

EVALUATION OF PROFESSIONAL STAFF
(Ohio Teacher Evaluation System)
(Replaces Current Policy)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District. The Board evaluates teachers in accordance with State law and the standards-based statewide teacher evaluation framework adopted by the State Board of Education (SBOE).

Notwithstanding Ohio Revised Code Section (RC) 3319.09, this policy applies to any person employed under a teacher license issued under RC 3319, or under a professional or permanent teacher's certificate issued under former RC 3319.222, and who spends at least 50% of the time employed providing content-related student instruction. This teacher evaluation policy does not apply to substitute teachers or instructors of adult education.

The Board directs the Superintendent/designee to implement this policy in accordance with State law. This policy has been developed in consultation with teachers employed by the Board. This policy becomes effective at the expiration of any collective bargaining agreement covering teachers employed by the Board that was in effect on November 2, 2018 and must be included in any renewal or extension.

The District will implement this policy beginning with the 2020-2021 school year.

Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE).

Final Holistic Rating and Evaluation Cycle

Teachers are assigned a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of informal and formal observations and supporting evidence using the Teacher Evaluation Rubric.

Annually, the Board submits to the ODE the number of teachers assigned a final holistic rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated. The name of, or any personally identifiable information about, any teacher reported in compliance with this provision cannot be required.

The full evaluation cycle includes:

- Professional Growth/Improvement Plan;
- One formal holistic observation, followed by a conference;
- At least two classroom 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 final summative conference.

The teacher performance measure of the evaluation cycle is aligned with the following Ohio Standards for the Teaching Profession:

- 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 learning environments that promote 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.

The Superintendent/designee selects/develops evaluation tools to calculate teacher performance. The Board directs the Superintendent/designee to develop procedures for these evaluation tools.

Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

All teacher evaluations are completed by May 1. Teachers evaluated under this policy are provided with a written copy of their evaluation results by May 10.

The Board evaluates teachers receiving effectiveness ratings of Accomplished on those teachers' most recent evaluations every three years, provided the teacher submits a self-directed Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Such evaluations are completed by May 1 of the evaluation year. Teachers evaluated on this basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

The Board evaluates teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluations every two years, provided the teacher and evaluator jointly develop a Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

High-Quality Student Data

High-quality student data (HQSD) is used to guide instructional decisions and meet student learning needs. HQSD 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 and
- Not offend or be driven by bias.

AND the teachers must use the data generated from the HQSD 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 and
- Measuring student learning (achievement and/or growth) and progress towards achieving state and local standards.

Evaluations use at least two measures of HQSD to provide evidence of student learning attributable to the teacher being evaluated when required.

When applicable to the grade level or subject area taught by a teacher, HQSD includes the value-added progress dimension established under RC 3302.021, except when otherwise prohibited by law.

HQSD may be used as evidence in any component of the evaluation where applicable.

Data from ODE vendor approved assessments may be considered HQSD.

The use of shared attribution measures or student learning objectives is prohibited.

Professional Growth and Improvement Plans

Each teacher must develop a Professional Growth or Improvement Plan based on the results of their most recent evaluation. These plans are to be developed annually and must be based on the results of the evaluation and aligned to any existing district or building improvement plan.

Teachers with a final holistic rating of Accomplished must develop a self-directed Professional Growth Plan.

Teachers with a final holistic rating of Skilled must develop a Professional Growth Plan working jointly with the credentialed evaluator.

Teachers with a final holistic rating of Developing must develop a Professional Growth Plan that is guided by their assigned credentialed evaluators.

Teachers with a final summative rating of Ineffective will be placed on an Improvement Plan developed by the assigned credentialed evaluators.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use in making retention and promotion decisions based on evaluation results.

Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

Poorly Performing Teachers

The Board uses evaluation results for removing poorly performing teachers. The Board adopts procedures for removing poorly performing teachers based on evaluation results.

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
 ORC 3319.11; 3319.111; 3319.112; 3319.16; 3319.61
 Chapter 4117
 OAC 3301-35-05

Adopted: 7/20/2020

NOTE: In March 2017, the Educator Standards Board made recommendations for updating the current Ohio Teacher Evaluation System originally established in 2013. Senate Bill (SB) 216 reflected many of these recommendations and led to the development of a new teacher evaluation framework by the State Board of Education (SBOE), OTES 2.0. Boards were initially required to have a new OTES 2.0 policy in place by July 1, 2020 and were to begin implementing the OTES 2.0 policy for the 2020-2021 school year. Policies must be adopted in consultation with teachers employed by the Board.

Due to the COVID-19 pandemic and the related school building closures, House Bill 197 was passed. Teacher evaluations were addressed and the deadline to adopt an OTES 2.0 policy was extended to September 1, 2020. Districts may also delay implementation for a year if they choose. Districts choosing to delay are to follow the policies and procedures in place during the 2019-2020 school year.

Under the OTES 2.0 framework, a teacher's Final Holistic Rating (Accomplished, Skilled, Developing or Ineffective) will be based on a combination of informal and formal observations, as well as supporting evidence. Evaluations are to be completed by evaluators credentialed in OTES 2.0.

OTES 2.0 still provides districts with the option of evaluating Accomplished and Skilled teachers less frequently. Annual Professional Growth/Improvement Plans also are required based on the results of a teacher's most recent evaluation.

SB 216 eliminated the requirement that 50% of a teacher's evaluation be based on student academic growth. Instead teacher evaluations will use at least two measures of high-quality student data to provide evidence of student learning attributable to the teacher being evaluated. Districts must determine what data meets the definition of high-quality student data as defined by law and the SBOE framework.

Evaluations conducted pursuant to these requirements must be carried out by a person who holds a credential established by ODE.

The completion of evaluations is required as part of the contract renewal process. Additionally, teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

Boards are still required to use teacher evaluation results for promotion and retention decisions and for removing poorly performing teachers. These will be unique to each district and may be subject to bargaining.

OTES 2.0 still provides various options for times when evaluations are not carried out or are done less frequently than annually:

Boards may choose to evaluate a teacher rated Accomplished on their most recent evaluation annually or less frequently – once every three years – so long as the teacher submits a Professional Growth Plan (self-directed) to their credentialed evaluator that focuses on specific areas identified in the observations and evaluation and the evaluator determines the teacher is making progress on the plan.

Boards also may choose to evaluate a teacher rated Skilled on their most recent evaluation annually or less frequently – once every two years – so long as the teacher and evaluator jointly develop a Professional Growth Plan for the teacher that focuses on specific areas identified in the observations and evaluation and the evaluator determines that the teacher is making progress on the plan.

Boards also can elect to not evaluate teachers who: 1) were on leave for 50% or more of the school year as calculated by the board =, 2) have submitted a notice of retirement that has been accepted by the board no later than December 1 of the school year in which the evaluation would have been conducted or 3) Are participating in the teacher residency program for the year during which the teacher takes, for the first time, at least half of the performance-based assessment prescribed by the SBOE for resident educators.

Boards are still required to allocate financial resources to support professional development.