

EVALUATION OF TEACHERS

The following evaluation process shall apply to any bargaining unit member subject to the Ohio Teacher Evaluation System (OTES). Teacher evaluations under this section shall be conducted pursuant to the Standards-Based Teacher Evaluation Policy adopted by the Board in consultation with teachers.

A. DEFINITIONS

1. “OTES” - stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2011, or as otherwise modified by the State Board of Education.
2. “Teacher” - For purposes of this policy, “teacher” means licensed instructors who spend at least fifty percent (50%) of his/her time providing content-related student instruction and who is working under one of the following:
 - a. A license issued under R. C. 3319.22, 3319.26, 3319.222 or 3319.22; or
 - b. A permanent certificate issued under R. C. 3319.222 as it existed prior to September, 2003; or
 - c. A permanent certificate issued under R. C. 3319.222 as it existed prior to September, 2006; or
 - d. A permit issued under R. C. 3319.301.

Substitute teachers and teachers not meeting this definition are not subject to evaluation under this policy. Full-time bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures of the collective bargaining agreement in effect between the Board and the Nordonia Hills Education association (NHEA).

The Superintendent, Treasurer, Business Manager and any “other administrator” as defined by R. C. 3319.02 are not subject to evaluation under this policy.

3. “Credentialed Evaluator” - For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:
 - a. meets the eligibility requirements under R. C. 3319.111(D); and
 - b. holds a credential established by the Ohio Department of Education for teacher evaluation; and

- c. has completed State-sponsored evaluation training and has passed an online credentialing assessment.
 - d. evaluators shall be Nordonia Administrators.
4. “Core Subject Area” - means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.
 5. “Student Growth” - for the purpose of the District’s evaluation policy, student growth is defined as the change in student achievement for an individual student between two (2) or more points in time.
 6. “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.
 7. “Shared Attribution Measures” - student growth measures that can be attributed to a group.
 8. “Value-Added” - refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the District and school level based on each student’s scores on State issued standardized assessments.
 9. “Vendor Assessment” - student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate 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.

B. STANDARDS BASED TEACHER EVALUATION

1. Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based in equal part upon teacher performance and student growth.
2. Each teacher evaluation will result in an effectiveness rating of accomplished, skilled, developing or ineffective. The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

3. The Superintendent shall annually cause to be filed a report to the Department of Education the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which and the years in which the teachers graduated. Individual data shall not be reported by the ODE except as required by law.
4. Fifty percent (50%) of each evaluation shall be based upon teacher performance and fifty percent (50%) on multiple measures of student growth as set forth herein except as otherwise recommended and ratified by the parties pursuant to HB 362.

C. ASSESSMENT OF TEACHER PERFORMANCE

Teacher performance will be evaluated during formal observations and periodic informal observations also known as “classroom walkthroughs.” Such performance, which will comprise fifty percent (50%) of a teacher’s effectiveness rating, will be assessed through a holistic process by trained and credentialed evaluators based upon the following *Ohio Standards for the Teaching Profession*:

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.

D. FORMAL OBSERVATION AND CLASSROOM WALKTHROUGH SEQUENCE

1. Schedule of Observations
 - a. All members who meet the definition of “teacher” under R. C. 3319.111 and Article 12, Section A(2), shall be evaluated in accordance with law in effect at ratification of this Agreement.
 - b. Teachers on a limited contract who are under consideration for renewal/nonrenewal shall receive at least three (3) formal observations in addition to periodic classroom walkthroughs unless the Superintendent waives the third observation.
2. Evaluations will be completed by May 1, and each teacher will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.
3. In evaluating teacher performance in these areas, the Board shall utilize the measures set forth by the Ohio Department of Education’s OTES “Teacher Performance Evaluation Rubric” for instructional planning, instruction and assessment and professionalism set forth herein in the Appendix.

E. FORMAL OBSERVATION PROCEDURE

1. All formal observations shall be preceded by a conference no more than five (5) school days prior to each observation between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed.
2. All formal observations shall be at least thirty (30) minutes in duration.
3. A post-observation conference shall be held no more than five (5) school days after each formal observation.
4. A teacher may take a representative to any and all conferences under this procedure.

F. INFORMAL OBSERVATION/CLASSROOM WALKTHROUGH PROCEDURE

1. Walkthroughs are informal visits to the classroom lasting less than thirty (30) minutes in duration.

2. Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment.
3. Data gathered from the walkthrough must be placed on the form designated in eTPES.

G. ASSESSMENT OF STUDENT GROWTH

The District shall not use the value-added progress dimension rating that is based on the results of the assessments prescribed under sections 3301.0710 and 3301.0712 of the Revised Code administered in the 2014-2015 and 2015-2016 school years for purposes of assessing student academic growth for teacher evaluations conducted under sections 3311.80, 3319.02, 3319.111, and 3319.112 of the Revised Code.

For a teacher of a grade level and subject area for which the value-added progress dimension is applicable, if no other measure is available to determine student academic growth as required under section 3311.80, 3319.112, or 3319.114 of the Revised Code, teacher evaluations shall be based solely on teacher performance.

1. Student growth measures calculate student growth by assessing achievement for an individual student occurring between two (2) points in time. A student who has forty-five (45) or more absences for the school year will not be included in the determination of student academic growth or as required by law.
2. The following categories will be used to determine this aspect of a teacher's evaluation, depending upon the instructor involved:
 - A1. Teachers instructing in value-added subjects exclusively;
 - A2. Teachers instructing in value-added courses, but not exclusively

OR

- B. Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher-level data available; or
 - C. Teachers instructing in areas where no teacher-level value-added or approved vendor assessment is available.
3. Where value-added methodologies exist for A1 and A2 teachers, they will be utilized in the evaluation process, to the extent set forth in the Appendix of the "District Student Growth Measurement Index." Teachers instructing in

value-added courses, but not exclusively, will utilize teacher value-added and locally determined measures proportionate to the teacher's schedule.

4. When an approved Ohio Department of Education vendor assessment is utilized in the measurement of student growth, it will be included in the evaluation process for B teachers to the extent set forth in the Appendix of the "District Student Growth Measurement Index."
5. When neither teacher-level value-added data nor Ohio Department of Education approved assessments are available, the District shall use locally-determined Student Growth Measures for C teachers as set forth in the Appendix of the "District Student Growth Measurement Index." Student Growth Measures may be comprised of SLOs, shared attribution and/or non-Value-Added vendor data. A SLO must be based upon the following criteria: Baseline and Trend Data, Student Population, Interval of instruction, Standards and Content, Assessment(s), Growth Targets and Rationale for Growth Targets. Building and Department level SLO Committees shall be established. NHEA members shall be paid at the curriculum rate for any work outside the school day. Data from these approved measures of student growth will be scored on five (5) levels in accordance with the Ohio Department of Education/OTES guidance and converted to a score in one of three (3) levels of student growth:
 - a. above;
 - b. expected;
 - c. below.

H. FINAL EVALUTION PROCEDURES

1. Each teacher's performance rating will be combined with the assessment of student growth measures to produce the summative evaluation rating, based upon the "Evaluation Matrix" adopted by the Ohio Department of Education.
2. The evaluator shall provide that each evaluation is submitted to the teacher for his/her acknowledgment by written receipt. If signed by the teacher, the receipt is to be sent to the Superintendent as soon as received.

I. PROFESSIONAL GROWTH PLANS AND PROFESSIONAL IMPROVEMENT PLANS

1. Based upon the results of the annual teacher evaluation as converted to the "Evaluation Matrix" above, each teacher must develop either a professional growth plan or professional improvement plan as follows:

- a. Teachers with above expected levels of student growth shall develop a professional growth plan and may choose their evaluator for the subsequent evaluation cycle.
- b. Teachers with expected levels of student growth shall develop a professional growth plan and shall have input into who their evaluator will be for the subsequent evaluation cycle.
- c. Teachers with below expected levels of student growth must comply with an improvement plan developed by their evaluator in consultation with the teacher and the administration will assign the evaluator for the subsequent evaluation cycle.
- d. Improvement plans detail specific performance expectations, resources and assistance to be provided, sufficient time for completion and allocation of District financial resources.

J. CORE SUBJECT TEACHERS - TESTING FOR CONTENT KNOWLEDGE

1. Beginning with the 2015-2016 school year, core subject area 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.
2. 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.
3. Any teacher passing the examination set forth above will not be required to take the examination again for three (3) years, regardless of the teacher’s evaluation ratings or the performance index score ranking of the building in which the teacher teaches.
4. No teacher shall be responsible for the cost of taking an examination set forth above.

K. BOARD PROFESSIONAL DEVELOPMENT PLAN

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 by this policy. The plan will be reviewed annually.

L. TEACHER EVALUATION COMMITTEE

A Teacher Evaluation Committee will meet annually in May to make recommendations to the Evaluation process and the vendor assessments to be used based on information reported to the Committee by teachers and evaluators. The Evaluation Committee will be comprised of two (2) administrators and three (3) teachers appointed by the Association. The Committee shall be advisory only. This Committee shall study the alternative evaluation measure as passed by the Ohio legislature. Any changes recommended must be ratified by the parties. Members shall be paid at the curriculum rate for any work outside of the school day.

M. RETENTION AND PROMOTION DECISIONS/REMOVAL OF POORLY PERFORMING TEACHERS

1. It is the purpose of this Standards-Based Teacher Evaluation Policy to improve the quality of instruction, enhance student learning and strengthen professional competence through meaningful feedback and targeted professional development. In addition, the evaluations produced will serve to inform the Board on employment decisions, i.e., retention, promotion of teachers, renewal of teaching contracts and the removal/nonrenewal of poorly performing teachers.
2. The removal of poorly performing teachers shall be in accordance with the Ohio revised code and any applicable provisions of this Agreement.
3. Nothing in this Article or the Board's Standards-Based Teacher Evaluation Policy will be deemed to prevent the Board from exercising its rights to non-renew, terminate or suspend a teaching contract as provided by law or the terms of this Agreement.
4. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for teachers on a limited contract that are evaluated under this policy. The Board reserves the right to non-renew a teacher evaluated under this policy. The Board reserves the right to non-renew a teacher evaluated under this policy in accordance with R. C. 3319.11 notwithstanding the teacher's summative rating.
5. In the event that state law changes the percentage of student growth standard, currently fifty percent (50%), to a different percentage standard, or if the frequency of evaluation requirement is changed by law, the parties agree that the

law would be implemented immediately on its effective date, notwithstanding the above.

LEGAL REFS.: O.R.C. §§3319.111, 3319.112

Adopted: November 23, 2015