

TEACHER EVALUATION POLICY

The Board adopts the following policy to evaluate teachers in accordance with State law and the State Board of Education's standards-based statewide teacher evaluation framework.

This policy applies to any person employed under a teacher license issued under R.C. Chapter 3319 or under a professional or permanent teacher's certificate issued under former R.C. 3319.222 who spends at least 50% of the time employed providing content-related student instruction. This policy does not apply to the superintendent, assistant superintendent, treasurer, principals, other administrators as defined in R.C. 3319.02, substitute teachers or adult education instructors.

The Board directs the Superintendent/designee to implement this policy in accordance with State law. This policy has been developed in consultation with teachers employed by the Board. The Board directs the Superintendent/designee to engage in further consultation with its teachers about any further amendments to this policy as needed.

This policy becomes effective at the expiration of any collective bargaining agreement covering teachers employed by the Board that was in effect on November 2, 2018 and must be included in any renewal or extension of the agreement.

The District will maintain its current teacher evaluation policy for the 2020-2021 school year and implement this new policy at the beginning of the 2021-2022 school year.

Credentialed Evaluators

Evaluations carried out under this policy are conducted by district administrators holding evaluator credentials established by the Ohio Department of Education (ODE).

Final Holistic Rating and Evaluation Cycle

Teachers are assigned a final holistic rating of Accomplished, Skilled, Developing or Ineffective (A/S/D/I). This rating will be based on a combination of informal and formal observations and supporting evidence using the Teacher Evaluation Rubric.

The Board of Education annually submits to ODE the number of teachers assigned a final holistic rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated. The name of or any personally identifiable information about any teacher reported in compliance with this provision will not be submitted to ODE.

The full evaluation cycle includes:

- A Professional Growth/Improvement Plan;
- At least one (1) formal holistic observation, followed by a conference;

- At least two (2) classroom walkthroughs – with an emphasis on identified focus area(s) when applicable;
- At least one (1) formal focused observation – with an emphasis on identified focus area(s) and
- One (1) final summative conference.

Teachers on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal will receive at least three (3) formal observations during the evaluation cycle.

The teacher performance measure of the evaluation cycle is aligned with the following Ohio Standards for the Teaching Profession:

- Understand student learning and development, respect student diversity and hold high expectations for all students to achieve and progress at high levels;
- Understand the content areas for which they have instructional responsibility;
- Understand and use varied assessments to inform instruction and evaluate and ensure student learning;
- Plan and deliver effective instruction that advances the learning of each student;
- Create learning environments that promote high levels of learning and achievement for all students;
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning and
- Assume responsibility for professional growth and performance as an individual and as a member of a learning community.

The Superintendent/designee selects/develops evaluation tools to calculate teacher performance. The Board directs the Superintendent/designee to develop procedures for these evaluation tools.

All teacher evaluations must be completed annually by no later than May 1. Teachers evaluated under this policy must be provided with a written copy of their evaluation results annually by no later than May 10.

The Board evaluates teachers receiving effectiveness ratings of Accomplished on their most recent evaluations every three (3) years, provided the teacher submits a self-directed Professional Growth Plan, and the evaluator determines the teacher is making progress on the plan. Evaluators must complete evaluations of these teachers by no later than May 1 of the evaluation year. Evaluators also must provide teachers evaluated on this basis with a written copy of their evaluation results by no later than May 10 of the evaluation year. In all years when a teacher is not fully evaluated, evaluators shall conduct at least one observation and hold at least one conference with the teacher.

The Board evaluates teachers receiving effectiveness ratings of Skilled on their most recent evaluations every two (2) years, provided the teacher and evaluator jointly develop a Professional Growth Plan, and the evaluator determines the teacher is making progress on the plan. Evaluators must complete biennial evaluations of these teachers by no later than May 1 of

the evaluation year. Evaluators also must provide teachers evaluated on a biennial basis with a written copy of their evaluation results by no later than May 10 of the evaluation year. In all years when a teacher is not fully evaluated, evaluators shall conduct at least one observation and hold at least one conference with the teacher.

The Board elects not to conduct an evaluation of a teacher who: (1) was on leave for 50 percent or more of the school year; or (2) has submitted notice of retirement and that notice has been accepted by the Board not later than the first day of December of the school year in which the evaluation is otherwise scheduled to be conducted.

High-Quality Student Data

Teachers shall use high-quality student data (HQSD) to guide instructional decisions and meet student learning needs. HQSD used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- Align to learning standards;
- Measure what is intended to be measured;
- Be attributable to a specific teacher for course(s) and grade level(s) taught;
- Demonstrate evidence of student learning (achievement and/or growth);
- Follow protocols for administration and scoring;
- Provide trustworthy results and
- Not offend or be driven by bias.

Teachers also must use data generated from the HQSD data instrument by:

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning;
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class, as well as individual students;
- Informing instruction and adapting instruction to meet student need based upon the information gained from the data analysis and
- Measuring student learning (achievement and/or growth) and progress towards achieving state and local standards.

Evaluations must use at least two (2) measures of HQSD to provide evidence of student learning attributable to the teacher being evaluated when required.

When applicable to a teacher's grade level or subject area, HQSD shall include the value-added progress dimension established under R.C. 3302.021, except when otherwise prohibited by law.

Evaluators may use HQSD as evidence in any component of the evaluation where applicable, and data from ODE vendor approved assessments may be considered HQSD. However, the use of shared attribution measures or student learning objectives is prohibited.

Professional Growth and Improvement Plans

Teachers must develop a Professional Growth or Improvement Plan based on the results of their most recent evaluation. Teachers shall develop this plan annually, and it must be based on the results of the evaluation and aligned to any existing District or building improvement plan.

Teachers with a final holistic rating of Accomplished must develop a self-directed Professional Growth Plan. Those teachers with a final holistic rating of Skilled must develop a Professional Growth Plan working jointly with the credentialed evaluator. Teachers with a final holistic rating of Developing must develop a Professional Growth Plan that is guided by their assigned credentialed evaluators. Those teachers with a final summative rating of Ineffective will be placed on an Improvement Plan developed by the assigned credentialed evaluators.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board will adopt procedures for use in making retention and promotion decisions based on evaluation results, subject to any applicable collective bargaining agreement. Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

Poorly Performing Teachers

The Board uses evaluation results for removing poorly performing teachers. The Board will adopt procedures for removing poorly performing teachers based on evaluation results, subject to any applicable collective bargaining agreement.

Professional Development

The Board will allocate financial resources to support professional development in compliance with State law and the State Board of Education's evaluation framework.

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