



2013-14

**ILEAD: Evaluation Guide
for Teachers and
Licensed Support Professionals**



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ILEAD: Induction, Leadership, and Evaluation to Achieve and Develop

Columbus City Schools is aligning our efforts to **DEVELOP** our students and staff to their maximum potential. In our Professional Learning System, research and standards define our opportunities to ensure continuous improvement and deliver a climate where everyone can **ACHIEVE**. At each stage of an educator's career in this system, whether in a first assignment or moving to a new role, **INDUCTION** is organized to provide needed support. Both formal and informal **LEADERSHIP** is fostered to create collaborative learning environments that are conducive to growth. Within this system, the new **EVALUATION** will provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement. **I LEAD** captures the scope of our efforts.

Each of us leads... *I lead in my classroom. I lead in my team. I lead in my school. How will you lead?*

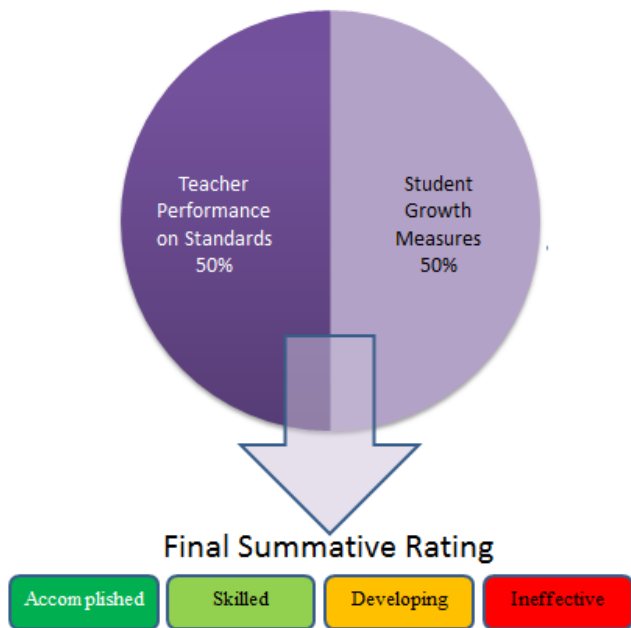
The ILEAD approach is in alignment with the Columbus City Schools mission.

CCS Mission

Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

Ohio's New Teacher Evaluation System

According to the Ohio Department of Education, Ohio's new system for evaluating teachers will provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The new system relies on two key evaluation components, each weighted at 50 percent: a rating of teacher performance (based on classroom observations and other factors), and a rating of student academic growth. Each teacher will be evaluated using the multiple factors set forth in the State Board of Education's teacher evaluation framework.



The new teacher evaluation as required by Ohio Revised Code:

- Is aligned with the standards for teachers adopted under section 3319.61 of the Revised Code;
- Assigns a rating on each evaluation conducted under sections 3319.02 and 3319.111 of the Revised Code in accordance with the following levels of performance: accomplished, proficient, developing, or ineffective.
- Requires observation of the teacher being evaluated, including at least two formal observations by the evaluator of at least thirty minutes each and classroom walkthroughs (3119.112);
- Requires each teacher to be provided with a written report of the results of the teacher's evaluation (3119.112);
- Provides for multiple evaluation factors, including student academic growth which shall account for fifty percent of each evaluation (3119.112);
- Implements a classroom-level, value-added program developed by a nonprofit organization as described in division (B) of section 3302.021 of ORC;
- Identifies measures of student academic growth for grade levels and subjects for which the value-added progress dimension prescribed by section 3302.021 of the Revised Code does not apply;
- Provides for professional development to accelerate and continue teacher growth and provide support to poorly performing teachers (3119.112); and
- Provides for the allocation of financial resources to support professional development (3119.112).

Columbus City Schools Evaluation Process for Teachers and Licensed Support Professionals

Columbus City Schools has implemented a professional growth system that is based in the state’s statutory mandates, is in alignment to research and best practices in evaluation, and provides Teacher/LSPs with consistent language for increasing their effectiveness. In the spring of 2013, the Columbus Board of Education established the Joint Evaluation Panel to provide oversight to the evaluation of the district’s Teachers and Licensed Support Professionals. This body began its work in the fall of 2013.

Teacher/LSP Performance

Teacher/LSP performance is determined by using a performance rubric. For teachers that spend 50% or more of their time teaching students in a classroom setting, this rubric was created by the Ohio Department of Education and consists of indicators based on the *Ohio Standards for the Teaching Profession*. For professional staff that spends less than 50% of their time with students in a classroom setting, a Licensed Support Professional rubric created by in Columbus City Schools will be used. To determine a performance rating, evaluators gather evidence utilizing the appropriate rubric during observations, walkthroughs, and conferences occurring in professional settings that include but are not limited to classrooms, PLCs/TBTs, student performances, or professional learning activities.

Student Growth Measures

Student growth is defined by the Ohio Department of Education as the change in student achievement for an individual student between two or more points in time. Columbus City Schools will follow the required guidance in the formation of the Student Growth Measures rating. The rating is based on the amount of time that individuals spend teaching specific students. For Licensed Support Professionals, who are not the primarily responsible for teaching the content to students, student growth measures are not a factor in their evaluation.

Electronic Evaluation Tools

The Columbus City Schools utilizes the electronic ILEAD system to house all evaluation components. Evaluators, Teachers and Licensed Support Professionals access the system through the CCS Professional Learning website’s ILEAD link: <http://bit.ly/ILEADeval>. Individuals utilize a username and password to access their personal portal. Additionally, the Ohio Department of Education has mandated the use of the Electronic Teacher and Principal Evaluation System (eTPES) to calculate the Student Growth Measures component to determine final summative ratings. As information regarding eTPES becomes available, it will be shared with staff.

Performance Components

All of the Performance Components in the evaluation system are housed in the district's ILEAD electronic system. As teachers/LSPs and evaluators complete the required components they are submitted and available for on-line review.

Performance Rubric

- Evaluators will document evaluation evidence during the school year utilizing the relevant Performance Evaluation Rubric.
 - Upon completion of each aspect of the observation cycle – conferences, 30-minute observation and walkthroughs – the evaluator compiles evidence for each rating given.
 - Evaluators do not gather evidence on all indicators during each individual aspect of the evaluation cycle.
- Evaluators will determine which level provides the best *overall* description of the Teacher/LSP to determine the holistic summative rating at the end of the year.

Self-Assessment/Goal Setting

- The Teacher/LSP completes the rubric-generated self-assessment.
 - This self-assessment includes an opportunity to reflect on each aspect of the rubric and to begin constructing thoughts about evidence that supports the self-identified rating.
 - Next, the Teacher or Licensed Support Professional reviews the entire rubric holistically and identifies two priorities for the school year.
- The Teacher/LSP drafts goals for the year in up to two areas as applicable, performance and student achievement, and identifies areas to support professional growth.
- The drafted goal(s) and identified support automatically populate into the Professional Growth Plan and are discussed at the Professional Growth Plan/Goal Setting Conference.

Professional Growth Plan/Goal Setting Conference

- Professional Growth Plans help Teachers/LSPs focus on areas of professional learning that contribute to continued improvement of their practice.
- The Professional Growth Plan is intended to encompass one academic year.
- The Professional Growth Plan is not intended to replace the Individual Professional Development Plan (IPDP) used for Teacher/LSP license renewal.
- The Professional Growth/Goal Setting Conference includes discussion of the Teacher/LSP's self-assessment and results in identification of performance and student achievement goals as well as supports for professional learning opportunities to support the Teacher/LSP's growth.

Observation Cycle

- The Observation Cycle is the best practice aligned process of gathering evidence to inform the holistic performance rating throughout the school year.
- As part of the process, ongoing communication and collaboration between Evaluator and Teacher/LSP help foster a productive professional relationship that is supportive and leads to professional growth.
- Specific evidence, in alignment with the appropriate performance rubric, is gathered within a classroom and/or other professional settings.
- There are two separate Observation Cycles during the school year: Semester 1 and Semester 2
- All evidence and ratings of the Observation Cycle are captured separately and submitted for teacher/LSP review in the ILEAD system and follow a prescribed order: (1) pre-observation conference, (2) observations and walkthroughs that occur in any order, and (3) post-observation conference as follows:

Pre-Observation Conference

- This conference takes place prior to the first observation or any walkthroughs.
- The Teacher/LSP discusses what the evaluator will observe during the observation cycle and provides evidence as desired.
- Understanding of the appropriate performance rubric is imperative for discussion of relevant professional ideas and expectations.

Observation

- State law requires that an observation is at least 30 minutes during which the evaluator observes the performance of the teacher or Licensed Support Professional in order to gather evidence based in the appropriate performance rubric.
- The evidence gained during an announced or unannounced observation is categorized into the performance rubric and used as documentation of the rating given.
- Observations may occur within a classroom and/or other professional setting as appropriate to the teacher or LSP's role.

Walkthroughs

- State law indicates that walkthroughs are required in the evaluation system.
- In Columbus City Schools, a walkthrough is an announced or unannounced period of at least 10 minutes but no more than 20 minutes of time where the evaluator observes the Teacher/LSP and collects performance evidence.
- Evaluators conduct 1-4 walkthroughs per Observation Cycle.
- Walkthroughs may occur within a classroom and/or other professional settings as appropriate to the teacher or LSP's role.

Post-Observation Conference

- The final step in the Observation Cycle provides the opportunity for the evaluator and the teacher or LSP to discuss what the evaluator observed during the 30-minute observation and walkthroughs in relation to the appropriate rubric.
- This step provides the opportunity for the evaluator and Teacher/LSP to discuss what has been observed during the Observation Cycle and to provide evidence as desired for areas not observed or needing clarification on the appropriate rubric.

Classroom Visits

- Classroom visits are the routine, daily rounds of the building conducted by administrative staff and are not used for evidence-gathering in the evaluation process.

On-going Professional Conversations

- Evaluators and teachers/LSPs are urged to engage in on-going conversation about the professional's practice. This includes what has been observed or rated in the ILEAD system; however, these conversations are not used for evidence in the evaluation process.

Performance Summative Rating

By May 1, 2014, the Evaluator reviews all evidence and ratings of the separate aspects of the Semester 1 and Semester 2 Observation Cycles and holistically determines a final summative rating for the Performance component of the evaluation system.

Ohio Department of Education Definitions of Summative Ratings

Ineffective:

A rating of Ineffective indicates that the teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan.

Developing:

A rating of Developing indicates that the teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. The teacher is making progress but requires ongoing professional support for necessary growth to occur.

Skilled:

A rating of Skilled indicates that the teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced teachers.

Accomplished:

A rating of Accomplished indicates that the teacher is a leader and model in the classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.

Student Growth Measures Components

Per Ohio legislation, Student Growth Measures account for fifty percent (50%) of the evaluation for teachers who are in the classroom teaching their content to their students at least 50% of their time. The following details the components of the Student Growth Measures for the 2013-14 School Year.

A. Value-Added

- In Ohio, Value-Added refers to the EVAAS Value-Added methodology, provided by SAS, Inc.
- Teachers who have Value-Added data, those that teach reading or mathematics in grades 4-8, are required by law to use the results from the previous year(s) to inform the Student Growth Measures in their evaluation. In the 2013-14 school year, the following percentages apply:
 - For teachers who teach Value-Added subjects exclusively In 2013-14, Value Added will account for 26% of a teacher's Student Growth Measures.
 - For teachers who instruct Value-Added subjects, but not exclusively, their schedule will dictate the proportion of their Value Added impact not to exceed 26%.

B. Approved Vendor Assessments

- HB 153 requires ODE to develop a list of student assessments that measure mastery of the course content for the appropriate grade levels and subjects for which the Value-Added measure does not apply.
- If an assessment on the Vendor Assessment List is given in the district under the required specifications, it must be used.
- Columbus City Schools does not administer assessments that meet the criteria established for this measure.

C. Student Learning Objectives (SLOs)

- ODE requires use of Student Learning Objectives (SLOs) for teachers that do not teach Value-Added subjects exclusively or who do not have results from Approved Vendor Assessment data. An SLO is a measurable, long-term student academic growth target that a teacher sets to demonstrate impact.
- In 2013-14, all classroom teachers will engage in the SLO process.
 - Teachers with Value-Added results will create 1 SLO
 - Teachers without Value-Added results will create 2 SLOs.
 - Teachers are encouraged to work within their PLCs/TBTs to create common SLOs.
 - Teachers submit SLOs electronically through the ILEAD website by January 31, 2014.
- Each school's Assessment Leaders will review the SLOs for their school's classroom teachers to ensure that the expectations of SLOs are met.
- Prior to May 1, 2014, teachers provide their SLO Scoring Template to their Evaluator.
- Columbus City Schools has determined the following SLO assessment options
 - District department identified assessments, including but not limited to the Common Core aligned Argumentation Assessment Rubric.
 - Teacher identified or created assessments that ask students to demonstrate their understanding of content-area knowledge.
 - Teachers are encouraged to work within their PLCs/TBTs to create common assessments.

The following section details additional evaluation routes for Teachers/LSPs in Columbus City Schools:

Peer Assistance and Review Program

PAR Internship

Any newly hired teacher who has not previously participated in the PAR Program, and any teacher who has been rehired and has been out of the Columbus City Schools as a member of the bargaining unit for five or more years, is designated an intern in the PAR Program for one year (or its equivalent) for the purpose of mentoring, professional development, and evaluation. The intern is assigned a PAR Consulting Teacher (mentor) who serves as the intern's evaluator. The PAR Consulting Teacher will follow the Evaluation System detailed in this document, with additional conferences, observations and walkthroughs to assist the intern with successfully completing their first year in the Columbus City Schools.

PAR Intervention

The intervention component of the PAR Program is designed to offer all available resources within the school system to improve experienced teachers who are having difficulties in the performance of their professional classroom duties. In close cooperation with the building principal, the PAR Consulting Teacher works to develop specific performance goals, offer supports, and monitor progress of each PAR Program participant. The PAR Consulting Teacher will follow the Evaluation System detailed in this document, with additional conferences, observations and walkthroughs. An experienced teacher may enter the PAR process through self-referral, recommendation made by a vote of the Association Building Council, or recommendation of referral made by the administrator.

Reasons to Refer

- Serious discipline and classroom control problems
- Frequent conflicts with students
- Noisy, unproductive classroom atmosphere
- Children frequently out of the classroom
- Total lack of student interest in classroom activities
- High incidence of discipline referrals
- Unduly harsh and unreasonable treatment of students
- Frequent parent complaints and difficulty resolving problems with parents
- Lack of planning and preparation for instruction
- Disorganized about meeting professional responsibilities

- Extremes in grading as reflected in grade inflation or excessive failure rates
- Lack of student growth and achievement
- Tardiness and high absence rates
- Sarcasm and/or demeaning comments to students
- General negativism toward all facets of the job
- Difficulty with routine tasks
- Failure to comply with district policies and administrative requests
- Problems in the individual's life outside of work that are impacting teaching performance

Exemptions – Ineligible for PAR Intervention

- Less than 5 years of service
- In PAR within the last five years

Referral Process

Administrative Referral to PAR Intervention

- Administrator notes the performance of the educator consistent with the above reason(s) and believes the teacher would benefit from a referral to PAR for additional support in their professional growth
- If this is the Administrator's first year evaluating the teacher regardless of what the individual received on their previous evaluation

Referral Steps

1. Determine if the teacher is eligible for Administrative Referral to PAR
2. If the teacher meets qualifications, Administrator contacts the Office of Professional Learning & Licensure to notify of desire to refer
3. The Office of Professional Learning & Licensure contacts the CEA President
4. The CEA President contacts Faculty Representative in the building
5. If the Faculty Representative disagrees with Administrator, the request is not brought forward to the PAR Panel and the Administrator continues to evaluate.
6. If Faculty Representative agrees with Administrator the request is brought before the PAR Panel for a vote.
7. If brought to the PAR Panel, the PAR Panel votes.
 - a. Yes – Teacher mandated to go into the PAR program
 - b. No – Teacher does not go into the PAR program. Administrator continues to document performance issues for next evaluation.
 - If performance issue continues contact the Director of HR Administration for special evaluation.
 - If performance issues becomes a safety concern contact Employee Relations for disciplinary action.

Teacher (Senior Faculty Representative) Referral

- If a Teacher initiates a serious concern about another Teacher's performance to the Senior Faculty Representative, he or she must immediately call the CEA President who will guide the Senior Faculty Representative through the process.
- The CEA President will contact the Administrative PAR Panel Co-Chair, who will contact the building administrator to verify that both sides concur, the CEA President will notify the Senior Faculty Representative to convene an executive session of the ABC to consider a PAR recommendation.

Self-Referral

- An experienced teacher may refer himself or herself to the PAR Program at any time. The term experienced teacher is intended to mean one who has been teaching in the district for at least five years.
- The experienced teacher may self-refer by writing a letter directly to the CEA President. The action on the request will go directly to the PAR Panel.

Special Evaluation

Reason to refer:

- Not eligible for PAR
- The PAR Panel declines referral

Process: Contact Director of HR Administration (365.5003)

Disciplinary Action

Reason to refer: Safety Issue

Process: Contact Director of Employee Relations (365.5636)