

Teacher Evaluation Policy

Legal References: ORC 3319.111; 3319.112

Legislative Reference: Am. Sub. HB 153 (September 29, 2011); Sub. SB 316 (September 24, 2012); Am. Sub. HB 555 (March 22, 2013); Am. Sub. HB 59 (September 29, 2013); HB 362 (September 11, 2014); HB 64 (September 15, 2015).

Within the document all legislated and/or Ohio Department of Education requirements are denoted with the following superscript ^{ORC/ODE}.

Overview

The purpose of Warren Local School District's evaluation process is to improve instruction. To do that, the district will invest in the professional development and support for its educators and their craft. This process is fluid and will continue to improve with the collaboration of our district educators.

The evaluation process will include two parts: Teacher Performance and Student Growth. These parts will work together to allow our educators to have focused growth through learning opportunities that are self-identified, as well as data driven. This focus will allow teachers at various levels of their careers to be supported differently, and in turn create internal capacity and efficiency. It is the goal of this process to improve instruction by identifying opportunities for improvement and then providing support through focused professional development.

The Warren Local School District Board of Education 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.
^{ORC/ODE}

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

Annually, a work group of district educators, the composition of which is determined by the Collective Bargaining Agreement, will collaborate to enhance and improve this policy in order to make any needed recommendations.

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, or 3319.222 who spends at least 50% of his/her time providing content-related student instruction; ^{ORC/ODE} 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; ^{ORC/ODE} or
3. A teacher working under an eight (8) year professional 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; ^{ORC/ODE} 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. ^{ORC/ODE}

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

Guidance Counselors will be evaluated using the ODE Ohio School Counselors Evaluation System (OSCES).

Speech and Language Pathologists (SLPs) will be evaluated using the Related Services Personnel Performance Evaluation Rubric.

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 or instructors of adult education. ^{ORC/ODE}

Assigning an Effectiveness Rating/Final Summative Rating

Each evaluation will result in an effectiveness rating of “Accomplished,” “Skilled,” “Developing,” or “Ineffective.” An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance and fifty-percent (50%) may be attributed to multiple measures of student growth. ^{ORC/ODE} For whatever reason, if there is no Student Growth Measure Available, Teacher Performance will count for 100% of the teacher’s Effectiveness Rating/Final Summative Rating.

Teacher Performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating. ^{ORC/ODE} To calculate the rating a teacher’s student growth measure and teacher performance must be converted to a point value ranging from zero to six hundred. These values will be multiplied by .5 and then added. The sum will be placed on a scale ranging from zero to six hundred. See the chart below.

(Student Growth X .5) + (Performance X .5) = Final Summative Rating

Most Effective (5)	600	Accomplished (4)	600	Accomplished	500-600
Above Average (4)	400	Skilled (3)	400	Skilled	300-499
Average (3)	300	Developing (2)	200	Developing	100-299
Approaching Average (2)	200	Ineffective (1)	0	Ineffective	0-99
Below Average (1)	0				

Example: Mr. Smith has a SGM of Approaching Average (200 points) and a Teacher Performance of Skilled (400), he will have a Final Summative Rating of 300, Skilled.

$$(200 \times .5) + (400 \times .5) = 300$$

Two hundred multiplied by point five added to four hundred multiplied by point five equals three hundred.

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 building and by the teacher preparation programs from which, and the years in which, the teachers graduated.^{ORC/ODE}

The Effectiveness Rating/Final Summative Rating will be the only document kept in each employee's personnel file. In the event that the employee is not formally evaluated, a "place holding" document will be kept in the employee's personnel file.

Calculating Teacher Performance

Teacher Performance is evaluated during a minimum of two cycles of formal observations, as well as a minimum of two 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^{ORC/ODE}:

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

Teacher Performance will be measured using Ohio Teacher Evaluation System Performance Rubric (Attachment I) which is aligned to the *Ohio Standards for the Teaching Profession*.^{ORC/ODE}

Evidence to support current teacher performance on the rubric will be collected from teachers through multiple measures. Those measures can include, but are not limited to: informal observations, walk-throughs, formal observations, pre- and post- conference conversations, teacher submissions, and growth and improvement plan dialogues.

The tools utilized to collect evidence will be selected from the Ohio Teacher Evaluation System Model and Resources as of the adoption date of this policy. Electronic Teacher and Principal Evaluation System (eTPES) will be utilized for the Final Summative Rating only.

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.

^{ORC/ODE} This component of the evaluation includes one or more of the following: 1) Teacher-level Value-Added Data; 2) ODE-Approved Assessments; 3) Locally-determined Measures.

1. Teacher-level Value-Added: “Value-Added” refers to the Value-Added methodology provided by ODE. The student academic growth measure of the evaluation shall be based on the Value-Added data for a teacher whose schedule is comprised of courses or subjects for whom teacher-level Value-Added data is applicable. ^{ORC/ODE} This includes anyone who receives teacher-level value-added reports through EVAAS (A1-Teacher instructs Value-Added subjects exclusively; A2-Teacher instructs Value-Added subjects, but not exclusively).

Student eligibility is determined through the ODE linkage process.

2. ODE Approved List of Vendor Assessments: Assessments, if utilized by the district, must be included as one of the multiple measures of student growth for teachers that **do not have** value-added data. Assessments utilized must be included when calculating the fifty percent (50%) attributed to student growth measures. The Superintendent/designee, in consultation with teachers, will utilize the assessments on the approved list as he/she deems necessary and appropriate.

Student and teacher eligibility coincides with the capability of the vendor assessment (B-Approved vendor assessment teacher-level data available).

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, shall establish a process in accordance with ODE guidance to create Student Learning Objectives (SLOs) to measure student growth in the courses of instruction (C-No teacher-level Value-Added or approved vendor assessment data available).

Data from these multiple measures will be scored on five levels in accordance with ODE guidance (“Most Effective,” “Above Average,” “Average,” “Approaching Average,” and “Least Effective”) and converted to a score in one of three levels of student growth: 1) “Above”; 2) “Expected”; and 3) “Below.” These ratings will be translated into “Below,” “Expected,” or “Above” student growth. ^{ORC/ODE}

Five Levels of Student Growth	Final Summative Rating
Most Effective (5)	Above
Above Average (4), Average (3)	Expected
Approaching Average (2), Least Effective (1)	Below

Evaluation Timeline

Credentialed evaluators shall follow the timelines established by the negotiated agreement and this policy.

The first cycle shall include the creation of a professional growth plan or improvement plan, at least one walk-through, a pre-conference, a formal observation of at least 30 minutes, and a post-conference. The post-conference shall occur within ten school days after the formal observation. Teachers will be provided with documentation of evidence (paper or electronic) within five days after the post-conference. The first cycle shall be completed by the end of the first semester, unless agreed upon by the evaluator and the teacher.

The second cycle shall include at least one walk-through, a formal observation of at least 30 minutes, and a post-conference. The post-conference shall occur within ten school days after the formal observation. Teachers will be provided written documentation of evidence (paper or electronic) within five days after the post-conference.

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. ^{ORC/ODE}

A teacher receiving an Effectiveness Rating/Final Summative rating of “Accomplished” on the teacher’s most recent evaluation will complete a professional growth plan, one 15 to 30-minute observation, one conference to follow the observation, and maintain a student growth measure, provided that an “Average” or above growth measure is maintained.

A teacher receiving an effectiveness rating/final summative rating of “Skilled” on the teacher’s most recent evaluation will complete a professional growth plan, one 15 to 30-minute observation, one conference to follow the observation, and maintain a student growth measure, provided that an “Average” or above growth measure is maintained.

Note: A teacher may instead choose to participate in the full evaluation process. If a teacher does not receive a student growth measure in the previous year, regardless of the Effectiveness Rating/Final Summative Rating, the teacher must go through the entire evaluation process.

Professional Growth and Improvement Plans

Teachers must develop professional growth or improvement plans based on the Evaluation Matrix:

Requirements for Professional Growth Plan or Improvement Plan

Processes: A Professional Growth Plan or an Improvement Plan is based on Student Growth Measures as designated on the Summative Evaluation Matrix and/ or performance on the standards as noted in the teacher performance rubric (see Appendix A).

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



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Teachers who meet Above-Expected levels of student growth must develop a professional growth plan. The Ohio Teacher Evaluation System Professional Growth Plan Document will be utilized. (Attachment I)

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 Ohio Teacher Evaluation System Professional Growth Plan Document will be utilized. (Attachment I)

Teachers who meet Below-Expected levels of student growth must comply with an improvement plan developed by the credentialed evaluator assigned by the Superintendent/designee for the evaluation cycle from the Board-approved list. The Ohio Teacher Evaluation System Improvement Plan Document will be utilized. (Attachment I)

Professional Development

The purpose of Warren Local School District's evaluation process is to improve instruction. To do that, the district will invest in professional development reflective of teacher instructional needs.

Evaluation Committee Adoption Date: 6/12/18