

EVALUATION OF CERTIFICATED STAFF
(Ohio Teacher Evaluation System)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District. The Board evaluates teachers in accordance with State law and the standards-based statewide teacher evaluation framework adopted by the State Board of Education.

Notwithstanding Ohio Revised Code Section 3319.09, this policy applies to any person employed under a teacher license issued under Ohio Revised Code chapter 3319, or under a professional or permanent teacher's certificate issued under former Section 3319.222, and who spends at least 50% of the time employed providing content-related student instruction. This teacher evaluation policy does not apply to substitute teachers.

Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education.

Final Holistic Rating and Evaluation Cycle

Teachers are assigned a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of informal and formal observations and supporting evidence using the Teacher Evaluation Rubric which is aligned to the Ohio Standards for the Teaching Profession.

Annually, the Board submits to the Ohio Department of Education, 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 cannot be required.

The evaluation cycle will include guidelines and procedures set in the ORC and/or put forth by the District's Joint Evaluation Committee.

High-Quality Student Data

High-quality student data (HQSD) is used 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.

AND the teachers must use the 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 use at least two measures of HQSD to provide evidence of student learning attributable to the teacher being evaluated when required.

When applicable to the grade level or subject area taught by a teacher, HQSD includes the value-added progress dimension established under RC 3302.021, except when otherwise prohibited by law.

HQSD may be used as evidence in any component of the evaluation where applicable.

Data from ODE vendor approved assessments may be considered HQSD.

The use of shared attribution measures or student learning objectives is prohibited.

Professional Growth and Improvement Plans

Teachers with a final holistic rating of Accomplished must develop professional growth plans and choose their credentialed evaluators.

Teachers with a final holistic rating of Skilled must develop professional growth plans collaboratively with their credentialed evaluator.

Teachers with a final holistic rating of Developing must develop professional growth plans with their credentialed evaluator. The Superintendent/designee approves the professional growth plan and assigns the credentialed evaluator.

Teachers with a final holistic rating of Ineffective must develop an improvement plan with their credentialed evaluator. The Superintendent/designee approves the improvement plan and assigns the credentialed evaluator.

Evaluation Timeline

District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and periodic classroom walkthroughs. Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

All teacher evaluations are completed by May 1. Teachers evaluated under this policy are provided with a written copy of their evaluation results by May 10.

The Board evaluates teachers receiving an Accomplished final holistic rating on the teacher's most recent evaluations carried out under this policy every three years provided the teacher submits a Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated are provided a written copy of their evaluation results by May 10 of the evaluation year.

The Board evaluates teacher receiving a Skilled final holistic on those teacher's most recent evaluation every two years provided the teacher submits a Professional Growth Plan and the evaluator determines teacher is making progress on that plan. Evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated are provided a written copy of their evaluation results by May 10 of the evaluation year.

The timelines and procedures for evaluations for OTES-evaluated teachers shall be as set forth in Ohio Revised Code Sections 3319.111 and 3319.112. The timelines and procedures for OSCES-evaluated school counselors shall be as set forth in ORC Section 3319.113. The timelines and procedures for evaluations for non-instructional bargaining unit members shall be set by the District joint evaluation committee.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use by district administrators in making retention and promotion decisions based on evaluation results.

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 adopts procedures for removing poorly-performing teachers based on evaluation results in accordance with the negotiated agreement and State law.

Professional Development

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

[Adoption date: August 14, 2001]
[Re-adoption date: April 22, 2013]
[Re-adoption date: November 25, 2013]
[Re-adoption date: May 11, 2015]
[Re-adoption date: October 26, 2015]
[Re-adoption date: April 25, 2016]
[Re-adoption date: October 8, 2018]
[Re-adoption date: August 10, 2020]

LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 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.: Teachers' Negotiated Agreement