

## **EVALUATION OF TEACHERS**

This policy reflects the requirements of a standards-based teacher evaluation under R.C. 3319.111 and R.C. 3319.112. Pursuant to guidance issued by the Ohio Department of Education under the authority granted by H.B. 197 (2020), the Board may elect to delay the implementation of this policy until the start of the 2021-2022 school year. If permitted by law, the implementation of this policy may be further delayed, as determined by the Board. Once implemented, this policy shall supersede any existing teacher evaluation policy, which shall thereupon be rescinded.

The Board of Education, in consultation with teachers employed by the Board, adopts this standards-based evaluation policy in conformance with the framework for evaluation of teachers developed by the State Board of Education under O.R.C. §3319.112.

The Board directs the Superintendent to implement this policy in accordance with state law

### **A. Teaching Employees Covered by This Policy**

1. Principals and assistant principals shall be evaluated in accordance with the principal evaluation policy adopted by the Board in accordance with O.R.C. §3319.02.
2. This policy does not apply to the Superintendent, assistant superintendent(s), business manager, Treasurer, or “other administrator” as defined by O.R.C. §3319.02. This policy also does not apply to substitute teachers.

### **B. Teaching Employees Covered by This Policy**

This policy applies to any person employed under a teacher’s license or a professional teacher’s certificate in accordance with law and who spends at least fifty percent (50%) of his or her time providing student instruction.

### **C. Credentialed Evaluators**

The Board will adopt a list of approved credentialed evaluators. Each teacher evaluation conducted under this policy shall be conducted by an administrator or a mutually agreed upon person by the evaluatee and immediate supervisor: 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.

D. **Evaluation Timeline and Requirement**

1. **All Teachers**

- a. District administrators shall conduct an evaluation of each teacher subject to this policy at least annually, except as otherwise set forth herein. 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. 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.
- 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 formal observations must be conducted annually by the first day of May. 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.
- c. The Board may elect not to conduct an evaluation of a teacher who meets any of the following criteria:
  - (1) The teacher was on leave from the District for fifty percent (50%) or more of the school year, as calculated by the Board.
  - (2) The teacher has submitted notice of retirement, and that notice has been accepted by the Board not later than the first day of December of the school year in which the evaluation is otherwise scheduled to be conducted.
  - (3) The teacher is participating in the teacher residency program established under O.R.C. §3319.223 for the year during which that teacher takes, for the first time, at least half of the performance-based assessment prescribed by the state board of education for resident educators.

2. **Accomplished Teachers**

The Board may elect to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy once every three (3) years, so long as the teacher submits a self-directed professional growth plan to the evaluator that focuses on specific areas identified in the observations and evaluation and the evaluator determines that the teacher is making progress on that plan.

3. Skilled Teachers

The Board may evaluate each teacher who received a rating of “Skilled” on the teacher’s most recent evaluation conducted pursuant to this policy once every two (2) 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 that plan.

4. Accomplished and Skilled Teachers

In any year that a teacher is not formally evaluated pursuant to this policy as a result of receiving a rating of “Accomplished” or “Skilled” on the teacher’s most recent evaluation, an individual qualified to evaluate a teacher under this policy shall conduct at least one (1) observation of that teacher and hold at least one (1) conference with that teacher. The conference shall include a discussion of progress on the teacher’s professional growth plan.

E. Assigning an Effectiveness Rating

Each evaluation will result in an effectiveness rating of “Accomplished,” “Skilled,” “Developing,” or “Ineffective.” An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Performance.

Teacher Performance and Student Performance ratings shall be combined to reach the summative teacher effectiveness rating.

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.

F. Calculating Teacher Performance

Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs. Teacher Performance will be determined 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 Superintendent/designee has developed, in consultation with teachers, evaluation tools to be used in calculating the Teacher Performance component. The tools are aligned to the *Ohio Standards for the Teaching Profession* and the Ohio Teacher Evaluation System Performance Rubric. Those tools are: OTES Model Packet, OTES Resource Guide, OTES Resource Packet, OTES Self-Assessment Summary Tool, OTES Pre- and Post-Conference Questions, OTES Classroom Walkthrough and Informal Observation, OTES Post Conference Planning, and Final Summative Rating of Teacher Performance.

G. **Calculating Student Performance**

When using measures of student performance as evidence in a teacher’s evaluation, those measures shall be “high quality student data” as defined by the State Board of Education. At least two (2) measures of high-quality student data will be used to provide evidence of student learning attributable to the teacher being evaluated. When applicable to the level or subject area taught by the teacher, high-quality student data shall include the value-added progress dimension established under O.R.C. §3302.021, but the teacher or evaluator shall use at least one (1) other measure of high-quality student data to demonstrate student learning.

In accordance with guidance issued by the Ohio Department of Education, high-quality student data may be used as evidence in any component of the evaluation related to the following:

1. Knowledge of the students to whom the teacher provides instruction;
2. The teacher’s use of differentiated instructional practices based on the needs or abilities of individual students;
3. Assessment of student learning;
4. The teacher’s use of assessment data;
5. Professional responsibility and growth.

Shared attribution of student performance data among all teachers in the District, or by building, grade, content area, or other group, is prohibited. The use of student learning objectives is prohibited.

The Board shall not use value-added progress dimension data, any other high-quality student data, or any other student academic growth data to measure student learning attributable to a teacher while conducting performance evaluations for the 2020-2021 school year. Rather, the Board shall use only the other evaluation factors and components prescribed under sections 3319.02, 3319.111, and 3319.112 of the Revised Code to conduct a teacher's performance evaluation under those sections for that school year. The Board may consider, as part of a teacher's evaluation how that teacher collects, analyzes, and uses student data, including student academic growth data, to adapt instruction to meet individual student needs or to improve the teacher's practice.

The Board shall not use value-added progress dimension data, established under R.C. 3302.021, from the 2019-2020 school year to measure student learning attributable to the teacher being evaluated.

#### H. **Professional Growth and Improvement Plans**

Teachers must develop professional growth or improvement plans.

A professional growth plan or improvement plan for a teacher shall be based on the results of the teacher's evaluation and shall be aligned to any District or building improvement plan required under the "Elementary and Secondary Education Act of 1965," as amended by the "Every Student Succeeds Act of 2015."

A teacher with a final rating of "Developing" will develop a professional growth plan that is guided by the assigned credentialed evaluator. A teacher with a final rating of "Ineffective" will be placed on an improvement plan developed by the assigned credentialed evaluator.

#### I. **Retention and Promotion Decisions**

The Board adopts the following procedures in consultation with District administrators and teachers to be used by District administrators in making retention and promotion decisions:

Written notice for all vacancies except administrative vacancies, including special and supplementary assignments, shall be made to bargaining unit members in order that all persons interested may apply. Vacancies shall be posted for five (5) calendar days during the school year and until July 25<sup>th</sup> and for three (3) calendar days from July 25<sup>th</sup> until August 31<sup>st</sup>. During the summer months, written notification of all vacancies will appear on the Toronto City School District website and the Ohio Department of Education website and will be sent to certified staff members requesting copies, if requested in writing and postage is paid. The position shall not be filled until after the posting period.

If there is no qualified applicant from within the bargaining unit, then the Superintendent may employ without. A teacher may initiate a written request to the Superintendent via the building principal for transfer from one building to another. Likewise, a teacher may make a written request to transfer from one subject area or grade level to another. If two or more applicants for a vacant position are certified, the more senior teacher will receive the position unless it can be clearly demonstrated there are compelling reasons that a less senior applicant should receive the position. Compelling reasons shall be based on advanced training, performance, evaluations, and/or actual experience in the same of similar position. When a vacancy exists in any non-bargaining unit professional staff position, the Board shall receive and consider applications from qualified teachers who apply.

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

**J. Removal of Poorly-Performing Teachers**

The Board, in consultation with the teachers, adopts the following procedures to be used by District administrators in removing poorly-performing teachers:

1. The district is not required to have “just cause” for non-renewal until the teacher has been offered a 4<sup>th</sup> contract.
2. Teacher will be placed on an improvement plan.
3. While being considered for removal, the teacher will have at least two evaluations.
4. All evaluations will be completed by the first day of May. The teacher will receive a written report of the results of the evaluation by the tenth day of May.
5. If the teacher is being recommended for non-renewal, he/she will be given written notice from the treasurer 10 days prior to when the board takes action on the superintendent’s intention to non-renew including the reason for the recommendation.
6. Teacher may make a written request for a meeting with the superintendent, principal, or board.
7. The non-renewal recommendation will be acted on at the regular May board meeting before the June 1 deadline.

Poorly-performing teachers are those teachers who: do not achieve 75% of the goals listed on their improvement plan when provided with support; and lack adequate power, capacity, or ability to carry out the duties and responsibilities of the position.

K. **Professional Development**

The Board’s plan for the allocation of financial resources to support professional development has been developed in consultation with District administrators and teachers and is as follows: The Toronto City School District will allocate federal, state, and local financial resources to support professional development. The superintendent, treasurer, and district leadership team will determine the allocation of funds based on the completion of the annual district needs assessment. Professional development funds may be used for conferences, conventions, educational consultants, instructional coaching, and team-directed professional learning. These funds may also be used to cover associated costs such as registration fees, transportation, lodging, meals, materials, software licenses, substitute teachers, and stipends for teachers’ work outside the workday.

L. **Testing for Teachers in Core Subject Areas**

Teachers who teach in a “core subject area” are required to register for and take all written examinations of content knowledge selected by ODE if the teacher has received an effectiveness rating of “Ineffective” on evaluations for two of the three most recent school years. “Core subject area” means reading and English language arts, mathematics, science, foreign language, government, economic, fine arts, history, and geography.

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

Adopted: August 27, 2020