

CLEAR FORK LOCAL SCHOOL DISTRICT



TEACHER EVALUATION HANDBOOK Ohio Teacher Evaluation System (OTES)

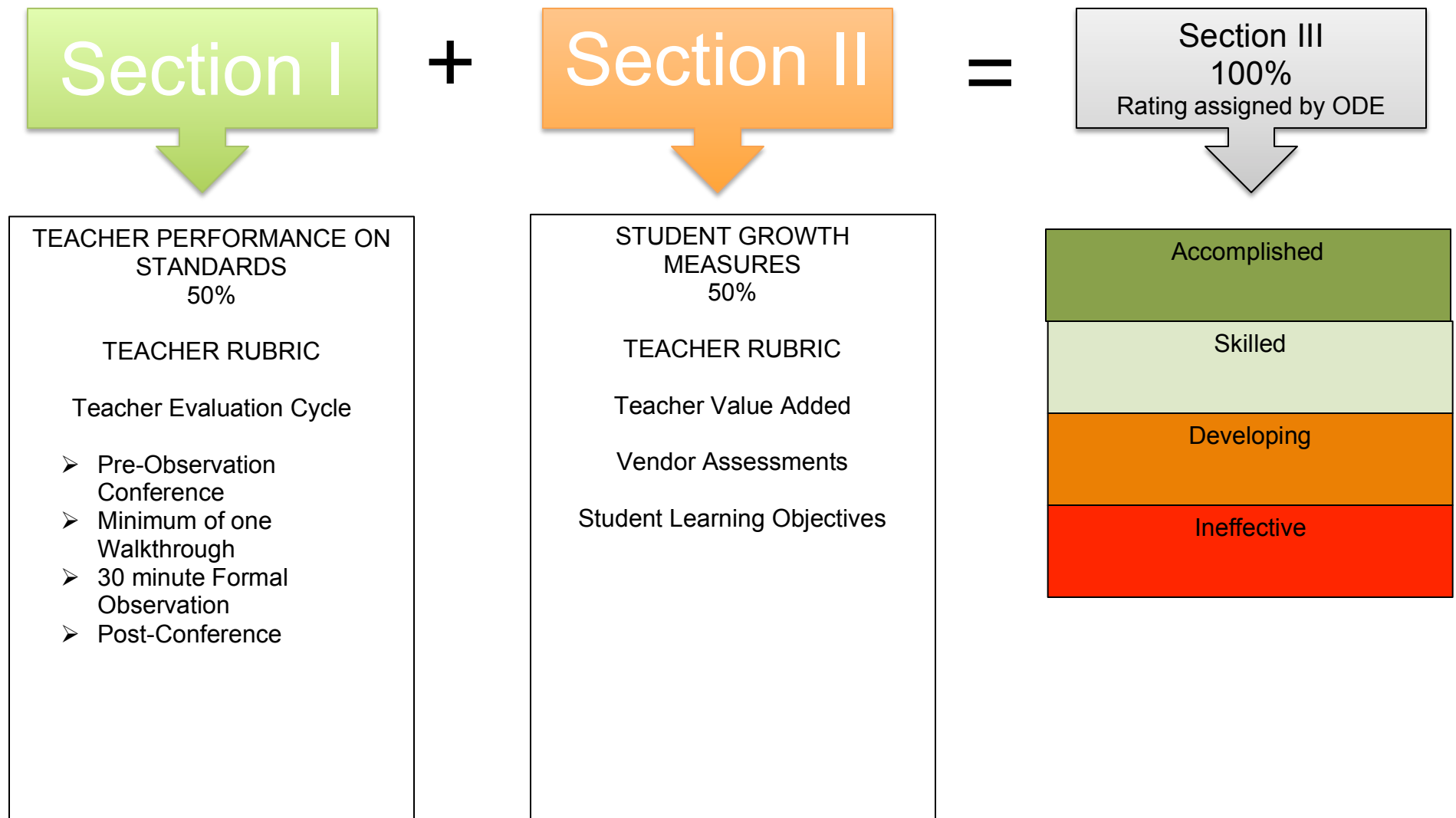
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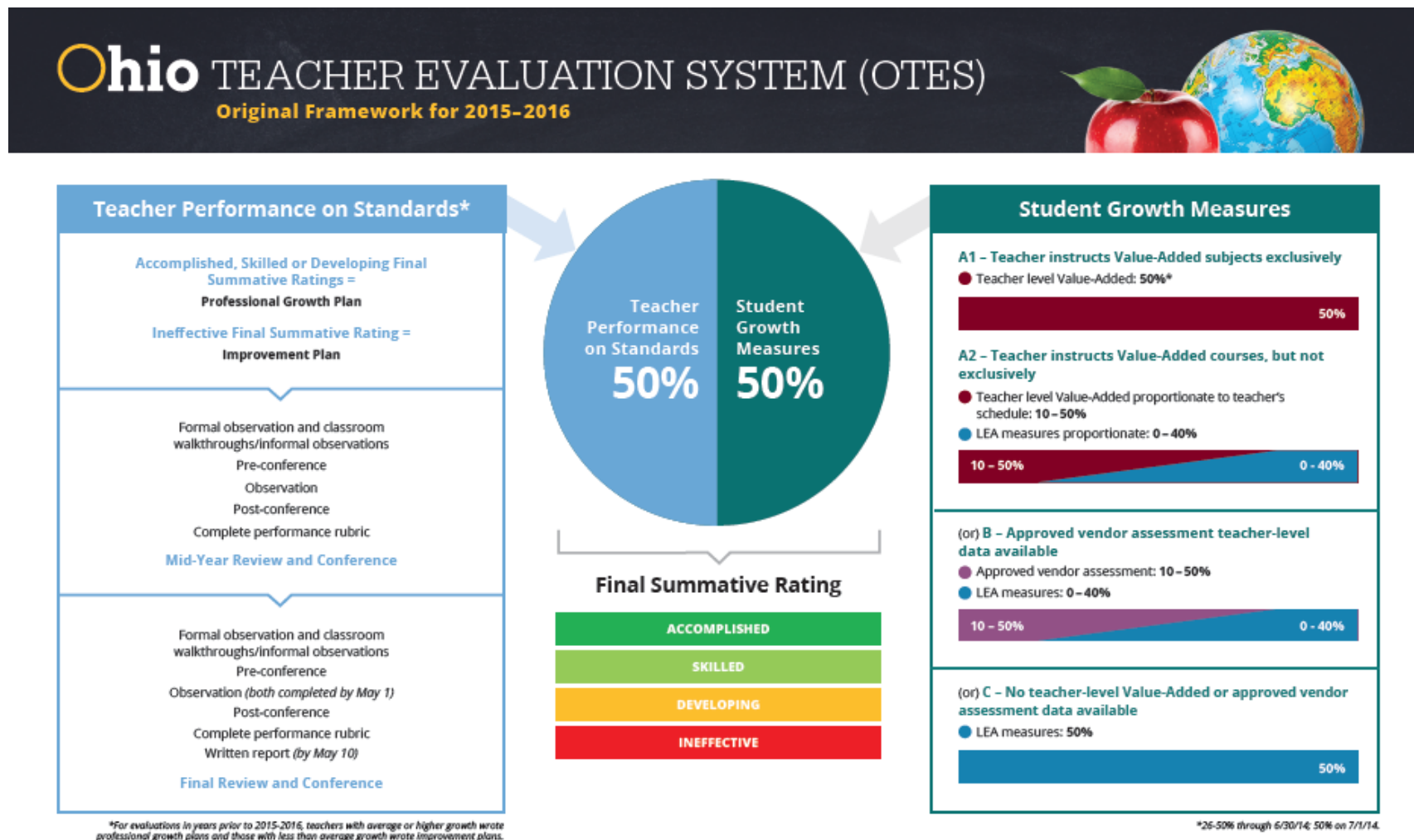
OHIO TEACHER EVALUATION SYSTEM FOR **2017-18**

TEACHER PERFORMANCE ON STANDARDS (SECTION I – 50%) AND STUDENT GROWTH MEASURES (SECTION II – 50%) ARE COMBINED IN A SUMMATIVE TEACHER EVALUATION RATING.

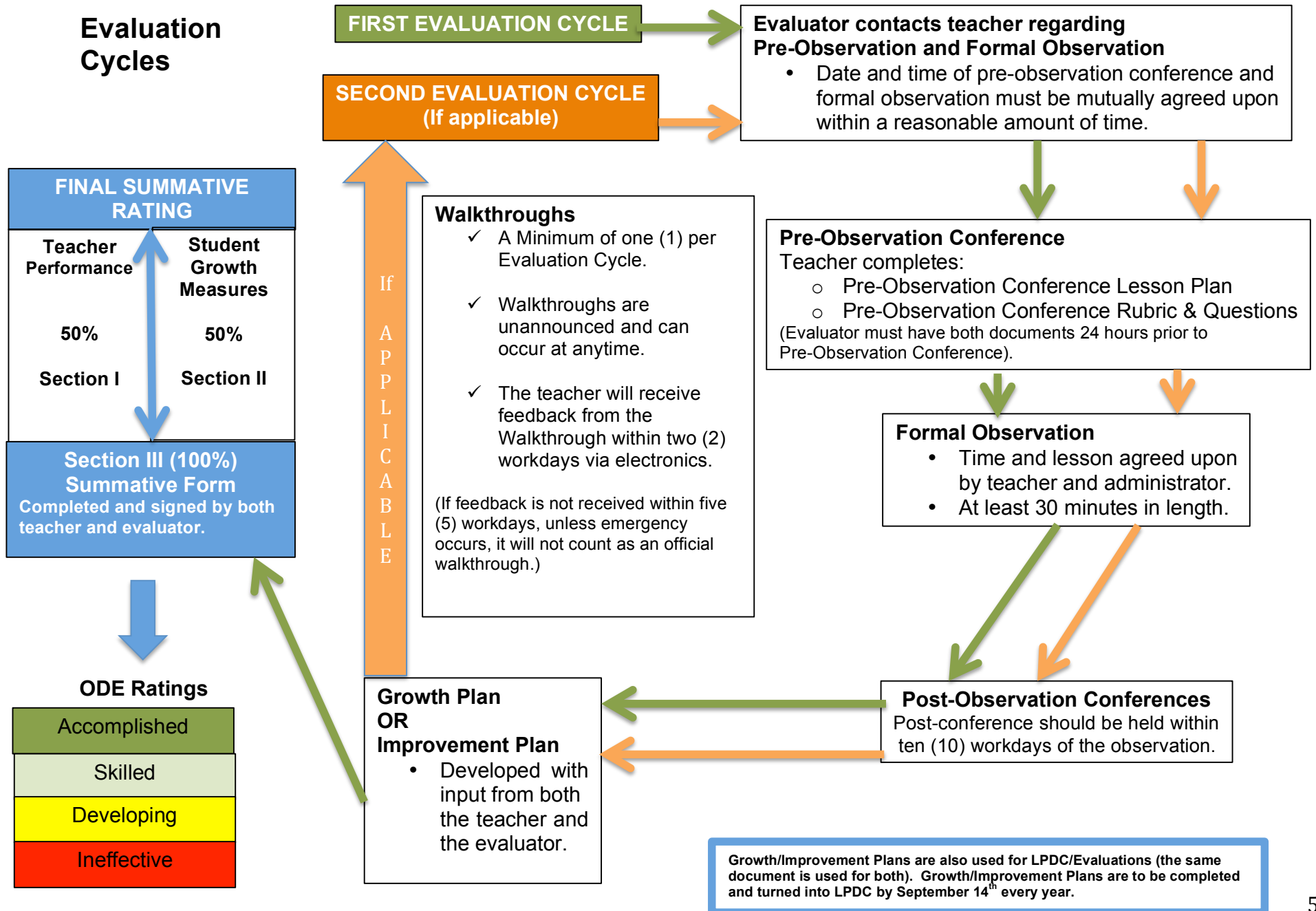


Original Framework

By statute, teachers and principals will not use value-added ratings from state tests for 2014-2015 and 2015-2016 school years as part of their evaluations or when making decisions regarding dismissal, retention, tenure or compensation unless districts and educators enter into a Memorandum of Understanding (MOU) to allow the continued use of these value-added ratings for 2015-2016 and 2016-2017.



Evaluation Cycles



Evaluation Cycle Chart

Year	First Year	Second Year	Third Year	Fourth Year
Accomplished	One Cycle	One Cycle	Two Cycles	Depends on Rating
Skilled	One Cycle	Two Cycles	Depends on Rating	Depends on Rating
Developing <i>(Depends on Teacher Observation Rating or SGM Rating.)</i>	Two or Three Cycles	Two or Three Cycles	Two or Three Cycles	Two or Three Cycles
Ineffective	Three Cycles	Three Cycles	Three Cycles	Three Cycles
Anyone in Final Year of Contract	Three Cycles	Three Cycles	Three Cycles	Three Cycles

Evaluation Cycles are to be completed as follows (unless an emergency or situation occurs):

First Formal Evaluation **November 17th**
Second Formal Evaluation **February 17th**
Third Formal Evaluation **May 1st**

- *A teacher may be evaluated more than three times in a school year, but all formal evaluation will be completed by May 1st.*
- *A teacher or evaluator may request an additional evaluation cycle at anytime.*
- *Third evaluation cycles may be completed by a different evaluator assigned by administration*

Section I

Teacher Performance

50%

Pre-Conference Information Section

Teacher completes:

- Pre-Observation Conference Lesson Plan
- Pre-Observation Conference Rubric and Questions

(Evaluator must have both documents 24 hours prior to Pre-Observation Conference.)

Lesson Plan Template Aligned to OTES Rubric (Skilled)

<p>Objectives</p> <p>OTES: FOCUS FOR LEARNING [Standard 4: Instruction]</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • <i>State explicitly the focus for student learning, with appropriate learning objectives including measureable goals aligned to standards and/or competencies.</i> • <i>State the importance of the goal and its appropriateness for students.</i> <p>I can statement here:</p> <ul style="list-style-type: none"> • <i>Write the objectives in student-friendly “I can...” Statements here.. It’s also a good idea to give these “I can” statements to the students (write them on the board, have them on a handout or bulletin board, have students copy them as a “do now.”)</i> • <i>For more information, see your Classroom Assessment for Student Learning text.</i>
<p>Standards and/or Competencies</p>	<p>List all standards and/or competencies used for this lesson here.</p>
<p>Materials Needed</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Paper & writing utensils</i> <input checked="" type="checkbox"/> <i>Technology needed for the lesson</i> <input checked="" type="checkbox"/> <i>Any other supplies needed for the lesson</i>
<p>Procedure</p>	<p>Outline your lesson here. Some suggestions:</p> <ul style="list-style-type: none"> > <i>Do Now/Bell Ringer activities</i> > <i>MAX Teaching or Collins Writing strategies used during this lesson</i> > <i>Main part of your lesson</i> > <i>Transition activities</i> > <i>Closure Activity</i>

Assessment OTES: ASSESSMENT DATA <i>[Standard 3: Assessment]</i>	How will you assess student learning for this specific lesson? <ul style="list-style-type: none"> • <i>State the use of diagnostic, formative, and/or summative assessments.</i> • <i>State a variety of formal and informal assessment techniques (Observation, Discussion, Activities, Homework, Test, Quiz, etc.) to collect evidence of students' knowledge and skills.</i> • <i>Discuss how assessment data will be used to inform instructional planning and delivery in the future.</i>
Rationale Including Knowledge of Students OTES: KNOWLEDGE OF STUDENTS <i>[Standard 1: Students]</i>	Why are you teaching this? Explain the importance of the lesson, what the students will learn and why you want them to learn this. <ul style="list-style-type: none"> • <i>State your familiarity with the students' background knowledge and experiences and describe more than one way you obtain this information.</i> • <i>Describe how you have analyzed students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</i>
Before & After the Lesson OTES: PRIOR CONTENT KNOWLEDGE/ SEQUENCE/ CONNECTIONS DATA <i>[Standard 1: Students; Standard 2: Content; Standard 4: Instruction]</i>	What came before this lesson? How does this lesson connect to previous lessons? What will come next? How will this lesson lead into the next one? <ul style="list-style-type: none"> • <i>State clear and coherent connections with students' prior knowledge and future learning, both explicitly to students and within the lesson.</i> • <i>State how you plan and sequence instruction to include the important content, concepts and processes in school and district curriculum priorities and in state standards/competencies.</i>

Pre-Conference Teacher Performance Rubric and Questions

Teacher Performance Rubric			<p>Pre-Conference Questions Required Minimums</p> <p>Accomplished Three Questions</p> <p>Skilled Five Questions</p> <p>New/Developing/Ineffective Ten Questions One from each Section</p>
Instructional Planning	Skilled	Accomplished	
<p>Focus for Learning (Standard 4: Instruction)</p> <p>Sources of Evidence: Pre-Conference</p>	<p>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.</p>	<p>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.</p>	<p><input type="checkbox"/> What is the focus for the lesson?</p> <p><input type="checkbox"/> What content will students know/understand? What skills will they demonstrate?</p> <p><input type="checkbox"/> What standards are addressed in the planned instruction?</p> <p><input type="checkbox"/> Why is this learning important?</p>
Evidence			
<p>Assessment Data (Standard 3: Assessment)</p> <p>Sources of Evidence: Pre-Conference</p>	<p>The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into</p>	<p>The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative</p>	<p><input type="checkbox"/> What assessment data was examined to inform this lesson planning?</p> <p><input type="checkbox"/> What does pre-assessment data indicate about student learning needs?</p>

	<p>lesson planning.</p> <p>The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.</p>	<p>assessments into lesson plans.</p> <p>Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.</p>	<p><input type="checkbox"/> What does pre-assessment data indicate about student learning needs?</p>
Evidence			
<p>Prior Content Knowledge/Sequence/Connections <i>(Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</i></p> <p><i>Sources of Evidence:</i> <i>Pre-Conference</i></p>	<p>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</p> <p>The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.</p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within</p>	<p><input type="checkbox"/> What prior knowledge do students need?</p> <p><input type="checkbox"/> What are the connections to previous and future learning?</p> <p><input type="checkbox"/> How does this lesson connect to students' real-life experiences and/or possible careers?</p> <p><input type="checkbox"/> How does it connect to other disciplines?</p>

		the structure of the discipline.	
Evidence			
Knowledge of Students <i>(Standard 1: Students)</i> <i>Source of Evidence:</i> <i>Analysis of Student Data Pre-Conference</i>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>	<p><input type="checkbox"/> What should the evaluator know about the student population? (See <i>Data Measures Inventory for the Classroom</i>)</p> <p><input type="checkbox"/> How is this a developmentally appropriate learning activity?</p>
Evidence			
Lesson Delivery <i>(Standard 2: Content; Standard 4:</i>	Teacher explanations are clear and accurate. The teacher uses	Teacher explanations are clear, coherent, and precise. The teacher	<p><input type="checkbox"/> How will the goals for learning be</p>

<p><i>Instruction; Standard 6 Collaboration and Communication)</i></p> <p><i>Source of Evidence: Formal Observation, Classroom Walkthroughs/Informal Observations</i></p>	<p>developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>	<p>communicated to students?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What instructional strategies and methods will be used to engage students and promote independent learning and problem solving? <input type="checkbox"/> What strategies will be used to make sure all students achieve lesson goals? <input type="checkbox"/> How will content-specific concepts, assumptions and skills be taught?
Evidence			
<p>Differentiation (Standard 1: Students; Standard 4: Instruction)</p> <p><i>Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observations</i></p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole- class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> How will the instructional strategies address all students' learning needs? <input type="checkbox"/> How will the lesson engage and challenge students of all levels? <input type="checkbox"/> How will developmental gaps be addressed?
Evidence			

Resources <i>(Standard 2: Content; Standard 4: Instruction)</i> <i>Source of Evidence:</i> <i>Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observation</i>	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.	<input type="checkbox"/> What resources/materials will be used in instruction? <input type="checkbox"/> How will technology be integrated into lesson delivery?
Evidence			
Classroom Environment <i>(Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</i> <i>Sources of Evidence:</i> <i>Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observation</i>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p> <p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development</p> <p>A classroom management system has been designed, implemented, and adjusted with student input and</p>	<input type="checkbox"/> How will the environment support all students? <input type="checkbox"/> How will different grouping strategies be used? <input type="checkbox"/> How will safety in the classroom be ensured? <input type="checkbox"/> How will respect for all be modeled and taught?

	students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.	is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.	
Evidence			
Assessment of Student Learning <i>(Standard 3: Assessment)</i> <i>Source of Evidence:</i> <i>Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observation, Post-Conference</i>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</p> <p>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students).The teacher responds to student misunderstandings by providing additional clarification.</p> <p>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</p> <p>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p> <p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the</p>	<p><input type="checkbox"/> How will you check for understanding during the lesson?</p> <p><input type="checkbox"/> What specific products or demonstrations will assess student learning/achievement of goals for instruction?</p> <p><input type="checkbox"/> How will you ensure that students understand how they are doing and support students' self-assessment?</p> <p><input type="checkbox"/> How will you use assessment data to inform your next steps?</p>

	while maintaining confidentiality.	whole class. The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.	
Evidence			
Professional Responsibilities <i>(Standard 6: Collaboration and Communication; Standard 7: Professional Responsibilities and Growth)</i> <i>Sources of Evidence:</i> <i>Professional Development Plan or Improvement Plan; Pre-Conference; Post-Conference; daily interaction with others</i>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short- and long-term</p>	<p><input type="checkbox"/> How do you cooperate with colleagues?</p> <p><input type="checkbox"/> How do you work with others when there is a problem?</p> <p><input type="checkbox"/> What is your communication style with students? With families? With colleagues?</p> <p><input type="checkbox"/> In what ways do you seek the perspectives of others? Give an example.</p> <p><input type="checkbox"/> How do you apply knowledge gained from other experiences into your teaching?</p> <p><input type="checkbox"/> Discuss ways you reflect and</p>

		professional goals based on self-assessment and analysis of student learning evidence.	analyze your teaching. □ What are some proactive ways you further your own professional growth?
Evidence			

Teacher Observation Section

Formal Observation

- Time and lesson agreed upon by teacher and administrator.
- At least 30 minutes in length.

Teacher Performance Evaluation Rubric

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

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
	ASSESSMENT DATA (Standard 3: Assessment) <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 does not use or only uses one 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 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 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.



INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	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 plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.	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. 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.
	KNOWLEDGE OF STUDENTS (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'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 experiences 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 individual students and groups of students.

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

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<div>CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</div> <div>Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</div>	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.
		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.
		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.
		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.
		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	ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	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 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.
		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 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.

Professionalism					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	PROFESSIONAL RESPONSIBILITIES (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.

<div>  <div> Clear Fork Valley Local Schools Teacher Formal Observation </div>  </div>			
TEACHER NAME			
OBSERVATION DATE			
OBSERVATION ROUND #			
PRE-CONFERENCE DATE			
POST CONFERENCE DATE			
OBSERVATION NOTES			
Teacher Performance Rubric, Evidence, and Scoring			
INSTRUCTIONAL PLANNING			
FOCUS FOR LEARNING (Standard 4: Instruction) Sources of Evidence: Pre-Conference			
RANKING DESCRIPTION			
EVIDENCE			
ASSESSMENT DATA (Standard 3: Assessment) Sources of Evidence: Pre-Conference			
RANKING DESCRIPTION			
EVIDENCE			
PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction) Sources of Evidence: Pre-Conference			
RANKING DESCRIPTION			
EVIDENCE			
KNOWLEDGE OF STUDENTS (Standard 1: Students) Sources of Evidence: Analysis of Student Data, Pre-Conference			
RANKING DESCRIPTION			
EVIDENCE			
INSTRUCTION AND ASSESSMENT			
LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) Sources of Evidence: Formal Observation, Classroom Walkthroughs/Informal Observations			
RANKING DESCRIPTION			
EVIDENCE			
DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observations			
RANKING DESCRIPTION			
EVIDENCE			
RESOURCES (Standard 2: Content; Standard 4: Instruction) Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observations			
RANKING DESCRIPTION			
EVIDENCE			

Walkthrough Information

- ✓ A Minimum of One (1) per Evaluation Cycle.
- ✓ Walkthroughs are unannounced and can occur at anytime.
- ✓ The teacher will receive feedback from the Walkthrough within Two (2) workdays via electronic.

****If feedback is not received within five (5) workdays unless emergency occurs it will not count as an official walkthrough.**

Classroom Walkthroughs

A classroom walkthrough is a:

- Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
- Process for giving targeted evidenced-based feedback to teachers; and
- Means for principals to visit classrooms more frequently and more purposefully.

An informal observation/ classroom walkthrough is not a(n):

- Formal observation;
- “Gotcha” opportunity for supervisors or evaluators;
- Isolated event; or
- Shortcut to the observation protocol required as part of the teacher evaluation process.

Classroom walkthroughs, as part of the teacher evaluation system, may be general in nature or focused on observing a specific aspect of teacher performance. Summary data collected through a series of walkthroughs along with evidence documented through formal observations will come together to inform the teachers’ summative performance rating: *Ineffective, Developing, Skilled or Accomplished*.

Guidelines for Walkthrough

Informally Observe All Teachers All teachers benefit from informal classroom observations. Informal observations should last a minimum of 10 minutes. Teachers need and deserve some type of immediate feedback.

Evaluator MAY Informally Observe As Determined The evaluator’s presence in the classroom sends a positive message to teachers:

the evaluator cares. Including informal classroom observation as a school- wide initiative requires consistency and frequency. Find times in the day to observe teachers at varying times of the day: *for most teachers, what occurs in the morning is much different than what occurs in the afternoon.*

Evaluator MAY Focus on One or Two Areas Although there may be no predetermined focus established (because of no pre-conference), the evaluator should find a focus based on the instruction, events or discussions that are occurring in the classroom. A focus may also occur based upon past conferences and the need for follow up observations.

Make Time to Follow Up

Follow-up communication to informal classroom observations is a critical component. **Follow up after walkthrough will be made electronically. The teacher or evaluator MAY request a face-to-face meeting after the teacher has received or the evaluator has completed the electronic feedback.** The evaluator may also offer resources to help teachers refine their practice.

Teacher Driven Observations

While it is recognized that evaluators have many demands on their time, encouraging teachers to identify instructional periods for the evaluator to observe can be a means for the evaluator to collect evidence related to a specific focus the teacher and evaluator may be working on.

Types of Data

Data collected as evidence of teacher practice may be quantitative, qualitative, or a combination of both. Quantitative data includes frequencies, distributions and other counts or tallies. For example, the observer could use a checklist to tally how many questions were asked of children in the front row or children who had their hands raised versus not. The evaluator might also chart the types of questions asked (higher versus lower levels). Qualitative data can include scripted notes detailing patterns of activities, vocabulary used, and events observed. In both cases, accuracy is essential to ensure the credibility of the process and the evaluator.

Ohio Teacher Evaluation System

Classroom Walkthroughs



Teacher Name	Grade & Subject	Date
Evaluator Name	Time Begin	Time End

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

EVALUATOR OBSERVATIONS		
Teaching Elements		Notes:
Instruction is developmentally appropriate.		
Learning outcomes and goals are clearly communicated to students.		
Varied instructional tools and strategies reflect student needs and learning objectives.		
Content is accurate and grade appropriate.		
Teacher connects lesson to real-life applications		
Instruction and lesson activities are accessible and challenging for students		
Lesson content is linked to previous and future learning.		
Classroom learning environment is safe and conducive to learning.		
Teacher provides students with timely and responsive feedback.		
Instructional time is used effectively.		
Routines support learning goals and activities.		
Multiple methods of assessment of student learning are utilized to guide instruction.		
Other		

Evaluator Summary Comments:

Recommendations for Focus of Informal Observations:

Evaluator Signature	Photocopy to Teacher
----------------------------	-----------------------------

Post-Conference Information

- Review Pre-Conference Packet
- Review Formal Observation Form (Teacher Performance Rubric)
- Additional Questions From Evaluator
- Evidence Provided by Teacher (Optional)
- Evaluation Cycle Form

Post-Conference Sample Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

INSTRUCTIONAL PLANNING

FOCUS FOR LEARNING (Standard 4: Instruction)

- What was the focus for the lesson?
- Talk about the content that you hoped students would know and understand by the end of the lesson. What skills did they demonstrate to you?
- What standards were addressed in the planned instruction?
- Why was this learning important?
- How was the appropriateness of the goal communicated to students?
- How did your stated goals fit in to the unit, course and school goals?

ASSESSMENT DATA (Standard 3: Assessment)

- What assessment data was examined to inform the planning for the observed lesson?
- What did pre-assessment data indicate about student learning needs?
- What formal or informal techniques did you use to collect evidence of students' knowledge and skills?
- How did your assessment data help you identify student strengths and areas of improvement?

PRIOR CONTENT KNOWLEDGE/ SEQUENCE/CONNECTIONS

(Standard 1: Students / Standard 2: Content / Standard 4: Instruction)

- What prior knowledge did students need and how did you connect that to their future learning?
- How did this lesson connect to students' real-life experiences and/or possible careers?
- How did it connect to other disciplines?

KNOWLEDGE OF STUDENTS (Standard 1: Students)

- How did this lesson demonstrate your familiarity with the students' background knowledge and experiences?
- Talk about how this lesson was developmentally appropriate for your students.
- What strategies did you plan for and implement to meet the needs of individual students?

INSTRUCTION AND ASSESSMENT

LESSON DELIVERY (Standard 2: Content / Standard 4: Instruction)

- How were the goals for learning communicated to students?
- What instructional strategies and methods were used to engage students and promote independent learning and problem solving?
- What strategies were used to make sure all students achieve lesson goals?
- How were content-specific concepts, assumptions and skills taught?
- What questioning techniques did you use to support student learning?
- How did you ensure this lesson was student led?

DIFFERENTIATION (Standard 1: Students / Standard 4: Instruction)

- How did the instructional strategies address all students' learning needs?
- How did the lesson engage and challenge students of all levels?
- How were developmental gaps addressed?
- Why is it important to provide varied options for student mastery?

RESOURCES (Standard 2: Content / Standard 4: Instruction)

- What resources/materials were used in instruction?
- How was technology integrated into lesson delivery?
- How did students show ownership of their learning?

CLASSROOM ENVIRONMENT

(Standard 1: Students / Standard 5: Learning Environment)

- How did the environment support all students?
- How were different grouping strategies used?
- How was safety in the classroom ensured?
- How was respect for all modeled and taught?

ASSESSMENT OF STUDENT LEARNING

(Standard 3: Assessment)

- How did you check for understanding during the lesson?
- What specific products or demonstrations assessed student learning/achievement of goals for instruction?
- How did you ensure that students understand how they are doing and support students' self-assessment?
- How did you use assessment data to inform your next steps?
- Why is it important to provide specific and timely feedback?

PROFESSIONAL RESPONSIBILITIES

COLLABORATION AND COMMUNICATION (Standard 6)

- How do you cooperate with colleagues?
- How do you work with others when there is a problem?
- What is your communication style with students? With families? With colleagues?
- In what ways do you seek the perspectives of others? Give an example.

PROFESSIONAL RESPONSIBILITY AND GROWTH (Standard 7)

- How do you apply knowledge gained from other experiences into your teaching?
- Discuss ways you reflect and analyze your teaching.
- What are some proactive ways you further your own professional growth?

Evaluation Cycle Form (Circle)**First Cycle****Second Cycle****Additional Cycle**

Teacher's Name: _____

Grade Level/Subject Area: _____ School Year: _____

☐ Pre-Observation Conference Date: _____ Teacher Initials: _____ Evaluators Initials: _____

☐ Pre-Observation Conference Lesson Plan completed and turned into the evaluator 24 hours prior to conference.

☐ Pre-Observation Conference Rubric and Questions with additional supporting evidence turned into the evaluator 24 hours prior to conference.

☐ Formal Observation Date: _____

☐ Walkthrough First – Date of Feedback: _____ Additional - Date of Feedback: _____ Additional – Date of Feedback: _____

☐ Post-Observation Conferences Formal Date: _____ Teacher Initials: _____ Evaluators Initials: _____

☐ Presented supporting evidence not given at pre/post-conference or supporting evidence not observed during observation within 24 hours after of the post-conference.
Rubric Evaluation Cycle Rating Section

Teacher Performance Rubric	Ineffective	Developing	Skilled	Accomplished
Focus for Learning				
Assessment Data				
Prior Content Knowledge/Sequence/Connections				
Knowledge of Students				
Lesson Delivery				
Differentiation				
Resource				
Classroom Environment				
Assessment of Student Learning				
Professional Responsibilities				
Evaluation Cycle Rating				

☐ Only requires one (1) evaluation cycle.

☐ Requires second or additional evaluation cycles.

☐ Growth Plan

☐ Improvement Plan (Circle Reason)

Teaching Performance

Student Growth Measures

Both

Self-Referred by Teacher

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The signature above indicates the teacher and evaluator have discussed the evaluation cycle and rating of the evaluation.

HOW DO I KNOW IF I AM ON A GROWTH PLAN OR AN IMPROVEMENT PLAN?

Teacher Performance on Standards	Student Growth Measures	Type of Plan
Accomplished	Accelerated	Growth Plan
Accomplished	Advanced	Growth Plan
Accomplished	Proficient	Growth Plan
Accomplished	Limited	Improvement Plan
Skilled	Accelerated	Growth Plan
Skilled	Advanced	Growth Plan
Skilled	Proficient	Growth Plan
Skilled	Limited	Improvement Plan
Developing	Accelerated	Growth/Improvement Plan
Developing	Advanced	Growth/Improvement Plan
Developing	Proficient	Growth/Improvement Plan
Developing	Limited	Improvement Plan
Ineffective	Accelerated	Improvement Plan
Ineffective	Advanced	Improvement Plan
Ineffective	Proficient	Improvement Plan
Ineffective	Limited	Improvement Plan

Teachers may be moved at any point during the year from a Growth Plan to an Improvement Plan, have the Growth Plan enhanced to meet additional goals or move from an Improvement Plan to a Growth Plan.

Growth Plan Forms

Developed with input from both the teacher and the evaluator.

Also used for LPDC. Must be completed by September 14th of each year.

Professional Growth Plan

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement as identified in the teachers’ evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial).

☐

Self-Directed

☐

Collaborative

Teacher

Evaluator

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

Evaluator Signature

Date

Teacher Signature

Date

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

Improvement Plan Forms

Developed with input from both the teacher and the evaluator.

Improvement Plan

Teacher Name: _____

Grade Level/ Subject: _____

School year: _____ Building: _____

Date of Improvement Plan Conference: _____

Written improvement plans are to be developed in the circumstances when an educator has a final summative rating of ineffective. However, districts have discretion to place a teacher on an improvement plan at any time based on deficiencies in any individual component of the evaluation system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

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

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

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

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

Improvement Plan (continued)

Section 3: Specific Plan of Action

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

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

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

--

Date for this Improvement Plan to Be Evaluated:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

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

Section II

Student Growth Measures

50%

- Description of Teacher Designations
- Teacher Designations by Positions
- Student Learning Objectives

Teacher Designations by Position

High School

Due to the diversity of course offering, please contact the principal and/or curriculum director.

Essentials

Physical Education	C
Health Education	C
Art Education	C
Music Education	C
Technology Education	C
Business Education	C
Family & Consumer Science	C
Agricultural Education	C
Foreign Language	C

Middle School

Sixth Grade

ELA	A1
Math	A1
Science	C
Social Studies	C

Seventh Grade

ELA	A1
Math	A1
Science	C
Social Studies	C

Eighth Grade

ELA	A1
Math	A1
Science	A1
Social Studies	C
Other	
Title Teacher	A1
Intervention Specialist	A2
STEM	A2

Elementary School

Preschool	C
Kindergarten	C
First Grade	C
Second Grade	C
Third Grade	A2

Bellville

Fourth/Fifth Grade	A2
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Butler

Fourth Grade	A2
Fifth Grade	A1 or A2

Other

Title Teachers K-2	C
Title Teachers 3-5	A2
Intervention Specialist K-2	C
Intervention Specialist 3-5	A2
Gifted & Talented	A2
Reading Coach	C
Math Coach	A2

Description of Teacher Designations

A1 – Teacher instructs Value-Added subject exclusively.

Teacher level Value-Added (State Assessments): 50%

A2 – Teacher instructs SOME Value-Added courses, but not exclusively.

Teacher level Value-Added proportionate to teacher's schedule: 10% - 50%

LEA measures proportionate: 0-40%

C – No teacher-level Value-Added or approved vendor assessment data available

LEA measures (Student Learning Objectives – SLO): 50%

SLOs (Student Learning Objectives)

Value added data will begin again this year for the teacher evaluation system. If you teach the following tested areas **exclusively**, you will **not** be writing SLOs (A1 teachers):

- Grades 4, 5, 6, 7 and 8 mathematics and ELA;
- Grades 5 and 8 Science;
- Grade 3 ELA;
- Algebra I for high school credit;
- American Government for high school credit;
- American History for high school credit;
- Biology for high school credit;
- English I & II for high school credit;
- Geometry for high school credit; and
- Integrated Mathematics I & II for high school credit. (State Guidelines, p.1)

The second 50% of your final summative evaluation is made up of Student Growth Measures; this is determined by Student Learning Objectives (SLOs), value added through state testing, or a combination of both.

- If you do not teach in a value added tested area, you are required to write two different SLOs. One should encompass year-long learning, and the second should encompass an important unit for student mastery in your subject area.
- If you teach exclusively in value added tested areas, you will not write SLOs.
- If you teach some value added, and some no value added classes you will have a combination of SLOs and value added. For example, we have some teachers who teach fourth grade science and fifth grade science. Fifth grade science is a value added area, and fourth grade science is not. These teachers teach equal classes of fourth and fifth grade science, so 50% of their student growth measures will come from value added, and the other 50% will come from the two SLOs they write.

The SLO Scoring Matrix

Percentage of Students That Met or Exceeded Growth Target	Descriptive Rating	Numerical Rating
90-100%	Most Effective	5
80-89%	Above Average	4
70-79%	Average	3
60-69%	Approaching Average	2
59 or less %	Least Effective	1

As you can see, having 70-79% of your students meeting or the growth target is average; this is what you should be aiming for and what the state wants.

All SLOs are due by the second Friday in October. You may submit them via email, inner office mail, or through Google docs. The SLO Committee will review the SLO's and will let you know if any changes need to be made. **All final data will need to be turned in by April 15.**

Here is the link from ODE regarding SLOs:

<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples>

Here is the template for writing a SLO from scratch:

http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples/SLO_Template_unrestricted_FINAL_09252014.doc.aspx

For returning teachers....

For teachers who wrote SLOs last year, you can use the same SLOs, although your data you collect from your pretest will be different, your population will change, your growth target may change, and trend data will change.

1. For growth targets, if you received 91-100% of your students last year that met your growth targets, you **MUST** make your growth target more difficult. Remember, these growth targets are to challenge all of your students; gifted, average and struggling.

On the flip side, for those of you who had 59% or lower of your students meet the growth target, then it was much too difficult for your students and we need to adjust.

ODE wants between 70- 89% of your students to meet the growth targets that you set for them. This is the rigor that the state is looking for us to provide.

2. For trend data, you have gone through this process once. You gave a pretest, taught your students and gave a post test. What did you learn from this process? Using what you have learned, and looking at this year's students' pre test scores, what do you expect them to score on their post-test? Was there anything from last year's post-test that you discovered you need to change in your teaching, or spend more time or less time on a topic? This section is about reflection.

3. The curriculum director may meet with your team or individuals during a planning time to help you get this done, per your request.

For new teachers or those who have not written SLOs before...

The easiest way to write a SLO is to use the rubric as your guide. Here is the link:

http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples/2497_SLO_Checklist_09302014.pdf.aspx

The curriculum director may meet with you one on one to go step by step through this process and get it completed. Before meeting with the curriculum director, it would be most helpful if you decided what your two SLOs would cover and give a pretest. If you have no idea what you want your two SLOs to cover, your veteran team members can help give you guidance as well.

Reminder: All final SLO data will need to be turned in by April 15.

Section III

Final Summative Rating
100%

FINAL Summative Rating of Evaluation Cycle(s)
MUST BE COMPLETED AT OR BY TEACHER CHECKOUT

Teacher's Name: _____

Grade Level/Subject Area: _____

School Year: _____

Teacher Performance Rubric	First Cycle	Second Cycle (If Needed)	Additional Cycle (If Needed)	Final Ratings
Instructional Planning				
Focus for Learning				
Assessment Data				
Prior content Knowledge/Sequence/Connections				
Knowledge of Students				
Instruction and Assessment				
Lesson Delivery				
Differentiation				
Resources				
Classroom Environment				
Assessment of Student Learning				
Professionalism				
Professional Responsibilities				
Post Observation				
Reinforcement Area				
Refinement Area				
Student Growth Measure				
Teacher Designation (Circle) A1 A2 C				
OTES Cumulative				Final Summative:

☐ Improvement Plan (Circle Reason)

Teaching Performance

Student Growth Measures

Both

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The signature above indicates the teacher and evaluator have discussed the evaluation cycle and rating of the evaluation.

Staff Credits

To the people involved in developing the CFV Evaluation Handbook.

Stacie White, Middle School 8th Grade Math Teacher

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Lisa Thorne, Bellville 4th & 5th Grade teacher

Jennifer Klaus, Middle School Principal

Janice Wyckoff, Sup't

Special Recognition

Stacey Swank, Curriculum Director

Denna Kirby, Retired Pioneer Career Center Administrator

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Document **SHALL** be reviewed yearly by end of September initiated by either the union or administration.