

EVALUATION OF TEACHERS

NOTE: The Board must consult with teachers employed by the Board prior to adoption of this Policy.

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. The requirements of this Policy prevail over any conflicting provisions of a collective bargaining agreement entered into on or after September 24, 2012.

A. Teaching Employees Covered by this Policy

1. 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.
2. 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.
3. 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. Credentialed Evaluators

The Board will adopt a list of approved credentialed evaluators. 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. District administrators shall conduct an evaluation of each teacher subject to this Policy at least annually. 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 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.

2. Accomplished Teachers

- a. *Select one of the following two options:*
 - The Board elects to evaluate annually a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation.

[OR]

 - The Board elects 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’s student academic growth measure, for the most recent school year for which data is available, is average or higher, as determined by the ODE. Any 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.

b. *Select one of the following two options:*

- The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this Policy via two cycles of formal observations and periodic classroom walkthroughs.

[OR]

- The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this Policy, via one formal observation, provided the teacher completes a project that has been approved by the Board to demonstrate the teacher’s continued growth and practice at the Accomplished level. The teacher must submit a proposed project to the Superintendent no later than _____ for the Superintendent to obtain the necessary Board approval.

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’s student academic growth measure, for the most recent school year for which data is available, is average or higher, as determined by the ODE.

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.

D. Assigning an Effectiveness Rating (50% teacher performance and 50% student growth)

1. 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 Growth Measures. Fifty percent (50%) of the evaluation will be attributed to Teacher Performance and fifty percent (50%) will be attributed to multiple measures of

Student Growth, except as otherwise prescribed by the Alternative Framework for Evaluation outlined in this policy.

Teacher Performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating. The Evaluation Matrix developed by the ODE is incorporated herein.

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.

2. The District may choose to use the Alternative Framework for Evaluation prescribed in divisions (a) and (b) below, if applicable, when evaluating teachers under O.R.C. §3319.111:
 - (a) For the 2014-2015 school year, the District shall calculate ratings assigned for teacher evaluations according to the following:
 - (1) The teacher performance measure, as defined by the ODE, shall account for 42.5% of each rating.
 - (2) The student academic growth measure, as defined by the ODE, shall account for 42.5% of each rating.
 - (3) Only one of the following components shall account for 15% of each rating:
 - (a) Student surveys;
 - (b) Teacher self-evaluations;
 - (c) Peer review evaluations;
 - (d) Student portfolios.
 - (b) For the 2015-2016 school year and any school year thereafter, the District shall calculate ratings assigned for teacher evaluations according to the following:
 - (1) The teacher performance measure, as defined by the ODE, shall account for 42.5% to 50% of each rating.
 - (2) The student academic growth measure, as defined by the ODE, shall account for 42.5% to 50% of each rating.
 - (3) The remainder shall be one of the following components:

- (a) Student surveys;
 - (b) Teacher self-evaluations;
 - (c) Peer review evaluations;
 - (d) Student portfolios.
- (4) The teacher performance measure and the student academic growth measure shall account for an equal percentage of each rating.

The District shall choose one of the instruments approved by the ODE when evaluating any of the components listed in (a)(3) or (b)(3) above.

E. **Calculating Teacher Performance**

Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs. Unless the Alternative Framework for Evaluation outlined in this policy is used, 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 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:

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 multiple measures used in calculating student growth.
2. ODE-Approved List of Assessments: Assessments, if utilized by the District, must be included as one of the multiple measures of student growth. Assessments utilized must be included when calculating the appropriate percentage attributed to Student Growth Measures. The Superintendent/designee, in consultation with teachers and subject to Board approval, will utilize the assessments on the approved list as he/she deems necessary and appropriate.
3. Locally-Determined Measures: For courses of instruction in which neither Teacher Level Value-Added Data nor ODE-Approved Assessments are available, the Superintendent/designee, in consultation with teachers and subject to Board approval, shall establish a process in accordance with ODE guidance to create Student Learning Objectives (SLOs) to measure student growth in the courses of instruction.

The percentages the District will attribute to Teacher-Level Value-Added, ODE-Approved Assessments, and Locally-Determined Measures are as follows:

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. **Professional Growth and Improvement Plans**

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. The professional growth plan shall include the following components:

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. The teacher will have input on the selection of a credentialed evaluator for the evaluation cycle. The professional growth plan shall include the following components:

3. Below-Expected levels: Teachers who meet Below-Expected levels of student growth must comply with an improvement plan developed by the credentialed evaluator assigned by the Superintendent/designee for the evaluation cycle from the Board-approved list. The improvement plan shall include the following components:

H. **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:

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

I. **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:

Poorly-performing teachers are those teachers who:

J. **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:

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

Beginning with the 2015-16 school year, 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 12, 2014