

Ohio Teacher Evaluation System 2.0 Model



Contents

Preface	4
Ohio Teacher Evaluation System 2.0 Framework*	6
Ohio Teacher Evaluation System 2.0 Model: Definition of Teacher Effectiveness	10
Ohio Teacher Evaluation System 2.0 Model: Organization	11
Professional Growth Plan or Improvement Plan Process	12
Selection of Appropriate Plan	12
Establishing Goals	13
Analysis of Available Data in the Self-Assessment Process	15
Professional Growth Plan	15
Improvement Plan	16
Assessment of Teacher Performance	18
The Formal Observation Process: Best Practice Implementation	19
Formal Holistic Observation Followed by a Conference	19
Formal Focused Observation	20
Classroom Walkthroughs/Informal Observations	20
Combining Measures to Obtain a Holistic Rating	21
Defining the Performance Ratings	24
Using Evidence to Inform Holistic Ratings	25
Appendix A	29
Teacher Performance Evaluation Rubric	29

Appendix B	38
Local Decision Points for Districts Regarding the Ohio Teacher Evaluation System 2.0	38
Professional Growth Plan	40
Improvement Plan	41
Final Holistic Rating of Teacher Effectiveness—Full Evaluation	44
Final Holistic Rating of Teacher Effectiveness—Accomplished or Skilled Carry Forward	45
HQSD Verification Form	46
Using High-Quality Student Data to Inform Instruction and Enhance Practice	47

Preface

The State Board of Education recognizes the importance of using teacher evaluation to promote educator professional growth that improves instructional performance and student learning. Using a growth model when evaluating teachers to identify instructional strengths and support their teaching is essential to improving the quality of instruction students receive. The State Board of Education believes evaluation is essential in strengthening professional practice and is used to inform employment decisions.

Ohio is committed to quality schools. After the report of the Governor's Commission on Teaching Success, Ohio lawmakers passed Senate Bill 2 in 2004. The law mandated establishing a state Educator Standards Board and charged the Board with the creation of the ***Ohio Standards for the Teaching Profession, Ohio Standards for Principals*** and ***Ohio Standards for Professional Development***.

House Bill 1, passed in 2009, directed the Educator Standards Board to recommend model teacher and principal evaluation systems for State Board of Education review and adoption. The ***Ohio Teacher Evaluation System (OTES)*** was created in response to this mandate and designed to be used to assess the performance of Ohio teachers.

The Educator Standards Board collaborated on the project with Ohio teachers, school administrators, higher education faculty, representatives of Ohio's educational professional associations and national experts in teacher evaluation. During 2009-2011, the Ohio Teacher Evaluation writing team extensively studied model evaluation systems throughout the country, examining many well-recognized state and district systems in depth. These included those used in the public schools of the District of Columbia and the states of Delaware, New Mexico, North Carolina and Colorado. The writing group also studied the nationally recognized work of evaluation experts Charlotte Danielson, Laura Goe, the New Teacher Center, and the American Institutes for Research (AIR) and its affiliate, Learning Point Associates. This research and collaboration among national experts informed the design of components, processes and tools included in the ***Ohio Teacher Evaluation System***. Ohio's evaluation system is research-based and designed to be transparent, fair and adaptable to the needs of Ohio's rural, urban, suburban, large and small districts. This teacher evaluation system builds on what is known about ongoing assessment and feedback as a powerful vehicle to support improving instructional practice.

In March 2017, the Educator Standards Board made recommendations for updating the ***Ohio Teacher Evaluation System***. Ohio Senate Bill 216, which took effect in late 2018, reflects many of these recommendations.

Outlined in Ohio Revised Code, the requirements include:

- Evaluation of teachers who hold teaching licenses and spend at least 50 percent of their time in student instruction;

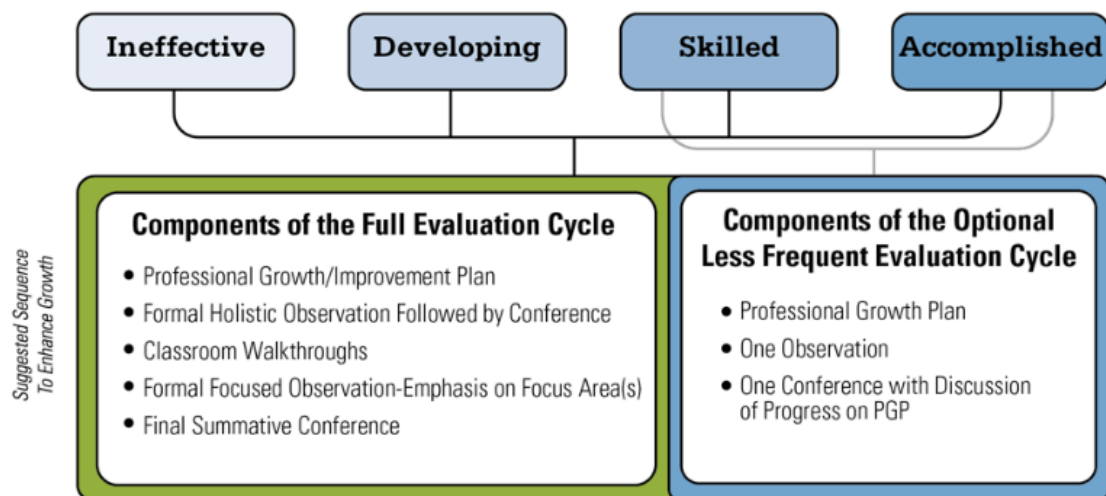
- Alignment of an evaluation system with the **Ohio Standards for the Teaching Profession** adopted under Ohio Revised Code;
- At least two formal observations of at least 30 minutes each and at least two classroom walkthroughs in which a credentialed evaluator observes a teacher;
- Assignment of a rating on each evaluation according to these levels of performance: **Accomplished, Skilled, Developing or Ineffective**;
- Evaluation of every teacher, to be completed by May 1, with a written evaluation report provided to the teacher by May 10;
- Options for less frequent evaluation of teachers who received **Skilled** or **Accomplished** ratings the prior school year in the same district, while still providing them feedback on their practice;
- Use of at least two measures of high-quality student data that provide evidence of student learning attributable to the teacher being evaluated; and
- Allocation of district financial resources to support professional development informed by evaluation results.

Representatives of 42 school districts gave the Ohio Department of Education and Educator Standards Board feedback during the Ohio Teacher Evaluation System 2.0 Prototype Project, beginning in fall 2018. This feedback helped guide the Department and the Educator Standards Board in developing the draft version of the **Ohio Teacher Evaluation System 2.0**. Sixty-three schools, districts and educational service centers piloted this draft **Ohio Teacher Evaluation System 2.0** during 2019-2020, providing more feedback to guide implementation of the system in the 2020-2021 school year.

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 forth in the Framework, the teacher's Final Holistic Rating will be based upon a combination of informal and formal observations and supporting evidence using the **Teacher Performance Evaluation Rubric**.



Essential Components

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:

- 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.

Professional Growth and Improvement Plan

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

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

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.

Using 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.

Ohio Teacher Evaluation System 2.0 Model:

Definition of Teacher Effectiveness

The **Ohio Teacher Evaluation System 2.0 Model** contains definitions of terms, detailed suggestions for system implementation and best practices. After extensive research, Ohio education practitioners developed the definition of teacher effectiveness found in bullets below. The **Ohio Standards for the Teaching Profession** also use this definition. Research supports the direct connection between effective teaching and student learning. Inherent in this definition is the expectation that all students will demonstrate learning (growth and/or achievement) based on high-quality student data measures.

Ohio Standards for the Teaching Profession state effective teachers:

- Understand student learning and development, respect student diversity and hold high expectations for all students to achieve and progress at high levels;
- Understand the content areas for which they have instructional responsibility;
- Understand and use varied assessments to inform instruction and evaluate and ensure student learning;
- Plan and deliver effective instruction that advances the learning of each student;
- Create a learning environment that promotes high levels of learning and achievement for all students;
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning; and
- Assume responsibility for professional growth and performance as an individual and as a member of a learning community.

These characteristics are demonstrated in the **Teacher Performance Evaluation Rubric**.

Ohio Teacher Evaluation System 2.0 Model: Organization

The **Ohio Teacher Evaluation System 2.0 Model** is designed to support implementation of the State Board of Education approved teacher evaluation system. This document includes required components of the **Ohio Teacher Evaluation System 2.0** and best practices to help schools and districts as they support individual professional growth. The system reflects work by stakeholders that includes a prototype project and pilot. The **Ohio Teacher Evaluation System 2.0** is a professional growth model designed to help educators continually improve their performance. This process is to be collaborative, ongoing and support teachers' professional growth.

This model is organized according to best practices in teacher evaluation:

- Implementing the OTES 2.0 Model: Professional Growth Plan or Improvement Plan;
- Implementing the OTES 2.0 Model: Assessment of Teacher Performance;
- Implementing the OTES 2.0 Model: Observation Process;
- Implementing the OTES 2.0 Model: Use of High-Quality Student Data;
- Using Evidence to Inform Performance Rating;
- Assessment of Teacher Performance: Appendix A — Teacher Performance Evaluation Rubric; and
- Implementing the OTES 2.0 Model: Appendix B — District-Level Decisions: Best Practice Implementation; Suggested Forms to be Used in Implementation.

Professional Growth Plan or Improvement Plan Processes

A teacher's Professional Growth Plan or Improvement Plan is based on the Final Holistic Rating from the most recent evaluation and observations. However, 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. *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.

Selection of Appropriate Plan

Annually, each teacher must develop either a Professional Growth Plan or Improvement Plan. This plan must be:

- Based on the results of the evaluation available in the current district (see Figure 1); and
- Aligned to any school district and/or building improvement plan(s).

A teacher who is new to the profession or district develops a Professional Growth Plan collaboratively with the evaluator. A teacher with a Final Holistic Rating of **Accomplished** develops a self-directed Professional Growth Plan annually. A teacher with a Final Holistic Rating of **Skilled** develops a Professional Growth Plan annually, working jointly with the evaluator. A teacher with a Final Holistic Rating of **Developing** annually develops a Professional Growth Plan guided by the evaluator. A teacher with a Final Holistic Rating of **Ineffective** will be placed on an Improvement Plan developed by the evaluator.

PROFESSIONAL CONVERSATIONS AND PROGRESS CHECKS

Each year, as a teacher and evaluator work together through the evaluation process, several conferences should take place. This creates opportunities for professional conversation or direction about performance, goals and progress, and needed supports. The evaluator and teacher should discuss opportunities for professional development to address needs that become evident in the evaluation process. To strengthen teacher professional practice, the Professional Growth Plan or Improvement Plan must be an integral part of the evaluation process. These plans should be reviewed regularly and updated as necessary, based on collaborative conversations between the evaluator and teacher.

Figure 1—Selecting an Appropriate Plan

Accomplished Final Holistic Rating	Skilled Final Holistic Rating	Developing Final Holistic Rating	Ineffective Final Holistic Rating	No Previous Rating	Professional Growth or Improvement Plan Guidance
•	•	•		•	Growth Plan
			•		Improvement Plan
•					Self-directed by Teacher
	•			•	Jointly Developed by Teacher and Evaluator
		•			Guided by Evaluator
			•		Developed by Evaluator
•	•	•	•	•	Professional Conversations
•	•	•	•	•	Focused Observation with Professional Conversation and Support Based on Previous Holistic Observation
•	•	•	•	•	Mid-Year Progress Check
•	•	•	•	•	End-of-Year Evaluation

High Level of Autonomy

Moderate Level of Autonomy

Low Level of Autonomy

ESTABLISHING GOALS

The **Ohio Teacher Evaluation System 2.0** goal-setting process is a way for teachers to enhance or improve specific aspects of teaching. Clear professional goals identify the focus and direction for improving practice and make a direct impact on student learning. Meaningful goals help teachers attain higher levels of performance and effectiveness. The Professional Growth Plan should focus on only one to two goals.

To make a positive impact on instruction and achievement, goals must be based on an accurate assessment of teacher performance and student learning needs. Evaluators or teachers should develop goals using multiple data sources, including self-assessment based on the standards, high-quality student learning data and identified focus area(s). Goals must align to any school district and/or building improvement plan(s); consider alignment to vision and mission of any plan(s). Evidence of progress toward the one or more goals must be measurable. In addition, evidence may be qualitative, quantitative or both.

During the Professional Growth Plan process, it is suggested that teachers meet with their evaluators at least three times to — (1) set goals, (2) assess progress and (3) reflect on the work at the end of the academic year. These discussions can occur during the pre-conference, post-conference and end-of-year Final Summative Conference — or as the evaluator determines is necessary.

Reflective practice is a way for teachers to consider what they know and are able to do, thereby identifying areas of strength and those for further development. Districts may decide which of the following tools help their teachers engage in the reflection and self-assessment processes. Schools can use parts or all of the three tools below, which also appear on the Ohio Department of Education website:

Using the Standards for the Teaching Profession for Self-Assessment—At broader scope, this guidance will help teachers begin reflecting on their practice, knowledge and skills related to the ***Ohio Standards for the Teaching Profession***. The document poses questions to probe teachers’ strengths and potentials for growth in each standard area.

Ohio Continuum of Teacher Development: A Resource Tool for Educators—Teachers may want to reflect more deeply on their practices using this tool. The ***Ohio Continuum of Teacher Development*** is designed to support educators as they develop the skills and knowledge they need to offer the highest-quality education to Ohio students. The continuum is based on the ***Ohio Standards for the Teaching Profession*** and describes teachers’ development throughout their careers. The document includes a column for recording supporting evidence.

Self-Assessment Summary Tool—Finally, after teachers have used one or both of the above tools, they can use the ***Self-Assessment Summary Tool*** to identify areas of strength and growth, think about sources of evidence and establish priorities to enhance practice overall. After teachers establish these priorities, they should use them to help develop goals for the Professional Growth Plan and to guide them and their evaluators in the identification of focus area(s).

ANALYSIS OF AVAILABLE DATA IN THE SELF-ASSESSMENT PROCESS

Effective teachers regularly review evidence of their students' learning to assess their current performance against a set of learning goals. Examining student work gives teachers opportunities to assess the impact of their teaching on student progress, identify specific learning needs and consider how to adjust instruction accordingly. It is important for teachers to examine a range of data types and sources to ensure they have a comprehensive understanding of what their students know and can do. This supports teachers in designing and implementing appropriate learning activities that foster students' growth over time. Teachers should examine a variety of sources to create a comprehensive picture of the students they teach. They must analyze at least two sources of high-quality student data, then use that data to support student learning and enhance instructional practices. It is recognized that teachers can use many kinds of data to support student learning. These include:

- Demographic data about students and their schools and districts. This could include age ranges, socioeconomic status, attendance or graduation rates;
- Student learning needs, academic performance and progress; and
- Perception data drawn from students, parents or a school working conditions survey.

To gather data, teachers and district personnel can consult:

- District and building Ohio School Report Cards;
- Education Management Information System reports for a class or class period;
- Test data; and
- Other data sources as needed or as available.

Professional Growth Plan

Teachers develop Professional Growth Plans annually to help them identify areas of professional development that will enable them to enhance their practice. Teachers are accountable for implementing and completing the plan and should use it as a starting point for the school year. Professional Growth Plans cannot replace Individual Professional Development Plans (IPDP), nor can Individual Professional Development Plans replace Professional Growth Plans.

Professional Growth Plans should reflect the evidence available and focus on the most recent evaluation and observations. Each should be individualized to address the needs of the teacher. The school or district should provide for professional development opportunities and support the teacher by providing resources (e.g., time, financial). Professional Growth Plans must be clear and comprehensive. They must align to the most recent evaluation results and propose a sequence of activities leading to progress toward the goals.

PROGRESS ON THE PROFESSIONAL GROWTH PLAN

Professional Growth Plan goals should be continually monitored and discussed with the evaluator throughout the year. Sound professional practice calls for the evaluator and teacher to meet three times a year to discuss goals and progress. They should review the plan regularly and update it as necessary based on collaborative conversations between the evaluator and the teacher. **The Ohio Teacher Evaluation System 2.0** is a growth model design. As such, it is expected that teachers will make progress on their Professional Growth Plan thereby leading to enhanced instruction and increased student learning.

The local board of education may evaluate less frequently each teacher who received a rating of **Accomplished** or **Skilled** on the most recent evaluation, so long as the teacher submits a Professional Growth Plan that focuses on areas identified in the observations and evaluation and the evaluator determines the teacher is making progress on the plan. In any year the teacher is not fully evaluated, the evaluation must include one formal or informal observation, whichever the district determines, and one conference that includes a discussion of the teacher's progress on the plan.

Improvement Plan

The **Ohio Teacher Evaluation System 2.0** calls for an educator who has a Final Holistic Rating of **Ineffective** to be placed on a written Improvement Plan. However, districts have discretion to place any teacher on an Improvement Plan at any time based on any individual deficiency in the evaluation system. *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. The purpose of an Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take the corrective actions within the time specified in the Improvement Plan, the evaluator may make a recommendation either to dismiss the teacher or continue the plan.

When an administrator initiates an Improvement Plan, he or she must:

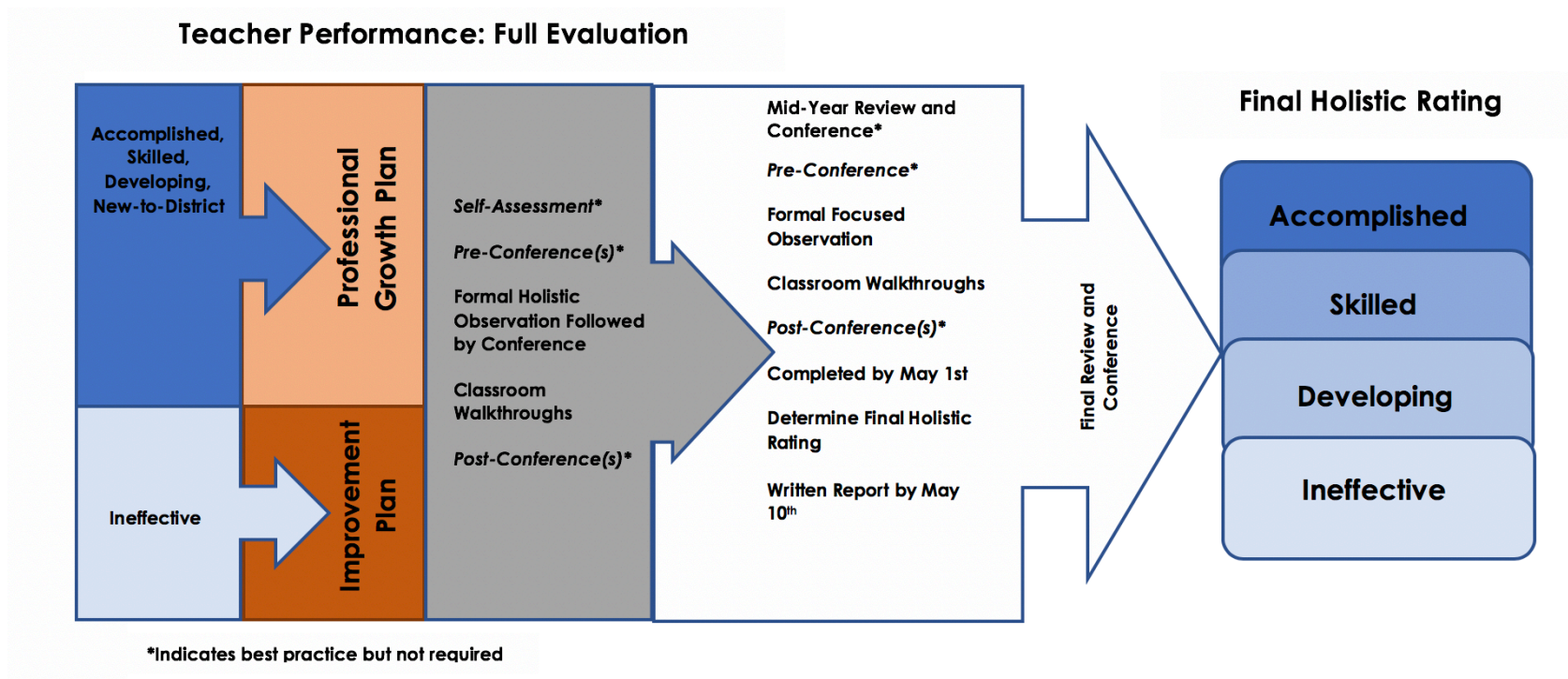
- Identify, in writing, the specific area(s) for improvement, aligned to the **Ohio Standards for the Teaching Profession**;
- Specify, in writing, the level of performance the teacher is expected to reach and a reasonable timeframe to correct the deficiencies;
- Develop and implement a written plan for improvement that will be initiated immediately and include available resources and assistance;
- Determine additional education or professional development the teacher needs to improve in the identified area(s); and
- Gather evidence of progress or lack of progress.

An evaluator must reassess the educator's performance in accordance with the written plan. This reassessment should include multiple performance observations. When the reassessment is completed, if the evaluator has documented an acceptable level of performance improvement, the teacher may transition to a Professional Growth Plan. If the teacher's performance remains **Ineffective**, the administrator may reinstate the Improvement Plan with additional recommendations for improvement or take the necessary steps to recommend dismissal.

Assessment of Teacher Performance

All teachers, at all stages of their careers, will be assessed on their expertise and performance in the classroom and school settings. A teacher who has a Final Holistic Rating of **Accomplished** may choose the credentialed evaluator. A teacher with a Final Holistic Rating of **Skilled** may have input in selecting the credentialed evaluator. A teacher with a Final Holistic Rating of **Developing** or **Ineffective** will be assigned a credentialed evaluator. A credentialed evaluator is one who holds a state-approved **Ohio Teacher Evaluation System 2.0** credential and the following:

- Holds the proper certification or licensure to be an evaluator; **or**
- Has been designated as an evaluator by the local board of education.



The Formal Observation Process: Best Practice Implementation

Observations of teaching provide important evidence for assessing a teacher's performance and effectiveness. As an evaluator observes a teacher engaging students in learning, the evaluator can collect valuable evidence on multiple levels. Ongoing communication and collaboration between the evaluator and teacher during the formal observation process help foster a supportive, productive professional relationship that leads to professional growth and development. Based on best practices, the formal observation process consists of pre-conferences, classroom observations and walkthroughs, and post-conferences.

PRE-CONFERENCE: PLANNING AND OBSERVATION OF CLASSROOM TEACHING AND LEARNING

At the pre-conference, the evaluator and teacher discuss what the evaluator will observe during the classroom visit. The teacher shares important information about the characteristics of the learners and learning environment as well as the lesson objectives and how student learning will be assessed. The pre-conference gives the teacher an opportunity to identify areas in which he or she would like feedback during the classroom observation. The pre-conference gives the teacher an opportunity to provide evidence of student learning that may not be visible during the observations. This conversation takes place during a formal meeting, and the evaluator should keep a record of the date. After the pre-conference, best practice calls for scheduling a formal observation to observe the lesson discussed.

The purpose of the pre-conference is to provide the evaluator and teacher an opportunity to discuss:

- Date of lesson;
- Lesson or unit objective(s);
- Prior learning experiences of the students;
- Characteristics of the learners and learning environment;
- Instructional strategies the teacher will use to meet the lesson objective(s);
- Student activities and materials;
- Differentiation based on students' needs; and
- Assessment data to be collected to demonstrate student learning, such as the use of high-quality student data.

FORMAL HOLISTIC OBSERVATION FOLLOWED BY A CONFERENCE

A formal observation consists of an evaluator visiting during one class period or viewing a class lesson. The evaluator should observe an entire class period or lesson or for a minimum of 30 minutes. The evaluator may announce or not announce formal observations. During the classroom observation, the evaluator documents specific information related to teaching and learning. The evaluator then will analyze

each observation using the **Teacher Performance Evaluation Rubric**. The evaluator writes a narrative summary to document each formal observation. Formal observations will not include videotaping or sound recordings except with the written permission of the teacher. Teachers who are fully evaluated will receive a minimum of two formal observations. Teachers who are being considered for nonrenewal and have a limited or extended limited contract will receive a minimum of three formal observations.

The first formal observation consists of the evaluator documenting all *observed* areas on the rubric as well as information collected through the pre-conference. A conference between the teacher and evaluator will occur after the Formal Holistic Observation to determine the identified area(s) of focus. The focus may be area(s) of strength, area(s) for improvement, or both. Teachers with a Final Holistic Rating of **Accomplished** will select their own focus area(s). Teachers with a Final Holistic Rating of **Skilled** will select focus area(s) in collaboration with their evaluator. Teachers with a Final Holistic Rating of **Developing** will receive guidance from their evaluator to determine focus area(s). Evaluators will select the focus area(s) for teachers with a Final Holistic Rating of **Ineffective**.

FORMAL FOCUSED OBSERVATION—WITH AN EMPHASIS ON IDENTIFIED FOCUS AREA(S)

The second formal observation will be a focused one that may occur later in the school year. It may be announced or unannounced. A Formal Focused Observation is at least 30 minutes in length and emphasizes the focus area(s) identified after the earlier Formal Holistic Observation. Its purpose is to ensure the teacher receives the support necessary for growth in the focus area(s). While evaluators must collect sufficient evidence related to the identified focus area(s), they also must document sufficient evidence to support a Final Holistic Rating at the end of the evaluation cycle.

CLASSROOM WALKTHROUGHS/INFORMAL OBSERVATIONS—WITH AN EMPHASIS ON IDENTIFIED FOCUS AREA(S)

Teachers who are fully evaluated will receive at least two classroom walkthroughs. These may be announced or unannounced. Classroom walkthroughs are informal observations of less than 30 minutes with an emphasis on identified focus area(s) when applicable. The focus may be area(s) of strength, area(s) for improvement, or both.

Note that during walkthroughs and the Formal Focused Observation, evaluators are not limited to collecting evidence on the identified focus area(s). Evaluators must ensure they have sufficient evidence to provide a Final Holistic Rating at the end of the evaluation cycle.

POST-CONFERENCE: REFLECTION

The post-conference is designed to support teacher reflection. It also provides feedback to the teacher on the observed lesson and coaching opportunities for the evaluator to identify strategies and resources for the teacher to incorporate to increase effectiveness. Following the lesson, the teacher reflects to determine if students met the learning outcome(s). The evaluator makes recommendations and commendations that may become part of the teacher's evaluation. The evaluator and teacher collaborate to make recommendations on the teacher's Professional Growth Plan or Improvement Plan.

In general, the post-conference discussion between the evaluator and teacher should focus on identified area(s) of support. At this conference, the teacher may bring additional evidence from the observed lesson for the evaluator to consider before determining a Final Holistic Rating. Other key elements of the post-conference are determining area(s) of focus and discussing progress on the focus area(s).

Combining Measures to Determine a Final Holistic Rating

A strong teacher evaluation system calls for ongoing collaboration and honest conversation between teachers and their evaluators. The foundation of such a system is the transparent, collaborative gathering and sharing of evidence that informs the teacher performance rating at the end of the year. Some teacher practices are observable in the classroom, while other evidence comes from formal conferences and informal conversations, as well as input from colleagues, parents or guardians and students. The **Ohio Teacher Evaluation System 2.0** describes opportunities for the teacher and evaluator to discuss evidence, build a common understanding of a teacher's current practice and identify areas for future growth. Regular check-ins also help the evaluator manage the responsibilities of gathering and organizing evidence with the teacher. These check-ins also encourage evaluators to document teacher practices as they occur.

The **Teacher Performance Evaluation Rubric** is to be used to promote educator professional growth that leads to improved instructional performance. Using a growth model when evaluating teachers is essential to improving the quality of instruction that students receive. Such a model recognizes the teacher's instructional strengths, while identifying and supporting improvement where needed. **When completing the performance rubric, evaluators are not expected to gather evidence on all indicators for each observation cycle.** Likewise, teachers may, but are not required to, bring additional evidence to address *all indicators* for each observation cycle. However, for teachers on the full evaluation cycle, evaluators should make sure they have gathered sufficient evidence before the end of the evaluation cycle to provide ratings for each component. This helps evaluators determine the Final Holistic Rating.

Teacher performance is to be scored holistically. This means evaluators will assess which performance level provides the best *overall* description of the teacher's practice. The evaluator is to consider evidence gathered during any pre-conferences, the formal observations, the post-conference(s), classroom walkthroughs, informal conversations, and evidence of practice and professionalism. Districts that choose to evaluate teachers rated **Accomplished** or **Skilled** on a less frequent evaluation cycle will conduct an observation and a conference that must include a discussion of progress on the teacher's Professional Growth Plan.

A Review of the Teacher Performance Evaluation Rubric

The **Teacher Performance Evaluation Rubric** describes teacher performance in three organizational areas:

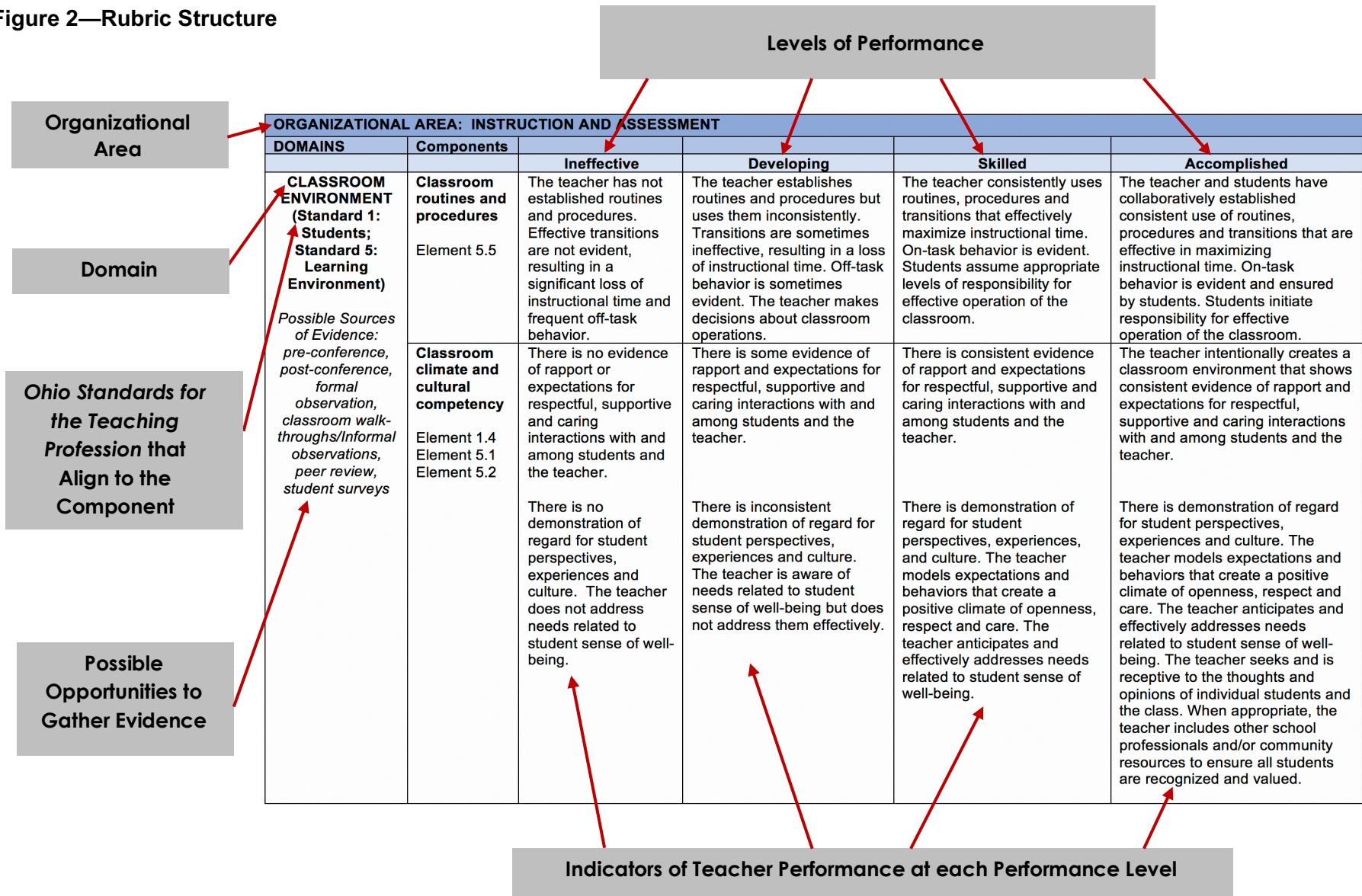
- Instructional Planning;
- Instruction and Assessment; and
- Professionalism.

It also looks at teacher performance through six domains of teacher practice:

- Focus for Learning;
- Knowledge of Students;
- Lesson Delivery;
- Classroom Environment;
- Assessment of Student Learning; and
- Professional Responsibilities.

These organizational areas and domains align with the **Ohio Standards for the Teaching Profession**. The rubric helps evaluators do comprehensive reviews of teacher practices and interactions in and outside the classroom. The rubric also helps evaluators consider patterns of evidence and performance trends throughout the school year. The rubric contains detailed descriptions of practice at four performance levels — **Ineffective**, **Developing**, **Skilled** and **Accomplished** — and offers guidance on likely sources of evidence related to performance in each domain (see Figure 2).

Figure 2—Rubric Structure



Defining the Performance Ratings

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

Figure 3—Defining the Four Performance Ratings

<p>Ineffective: This rating indicates the teacher fails to demonstrate minimum performance expectations.</p> <p>A rating of Ineffective indicates the teacher consistently fails to demonstrate competency. The teacher is not effectively meeting the needs of his or her students. The teacher requires immediate assistance through ongoing intensive support.</p>	<p>Developing: This rating indicates the teacher is working to utilize his or her growing knowledge and skills.</p> <p>A rating of Developing indicates the teacher demonstrates competency in some of the teaching standards but needs improvement in others. The teacher attempts to meet the needs of the whole group. The Developing teacher is in the process of refining his or her skills and abilities. The teacher strives to improve his or her instructional and professional practice. The teacher may be making progress, but performance requires ongoing professional support for necessary growth to occur.</p>	<p>Skilled: This rating is the rigorous and expected performance level.</p> <p>A rating of Skilled indicates the teacher consistently meets expectations for performance and fully demonstrates competency in most of the teaching standards. The teacher addresses the needs of groups of students. The Skilled teacher integrates knowledge, skills and abilities needed for effective classroom instruction. The teacher consistently strives to improve his or her instructional and professional practice. The Skilled teacher demonstrates purposefulness, flexibility and consistency.</p>	<p>Accomplished: This rating is the highest level of achievement.</p> <p>A rating of Accomplished indicates the teacher consistently meets expectations for performance and fully demonstrates competency in most or all of the teaching standards. The teacher addresses the needs of individual students. The Accomplished teacher uses a strong foundation of knowledge, skills and abilities to innovate and enhance their classroom, building and potentially the profession. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school, building or district through the development and support of colleagues. The Accomplished teacher is a leader who empowers and influences others.</p>
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Using Evidence to Inform Final Holistic Rating

The following is suggested step-by-step guidance to support evaluators in gathering, reviewing and analyzing multiple data points that inform a teacher's Final Holistic Rating.

STEP 1: GATHER EVIDENCE ON TEACHER PERFORMANCE TO BEGIN THE FINAL HOLISTIC RATING PROCESS

Evidence of performance comes in many forms. Formal observations and walkthroughs, scheduled conferences, informal interactions, lesson plans, student work, correspondence with families and feedback from other sources all count as evidence of teacher practice. All evidence collected must be factual and documented.

The evaluator should jot down notes after interactions with the teacher and save key artifacts, such as a typical lesson plan or evidence shared by the teacher. Use quotes or paraphrasing when possible. The evaluator must capture enough detail to describe, accurately but succinctly, the event, interaction or behavior factually, without judgment or opinion. The evaluator will share evidence with a teacher throughout the year so the educator can use the information to change practice.

Tip: Review all evidence of a teacher's performance for the year before issuing an end-of-year rating. Write adequate detail about the early interactions to jog your memory and keep you grounded in facts.

Next, the evaluator will group the evidence collected from his or her time in the classroom, conferences and everyday interactions with the teacher into the six domains of performance described in the **Teacher Performance Evaluation Rubric**. The evaluator will record the evidence beneath the relevant component on the rubric, as indicated in Figure 4, so it is organized automatically for future analysis. While in some cases the evaluator might not collect evidence for every indicator within a component, by the end of the evaluation cycle, the evaluator must gather enough evidence to rate each component and substantiate an overall rating for each domain.

Tip: Update notes on the rubric regularly while gathering evidence so all the evidence is organized in one place as the year progresses.

Figure 3—Example of Evidence Collection Form

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
<p>FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction)</p> <p><i>Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments</i></p> <p>FOCUS FOR LEARNING (continued)</p>	<p>Use of High-Quality Student Data</p> <p>Element 1.1 Element 1.2 Element 1.3 Element 3.3</p>	<p>The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).</p>	<p>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.</p>	<p>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).</p>	<p>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).</p> <p>The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.</p>
	Evidence				
	<p>Connections to prior and future learning</p> <p>Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5</p>	<p>The teacher plans lessons that demonstrate no connection to student prior learning or future learning.</p>	<p>The teacher plans lessons that attempt to make connections with student prior learning or future learning. These connections are not clear.</p>	<p>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.</p>	<p>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.</p>
	Evidence				

Next, the evaluator will compare the evidence and patterns to the indicators in a component. The evaluator will start by rereading all the indicators for the **Skilled** performance level in a component and consider whether the evidence exemplifies this level of performance. Whether it does or does not, the evaluator then looks at the **Accomplished** and **Developing** indicators to decide if either of them better aligns with the available evidence. If the **Developing** indicators appear to be an appropriate match to much of the evidence, the evaluator also should read the **Ineffective** indicators carefully to consider whether a significant portion of the evidence matches this level. Then, the evaluator will select the performance level that best describes the preponderance of evidence for this component. The evaluator will repeat this process for each component.

STEP 2: ISSUE A PERFORMANCE RATING FOR EACH DOMAIN

When determining the overall rating for a domain, the evaluator should consider the patterns evident across the components within a domain. The evaluator should be conscious of teacher behaviors, actions or outcomes that occur multiple times within a domain rather than those that appear to be singular, outlying events. This analysis will help inform the evaluator's judgments about the teacher's typical performance.

The evaluator will reread all the evidence for a domain and consider which performance level best matches the evidence collected. In order to determine the domain rating, the evaluator should consider the preponderance of evidence for this domain and then select the performance level that best describes the domain overall. The evaluator will repeat this process for each domain.

STEP 3: ISSUE THE END-OF-YEAR FINAL HOLISTIC RATING

Once the evaluator determines a rating for each domain based on evidence from multiple interactions, he or she will look at the larger picture of performance across all domains. Although all domains are important in effective teacher practice, it may be appropriate to prioritize patterns of behavior in a certain domain when reviewing the evidence and domain ratings. For example, knowledge of how a teacher performs in a specific classroom context may demonstrate that a teacher's pattern of **Skilled** behavior in the Lesson Delivery and Classroom Environment domains overshadows weaker performance in other areas. Additionally, some lost instructional time observed during a classroom visit may be due to the teacher's intense attention to individual student needs. This downplays the significance of evidence related to lost instructional time. The key point is that an evaluator should not consider one performance area in isolation but should analyze it in relation to all other areas of performance. It is important for the evaluator to consider the preponderance of evidence collected throughout the evaluation cycle to assist in the determination of the Final Holistic Rating.

Tip: Even the most comprehensive compilation of evidence is only a series of snapshots of a teacher's performance. Therefore, use well-cultivated professional judgment informed by training and evidence of an individual's performance to arrive at a Final Holistic Rating. **Do not** use a formula to add up the ratings for each domain. This strategy may gloss over areas where a teacher needs improvement or obscure the teacher's progress over time.

It is particularly important to consider *trends* in a teacher's performance over time. Was the teacher consistent in his or her practice? Did he or she improve, or did the teacher decline in performance in one or more areas? If a pattern of evidence in a domain displays a trend of behavior or practice, the evaluator may consider emphasizing the improvement or decline in this area.

The evaluator should flag any instance of an **Ineffective** rating while preparing to issue the Final Holistic Rating. While the evaluator should examine the evidence of ineffective behavior in the context of all evidence collected for the teacher, the evaluator also should consider there are minimum competency thresholds for each of the six domains in the **Teacher Performance Evaluation Rubric**. A serious

deficiency in one domain may carry more weight than positive ratings in other domains. An evaluator should rely on professional judgment, supported by the evidence, to decide if this evidence of ineffective practice provides grounds for issuing a final **Ineffective** holistic rating, considering the impact of the deficiency on the teacher's classroom, colleagues and whole school.

The evaluator will complete the performance rating process by documenting the Final Holistic Rating per the local bargaining agreement and share the findings with the teacher. In the discussion with the teacher or written summary, the evaluator should highlight evidence that provides representative examples of the Final Holistic Rating. The evaluator should use pieces of evidence that illustrate specific practices in the identified focus area(s). Finally, the evaluator should give succinct, targeted feedback on next steps that will promote the educator's professional growth and lead to enhanced instructional practice.

Appendix A

Teacher Performance Evaluation Rubric

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

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
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	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	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

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
	Element 2.1 Element 2.2 Element 2.4 Element 2.5			communicate the connections to students.	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.
KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)	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

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
<i>Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys</i>					professionals and outside resources.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
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,</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 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>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</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>

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
<i>peer review</i>		The teacher does not give students feedback.	Feedback to students is general, occasional or limited and may not always support student learning.	and encourage higher-level thinking. The teacher gives students substantive, specific and timely feedback to support their learning.	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.
LESSON DELIVERY <i>(continued)</i>	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.	Learning is primarily teacher directed. Students participate in whole class learning activities.	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.	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.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
		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.	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.	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.	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 are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components				
		Ineffective	Developing	Skilled	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment) <i>Possible Sources of Evidence: pre-conference, post-conference, formal observation,</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.
	Classroom climate and cultural competency	There is no evidence of rapport or expectations for respectful, supportive and caring	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and	The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components	Ineffective	Developing	Skilled	Accomplished
<i>classroom walk-throughs/informal observations, peer review, student surveys</i>	Element 1.4 Element 5.1 Element 5.2	interactions with and among students and the teacher. 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.	among students and the teacher. 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.	among students and the teacher. 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.	with and among students and the teacher. 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.
ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) <i>Possible Sources of Evidence: pre-conference, formal observation,</i>	Use of assessments Element 3.1 Element 3.2 Element 3.3 Element 3.4	The teacher does not use varied assessments. The teacher fails to analyze data and makes little or no attempt to modify	The teacher makes limited use of varied assessments. The teacher attempts to analyze data and modify instruction, though the	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify	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. The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components				
		Ineffective	Developing	Skilled	Accomplished
<i>classroom walk-throughs/informal observations, assessments, student portfolios, post-conference</i>		instruction to meet student needs. The teacher does not share evidence of student learning with students.	modifications do not meet student needs. The teacher shares evidence of student learning with students.	instruction and differentiate to meet the needs of groups of students. The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.	instruction and differentiate to meet individual student needs. The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.
	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.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth)	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.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review	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.
	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

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
					with colleagues and others to share best practices.

Appendix B

Local Decision Points for Districts Regarding the Ohio Teacher Evaluation System 2.0

Performance Components

- Will the district require completion of the self-assessment? (This remains private to the teacher.)
- Are pre-conferences required? If so, are there any guidelines?
- Are observations announced or unannounced?
- Is feedback required on each walkthrough/informal observation? If yes, what will this look like?
- In addition to the conference following the Formal Holistic Observation and the Final Summative Conference, are other conferences required?

Evaluation Cycle

- How many focus areas will teachers have?
- Will the district evaluate teachers having earned an **Accomplished** or **Skilled** rating less frequently?
 - For the one required observation, what type of observation will that be?
 - For the one required conference, what type of conference will that be?
 - How will it be determined if progress is made on the PGP?
- Will the district allow teachers rated **Accomplished** to select their evaluator and teachers rated **Skilled** to provide input on their evaluator?
- Will the district choose to not evaluate a teacher who has been board approved for retirement by December 1?
- Will the district choose to not evaluate a teacher participating for the first time in the Resident Educator Summative Assessment (RESA)?
- How will the district determine if a teacher is on board-approved leave for more than 50% of the school year? Will that teacher be evaluated?
- For the teacher on a limited or extended limited contract under consideration for non-renewal, the district is required to conduct at least three formal observations. How will this be communicated and implemented?

Professional Growth Plan (PGP)

- How many goals are teachers required to have on the PGP?
- What is the district timeline for development of the PGP?
- How will it be determined that the PGP is aligned to any district and/or school improvement plan(s)?

High-Quality Student Data (HQSD)

- How will the district make decisions around HQSD?
 - How will it be determined if an instrument meets the criteria for HQSD? Committee? Evaluators?
 - How will the evaluator determine if the teacher meets the criteria of using the data from the instrument?
 - How will the district define “experts in the field”?

Professional Growth Plan

The Professional Growth Plan helps the teacher identify areas of professional development that will enable the teacher to enhance practice. The teacher is accountable for implementing and completing the plan. The plan must align to any district and/or building improvement plan(s). The Professional Growth Plan is developed annually. It is to be reviewed regularly and updated as necessary based on collaborative conversations between the evaluator and teacher.

The Professional Growth Plan should reflect the evidence available and focus on the most recent evaluation and observations. The Professional Growth Plan should be individualized to the needs of the teacher. The school or district should provide for professional development opportunities and support the teacher by providing resources (e.g., time, financial). The Professional Growth Plan must be clear and comprehensive. It is aligned to the most recent evaluation results and proposes a sequence of appropriate activities leading to progress toward the goals.

Teacher Name: _____

Evaluator Name: _____

Self-Directed (Accomplished) Jointly Developed (Skilled) Evaluator Guided (Developing)

Choose the Domain(s) aligned to the goal(s).			
<input type="checkbox"/> Focus for Learning		<input type="checkbox"/> Classroom Environment	
<input type="checkbox"/> Knowledge of Students		<input type="checkbox"/> Assessment of Student Learning	
<input type="checkbox"/> Lesson Delivery		<input type="checkbox"/> Professional Responsibilities	
Goal Statement(s) Demonstrating Performance on <i>Ohio Standards for the Teaching Profession</i>	Action Steps & Resources to Achieve Goal(s)	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)	Dates Discussed
Describe the alignment to district and/or building improvement plan(s):			
Comments:			

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

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

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Improvement Plan Conference: _____

A written Improvement Plan is to be developed when an educator has a Final Holistic Rating of **Ineffective**. However, 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. 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. The purpose of the Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take corrective actions in the timeline specified in the Improvement Plan, the evaluator may recommend the teacher be dismissed or continue working under the plan.

Section 1: Improvement Statement—List specific area(s) for improvement related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

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

Section 2: Desired Level of Performance—List specific goal(s) to improve performance. Indicate what will be measured for each goal.

List Goal Statement(s) Indicating Performance on <i>Ohio Standards for the Teaching Profession</i>	Beginning Date	Ending Date	Level of Performance: Specifically Describe Successful Improvement Target(s)

Section 3: Specific Plan of Action—Describe in detail specific actions the teacher must take to improve performance. Indicate the sources of evidence the evaluator will use to document the completion of the Improvement Plan.

Actions to be Taken	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)

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(s)—Describe the alignment to district and/or building improvement plan(s).

Comments:

Date for Improvement Plan to be evaluated: _____

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

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

Improvement Plan: Evaluation of Plan

Teacher Name: _____

Grade Level/
Subject: _____

School year: _____ Building: _____

Date of Evaluation: _____

The Improvement Plan will be evaluated at the end of the time specified in the plan. Outcomes from the Improvement Plan will be one of the following.

- 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 the recommended action.

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

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

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

Final Holistic Rating of Teacher Effectiveness—Full Evaluation

	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Formal Holistic Observation (followed by conference)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal Focused Observation Focus Area(s): <input type="checkbox"/> Focus for Learning <input type="checkbox"/> Knowledge of Students <input type="checkbox"/> Lesson Delivery <input type="checkbox"/> Classroom Environment <input type="checkbox"/> Assessment of Student Learning <input type="checkbox"/> Professional Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Growth Plan (or Improvement Plan) Goal(s): (Goal prepopulates from the earlier entry)				
Evaluator Comments:				
Teacher Comments:				
Final Holistic (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

Check here if Improvement Plan has been recommended.

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

Final Holistic Rating of Teacher Effectiveness—Accomplished or Skilled Carry Forward

Professional Growth Plan Goal(s) Alignment:		Dates:		
Mark Domain Area(s): <input type="checkbox"/> Focus for Learning <input type="checkbox"/> Knowledge of Students <input type="checkbox"/> Lesson Delivery <input type="checkbox"/> Classroom Environment <input type="checkbox"/> Assessment of Student Learning <input type="checkbox"/> Professional Responsibilities Focus Area(s) Comments:		Date of Observation: Date of Conference: Comments:		
Professional Growth Plan Goal(s):		(Goal(s) prepopulate from previous entry)		
Progress on Professional Growth Plan Goal(s):		<input type="checkbox"/> Progress Made (By checking this box, the teacher will continue with rating as per schedule until time for a full evaluation cycle.)	<input type="checkbox"/> Insufficient Progress Made (By checking this box, the teacher will automatically be placed on a full evaluation cycle the following school year.)	
Evaluator Comments:				
Teacher Comments:				
Final Holistic (Overall) Rating: Pre-Populated in OhioES Portal • Carry forward from previous rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

End of Cycle (Full evaluation required in the next school year)

Check here if Improvement Plan has been recommended.

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

High-Quality Student Data Verification Form

Teacher Name:

Evaluator Name:

Content Area(s):

Grade Level(s):

List sources of High-Quality Student Data used to inform instruction. Value-added data must be used as one source if available.

1.

2.

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, 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/local standards

Comments:

Teacher Signature:

Date:

HQSD Approval Signature:

Date:

Using 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 that 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, 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/local standards

* LEGAL REFS. ORC 3319.111; 3319.112