Draft / Sample
Geneva Area City Schools Model
Teacher Evaluation Policy

Working copy Based on ODE Model Policy – Pre-Committee Work

Evaluation Standards Committee
2012-2013
# Table of Contents

**Section I:** OTES Overview ............................................................................. 2-4

**Section II:** Geneva Teacher Evaluation policy .................................................. 5-29

  - Definition of “Teacher” .................................................................................. 5
  - Assigning an effectiveness rating ................................................................. 6
  - Calculating Teacher performance .............................................................. 6

  **Forms .............................................................................................................. 6-23**

    - Self-Assessment Tool .............................................................................. 6-7
    - Professional growth plan ....................................................................... 8
    - Improvement plan ................................................................................... 9
    - Improvement Plan Evaluation Tool ......................................................... 10
    - Pre-post Conference Questions ............................................................. 11
    - Teacher performance evaluation rubric ................................................. 12-19
    - Classroom walkthroughs / Informal observation ................................ 20
    - Informal observation: General Form ..................................................... 21
    - Informal Observation Open Ended Form ............................................ 22
    - Final Summative Rating of Teacher Effectiveness ................................. 23

  - Calculating Student growth Measures ..................................................... 24
  - Evaluation Timeline .................................................................................. 25
  - Credentialed Evaluators ........................................................................ 26
  - Professional Growth and Improvement plan ......................................... 26
  - Testing teachers in Core Subject Areas ................................................. 27
  - Retention and Promotion Decisions ......................................................... 28
  - Removal of poorly Performing teachers .............................................. 28
  - Professional Development ....................................................................... 29

**Section III:** Visual timeline ........................................................................ 30

**Section IV:** Supplemental Material ............................................................. 31-34
Exhibit A: Section I: Overview: Teacher Evaluation OTES

Evaluation of Professional Staff (Teachers)

The State Board of Education recognizes the importance of evaluating teachers for the purposes of rewarding excellence, improving the quality of instruction students receive, improving student learning, strengthening professional proficiency, including identifying and correcting deficiencies, and for informing employment decisions.
Each teacher will be evaluated according to Ohio Revised Code and the Evaluation Framework (see below) which is aligned with the *Standards for the Teaching Profession* adopted under state law. Each teacher will be evaluated using the multiple factors set forth in the State Board of Education’s teacher evaluation framework. The evaluation factors are weighted as follows:

**Evaluation Framework**

![Evaluation Framework Diagram](image)

Student academic growth will be measured through multiple measures which must include value-added scores on evaluations for teachers where value-added scores are available. Local boards of education may administer assessments chosen from the Ohio Department of Education’s assessment list for teachers of subjects where value-added scores are not available and/or local measures of student growth using state designed criteria and guidance.
Teachers with above expected levels of student growth will develop a professional growth plan and may choose their credentialed evaluator for the evaluation cycle.

Teachers with expected levels of student growth will develop a professional growth plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the evaluation cycle.

Teachers with below expected levels of student growth will develop an improvement plan with their credentialed evaluator. The administration will assign the credentialed evaluator for the evaluation cycle and approve the improvement plan. Additionally, at the local level, the board of education will include in its evaluation policy, procedures for using the evaluation results for retention and promotion decisions and for removal of poorly-performing teachers.

Seniority will not be the basis for teacher retention decisions, except when deciding between teachers who have comparable evaluations.

The local board of education will also provide for the allocation of financial resources to support professional development.

*Adopted October 9, 2012 LEGAL REFS. ORC 3319.111; 3319.112*
Section II. Teacher Evaluation Policy

Legal References: ORC 3319.111; 3319.112; 3319.58
Legislative Reference: Am. Sub. HB 153 (September 29, 2011); Sub. SB 316 (September 24, 2012)

KEY:
Blue Type: Policy language required in law.
Red Type: Sample copy based on work in Jefferson, this language is decided by district.
Violet type: Options based on law
Black Type; Guidance notes from ODE for section

The Board of Education (Board) of the Geneva Area City School District (District) adopts the following teacher evaluation policy in accordance with the standards-based statewide teacher evaluation framework adopted by the State Board of Education in November 2011. The Board acknowledges that this teacher evaluation policy aligns with the Standards for the Teaching Profession as set forth in State law.

The Board directs the Superintendent to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of a collective bargaining agreement entered into on or after September 24, 2012.

Definition of “Teacher”

This policy applies to District employees who meet one of the following categories:

1. A teacher working under a license issued under Ohio Revised Code (ORC) Sections 3319.22, 3319.26, 3319.222 or 3319.226 who spends at least 50% of his/her time providing content-related student instruction; or
2. A teacher working under a permanent certificate issued under ORC 3319.222 as existed prior to September 2003 who spends at least 50% of his/her time providing content-related student instruction; or
3. A teacher working under a permanent certificate issued under ORC 3319.222 as it existed prior to September 2006 who spends at least 50% of his/her time providing content-related student instruction; or
4. A teacher working under a permit issued under ORC 3319.301 who spends at least 50% of his/her time providing content-related student instruction.

Principals and assistant principals shall be evaluated in accordance with the principal evaluation policy adopted by the Board in accordance with ORC 3319.02.

This policy does not apply to the superintendent, assistant superintendent(s), business manager, treasurer or “other administrator” as defined by ORC 3319.02. This policy also does not apply to substitute teachers.
Assigning an Effectiveness Rating
Each evaluation will result in an effectiveness rating of “Accomplished,” “Proficient,” “Developing,” or “Ineffective.” An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance and fifty-percent (50%) will be attributed to multiple measures of student growth.

Teacher Performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating. The Evaluation Matrix is attached hereto as Exhibit A (pages 2-4) and incorporated herein.

The Board shall annually submit to the Ohio Department of Education (ODE), in accordance with ODE guidelines, the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated.

Calculating Teacher Performance
Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs. Fifty-percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the following Ohio Standards for the Teaching Profession and training for credentialed evaluators:

1. Understanding Student Learning and Development and Respecting the Diversity of the Students they Teach;
2. Understanding the Content Area for which they have Instructional Responsibility;
3. Understanding and Using Varied Assessment to Inform Instruction, Evaluate and Ensure Student Learning;
4. Planning and Delivering Effective Instruction that Advances Individual Student Learning;
5. Creating Learning Environments that Promote High Levels of Learning and Student Achievement;
6. Collaborating and Communicating with Students, Parents, Other Educators, District Administrators and the Community to Support Student Learning; and

The Superintendent/designee shall select or develop, in consultation with teachers, evaluation tools to be used in calculating the Teacher Performance fifty-percent (50%), which must be aligned to the Ohio Standards for the Teaching Profession and the Ohio Teacher Evaluation System Performance Rubric.

The following ODE Model Resource Tools/Forms will be used to help calculate the Teacher Performance fifty-percent (50%):

- **Self Assessment Summary Tool** – Teachers may use to record evidence to indicate strengths and areas for growth for each standard, then identify two priorities for the upcoming year. May be optional for some based on previous evaluation.
Geneva Area City Schools Teacher Evaluation System  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.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Strength</th>
<th>Areas for Growth</th>
<th>Priorities (Check 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Students</td>
<td>• Knowledge of how students learn and of student development&lt;br&gt;• Understanding of what students know and are able to do&lt;br&gt;• High expectations for all students&lt;br&gt;• Respect for all students&lt;br&gt;• Identification, instruction and intervention for special populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 2: Content</td>
<td>• Knowledge of content&lt;br&gt;• Use of content-specific instructional strategies to teach concepts and skills&lt;br&gt;• Knowledge of school and district curriculum priorities and Ohio academic content standards&lt;br&gt;• Relationship of knowledge within the discipline to other content areas&lt;br&gt;• Connection of content to life experiences and career opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 3: Assessment</td>
<td>• Knowledge of assessment types&lt;br&gt;• Use of varied diagnostic, formative and summative assessments&lt;br&gt;• Analysis of data to monitor student progress and to plan, differentiate, and modify instruction&lt;br&gt;• Communication of results&lt;br&gt;• Inclusion of student self-assessment and goal-setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 4: Instruction</td>
<td>• Alignment to school and district priorities and Ohio academic content standards&lt;br&gt;• Use of student information to plan and deliver instruction&lt;br&gt;• Communication of clear learning goals&lt;br&gt;• Application of knowledge of how students learn to instructional design and delivery&lt;br&gt;• Differentiation of instruction to support learning needs of all students&lt;br&gt;• Use of activities to promote independence and problem-solving&lt;br&gt;• Use of varied resources to support learner needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 5: Learning Environment</td>
<td>• Fair and equitable treatment of all students&lt;br&gt;• Creation of a safe learning environment&lt;br&gt;• Use of strategies to motivate students to work productively and assume responsibility for learning&lt;br&gt;• Creation of learning situations for independent and collaborative work&lt;br&gt;• Maintenance an environment that is conducive to learning for all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 6: Collaboration &amp; Communication</td>
<td>• Clear and effective communication&lt;br&gt;• Shared responsibility with parents/caregivers to support student learning&lt;br&gt;• Collaboration with other teachers, administrators, school and district staff&lt;br&gt;• Collaboration with local community agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 7: Professional Responsibility and Growth</td>
<td>• Understanding of and adherence to professional ethics, policies and legal codes&lt;br&gt;• Engagement in continuous, purposeful professional development&lt;br&gt;• Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name _______________________

Date ________________________
**Professional Growth Plan** – Teachers must develop professional growth plans based on meeting student growth levels. Teachers and evaluators should focus on continuing teacher growth through professional development. Professional development should be individualized for each teacher and specifically relate to his/her areas of refinement as identified in the teacher’s evaluation.

Geneva Area City Schools Teacher Evaluation System  
**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).

<table>
<thead>
<tr>
<th>Self-Directed</th>
<th>Collaborative Teacher</th>
<th>Evaluator</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Annual Focus</strong></th>
<th><strong>Date</strong></th>
<th><strong>Areas for Professional Growth</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>These are addressed by the evaluator as appropriate for this teacher.</td>
<td>Record dates when discussed</td>
<td>supports needed, resources, professional development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goal 1:</strong> Student Achievement/Outcomes for Students</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Statement:</strong></td>
<td></td>
<td>Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evidence Indicators:</strong></th>
<th></th>
<th></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Goal 2:</strong> Teacher Performance on the Ohio Standards for the Teaching Profession</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Statement:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evidence Indicators:</strong></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

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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.*
**Improvement Plan** – To be developed in circumstances when an educator makes below expected growth with his/her students and receives an overall ineffective rating or an ineffective rating on any of the components of the OTES.

**Geneva Area City Schools Teacher Evaluation System Improvement Plan**

Teacher Name: 

School year: 

Building: 

Date of Improvement Plan Conference: 

Grade Level/ Subject: 

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 Ohio Standards for the Teaching Profession. Attach documentation.

<table>
<thead>
<tr>
<th>Performance Standard(s) Addressed in this Plan</th>
<th>Date(s) Improvement Area or Concern Observed</th>
<th>Specific Statement of the Concern: Areas of Improvement</th>
</tr>
</thead>
</table>

**Section 2: Desired Level of Performance** – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

<table>
<thead>
<tr>
<th>Beginning Date</th>
<th>Ending Date</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Specifically Describe Successful Improvement Target(s)</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Actions to be Taken</th>
<th>Sources of Evidence that Will Be Examined</th>
</tr>
</thead>
</table>

**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.
Evaluation of Improvement Plan – To be used at the end of the time specified in the plan to evaluate whether improvement is demonstrated and performance standards are met to a satisfactory level.

Geneva Area City Schools Teacher Evaluation System Improvement Plan: Evaluation of Plan

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.
Geneva Area City Schools Teacher Evaluation System Pre-Observation Planning and Lesson Reflection Resource Questions

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

INSTRUCTIONAL

PLANNING FOCUS (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?

INSTRUCTION AND ASSESSMENT 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 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** – Will be used to provide the best overall description of teacher performance. The scoring process is expected to occur after each thirty (30) minute observation (two cycles), walkthroughs and post conference. The evaluator is to consider evidence gathered from a variety of sources including Professional Growth and Improvement plans, conferences (pre, post, mid-year, etc.) the observation, and classroom walkthroughs (if applicable).

**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

<table>
<thead>
<tr>
<th>Sources of Evidence: Pre-Conference</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS FOR LEARNING</strong> (Standard 4: Instruction)</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources of Evidence: Pre-Conference</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT DATA</strong> (Standard 3: Assessment)</td>
<td>The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### INSTRUCTIONAL PLANNING

<table>
<thead>
<tr>
<th></th>
<th>Ineffective</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIOR CONTENT</td>
<td>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.</td>
<td>The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</td>
<td>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### INSTRUCTIONAL PLANNING

<table>
<thead>
<tr>
<th></th>
<th>Ineffective</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE / SEQUENCE / CONNECTIONS</td>
<td>The teacher does not use or only uses one measure of student performance.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Pre-Conference
### INSTRUCTIONAL PLANNING

<table>
<thead>
<tr>
<th>KNOWLEDGE OF STUDENTS (Standard 1: Students)</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources of Evidence:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of Student Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Conference</td>
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</tbody>
</table>

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 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.

### Instruction and Assessment

<table>
<thead>
<tr>
<th>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ineffective</td>
<td>Developing</td>
<td>Proficient</td>
<td>Accomplished</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Instruction and Assessment</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Sources of Evidence:</td>
<td>Sources of Evidence:</td>
<td>Sources of Evidence:</td>
<td>Sources of Evidence:</td>
<td></td>
</tr>
<tr>
<td>Formal Observation</td>
<td>Pre-Conference</td>
<td>Formal Observation</td>
<td>Pre-Conference</td>
<td></td>
</tr>
<tr>
<td>Classroom Walkthroughs/Informal Observations</td>
<td>Classroom Walkthroughs/Informal Observations</td>
<td>Classroom Walkthroughs/Informal Observations</td>
<td>Classroom Walkthroughs/Informal Observations</td>
<td></td>
</tr>
<tr>
<td>Differentiation (Standard 1: Students; Standard 4: Instruction)</td>
<td>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Instruction and Assessment

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESOURCES</strong></td>
<td>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</td>
<td>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.</td>
<td>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students’ learning styles and needs, actively engaging students.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Standard 2: Content; Standard 4: Instruction</strong></td>
<td>Sources of Evidence: Pre-Conference; Formal Observation; Classroom Walkthroughs/Informal Observations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Instruction and Assessment

<table>
<thead>
<tr>
<th>CLASSROOM ENVIRONMENT</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASSROOM ENVIRONMENT</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication</strong></td>
<td>Sources of Evidence: Pre-Conference</td>
<td></td>
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</tbody>
</table>

<p>| Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle. | Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle. | Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom. | Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom. |</p>
<table>
<thead>
<tr>
<th>Formal Observation</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Walkthroughs/Informal Observations</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Instruction and Assessment</td>
<td>Ineffective</td>
<td>Developing</td>
<td>Proficient</td>
<td>Accomplished</td>
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<tr>
<td><strong>ASSESSMENT OF STUDENT LEARNING</strong>&lt;br&gt;(Standard 3: Assessment)</td>
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<tr>
<td>Sources of Evidence:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Conference</td>
<td>The teacher does not routinely use assessments to measure student mastery.</td>
<td>The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Formal Observation</td>
<td>The teacher rarely or never checks the students’ understanding of content. The teacher fails to make adjustments in response to student confusion.</td>
<td>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Classroom Walkthroughs/Informal Observations</td>
<td>The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</td>
<td>The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</td>
<td>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</td>
<td>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.</td>
</tr>
<tr>
<td>Post-Conference</td>
<td>The teacher does not provide students with feedback about their learning.</td>
<td>Students receive occasional or limited feedback about their performance from the teacher.</td>
<td>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</td>
<td>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.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Ineffective</td>
<td>Developing</td>
<td>Proficient</td>
<td>Accomplished</td>
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<tr>
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<tr>
<td><strong>PROFESSIONAL RESPONSIBILITIES</strong></td>
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<tr>
<td>(Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)</td>
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<tr>
<td><strong>Sources of Evidence:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>The teacher fails to understand and follow regulations, policies, and agreements.</td>
<td>The teacher understands and follows district policies and state and federal regulations at a minimal level.</td>
<td>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</td>
<td>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</td>
<td></td>
</tr>
<tr>
<td>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</td>
<td>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</td>
<td>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</td>
<td>The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</td>
<td></td>
</tr>
</tbody>
</table>
Informal Observation General and Open-Ended Forms – May be used as a tool to provide feedback and gather evidence of instruction over a series of short classroom visits (walkthroughs).

Classroom Walkthroughs / 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.

Geneva Area City Schools Teacher Evaluation System 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.
Geneva Area City Schools Teacher Evaluation System

Informal Observation: General Form

Teacher Name: ____________________________  Grade(s)/Subject Area(s): _________  Date: ______

Evaluator Name: ____________________________  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.

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

Evaluator Summary Comments:

Recommendations for Focus of Informal Observations:

Evaluator Signature: _____________________________________________________  _____ Photo Copy to Teacher
Geneva Area City Schools Teacher Evaluation System Informal Observation: Open-Ended Form

Teacher Name:  
Grade(s)/Subject Area(s):  
Date:  
Evaluator Name:  
Time Walkthrough Begins:  
Time Walkthrough Ends:  

<table>
<thead>
<tr>
<th>TIMES</th>
<th>OBSERVATIONS</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

Evaluator Summary Comments:

Evaluator Signature:  

☐ Photocopy to Teacher
Final Summative Rating of Teacher Effectiveness – Will be used to combine Cumulative Teacher Performance Rating (50%) with student growth Data (50%) for an Overall Rating.

Geneva Area City Schools Teacher Evaluation System  Final Summative Rating of Teacher Effectiveness

<table>
<thead>
<tr>
<th>Proficiency on Standards 50%</th>
<th>INEFFECTIVE</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ACCOMPLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Performance Rating (Holistic Rating using Performance Rubric)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas of reinforcement/ refinement:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Growth Data 50%</th>
<th>BELOW EXPECTED GROWTH</th>
<th>EXPECTED GROWTH</th>
<th>ABOVE EXPECTED GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Growth Measure of Effectiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas of reinforcement/ refinement:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Summative (Overall) Rating</th>
<th>INEFFECTIVE</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ACCOMPLISHED</th>
</tr>
</thead>
</table>

☐ 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.
Calculating Student Growth Measures

For purposes of the Ohio Teacher Evaluation System (OTES), “student growth” means the change in student achievement for an individual student between two or more points in time. This component of the evaluation includes some combination of the following: 1) Teacher-level Value-Added Data; 2) ODE-Approved Assessments; and/or 3) Locally-determined Measures.

1. **Teacher-level Value-Added**: “Value-Added” refers to the value-added methodology provided by ODE. Where value-added data for grades 4-8 for English language arts and mathematics exists (via state–provided assessments), value-added data must be one of the multiple measures used in calculating student growth.

2. **ODE Approved List of Assessments**: Assessments, if utilized by the district, must be included as one of the multiple measures of student growth. Assessments utilized must be included when calculating the fifty percent (50%) attributed to student growth measures. The Superintendent/designee, in consultation with teachers and subject to Board approval, will utilize the assessments on the approved list as he/she deems necessary and appropriate.

3. **Locally-determined Measures**: For courses of instruction in which neither teacher level value-added data nor ODE-approved assessments are available, the Superintendent/designee, in consultation with teachers and subject to Board approval, shall establish a process in accordance with ODE guidance to create Student Learning Objectives (SLOs) to measure student growth in the courses of instruction.

[Note—Boards should identify in this policy (or in a Board regulation or procedure incorporated herein) the percentages the District will attribute to Teacher-level Value-Added, ODE-Approved Assessments and Locally-determined Measures.]

The percentage the District will attribute to Value-Added Data will equal ten percent (10%).
The percentage the District will attribute to Locally-determined Measures will equal forty percent (40%).
The percentage the District will attribute to Locally-determined Measures will equal fifty percent (50%) for grade levels that do not have Value-Added Data.

In the calculation for student academic growth, a student who has sixty or more excused and/or unexcused absences for the school year will not be included.

Data from these multiple measures will be scored on five levels in accordance with ODE guidance and converted to a score in one of three levels of student growth: 1) “Above”; 2) “Expected”; and 3) “Below.”
**Evaluation Timeline**

District administrators shall conduct an evaluation of each teacher subject to this policy at least annually. Each evaluation shall include: 1) Two (2) cycles of formal observations of at least thirty (30) minutes each; and 2) Periodic classroom walkthroughs by the evaluator. All teacher evaluations shall be completed by the first day of May and each teacher subject to this policy shall be provided with a written copy of the evaluation results by the tenth day of May.

For those teachers who are on limited or extended limited contracts pursuant to ORC 3319.11 and who are under consideration for nonrenewal, one evaluation consisting of at least three formal observations must be conducted annually by the first day of May. Each teacher on a limited or extended limited contract shall be provided with a written copy of the evaluation results by the tenth day of May.

>Note—A board of education may elect, by adopting a board resolution, to only evaluate a teacher who received an effectiveness rating of “Accomplished” every two years instead of annually. The board of education may also elect, by adopting a board resolution, to require only one formal observation of an “Accomplished” teacher, provided the teacher completes a project that has been approved by the board to demonstrate the teacher’s continued growth and practice at the accomplished level. Should the board of education elect to exercise either option, the board must adopt a board resolution and select which options below apply.

The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy once every two years. Any biennial evaluation conducted under this provision must be conducted and completed by the first day of May, and the teacher shall be provided with a written copy of the evaluation results by the tenth day of May.

Another option
The Board elects to evaluate annually a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation.

The Board elects to allow a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy the option of having two cycles of formal observations or via one formal observation provided the teacher completes a project that has been approved by the Board. The project is to demonstrate the teacher’s continued growth and practice at the “Accomplished” level. The teacher must submit a proposed project to the Superintendent no later than September 30, for the Superintendent to obtain the necessary Board approval.

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

Another option
The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy, via one formal observation provided the teacher completes a project that has been approved by the Board to demonstrate the teacher’s continued growth and practice at the Accomplished level. The teacher must submit a proposed project to the Superintendent no later than ____________, for the Superintendent to obtain the necessary Board approval.
**Credentialed Evaluators**
The Board will adopt a list of approved credentialed evaluators. Each teacher evaluation conducted under this policy shall be conducted by a person: 1) who is eligible to be an evaluator in accordance with ORC 3319.111(D); and 2) who holds a credential established by ODE for being an evaluator. Every evaluator must complete state-sponsored evaluation training and is required to pass an online credentialing assessment.

**Professional Growth and Improvement Plans**

[Note—The State Board of Education adopted statewide evaluation framework requires boards of education to require professional growth and improvement plans for teachers depending on meeting student growth levels. The structure and components of each plan are a local decision that needs to be made by the Board, in consultation with teachers.]

Teachers must develop professional growth or improvement plans based on the Evaluation Matrix. Teachers who meet **Above-Expected levels of student growth** must develop a professional growth plan and choose their credentialed evaluator for the evaluation cycle from the Board-approved list. The professional growth plan shall include the following components:

- 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.

Teachers who meet **Expected levels of student growth** must develop a professional growth plan collaboratively with a credentialed evaluator for the evaluation cycle from the Board-approved list. The teacher will have input on the selection of a credentialed evaluator for the evaluation cycle. The professional growth plan shall include the following components:

- 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.

Teachers who meet **Below-Expected levels of student growth** or are rated **Ineffective** on the **Teacher Performance component** must comply with an improvement plan developed by the credentialed evaluator **assigned** by the Superintendent/designee for the evaluation cycle from the Board-approved list. The improvement plan shall include the following components:

- An Improvement Statement identifying specific area(s) for improvement as related to the Ohio Standards for the Teaching Profession;
- A desired level of performance that is expected to improve and a reasonable time period to correct deficiencies;
- A specific Plan of Action that must be taken by the teacher to improve his/her performance with sources of evidence (measurable goals) to document the completion of the improvement plan;
- A description of educational supports and/or opportunities for professional development needed to improve the identified area(s).
Testing for Teachers in Core Subject Areas

Beginning with the 2015-16 school year, teachers who teach in a “core subject area” are required to register for and take all written examinations of content knowledge selected by ODE if the teacher has received an effectiveness rating of “Ineffective” on evaluations for two of the three most recent school years. “Core subject area” means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography.

A teacher needs to provide proof of the passage of the content test to the teacher’s employer. The employer will require the teacher, at the teacher’s expense, to complete professional development that is targeted to deficiencies identified in the teacher’s evaluations. A teacher who passes the examination and provides proof of passage to the teacher’s employer, shall not be required to take the examination again for three years, regardless of the teacher’s evaluation ratings or the Performance Index score ranking of the building in which the teacher teaches.

No teacher shall be responsible for the cost of taking an examination under this section.

Retention and Promotion Decisions

[Note—RC 3319.111(E) requires boards of education to include in its teacher evaluation policy procedures for using the evaluation in making retention and promotion decisions. This is a local decision that needs to be made by the Board, in consultation with District administrators and teachers. You will need to insert your procedures in the policy here (or in a Board regulation or procedure incorporated herein).]

The Board adopts the following procedures to be used by district administrators in making retention and promotion decisions:

The administration of the Geneva Area City School District will use the GACSD Teacher Evaluation Policy as the primary factor to inform personnel decisions in relation to retention, promotion and /or removal of employees.

For the purposes of retention, a teacher with the higher overall rating (combined Teacher Performance and Student Growth) on their evaluation will be retained over a teacher with a lower overall rating (Proficient v. Developing).

Should two teachers have the same overall ratings (Proficient v. Proficient) the next determining factor for retention would be the Teacher Performance Sub-score.

Should two teachers have the same Teacher Performance Sub-score the next factor in making a retention decision will be the Student Growth Sub-score.
Should two teachers have the same Teacher Performance and Student Growth Sub-scores, a teacher with a continuing contract would be retained over a teacher with a limited contract.

Seniority as defined by the master agreement will be the last factor used for making teacher retention decisions.

or

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

For the purposes of promotion (i.e. Continuing Contract/Tenure) the Board will follow the guidelines set forth in the Ohio Teacher Continuing Contract Model Framework - Revised Draft 10.10.12. (see Appendix) as developed by the Ohio Department of Education to inform promotion decisions.

This model contains guidelines in four components:

1. Licensure
2. Experience
3. Degree
4. Teacher Performance

[Note: While the use of teacher evaluation results in making a teacher continuing contract/tenure decision is not required by law (ORC) it is a commitment made by LEAs in their RtT approved Scopes of Work.]

Removal of Poorly-Performing Teachers

[Note—RC 3319.111(E) requires boards of education to include in their teacher evaluation policy procedures for using the evaluation in removing poorly-performing teachers. The law does not define “poorly-performing.” This is a local decision that needs to be made by the Board, in consultation with teachers. You will need to insert your procedures in the policy here (or in a Board regulation or procedure incorporated herein).]

The Board adopts the following procedures to be used by district administrators in removing poorly-performing teachers:

A teacher receiving an overall rating of Ineffective on their evaluations for two of the three most recent school years and fails to pass an examination of content knowledge selected by ODE will be considered for termination under Sec. 3319.16 of the Ohio Revised Code.

Prior to being terminated, a teacher will be given one contract year to pass the examination of content knowledge and complete the professional development prescribed in the Improvement Plan.

A teacher receiving an overall rating of Ineffective on his/her next evaluation after the completion of professional development OR regardless of rating fails to complete the prescribed professional development shall be terminated under Sec. 3319.16 of the Revised Code.
Professional Development

[Note—The State Board of Education adopted statewide evaluation framework requires boards of education to include in their evaluation policy the District’s plan for the allocation of financial resources to support professional development. This is a local decision that needs to be made by the Board, in consultation with District administrators and teachers. You will need to insert your plan in the policy here (or in a Board regulation or procedure incorporated herein).]

The Board’s plan for the allocation of financial resources to support professional development is as follows:

The Geneva Area City School Board of Education is committed to remaining focused on the improvement process outlined in the District and Building Professional Development Plans. LEA and Grant Funding sources such as Race to the Top and Title I are dedicated by the Board and Administration to support initiatives including staff training, communications, curriculum and assessment development and the integration of the Common Core Curriculum and Ohio’s New Revised Content Standards. Other resources employed by the District to provide staff development opportunities focused on district/building goals and increasing student achievement include the Ashtabula County Educational Service Center, the State Support Team Region 5 and sharing resources in collaboration with other school districts.

Policy Adoption Date: Insert adoption date here
SECTION III – Visual Timeline

Teacher Evaluation Timeline

- This is a visual list by month of the steps that all teachers and administrators should follow to prepare, implement, and finalize the teacher evaluation and professional growth process. Additional conferences, reflective questions, walk-throughs, and formal observations may occur.

September-October
- By September 15, each teacher completes the Self-Evaluation Form
- By October 15, each teacher completes Growth or Improvement Plan with administrator feedback and approval

November-December
- By December 15, administrator completes one observation for each teacher
- Teachers should be working on strategies and/or action steps outlined in their Growth or Improvement Plan and monitoring student growth data

January-February
- By February 15, any teacher at-risk of receiving a less than "developing" rating based on teacher performance on standards will be notified. By February 20, Mid-Year Progress Conference completed for first-year and limited contract teachers and any teacher who received less than a "developing" rating on most recent observation

March
- Administrators will continue with observations. Teachers should be working on strategies and/or action steps outlined in their Growth or Improvement Plans.
- Teachers should be monitoring student growth data and collecting artifacts/evidence which demonstrate student growth.

April-May-June
- By May 1, all observations are complete.
- By May 10, all Final Summative Rating conferences have been held.
- By May 15, all summative evaluations have been signed and teachers receive copy.
- By June 15, all final effectiveness ratings have been set and submitted.
<table>
<thead>
<tr>
<th>Geneva Area City Schools Evaluation Tasks for Each Performance Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-evaluation</strong></td>
</tr>
<tr>
<td>Optional</td>
</tr>
<tr>
<td>Professional Growth Plan</td>
</tr>
<tr>
<td>Improvement Plan and Plan Evaluation</td>
</tr>
<tr>
<td>Walkthrough Observations with Feedback</td>
</tr>
<tr>
<td>Evaluation Frequency</td>
</tr>
<tr>
<td>Formal Evaluation</td>
</tr>
<tr>
<td>(scheduled 30 minutes or longer)</td>
</tr>
<tr>
<td>Pre and Post Conferences</td>
</tr>
<tr>
<td>(for formal evaluations)</td>
</tr>
<tr>
<td>Mid-Year Progress Conference</td>
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<tr>
<td>Final Summative Rating Conference</td>
</tr>
</tbody>
</table>
Section IV. Supplemental Material

Holistic Rating of Teacher Performance:

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:

<table>
<thead>
<tr>
<th>Ineffective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A rating of <em>Ineffective</em> 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing:</th>
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<tbody>
<tr>
<td>A rating of <em>Developing</em> 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.</td>
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<table>
<thead>
<tr>
<th>Proficient:</th>
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<tbody>
<tr>
<td>A rating of <em>Proficient</em> 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.</td>
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</table>

<table>
<thead>
<tr>
<th>Accomplished:</th>
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<tbody>
<tr>
<td>A rating of <em>Accomplished</em> 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.</td>
</tr>
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# Ohio Teacher Continuing Contract Framework

<table>
<thead>
<tr>
<th>1. Licensure</th>
<th>2. Experience</th>
<th>3. Degree</th>
<th>4. Teacher Performance</th>
</tr>
</thead>
</table>
| Teacher holds one of the following: 1) professional certificate, permanent certificate, or life teacher's certificate, 2) professional educator license **Issued prior to January 1, 2011**<br><br>Teacher holds one of the following: 1) professional educator license, 2) senior professional educator license, 3) lead professional educator license **Issued on or after January 1, 2011**<br><br>The teacher has held an educator license for at least **seven** years, and has taught in the district at least three out of the last five years. **OR**<br><br>The teacher had continuing contract status granted elsewhere, and has served two years in the district.<br><br>If the teacher did not hold a master's degree at the time of initially receiving a teacher's certificate or educator license, then the teacher must have completed **thirty semester hours of coursework** in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license. **OR**<br><br>If the teacher held a master's degree at the time of initially receiving a teacher's certificate or an educator license, then the teacher must have completed **six semester hours of graduate coursework** in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license. | **Teacher Performance Framework:**<br>Must be based on the Ohio Teacher Evaluation Framework.**<br>Teacher Performance on Standards 50% and Student Growth Measures 50%: The teacher must earn a Final Summative Rating of proficient or accomplished on two of the three most recent years of his/her annual evaluation. (Note: While the use of teacher evaluation results in making a teacher tenure decision is not required by law (ORC) it is a commitment made by LEAs in their RTI approved Scopes of Work.)

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**District policy/negotiated agreement:**<br>- Verification of teachers’ eligible for continuing contract sent to principals<br>- Teacher declares intent<br>- Principal conducts annual evaluation<br>- Superintendent reviews principal's recommendation and evaluation results<br>- Prior to June 1, Superintendent makes recommendation regarding continuing contract and teacher is notified<br>- On or before June 1, Board of Education makes decision on recommendation<br>(Per ORC 3310.08, ORC 3310.11)<br><br>**Continuing Contract Granted**<br>A Continuing Contract remains in effect until the teacher resigns, elects to retire, is retired, or until terminated or suspended.<br><br>**Postpone Continuing Contract**<br>Grant a one or two year extended limited contract<br><br>**Continuing Contract Denied**<br>District policy/negotiated agreement OR ORC 3319.11- Notice of intent not to reemploy

Revised 10.10.12