

**SECTION 27-- OHIO TEACHER EVALUATION SYSTEM (OTES) EVALUATION**  
**POLICY**

**Deleted:** OF TEACHERS

**Comment [E1]:** Spell Out OTES ,  
elim Mandated, not adding commentary  
to title

This policy adheres to the requirements for a Standards-based Evaluation Model and will be phased-in beginning July 1, 2013, and implemented in full on July 1, 2015. The negotiated agreement was ratified by the Board of Education on August 27, 2012. This policy replaces Section 27 in the Negotiated Agreement Dated July 1, 2012 – June 30, 2015. Section 26 remains in effect for those positions noted in Section 26 of the Negotiated Agreement with the Section 26 title changed to: OTES Exempted Evaluation Policy as noted in A2 below. Any references to Evaluation in other sections of the Negotiated Agreement should be recognized to refer to Sections 26 or 27.

**Comment [d2]:** Accounts for Phase-in

**A. Teaching Employees Covered by this Policy**

1. This Policy applies to any person employed under a teacher's license or a professional or permanent teacher's certificate in accordance with law, or a permit issued under O.R.C. §3319.301, and who spends at least fifty percent (50%) of his or her time providing content-related student instruction.
2. The Standards-based Evaluation Model (OTES) does not apply to Media Specialists, Speech Language Pathologists, School Counselors, School Psychologists, substitute teachers, and adult education teachers. The evaluation of these employees shall be in accordance with the evaluation procedures defined in Section 26: OTES Exempted Evaluation Policy. Observation and Evaluation Forms along with applicable rubrics are included in the corresponding Appendices in the Negotiated Agreement.

**Comment [E3]:** Is this handled in chart?

**B. Credentialed Evaluators**

The Board will adopt a list of approved credentialed evaluators comprised of building and district administrators to be defined as the Director of Human Resources, Director of Pupil Services, Director of Curriculum, Building Principals and Assistant Building Principals. Each teacher evaluation conducted under this Policy shall be conducted by a person: 1) who is eligible to be an evaluator in accordance with O.R.C. §3319.111(D); and 2) who holds a credential established by the Ohio Department of Education (ODE) for being an evaluator. Every evaluator must complete state-sponsored evaluation training and is required to pass an online credentialing assessment.

**C. Evaluation Timeline and Requirement**

1. All Teachers
  - a. Building or district administrators shall conduct an evaluation of each teacher subject to this Policy. Each evaluation shall include: 1) two (2) cycles of formal observations of at least thirty (30) minutes each; and 2) periodic classroom walkthroughs by the evaluator. A formal observation

**Deleted:** at least annually

**Comment [d4]:** BEA wants a  
minimum time; informal, unannounced,  
less than 30 minutes

cycle shall include a pre-conference, observation, post conference and walkthrough. A classroom walkthrough/informal observation shall be defined as an informal and unannounced observation of five (5) to fifteen (15) minutes in length with feedback to be provided on the Informal Observation (Walkthroughs): Informal Observation; General Form within two school days. All teacher evaluations shall be completed by the first day of May, and each teacher subject to this Policy shall be provided with a written copy of the evaluation results by the tenth day of May and according to the negotiated agreement.

Comment [E5]: Consistent with Form Title

- b. For those teachers who are on limited or extended limited contracts pursuant to O.R.C. §3319.11 and who are under consideration for nonrenewal, one evaluation consisting of at least three (3) cycles of formal observations of at least thirty (30) minutes each; and three (3) periodic classroom walkthroughs must be conducted annually by the first day of May. A formal observation cycle shall include a pre-conference, observation, post conference and walkthrough. A classroom walkthrough/informal observation shall be defined as an informal and unannounced observation of five (5) to fifteen (15) minutes in length with feedback to be provided on the Informal Observation (Walkthroughs): General Form within two school days. Each teacher on a limited or extended limited contract shall be provided with a written copy of the evaluation results by the tenth day of May and according to the negotiated agreement.

Comment [E6]: Consistent with language in a above

2. Accomplished Teachers

- a. The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to Section 27: C, 1, a, once every two years. Any biennial evaluation conducted under this provision must be conducted and completed by the first day of May, and the teacher shall be provided with a written copy of the evaluation results by the tenth day of May..

Ohio Teacher Evaluation Timeline		
Teacher Classification	Minimum Observation Cycles* Per Year	Timeline
Teachers for whom SLOs are required		Submit <b>Student Learning Objectives</b> (SLOs) to SLO Committee for approval by October 1st
All Teachers		<b>Self-Assessment Summary Tool</b> – Optional for teacher use only <i>to be completed by October 1<sup>st</sup></i>
Teacher with “ <b>Above Expected</b> ” & “ <b>Expected</b> ” levels of Student Growth		Develop a <b>Professional Growth Plan</b> <i>by October 1<sup>st</sup></i> (refer to H 1 & 2)
Teacher with “ <b>Below Expected</b> ” levels of Student Growth		Develop an <b>Improvement Plan</b> <i>by September 15<sup>th</sup></i> (refer to H 3)
Teachers with <b>Continuing</b> Contracts	2	<b>First Observation Cycle</b> by December 1st <b>Second Observation Cycle</b> by April 30th <b>Evaluation Report</b> by May 10 <sup>th</sup> to teacher
Teachers with <b>Limited</b> & <b>Extended Limited</b>	3	<b>First Observation Cycle</b> by December 1st <b>Second Observation Cycle</b> by March 1st <b>Third Observation Cycle</b> by April 30 <sup>th</sup> <b>Evaluation Report</b> by May 10 <sup>th</sup> to teacher
Teachers with an effectiveness rating of “ <b>Accomplished</b> ” on their most recent evaluation		Exempt from Evaluation Process for the following year

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Deleted: by September 15<sup>th</sup>

Comment [E7]: Consistency

Comment [E8]: Consistency

\* Observation Cycle includes a *Pre-conference* meeting, an *Observation* of at least 30 minutes, *Post-observation* meeting and *Classroom Walkthrough/Informal Observation*.

Comment [E9]: Consistent language

**D. Assigning an Effectiveness Rating**

Each evaluation will result in an effectiveness rating of “Accomplished,” “Proficient,” “Developing,” or “Ineffective.” An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to Teacher Performance and fifty percent (50%) will be attributed to Student Growth Measure(s).

Teacher Performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating as determined by the ODE specified Evaluation Matrix:

## Evaluation Matrix

		Teacher Performance			
		4	3	2	1
Student Growth Measures	Above	Accomplished	Accomplished	Proficient	Developing
	Expected	Proficient	Proficient	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

In the above Evaluation Matrix Teacher Performance (4 = Accomplished, 3 = Proficient, 2 = Developing, 1 = Ineffective). The Board shall annually submit to the ODE, in accordance with ODE guidelines, the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated.

### E. Calculating Teacher Performance

Teacher Performance is evaluated during the two (2) or three (3) Observation Cycles. Fifty percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the following *Ohio Standards for the Teaching Profession* and training for credentialed evaluators:

1. Understanding student learning and development and respecting the diversity of the students they teach;
2. Understanding the content area for which they have instructional responsibility;
3. Understanding and using varied assessment to inform instruction, evaluate and ensure student learning;
4. Planning and delivering effective instruction that advances individual student learning;
5. Creating learning environments that promote high levels of learning and student achievement;
6. Collaborating and communicating with students, parents, other educators, District administrators and the community to support student learning; and

7. Assuming responsibility for professional growth, performance, and involvement.

The Evaluation Committee has determined that the following OTES Forms will be used: Self-Assessment Summary Tool (Optional), Teacher Performance Evaluation Rubric, Professional Growth Plan, Informal Observation (Walkthroughs): General Form, Improvement Plan, Improvement Plan: Evaluation of Plan, Final Summative Rating of Teacher Effectiveness. (Add copies of these forms to the appendices in the Negotiated Agreement.)

#### F. **Calculating Student Growth Measures**

For purposes of the Ohio Teacher Evaluation System (OTES), “Student Growth” means the change in student achievement for an individual student between two or more points in time. This component of the evaluation includes some combination of the following: 1) Teacher-Level Value-Added Data; 2) ODE-Approved Assessments; and/or 3) Locally-Determined Measures.

1. Teacher-Level Value-Added: “Value-Added” refers to the value-added methodology provided by ODE. Where value-added data for grades 4-8 for English Language Arts and mathematics exists (via state-provided assessments), value-added data must be one of the measures used in calculating student growth.
2. ODE-Approved List of Vendor Assessments: Student assessments approved by the Ohio Department of Education that measure mastery of the course content for the approved grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.
3. Two (2) Student Learning Objectives (SLOs): Include goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time. Where applicable, SLOs are initially submitted by October 1 to the SLO Committee beginning with the 2014 – 2015 school year. If required by the SLO Committee, first revisions must be submitted by the SLO Committee by October 15 and accepted by the SLO Committee no later than October 31. Deadlines for subsequent revisions will be dealt with on a case by case basis.

**Comment [E10]:** 2013 – 2014 will be practice development and probably not meet timelines.

The percentages the District will attribute to Teacher-Level Value-Added, ODE-Approved Vendor Assessments, and SLOs will be determined by the Evaluation Committee.

**Deleted: Shared Attribution Measures:**  
Student growth measures that can be attributed to a group

In the calculation for student academic growth, a student who has sixty or more excused and/or unexcused absences for the school year will not be included.

Data from these multiple measures will be scored on five levels in accordance with ODE guidance and converted to a score in one of three levels of student growth: 1) "Above;" 2) "Expected" and 3) "Below."

G. Final Summative Rating of Teacher Effectiveness

1. The final summative evaluation and post-conference must be conducted on or before the prescribed timeline dates. The evaluator and teacher will discuss and sign the Final Summative Rating of Teacher Effectiveness. The signature by the teacher indicates that the document has been discussed and explained; it does not necessarily indicate approval by the teacher. If the teacher wishes, he/she can submit a written response to the evaluation which will be attached to the Final Summative Rating of Teacher Effectiveness
2. For the 2013-2014 evaluation cycle, teachers will be rated based on the performance portion of the evaluation formula. In the 2014-2015 evaluation cycle, evaluations will include both Teacher Performance and Student Growth Measures.

Comment [E11]: Matrix terminology

H. Professional Growth and Improvement Plans

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Teachers must develop professional growth or improvement plans based on the Evaluation Matrix.

1. Above-Expected Levels: Teachers who meet Above-Expected levels of student growth must develop a professional growth plan and choose their credentialed evaluator for the evaluation cycle from the Board-approved list as follows. These teachers shall be able to select from a list of Board of Education approved credentialed evaluators who are not administrators in a district school building. Each of these administrators are permitted to accept only 3 requests. Requests of one such administrator must be submitted to the Evaluation Committee by May 15 of the preceding year (This takes effect on May 10, 2015). Should an administrator receive more the 3 requests, the selection will be based upon teacher seniority within the district. The professional growth plan shall reflect the Ohio Standards for the Teaching Profession.
2. Expected Levels: Teachers who meet Expected levels of student growth must develop a professional growth plan collaboratively with a credentialed evaluator for the evaluation cycle from the Board-approved list of administrators within their building. The teacher will have input on the selection of a credentialed evaluator for the evaluation cycle. The professional growth plan shall reflect the Ohio Standards for the Teaching Profession.

Comment [E12]: Same as above

Deleted: within their building

3. Below-Expected Levels: Teachers who meet Below-Expected levels of student growth must comply with an improvement plan developed with the credentialed evaluator within their building within their building assigned by the Superintendent/designee for the evaluation cycle from the Board-approved list. The improvement plan shall reflect the Ohio Standards for the Teaching Profession.

**Comment [E13]:** Same as above

**I. Core Subject Teachers – Testing for Content Knowledge**

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Beginning with the 2015 – 2016 school year, core subject teachers must register for and complete all written examinations of content knowledge selected by the Ohio Department of Education if the teacher has received an effectiveness rating of “Ineffective” on his/her annual evaluation for two (2) of the three (3) most recent school years.

If a teacher passes the examination set forth above and provides proof of that passage to the Board, the teacher will be required, at the teacher’s expense, to complete professional development that is targeted to the deficiencies identified in the teacher’s evaluations conducted under this policy.

**Comment [E14]:** It should be understood that the district has already provided support, input, PD through the Improvement plan process.

**Deleted:** teacher’s

**J. Reduction in Force**

Seniority shall not be a basis for making Reduction in Force decisions, except when making a decision between teachers who have comparable evaluations beginning with the 2015 – 2016 school year.

“**Comparable Evaluations**” – Since seniority may not be the sole basis for teacher retention or other employment decisions, except when deciding between teachers who have comparable evaluations, this refers to teachers within three categories: 1) “Ineffective,” 2) “Developing” with a **Teacher Performance Rating** of “Ineffective” or “Developing”, 3) “Developing” with a **Teacher Performance Rating** of “Accomplished” or “Proficient”, 4) “Proficient,” and 5) “Accomplished.”

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**Comment [E15]:** These changes give a greater weight to the teacher performance part of the rubric.

**K. Professional Development**

In accordance with the Ohio State Board of Education’s statewide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of teachers covered under this policy. This plan will be reviewed annually.

**L. Student Learning Objectives Committee (SLO Committee)**

**1. Responsibilities**

A District-wide SLO Committee will be established. The responsibilities of this committee shall include, (1) reviewing and approving teacher submitted SLOs;

(2) maintaining a copy of approved SLOs; (3) Submitting a report of accepted SLOs to the teachers and administrators.

2. Release Time/Compensation

Adequate release time shall be granted to study SLO submissions and to maintain the records mandated by the SLO program. If members of the SLO Committee determine by consensus to conduct some of their meetings/activities outside of the school year and/or school day, each member shall be compensated at the rate of .0007 of the BA base salary for each hour of SLO work beyond the teacher day.

**Comment [E16]:** Consistent with other district committees

3. Facilities and Supplies

The Board shall provide reasonable facilities, supplies and services to the SLO Committee.

**Comment [E17]:** Not necessary

4. Structure

The SLO Committee shall be comprised of 4 administrative and 4 BEA representatives.

- a. Each teacher representative shall have a term of one year. Teachers may be reappointed without limit.
- b. If any vacancies occur in any of the positions selected by the B.E.A. President, the B.E.A. President shall be responsible for selecting teachers to fill the vacancies according to the criteria noted above.
- c. The members of the SLO Committee will determine the frequency of meetings, the dates of meetings, location and time of the meetings.

M. An Evaluation Committee will meet annually in May to make recommendations to the Evaluation process based on information reported to the committee by the SLO committee and administrators. The committee will be comprised of four (4) teachers chosen by BEA and four (4) Administrators.

N. The above language replaces and supersedes the language in Section 26 of the current negotiated agreement when referencing those teachers as identified in Section 27, A, 1, and Appendices related to those teachers will be replaced by forms identified in Section 27 E.



Adopted: \_\_\_\_\_