

Standards-Based Teacher Evaluation

General

The Board of Education of Arlington Local School District adopts the following teacher evaluation policy in accordance with the standards-based statewide teacher evaluation framework in accordance with ORC 3319.111, 3319.112, and Board Policy. The Board acknowledges that this teacher evaluation policy aligns with the *Standards for the Teaching Profession* as set forth in State law.

The Board adopts the Ohio Teacher Evaluation System ("OTES") model as approved by the State Board of Education.

The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth, as well as promotion and retention decisions for teachers.

This policy has been developed in consultation with teachers employed by the Board.

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

Purpose and Objectives

To serve as a tool to advance the professional learning and practice of teachers individually and collectively.

To inform instruction.

To assist teachers and administrators in identifying and developing best educational practices in order to provide the greatest opportunity for student learning and growth.

To inform administrators in making recommendations to the Board concerning retention and promotion of teachers and concerning removal of poorly performing teachers.

Definitions

"OTES" - stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2011, or as otherwise modified by the State Board of Education.

Teacher - For purposes of this policy, "teacher" means licensed instructors who spend at least fifty percent (50%) of his/her time providing content-related student instruction and who is working under one of the following:

1. A license issued under Ohio Revised Code (ORC) Sections 3319.22, 3319.26, 3319.222 or 3319.226 ; or
2. A permanent certificate issued under ORC 3319.222 as it existed prior to September 2003; or
3. A permanent certificate issued under ORC 3319.222 as it existed prior to September 2006; or
4. A permit issued under ORC 3319.301.

The teachers building principal will conduct the evaluations.

Substitute teachers are not subject to evaluation under this policy. Full time bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures in effect between the Board and the ATA.

The Superintendent, Treasurer, and any "other administrator" as defined by ORC 3319.02 are not subject to evaluation under this policy.

Credentialed Evaluator - each teacher subject to evaluation will be evaluated by a full-time, credentialed contracted employee of the District and that person shall:

1. meet the eligibility requirements under ORC 3319.111(D); and
2. hold a credential established by The Ohio Department of Education for teacher evaluation; and
3. have completed state-sponsored evaluation training and have passed an online credentialing assessment.

The teacher's building principal will conduct evaluations.

Evaluation Cycle - The period of time for the completion of the evaluation procedures. The evaluation cycle is completed when student growth measures resulting from assessments that were administered in the previous school year are combined with the performance ratings resulting from performance assessments that are conducted for the current school year to assign an evaluation rating.

Evaluation Factors - The multiple measures that are required by law to be used in the teacher evaluation procedure. The two (2) factors, which are weighted equally, are student growth measures at fifty percent (50%) and teacher performance at fifty percent (50%).

Evaluation Framework - The document created and approved by the Ohio Department of Education in accordance with ORC 3319.11 (A) that establishes the standards-based framework for the evaluation of teachers developed under ORC 3319.112.

Evaluation Instrument - The process and forms used by the teacher's evaluator.

Evaluation Rating - The final, summative evaluation level that is assigned to a teacher based on evaluations that are conducted pursuant to the terms of the policy. The evaluation rating is assigned at the conclusion of the evaluation cycle when the teacher performance rating is combined with the results of student growth measures where fifty (50%) of the evaluation rating is based on student growth measures as provided for in this policy and fifty (50%) of the evaluation rating is based on a teacher performance rating as provided for in this policy. Each completed evaluation will result in the assignment of a teacher to one of the followings evaluation ratings: accomplished, skilled, developing or ineffective.

Off-year Observation - An observation conducted in a year when a Performance Assessment (Formal Observation) is not.

Ohio Teacher and Principal Evaluation System (eTPES) - The method used by the District to electronically report to the ODE aggregate final, summative teacher evaluation ratings.

Student Growth Measure (SGM) - Tool or assessment that is used to measure, or determine, student academic growth. Defined as the change in student achievement for an individual student between two or more points in time.

Student Learning Objectives (SLOs) - include goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time.

Teacher Performance Assessment (Formal Observation) - The assessment of a teacher's performance, resulting in a performance rating. As an evaluation factor, the teacher performance piece is based on direct observations and walkthroughs that are performed by a credentialed evaluator.

Value-Added - refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the District and school level based on each student's scores on State issued standardized assessments.

Vendor Assessment - student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.

Procedure

For each teacher, in the year when an off-year observation is required, the observation shall be completed by the first (1st) day of May and the teacher shall receive a written report of the results of the observation within five (5) days of the observation.

For each teacher, in the year when more than one performance assessment is required, the first assessment shall be completed by the tenth (10th) day of December and the teacher shall receive a written report of the results of the assessment within five (5) days of the assessment. The remaining assessments shall be completed by the first (1st) day of May and the teacher shall receive a written report of the results of the assessment within five (5) days of the assessment.

For each teacher, when an observation or assessment is conducted, a post conference shall be held within ten (10) school days of the observation or assessment.

For each teacher, performance assessments will be separated by at least thirty (30) days. Upon mutual agreement between teacher and evaluator, this stipulation may be waived.

For each teacher, in the year when a performance assessment is required, teachers may present artifacts/evidence for use in the assessment process at any time prior to the final, summative rating conference.

If requested, a teacher will be granted a pre-conference no sooner than five (5) days prior to his/her observation or assessment in any year an observation or assessment is required.

Lesson plans will be due to the evaluator at the time of the pre-conference. If no pre-conference is requested, lesson plans will be due to the evaluator five (5) days prior to the observation or assessment.

Evaluation Timeline

Method: A minimum of thirty (30) consecutive minutes will be allotted for each assessment or observation except in those instances where the planned presentation of the teacher is for a period of less than thirty (30) minutes or where by mutual agreement of the teacher and the evaluator, a period of less than thirty (30) minutes is agreed upon.

Teachers upon employment shall be made aware that they will be evaluated according to established procedures.

Evaluations shall be conducted by the teacher's principal, or by a mutually agreed upon qualified individual.

Conditions: Any formal evaluation shall be considered invalid and not placed in the teacher's personnel file, if made in other than normal classroom situations. The day before or after a recess, day after an absence due to illness, on staff development released time days, or the first or last days of a marking period would be considered a less than normal classroom situation.

Frequency: Teachers receiving a rating of accomplished will have a performance assessment every three years as long as the teacher's student academic growth measure for the most recent school year for which data is available is average or higher.

Teachers receiving a rating of skilled will have a performance assessment every two years as long as the teacher's student academic growth measure for the most recent school year for which data is available is average or higher.

In any year in which a teacher who has not had a performance assessment as a result of having previously received a rating of accomplished or skilled, the principal shall conduct at least one off-year observation of the teacher prior to the first (1st) day of May and hold at least one conference with the teacher.

The Board may elect to not conduct an evaluation of a teacher who: 1. was on leave for fifty percent (50%) or more of the school year; or 2. has submitted notice of retirement on or before December 1 of the current school year.

Report: Within five (5) school days of the formal observation, the evaluator shall give a copy of the written evaluation report to the teacher. The teacher shall acknowledge receipt of the copy by signing the evaluator's copy and specifying the date of receipt.

A conference shall be held between the evaluator and the teacher as soon as possible after the teacher has received the report and no later than ten (10) school days after the formal observation has been made.

All criticisms shall be supported with specific, written comments pertaining to direct observations by the evaluator. Specific suggestions for improvements should be noted.

A teacher by his/her signature acknowledges that he/she has reviewed and discussed the evaluation report with the evaluator, not that he/she necessarily agrees with the report.

Walkthroughs

Walkthroughs may be scheduled or unannounced. In either case, a written walkthrough report will be physically or digitally provided to the teacher within five (5) days of each walkthrough.

Student Growth Measure

The makeup of the student growth measure portion of the teacher evaluation will be determined by using the following process:

Category A1 Teachers – the entire portion of a teacher’s student growth measure will be his/her value-added data.

Category A2 Teachers – value-added data will count for the percent of teacher’s student growth measure equal to the percent of value-added generating classes taught by him/her. The balance of the teacher’s student growth measure can be one of the following options:

1. SLO data
2. approved vendor assessment data (if available)

Category B Teachers – required vendor assessment data will count for the percent of the teacher’s student growth measure equal to the percent of value-added data generating classes taught by him or her. The balance of the teacher’s student growth measure can be one of the following options:

1. SLO data
2. approved vendor assessment data (if available)

Category C Teachers – the teacher’s student growth measure can be one of the following options:

1. SLO data
2. approved vendor assessment data (if available)

Assigning an Effectiveness Rating

Each evaluation will result in an effectiveness rating of “Accomplished,” “Skilled,” “Developing,” or “Ineffective.”

A summative 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 Board shall annually submit to the Ohio Department of Education (ODE), in accordance with ODE guidelines, a summative teacher effectiveness rating.

Professional Growth and Improvement Plans

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 share it with their building principal.

Teachers who meet Expected levels of student growth must develop a professional growth plan collaboratively with their building principal.

Teachers who meet Below-Expected levels of student growth must comply with an improvement plan developed by the building principal.

Retention and Promotion Decisions

The Board uses evaluation results for removing poorly performing teachers.

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

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

Adoption Date: July 21, 2015

LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58
Chapter 4117

OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teacher's Negotiated Agreement