional Responsibilities (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) Suggested Source of Evidence: Professional Development Plan Action Plan Pre-Observation Formal Observation Post-Observation Daily interaction with others	The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues. The teacher fails to understand and follow regulations, policies, and agreements. The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.	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 of achieve the intended outcome. The teacher understands and follows district policies and state and federal regulations.	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 makes ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.	The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities. The teacher meets ethical and professional responsibilities and helps colleagues access district policies and understand their implications in the classroom.

		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 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.
Notes:				

Self-Assessment Tool		
Teacher's Name	School:	Grade Level/Subject:
Evaluator's Name	School Year:	Self-Assessment Date:

Instructions: Teachers should reflect on practice to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far right column. *By October 15th, teachers will have completed a Self-Assessment and Growth Plan forms, provided a copy of each form to the evaluator, and met with his or her evaluator.*

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

Growth Plan Goals		
Teacher's Name:	School:	Grade Level/Subject:
Evaluator's Name:	School Year:	Growth Plan Conference Date:

Instructions: Please use the space below to provide a brief rationale for Growth/Improvement Goals making sure to reference any relevant data that help demonstrate the importance of this goal to your professional growth or improvement.

Goal 1 Rationale:

Standard Component:	S.M.A.R.T Goal	Strategies	Indicator of Success

Goal 2 Rationale:

Standard Component:	S.M.A.R.T Goal	Strategies	Indicator of Success

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 Signature   Date

_____   _____

Evaluator Signature   Date

Growth Plan Rubric				
Teacher's Name:		School:		Grade Level/Subject:
Evaluator's Name:		School Year:		Growth Plan Conference Date:
	Ineffective	Developing	Skilled	Accomplished
Goal Rationale/Data Sources	Data are not cited in the rationale.	Data are cited in the rationale but are not clearly connected to growth/improvement areas identified in the plan.	Data are citied in the rationale and are clearly connected to the identified professional growth or improvement needs.	In addition to meeting proficient criteria, the rationale is grounded in a concern for student learning.
Goals	The goals are not related to the rationale and/or are not articulated as SMART goals.	The goals are partially related to the rationale and meet some of the standards for SMART goals or the goals are related to the rationale, are SMART, but do not represent a challenge for the teacher.	The goals are fully related to the rationale; meet all of the standards for being SMART; and are challenging professional growth or improvement targets for the teacher.	In addition to meeting the proficient criteria, the goals have significant implications for student learning as well as teacher development.
Strategies	The strategies are not related to the goals and/or do not constitute reasonable methods for achieving the stated goals.	Some of the strategies are related to the goals, but one or more may not constitute a reasonable method for achieving the stated goals.	All strategies are related to the goals, and all represent reasonable and promising methods for achieving the stated goals.	In addition to meeting the proficient criteria, the strategies represent creative and/or collaborative approaches to professional development.
Outcomes	Neither of the outcomes is achieved, and none of the reasons for failing to achieve the outcomes are reasonable.	One of the outcomes is met, and the other is not or progress is made toward the outcomes, but they are not fully met.	Both outcomes are achieved or the teacher provides a reasonable explanation of progress and why one or both goals were not fully achieved.	In addition to meeting the proficient criteria, the teacher displays a reflective disposition toward the outcomes and their implications for future practice and student learning.

Pre-Observation and Post-Observation Resource Questions	
Instructions: The questions provided are intended to guide thinking and conversation. Every question may not be answered or relevant for every observation.	
Instructional Planning	**Instruction and Assessment**
Focus (Standard 4: Instruction) o What is the focus for the lesson? o What content will students know/understand? o What skills will they demonstrate? o What standards are addressed in the planned instruction? o Why is this learning important?	**Lesson Delivery** (Standard 2: Content, Standard 4: Instruction) o How will the goals for learning be communicated to students? o What instructional strategies and methods will be used to engage students and promote independent learning and problem solving? o What strategies will be used to make sure all students achieve lesson goals? o How will content-specific concepts, assumptions, and skills be taught?
Assessment Data (Standard 3: Assessment) o What assessment data was examined to inform this lesson planning? o What does pre-assessment data indicate about student learning needs?	**Differentiation (Standard 1: Students, Standard 4: Instruction)** o How will the instructional strategies address all students' learning needs? o How will the lesson engage and challenge students of all levels? o How will developmental gaps be addressed?
Prior Content Knowledge/Sequence/Connections **(Standard 1: Students, Standard 2: Content,** **Standard 4: Instruction)** o What prior knowledge do students need? o What are the connections to previous and future learning? o How does this lesson connect to students' real-life experiences and/or possible careers? o How does it connect to other disciplines?	**Resources (Standard 2: Content, Standard 4: Instruction)** o What resources/materials will be used in instruction? o How will technology be integrated into lesson delivery?
Knowledge of Students (Standard 1: Students) o What should the evaluator know about the student population? o How is this a developmentally appropriate learning activity?	**Classroom Environment** (Standard 1: Students, Standard 5: Learning Environment) o How will the environment support all students? o How will different group strategies be used? o How will safety in the classroom be ensured? o How will respect for all be modeled and taught?
Professional Responsibilities	**Assessment of Student Learning (Standard 3: Assessment)** • How will you check for understanding during the lesson? • What specific products or demonstrations will assess stand learning /achievement of goals for instruction? • How will you ensure that students understand how they are doing and support students' self-assessment? • How will you use assessment data to inform your next steps?
Collaboration and Communication (Standard 6) o How do you cooperate with colleagues? o How do you work with others when there is a problem? o What is your communication style with students? With families? With colleagues? o In what ways do you seek the perspectives of others? Give an example.	
Professional Responsibility and Growth (Standard 7) o How do you apply knowledge gained from other experiences into your teaching? o Discuss ways you reflect and analyze your teaching. o What are some proactive ways you further your own professional growth?	

Classroom Observation Report (1)		
Teacher's Name:	School:	Grade Level/Subject:
Evaluator's Name:	School Year:	Observation Date:

Instructions: Please score the teacher's performance at the standard level using the space provided to provide the teacher with relevant evidence and any comments based on the evidence. Evaluators may choose to focus on specific elements reflected in the Teacher's Growth Plan. If so, circle the element(s) in the left hand column that are the focus of the observation.

Ineffective = I	Developing = D	Skilled = S	Accomplished = A

Instructional Planning	Evidence	Comments/Score
Focus for Learning (Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Post-Observation		
Assessment Data (Standard 3: Assessment) Suggested Source of Evidence: Pre-Observation Post-Observation		
Prior Content Knowledge/ **Sequence/Connections** (Standard 1: Students; Standard 2: Content; Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Post-Observation		
Knowledge of Students (Standard 1: Students) Suggested Source of Evidence: Pre-Observation Post-Observation		

Instruction and Assessment	Evidence	Comments/Score
Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) Suggested Source of Evidence: Formal Observation		
Differentiation (Standard 1: Students; Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation		
Resources (Standard 2: Content; Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation		

Classroom Observation Report (1)			
Ineffective = I	Developing = D	Skilled = S	Accomplished = A
Classroom Environment (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation			
Assessment of Student Learning (Standard 3: Assessment) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation			
Professionalism	**Evidence**		**Comments/Score**
Professional Responsibilities (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) Suggested Source of Evidence: Professional Development Plan Action Plan Pre-Observation Formal Observation Post-Observation Daily interaction with others			
Evaluator Comments			

Refinement:

Reinforcement:

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 Signature   Date

_____   _____

Evaluator Signature   Date

Teachers Reflection/Comments-Classroom Observation (1)		
Teacher's Name:	School:	Grade Level/Subject:
Evaluator's Name:	School Year:	Observation Date:

Instruction: Please comment/reflect on the observation and report. Form must be returned to the evaluator within five (5) working days following the post-conference.

Instruction: Please comment/reflect on progress toward Growth Plan Goals.

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 Signature   Date

_____ _____

Evaluator Signature   Date

Classroom Observation Report (2)		
Teacher's Name:	School:	Grade Level/Subject:
Evaluator's Name:	School Year:	Observation Date:

Instructions: Please score the teacher's performance at the standard level using the space provided to provide the teacher with relevant evidence and any comments based on the evidence. Evaluators may choose to focus on specific elements reflected in the Teacher's Growth Plan. If so, circle the element(s) in the left hand column that are the focus of the observation.

Ineffective = I	Developing = D	Skilled = S	Accomplished = A

Instructional Planning	Evidence	Comments/Score
Focus for Learning (Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Post-Observation		
Assessment Data (Standard 3: Assessment) Suggested Source of Evidence: Pre-Observation Post-Observation		
Prior Content Knowledge/ Sequence/Connections (Standard 1: Students; Standard 2: Content; Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Post-Observation		
Knowledge of Students (Standard 1: Students) Suggested Source of Evidence: Pre-Observation Post-Observation		

Instruction and Assessment	Evidence	Comments/Score
Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) Suggested Source of Evidence: Formal Observation		
Differentiation (Standard 1: Students; Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation		
Resources (Standard 2: Content; Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation		

Classroom Observation Report (2-continued)			
Ineffective = I	**Developing = D**	**Skilled = S**	**Accomplished = A**
Classroom Environment (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation			
Assessment of Student Learning (Standard 3: Assessment) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation			
Professionalism	**Evidence**	**Comments/Score**	
Professional Responsibilities (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) Suggested Source of Evidence: Professional Development Plan Pre-Observation Formal Observation Post-Observation Daily interaction with others			
Evaluator Comments			

Refinement:

Reinforcement:

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 Signature   Date

_____   _____

Evaluator Signature   Date

Teachers Reflection/Comments-Classroom Observation (2)		
Teacher's Name:	School:	Grade Level/Subject:
Evaluator's Name:	School Year:	Observation Date:

Instruction: Please comment/reflect on the observation and report. Form must be returned to the evaluator within five (5) working days following the post-conference.

Instruction: Please comment/reflect on progress toward Growth Plan Goals.

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 Signature   Date

_____   _____

Evaluator Signature   Date

Classroom Observation Report (3)		
Teacher's Name:	School:	Grade Level/Subject:
Evaluator's Name:	School Year:	Observation Date:

Instructions: Please score the teacher's performance at the standard level using the space provided to provide the teacher with relevant evidence and any comments based on the evidence. Evaluators may choose to focus on specific elements reflected in the Teacher's Growth Plan. If so, circle the element(s) in the left hand column that are the focus of the observation.

Ineffective = I	Developing = D	Skilled = S	Accomplished = A
Instructional Planning	**Evidence**	**Comments/Score**	
Focus for Learning (Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Post-Observation			
Assessment Data (Standard 3: Assessment) Suggested Source of Evidence: Pre-Observation Post-Observation			
Prior Content Knowledge/ **Sequence/Connections** (Standard 1: Students; Standard 2: Content; Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Post-Observation			
Knowledge of Students (Standard 1: Students) Suggested Source of Evidence: Pre-Observation Post-Observation			
Instruction and Assessment	**Evidence**	**Comments/Score**	
Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) Suggested Source of Evidence: Formal Observation			
Differentiation (Standard 1: Students; Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation			
Resources (Standard 2: Content; Standard 4: Instruction) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation			

Classroom Observation Report (3-continued)			
Ineffective = I	**Developing = D**	**Skilled = S**	**Accomplished = A**
Classroom Environment (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation			
Assessment of Student Learning (Standard 3: Assessment) Suggested Source of Evidence: Pre-Observation Formal Observation Post-Observation			
Professionalism Score:	**Evidence**		**Comments/Score**
Professional Responsibilities (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) Suggested Source of Evidence: Professional Development Plan Action Plan Pre-Observation Formal Observation Post-Observation Daily interaction with others			
Evaluator Comments			

Refinement:

Reinforcement:

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 Signature   Date

_____   _____

Evaluator Signature   Date

Teachers Reflection/Comments-Classroom Observation (3)		
Teacher's Name:	School:	Grade Level/Subject:
Evaluator's Name:	School Year:	Observation Date:

Instruction: Please comment/reflect on the observation and report.

Instruction: Please comment/reflect on progress toward Growth Plan Goals.

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 Signature   Date

_____   _____

Evaluator Signature   Date

Summary Report Optional for 2013-14 Pilot year		
Teacher's Name:	School:	Grade Level/Subject:
Evaluator's Name:	School Year:	Summative Conference Date:

Ineffective = 1	Developing = 2	Proficient = 3	Accomplished = 4

Instructional Planning   Instructional Planning Score:

Focus for Learning				**Evaluator Comments**
Assessment Data				
Prior Content Knowledge/ Sequence/ Connections				
Knowledge of Students				

Instruction and Assessment   Instruction and Assessment Score:

Lesson Delivery				**Evaluator Comments**
Differentiation				
Resources				
Classroom Environment				
Assessment of Student Learning				

Professionalism   Professionalism Score:

Professional Responsibility				Evaluator Comments

Professional Growth Goals   Growth Plan Score:

Goal Rationale/Data Sources		Evaluator Comments
Goals		
Strategies		
Outcomes		

Please enter scores from each observation under each sub category. Average the scores under each of the Professional Practice Areas to get a final score for the 4 Professional Practice Areas (round up to the nearest tenth). Each of the 4 Professional Practice Areas will be weighted 25%. After you have entered a score for each of the 4 Professional Practice Areas, add the 4 scores to determine the teacher's annual Profession Practice Rating and enter it in the space to the right. Use the chart to determine the teacher's annual Performance Practice Rating.

Professional Practice Score	Ineffective(1) 4-6	Developing(2) 7-9	Skilled(3) 10-13	Accomplished (4) 14-16

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 Signature   Date

_____   _____

Evaluator Signature   Date

Teacher Reflection/Comments-Summative Report		
Teacher's Name:	School:	Grade Level/Subject:
Evaluator's Name:	School Year:	Summative Conference Date:
Instructions: Use the space below to comment on the evaluation process and outcomes.		

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 Signature   Date

_____   _____

Evaluator Signature   Date

Final Summative Rating			
Teacher's Name:	School:		Grade Level/Subject:
Evaluator's Name:	School Year:		Summative Conference Date:

Proficiency on Standards 50%	Ineffective	Developing	Skilled	Accomplished
Cumulative Performance rating (Holistic Rating using Performance Rubric)				
Areas of reinforcement/refinement:				

Student Growth Data 50%	Below Expected Growth	Expected Growth	Above Expected Growth
Cumulative Performance rating (Holistic Rating using Performance Rubric)			
Areas of reinforcement/refinement:			

Final Summative Rating	Ineffective	Developing	Skilled	Accomplished

☐ Check here if improvement Plan has been recommended.

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 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 requests 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.

Walkthrough Observation Report

Teacher's Name:	School:	Grade Level/Subject:
Evaluator's Name:	School Year:	Observation Date:

Instructions: This form serves as a record of an informal walkthrough by the 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. This report will be provided to the teacher within five workdays and prior to the formal evaluation.

Evaluator Observations

	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 conductive 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

Commendations and Recommendations

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 Signature   Date

_____   _____

Evaluator Signature   Date

Improvement Plan		
Teacher's Name:	School:	Grade Level/Subject:
Evaluator's Name:	School Year:	Improvement Plan Conference Date:

Instructions: Written improvement plans may be developed in the circumstances when an educator receives an overall ineffective rating using the Ohio Standards for Teacher Performance (and not student growth data). 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 non-renewal or to continue 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 measureable 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)

Section 3: Specific Plan of Action (Describe in detail specific plans of actions 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 Improvement Plan to be evaluated: _____

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 Signature   Date

_____   _____

Evaluator Signature   Date

Improvement Plan: Evaluation of Plan		
Teacher's Name:	School:	Grade Level/Subject:
Evaluator's Name:	School Year:	Improvement Plan Evaluation Date:

Instructions: 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 being taken:

☐ Improvement is demonstrated and performance standards are met.

☐ The Improvement Plan should continue for time specified _____ .

☐ Non-Renewal 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 Signature   Date

_____   _____

Evaluator Signature   Date

Teacher Evaluation System Model

Using Evidence to Inform Holistic Performance Ratings

Defining the Performance Ratings

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

Ineffective: A rating of Ineffective indicates that the teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan.	**Developing:** A rating of Developing indicates that the teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. The teacher is making progress but requires ongoing professional support for necessary growth to occur.	**Skilled:** A rating of Skilled indicates that the teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced teachers.	**Accomplished:** A rating of Accomplished indicates that the teacher is a leader and model in the classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.

Teacher Evaluation relies on two key evaluation components: a rating of Teacher-Performance and a rating of student academic growth, each weighted at fifty percent of each evaluation. The following guidance speaks to the Teacher Performance rating component, utilizing the state model Teacher Performance Evaluation Rubric. *The following is suggested step-by-step guidance for evaluators to review and analyze multiple data points that inform teacher performance ratings.*

Step 1: Gather evidence

la. Align evidence to each standard area. Group the evidence you have collected from time in the classroom, conferences and everyday interactions with the teacher into the ten standard areas of performance described by the Teacher Performance Evaluation Rubric.

lb. Be consistent in gathering, recording, and sharing detailed, factual evidence. Capture enough detail to accurately but succinctly describe the event, interaction, or behavior factually (without implied judgment or opinion in the recording). Share the form with teachers throughout the year so that the information can be used as a basis for changes in practice.

1c. Sort the evidence by standard area to determine where more information is needed. As the year progresses, holes in evidence coverage across standard areas may emerge. If the evidence collected is organized by standard area after each interaction, it will be automatically sorted by standard area and missing evidence will be apparent. Keep these standard areas in mind during future interactions with the teacher, since all standard areas are important for effective teaching practice.

Step 2: Issue a holistic performance rating

2a. Read all of the evidence collected up to that point within a standard area, looking for patterns. For example, if a teacher talks about wanting to improve an instructional technique in a pre-conference, demonstrates that technique in the first formal classroom observation and an informal classroom "walk-through" and asks for feedback on the technique in the post-conference, that teacher is displaying a pattern of devoting attention to a particular area of practice. Note these patterns and take them into consideration when issuing a rating.

2b. Compare the evidence and patterns to the performance descriptors. After becoming familiar with the rubric, start by re-reading all of the Proficient performance descriptors in a standard area. Does the evidence exemplify this level of performance? Whether yes or no, look at the Accomplished or Developing performance level descriptors as well, to decide if either of them better aligns with the available evidence. If the Developing descriptor seems to be an appropriate match to the evidence, also read the Ineffective descriptor carefully to consider whether any evidence is at this level.

2c. Repeat the process above for each standard area, and then consider patterns of performance across standard areas. Once you determine a rating for each standard area, based on the available evidence from multiple interactions, look at the larger picture of performance across all standard areas. Although all standard areas are important for effective teacher practice, you may find it appropriate to more strongly weight patterns of behavior in one standard area over another. For example, if the teacher demonstrates a pattern of Developing behavior in the standard areas of Classroom Environment and Resources but exhibits solidly Proficient patterns of behavior in the standard area of Knowledge of Students and Lesson Delivery, you may use your knowledge of the situation to make sense of this information, finding that performance in the former two areas inhibits performance in other areas. As another example, you may find that some of the lost instructional time observed within a classroom is offset by the teacher's intense attention to individual student needs demonstrated throughout the class time and elsewhere. In a different case, however, you might observe that a pattern of classroom management issues such as lost instructional time is significant enough to overshadow the teacher's proficient performance in other categories. The key point is that no one standard area of performance should be considered in isolation, but should be analyzed in relation to all other areas of performance.

Step 3: Issue the end-of-year performance rating
3a. Consider all evidence from the year, paying attention to trends. In order to issue a teacher's final performance rating for the year, return to the body of collected evidence rather than just the earlier standard area- or holistic ratings. Use the process outlined to reconsider the evidence in each standard area across the arc of the entire year, taking into account observations, all conferences, and daily interactions. During this step, it is particularly important to consider trends in the teacher's performance over time. Was the teacher consistent in his or her practice, did he or she improve, or did the teacher decline in one or more areas? If a pattern of evidence in a particular standard area displays a trend of behavior or practice, the evaluator may consider placing more emphasis on the area improvement or decline.

3b. Consider minimum thresholds of competency. Flag any instance of an Ineffective rating as you prepare to issue the final performance rating. While the example of Ineffective behavior should be examined within the entire context of the evidence collected for the teacher, consider that there are minimum thresholds of competency for each of the ten standard areas described in the Teacher Performance Evaluation Rubric. It is possible that a serious deficiency in one area can and should carry more weight than positive ratings in other areas. Rely on your professional judgment, supported by the evidence you have gathered, to decide if this evidence of ineffective practice is grounds to issue a final ineffective rating, taking into account how detrimental the displayed deficiency is to the teacher's classroom, colleagues and school as a whole.

3c. Issue the final performance rating, summarize the supporting evidence, and offer areas of reinforcement and refinement. Complete the performance rating process by documenting the final teacher performance rating. Support your rating with evidence from formal and informal observations, artifacts provided by the teacher, and other appropriate evidence collected throughout the evaluation cycle. Provide succinct, targeted feedback on what professional growth needs to occur so that teachers have a clear understanding of the path to continuous growth and, improvement and have concrete examples of supports that will help them improve practice.

Teacher performance and student growth measures are combined in a summative teacher evaluation rating:

IN YEAR ONE (2013-2014) all GCS teachers will use shared attribute data for student growth:
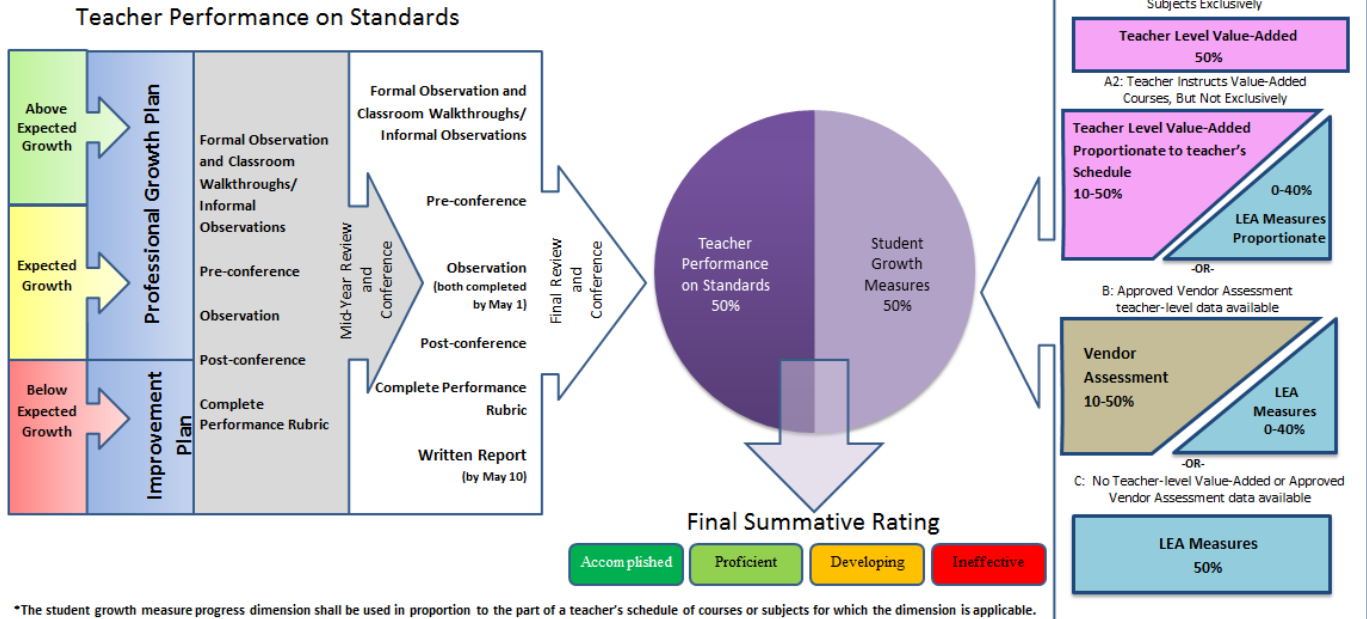
A1 & A2 Teachers – 24% district value-added and 26% teacher value-added

B Teachers – 40% district value-added and 10% vendor assessment

C Teachers – 50% district value-added

Ohio Teacher Evaluation System (OTES)

Teacher Performance on Standards

Professional Growth Plan

- Above Expected Growth
- Expected Growth

Improvement Plan

- Below Expected Growth

Formal Observation and Classroom Walkthroughs/ Informal Observations

Pre-conference

Observation

Post-conference

Complete Performance Rubric

Mid-Year Review and Conference

Formal Observation and Classroom Walkthroughs/ Informal Observations

Pre-conference

Observation (both completed by May 1)

Post-conference

Complete Performance Rubric

Written Report (by May 10)

Final Review and Conference

Teacher Performance on Standards 50%

Student Growth Measures 50%

Final Summative Rating

| Accomplished | Proficient | Developing | Ineffective |

*Student Growth Measures

**A1: Teacher Instructs Value-Added Subjects Exclusively

Teacher Level Value-Added 50%

A2: Teacher Instructs Value-Added Courses, But Not Exclusively

Teacher Level Value-Added Proportionate to teacher's Schedule 10-50%   0-40%

LEA Measures Proportionate

-OR-

B: Approved Vendor Assessment teacher-level data available

Vendor Assessment 10-50%   LEA Measures 0-40%

-OR-

C: No Teacher-level Value-Added or Approved Vendor Assessment data available

LEA Measures 50%

*The student growth measure progress dimension shall be used in proportion to the part of a teacher's schedule of courses or subjects for which the dimension is applicable.

**A1- If a teacher's schedule is comprised only of courses or subjects for which value-added progress dimension is applicable:
Until June 30, 2014, the majority (>25%) of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation shall be based on the value-added progress dimension.

Combining Teacher Performance and Student Growth Measures

Each category's sub-scores are combined on the lookup table to determine rating. The vertical axis of the lookup table represents student growth measures, and the horizontal axis on the table represents teacher performance. By using the lookup table, a final summative rating will be determined.

Teacher Performance

Student Growth		4	3	2	1
	Above	Accomplished	Accomplished	Skilled	Developing
	Expected	Skilled	Skilled	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

*Proficient=Skilled