

Waynedale Local Schools OTES Handbook



*A collaborative effort of Waynedale Administrators and the Teacher Association
Revised 2024*

Waynedale Local Schools OTES Handbook

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**Certificated/Licensed staff with less than 50% of their time in providing content related student instruction will not be evaluated under OTES 2.0.*

ODE Report

The Superintendent shall annually file a report to ODE that includes the number of teachers for whom an evaluation was conducted and the number of teachers assigned each rating. All other documents will be stored and maintained by the district.

OTES Revision

Beginning with the 2024 School Year: OTES evaluations will follow the charts below to determine required components.

Skilled & Accomplished Teachers:

| During Observation Year | Off Years |
|--|--|
| Pre-Conference 1 Holistic Observation 1 Walkthrough | 1 Walkthrough |
| PGP/HQSD will be embedded during pre-conference discussion (no paperwork required) | Professional Growth & HQSD will be self-directed |
| Post Conference- Optional (A request could be made by either the administrator or the teacher to hold a conference) | NA |

Ineffective & Developing Teachers:

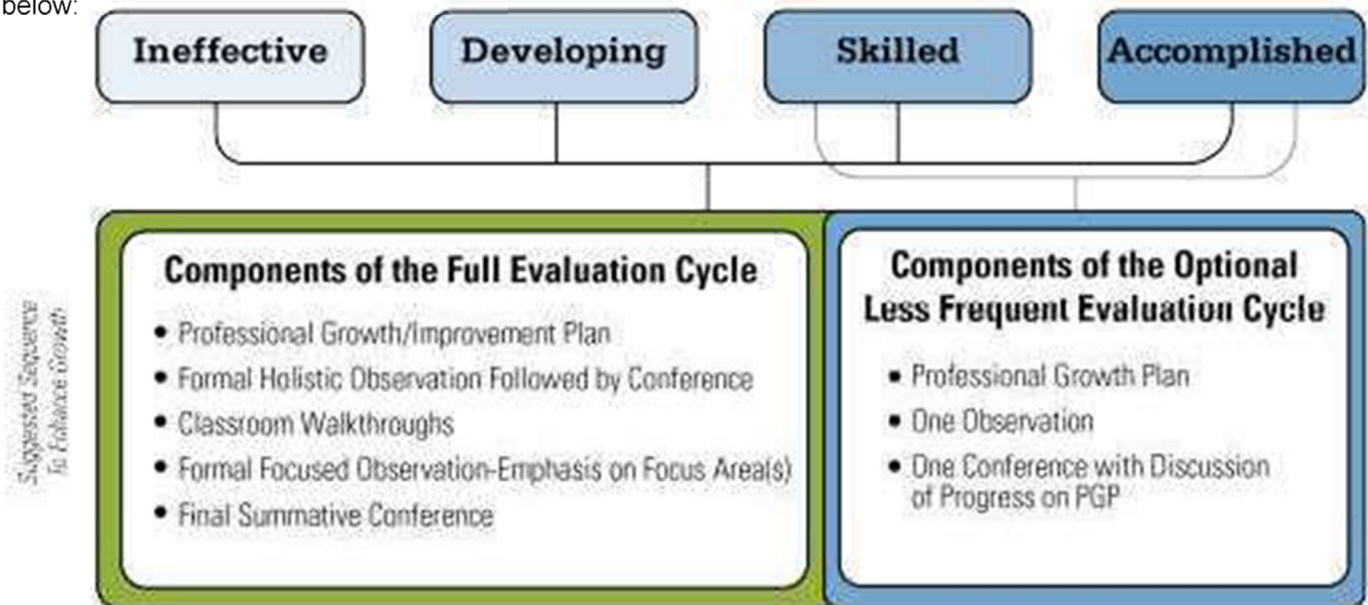
| During Observation |
|---|
| 2 Pre-conference 1 Holistic Observation 1 Focused Observation 2 Walkthroughs 2 Post-conference |
| PGP/HQSD will be embedded during the pre-conference and evaluation process to reflect and provide feedback on refinement area (s) and increase effectiveness. During the discussion the evaluator will also review the relative area of strength (reinforcement). |

Ohio Teacher Evaluation System (OTES 2.0) Framework*

The State Board of Education values the importance of promoting educator professional growth that leads to improved instructional performance and student learning. OTES 2.0 is a professional growth model and is intended to be used to continually assist educators in enhancing teacher performance. An effective professional growth model considers a teacher's instructional strengths, while supporting identified areas for improvement according to the profile of each educator. This process is to be collaborative, ongoing and supportive of the professional growth of the teacher.

Each teacher will be evaluated according to Ohio Revised Code and the *Ohio Teacher Evaluation Framework*, which is aligned with the *Ohio Standards for the Teaching Profession* adopted under state law. Using multiple factors set

Essential components of the full evaluation consist of a Professional Growth Plan or Improvement Plan, two required conferences, two formal observations of at least 30 minutes each and at least two classroom walkthroughs. See details below:



Either a Professional Growth Plan or an Improvement Plan will be developed annually.

- Based upon the results of the evaluation; and
- Aligned to any existing school district or building improvement plan.

- One Formal Holistic Observation, followed by a conference;
- Walkthroughs – *with an emphasis on identified focus area(s) when applicable*;
- One Formal Focused Observation – *with an emphasis on identified focus area(s)*; and
- One Summative Conference.

The local board of education may elect to evaluate less frequently each teacher rated **Accomplished** on the teacher's most recent evaluation once every three years, provided the teacher submits a self-directed Professional Growth Plan** to the evaluator, and the evaluator determines the teacher is making progress on that plan. The Professional Growth Plan shall focus on the most recent evaluation and observations. Less frequent evaluations must include one observation and one conference. Teachers with ratings of **Accomplished** may choose their credentialed evaluator for the evaluation cycle.

The local board of education may evaluate less frequently each teacher rated **Skilled** on the teacher's most recent evaluation once every two years, provided the teacher and evaluator jointly develop a Professional Growth Plan** for the teacher, and the evaluator determines the teacher is making progress on that plan. The Professional Growth Plan shall focus on the most recent evaluation and observations. Less frequent evaluations must include one observation and one conference. Teachers with ratings of **Skilled** may have input on the selection of their credentialed evaluator for the evaluation cycle.

A teacher with a Final Holistic Rating of **Developing** will develop a Professional Growth Plan** that is guided by the assigned credentialed evaluator.

A teacher with a Final Holistic Rating of **Ineffective** will be placed on an Improvement Plan developed by the assigned credentialed evaluator.

High-Quality Student Data to Inform Instruction and Enhance Practice Choosing and using high-quality student data (HQSD) to guide instructional decisions and meet student learning needs is key in making sound instructional decisions for students. The teacher evaluation will use at least two measures of district determined high-quality student data to **provide evidence of student learning attributable to the teacher** being evaluated. When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable.

It is recognized there are many types of data that can be used to support student learning, and the data include much more than just test scores. *These types of data and their uses are important and should continue to be used to guide instruction and address the needs of the whole child but may not meet the definition of high-quality student data for the purpose of teacher evaluation.*

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- Align to learning standards
- Measure what is intended to be measured
- Be attributable to a specific teacher for course(s) and grade level(s) taught
- Demonstrate evidence of student learning (achievement and/or growth)
- Follow protocols for administration and scoring
- Provide trustworthy results
- Not offend or be driven by bias

AND the teacher must use the data generated from the high-quality student data instrument by:

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class, as well as individual students
- Informing instruction and adapting instruction to meet student need based upon the information gained from the data analysis
- Measuring student learning (achievement and/or growth) and progress towards achieving state and local standards

Additional Requirements

Teachers must be provided with a written report of the results of their evaluation.

Additionally, at the local level, the board of education will include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and removal of poorly performing teachers. Seniority will not be the basis for teacher retention decisions, except when deciding between teachers who have comparable evaluations.

The local board of education will provide for the allocation of financial resources to support professional development for all teachers. The local board of education will also ensure that poorly performing teachers are provided with professional development to accelerate and continue teacher growth. LEGAL REFS. ORC 3319.111; 3319.112

* The **Ohio Teacher Evaluation System 2.0 Framework** represents the required basic structure of the teacher evaluation system. For additional guidance, please see the **Ohio Teacher Evaluation System 2.0 Model**, which provides definitions of terms, detailed suggested implementation, and best practices for evaluating teachers in Ohio.

**Districts have discretion to place any teacher on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system. However, *the notice requirements for being placed on an Improvement Plan, the components of the plan and the implementation process for the plan* may be subject to the terms of a collective bargaining agreement.

Using High-Quality Student Data to Inform Instruction and Enhance Practice

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- Follow protocols for administration and scoring
- Provide trustworthy results
- Not offend or be driven by bias

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- Measuring student learning (achievement and/or growth) and progress towards achieving state and local standards

*LEGAL REFS. ORC 3319.111; 3319.112

Section Two: Ohio Standards for the Teaching Profession

- 1** Teachers understand student learning and development and respect the diversity of the students they teach.
 - Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
 - Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
 - Teachers expect that all students will achieve to their full potential.
 - Teachers model respect for students' diverse cultures, language skills and experiences.
 - Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.
- 2** Teachers know and understand the content area for which they have instructional responsibility.
 - Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
 - Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
 - Teachers understand school and district curriculum priorities and the Ohio academic content standards.
 - Teachers understand the relationship of knowledge within the discipline to other content areas.
 - Teachers connect content to relevant life experiences and career opportunities.
- 3** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
 - Teachers are knowledgeable about assessment types, their purposes and the data they generate.
 - Teachers select, develop and use a variety

of diagnostic, formative and summative assessments.

- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
 - Teachers collaborate and communicate student progress with students, parents and colleagues.
 - Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.
- 4** Teachers plan and deliver effective instruction that advances the learning of each individual student.
 - Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
 - Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
 - Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
 - Teachers apply knowledge of how students think and learn to instructional design and delivery.
 - Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
 - Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
 - Teachers use resources effectively, including technology, to enhance student learning.
 - 5** Teachers create learning environments that promote high levels of learning and achievement for all students.
 - Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

- 6** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
 - Teachers communicate clearly and effectively.
 - Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
 - Teachers collaborate effectively with other teachers, administrators and school and district staff.
 - Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
- 7** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
 - Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
 - Teachers take responsibility for engaging in continuous, purposeful professional development.
 - Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Introduction

The research is clear: what matters most is the quality of the teacher we put before every student. It is the interaction between teacher and student that is critical to producing high-level student learning and achievement. With the adoption of the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development, Ohio has continued on track toward an aligned, standards-based education system in which all students achieve at the highest levels.

Intended Purposes of the Standards

The Ohio Standards for the Teaching Profession were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers. While there are many influences on a teacher's development, these standards will serve as an important tool for teachers as they consider their growth and development in the profession.

In addition, these standards will serve many other audiences and purposes. It is anticipated that these standards may:

- assist higher education programs in developing the content and requirements of preservice training and development;
- focus the goals and objectives of districts and schools as they support educators and seek to improve the profession;
- be used to plan and guide professional development;
- serve as a tool in developing coaching and mentoring programs.

These Standards are intended to drive conversations about the practice of teaching and are not intended to serve as an evaluation instrument.

The Connections between the Standards

Ohio's Standards for the Teaching Profession are interrelated and connect in teachers' practice. They are not intended to show isolated knowledge or skills and are not presented in order of importance.

Teachers' knowledge and skills in each standard area will impact their ability to perform effectively in other standard areas. For example, teachers' understanding of assessment will impact their ability to provide effective instruction based on students' needs. Their understanding of student diversity will impact their ability to create positive learning environments. Their ability to assess and reflect on their own effectiveness will impact the quality of their instruction. Each of these standards is important in effective teaching.



Ohio Standards for the Teaching Profession

In the Standards for the Teaching Profession, seven standards are delineated. These standards fall under three larger organizers, as shown below, and include:

The Focus of Teaching and Learning

Standard 1: Students

Teachers understand student learning and development and respect the diversity of the students they teach.

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

The Conditions for Teaching and Learning

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Teaching as a Profession

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Standard 7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.

References

- This section includes references to the following publications, which informed the development of the Ohio Standards for the Teaching Profession:
- Cotton, K., *Effective Schooling Practices: A Research Synthesis 1995 Update*. Portland, OR: Northwest Regional Educational Laboratory [online], 1995. Available at: <http://www.nwrel.org/scpd/esp/esp95.html>
- Danielson, C., *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1996.

Standard 1: Students

Teachers understand student learning and development and respect the diversity of the students they teach.

Narrative Summary

A thorough understanding of how students learn is essential to quality teaching. Effective teachers must understand the processes and strategies students use to construct knowledge, and use this understanding to create learning activities appropriate for students' ages, abilities and learning styles. Effective teachers understand the impact of students' backgrounds and experiences on their learning. They connect

instruction to students' needs, interests and prior knowledge. They understand the abilities and talents of their students, and use that knowledge to determine appropriate learning activities and identify resources for students that foster rich learning opportunities. Teachers' sense of efficacy results in their persistence to help all students learn and achieve at high levels.

Elements

- 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- 1.3 Teachers expect that all students will achieve to their full potential.
- 1.4 Teachers model respect for students' diverse cultures, language skills and experiences.
- 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Ohio Standards for the Teaching Profession

| <i>Standard 1 Elements</i> | <i>Indicators</i> | | |
|---|--|--|---|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups. | <ul style="list-style-type: none"> a) Teachers demonstrate an understanding of research on human development, learning theory and the brain. b) Teachers demonstrate understanding that student development (physical, social, emotional and cognitive) influences learning and plan instruction accordingly. | <ul style="list-style-type: none"> c) Teachers analyze individual and group student development in order to design instruction that meets learner needs at an appropriate level of development. | <ul style="list-style-type: none"> d) Teachers support colleagues' understanding of student development and help other teachers evaluate students for purposes of instructional planning and implementation. |
| 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. | <ul style="list-style-type: none"> a) Teachers gather information about students' prior learning, abilities and learning styles to plan and deliver appropriate instruction. | <ul style="list-style-type: none"> b) Teachers present concepts and principles at different levels of complexity to reflect varied levels of student development. c) Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed to accommodate student learning differences. | <ul style="list-style-type: none"> d) Teachers lead the design and implementation of strategies to assess individual student abilities, learning styles and needs. |
| 1.3 Teachers expect that all students will achieve to their full potential. | <ul style="list-style-type: none"> a) Teachers establish and clearly communicate high expectations for all students through such actions as focusing on students' positive traits and conveying a belief in their abilities. b) Teachers model a belief that all students can learn and persist in efforts to help all students achieve. | <ul style="list-style-type: none"> c) Teachers set specific and challenging expectations for each individual student and each learning activity. d) Teachers develop a sense of their ability to influence student progress and persist in seeking approaches for students who have difficulty learning. | <ul style="list-style-type: none"> e) Teachers create challenging expectations for their students and assist other educators in their school and district in setting high expectations for all students. |

| <i>Standard 1 Elements</i> | <i>Indicators</i> | | |
|---|--|--|--|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 1.4 Teachers model respect for students' diverse cultures, language skills and experiences. | <ul style="list-style-type: none"> a) Teachers display knowledge of the interests or cultural heritage of groups of students and recognize the value of this knowledge (Danielson, 1996). b) Teachers set clear rules to respect individuals and individual differences and avoid the use of bias, stereotypes and generalizations in their classrooms. c) Teachers build relationships with students by establishing and maintaining rapport and valuing each student as an individual. d) Teachers respect and value the native languages and dialects of their students and use students' current language skills to achieve content-area learning goals. | <ul style="list-style-type: none"> e) Teachers analyze their own cultural perspectives and biases and develop strategies to diminish the impact of those biases. f) Teachers implement instructional strategies that support the learning of English as a second language and the use of standard English in speaking and writing in the classroom. g) Teachers foster a learning community in which individual differences and perspectives are respected. | <ul style="list-style-type: none"> h) Teachers challenge disrespectful attitudes by modeling behavior for others and working to ensure that all students are recognized and valued. |

Ohio Standards for the Teaching Profession

| <i>Standard 1 Elements</i> | <i>Indicators</i> | | |
|--|---|--|---|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention. | <ul style="list-style-type: none"> a) Teachers assist in identifying gifted students, students with disabilities and at-risk students based on established practices. b) Teachers follow laws and policies regarding gifted students, students with disabilities and at-risk students and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs). c) Teachers refer students for screening and assessment when appropriate. d) Teachers seek and use support from specialists and other sources of expertise to enhance student learning. | <ul style="list-style-type: none"> e) Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students. f) Teachers adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level. | <ul style="list-style-type: none"> g) Teachers advocate within the school, district and the broader community to ensure that gifted students, students with disabilities and at-risk students have access to all appropriate learning opportunities and resources. |

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

Narrative Summary

A deep understanding of content is essential for teachers to have the power to positively impact student learning and achievement. Teachers must understand the structures and the history of the content they teach and recognize that the content is not static, but complex and evolving. Effective teachers demonstrate a deep and reflective understanding of content-specific practices, processes and vocabulary. They connect the

content and skills of their disciplines to the Ohio academic content standards and are committed to staying abreast of current research and development within their disciplines. These teachers make content meaningful, relevant and applicable to students by making connections between the content that they teach and other content areas, real life experiences and career opportunities.

Elements

- 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.
- 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.
- 2.5 Teachers connect content to relevant life experiences and career opportunities.

Ohio Standards for the Teaching Profession

| <i>Standard 2 Elements</i> | <i>Indicators</i> | | |
|---|--|--|--|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction. | <ul style="list-style-type: none"> a) Teachers identify the relevant research, principles, theories and debates significant to the content they teach. b) Teachers use their knowledge and understanding of content-area concepts, assumptions and skills in their planning and instruction. c) Teachers identify the developmental sequence of learning in their content area, in effort to link current instruction with students' prior knowledge and future learning. | <ul style="list-style-type: none"> d) Teachers integrate different viewpoints, theories and processes of inquiry to guide their thinking and instructional planning. e) Teachers seek out opportunities to enhance and extend their content knowledge. f) Teachers plan and sequence instruction in ways that reflect an understanding of the prerequisite relationships among topics and concepts. | <ul style="list-style-type: none"> g) Teachers continue to deepen their knowledge of content through new learning and use it to support the growth of other educators. |
| 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. | <ul style="list-style-type: none"> a) Teachers demonstrate understanding of how students' conceptual frameworks and common misconceptions can influence learning. | <ul style="list-style-type: none"> b) Teachers engage students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area. c) Teachers anticipate and adjust learning experiences to address common misconceptions of the discipline that impede learning. d) Teachers incorporate content-specific learning strategies to enable students to analyze, build and adapt new understandings. | <ul style="list-style-type: none"> e) Teachers evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts. |

| <i>Standard 2 Elements</i> | <i>Indicators</i> | | |
|--|---|--|---|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards. | a) Teachers articulate the important content, concepts and processes in school and district curriculum priorities and in the Ohio academic content standards. | b) Teachers extend and enrich curriculum by integrating school and district curriculum priorities with Ohio's academic content standards and national content standards. | c) Teachers who serve in leadership roles study and evaluate advances in content and recommend changes to revise school and district curriculum. |
| 2.4 Teachers understand the relationship of knowledge within the content area to other content areas. | a) Teachers make relevant content connections between disciplines. | b) Teachers prepare opportunities for students to apply learning from different content areas to solve problems. c) Teachers collaboratively construct interdisciplinary learning strategies that make connections between content areas. | d) Teachers design projects that require students to integrate knowledge and skills across several content areas (Cotton, 1999). e) Teachers lead collaborative efforts to share knowledge and model interdisciplinary instruction. |
| 2.5 Teachers connect content to relevant life experiences and career opportunities. | a) Teachers facilitate learning experiences that connect to real-life situations and careers. | b) Teachers use a variety of resources to enable students to experience, connect and practice real-life and career applications, through activities such as service learning. | c) Teachers design innovative learning activities that replicate real life and workplace activities. d) Teachers model for other educators the integration of content-area classroom experiences with real-life and workplace experiences. |

Ohio Standards for the Teaching Profession

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Narrative Summary

The professional imperative of teachers is to maximize student learning and eliminate gaps between students' potential and their performance. Toward that end, the relationship between instruction and assessment is purposeful, interdependent and recursive. Effective teachers are assessment-literate. They use multiple assessments to learn about their students, to plan and adjust instruction and to evaluate student learning. Teachers have sufficient knowledge and skills in probability and statistics to use a variety of assessment data to plan effectively

for all students. Teachers use formal and informal assessment data to determine the incremental development of students based on the Ohio academic content standards. Teachers encourage students to critically examine their own work and foster their students' ability to become knowledgeable of how they learn. Teachers provide students and parents with formative assessment results and provide them with strategies to improve student learning.

Elements

- 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.
- 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.
- 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

| <i>Standard 3 Elements</i> | <i>Indicators</i> | | |
|--|---|---|--|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate. | <ul style="list-style-type: none"> a) Teachers demonstrate an understanding that assessment is a means of evaluating and supporting student learning. b) Teachers demonstrate an understanding of the characteristics, uses and limitations (advantages and disadvantages) of various types of diagnostic, formative and summative assessments. | <ul style="list-style-type: none"> c) Teachers demonstrate an understanding of why and when to select and integrate varied assessment types into the instructional cycle. d) Teachers demonstrate an understanding of assessment-related issues, such as validity, reliability, bias and scoring, by using assessments and the information from them. | <ul style="list-style-type: none"> e) Teachers serve as building and district leaders in establishing and evaluating district and state assessment programs. |
| 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments. | <ul style="list-style-type: none"> a) Teachers align classroom assessments with curriculum and instruction (Cotton, 1999). b) Teachers use a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills. | <ul style="list-style-type: none"> c) Teachers purposely plan assessments and differentiate assessment choices to match the full range of student needs, abilities and learning styles. d) Teachers use assessments to identify student strengths, promote student growth and maximize access to learning opportunities. | <ul style="list-style-type: none"> e) Teachers work with other educators to design and revise assessment policies and procedures as appropriate. f) Teachers enhance other educators' knowledge of best practices in assessment. |

Ohio Standards for the Teaching Profession

| <i>Standard 3 Elements</i> | <i>Indicators</i> | | |
|---|--|---|---|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction. | <ul style="list-style-type: none"> a) Teachers utilize assessment data to identify students' strengths and needs, and modify instruction. b) Teachers monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards. c) Teachers maintain accurate and complete assessment records as needed for data-based decision making. | <ul style="list-style-type: none"> d) Teachers read and interpret data and use this analysis to differentiate learning for and tailor instructional goals to individual students. e) Teachers examine classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles. f) Teachers use student assessment results to reflect on their own teaching and to monitor teaching strategies and behaviors in relation to student success. | <ul style="list-style-type: none"> g) Teachers promote the use of student data to inform curriculum design. h) Teachers promote the use of student data to implement targeted strategies for instruction. |
| 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues. | <ul style="list-style-type: none"> a) Teachers define assessment criteria and standards and relate these to students. b) Teachers provide substantive, specific and timely feedback of student progress to students, parents and other school personnel while maintaining confidentiality. | <ul style="list-style-type: none"> c) Teachers use a variety of means to communicate student learning and achievement. d) Teachers design and share resources with parents to facilitate their understanding of their child's learning and progress. | <ul style="list-style-type: none"> e) Teachers lead collaborative efforts to create common assessments among grade-level and/or content-area teachers and share assessment results with colleagues to collaboratively plan instruction that will best meet individual student needs. |

| <i>Standard 3 Elements</i> | <i>Indicators</i> | | |
|--|---|---|---|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential. | <ul style="list-style-type: none"> a) Teachers model the use of self-assessment and goal-setting. b) Teachers provide students with opportunities to assess and articulate the knowledge and skills they have gained. | <ul style="list-style-type: none"> c) Teachers prepare student self-assessment tools and strategies, regularly monitor their use and encourage student goal-setting. d) Teachers organize opportunities for students to articulate how they learn and what learning strategies are most effective for them. | <ul style="list-style-type: none"> e) Teachers create a learning environment in which students develop their own self-improvement plans and measure their own progress. f) Teachers improve colleagues' abilities to facilitate student self-assessment and goal-setting. |

Ohio Standards for the Teaching Profession

Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

Narrative Summary

Effective teachers have high expectations for all students and implement strategies designed to enable all students to achieve. They continually reflect on student outcomes to make appropriate decisions resulting in increased student success. Effective teachers have a deep knowledge of the content they teach. This content knowledge allows them to effectively sequence content for learning and structure differentiated opportunities for student remediation, reinforcement or acceleration. Effective teachers use a variety of research-based

instructional strategies that provide challenging and positive learning experiences for all students. These teachers build ideas and concepts logically to lead students to comprehend more complex concepts and encourage higher order creative and critical thinking skills. They use effective questioning strategies to stimulate thinking. Effective teachers explore, evaluate and integrate learning tools, including technology, to make content comprehensible to students.

Elements

- 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 4.7 Teachers use resources effectively, including technology, to enhance student learning.

| <i>Standard 4 Elements</i> | <i>Indicators</i> | | |
|--|---|--|--|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards. | <ul style="list-style-type: none"> a) Teachers follow district curriculum priorities. b) Teachers select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic content standards. | <ul style="list-style-type: none"> c) Teachers select, prioritize, sequence and group concepts and processes to provide a continuous, articulated curriculum aligned with school and district priorities and state academic content standards. | <ul style="list-style-type: none"> d) Teachers actively participate in the development and implementation of district initiatives focused on improving student performance and closing the achievement gap. e) Teachers assume leadership roles to define and revise district, region and state curriculum priorities. |
| 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap. | <ul style="list-style-type: none"> a) Teachers use pre-assessment data and information they have gathered about students' learning needs and performance to develop appropriate learning activities. b) Teachers adjust instruction based on student learning. c) Teachers identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan instruction accordingly. | <ul style="list-style-type: none"> d) Teachers monitor the performance gaps of students within their classrooms and develop interventions that close those gaps. e) Teachers make curriculum and instructional decisions that respond to the immediate teaching context and student needs. | <ul style="list-style-type: none"> f) Teachers reflect critically on their own and others' instructional practices to make appropriate curriculum and instructional decisions based on the teaching context and student needs. |

Ohio Standards for the Teaching Profession

| <i>Standard 4 Elements</i> | <i>Indicators</i> | | |
|---|--|--|--|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals. | <ul style="list-style-type: none"> a) Teachers clearly communicate learning goals to students. b) Teachers communicate to students the link between learning activities and goals. | <ul style="list-style-type: none"> c) Teachers establish and communicate challenging individual learning goals based on the needs of each student. d) Teachers create instructional environments where students actively and independently set, articulate and internalize learning goals. | <ul style="list-style-type: none"> e) Teachers empower students to independently define short- and long-term learning goals and monitor their personal progress. |
| 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery. | <ul style="list-style-type: none"> a) Teachers understand the cognitive processes associated with learning, and demonstrate through instruction that they know how to stimulate these processes. b) Teachers use research-based instructional strategies. c) Teachers implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline. | <ul style="list-style-type: none"> d) Teachers articulate a logical and appropriate rationale for the sequence of learning activities. e) Teachers link the content of each learning activity to the content of previous and future learning experiences. f) Teachers prepare learning activities with clear structures that allow for content review, student reflection and different pathways, depending on student needs. | <ul style="list-style-type: none"> g) Teachers evaluate instructional processes in order to ensure a systematic, purposeful, research-supported process for teaching new knowledge or skills. |

| <i>Standard 4 Elements</i> | <i>Indicators</i> | | |
|---|---|---|--|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students. | <ul style="list-style-type: none"> a) Teachers gather and use student data to choose appropriate instructional strategies for groups of students. b) Teachers use appropriate and flexible grouping during instruction to support the learning needs of all students. c) Teachers recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students. | <ul style="list-style-type: none"> d) Teachers differentiate instruction to meet individual student's learning needs. e) Teachers appropriately adapt instructional methods and materials and pace learning activities to meet the needs of individual students. f) Teachers provide varied options for how students will demonstrate mastery. | <ul style="list-style-type: none"> g) Teachers and students create and use innovative methods, strategies and materials to accomplish individual learning goals. h) Teachers create professional development opportunities for colleagues to study research-based methodologies and design materials that support students' individual learning needs. |
| 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers. | <ul style="list-style-type: none"> a) Teachers choose learning activities that support the development of students' cognitive abilities. b) Teachers employ effective, purposeful questioning techniques during instruction. | <ul style="list-style-type: none"> c) Teachers provide complex, creative, open-ended learning opportunities for students. d) Teachers encourage students' critical thinking by asking challenging questions about disciplinary content. | <ul style="list-style-type: none"> e) Teachers facilitate learning by using innovative instructional methods and strategies that promote discovery and self-directed learning. |

Ohio Standards for the Teaching Profession

| <i>Standard 4 Elements</i> | <i>Indicators</i> | | |
|---|--|--|--|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| <p>4.7 Teachers use resources effectively, including technology, to enhance student learning.</p> | <ul style="list-style-type: none"> a) Teachers use materials and resources that support their instructional goals and meet students' needs. b) Teachers effectively use technology that is appropriate to their disciplines. c) Teachers effectively support students in their use of technology. | <ul style="list-style-type: none"> d) Teachers select and use teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness in representing particular ideas and concepts and for meeting individual student's needs. e) Teachers develop students' abilities to access, evaluate and use technology. | <ul style="list-style-type: none"> f) Teachers help their colleagues understand and integrate technology into instruction. g) Teachers create and select instructional materials from varied sources to engage students and meet their learning needs. |

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Narrative Summary

Teachers create a learning environment that promotes high levels of achievement for all students and in which all students feel a responsibility for their own learning. Teachers orchestrate the learning environment to maximize each student's opportunities to learn. They create a content-rich and reflective learning environment for students.

Teachers recognize that students learn in a variety of formal and informal settings. They motivate students by demonstrating enthusiasm for the subject(s) they teach. Teachers create a learning environment where all students feel safe, valued and enjoy a sense of belonging.

Elements

- 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- 5.2 Teachers create an environment that is physically and emotionally safe.
- 5.3 Teachers motivate students to work productively and assume responsibility for their own learning.
- 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- 5.5 Teachers maintain an environment that is conducive to learning for all students.

Ohio Standards for the Teaching Profession

| <i>Standard 5 Elements</i> | <i>Indicators</i> | | |
|--|--|---|--|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring. | <ul style="list-style-type: none"> a) Teachers demonstrate caring and respect in their interactions with all students. b) Teachers develop and teach expectations for respectful interactions among students. c) Teachers use strategies to promote positive relationships, cooperation and collaboration among students. | <ul style="list-style-type: none"> d) Teachers create classrooms in which students demonstrate caring and respect for one another. e) Teachers seek out and are receptive to the thoughts and opinions of all students. | <ul style="list-style-type: none"> f) Teachers model expectations and behaviors that create a positive school and district climate of openness, respect and caring. |
| 5.2 Teachers create an environment that is physically and emotionally safe. | <ul style="list-style-type: none"> a) Teachers clarify standards of conduct for all students. b) Teachers use a variety of effective classroom management techniques. c) Teachers provide a safe learning environment that accommodates all students. | <ul style="list-style-type: none"> d) Teachers consistently, effectively and respectfully anticipate and respond to the behavior of students. e) Teachers make decisions and adjustments that support positive behavior, enhance social behavior and increase student motivation and engagement in productive work. | <ul style="list-style-type: none"> f) Teachers create classrooms in which students take active roles in maintaining an enriching environment that is conducive to learning. |
| 5.3 Teachers motivate students to work productively and assume responsibility for their own learning. | <ul style="list-style-type: none"> a) Teachers foster student enthusiasm for and curiosity about the discipline. b) Teachers establish methods for recognition of students and relate recognition to specific student achievement, either individually or in groups (Cotton, 1999). | <ul style="list-style-type: none"> c) Teachers encourage self-directed learning by teaching students to outline tasks and timelines (Cotton, 1999). d) Teachers vary their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs. | <ul style="list-style-type: none"> e) Teachers work with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning groups. |

| <i>Standard 5 Elements</i> | <i>Indicators</i> | | |
|--|---|---|---|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class. | <ul style="list-style-type: none"> a) Teachers use flexible learning situations, such as independent, small group and whole class. b) Teachers develop guidelines for and model cooperative learning. c) Teachers offer students opportunities for independent practice with and reflection on new concepts and skills. | <ul style="list-style-type: none"> d) Teachers employ cooperative learning activities. e) Teachers effectively combine independent, collaborative and whole-class learning situations to maximize student understanding and learning. | <ul style="list-style-type: none"> f) Teachers create environments where students initiate purposeful learning groups and take responsibility for the group's productivity. g) Teachers model and assist other teachers in implementing a variety of learning situations in their classrooms. |
| 5.5 Teachers maintain an environment that is conducive to learning for all students. | <ul style="list-style-type: none"> a) Teachers begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive (Cotton, 1999). b) Teachers transition between learning activities and use instructional time effectively. c) Teachers convert physical space to facilitate instruction. | <ul style="list-style-type: none"> d) Teachers conduct periodic reviews of classroom routines and revise them as needed (Cotton, 1999). | <ul style="list-style-type: none"> e) Teachers influence the establishment of district-wide policies to maximize the amount of class time spent learning (such as daily scheduling, district calendar, textbooks and technology enhancements). |

Ohio Standards for the Teaching Profession

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Narrative Summary

Teachers understand the role of communication in their profession and use it to foster active inquiry, and collaborative and supportive interaction in and out of the classroom. They value families as an integral component of teaching and learning. Teachers acknowledge what families have to offer and provide opportunities for them to contribute to the learning community. Teachers demonstrate respect for confidentiality with students and their families and create relationships built on trust.

Teachers collaborate with their colleagues within the school learning community and in the larger community to share responsibility for the development and learning of all students. Recognizing that they can learn from each other, teachers form learning communities and engage in coaching, mentoring, modeling and work in teams to develop curriculum and assessments.

Elements

- 6.1 Teachers communicate clearly and effectively.
- 6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.
- 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

| <i>Standard 6 Elements</i> | <i>Indicators</i> | | |
|--|---|---|--|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 6.1 Teachers communicate clearly and effectively. | <ul style="list-style-type: none"> a) Teachers exemplify clear and effective communication by using clear and correct spoken and written language. | <ul style="list-style-type: none"> b) Teachers use effective communication strategies to convey ideas (such as using vocabulary appropriate to students' age and interests), ask questions and stimulate discussion. | <ul style="list-style-type: none"> c) Teachers model effective verbal, nonverbal and media communication techniques and support positive changes in colleagues' communication abilities and styles. |
| 6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health. | <ul style="list-style-type: none"> a) Teachers use a variety of strategies to communicate with parents and caregivers about student learning. b) Teachers maintain appropriate confidentiality in all communications with parents and caregivers. c) Teachers welcome communication from parents and reply in a timely manner. | <ul style="list-style-type: none"> d) Teachers form partnerships with parents and caregivers to support student learning and development. e) Teachers offer a variety of volunteer opportunities and activities for families to support students' learning. f) Teachers communicate appropriate techniques and provide materials to support and enrich student learning at home. | <ul style="list-style-type: none"> g) Teachers create classroom, school and district learning environments in which parents and caregivers are active participants in students' learning and achievement. |

Ohio Standards for the Teaching Profession

| <i>Standard 6 Elements</i> | <i>Indicators</i> | | |
|---|---|--|---|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff. | <ul style="list-style-type: none"> a) Teachers establish productive relationships with members of the school community and consult with and learn from others. b) Teachers consult with and learn from colleagues in planning and implementing their own instruction. | <ul style="list-style-type: none"> c) Teachers learn from one another by engaging in professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. d) Teachers use effective collaboration skills in their work with others within the school community. | <ul style="list-style-type: none"> e) Teachers advocate for and initiate increased opportunities for teamwork to support school goals and promote student achievement. |
| 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning. | <ul style="list-style-type: none"> a) Teachers, as part of an instructional team, identify when and how to access appropriate services to meet exceptional learning needs and implement referrals appropriately. b) Teachers involve community members in classroom activities, as appropriate. | <ul style="list-style-type: none"> c) Teachers, as part of a team, collaborate with local community agencies about issues that affect student learning and achievement. d) Teachers use various medical and social service providers in the community to support students' mental health and well-being. | <ul style="list-style-type: none"> e) Teachers build and sustain partnerships with the local community and community agencies in response to identified needs of students. f) Teachers serve as advocates for the local school system and communicate the value of their work within the community. |

Standard 7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

Narrative Summary

Teachers are professionals who must recognize that they are in a unique and powerful position to influence the future of their students. It is imperative that teachers practice the highest standards of integrity, honesty and fairness. Effective teachers grow and learn, contribute to the profession and engage in continuous professional development.

Effective teachers are leaders within the school community and engage in a variety of leadership roles. They ensure student achievement and well-being by participating in decision-making, initiating innovations for school change and fostering ongoing collaboration with colleagues. Teachers serve as change agents in the learning community by thinking and acting critically and addressing concerns related to inequities among students.

Elements

- 7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.
- 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Ohio Standards for the Teaching Profession

| <i>Standard 7 Elements</i> | <i>Indicators</i> | | |
|--|---|---|---|
| | <i>Proficient</i> | <i>Accomplished</i> | <i>Distinguished</i> |
| 7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct. | <ul style="list-style-type: none"> a) Teachers meet their ethical and professional responsibilities with integrity, honesty, fairness and dignity. b) Teachers separate their personal beliefs from their professional interactions with students and families. c) Teachers understand and follow district policies and state and federal regulations. | <ul style="list-style-type: none"> d) Teachers help their colleagues access and interpret laws and policies and understand their implications in the classroom. | <ul style="list-style-type: none"> e) Teachers help shape policy at the local or state level. |
| 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development. | <ul style="list-style-type: none"> a) Teachers participate in relevant professional development activities and incorporate what they learn into their instruction. b) Teachers know and use Ohio Standards for Professional Development. c) Teachers work collaboratively to determine and design appropriate professional development opportunities for themselves. | <ul style="list-style-type: none"> d) Teachers use professional literature, professional dialogue, collaboration with colleagues and other resources to support their development as teachers and leaders. e) Teachers analyze their content knowledge and instructional strengths and weaknesses and present and implement targeted ideas for professional growth. | <ul style="list-style-type: none"> f) Teachers create and deliver professional development opportunities for others. g) Teachers pursue advanced degrees and/or National Board for Professional Teaching Standards (NBPTS) certification. |
| 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement. | <ul style="list-style-type: none"> a) Teachers participate in team or departmental decision making. | <ul style="list-style-type: none"> b) Teachers are actively involved in professional and community organizations that advance teaching and learning. | <ul style="list-style-type: none"> c) Teachers take leadership roles in department, school, district, state and professional organizations' decision-making activities, such as curriculum development, staff development or policy design. d) Teachers facilitate the development of efficacy – the belief that teachers can impact the achievement of all students – among other teachers in their school and district. |



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OIP District Alignment (discuss your PGP with your principal and list at least one way in which your plan aligns to the district/school improvement plan).

| |
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|--|

Comments:

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Improvement Plan

| | |
|----------------------|--------------|
| Teacher: | |
| Evaluator: | School Year: |
| Grade Level/Subject: | Building: |

Written Improvement plans are to be developed when an educator has a final holistic 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 this 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. Reasonably sufficient time (not less than six (6) weeks, as to allow the teacher to improve performance to a satisfactory level.

| Section 1: Improvement Statement - List specific areas for improvement as reported to the <i>Ohio Standards for the Teaching Profession</i> . Submit Documentation to the evaluator. | |
|---|--|
| 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) | |
| | |

| 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.

Section 5: Alignment to District and/or Building Improvement Plan

Describe the alignment to the district and/or building improvement plan.

Section 6: High Quality Student Data

Qualitative or Quantitative Measurable Indicators: Evidence indicating progress including two sources of HQSD.

Date for this Improvement Plan to be evaluated:

Teacher Signature:

Date:

Evaluator Signature:

Date:

Improvement Plan: Evaluation of Plan

| | |
|----------------------|--------------|
| Teacher: | |
| Evaluator: | School Year: |
| Grade Level/Subject: | Building: |

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 Signature: | | Date: | |
| Evaluator Signature: | | Date: | |

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

Self-Assessment Summary Tool

Directions: Teachers should record evidence 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.

Name:
Date:

| | | Strengths | Areas for Growth | Priorities (Check 2) |
|---|--|-----------|------------------|----------------------|
| Standard 1: Students | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Knowledge of content • Use of content- specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio’s Learning Standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities | | | |
| Standard 3: Assessment | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Alignment to school and district priorities and Ohio’s Learning 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 needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs | | | |
| Standard 5: Learning Environment | <ul style="list-style-type: none"> • 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 of an environment that is conducive to learning for all students | | | |
| Standard 6: Collaboration & Communication | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Understanding of and adherence to professional ethics, policies and 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 Pre-Conference

Teacher:

School:

School Year:

1. Instructional Planning

FOCUS (Standard 2 & 4) What is the focus for the lesson? What content will students know/understand? What skills will they demonstrate? What standards are addressed in the planned instruction? Why is this learning important? What high quality student data will be used to demonstrate student growth and understanding?

What prior knowledge do students need? What are the connections to previous and future learning? How does this lesson connect to students' real-life experiences and/or possible careers? How does it connect to other disciplines?

KNOWLEDGE OF STUDENTS (Standard 1) What should the evaluator know about the student population? How is this a developmentally appropriate learning activity?

| | |
|-------------------------|--|
| 1.1 Teacher Responses: | |
| 1.2 Evaluator Comments: | |

2. Instruction and Assessment

LESSON DELIVERY (Standard 2, 4 & 6) How will the goals for learning be communicated to students? What instructional strategies and methods will be used to engage students and promote independent learning and problem solving? What strategies will be used to make sure all students achieve lesson goals? How will content-specific concepts, assumptions, and skills be taught?

How will the instructional strategies address all students' learning needs? How will the lesson engage and challenge students of all levels? How will developmental gaps be addressed? How will student voice or student choice be incorporated into the lesson? What type of questioning techniques will be used to guide instruction?

CLASSROOM ENVIRONMENT (Standard 1, 5 & 6) How will the environment support all students? How will different grouping strategies be used? How will safety in the classroom be ensured? What type of routines and procedures will be used for best use of instructional time? How will respect for all be modeled and taught? How will you build a positive rapport with your students?

ASSESSMENT OF STUDENT LEARNING (Standard 3) What assessment data was examined to inform this lesson planning? What does pre-assessment data indicate about student learning needs?

How will you check for understanding during the lesson? What specific products or demonstrations will assess student 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?

| | |
|-------------------------|--|
| 2.1 Teacher Responses: | |
| 2.2 Evaluator Comments: | |

3. Professional Responsibilities

COLLABORATION AND COMMUNICATION (Standard 6 & 7) 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.

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? How do you demonstrate your understanding of district policies, state and federal regulations and the licensure Code of Professional Conduct for Ohio Educators?

| | |
|-------------------------|--|
| 3.1 Teacher Responses: | |
| 3.2 Evaluator Comments: | |

| | | | |
|-----------------------|--|-------|--|
| Teacher Completion: | | Date: | |
| Evaluator Completion: | | Date: | |

Holistic Observation

| | |
|----------------------|--|
| Evaluator Name: | |
| Grade/Subject Areas: | |
| Observation Date: | |
| Begin Time: | |
| End Time: | |

| INSTRUCTIONAL PLANNING | | | | INSTRUCTIONAL ASSESSMENT | | | | PROFESSIONALISM | | | |
|---|--------|--|--------|--|--------|---|--------|--------------------------------|--------|---|--------|
| Focus for Learning | | Knowledge of Students | | Lesson Delivery | | Classroom Environment | | Assessment of Student Learning | | Professional Responsibilities | |
| Component | Rating | Component | Rating | Component | Rating | Component | Rating | Component | Rating | Component | Rating |
| Use of high-quality student data | | Data analysis for planning instruction | | Communication with students | | Classroom routines and procedures | | Use of assessments | | Communication and collaboration with families | |
| Student growth goals | | | | Monitoring student understanding | | Classroom climate and cultural competency | | Evidence of student learning | | Communication and collaboration with colleagues | |
| Connections to prior learning | | | | Student-centered learning and assessment | | | | | | District policies and professional responsibilities | |
| Connections to state standards and district priorities | | | | Professional learning | | | | | | | |
| Evidence (entries appear as evaluator identifies the domain for each scripted item) | | | | | | | | | | | |
| #/N/A | | #/N/A | | #/N/A | | #/N/A | | #/N/A | | #/N/A | |

| | | |
|-----------------------|----------|----------|
| | Response | Initials |
| Area of Reinforcement | | |

Classroom Walkthrough 1

| | |
|----------------------|--|
| Evaluator Name: | |
| Grade/Subject Areas: | |
| Observation Date: | |
| Begin Time: | |
| End Time: | |

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

| | | | |
|--------------------------|---|--------------------------|--|
| <input type="checkbox"/> | Instruction is developmentally appropriate | <input type="checkbox"/> | Lesson content is linked to previous and future learning |
| <input type="checkbox"/> | Learning outcomes and goals are clearly communicated to students | <input type="checkbox"/> | Classroom learning environment is safe and conducive to learning |
| <input type="checkbox"/> | Varied instructional tools and strategies reflect student needs and learning objectives | <input type="checkbox"/> | Teacher provides students with timely and responsive feedback |
| <input type="checkbox"/> | Content presented is accurate and grade appropriate | <input type="checkbox"/> | Instructional time is used effectively |
| <input type="checkbox"/> | Teacher connects lesson to real-life applications | <input type="checkbox"/> | Routines support learning goals and activities |
| <input type="checkbox"/> | Instruction and lesson activities are accessible and challenging for students | <input type="checkbox"/> | Multiple methods of assessment of student learning are utilized to guide instruction |
| <input type="checkbox"/> | | <input type="checkbox"/> | |
| <input type="checkbox"/> | | <input type="checkbox"/> | |

| | | |
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| | Response | Initials |
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| | | |
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| Evaluator Summary Comments: | | |
| Recommendations for Focus of Informal Observations: | | |

Focused Observation

| | |
|----------------------|--|
| Evaluator Name: | |
| Grade/Subject Areas: | |
| Observation Date: | |
| Begin Time: | |
| End Time: | |

| INSTRUCTIONAL PLANNING | | | | INSTRUCTIONAL ASSESSMENT | | | | | | PROFESSIONALISM | |
|---|--------|--|--------|--|--------|---|--------|--------------------------------|--------|---|--------|
| Focus for Learning | | Knowledge of Students | | Lesson Delivery | | Classroom Environment | | Assessment of Student Learning | | Professional Responsibilities | |
| Component | Rating | Component | Rating | Component | Rating | Component | Rating | Component | Rating | Component | Rating |
| Use of high-quality student data | | Data analysis for planning instruction | | Communication with students | | Classroom routines and procedures | | Use of assessments | | Communication and collaboration with families | |
| Student growth goals | | | | Monitoring student understanding | | Classroom climate and cultural competency | | Evidence of student learning | | Communication and collaboration with colleagues | |
| Connections to prior learning | | | | Student-centered learning and assessment | | | | | | District policies and professional responsibilities | |
| Connections to state standards and district priorities | | | | Professional learning | | | | | | | |
| Evidence (entries appear as evaluator identifies the domain for each scripted item) | | | | | | | | | | | |
| #/N/A | | #/N/A | | #/N/A | | #/N/A | | #/N/A | | #/N/A | |

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| | Response | Initials |
| Area of Reinforcement | | |

Classroom Walkthrough 2

| | |
|----------------------|--|
| Evaluator Name: | |
| Grade/Subject Areas: | |
| Observation Date: | |
| Begin Time: | |
| End Time: | |

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

| | | | |
|--------------------------|---|--------------------------|--|
| <input type="checkbox"/> | Instruction is developmentally appropriate | <input type="checkbox"/> | Lesson content is linked to previous and future learning |
| <input type="checkbox"/> | Learning outcomes and goals are clearly communicated to students | <input type="checkbox"/> | Classroom learning environment is safe and conducive to learning |
| <input type="checkbox"/> | Varied instructional tools and strategies reflect student needs and learning objectives | <input type="checkbox"/> | Teacher provides students with timely and responsive feedback |
| <input type="checkbox"/> | Content presented is accurate and grade appropriate | <input type="checkbox"/> | Instructional time is used effectively |
| <input type="checkbox"/> | Teacher connects lesson to real-life applications | <input type="checkbox"/> | Routines support learning goals and activities |
| <input type="checkbox"/> | Instruction and lesson activities are accessible and challenging for students | <input type="checkbox"/> | Multiple methods of assessment of student learning are utilized to guide instruction |
| <input type="checkbox"/> | | <input type="checkbox"/> | |
| <input type="checkbox"/> | | <input type="checkbox"/> | |

| | Response | Initials |
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| Evaluator Summary Comments: | | |
| Recommendations for Focus of Informal Observations: | | |

| Ohio Teacher Evaluation System | | Assessment of Teacher Performance | | | | |
|---|--|--|---|--|--|--------------------------------|
| Teacher Performance Evaluation Rubric | | | | | | |
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| Components | | | | | | |
| DOMAIN | | Ineffective | Developing | Skilled | Accomplished | Teacher Supplied Documentation |
| INSTRUCTIONAL PLANNING | | | | | | |
| FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) <i>Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments</i> | Use of High-Quality Student Data Element 1.1 Element 1.2 Element 1.3 Element 3.3 | The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s). | The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate. | The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). | The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring. | |
| | Connections to prior and future learning Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5 | The teacher plans lessons that demonstrate no connections to student prior learning or future learning. | The teacher plans lessons that attempt to make connections with student prior learning or future learning. These connections are not clear. | The teacher plans lessons that intentionally make clear and coherent connections with student prior learning and future learning and includes strategies that communicate the connections to students. | The teacher plans lessons that intentionally make clear and coherent connections with student prior and future learning and includes strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences. The teacher plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development. | |
| | Connections to state standards and district priorities Element 2.3 Element 4.1 Element 4.7 | The teacher's instructional plan does not reference Ohio's Learning Standards. | The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards. | The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards. | The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards. The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum. | |

| Ohio Teacher Evaluation System | | Assessment of Teacher Performance | | | | |
|--|---|---|---|--|---|---|
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| Components | | | | | | |
| DOMAIN | | Ineffective | Developing | Skilled | Accomplished | Teacher Supplied Documentation |
| KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication) <i>Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys</i> | Planning instruction for the whole child Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4 | The teacher's instructional plan makes no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds. | The teacher's instructional plan makes minimal connections to student experiences, culture, developmental characteristics or student backgrounds. | The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests. | The teacher's instructional plan reflects consistent connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals' and outside resources. | |
| | LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication) <i>Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review</i> | Communication with students Element 2.2 Element 4.3 Element 4.6 Element 6.1 | <p>The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance to students. Students cannot discern learning goals. Differentiated learning goals are not used.</p> <p>The teacher does not demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific strategies. There is no student engagement.</p> <p>The teacher does not give students feedback.</p> | <p>The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals.</p> <p>The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students demonstrate little engagement in the lesson.</p> <p>Feedback to students is general, occasional or limited and may not always support student learning.</p> | <p>The teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals, expectations for mastery and models of exemplary performance to students.</p> <p>The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking.</p> <p>The teacher gives students substantive, specific and timely feedback to support their learning.</p> | <p>The teacher is consistent and effective in communicating differentiated learning goals (such as needs based, interest based, strength based), expectations for mastery and models of exemplary performance to students through multiple communication techniques.</p> <p>The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions.</p> <p>The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.</p> |

| Ohio Teacher Evaluation System | | Assessment of Teacher Performance | | | | |
|---|---|--|---|---|--|--------------------------------|
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| Components | | | | | | |
| DOMAIN | | Ineffective | Developing | Skilled | Accomplished | Teacher Supplied Documentation |
| | Monitoring student understanding Element 3.2 Element 3.3 | The teacher fails to monitor and address student confusion and misconceptions. | The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions. | The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges. | The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges. | |
| | Student-centered learning Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4 | Learning is entirely teacher directed. Students are not participating in learning activities. There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources. | Learning is primarily teacher directed. Students participate in whole class learning activities. There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources. | Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning. Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students. | Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning. Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources | |
| CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment) <i>Possible Sources of Evidence: pre-conference, post-conference, formal</i> | Classroom routines and procedures Element 5.5 | The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior. | The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations. | The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom. | The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom. | |

| Ohio Teacher Evaluation System | | Assessment of Teacher Performance | | | | |
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| Components | | | | | | |
| DOMAIN | | Ineffective | Developing | Skilled | Accomplished | Teacher Supplied Documentation |
| <p><i>observation, classroom walk-throughs/informal observations, peer review, student surveys</i></p> | <p>Classroom climate and cultural competency</p> <p>Element 1.4 Element 5.1 Element 5.2</p> | <p>There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is no demonstration of regard for student perspectives, experiences and culture. The teacher does not address needs related to student sense of well-being.</p> | <p>There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is inconsistent demonstration of regard for student perspectives, experiences and culture. The teacher is aware of needs related to student sense of well-being but does not address them effectively.</p> | <p>There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being.</p> | <p>The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.</p> | |
| <p>ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment)</p> <p><i>Possible Sources of Evidence: pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference</i></p> | <p>Use of assessments</p> <p>Element 3.1 Element 3.2 Element 3.3 Element 3.4</p> | <p>The teacher does not use varied assessments.</p> <p>The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs.</p> <p>The teacher does not share evidence of student learning with students.</p> | <p>The teacher makes limited use of varied assessments.</p> <p>The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs.</p> <p>The teacher shares evidence of student learning with students.</p> | <p>The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments.</p> <p>The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students.</p> <p>The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.</p> | <p>The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs.</p> <p>The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs.</p> <p>The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.</p> | |

| Ohio Teacher Evaluation System | | Assessment of Teacher Performance | | | | | |
|---|--|--|---|--|---|--------------------------------|--|
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| Components | | | | | | | |
| DOMAIN | | Ineffective | Developing | Skilled | Accomplished | Teacher Supplied Documentation | |
| | Evidence of student learning Element 1.3 | The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students. | The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students. | The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time showing clear evidence of expected growth and/or achievement for most students | The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students. | | |
| PROFESSIONALISM | | | | | | | |
| PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) <i>Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review</i> | Communication and collaboration with families Element 6.1 Element 6.2 | The teacher does not communicate with students and families. | The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development. | The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development. | The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development. | | |
| | Communication and collaboration with colleagues Element 6.3 | The teacher does not communicate and/or collaborate with colleagues. | The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice. | The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice. | The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession. | | |
| | District policies and professional responsibilities Element 7.1 | The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. | The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. | The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. | The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level. | | |

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| | Components | | | | | |
| DOMAIN | | Ineffective | Developing | Skilled | Accomplished | Teacher Supplied Documentation |
| | Professional learning Element 7.2 Element 7.3 | The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals. | The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals. | The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals. | The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices. | |

| ACTION | RESPONSIBLE | DUE DATE | Notes |
|---|-------------------|---|---|
| OTES Self-Evaluation Optional | Teacher | Pre-Conf. Details submitted to the evaluator at least 3 days prior to conf. | Self-Eval. Completed by teacher in classroom if desired |
| OTES Pre-Conf. (schedule date) PGP/HQSD Embedded-no paperwork Required. PGP/HQSD will be embedded during the pre-conference and evaluation process to reflect and provide feedback on refinement area (s) and increase effectiveness. During the discussion the evaluator will also review the relative area of strength (reinforcement). | Teacher/Evaluator | | <u>-Pre-Conf. Options:</u> <ul style="list-style-type: none"> ● Pre-Conf. Form (these are the guiding Q's for conf. ● Lesson Plans Add details to Rubric Follow HQSD checklist |
| | | | Form scored at least 3 days prior to Post Conf All completed by first semester |
| <u>Holistic Observation #1</u> (minimum of 30 consecutive minutes) | Evaluator | | -Distributed via Classroom -Observations/scoring collected in Sheet |
| <u>Post-Observation Meeting #1</u> | Teacher/Evaluator | Within 10 working days after observation #1 | -Discuss Reinforcement (area of strength) and Refinement (area of targeted focus) -Review PGP |
| Post-Observation (Optional for Accomplished/Skilled -reflective discussion based around purpose of observed lesson -Teacher & evaluator will collaborate On refinement/reinforcement area (s). | | | |
| <u>Walk-Through A</u> (Not to exceed 15 min.) | Evaluator | | |

| | | | |
|---|-------------------|--|--|
| | | | |
| Walk-Through B (Not to exceed 15 min.) NA for Accomplished/Skilled | Evaluator | Feedback provided within 2 working days | -Observations collected in dedicated sheets tab |
| | | All completed by April 30 | |
| <u>Focused Observation #2</u> (minimum of 30 consecutive minutes) NA for Accomplished/Skilled Reflective discussion of growth related to refinement area (s). | Evaluator | Form scored at least 3 days prior to Post Conf | -Observations/scoring collected in sheets |
| <u>Post-Observation Meeting #2</u> Evaluation Summary Post-Observation (Optional for Accomplished/Skilled) | Evaluator/Teacher | Within 10 working days after observation All completed prior to May 1 | -Evaluator & Teacher review personalized sheet - Review Professional Goals -Final Summative Rating |
| Evaluation Results (Final Summative) entered in OhioES | Evaluator/Teacher | May 10 | Submit Annual Final Report in the OhioES system |