

Ohio

Department of Education



Ohio Teacher Evaluation System (OTES) TRAINING WORKBOOK

NIET

NATIONAL INSTITUTE FOR
EXCELLENCE IN TEACHING



What's Inside

In this workbook you will find all of the information needed to successfully implement the Ohio Teacher Evaluation System (OTES). The workbook is divided into three parts:

1. An explanation of the OTES model.
2. The resources you will need to understand and implement the OTES model.
3. The documents you will need for each day of the OTES training.

It is our goal for participants to have a thorough understanding of both the OTES model (including teacher performance, and how to incorporate student growth measures) *and* the Teacher Performance Evaluation Rubric. While this training is meant as an introduction to the framework itself, it must be noted that the majority of time will be spent on helping evaluators understand, practice and finally implement the Teacher Performance Evaluation Rubric. Therefore, it is essential for administrators, peers and/or third-party evaluators to understand the Teacher Performance Evaluation Rubric and how it fits within the overall framework to support teacher instruction and, most importantly, student achievement.

This workbook, along with many other resources including videos of classroom instruction, pre- and post-conferences and training modules, will be made available electronically on the NIET Best Practices portal at www.nietbestpractices.org/ohio. Participants will have access to these online resources after the completion of their training.

We encourage you to use this *Ohio Teacher Evaluation System (OTES) Training Workbook* in order to enhance your training experience in the OTES evaluation process.

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section 1

Explanation of the OTES Model

Preface

Over the past decade, Ohio has made important education policy advances, with a focus on student learning and achievement and standards and accountability. Together, these policy advances have moved Ohio's kindergarten through 12th grade system forward in several important ways. Ohio is serious about its commitment to quality schools. The report of the Governor's Commission on Teaching Success was followed by the passage of Senate Bill 2 in 2004, which mandated the creation of the Educator Standards Board. The Board was charged with the creation of the *Ohio Standards for the Teaching Profession*, the *Ohio Standards for Principals* and the *Ohio Standards for Professional Development*.

House Bill 1 in 2009 directed the Educator Standards Board to recommend model evaluation systems for teachers and principals to the State Board of Education for their review and adoption. The Ohio Teacher Evaluation System (OTES) was created in response to this mandate and designed to be used to assess the performance of Ohio teachers.

The OTES was collaboratively developed by Ohio teachers, school administrators, higher education faculty and representatives from Ohio's professional associations, in collaboration with national experts in the area of teacher evaluation. The scope of work of the Ohio Teacher Evaluation Writing Team during 2009-2011 included extensive study of model evaluation systems throughout the country. Many well-recognized state and district systems were examined in depth, including the District of Columbia Public Schools, Delaware, New Mexico, North Carolina and Colorado. The nationally recognized work of Charlotte Danielson, Laura Goe, the New Teacher Center and Learning Point Associates/American Institutes for Research (AIR) was utilized. This research and the collaboration of these national experts informed the components, processes and tools included in the OTES. The OTES is designed to be research-based, transparent, fair and adaptable to the specific contexts of Ohio's districts (rural, urban, suburban, large and small). The evaluation system builds on what we know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice.

It is anticipated that as districts design or revise their teacher evaluation system, the OTES will be used as a model. The teacher evaluation as required in HB153 and SB316:

- » Provides for multiple evaluation factors, including student academic growth which shall account for 50 percent of each evaluation;
- » Is aligned with the standards for teachers adopted under section 3319.61 of the Revised Code;
- » Requires observation of the teacher being evaluated, including at least two formal observations by the evaluator of at least thirty minutes each and classroom walkthroughs;
- » Assigns a rating on each evaluation conducted under sections 3319.111 and 3319.112 of the Revised Code in accordance with the following levels of performance: Accomplished, Proficient, Developing or Ineffective.
- » Requires each teacher to be provided with a written report of the results of the teacher's evaluation;
- » Implements a classroom-level, value-added program developed by a nonprofit organization as described in division (B) of section 3302.021 of ORC;
- » Identifies measures of student academic growth for grade levels and subjects for which the value-added progress dimension prescribed by section 3302.021 of the Revised Code does not apply;
- » Provides for professional development to accelerate and continue teacher growth and provide support to poorly performing teachers; and
- » Provides for the allocation of financial resources to support professional development.
- » Required for teachers holding a teaching license and spends at least fifty percent of the time employed providing student instruction

Definition of Teacher Effectiveness

- » Evaluation of every teacher every year completed either by May 1 or June 1 depending on the teachers' contract status (exception still available for teachers who are accomplished – every other year)
- » At least three formal observations of each teacher who is under consideration for nonrenewal and who has a limited contract or an extended limited contract.
- » Accomplished teacher if board adopts a resolution to allow may have one observation and complete an approved project for their evaluation cycle.
- » Locals are to report to ODE the number of teachers for whom an evaluation was conducted and the number of teacher assigned each rating.
- » In calculating student academic growth for an evaluation, a student shall not be included if the student has sixty or more unexcused absences for the school year

It is our hope that districts and boards of education across the state will find this model useful in improving the assessment of teachers and in strengthening their professional growth.

After conducting extensive research, the following definition of teacher effectiveness was developed by educational practitioners in Ohio and is reinforced by the *Ohio Standards for the Teaching Profession*. Research clearly supports the direct connection between effective teaching and high student achievement.

Inherent in this definition is the expectation that all students will demonstrate a minimum of one year of growth based on standard and reliable measures.

Effective teachers:

- » Understand student learning and development, respect the diversity of the students they teach and hold high expectations for all students to achieve and progress at high levels;
- » Know and 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 individual student;
- » Create a learning environment that promotes high levels of student 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.

Ohio Teacher Evaluation System (OTES) Model Organization

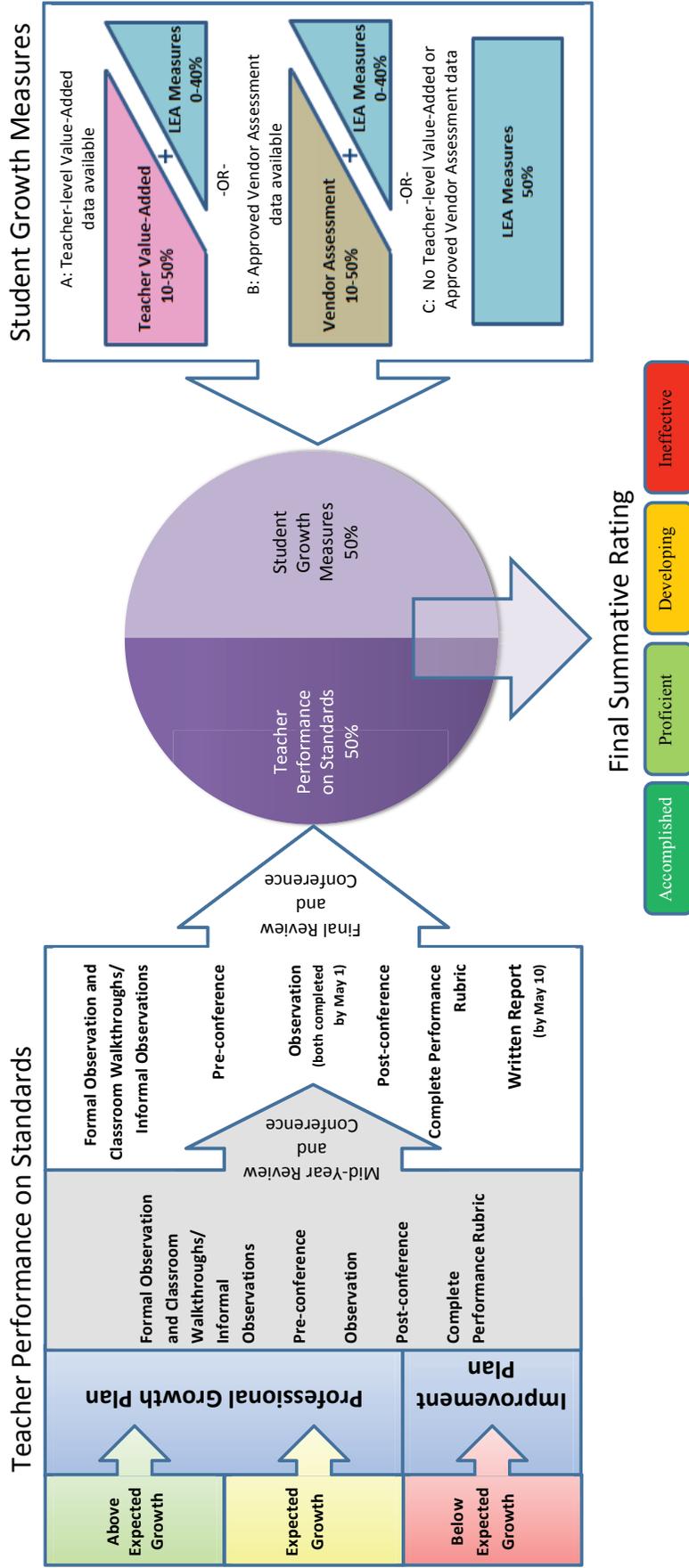
The OTES model is designed to provide support for the implementation of the State Board of Education approved framework. It is representative of three years of committee work that included a field test and pilot. This model is a professional growth model and is intended to be used to continually assist educators in improving teacher performance. This process is to be collaborative and in support of the teacher.

Information contained in this model is organized to address:

- » Teacher Performance
- » Student Growth Measures
- » Combining Teacher Performance and Student Growth Measures
- » Implementing the OTES Model
- » Teacher Performance Evaluation Rubric
- » Using Evidence to Inform Holistic Performance Ratings

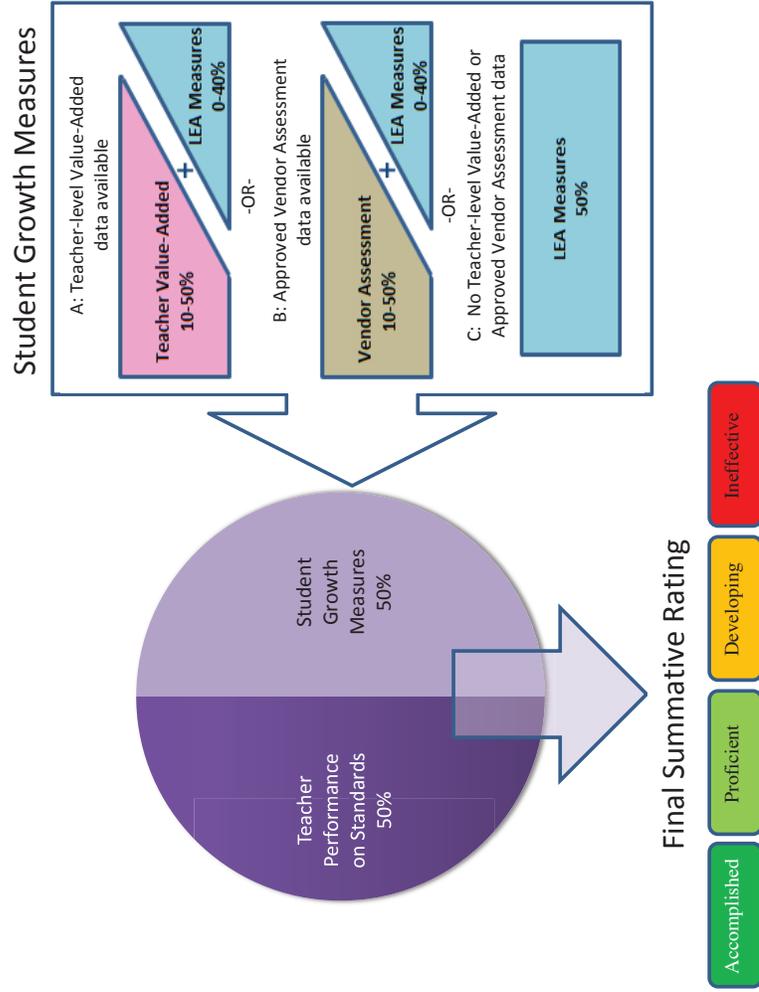
Teacher Performance

Teacher performance is determined by using a rating rubric (Teacher Performance Evaluation Rubric) consisting of indicators based on the *Ohio Standards for the Teaching Profession*. The evaluation process requires the evaluator to use evidence gathered in a variety of avenues (professional growth or improvement plan, observations, walkthroughs and conferences) to determine a teacher performance rating.



Student Growth Measures

Student growth measures shall account for fifty percent (50%) of the teacher evaluation. For the purpose of use in the OTES model, student growth is defined as the change in student achievement for an individual student between two or more points in time.



In Ohio’s LEAs the student growth component will be comprised of a combination of the following measures based on data availability and LEA decisions.

A	Teacher Value-Added	<ul style="list-style-type: none"> » MUST use if available <ul style="list-style-type: none"> ○ 10-50% if applicable ○ Phased-in implementation of reading and math, grades 4-8 ○ Extended reporting (other grades and subjects) being piloted » EVAAS Value-Added metric, aggregated across subject areas <ul style="list-style-type: none"> ○ 1-year report; or 2- or 3-year rolling average, based on availability
B	Vendor Assessments	<ul style="list-style-type: none"> » MUST use if LEA has assessment in place <ul style="list-style-type: none"> ○ 10-50% if applicable and no Value-Added data available » From ODE-Approved List <ul style="list-style-type: none"> ○ Vendors demonstrate how assessment can measure growth
C	LEA-Determined Measures	<ul style="list-style-type: none"> » MAY use: LEA decision (Teacher Groups A & B) <ul style="list-style-type: none"> ○ 0-40% if used in combination with Type One or Two measures » MUST use (Teacher Group C) <ul style="list-style-type: none"> ○ 50% if no Type One or Two data available » Three types of LEA-Determined Measures <ul style="list-style-type: none"> ○ Student Learning Objectives (SLOs) process for using measures that are specific to relevant subject matter. Measures for SLOs must be district-approved and may include: <ul style="list-style-type: none"> • District-approved, locally developed assessments • Pre/Post assessments • Interim assessments • Performance-based assessments • Portfolios ○ Shared attribution measures to encourage collaborative goals and may include: <ul style="list-style-type: none"> • Building or District Value-Added is recommended if available • Building teams (such as content area) may utilize a composite Value-Added score • Performance Index gains • Building or District-based SLOs ○ Teacher Group A (with Value-Added) may also use Vendor assessments as a LEA-determined measure if using both

The combination of measures within the OTES model will vary depending on the grades and subjects taught. The guidelines and further information given will be updated as research and best practices emerge to inform revisions. Please see the Ohio Department of Education Web page for more information. The combination of measures will fall into three categories: a) Teachers with Value-Added data available; b) Teachers with approved Vendor Assessment data available; c) Teachers with no teacher-level Value-Added or Approved Vendor Assessment data available. Some combinations of measures, based on LEA decisions, may include a shared attribution measure such as building-level data.

According to the National Comprehensive Center for Teacher Quality (NCCTQ), the focus on evaluating educators by measuring growth rather than attainment is fairer to teachers and principals whose students enter classrooms well below grade level. These measures have the potential to inform instruction, build stakeholder commitment, provide a critical dimension to the assessment of teacher effectiveness and, most important, improve student performance across a broader set of expectations.

Important terms and definitions

Student growth. For the purpose of use in evaluation systems, student growth is defined as “the change in student achievement for an individual student between two or more points in time” (excerpted from *Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer*).

Tested grades and subjects. The United States Department of Education (USDOE) defines “tested grades and subjects” as those covered by the state’s assessment under the ESEA and “non-tested grades and subjects” as those without such data. Because the definition of student growth requires individual student achievement data from two or more points in time, this definition typically limits the tested grades and subjects to grades 4–10 in the subjects of English language arts and mathematics. In Ohio, this is limited to reading and math, grades 4-8.

Value-Added. In Ohio, Value-Added refers to the EVAAS Value-Added methodology. This is distinct from the more generic use of the term “value-added” which can represent a variety of statistical modeling techniques. The Ohio EVAAS Value-Added measure of student progress at the district and school level has been a component of the Ohio Accountability system for several years. Ohio’s Race to the Top plan provides for the expansion of Value-Added to the teacher level. Additionally, the EVAAS data reporting system has added several helpful features to help educators use this important data. Battelle for Kids (BFK) is providing professional development and other related services across the state.

Vendor Assessment. HB 153 requires the Department to “develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations” for grade levels and subjects for which the Value-Added measure does not apply (the “non-tested” grades). ODE released a Request for Qualifications (RFQ) whereby interested vendors could demonstrate qualifications. The list of approved assessments will be maintained and updated by ODE.

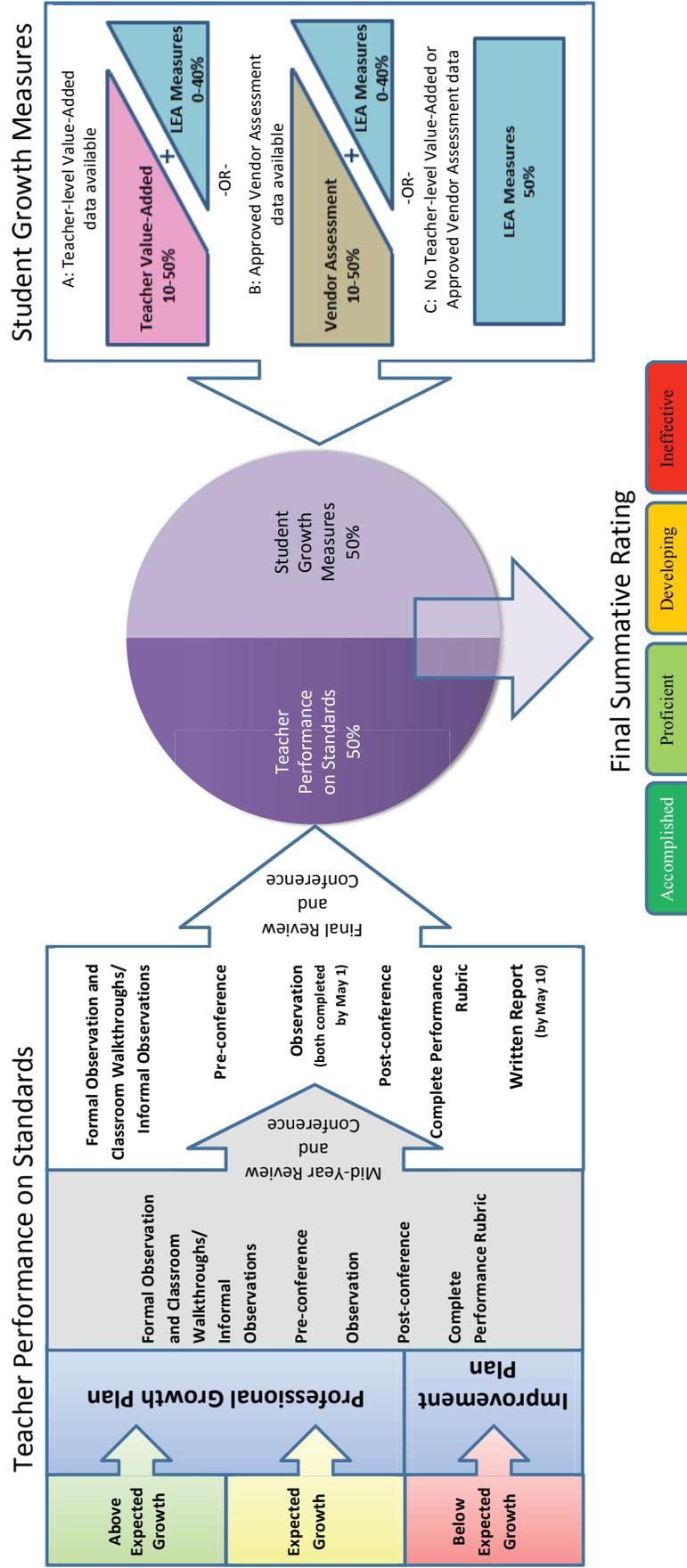
Student Learning Objectives (SLOs). SLOs are goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time. SLOs are determined by teachers after analyzing data on student academic performance and identifying areas in need of targeted effort for all students and subgroups of students. As a way to measure student growth, SLOs demonstrate a teacher’s impact on student learning within a given interval of instruction. Further, they enable teachers to use their own knowledge of appropriate student progress to make meaningful decisions about how their students’ learning is measured. As a collaborative process, SLOs also support teacher teams in their use of best practices.

Multiple measures. The teacher evaluation framework is based on multiple measures of performance and student growth. It is important that the holistic evaluation rating consider multiple factors across time. Accordingly, there are multiple measures within teacher performance and student growth, within and across years. The student growth measures may include data from multiple assessments and subjects.

Teacher Value-Added. Teacher Value-Added, by methodological definition, includes multiple measures on multiple levels. First, the EVAAS methodology incorporates students' test histories (across all state-tested subjects) in determining growth metrics. Second, Value-Added creates effectiveness ratings for each tested grade and subject, as well as an aggregate composite rating. So for example and analogous to Value-Added on the Local Report Card, a 5th grade teacher may have a Value-Added rating for 5th grade math, a separate rating for 5th grade reading and an overall composite rating. Third, the Value-Added metric will eventually roll into a three-year average so that multiple years of multiple measures are represented.

Combining Teacher Performance and Student Growth Measures

Teacher performance and student growth measures are combined in a summative teacher evaluation rating:



Each category's sub-scores are combined on the Lookup Table to determine the rating. The vertical axis of the Lookup Table represents student growth measures and the horizontal axis on the table represents teacher performance. By using the Lookup Table, a final summative rating will be determined.

Lookup Table

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

Implementing the OTES Model: Professional Growth and Improvement Plans

Requirements for Professional Growth Plan or Improvement Plan Processes

A Professional Growth Plan or an Improvement Plan is based on Student Growth Measures as designated on the Summative Evaluation Matrix and/or performance on the standards as noted in the teacher performance rubric provided later in this section.

Above Expected Growth	Expected Growth	Below Expected Growth	Description of Requirements for Professional Growth or Improvement Plan
✓	✓		Growth Plan
		✓	Improvement Plan
✓			Self-Directed by Teacher
	✓		Collaborative – Teacher and Evaluator
		✓	Directed by the Evaluator
✓	✓	✓	Professional Conversations
✓	✓	✓	Mid-Year Progress Check
✓	✓	✓	End-of-Year Evaluation



Professional Conversations and Progress Checks

As the teacher and evaluator work together during the formative assessment process, scheduled conferences should take place several times during the year to provide opportunities for professional conversation or direction about performance, goals, progress, as well as supports needed. During the year, the evaluator and teacher should discuss opportunities for professional development that evolve as a result of the evaluation process. The professional growth plan will be evaluated through indicators as described in the teacher performance rubric.

Professional Growth Plan

Professional Growth Plans help teachers focus on areas of professional development that will enable them to improve their practice. Teachers are accountable for the implementation and completion of the plan and may use the plan as a starting point for the school year. (The Professional Growth Plan is intended to be one academic year in duration and may support the goals of the Individual Professional Development Plan or IPDP. The Professional Growth Plan is not intended to replace the IPDP.) The Professional Growth Plan and process includes feedback from the evaluator as well as the teacher's self-assessment, and the support needed to further the teacher's continuous growth and development. Professional development should be individualized to the needs of the teacher and students (based on available data) and specifically relate to the teacher's areas for growth as identified in the teacher's evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial). The Professional Growth Plan should be reflective of the data available and include:

- » Identification of area(s) for future professional growth;
- » Specific resources and opportunities to assist the teacher in enhancing skills, knowledge and practice;
- » Outcomes that will enable the teacher to increase student learning and achievement.

Improvement Plan

Improvement Plans are developed for a teacher by the evaluator in response to Ineffective ratings in performance and/or student growth. The Improvement Plan is intended to identify specific areas for improvement of performance and for identifying guidance and support needed to help the teacher improve. (A plan of improvement may be initiated at any time during the evaluation cycle by the evaluator based on deficiencies in performance as documented by evidence collected by the evaluator.) District collective bargaining unit agreements should be consulted to determine additional conditions under which improvement plans are instituted. When an improvement plan is initiated by an administrator, it is the responsibility of the administrator to:

- » Identify, in writing, the specific area(s) for improvement to be addressed in relationship to the Ohio Standards for the Teaching Profession;
- » Specify, in writing, the desired level of performance that is expected to improve and a reasonable period of time to correct the deficiencies;
- » Develop and implement a written plan for improvement that will be initiated immediately and includes resources and assistance available;
- » Determine additional education or professional development needed to improve in the identified area(s); and
- » Gather evidence of progress or lack of progress.

A reassessment of the educator's performance shall be completed in accordance with the written plan (multiple opportunities for observation of performance). Upon reassessment of the educator's performance, if improvement has been documented at an acceptable level of performance,* the regular evaluation cycle will resume. If the teacher's performance continues to remain at an Ineffective level, the supervising administrator may reinstate the improvement plan with additional recommendations for improvement or take the necessary steps to recommend dismissal.

*Local negotiated agreement requirements should be consulted when developing Professional Growth Plans and Improvement Plans.

Implementing the OTES Model: Observation Process

Assessment of Teacher Performance

All teachers, at all stages of their careers, will be assessed on their expertise and performance—in the classroom and school setting. Teachers with above expected levels of student growth may choose their credentialed evaluator for the evaluation cycle. Teachers with expected levels of student growth will have input on their credentialed evaluator for the evaluation cycle. Teachers with below expected levels of student growth will be assigned the credentialed evaluator for the evaluation cycle. A credentialed evaluator is one who:

- » Possesses the proper certification/licensure to be an evaluator or are LEA approved peer evaluators;
- » Has been approved as an evaluator by the local board of education;
- » Has completed a state-sponsored OTES training; and
- » Has passed an online assessment using the OTES rubric.

The Formal Observation Process

Observations of teaching provide important evidence when assessing a teacher's performance and effectiveness. As an evaluator observes a teacher engaging students in learning, valuable evidence may be collected on multiple levels. As part of the formal observation process, ongoing communication and collaboration between evaluator and teacher help foster a productive professional relationship that is supportive and leads to a teacher's professional growth and development. Based upon researched best practices, the formal observation process consists of a pre-conference, classroom observation (and walkthroughs) and a post-conference.

Pre-Conference: Planning an Observation of Classroom Teaching and Learning

At the pre-conference, the evaluator and teacher discuss what the evaluator will observe during the classroom visitation. Important information is shared about the characteristics of the learners and learning environment. Specific information is also shared about the objectives of the lesson and the assessment of student learning. The conference will also give the teacher an opportunity to identify areas in which he/she would like focused feedback from the evaluator during the classroom observation. The communication takes place during a formal meeting and a record of the date(s) should be kept. The purpose of the pre-observation conference is to provide the evaluator with an opportunity to discuss the following:

- » Lesson or unit objective(s);
- » Prior learning experiences of the students;
- » Characteristics of the learners/learning environment;
- » Instructional strategies that will be used to meet the lesson objectives;
- » Student activities and materials;
- » Differentiation based on needs of students; and
- » Assessment (data) collected to demonstrate student learning.

Note: The teacher and evaluator should set a time for the formal observation to take place and re-negotiate this scheduled date and time as necessary if the observation is not conducted as planned.

Formal Observation: Gathering Evidence of Teacher Performance

Teachers will participate in a minimum of two formal observations. Teachers who are being considered for nonrenewal and have a limited or extended limited contract will participate in a minimum of three formal observations. A formal observation consists of a visitation of a class period or the viewing of a class lesson. The observation should be conducted for an entire class period, lesson or a minimum of 30 minutes. During the classroom observation, the evaluator documents specific information related to teaching and learning. Each formal observation will be analyzed by the evaluator using the Teacher Performance Evaluation Rubric. A narrative will then be completed by the evaluator to document each formal observation. The results of each formal observation are reviewed with the teacher during the post-observation conference. Formal observations will not include videotaping or sound recordings except with the written permission of the teacher.

Classroom walkthroughs are informal observations less than 30 minutes. These may occur frequently and may be unannounced.

Post-Conference: Reflection, Reinforcement and Refinement

The purpose of the post-observation conference is to provide reflection and feedback on the observed lesson and to identify strategies and resources for the teacher to incorporate into lessons to increase effectiveness. Following the lesson, the teacher reflects on the lesson and how well the student learning outcomes were met. Professional conversations between the evaluator and the teacher during the post-conference will provide the teacher with feedback on the observed lesson and may identify additional strategies and resources. The evaluator will make recommendations and commendations which may become part of the teacher's Professional Development Plan.

In general, the discussion between the evaluator and teacher needs to focus on a relative area of strength (reinforcement) and a relative area of weakness (refinement). Teachers may bring additional evidence that supports the lesson observed to share with the evaluator at the conference. The evaluator may consider these as evidence of student learning or evidence to support the teacher's performance.

Suggestions for Conducting the Post-Conference

1. Introduction/Greeting/Establish Length
 - a. Review Conference Process
 - b. General Impression Question
"How do you think the lesson went?"
2. Reinforcing the Teacher (Area of Relative Strength)
 - a. Identify an area of Reinforcement (ONLY one area)
 - b. Ask Self-Analysis Question
 - c. Provide evidence from notes
3. Refining the Teacher's Skill (Area of Relative Weakness)
 - a. Identify an area of Refinement (ONLY one area)
 - b. Ask Self-Analysis Question
 - c. Provide evidence from notes
 - d. Give a recommendation for future practice
4. Present evidence and ratings connected to the rubric

Combining Measures to Obtain a Holistic Rating

A strong teacher evaluation system calls for ongoing collaboration and honest conversation between teachers and their evaluators. The foundation of such a system is the transparent, two-way gathering and sharing of evidence that informs the teacher performance ratings at the end of the year. Some teacher behaviors are observable in the classroom while other evidence may include formal conferences, informal conversations, evidence of practice, and colleague, parent and student input. The OTES model describes opportunities for teachers and evaluators to discuss evidence, build a common understanding of the teacher's current practice and identify areas for future growth. Regular check-ins also help evaluators manage the administrative burden of gathering and organizing evidence by sharing the responsibility with the teacher and encouraging evaluators to document teacher practices as they occur.

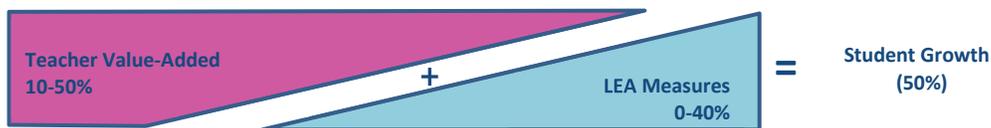
Implementing the OTES Model: Student Growth

Assessment of Student Growth

Student growth measures shall account for fifty percent (50%) of the teacher evaluation. For the purpose of use in the OTES model, student growth is defined as the change in student achievement for an individual student between two or more points in time. In Ohio's LEAs the student growth component will be comprised of a combination of two or more measures of Value-Added scores, Vendor-created assessments and LEA-determined student growth measures.

It is important to note that the combination of measures within this general framework will vary depending on the grades and subjects taught. There is not enough research yet to say which combination of measures will provide the most accurate and useful information about teacher effectiveness. Therefore, these guidelines shall be updated as research and best practices emerge to inform revisions. Subsequently, the specific student growth components will be divided into three categories for teachers based on the availability of Teacher Value-Added and LEA decisions:

A: Teacher-level Value-Added data available



B: Approved Vendor Assessment data available



C: No Teacher-level Value-Added or Approved Vendor Assessment data available



As the teacher evaluation system is implemented and matures, LEAs may consider a phased-in, stepped approach in designing percentage breakdowns within categories. Some student growth data will be based on the previous year's results (due to testing schedules, Value-Added processing and HB 153 evaluation requirements for evaluation schedule). The Value-Added metric will utilize a three-year average, which will itself mature on a rolling basis as LEAs implement teacher Value-Added on a phased-in schedule beginning in 2010-11.

Teacher Performance Evaluation Rubric

The Teacher Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING		Ineffective	Developing	Proficient	Accomplished
FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.	
ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.	

Teacher Performance Evaluation Rubric - *continued*

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
PRIOR CONTENT KNOWLEDGE/ SEQUENCE/ CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.	The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.	The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson. The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.	The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems. The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.
KNOWLEDGE OF STUDENTS (Standard 1: Students) <i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference	The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.	The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information. The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	The teacher demonstrates an understanding of with the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information. The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.

INSTRUCTIONAL PLANNING

Teacher Performance Evaluation Rubric - continued

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
<p>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>	
<p>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>	
<p>RESOURCES (Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p>	<p>The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/ needs or actively engage them in learning.</p>	<p>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.</p>	<p>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.</p>	

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	<p>There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</p> <p>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</p> <p>The teacher creates a learning environment that allows for little or no communication or engagement with families.</p> <p>Expectations for behavior are not established or are inappropriate and/ or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</p>	<p>The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall well-being.</p> <p>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>The teacher welcomes communication from families and replies in a timely manner.</p> <p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p> <p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p> <p>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>	
	INSTRUCTION AND ASSESSMENT				

Teacher Performance Evaluation Rubric - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	<p>The teacher does not routinely use assessments to measure student mastery.</p> <p>The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.</p> <p>The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</p> <p>The teacher does not provide students with feedback about their learning.</p>	<p>The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.</p> <p>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion</p> <p>The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</p> <p>Students receive occasional or limited feedback about their performance from the teacher.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</p> <p>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.</p> <p>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</p> <p>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p> <p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p> <p>The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>	
	INSTRUCTION AND ASSESSMENT				

Teacher Performance Evaluation Rubric - continued

PROFESSIONALISM		Ineffective	Developing	Proficient	Accomplished
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) <i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan Pre-Conference Post-Conference Daily interaction with others	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p>	<p>The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p>	
	<p>The teacher fails to understand and follow regulations, policies, and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>	

PROFESSIONALISM

Using Evidence to Inform Holistic Performance Ratings

Defining the Performance Ratings

In accordance with HB 153 and Ohio Revised Code 3319.112, the rubric describes four levels of teacher performance for each standard area. Each performance rating can also be described in more general terms as a holistic rating of teacher performance:

<p>Ineffective:</p> <p>A rating of <i>Ineffective</i> indicates that the teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan.</p>	<p>Developing:</p> <p>A rating of <i>Developing</i> indicates that the teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. The teacher is making progress but requires ongoing professional support for necessary growth to occur.</p>	<p>Proficient:</p> <p>A rating of <i>Proficient</i> indicates that the teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced teachers.</p>	<p>Accomplished:</p> <p>A rating of <i>Accomplished</i> indicates that the teacher is a leader and model in the classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.</p>
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Teacher Evaluation, as required by Amended Substitute House Bill Number 153 (HB 153), relies on two key evaluation components: a rating of Teacher Performance and a rating of student academic growth, each weighted at fifty percent of each evaluation. The following guidance speaks to the Teacher Performance rating component, utilizing the state model Teacher Performance Evaluation Rubric.

The following is suggested step-by-step guidance for evaluators to review and analyze multiple data points that inform teacher performance ratings.

Step 1: Gather evidence

1a. Align evidence to each standard area. Group the evidence you have collected from time in the classroom, conferences and everyday interactions with the teacher into the ten standard areas of performance described by the Teacher Performance Evaluation Rubric.

1b. Be consistent in gathering, recording and sharing detailed, factual evidence. Capture enough detail to accurately but succinctly describe the event, interaction or behavior factually (without implied judgment or opinion in the recording). Share the form with teachers throughout the year so that the information can be used as a basis for changes in practice.

1c. Sort the evidence by standard area to determine where more information is needed. As the year progresses, holes in evidence coverage across standard areas may emerge. If the evidence collected is organized by standard area after each interaction, it will be automatically sorted by standard area and missing evidence will be apparent. Keep these standard areas in mind during future interactions with the teacher, since all standard areas are important for effective teaching practice.

Step 2: Issue a holistic performance rating

2a. Read all of the evidence collected up to that point within a standard area, looking for patterns. For example, if a teacher talks about wanting to improve an instructional technique in a pre-conference, demonstrates that technique in the first formal classroom observation and an informal classroom “walkthrough” and asks for feedback on the technique in the post-conference, that teacher is displaying a pattern of devoting attention to a particular area of practice. Note these patterns and take them into consideration when issuing a rating.

2b. Compare the evidence and patterns to the performance descriptors. After becoming familiar with the rubric, start by re-reading all of the Proficient performance descriptors in a standard area. Does the evidence exemplify this level of performance? Whether yes or no, look at the Accomplished or Developing performance level descriptors as well to decide if either of them better aligns with the available evidence. If the Developing descriptor seems to be an appropriate match to the evidence, also read the Ineffective descriptor carefully to consider whether any evidence is at this level.

2c. Repeat the process above for each standard area and then consider patterns of performance across standard areas. Once you determine a rating for each standard area based on the available evidence from multiple interactions, look at the larger picture of performance across all standard areas. Although all standard areas are important for effective teacher practice, you may find it appropriate to more strongly weight patterns of behavior in one standard area over another. For example, if the teacher demonstrates a pattern of Developing behavior in the standard areas of Classroom Environment and Resources but exhibits solidly Proficient patterns of behavior in the standard area of Knowledge of Students and Lesson Delivery, you may use your knowledge of the situation to make sense of this information, finding that performance in the former two areas inhibits performance in other areas. As another example, you may find that some of the lost instructional time observed within a classroom is offset by the teacher’s intense attention to individual student needs demonstrated throughout the class time and elsewhere. In a different case, however, you might observe that a pattern of classroom management issues such as lost instructional time is significant enough to overshadow the teacher’s proficient performance in other categories. The key point is that no one standard area of performance should be considered in isolation, but rather should be analyzed in relation to all other areas of performance.

Step 3: Issue the end-of-year performance rating

3a. Consider all evidence from the year, paying attention to trends. In order to issue a teacher’s final performance rating for the year, return to the body of collected evidence rather than just the earlier standard area or holistic ratings. Use the process outlined to reconsider the evidence in each standard area across the arc of the entire year, taking into account observations, all conferences and daily interactions. During this step, it is particularly important to consider trends in the teacher’s performance over time. Was the teacher consistent in his or her practice, did he or she improve or did the teacher decline in one or more areas? If a pattern of evidence in a particular standard area displays a trend of behavior or practice, the evaluator may consider placing more emphasis on the area improvement or decline.

3b. Consider minimum thresholds of competency. Flag any instance of an Ineffective rating as you prepare to issue the final performance rating. While the example of Ineffective behavior should be examined within the entire context of the evidence collected for the teacher, consider that there are minimum thresholds of competency for each of the ten standard areas described in the Teacher Performance Evaluation Rubric. It is possible that a serious deficiency in one area can and should carry more weight than positive ratings in other areas. Rely on your professional judgment, supported by the evidence you have gathered, to decide if this evidence of ineffective practice is grounds to issue a final Ineffective rating, taking into account how detrimental the displayed deficiency is to the teacher’s classroom, colleagues and school as a whole.

3c. Issue the final performance rating, summarize the supporting evidence and offer areas of reinforcement and refinement. Complete the performance rating process by documenting the final teacher performance rating. Support your rating with evidence from formal and informal observations, artifacts provided by the teacher and other appropriate evidence collected throughout the evaluation cycle. Provide succinct, targeted feedback on what professional growth needs to occur so that teachers have a clear understanding of the path to continuous growth and improvement and have concrete examples of supports that will help them improve practice.

section 2

OTES Resources

Self-Assessment Summary Tool

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far right column.

Name _____

Date _____

	Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none"> • Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations 			
Standard 2: Content	<ul style="list-style-type: none"> • Knowledge of content • Use of content-specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio academic content standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities 			
Standard 3: Assessment	<ul style="list-style-type: none"> • Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting 			
Standard 4: Instruction	<ul style="list-style-type: none"> • Alignment to school and district priorities and Ohio academic content standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs 			

Self-Assessment Summary Tool - *continued*

	Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 5: Learning Environment	<ul style="list-style-type: none"> Fair and equitable treatment of all students Creation of a safe learning environment Use of strategies to motivate students to work productively and assume responsibility for learning Creation of learning situations for independent and collaborative work Maintenance an environment that is conducive to learning for all students 			
Standard 6: Collaboration and Communication	<ul style="list-style-type: none"> Clear and effective communication Shared responsibility with parents/caregivers to support student learning Collaboration with other teachers, administrators, school and district staff Collaboration with local community agencies 			
Standard 7: Professional Responsibility and Growth	<ul style="list-style-type: none"> Understanding of and adherence to professional ethics, policies and legal codes Engagement in continuous, purposeful professional development Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement 			

Professional Growth Plan

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher and specifically relate to his/her areas of refinement as identified in the teachers' evaluation. The evaluator should recommend professional development opportunities and support the teacher by providing resources (e.g., time, financial).

Self-Directed

Teacher _____

Collaborative

Evaluator _____

<p><u>Annual Focus</u></p> <p>These are addressed by the evaluator as appropriate for this teacher.</p>	<p><u>Date</u></p> <p>Record dates when discussed</p>	<p><u>Areas for Professional Growth</u> Supports needed, resources, professional development</p> <p>Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.</p>
<p>Goal 1: Student Achievement/Outcomes for Students</p> <p>Goal Statement:</p> <p>Evidence Indicators:</p>		
<p>Goal 2: Teacher Performance on the Ohio Standards for the Teaching Profession</p> <p>Goal Statement:</p> <p>Evidence Indicators:</p>		

Evaluator Signature

___/___/___
Date

Teacher Signature

___/___/___
Date

The signatures above verify that the teacher and evaluator have discussed and agreed upon this Professional Growth Plan.

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Improvement Plan Conference: ___/___/___

Written improvement plans are to be developed in the circumstances when an educator makes below expected academic growth with his/her students AND/OR receives an overall Ineffective rating or an Ineffective rating on any of the components of the OTES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

Section 1: Improvement Statement

List specific areas for improvement as related to the <i>Ohio Standards for the Teaching Profession</i> . Attach documentation.		
Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement

Section 2: Desired Level of Performance

List specific measurable goals to improve performance. Indicate what will be measured for each goal.		
Beginning Date	Ending Date	Level of Performance Specifically Describe Successful Improvement Target(s)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.

--

Date for this Improvement Plan to Be Evaluated: ___/ ___/ ___

Teacher's Signature: _____ Date: ___/ ___/ ___

Evaluator's Signature: _____ Date: ___/ ___/ ___

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

Improvement Plan Evaluation

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Evaluation: ___/___/___

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken:

- Improvement is demonstrated and performance standards are met to a satisfactory level of performance.*
- The Improvement Plan should continue for time specified: _____
- Dismissal is recommended.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Teacher's Signature: _____ Date: ___/___/___

Evaluator's Signature: _____ Date: ___/___/___

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

*The acceptable level of performance varies depending on the teacher's years of experience. Teachers in residency—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced teachers—with five or more years of experience—are expected to meet the Proficient level or above.

Pre-Conference Sample Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

FOCUS FOR LEARNING

(Standard 4: Instruction)

- » What is the focus for the lesson?
- » What content will students know/understand? What skills will they demonstrate?
- » What standards are addressed in the planned instruction?
- » Why is this learning important?

ASSESSMENT DATA

(Standard 3: Assessment)

- » What assessment data was examined to inform this lesson planning?
- » What does pre-assessment data indicate about student learning needs?

PRIOR CONTENT KNOWLEDGE/ SEQUENCE/CONNECTIONS

(Standard 1: Students/Standard 2: Content/ Standard 4: Instruction)

- » What prior knowledge do students need?
- » What are the connections to previous and future learning?
- » How does this lesson connect to students' real-life experiences and/or possible careers?
- » How does it connect to other disciplines?

KNOWLEDGE OF STUDENTS

(Standard 1: Students)

- » What should the evaluator know about the student population? (See Data Measures Inventory for the Classroom)
- » How is this a developmentally appropriate learning activity?

LESSON DELIVERY

(Standard 2: Content/Standard 4: Instruction)

- » How will the goals for learning be communicated to students?
- » What instructional strategies and methods will be used to engage students and promote independent learning and problem solving?
- » What strategies will be used to make sure all students achieve lesson goals?
- » How will content-specific concepts, assumptions and skills be taught?

DIFFERENTIATION

(Standard 1: Students/Standard 4: Instruction)

- » How will the instructional strategies address all students' learning needs?
- » How will the lesson engage and challenge students of all levels?
- » How will developmental gaps be addressed?

RESOURCES**(Standard 2: Content/Standard 4: Instruction)**

- » What resources/materials will be used in instruction?
- » How will technology be integrated into lesson delivery?

CLASSROOM ENVIRONMENT**(Standard 1: Students/Standard 5: Learning Environment)**

- » How will the environment support all students?
- » How will different grouping strategies be used?
- » How will safety in the classroom be ensured?
- » How will respect for all be modeled and taught?

ASSESSMENT OF STUDENT LEARNING**(Standard 3: Assessment)**

- » How will you check for understanding during the lesson?
- » What specific products or demonstrations will assess student learning/achievement of goals for instruction?
- » How will you ensure that students understand how they are doing and support students' self-assessment?
- » How will you use assessment data to inform your next steps?

PROFESSIONAL RESPONSIBILITIES: COLLABORATION AND COMMUNICATION**(Standard 6)**

- » How do you cooperate with colleagues?
- » How do you work with others when there is a problem?
- » What is your communication style with students? With families? With colleagues?
- » In what ways do you seek the perspectives of others? Give an example.

PROFESSIONAL RESPONSIBILITIES: PROFESSIONAL RESPONSIBILITY AND GROWTH**(Standard 7)**

- » How do you apply knowledge gained from other experiences into your teaching?
- » Discuss ways you reflect and analyze your teaching.
- » What are some proactive ways you further your own professional growth?

Post-Conference Sample Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

FOCUS FOR LEARNING

(Standard 4: Instruction)

- » What was the focus for the lesson?
- » Talk about the content that you hoped students would know and understand by the end of the lesson.
What skills did they demonstrate to you?
- » What standards were addressed in the planned instruction?
- » Why was this learning important?
- » How was the appropriateness of the goal communicated to students?
- » How did your stated goals fit into the unit, course and school goals?

ASSESSMENT DATA

(Standard 3: Assessment)

- » What assessment data was examined to inform the planning for the observed lesson?
- » What did pre-assessment data indicate about student learning needs?
- » What formal or informal techniques did you use to collect evidence of students' knowledge and skills?
- » How did your assessment data help you identify student strengths and areas of improvement?

PRIOR CONTENT KNOWLEDGE/ SEQUENCE/CONNECTIONS

(Standard 1: Students/Standard 2: Content/ Standard 4: Instruction)

- » What prior knowledge did students need and how did you connect that to their future learning?
- » How did this lesson connect to students' real-life experiences and/or possible careers?
- » How did it connect to other disciplines?

KNOWLEDGE OF STUDENTS

(Standard 1: Students)

- » How did this lesson demonstrate your familiarity with the students' background knowledge and experiences?
- » Talk about how this lesson was developmentally appropriate for your students.
- » What strategies did you plan for and implement to meet the needs of individual students?

LESSON DELIVERY

(Standard 2: Content/Standard 4: Instruction)

- » How were the goals for learning communicated to students?
- » What instructional strategies and methods were used to engage students and promote independent learning and problem solving?
- » What strategies were used to make sure all students achieve lesson goals?
- » How were content-specific concepts, assumptions and skills taught?
- » What questioning techniques did you use to support student learning?
- » How did you ensure this lesson was student led?

DIFFERENTIATION**(Standard 1: Students/Standard 4: Instruction)**

- » How did the instructional strategies address all students' learning needs?
- » How did the lesson engage and challenge students of all levels?
- » How were developmental gaps addressed?
- » Why is it important to provide varied options for student mastery?

RESOURCES**(Standard 2: Content/Standard 4: Instruction)**

- » What resources/materials were used in instruction?
- » How was technology integrated into lesson delivery?
- » How did students show ownership of their learning?

CLASSROOM ENVIRONMENT**(Standard 1: Students/Standard 5: Learning Environment)**

- » How did the environment support all students?
- » How were different grouping strategies used?
- » How was safety in the classroom ensured?
- » How was respect for all modeled and taught?

ASSESSMENT OF STUDENT LEARNING**(Standard 3: Assessment)**

- » How did you check for understanding during the lesson?
- » What specific products or demonstrations assessed student learning/achievement of goals for instruction?
- » How did you ensure that students understand how they are doing and support students' self-assessment?
- » How did you use assessment data to inform your next steps?
- » Why is it important to provide specific and timely feedback?

PROFESSIONAL RESPONSIBILITIES: COLLABORATION AND COMMUNICATION**(Standard 6)**

- » How do you cooperate with colleagues?
- » How do you work with others when there is a problem?
- » What is your communication style with students? With families? With colleagues?
- » In what ways do you seek the perspectives of others? Give an example.

PROFESSIONAL RESPONSIBILITIES: PROFESSIONAL RESPONSIBILITY AND GROWTH**(Standard 7)**

- » How do you apply knowledge gained from other experiences into your teaching?
- » Discuss ways you reflect and analyze your teaching.
- » What are some proactive ways you further your own professional growth?

Teacher Performance Evaluation Rubric: Record of Evidence

The Teacher Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
EVIDENCE				
ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles; incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
EVIDENCE				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
<p>PRIOR CONTENT KNOWLEDGE/ SEQUENCE/ CONNECTIONS (Standard 1; Standard 2; Standard 4; Instruction) <i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p>	<p>The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</p>	<p>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p>
EVIDENCE				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
KNOWLEDGE OF STUDENTS (Standard 1: Students) <i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference	The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.	The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.	The teacher demonstrates an understanding of with the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.
	The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.	The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.
				The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.
EVIDENCE				

INSTRUCTIONAL PLANNING

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT				
	Ineffective	Developing	Proficient	Accomplished
<p>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, and developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>
<p>EVIDENCE</p>				
<p>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>
<p>EVIDENCE</p>				

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT				
	Ineffective	Developing	Proficient	Accomplished
<p>RESOURCES (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p>	<p>The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.</p>	<p>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.</p>	<p>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.</p>
<p>EVIDENCE</p>				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments. There are no evident routines or procedures; students seem unclear about what they should be doing or are idle. Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged. The teacher creates a learning environment that allows for little or no communication or engagement with families. Expectations for behavior are not established or are inappropriate and/ or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall well-being. Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle. The teacher transitions between learning activities, but occasionally loses some instructional time in the process. The teacher welcomes communication from families and replies in a timely manner. Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.	The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress. Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom. Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations. The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development. A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.		
	EVIDENCE				

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	The teacher does not routinely use assessments to measure student mastery.	The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.	
	The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.	The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion.	The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.	The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.	
	The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.	The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.	The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.	By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.	
	The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.	
EVIDENCE					

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

PROFESSIONALISM		Ineffective	Developing	Proficient	Accomplished
<p>PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)</p> <p><i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan Pre-Conference Post-Conference Daily interaction with others</p>	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>The teacher fails to understand and follow regulations, policies, and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>	
PROFESSIONALISM	EVIDENCE				

Conducting a Walkthrough/Informal Observation

An informal observation/classroom walkthrough is a:

- » Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
- » Process for giving targeted evidenced-based feedback to teachers; and
- » Means for principals to visit classrooms more frequently and more purposefully.

An informal observation/classroom walkthrough is not a(n):

- » Formal observation;
- » “Gotcha” opportunity for supervisors or evaluators;
- » Isolated event; or
- » Shortcut to the observation protocol required as part of the teacher evaluation process.

Classroom walkthroughs/informal observations, as part of the teacher evaluation system, may be general in nature or focused on observing a specific aspect of teacher performance. Summary data collected through a series of walkthroughs along with evidence documented through formal observations will come together to inform the teachers’ summative performance rating: Ineffective, Developing, Proficient or Accomplished.

Guidelines for Informal Classroom Observations

Informally Observe All Teachers

All teachers benefit from informal classroom observations. Informal observations should last from 15 to 20 minutes; therefore, conduct only as many observations in a day as you can follow up with on either the same or next day. Teachers need and deserve some type of immediate feedback.

Informally Observe As Often As You Can

The principal’s presence in the classroom sends a positive message to teachers: the principal cares. Including informal classroom observation as a school-wide initiative requires consistency and frequency. Find times in the day to observe teachers at varying times of the day: for most teachers, what occurs in the morning is much different than what occurs in the afternoon.

Focusing on One or Two Areas

Although there may be no predetermined focus established (because of no pre-conference), find a focus based on the instruction, events or discussions that are occurring in the classroom. A focus may also occur based upon past conferences and the need for follow up observations.

Make Time to Follow Up

Follow-up communication to informal classroom observations is a critical component. Follow-up will often be in writing but the evaluator should extend to the teacher an invitation to discuss any comments provided face-to-face. The evaluator may also offer resources to help teachers refine their practice.

Teacher Driven Observations

While it is recognized that evaluators have many demands on their time, encouraging teachers to identify instructional periods for the evaluator to observe can be a means for the evaluator to collect evidence related to a specific focus the teacher and evaluator may be working on.

Types of Data

Data collected as evidence of teacher practice may be quantitative, qualitative or a combination of both. Quantitative data includes frequencies, distributions and other counts or tallies. For example the observer could use a checklist to tally how many questions were asked of children in the front row or children who had their hands raised versus not. The evaluator might also chart the types of questions asked (higher versus lower levels). Qualitative data can include scripted notes detailing patterns of activities, vocabulary used and events observed. In both cases, accuracy is essential to ensure the credibility of the process and the evaluator.

Informal Observation: General Form

Teacher Name: _____ Grade(s)/Subject Area(s): _____

Evaluator Name: _____ Date: ___/___/___

Time Walkthrough Begins: _____ Time Walkthrough Ends: _____

Directions: This form serves as a record of an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. This record, along with records of additional informal observations, will be used to inform the summative evaluation of the teacher.

EVALUATOR OBSERVATIONS	
<input type="checkbox"/> Instruction is developmentally appropriate	<input type="checkbox"/> Lesson content is linked to previous and future learning
<input type="checkbox"/> Learning outcomes and goals are clearly communicated to students	<input type="checkbox"/> Classroom learning environment is safe and conducive to learning
<input type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives	<input type="checkbox"/> Teacher provides students with timely and responsive feedback
<input type="checkbox"/> Content presented is accurate and grade appropriate	<input type="checkbox"/> Instructional time is used effectively
<input type="checkbox"/> Teacher connects lesson to real-life applications	<input type="checkbox"/> Routines support learning goals and activities
<input type="checkbox"/> Instruction and lesson activities are accessible and challenging for students	<input type="checkbox"/> Multiple methods of assessment of student learning are utilized to guide instruction
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

Evaluator Summary Comments:

Recommendations for Focus of Informal Observations:

Evaluator Signature: _____

Photocopy to Teacher

Informal Observation: Open-Ended Form

Teacher Name: _____ Grade(s)/Subject Area(s): _____

Evaluator Name: _____ Date: ___/___/___

Time Walkthrough Begins: _____ Time Walkthrough Ends: _____

TIMES	OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature: _____

Photocopy to Teacher

Planning for the Post-Conference

Post-Conference Planning

- » The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.
- » Record 3 reflective questions you would ask the teacher aligned to the area of reinforcement.

1.

2.

3.

- » Record 3 reflective questions you would ask the teacher aligned to the area of refinement.

1.

2.

3.

Four Key Elements of the Instructional Post-Conference

Conducting the Post-Conference:

1. Introduction/Greeting/Establish Length
 - » Review Conference Process
 - » General Impression Question
“How do you think the lesson went?”
2. Reinforcing the Teacher
 - » Identify an area of Reinforcement (ONLY one area)
 - » Ask Self-Analysis Question
 - » Provide evidence from notes
3. Refining the Teacher’s Skill
 - » Identify an area of Refinement (ONLY one area)
 - » Ask Self-Analysis Question
 - » Provide evidence from notes
 - » Give a recommendation for future practice
4. Present evidence and rating connected to the rubric

Final Summative Rating of Teacher Effectiveness

Proficiency on Standards 50%	Ineffective	Developing	Proficient	Accomplished
Cumulative Performance Rating (Holistic Rating using Performance Rubric)				
<i>Areas of reinforcement/refinement:</i>				
Student Growth Data 50%	Below Expected Growth	Expected Growth	Above Expected Growth	
Student Growth Measure of Effectiveness				
<i>Areas of reinforcement/refinement:</i>				
Final Summative (Overall) Rating	Ineffective	Developing	Proficient	Accomplished

Check here if Improvement Plan has been recommended.

Teacher Signature

___/___/___
Date

Evaluator Signature

___/___/___
Date

The signatures above indicate that the teacher and evaluator have discussed the Summative Rating.

Note: The teacher may provide additional information to the evaluator within 10 working days of the receipt of this form and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.

Credentialed Evaluators

ORC 3319.111 (D) identifies who may be eligible to become a credentialed evaluator:

Each evaluation conducted pursuant to this section shall be conducted by one or more of the following persons who hold a credential established by the department of education for being an evaluator:

- (1) A person who is under contract with the board pursuant to section 3319.01 or 3319.02 of the Revised Code and holds a license designated for being a superintendent, assistant superintendent, or principal issued under section 3319.22 of the Revised Code;
- (2) A person who is under contract with the board pursuant to section 3319.02 of the Revised Code and holds a license designated for being a vocational director, administrative specialist, or supervisor in any educational area issued under section 3319.22 of the Revised Code;
- (3) A person designated to conduct evaluations under an agreement entered into by the board, including an agreement providing for peer review entered into by the board and representatives of teachers employed by the board;
- (4) A person who is employed by an entity contracted by the board to conduct evaluations and who holds a license designated for being a superintendent, principal, vocational director, administrative specialist, or supervisor in any educational area issued under section 3319.22 of the Revised Code or is qualified to conduct evaluations.

All designated evaluators must participate in required evaluation training and demonstrate proficiency in the OTES process by successfully completing an online credentialing test.

This test consists of two parts:

1. Part One: Lesson Analysis

For this portion of the test, each applicant views a video of a teacher conducting a lesson, which they script and rate using the performance indicators on the rubric. Ratings for the “Lesson Analysis” part of the test are calculated by comparing the applicant’s ratings against a benchmark rating for each indicator. The benchmark ratings are derived from the average of three expert raters’ ratings. To pass this portion of the test, the applicant has to meet all three of the following guidelines:

- » For 2 of the 5 indicators, the applicant’s rating can be one level off, above or below the benchmark rating.
- » For 3 of the 5 indicators, the applicant’s rating has to be the same as the benchmark rating.
- » The overall rating (Ineffective, Developing, Proficient or Accomplished) has to be the same as the benchmark rating.

2. Part Two: Pre- and Post-Conference Plans

After viewing and rating the lesson, each applicant will answer eight questions regarding the pre and post-conferencing process. These questions will be randomly generated and can include true/false, multiple choice and video response questions. The applicant must answer six of the eight questions correctly to pass this portion of the credentialing test.

Explanation of the Standards for Ohio Educators

The following pages are meant as an introduction to the *Standards for Ohio Educators* as well as an explanation of the indicators that are found in the Teacher Performance Evaluation Rubric.

In addition to administrators and third-party evaluators, it is essential that all teachers in schools using OTES develop an in-depth understanding of how teachers' performance will be measured as well. In order for this to happen, teachers need to see what each standard area looks like in the context of instructional practice in order to understand how they are accurately applied. With this in mind, administrators and third-party evaluators can use their in-depth understanding of the Teacher Performance Evaluation Rubric to not only observe and evaluate teachers, but also to professionally develop them in the following ways:

- » Make connections for teachers regarding how practicing elements from the Ohio Standards and OTES rubric impacts student achievement and why the elements are critical in making instruction effective. In this way, effective leaders of professional development make clear connections between effective instructional strategies and the implementation of the various indicators of the rubric through modeling and support provided in the classrooms. By doing so, the leader will maximize the potential for proficient transfer of the new learning into the classroom resulting in increased student achievement.
- » Use the Ohio Standards and Teacher Evaluation Rubric in his or her presentation of professional development learning. Research has shown that the same teaching techniques that are effective in teaching students are effective with adults. Therefore leaders of professional development should utilize the OTES rubric as they plan professional development activities.

The Ohio Department of Education (ODE) is fully committed to providing multiple levels of support while the rubric is being implemented. This is why in addition to the training on the OTES model, all evaluators and teachers will have access to the NIET Best Practices portal which will serve as an online professional development tool for all Ohio Educators. In addition to this, after the initial training, ODE will post all the resources administrators need to roll this process out to their schools including interactive presentations with grade appropriate video lessons, post-conferences and aligned activities like the ones used in this training.

For access to the full *Standards for Ohio Educators*, please go to:
http://esb.ode.state.oh.us/PDF/Standards_OhioEducators.pdf

For access to the NIET Best Practices Portal, visit: www.nietbestpractices.org/ohio.

Standard 1: Students

Teachers understand student learning and development and respect the diversity of the students they teach.

Narrative Summary

A thorough understanding of how students learn is essential to quality teaching. Effective teachers must understand the processes and strategies students use to construct knowledge, and use this understanding to create learning activities appropriate for students' ages, abilities and learning styles. Effective teachers understand the impact of students' backgrounds and experiences on their learning. They connect instruction to students' needs, interests and prior knowledge. They understand the abilities and talents of their students, and use that knowledge to determine appropriate learning activities and identify resources for students that foster rich learning opportunities. Teachers' sense of efficacy results in their persistence to help all students learn and achieve at high levels.

Elements

- 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- 1.3 Teachers expect that all students will achieve to their full potential.
- 1.4 Teachers model respect for students' diverse cultures, language skills and experiences.
- 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Teacher Performance Rubric Connections

- » Prior Content Knowledge/Sequence/Connections
- » Knowledge of Students
- » Differentiation
- » Classroom Environment

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

Narrative Summary

A deep understanding of content is essential for teachers to have the power to positively impact student learning and achievement. Teachers must understand the structures and the history of the content they teach and recognize that the content is not static, but complex and evolving. Effective teachers demonstrate a deep and reflective understanding of content specific practices, processes and vocabulary. They connect the content and skills of their disciplines to the Ohio academic content standards and are committed to staying abreast of current research and development within their disciplines. These teachers make content meaningful, relevant and applicable to students by making connections between the content that they teach and other content areas, real life experiences and career opportunities.

Elements

- 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.
- 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.
- 2.5 Teachers connect content to relevant life experiences and career opportunities.

Teacher Performance Rubric Connections

- » Prior Content Knowledge/Sequence/Connection
- » Lesson Delivery
- » Resources

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Narrative Summary

The professional imperative of teachers is to maximize student learning and eliminate gaps between students' potential and their performance. Toward that end, the relationship between instruction and assessment is purposeful, interdependent and recursive. Effective teachers are assessment-literate. They use multiple assessments to learn about their students, to plan and adjust instruction and to evaluate student learning. Teachers have sufficient knowledge and skills in probability and statistics to use a variety of assessment data to plan effectively for all students. Teachers use formal and informal assessment data to determine the incremental development of students based on the Ohio academic content standards. Teachers encourage students to critically examine their own work and foster their students' ability to become knowledgeable of how they learn. Teachers provide students and parents with formative assessment results and provide them with strategies to improve student learning.

Elements

- 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.
- 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.
- 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

Teacher Performance Rubric Connections

- » Assessment

Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

Narrative Summary

Effective teachers have high expectations for all students and implement strategies designed to enable all students to achieve. They continually reflect on student outcomes to make appropriate decisions resulting in increased student success. Effective teachers have a deep knowledge of the content they teach. This content knowledge allows them to effectively sequence content for learning and structure differentiated opportunities for student remediation, reinforcement or acceleration. Effective teachers use a variety of research-based instructional strategies that provide challenging and positive learning experiences for all students. These teachers build ideas and concepts logically to lead students to comprehend more complex concepts and encourage higher order creative and critical thinking skills. They use effective questioning strategies to stimulate thinking. Effective teachers explore, evaluate and integrate learning tools, including technology, to make content comprehensible to students.

Elements

- 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 4.7 Teachers use resources effectively, including technology, to enhance student learning.

Teacher Performance Rubric Connections

- » Focus for Learning
- » Prior Content Knowledge/Sequence/Connections
- » Instruction
- » Differentiation
- » Resources

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Narrative Summary

Teachers create a learning environment that promotes high levels of achievement for all students and in which all students feel a responsibility for their own learning. Teachers orchestrate the learning environment to maximize each student's opportunities to learn. They create a content-rich and reflective learning environment for students. Teachers recognize that students learn in a variety of formal and informal settings. They motivate students by demonstrating enthusiasm for the subject(s) they teach. Teachers create a learning environment where all students feel safe, valued and enjoy a sense of belonging.

Elements

- 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- 5.2 Teachers create an environment that is physically and emotionally safe.
- 5.3 Teachers motivate students to work productively and assume responsibility for their own learning.
- 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- 5.5 Teachers maintain an environment that is conducive to learning for all students.

Teacher Performance Rubric Connections

- » Classroom Environment

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Narrative Summary

Teachers understand the role of communication in their profession and use it to foster active inquiry, and collaborative and supportive interaction in and out of the classroom. They value families as an integral component of teaching and learning. Teachers acknowledge what families have to offer and provide opportunities for them to contribute to the learning community. Teachers demonstrate respect for confidentiality with students and their families and create relationships built on trust. Teachers collaborate with their colleagues within the school learning community and in the larger community to share responsibility for the development and learning of all students. Recognizing that they can learn from each other, teachers form learning communities and engage in coaching, mentoring, modeling and work in teams to develop curriculum and assessments.

Elements

- 6.1 Teachers communicate clearly and effectively.
- 6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.
- 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Teacher Performance Rubric Connections

- » Lesson Delivery
- » Classroom Environment
- » Professional Responsibilities

Standard 7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

Narrative Summary

Teachers are professionals who must recognize that they are in a unique and powerful position to influence the future of their students. It is imperative that teachers practice the highest standards of integrity, honesty and fairness. Effective teachers grow and learn, contribute to the profession and engage in continuous professional development. Effective teachers are leaders within the school community and engage in a variety of leadership roles. They ensure student achievement and well-being by participating in decision making, initiating innovations for school change and fostering ongoing collaboration with colleagues. Teachers serve as change agents in the learning community by thinking and acting critically and addressing concerns related to inequities among students.

Elements

- 7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.
- 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Teacher Performance Rubric Connections

- » Professional Responsibilities

Section 3

Training Documents

Day 1

Section 3 Training Documents

The Text Rendering Experience

Purpose:

To collaboratively construct meaning, clarify and expand our thinking about a text or document.

Roles:

A facilitator to guide the process. A scribe to track the **phrases** and **words** that are shared.

Set Up:

Take 3-5 minutes to read the document your group has been assigned. After you are done reading, place a star next to the paragraph that you believe is most important. Once you have placed your star, underline the sentence within the paragraph that you think is most important. Finally, highlight the word that best captures the main point of the paragraph.

Steps (1-4 for each indicator)

1. First Round: Each person shares a paragraph (starred) from the document that he/she thinks/feels is particularly significant and explains why. This can be done orally.
2. Second Round: Each person shares a sentence (underlined) that he /she thinks/feels is particularly significant and explains why. This also can be done orally.
3. Third Round: Each person shares the word (highlighted) that he/she thinks/feels is particularly significant and explains why. The scribe records each word on chart paper.
4. The small group discusses what they heard, the words that have been grouped together on the chart paper and what that says about that particular document.
5. Each group will share the words that they found particularly important and any other clarifying details with the whole group.
6. The large group debriefs the text rendering process.

Adapted from the National School Reform Faculty (NSRF).

Implementing the OTES Model: Professional Growth and Improvement Plans

Requirements for Professional Growth Plan or Improvement Plan Processes

A Professional Growth Plan or an Improvement Plan is based on Student Growth Measures as designated on the Summative Evaluation Matrix and/or performance on the standards as noted in the teacher performance rubric provided later in this section.

Above Expected Growth	Expected Growth	Below Expected Growth	Description of Requirements for Professional Growth or Improvement Plan
✓	✓		Growth Plan
		✓	Improvement Plan
✓			Self-Directed by Teacher
	✓		Collaborative – Teacher and Evaluator
		✓	Directed by the Evaluator
✓	✓	✓	Professional Conversations
✓	✓	✓	Mid-Year Progress Check
✓	✓	✓	End-of-Year Evaluation



High Level of Autonomy



Medium Amount of Autonomy



Low Amount of Autonomy

Professional Conversations and Progress Checks

As the teacher and evaluator work together during the formative assessment process, scheduled conferences should take place several times during the year to provide opportunities for professional conversation or direction about performance, goals, progress, as well as supports needed. During the year, the evaluator and teacher should discuss opportunities for professional development that evolve as a result of the evaluation process. The professional growth plan will be evaluated through indicators as described in the teacher performance rubric.

Professional Growth Plan

Professional Growth Plans help teachers focus on areas of professional development that will enable them to improve their practice. Teachers are accountable for the implementation and completion of the plan and may use the plan as a starting point for the school year. (The Professional Growth Plan is intended to be one academic year in duration and may support the goals of the Individual Professional Development Plan or IPDP. The Professional Growth Plan is not intended to replace the IPDP.) The Professional Growth Plan and process includes feedback from the evaluator as well as the teacher's self-assessment, and the support needed to further the teacher's continuous growth and development. Professional development should be individualized to the needs of the teacher and students (based on available data) and specifically relate to the teacher's areas for growth as identified in the teacher's evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial). The Professional Growth Plan should be reflective of the data available and include:

- » Identification of area(s) for future professional growth;
- » Specific resources and opportunities to assist the teacher in enhancing skills, knowledge and practice;
- » Outcomes that will enable the teacher to increase student learning and achievement.

Improvement Plan

Improvement Plans are developed for a teacher by the evaluator in response to Ineffective ratings in performance and/or student growth. The Improvement Plan is intended to identify specific areas for improvement of performance and for identifying guidance and support needed to help the teacher improve. (A plan of improvement may be initiated at any time during the evaluation cycle by the evaluator based on deficiencies in performance as documented by evidence collected by the evaluator.) District collective bargaining unit agreements should be consulted to determine additional conditions under which improvement plans are instituted. When an improvement plan is initiated by an administrator, it is the responsibility of the administrator to:

- » Identify, in writing, the specific area(s) for improvement to be addressed in relationship to the Ohio Standards for the Teaching Profession;
- » Specify, in writing, the desired level of performance that is expected to improve and a reasonable period of time to correct the deficiencies;
- » Develop and implement a written plan for improvement that will be initiated immediately and includes resources and assistance available;
- » Determine additional education or professional development needed to improve in the identified area(s); and
- » Gather evidence of progress or lack of progress.

A reassessment of the educator's performance shall be completed in accordance with the written plan (multiple opportunities for observation of performance). Upon reassessment of the educator's performance, if improvement has been documented at an acceptable level of performance,* the regular evaluation cycle will resume. If the teacher's performance continues to remain at an Ineffective level, the supervising administrator may reinstate the improvement plan with additional recommendations for improvement or take the necessary steps to recommend dismissal.

*Local negotiated agreement requirements should be consulted when developing Professional Growth Plans and Improvement Plans.

Implementing the OTES Model: Observation Process

Assessment of Teacher Performance

All teachers, at all stages of their careers, will be assessed on their expertise and performance—in the classroom and school setting. Teachers with above expected levels of student growth may choose their credentialed evaluator for the evaluation cycle. Teachers with expected levels of student growth will have input on their credentialed evaluator for the evaluation cycle. Teachers with below expected levels of student growth will be assigned the credentialed evaluator for the evaluation cycle. A credentialed evaluator is one who:

- » Possesses the proper certification/ licensure to be an evaluator or the LEA has deemed that peers may be evaluators;
- » Has been approved as an evaluator by the local board of education;
- » Has completed a state-sponsored OTES training; and
- » Has passed an online assessment using the OTES rubric.

The Formal Observation Process

Observations of teaching provide important evidence when assessing a teacher's performance and effectiveness. As an evaluator observes a teacher engaging students in learning, valuable evidence may be collected on multiple levels. As part of the formal observation process, on-going communication and collaboration between evaluator and teacher help foster a productive professional relationship that is supportive and leads to a teacher's professional growth and development. Based upon researched best practices, the formal observation process consists of a pre-conference, classroom observation (and walkthroughs) and a post-conference.

Pre-Conference: Planning an Observation of Classroom Teaching and Learning

At the pre-conference, the evaluator and teacher discuss what the evaluator will observe during the classroom visitation. Important information is shared about the characteristics of the learners and learning environment. Specific information is also shared about the objectives of the lesson and the assessment of student learning. The conference will also give the teacher an opportunity to identify areas in which he/she would like focused feedback from the evaluator during the classroom observation. The communication takes place during a formal meeting and a record of the date(s) should be kept. The purpose of the pre-observation conference is to provide the evaluator with an opportunity to discuss the following:

- » Lesson or unit objective(s);
- » Prior learning experiences of the students;
- » Characteristics of the learners/learning environment;
- » Instructional strategies that will be used to meet the lesson objectives;
- » Student activities and materials;
- » Differentiation based on needs of students; and
- » Assessment (data) collected to demonstrate student learning.

Note: The teacher and evaluator should set a time for the formal observation to take place and re-negotiate this scheduled date and time as necessary if the observation is not conducted as planned.

Formal Observation: Gathering Evidence of Teacher Performance

Teachers will participate in a minimum of two formal observations. A formal observation consists of a visitation of a class period or the viewing of a class lesson. The observation should be conducted for an entire class period, lesson or a minimum of 30 minutes. During the classroom observation, the evaluator documents specific information related to teaching and learning. Each formal observation will be analyzed by the evaluator using the Teacher Performance Evaluation Rubric. A narrative will then be completed by the evaluator to document each formal observation. The results of each formal observation are reviewed with the teacher during the post-observation conference. Formal observations will not include videotaping or sound recordings except with the written permission of the teacher.

Classroom walkthroughs are informal observations less than 30 minutes. These may occur frequently and may be unannounced.

Post-Conference: Reflection, Reinforcement and Refinement

The purpose of the post-observation conference is to provide reflection and feedback on the observed lesson and to identify strategies and resources for the teacher to incorporate into lessons to increase effectiveness. Following the lesson, the teacher reflects on the lesson and how well the student learning outcomes were met. Professional conversations between the evaluator and the teacher during the post-conference will provide the teacher with feedback on the observed lesson and may identify additional strategies and resources. The evaluator will make recommendations and commendations which may become part of the teacher's Professional Development Plan.

In general, the discussion between the evaluator and teacher needs to focus on a relative area of strength (reinforcement) and a relative area of weakness (refinement). Teachers may bring additional evidence that supports the lesson observed to share with the evaluator at the conference. The evaluator may consider these as evidence of student learning or evidence to support the teacher's performance.

Suggestions for Conducting the Post-Conference

1. Introduction/Greeting/Establish Length
 - a. Review Conference Process
 - b. General Impression Question
"How do you think the lesson went?"
2. Reinforcing the Teacher (Area of Relative Strength)
 - a. Identify an area of Reinforcement (ONLY one area)
 - b. Ask Self-Analysis Question
 - c. Provide evidence from notes
3. Refining the Teacher's Skill (Area of Relative Weakness)
 - a. Identify an area of Refinement (ONLY one area)
 - b. Ask Self-Analysis Question
 - c. Provide evidence from notes
 - d. Give a recommendation for future practice
4. Present evidence and ratings connected to the rubric

Combining Measures to Obtain a Holistic Rating

A strong teacher evaluation system calls for ongoing collaboration and honest conversation between teachers and their evaluators. The foundation of such a system is the transparent, two-way gathering and sharing of evidence that informs the teacher performance ratings at the end of the year. Some teacher behaviors are observable in the classroom while other evidence may include formal conferences, informal conversations, evidence of practice, and colleague, parent and student input. The OTES model describes opportunities for teachers and evaluators to discuss evidence, build a common understanding of the teacher's current practice and identify areas for future growth. Regular check-ins also help evaluators manage the administrative burden of gathering and organizing evidence by sharing the responsibility with the teacher and encouraging evaluators to document teacher practices as they occur.

Using Evidence to Inform Holistic Performance Ratings

Defining the Performance Ratings

In accordance with HB 153 and Ohio Revised Code 3319.112, the rubric describes four levels of teacher performance for each standard area. Each performance rating can also be described in more general terms as a holistic rating of teacher performance:

<p>Ineffective:</p> <p>A rating of <i>Ineffective</i> indicates that the teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan.</p>	<p>Developing:</p> <p>A rating of <i>Developing</i> indicates that the teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. The teacher is making progress but requires ongoing professional support for necessary growth to occur.</p>	<p>Proficient:</p> <p>A rating of <i>Proficient</i> indicates that the teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced teachers.</p>	<p>Accomplished:</p> <p>A rating of <i>Accomplished</i> indicates that the teacher is a leader and model in the classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.</p>
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Teacher Evaluation, as required by Amended Substitute House Bill Number 153 (HB 153), relies on two key evaluation components: a rating of Teacher Performance and a rating of student academic growth, each weighted at fifty percent of each evaluation. The following guidance speaks to the Teacher Performance rating component, utilizing the state model Teacher Performance Evaluation Rubric.

The following is suggested step-by-step guidance for evaluators to review and analyze multiple data points that inform teacher performance ratings.

Step 1: Gather evidence

1a. Align evidence to each standard area. Group the evidence you have collected from time in the classroom, conferences and everyday interactions with the teacher into the ten standard areas of performance described by the Teacher Performance Evaluation Rubric.

1b. Be consistent in gathering, recording and sharing detailed, factual evidence. Capture enough detail to accurately but succinctly describe the event, interaction or behavior factually (without implied judgment or opinion in the recording). Share the form with teachers throughout the year so that the information can be used as a basis for changes in practice.

1c. Sort the evidence by standard area to determine where more information is needed. As the year progresses, holes in evidence coverage across standard areas may emerge. If the evidence collected is organized by standard area after each interaction, it will be automatically sorted by standard area and missing evidence will be apparent. Keep these standard areas in mind during future interactions with the teacher, since all standard areas are important for effective teaching practice.

Step 2: Issue a holistic performance rating

2a. Read all of the evidence collected up to that point within a standard area, looking for patterns. For example, if a teacher talks about wanting to improve an instructional technique in a pre-conference, demonstrates that technique in the first formal classroom observation and an informal classroom “walkthrough” and asks for feedback on the technique in the post-conference, that teacher is displaying a pattern of devoting attention to a particular area of practice. Note these patterns and take them into consideration when issuing a rating.

2b. Compare the evidence and patterns to the performance descriptors. After becoming familiar with the rubric, start by re-reading all of the Proficient performance descriptors in a standard area. Does the evidence exemplify this level of performance? Whether yes or no, look at the Accomplished or Developing performance level descriptors as well to decide if either of them better aligns with the available evidence. If the Developing descriptor seems to be an appropriate match to the evidence, also read the Ineffective descriptor carefully to consider whether any evidence is at this level.

2c. Repeat the process above for each standard area and then consider patterns of performance across standard areas. Once you determine a rating for each standard area based on the available evidence from multiple interactions, look at the larger picture of performance across all standard areas. Although all standard areas are important for effective teacher practice, you may find it appropriate to more strongly weight patterns of behavior in one standard area over another. For example, if the teacher demonstrates a pattern of Developing behavior in the standard areas of Classroom Environment and Resources but exhibits solidly Proficient patterns of behavior in the standard area of Knowledge of Students and Lesson Delivery, you may use your knowledge of the situation to make sense of this information, finding that performance in the former two areas inhibits performance in other areas. As another example, you may find that some of the lost instructional time observed within a classroom is offset by the teacher’s intense attention to individual student needs demonstrated throughout the class time and elsewhere. In a different case, however, you might observe that a pattern of classroom management issues such as lost instructional time is significant enough to overshadow the teacher’s proficient performance in other categories. The key point is that no one standard area of performance should be considered in isolation, but rather should be analyzed in relation to all other areas of performance.

Step 3: Issue the end-of-year performance rating

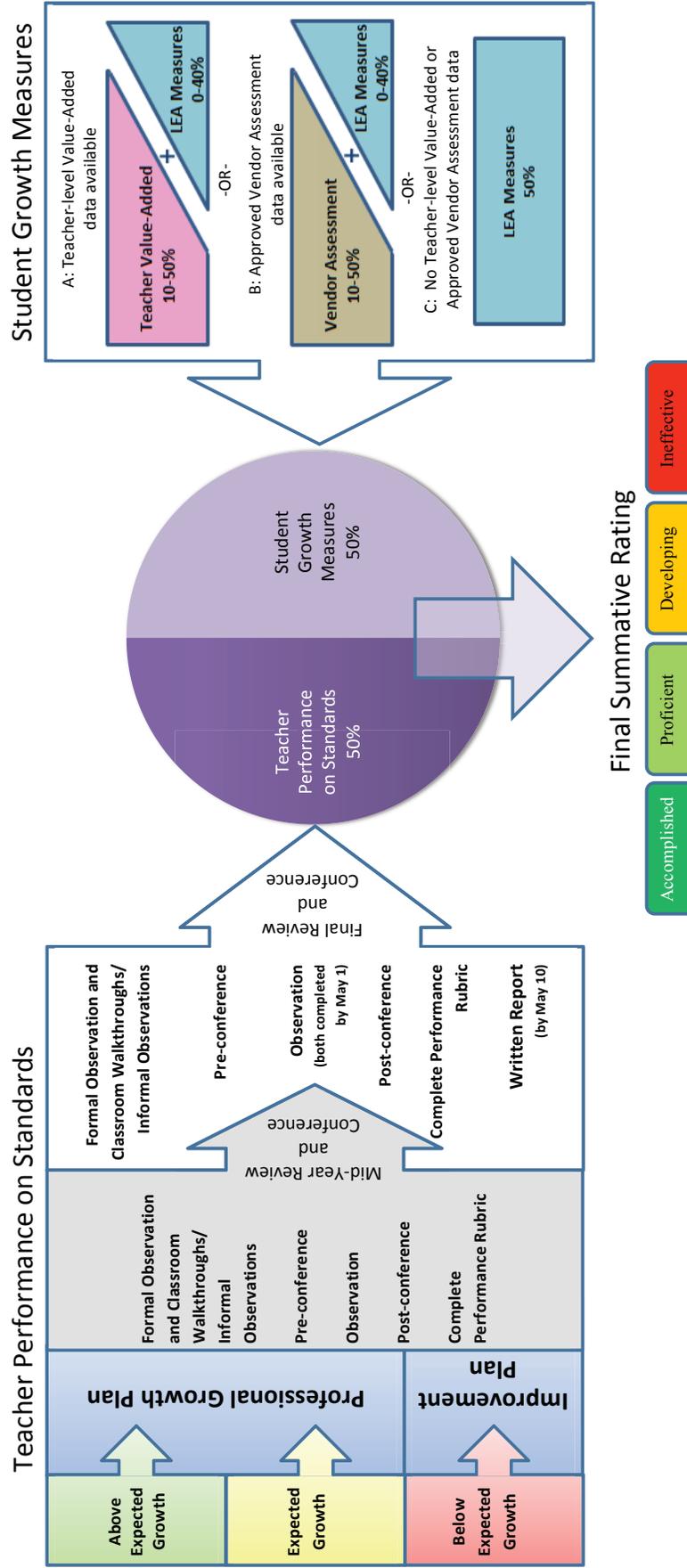
3a. Consider all evidence from the year, paying attention to trends. In order to issue a teacher’s final performance rating for the year, return to the body of collected evidence rather than just the earlier standard area or holistic ratings. Use the process outlined to reconsider the evidence in each standard area across the arc of the entire year, taking into account observations, all conferences and daily interactions. During this step, it is particularly important to consider trends in the teacher’s performance over time. Was the teacher consistent in his or her practice, did he or she improve or did the teacher decline in one or more areas? If a pattern of evidence in a particular standard area displays a trend of behavior or practice, the evaluator may consider placing more emphasis on the area improvement or decline.

3b. Consider minimum thresholds of competency. Flag any instance of an Ineffective rating as you prepare to issue the final performance rating. While the example of Ineffective behavior should be examined within the entire context of the evidence collected for the teacher, consider that there are minimum thresholds of competency for each of the ten standard areas described in the Teacher Performance Evaluation Rubric. It is possible that a serious deficiency in one area can and should carry more weight than positive ratings in other areas. Rely on your professional judgment, supported by the evidence you have gathered, to decide if this evidence of ineffective practice is grounds to issue a final Ineffective rating, taking into account how detrimental the displayed deficiency is to the teacher’s classroom, colleagues and school as a whole.

3c. Issue the final performance rating, summarize the supporting evidence and offer areas of reinforcement and refinement. Complete the performance rating process by documenting the final teacher performance rating. Support your rating with evidence from formal and informal observations, artifacts provided by the teacher and other appropriate evidence collected throughout the evaluation cycle. Provide succinct, targeted feedback on what professional growth needs to occur so that teachers have a clear understanding of the path to continuous growth and improvement and have concrete examples of supports that will help them improve practice.

Combining Teacher Performance and Student Growth Measures

Teacher performance and student growth measures are combined in a summative teacher evaluation rating:



Implementing the OTES Model: Student Growth

Assessment of Student Growth

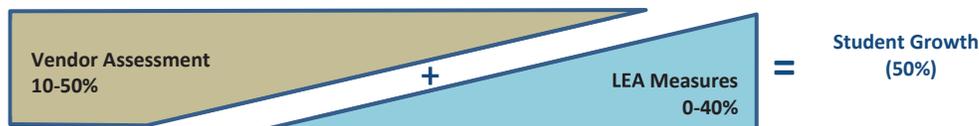
Student growth measures shall account for fifty percent (50%) of the teacher evaluation. For the purpose of use in the OTES model, student growth is defined as the change in student achievement for an individual student between two or more points in time. In Ohio's LEAs the student growth component will be comprised of a combination of two or more measures of Value-Added scores, Vendor-created assessments and LEA-determined student growth measures.

It is important to note that the combination of measures within this general framework will vary depending on the grades and subjects taught. There is not enough research yet to say which combination of measures will provide the most accurate and useful information about teacher effectiveness. Therefore, these guidelines shall be updated as research and best practices emerge to inform revisions. Subsequently, the specific student growth components will be divided into three categories for teachers based on the availability of Teacher Value-Added and LEA decisions:

A: Teacher-level Value-Added data available



B: Approved Vendor Assessment data available



C: No Teacher-level Value-Added or Approved Vendor Assessment data available



As the teacher evaluation system is implemented and matures, LEAs may consider a phased-in, stepped approach in designing percentage breakdowns within categories. Some student growth data will be based on the previous year's results (due to testing schedules, Value-Added processing and HB 153 evaluation requirements for evaluation schedule). The Value-Added metric will utilize a three-year average, which will itself mature on a rolling basis as LEAs implement teacher Value-Added on a phased-in schedule beginning in 2010-11.

Teacher Performance Evaluation Rubric: Record of Evidence

The Teacher Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
EVIDENCE				
ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles; incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
EVIDENCE				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
<p>PRIOR CONTENT KNOWLEDGE/ SEQUENCE/ CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p>	<p>The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</p>	<p>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p>
<p>EVIDENCE</p>				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
<p>KNOWLEDGE OF STUDENTS (Standard 1: Students) <i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.</p> <p>The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</p>	<p>The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.</p> <p>The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.</p>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>The teacher demonstrates an understanding of with the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>
EVIDENCE				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT				
	Ineffective	Developing	Proficient	Accomplished
<p>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, and developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>
<p>EVIDENCE</p>				
<p>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>
<p>EVIDENCE</p>				

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT				
	Ineffective	Developing	Proficient	Accomplished
<p>RESOURCES (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p>	<p>The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.</p>	<p>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.</p>	<p>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.</p>
<p>EVIDENCE</p>				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments. There are no evident routines or procedures; students seem unclear about what they should be doing or are idle. Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged. The teacher creates a learning environment that allows for little or no communication or engagement with families. Expectations for behavior are not established or are inappropriate and/ or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall well-being. Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle. The teacher transitions between learning activities, but occasionally loses some instructional time in the process. The teacher welcomes communication from families and replies in a timely manner. Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.	The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students. Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom. Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work). The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning. A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.	The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress. Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom. Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations. The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development. A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.	
	EVIDENCE				

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	The teacher does not routinely use assessments to measure student mastery.	The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.	
	The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.	The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion.	The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.	The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.	
	The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.	The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.	The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.	By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.	
	The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.	
EVIDENCE					

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

PROFESSIONALISM		Ineffective	Developing	Proficient	Accomplished
PROFESSIONALISM	PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) <i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan Pre-Conference Post-Conference Daily interaction with others	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>The teacher fails to understand and follow regulations, policies, and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>
	EVIDENCE				

5th Grade Math Lesson Plan (Training Example Only)

Unit: 3 Properties in Geometry

Lesson / Concept: Concept 2: Circles and Polygons / Lesson 21.2: Quadrilaterals

GLE # / OBJECTIVE: Today, I will be able to classify quadrilaterals based on its sides and angles AND solve its missing angle. GLE 24.

Higher-Order Thinking Questions:

1. What are some similarities and difference between triangles and quadrilaterals?
2. Can a square be called a rectangle?
3. Is it possible for a quadrilateral to have 4 obtuse angles?

METHODS / ACTIVITIES:

Opening Dialogue: Today, we are going to learn about classifying quadrilaterals based on their sides and angles. We are also going to solve the missing angle. We are learning this because quadrilaterals are used in our everyday life: floor tiles, home designs, etc.

Hook / Review (5-10 min) Teacher will show students an extravagant home with quadrilaterals in the design.

Lesson Procedures (Direct Instruction, Guided Practice, Independent Study) (30-45 min)

1. Think about it... – students will decide on answers to questions on an index card that is taped to their desks.
2. Review of vocabulary that is necessary in classifying quadrilaterals. Students will complete a “cheat sheet” during the vocabulary discussion.
3. Sorting Activity – students will work with a partner to sort characteristics of quadrilaterals. Students will go back to think about it to revise their answers periodically.
4. Angle Investigation – students will use calculators to discover the total of the angles inside of a quadrilateral.
5. Rotation Stations – students will rotate with a partner to answer various questions about quadrilaterals.

Real World Connection (5-10 min) See Hook

Closure / Reflection (3-5 min) Summarize accomplishment of objective.

Evidence Collection Hints

During the lesson:

When scripting, these strategies will help you collect accurate and defensible notes.

1. **Time** - Capture the length of different segments of the lesson.
2. **Abbreviate** - It's tough to get down everything the teacher says or does, so when possible, abbreviate. After the lesson, review your notes and write out what you abbreviated.
3. **Verbatim** - Capture as much verbatim dialogue as humanly possible. Nothing is better than direct quotes of what the teacher says. Use a T for teacher and S for student verbatim.
4. **Paraphrase** - Use parentheses to indicate that you are paraphrasing, so when you go back through your notes you know what is paraphrased and what is verbatim.
5. **Circulate** - Circulate as necessary to collect evidence from teacher, students and student work.

After the lesson:

1. **Upfront Summary** - After you finish, go through your script and write a brief summary of the lesson.
2. **Label** - Begin to categorize your scripting notes by labeling evidence for various indicators on rubric.
3. **Lesson Analysis** - Identify the lesson's primary objective and its sub-objectives.
4. **Q & F** - After you finish, go through your script and label all questions and feedback.

OTES Scoring/Evidence Template #1 5th Grade Math—Plan, Teach and Assess

Evidence Notes	Plan	Focus for Learning	Rating
	Plan	Assessment Data	
	Plan	Prior Content Knowledge/ Sequence/ Connections	

OTES Scoring/Evidence Template #1 5th Grade Math—Plan, Teach and Assess - continued

Evidence Notes	Plan	Knowledge of Students	Rating
	Teach	Lesson Delivery	
	Teach	Differentiation	

OTES Scoring/Evidence Template #1 5th Grade Math—Plan, Teach and Assess - continued

Evidence Notes	Teach	Resources	Rating
	Teach	Classroom Environment	
	Assess	Assessment of Student Learning	

Instructional Evaluation Conference Framework

I. INTRODUCTION/GREETING/ ESTABLISH LENGTH:

Review Conference Process

General Impression Question: "How do you think the lesson went?"

II. REINFORCING THE TEACHER (AREA OF RELATIVE STRENGTH):

Identify an area of Reinforcement (ONLY one area)

Ask Self-Analysis question

Provide evidence from notes

III. REFINING THE TEACHER'S SKILL (AREA OF RELATIVE WEAKNESS):

Identify an area of Refinement (ONLY one area)

Ask Self-Analysis question

Provide evidence from notes

Give a recommendation for future practice

IV. PRESENT EVIDENCE AND RATING CONNECTED TO THE RUBRIC

Post-Conference Plan

While the OTES Teacher Performance Evaluation Rubric is used to evaluate teacher's instruction, its primary purpose is to provide the basis of support teachers receive for their own professional growth. This support should be provided in numerous ways from administrators and/or third-party evaluators including the modeling of specific standard areas in professional development meetings, in teachers' classrooms and in the post-conference.

The purpose of the post-conference is to provide teachers opportunities to self-reflect on their lessons with guidance and support from the administrators or third-party evaluators who conducted the observation. This guidance should be provided through the use of leading questions by the observer along with the identification of an area of reinforcement (relative strength of the lesson) and an area of refinement (area in which the observer needs to help the teacher improve). Therefore, the focus of the post-conference is on two standard areas or indicators from the rubric (one for reinforcement and one for refinement) as opposed to multiple areas. By focusing on just two areas, teachers have the opportunity to segment their own learning with support from an administrator or third-party evaluator.

When choosing an area of reinforcement and refinement from the rubric, observers should ask themselves several guiding questions to ensure that a teacher's professional growth will have the maximum impact on the achievement of his/her own students.

Hints and Questions for Choosing Reinforcement and Refinement Objectives

1. Which areas on the rubric received the highest ratings (reinforcements) and the lowest ratings (refinements)?
2. Which of these areas would have the greatest impact on student achievement?
3. Which of these areas would have the greatest impact on other areas of the rubric?
4. In which area will the teacher have the most potential for growth? For example, with new teachers it might be better to focus on developing learning objectives that are appropriate for students instead of improving a teacher's ability to encourage independent, creative and critical thinking
5. Make sure that the reinforcement is not directly related to the refinement. The reason is that if you choose a refinement that is directly related to the reinforcement, it would be like saying, "Your questioning was great, but it wasn't effective, purposeful or varied."
6. Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work in this area.
7. Select refinement topics with which you have personal knowledge and teaching experience. There is nothing worse than telling a teacher they need to alter their practice and then not being able to provide specific examples for how this can be done or modeling these examples for them.

Once the areas of reinforcement and refinement have been selected, then the post-conference is developed. Below is a format for developing an effective post-conference. It is important to note that **a post-conference does not begin with a presentation of the ratings**, but with coaching questions which through reflection lead to the identification of the areas of reinforcement and refinement.

Post-Conference Introduction

- 1. Introduction/Greeting/Establish Length.** This time should be used to put the teacher at ease and show them that you respect their time and will put a time limit on the discussion.
- 2. Review conference process.** Review the conference format with the teacher so he/she knows what to expect.
Example: "Good afternoon, it was great for me to get to visit your classroom today and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with a focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement."
- 3. Ask a general impression question.** This allows the teacher to begin the post-conference by self-reflecting on his/her lesson.
Example: "How do you think the lesson went?"

Reinforcement Plan

- 1. Reinforcing the teacher.** Use specific language from the rubric to develop your area of reinforcement. You may choose a standard area or an indicator depending on the needed development for the teacher. A standard area example would be: Lesson Delivery. A more specific indicator level example would be: *Employs effective, purposeful questioning techniques during instruction*. Again, it can be more general or more specific, but should be tailored towards meeting the teacher where they are at in their learning.
- 2. Self-Analysis question.** Prompt teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the indicator you have identified as his/her area of reinforcement as it relates to the lesson.
Example: "When you plan a lesson, how do you ensure that you have developed effective and purposeful questioning techniques to be used during instruction?"
- 3. Identify specific examples from script about what teacher did relatively well.** It is critical that the observer leading the post-conference provides specific examples for the lesson of when the teacher incorporated indicators from the standard area being reinforced.
Example: "You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median, and range. You also asked them to define vocabulary within the lesson's aim which allowed you to restate the aim using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates' responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph."

Refinement Plan

- 1. Refinement objective.** Use specific language from the rubric to develop your area of refinement. You may choose a standard area or an indicator depending on the needed development for the teacher. A standard area example would be: *Differentiation*. A more specific indicator level example would be: *pacing*.
- 2. Self-analysis.** Ask a specific question to prompt the teacher to talk about what you want him or her to improve. Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the standard area or indicator you have identified as his/her area of refinement as it relates to the lesson. Example: "When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment and all student needs are met?"
- 3. Identify specific examples from script about what to refine.** It is critical that the observer leading the post-conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the teacher as they apply their recommendation to future lessons. Example: "You began the lesson with an explanation of the lesson's aim and an overview of the lesson. Modeling for students how to analyze a pictograph followed and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson observation."
- 4. Recommendations.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the example is strong and how it will improve student learning. Example: "As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day's lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson's objective and for you to provide a clear closure based on the lesson's aim along with your observation question."
- 5. Share the performance ratings.**

OTES Evaluator Post-Conference Plan: Lesson #1

Reinforcement

Reinforcement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Refinement

Refinement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Recommendations:

Day 2

Section 3 Training Documents

Teacher Performance Evaluation Rubric: Record of Evidence

The Teacher Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
EVIDENCE				
ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles; incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
EVIDENCE				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
<p>PRIOR CONTENT KNOWLEDGE/ SEQUENCE/ CONNECTIONS (Standard 1; Standard 2; Standard 4; Instruction) <i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p>	<p>The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</p>	<p>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p>
<p>EVIDENCE</p>				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
KNOWLEDGE OF STUDENTS (Standard 1: Students) <i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference	The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.	The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.	The teacher demonstrates an understanding of with the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.
	The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.	The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.
				The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.
EVIDENCE				

INSTRUCTIONAL PLANNING

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT				
	Ineffective	Developing	Proficient	Accomplished
<p>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, and developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>
<p>EVIDENCE</p>				
<p>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>
<p>EVIDENCE</p>				

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT				
	Ineffective	Developing	Proficient	Accomplished
<p>RESOURCES (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p>	<p>The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.</p>	<p>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.</p>	<p>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.</p>
<p>EVIDENCE</p>				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments. There are no evident routines or procedures; students seem unclear about what they should be doing or are idle. Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged. The teacher creates a learning environment that allows for little or no communication or engagement with families. Expectations for behavior are not established or are inappropriate and/ or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall well-being. Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle. The teacher transitions between learning activities, but occasionally loses some instructional time in the process. The teacher welcomes communication from families and replies in a timely manner. Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.	The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress. Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom. Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations. The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development. A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.		
	EVIDENCE				

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	The teacher does not routinely use assessments to measure student mastery.	The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.	
	The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.	The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion.	The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.	The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.	
	The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.	The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.	The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.	By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.	
	The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.	
EVIDENCE					

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

PROFESSIONALISM		Ineffective	Developing	Proficient	Accomplished
PROFESSIONALISM	PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) <i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan Pre-Conference Post-Conference Daily interaction with others	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>The teacher fails to understand and follow regulations, policies, and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>
	EVIDENCE				

OTES Scoring/Evidence Template #2 4th Grade Math—Teach and Assess

Evidence Notes	Teach	Lesson Delivery	Rating
	Teach	Differentiation	
	Teach	Resources	

OTES Scoring/Evidence Template #2 4th Grade Math—Teach and Assess - continued

Evidence Notes	Teach	Classroom Environment	Rating
	Assess	Assessment of Student Learning	

Choosing Reinforcement and Refinement Areas

1. What area will have the most impact on this teacher's pedagogy?

It is extremely important for evaluators to consider reinforcing and refining areas that will have a significant impact on the teachers overall instruction. For example, by reinforcing/refining a teacher in “developing a measurable goal for student learning that aligns with Ohio standards” you are also impacting Knowledge of Students, Lesson Delivery (specifically in having clear and coherent explanations) and Differentiation (specifically in the ability to differentiate for individual and group needs). While you are only specifically reinforcing/refining one area, choose areas that have a significant impact on the teachers overall instruction.

2. What is the most appropriate type of feedback for this teacher and his/her current capacity?

Always try to meet the teacher where they are. Feedback that is leveled to the teacher's capacity is feedback that is more likely to impact instruction. For example, while one teacher may be ready to get specific feedback on differentiated grouping structure strategies (Differentiation), another may simply need feedback on how and why we group students. As the evaluator and coach of the teacher, it is your responsibility to know your teachers and give them appropriate feedback. Also consider where the teacher is in the Professional Growth/Improvement Plan and how your feedback will impact those specific areas.

3. What has been reinforced/refined before?

Again—this speaks to the Professional Growth/Improvement Plans. Consider what they have been working on and also consider any other type of feedback they have received throughout the year. Are they showing improvement on previously identified areas? Is this still an area that needs work? Try to place the current evaluation within the structure of all previous interactions and provide feedback that will move this teacher forward with their instruction.

4. Do I have ample evidence to support this area?

Finally—it is important for evaluators to always consider what they have objective, purposeful and useful evidence for. Before deciding on what to reinforce/refine, consider what you have been able to capture evidence for. Nothing is more frustrating for teachers than someone telling them they need to improve, but not providing evidence for why this improvement is needed. This evidence comes directly from your walkthroughs, pre-conference and lesson evidence. Look at these before you decide areas of reinforcement and refinement and make sure your evidence is appropriate.

Reminder: Your reinforcement is JUST a reinforcement. There should be no qualifying statements such as “it would be better if” or “to make this even more effective...”

Instructional Evaluation Conference Framework

I. INTRODUCTION/GREETING/ ESTABLISH LENGTH:

Review Conference Process

General Impression Question: "How do you think the lesson went?"

II. REINFORCING THE TEACHER (AREA OF RELATIVE STRENGTH):

Identify an area of Reinforcement (ONLY one area)

Ask Self-Analysis question

Provide evidence from notes

III. REFINING THE TEACHER'S SKILL (AREA OF RELATIVE WEAKNESS):

Identify an area of Refinement (ONLY one area)

Ask Self-Analysis question

Provide evidence from notes

Give a recommendation for future practice

IV. PRESENT EVIDENCE AND RATING CONNECTED TO THE RUBRIC

OTES Evaluator Post-Conference Plan: Lesson #2

Reinforcement

Reinforcement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Refinement

Refinement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Recommendations:

4th Grade English Language Arts Lesson Plan (Training Example Only)

EW

In Someone Else's Shoes Different Perspectives and Point of Views

ELA (Reading and Writing)
Laura Hill

GLEs:

- 14. Make simple inferences from the point of view of another character. (ELA-7-E1)
- 36. Organize thoughts and ideas that include information from a different point of view to persuade or influence the audience (ELA-4-E4)
- 37. Demonstrate active listening strategies including asking questions, responding to cues, and making eye contact.

Essential Questions:

- How can looking at a situation from a different perspective or point of view help you in your everyday life?
- Why might it be important to look at things from a different perspective or point of view?

Unit Goal:

By the end of this unit, the learner will be able to evaluate scenarios or situations from various perspectives.

Objectives:

- Evaluate situations from different *perspectives* or *point of views*.
- Identify how others may *feel* in a given situation or scenario.
- Apply looking at different *perspectives* to your daily life.

Accommodations for Individual Student Needs:

- Learning Styles*-Discussion, large group, small group, role-playing, and PowerPoints.
- Expectations*- Some students will perform with minimum or no help while others will require assistance from the teacher, teacher-aid or classmates (peer tutors).
- Differentiated Instruction*- Groups are composed of varying levels and learning styles. There are multiple opportunities for students to choose how they wish to represent what they have learned (ie: role-playing, choral response, and reflective ticket)

Prior Knowledge:

1. What it means to look at something from a different "point of view" or "perspective".
2. 4 Corners Procedures
3. Cooperative Group Procedures

Procedure:

Introduction of lesson: Present some key questions the teacher wants students to think about at the beginning, middle, and closure of the lesson.

Hook: (7-10 minutes) 4 Corners: Different Perspectives/Point of View

- TTW show a PowerPoint with expectations and directions for the 4 Corners activity.
- TTW tell students that they will look at a situation from an assigned POINT OF VIEW. They then will discuss with their group:
 - How you may feel about the situation
 - Your opinion about this situation
 - Positives or negatives about this situation.
- The students then will elect a person to represent their POINT OF VIEW and share with the class.

Curriculum Correlation:

TTW explain to students that looking at situations from different point of views can help them deal with everyday events. TTW remind students that we just had a “Heart to Heart” talk about taking time and thinking how others may feel in a negative or even positive situation.

Guided Practice: (10-15 minutes)

- 1.) TTW ask students to turn to page 416 in their textbook (*Weekly story: “Dear Mrs. LaRue”*)
- 2.) TTW read the letter on page 416 as the students follow along.
- 3.) TTW then explain that she will look at some key points/comments the main character (Ike) made, and then do a think aloud describing how Mrs. LaRue (his owner) may have responded (The teacher will place a hat on her head to represent stepping into Mrs. LaRue’s character and take it off when she is referring back to Ike’s letter).
- 4.) TTW then show the students a 4 Square with three different comments Ike made in his letter, and ask students what they think Mrs.LaRue would respond with.
- 5.) TTW explain to students that she just modeled what they will be doing in their cooperative groups.

Independent Practice: (10-15 minutes)

- 1.) TTW assign each student a number (#1-4) at each group.
- 2.) TTW display the roles that are expected for each student on the PowerPoint
 - a. *Read the letter on the page stated on your 4 Square.*
 - b. *Discuss as a group: How might you respond from the given character’s point of view?*
 - c. **Writing Responsibilities:**
 - i. *Student #1: Greeting and Comment #1*
 - ii. *Student #2: Comment #2*
 - iii. *Student #3: Comment #3*
 - iv. *Student #4: Closing and Signature*
- 3.) TSW then place a name tag on which describes what perspective/point of view they will be coming from.
- 4.) TSW discuss each comment as a group, and discuss possible responses from their points of view.
- 5.) The assigned numbered person will then record their response.

Challenge:

TTW encourage fast finishers to rehearse how they will say their section when it is time to be presented to the class.

- 6.) TTW pull sticks and whoever’s name she pulls gets to present with their group. TSW present their four squares from the assigned perspective. TTW stop the group before they reveal whose perspective they are coming from, and ask the class “What point of view or perspective are they coming from?” Then the group shares in their closing what perspective they are coming from.

Reflection and Lesson Closure:

- 1.) TTW refer students back to the goal/objective of today’s lesson. TTW ask students to show their response by thumbs up or down for each goal. She may even ask probing questions in order to have students expand on why they have or have not mastered with that particular goal.
- 2.) TSW then pick one or both of the key questions to record on an “Exit Ticket”
- 3.) TTW pull sticks to encourage students to share their reflections with the class.

Assessment:

Formal: Students' will be tested at the end of the week with a comprehension test, and weekly skills assessment.

Informal: Students' choral and small group responses, the group's 4 Square, and individual responses on the 4 Square will be checked for participation, and accuracy. They will be used by the teacher to plan the next lesson's review and/or reinforcement.

Ongoing Assessment:

Students will take their 4 Square and compose a letter back to Ike from their assigned character's perspective. Students will demonstrate proper letter format. Throughout the year, students will be assessed on identifying, connecting and elaborating on different character's perspectives through formal and informal assessment.

Assessment Plan for Unit:

Student performance will be measured by Weekly Skill Assessment, and the Unit 4 Benchmark Assessment. As students reach levels of mastery, extended enrichment will be utilized. Students with limited skill mastery will be pulled for small group reinforcement.

Materials:

- | | |
|-----------------|--------------------------|
| -Index cards | -Mrs. LaRue Hat |
| -name sticks | -Name tags |
| -PowerPoint | -4 Square Activity Sheet |
| -4 Corner Signs | |

- measurement
criteria
What will
you do w/
it?
What will
you do if
students
haven't
mastery?
perspective?

OTES Scoring/Evidence Template #3 4th Grade ELA—Plan, Teach and Assess

Evidence Notes	Plan	Focus for Learning	Rating
	Plan	Assessment Data	
	Plan	Prior Content Knowledge/ Sequence/ Connections	

OTES Scoring/Evidence Template #3 4th Grade ELA—Plan, Teach and Assess - continued

Evidence Notes	Area	Rating
	Plan	
	Knowledge of Students	
	Teach	
	Lesson Delivery	
	Teach	
	Differentiation	

OTES Scoring/Evidence Template #3 4th Grade ELA—Plan, Teach and Assess - continued

Evidence Notes	Teach	Resources	Rating
	Teach	Classroom Environment	
	Assess	Assessment of Student Learning	

Instructional Evaluation Conference Framework

I. INTRODUCTION/GREETING/ ESTABLISH LENGTH:

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General Impression Question: "How do you think the lesson went?"

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Ask Self-Analysis question

Provide evidence from notes

III. REFINING THE TEACHER'S SKILL (AREA OF RELATIVE WEAKNESS):

Identify an area of Refinement (ONLY one area)

Ask Self-Analysis question

Provide evidence from notes

Give a recommendation for future practice

IV. PRESENT EVIDENCE AND RATING CONNECTED TO THE RUBRIC

OTES Evaluator Post-Conference Plan: Lesson #3

Reinforcement

Reinforcement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Refinement

Refinement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Recommendations:

Day 3

Section 3 Training Documents

Teacher Performance Evaluation Rubric: Record of Evidence

The Teacher Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
EVIDENCE				
ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles; incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
EVIDENCE				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
<p>PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS (Standard 1; Standard 2; Standard 4; Instruction) <i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p>	<p>The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</p>	<p>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p>
<p>EVIDENCE</p>				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
<p>KNOWLEDGE OF STUDENTS (Standard 1: Students) <i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.</p> <p>The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</p>	<p>The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.</p> <p>The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.</p>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>The teacher demonstrates an understanding of with the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>
EVIDENCE				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, and developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>	
EVIDENCE					
DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>	
EVIDENCE					

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT				
	Ineffective	Developing	Proficient	Accomplished
RESOURCES (Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.
EVIDENCE				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments. There are no evident routines or procedures; students seem unclear about what they should be doing or are idle. Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged. The teacher creates a learning environment that allows for little or no communication or engagement with families. Expectations for behavior are not established or are inappropriate and/ or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall well-being. Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle. The teacher transitions between learning activities, but occasionally loses some instructional time in the process. The teacher welcomes communication from families and replies in a timely manner. Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.	The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students. Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom. Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work). The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning. A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.	The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress. Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom. Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations. The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development. A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.	
	EVIDENCE				

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	The teacher does not routinely use assessments to measure student mastery.	The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.	
	The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.	The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion.	The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.	The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.	
	The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.	The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.	The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.	By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.	
	The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.	
EVIDENCE					

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - continued

PROFESSIONALISM		Ineffective	Developing	Proficient	Accomplished
PROFESSIONALISM	PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) <i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan Pre-Conference Post-Conference Daily interaction with others	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>The teacher fails to understand and follow regulations, policies, and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>
	EVIDENCE				

Professional Growth Plan (Training Example Only)

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher and specifically relate to his/her areas of refinement as identified in the teachers' evaluation. The evaluator should recommend professional development opportunities and support the teacher by providing resources (e.g., time, financial).

- Self-Directed
 Collaborative

Teacher _____ K. Burdette _____

Evaluator _____ T. Shaw _____

<p>Annual Focus</p> <p>These are addressed by the evaluator as appropriate for this teacher.</p> <p><i>(For training purposes--areas highlighted in yellow are the areas being concentrated on for the current formal evaluation cycle)</i></p>	<p>Date</p> <p>Record dates when discussed</p> <p>(formal Observation in bold)</p>	<p>Areas for Professional Growth</p> <p>Supports needed, resources, professional development</p> <p>Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.</p>
<p>Goal 1: Student Achievement/Outcomes for Students</p> <p><i>Goal Statement:</i> <i>(Standard 1) By the end of the year students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities as measured by formal and informal assessments.</i></p> <p><i>(Standard 2) By the end of the year students will demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities as measured by formal and informal assessments.</i></p> <p><i>Evidence Indicators:</i></p> <ul style="list-style-type: none"> <i>Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</i> <i>Demonstrate and apply basic tactics and principles of movement.</i> <i>Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).</i> <i>Identify similar patterns/concepts across related activities (e.g., striking with a bat and tennis forehand).</i> 	<p>9/6/11</p> <p>11/19/11</p> <p>12/4/11</p> <p>2/9/12</p> <p>3/5/12</p>	<p>Evaluator will provide actionable feedback and recommendations throughout the year regarding teacher practice (via walkthroughs, informal and formal observations).</p> <p>Evaluator will model, when appropriate, quality instructional techniques.</p> <p>Teacher will attend Professional Development, as appropriate, focused on Standard 1 & 2 of the Ohio Physical Education Standards.</p>

<p>Goal 2 : Teacher Performance on the Ohio Standards for the Teaching Profession</p> <p><i>Goal Statement: By the end of the year, the teacher will improve in the standard areas of Lesson Delivery and Assessment as measured by the Teacher Performance Evaluation Rubric</i></p> <p><i>Evidence Indicators:</i></p> <p>Lesson Delivery: Teacher explanations are clear and accurate</p> <p>Assessment: The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual student)</p> <p>Differentiation: The teachers instruction is differentiated for individual/group needs through...pacing</p>	<p>9/6/11</p> <p>11/19/11</p> <p>12/4/11</p> <p>2/9/12</p> <p>3/5/12</p>	<p>Evaluator will provide actionable feedback and recommendations throughout the year regarding teacher practice (via walkthroughs, informal and formal observations).</p> <p>Evaluator will provide appropriate and useful models of effective instructional practice related to teacher goal within or without the school.</p> <p>Teacher will attend Professional Development, as appropriate, focused on Lesson Delivery and Assessment, specifically focused on providing clear and accurate explanations (Lesson Delivery) and checking for understanding at key moments and making adjustments to instruction (Assessment).</p>
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Evaluator Signature

___/___/___
Date

Teacher Signature

___/___/___
Date

The signatures above verify that the teacher and evaluator have discussed and agreed upon this Professional Growth Plan.

3rd/4th Grade Physical Education Lesson Plan (Training Example Only)

Jumping Bands Day 1

Date: November 30, 2010

Location: Gymnasium

Kevin Burdette

Time: 9:15-10:00

Skill Level: Grades 3/4

Objectives

- Students will develop jumping patterns using take-off and landing actions such as hopping, straddle jumping, and crossover steps

State Standards

- 1.Strand 1, Concept 2, PO 1

Activity	Procedure	Time	Equipment
Warm-Up	Builders and Blasters	4 min	Cones
Attendance	Teacher will take attendance as students line up in squad formation	1 min	Colored Poly Stars
P.E. To Do List Review	Teacher and students will review the To Do List together.	3 min	PE To Do List, Tripod Stand
Lesson Focus	I Do: Teacher will demonstrate the correct and safe way to put on and take off jumping bands. Teacher will also demonstrate how to choose a movement routine from the folder and practice the routine. We Do: Randomly selected students will demonstrate the correct and safe way to put on and take off jumping bands. Students will also demonstrate how to choose a movement routine from the folder and practice the routine. Students will also demonstrate constructive feedback to each other.	7 min	Jumping Bands, Movement Pattern Folders
Lesson Drill	You Do: All students will demonstrate the correct way to put on and take off jumping bands during the drill time. Students will also demonstrate how to choose a movement routine from the folder and practice the routine during the drill time. Students will be divided into groups of 3, will find an open area, choose a movement routine, and then practice the movements rotating between the end jumpers and middle jumpers.	15 min	Jumping Bands, Movement Pattern Folders
Closure And Assessment	Students will be given a note card. Students will write down a 3 to 5 step jumping routine using the movements practiced today.	5 min	Note cards, Pencils

OTES Scoring/Evidence Template #4 3rd/4th Grade Physical Education—Plan, Teach and Assess

Evidence Notes	Area	Rating
	Plan	Focus for Learning
	Plan	Assessment Data
	Plan	Prior Content Knowledge/ Sequence/ Connections

OTES Scoring/Evidence Template #4 3rd/4th Grade Physical Education—Plan, Teach and Assess - cont.

Evidence Notes	Plan	Knowledge of Students	Rating
	Teach	Lesson Delivery	
	Teach	Differentiation	

OTES Scoring/Evidence Template #4 3rd/4th Grade Physical Education—Plan, Teach and Assess - cont.

Evidence Notes	Area	Rating
	Teach	
	Resources	
	Classroom Environment	
	Assess	
	Assessment of Student Learning	

Instructional Evaluation Conference Framework

I. INTRODUCTION/GREETING/ ESTABLISH LENGTH:

Review Conference Process

General Impression Question: "How do you think the lesson went?"

II. REINFORCING THE TEACHER (AREA OF RELATIVE STRENGTH):

Identify an area of Reinforcement (ONLY one area)

Ask Self-Analysis question

Provide evidence from notes

III. REFINING THE TEACHER'S SKILL (AREA OF RELATIVE WEAKNESS):

Identify an area of Refinement (ONLY one area)

Ask Self-Analysis question

Provide evidence from notes

Give a recommendation for future practice

IV. PRESENT EVIDENCE AND RATING CONNECTED TO THE RUBRIC

OTES Evaluator Post-Conference Plan: Lesson #4

Reinforcement

Reinforcement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Refinement

Refinement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Recommendations:

Additional Resources

Section 3 Training Documents

Teacher Performance Evaluation Rubric

The Teacher Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING		Ineffective	Developing	Proficient	Accomplished
FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	<p>The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.</p>	<p>The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.</p>	<p>The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.</p>	<p>The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.</p>	
	<p>The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.</p>	<p>The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.</p>	<p>The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.</p>	<p>The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.</p>	
ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	<p>The teacher does not use or only uses one measure of student performance.</p>	<p>The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.</p>	<p>The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.</p>	<p>Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.</p>	

Teacher Performance Evaluation Rubric - *continued*

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
PRIOR CONTENT KNOWLEDGE/ SEQUENCE/ CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.	The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.	The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson. The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.	The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems. The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.
KNOWLEDGE OF STUDENTS (Standard 1: Students) <i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference	The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information. The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information. The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information. The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	The teacher demonstrates an understanding of with the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information. The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.

INSTRUCTIONAL PLANNING

Teacher Performance Evaluation Rubric - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>	
DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>	
RESOURCES (Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p>	<p>The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/ needs or actively engage them in learning.</p>	<p>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.</p>	<p>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.</p>	

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	<p>There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</p> <p>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</p> <p>The teacher creates a learning environment that allows for little or no communication or engagement with families.</p> <p>Expectations for behavior are not established or are inappropriate and/ or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</p>	<p>The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall well-being.</p> <p>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>The teacher welcomes communication from families and replies in a timely manner.</p> <p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p> <p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p> <p>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>	
	INSTRUCTION AND ASSESSMENT				

Teacher Performance Evaluation Rubric - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	<p>The teacher does not routinely use assessments to measure student mastery.</p> <p>The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.</p>	<p>The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.</p> <p>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</p> <p>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p>	
	<p>The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</p> <p>The teacher does not provide students with feedback about their learning.</p>	<p>The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</p> <p>Students receive occasional or limited feedback about their performance from the teacher.</p>	<p>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</p> <p>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</p>	<p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p> <p>The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>	

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric - continued

PROFESSIONALISM				
	Ineffective	Developing	Proficient	Accomplished
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) <i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan Pre-Conference Post-Conference Daily interaction with others	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>The teacher fails to understand and follow regulations, policies, and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>

PROFESSIONALISM

Teacher Performance Evaluation Rubric

The Teacher Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING		Ineffective	Developing	Proficient	Accomplished
FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.	
ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.	

Teacher Performance Evaluation Rubric - *continued*

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
PRIOR CONTENT KNOWLEDGE/ SEQUENCE/ CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.	The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.	The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson. The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.	The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems. The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.
KNOWLEDGE OF STUDENTS (Standard 1: Students) <i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference	The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information. The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information. The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information. The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	The teacher demonstrates an understanding of with the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information. The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations	A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking. The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.	Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion. The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.	Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques. The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.	The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.
DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.	The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.	The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.	The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.
RESOURCES (Standard 2: Content; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/ needs or actively engage them in learning.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	<p>There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</p> <p>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</p> <p>The teacher creates a learning environment that allows for little or no communication or engagement with families.</p> <p>Expectations for behavior are not established or are inappropriate and/ or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</p>	<p>The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall well-being.</p> <p>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>The teacher welcomes communication from families and replies in a timely manner.</p> <p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p> <p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.</p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p> <p>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>	
	INSTRUCTION AND ASSESSMENT				

Teacher Performance Evaluation Rubric - *continued*

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	<p>The teacher does not routinely use assessments to measure student mastery.</p> <p>The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.</p> <p>The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</p> <p>The teacher does not provide students with feedback about their learning.</p>	<p>The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.</p> <p>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion</p> <p>The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</p> <p>Students receive occasional or limited feedback about their performance from the teacher.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</p> <p>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.</p> <p>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</p> <p>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p> <p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p> <p>The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>	
	INSTRUCTION AND ASSESSMENT				

Teacher Performance Evaluation Rubric - continued

PROFESSIONALISM		Ineffective	Developing	Proficient	Accomplished
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) <i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan Pre-Conference Post-Conference Daily interaction with others	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p>	<p>The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p>	
	<p>The teacher fails to understand and follow regulations, policies, and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>	

Teacher Performance Evaluation Rubric: Record of Evidence Practice Form

The Teacher Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
EVIDENCE				
ASSESSMENT DATA (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles; incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
EVIDENCE				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
<p>PRIOR CONTENT KNOWLEDGE/ SEQUENCE/ CONNECTIONS (Standard 1; Standard 2; Standard 4; Instruction) <i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p>	<p>The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</p>	<p>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p>
EVIDENCE				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Proficient	Accomplished
<p>KNOWLEDGE OF STUDENTS (Standard 1: Students) <i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.</p> <p>The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</p>	<p>The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.</p> <p>The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.</p>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>The teacher demonstrates an understanding of with the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>
EVIDENCE				
INSTRUCTIONAL PLANNING				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, and developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>	
EVIDENCE					
DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>	
EVIDENCE					

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT				
	Ineffective	Developing	Proficient	Accomplished
<p>RESOURCES (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p>	<p>The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.</p>	<p>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.</p>	<p>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.</p>
EVIDENCE				

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments. There are no evident routines or procedures; students seem unclear about what they should be doing or are idle. Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged. The teacher creates a learning environment that allows for little or no communication or engagement with families. Expectations for behavior are not established or are inappropriate and/ or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall well-being. Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle. The teacher transitions between learning activities, but occasionally loses some instructional time in the process. The teacher welcomes communication from families and replies in a timely manner. Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.	The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students. Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom. Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work). The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning. A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.	The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress. Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom. Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations. The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development. A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.	
	EVIDENCE				

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - continued

INSTRUCTION AND ASSESSMENT		Ineffective	Developing	Proficient	Accomplished
ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	The teacher does not routinely use assessments to measure student mastery.	The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.	
	The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.	The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion	The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.	The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.	
	The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.	The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.	The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.	By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.	
	The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.	
EVIDENCE					

INSTRUCTION AND ASSESSMENT

Teacher Performance Evaluation Rubric: Record of Evidence - *continued*

PROFESSIONALISM		Ineffective	Developing	Proficient	Accomplished
PROFESSIONALISM	PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) <i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan Pre-Conference Post-Conference Daily interaction with others	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>The teacher fails to understand and follow regulations, policies, and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>
	EVIDENCE				

OTES Scoring/Evidence Template: Practice Form #1 Plan, Teach and Assess

Evidence Notes	Plan	Focus for Learning	Rating
	Plan	Assessment Data	
	Plan	Prior Content Knowledge/ Sequence/ Connections	

OTES Scoring/Evidence Template: Practice Form #1 Plan, Teach and Assess - continued

Evidence Notes	Area	Rating
	<p>Plan</p> <p>Knowledge of Students</p>	
	<p>Teach</p> <p>Lesson Delivery</p>	
	<p>Teach</p> <p>Differentiation</p>	

OTES Scoring/Evidence Template: Practice Form #1 Plan, Teach and Assess - continued

Evidence Notes	Area	Rating
	Teach	
	Resources	
	Classroom Environment	
	Assess	
	Assessment of Student Learning	

OTES Scoring/Evidence Template: Practice Form #2 Plan, Teach and Assess

Evidence Notes	Plan	Focus for Learning	Rating
	Plan	Assessment Data	
	Plan	Prior Content Knowledge/ Sequence/ Connections	

OTES Scoring/Evidence Template: Practice Form #2 Plan, Teach and Assess - continued

Evidence Notes	Area	Rating
	Plan Knowledge of Students	
	Teach Lesson Delivery	
	Teach Differentiation	

OTES Scoring/Evidence Template: Practice Form #2 Plan, Teach and Assess - continued

Evidence Notes	Teach	Resources	Rating
	Teach	Assessment of Student Learning	
	Classroom Environment	Assess	

OTES Evaluator Post-Conference Plan: Practice Form 1

Reinforcement

Reinforcement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Refinement

Refinement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Recommendations:

OTES Evaluator Post-Conference Plan: Practice Form 2

Reinforcement

Reinforcement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Refinement

Refinement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Recommendations:

OTES Evaluator Post-Conference Plan: Practice Form 3

Reinforcement

Reinforcement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Refinement

Refinement Area (Indicator):

Self-Analysis Question:

Evidence from Script:

Recommendations:



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