2015-16

Cleveland Heights-University Heights City Schools

Ohio Teacher and Principal Evaluations

Version 9.10.15

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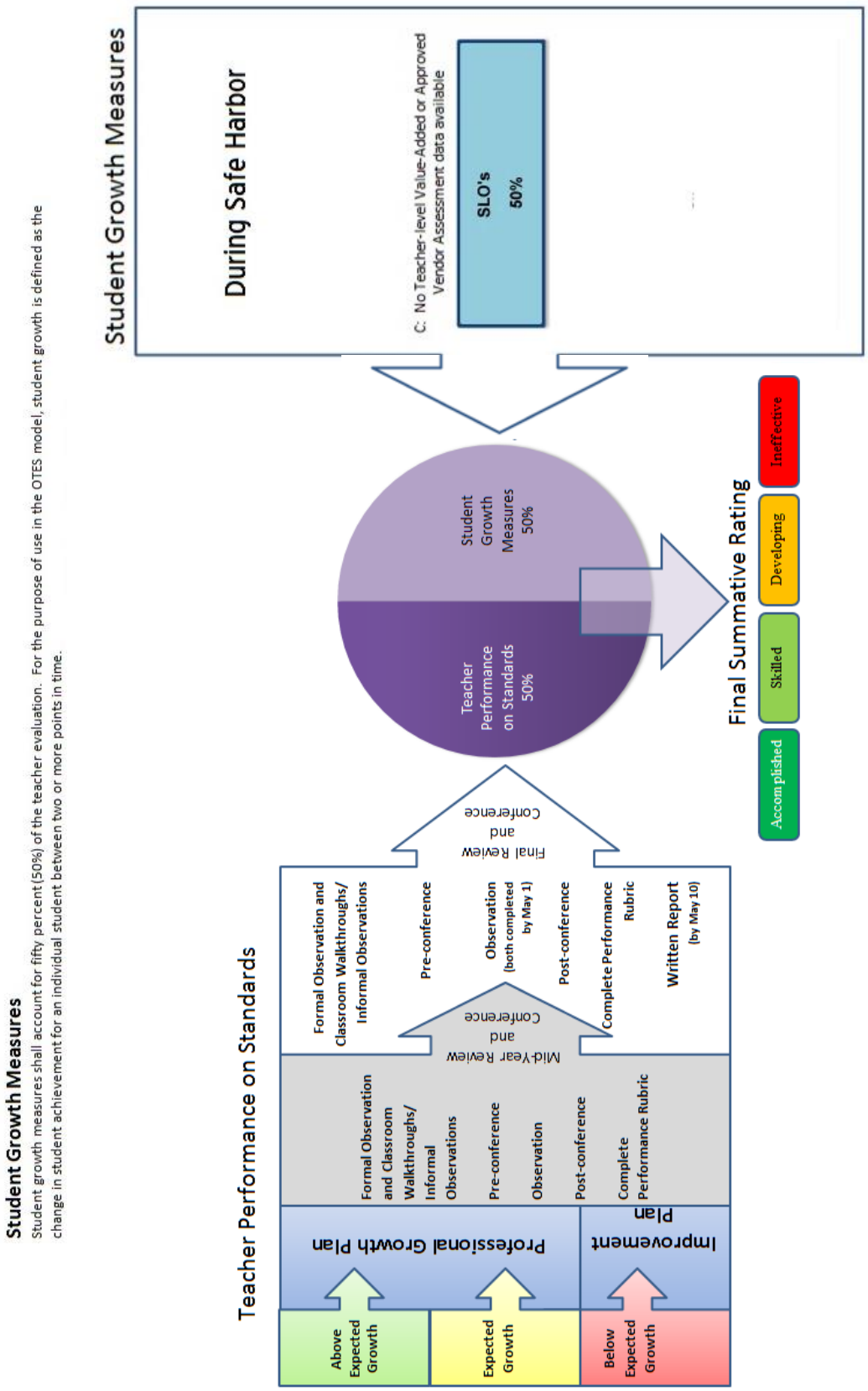
Ohio Teacher Evaluation System 2015-2016 – for CHUH



Student Growth Measures

Student growth measures shall account for fifty percent (50%) of the teacher evaluation. For the purpose of use in the OTES model, student growth is defined as the change in student achievement for an individual student between two or more points in time.

The evaluation process requires the evaluator to use a variety of evidence (professional growth or improvement plan, walk-throughs, observations, and conferences) to determine a teacher performance rating that is comprised of:

50% Teacher performance and 50% Student growth measures

Definitions

Local Education Agency (LEA) – teacher created and district approved assessments.

OTES Teacher – a full time licensed instructor who spends at least 50% of his/her time providing content-related student instruction. In CHUH we interpret this to mean 50% of the student instructional day (minimum minutes per day: Elementary –165, Middle – 168, High School – 164).

Shared Attribution - aggregate student measures that are attributed to a group of students.

Student Growth – the change in student achievement for an individual student between two or more points in time.

Student Learning Objectives (SLO) – goals identified by a teacher or groups of teachers that identify expected learning outcomes for a group of students over a period of time.

SLO Review Committee (SRC)- district committee made up of teachers, administrators, and board office staff who reviews teacher developed SLO's and provides feedback.

Value-Added – student growth as measured by state mandated test scores. *Not used in evaluation this year, but composite scores from 2014-2016 will be used in 2017-18.*

Vendor Assessment – commercial tests approved by the ODE; Value-Added measures do not apply.

Walk-throughs - informal observations to inform evaluation with a series of short classroom visits

Determining A Final Summative Rating

1) As they submit data into the electronic Teacher and Principal Evaluation System (eTPES), districts enter ratings for each measure: teacher performance (from 1-to-4), each student growth measure (from 1-to-5) and, if selected, an alternative component (from 1-to-4).

2) eTPES assigns the point value that corresponds to the ratings from each component:

Student growth. This component may entail multiple measures (Value-Added scores, approved vendor assessments or student learning objectives) each with its own 1-to-5 rating. A most effective (5) rating results in 600 points; above average (4), 400 points; average (3), 300 points; approaching average (2), 200 points; and below average (1), 0 points.

Teacher performance. A rating of accomplished (4) results in 600 points; skilled (3), 400 points; developing (2), 200 points; and ineffective (1), 0 points.

3) eTPES multiplies the points for each measure by the appropriate weight or percentage. The department will release business rules for how weights will be assigned for student growth measures when multiple measures are employed.

Original Teacher Evaluation Framework (50 + 50)

Ratings and Points

Example #1. Grade 4 A2 Teacher

Mr. Wilson teaches Grade 4 and is an "A2" teacher (who teaches Value-Added courses, but not exclusively). He is using Value-Added and vendor assessments for his student growth measures. He has four different measures that need entered into eTPES (three for student growth and one for performance):

Measure		Rating	Points	Percentage or Weight	Calculation of Applied Points
Student Growth Measures 50%	Value-Added	Below Average (1)	0	25%	0
	Vendor Assessment (Science)	Above Average (4)	400	12.5%	50
	Vendor Assessment (Social Studies)	Average (3)	300	12.5%	37.5
Performance 50%		Developing (2)	200	50%	100
Final Summative Rating					**188 corresponding to Developing**

Using the new formula, eTPES will calculate the final summative rating by multiplying the points for each measure by the measure's weight, and then summing the applied points:

(0 * 25%) + (400 * 12.5%) + (300 * 12.5%) + (200 * 50%) = 187.5

Evaluations

Each teacher will complete a professional growth plan and will have two observation cycles per year as part of their performance evaluation. Exceptions: Continuing contract teachers who were rated as Accomplished in 2013-14 or were rated Skilled or Accomplished in 2014-15 will have at least one observation cycle (pre-conference, observation, walk-throughs, post conference), but are not required to go through the full OTES evaluation, assuming student growth measure from the previous year was average or above. These teachers' ratings will not change. Administration has the prerogative of evaluating a teacher even if it is not required

Pre-conferences will be scheduled with individual teachers prior to the each formal observation. Pre-conferences allow the evaluator and the teacher to discuss what the evaluator will observe during the classroom visitation. Important information is shared about the characteristics of the learners and the learning environment. Specific information is also shared about the objectives of the lesson and the assessment of student learning. The conference will provide the teacher an opportunity to identify areas in which he/she would like focused feedback from the evaluator; the pre-conference will also provide an opportunity to present the evaluator with information that might not be observed during the lesson but is crucial to the overall evaluation.

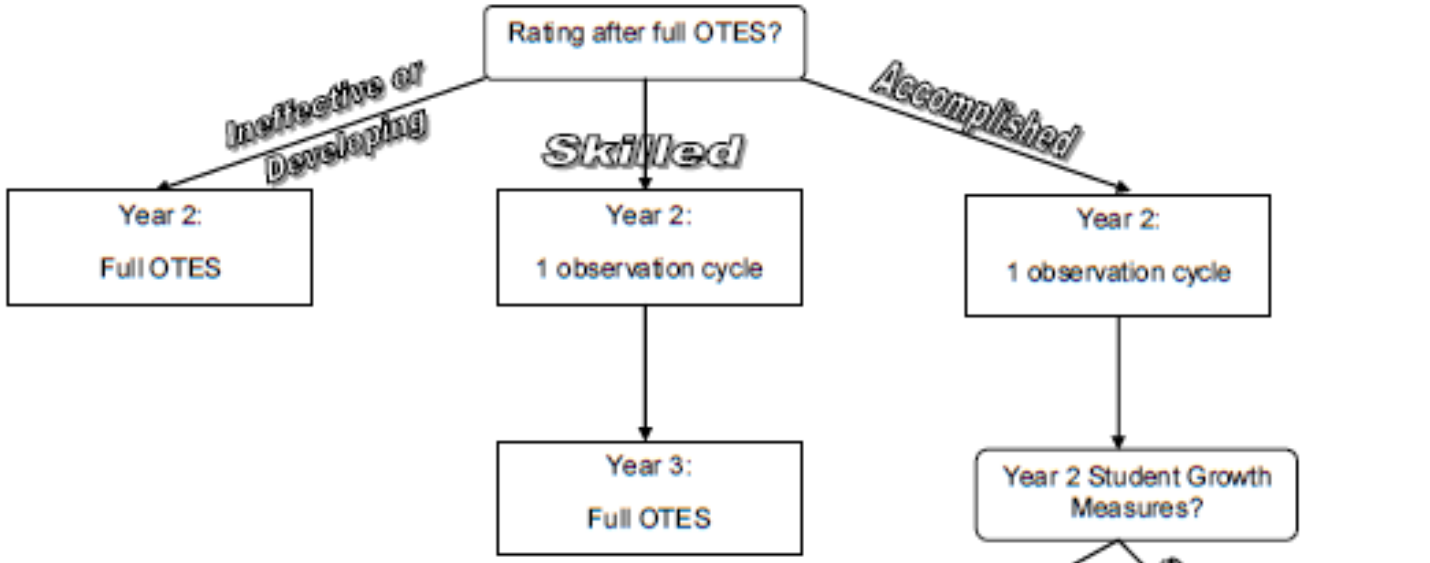
A formal observation consists of a visitation of a class period or the viewing of a complete class lesson for a minimum of 30 minutes. During the classroom observation, the evaluator documents specific information related to teaching and learning. Each formal evaluation will be analyzed by the evaluator using the Teacher Performance Evaluation Rubric. A narrative will then be completed by the evaluator to document each formal observation.

After each formal observation a post-conference will be held with the teacher within two weeks, barring extenuating circumstances. The OTES is used to evaluate a teacher's instruction and to provide a basis of support for professional growth. The purpose of the post-conference is to provide teachers opportunities to self-reflect on their lessons with the guidance and support of their evaluator.

Within each observation cycle, a minimum of two walk-throughs will occur and feedback provided.

After final ratings for teachers have been determined, the superintendent or designee will submit teacher and principal final summative ratings to the Ohio Department of Education using the Ohio *eTPES* (electronic Teacher and Principal Evaluation System). *eTPES* will calculate the Student Growth Measures (50% of the evaluation) from manually entered data and downloaded data (Value-Added) as appropriate and calculate the Final Summative Rating (using the Teacher Performance 50% and the Student Growth Measures 50%) for each educator.

OTES for Tenured Teachers in CHUH



Notes:

Administration has the prerogative of using full OTES even if it is not required.

In whatever year full OTES is used, the teacher moves to the top of the chart.

In 2013-14 CHUH used shared attribution for student growth measures

In 2014-15 CHUH used SLOs and Value Added for student growth measures

In 2015-16 CHUH will use 1 SLO for everyone unless teaching both ELA and Math

Ohio Teacher Evaluation System Timeline 2015-2016

Timeline	Principal	Teacher	Forms
August/ September	eTPES - • Verify teacher roster • Send access to teachers SGM/ eTPES – • Review individual teacher categories (A,B,C) and modify if needed Begin evaluation process - • Growth Plan or Improvement Plan • Observation Cycle 1 begins	eTPES – • Log into account SGM/ eTPES – • Teacher VA will be downloaded • Vendor Assessments and LEA student growth measures manually entered Begin evaluation process – • Complete Self-Assessment • Growth Plan or Improvement Plan • Observation Cycle 1 begins • SRC Training • SLO pre-assessments-created, administered, scored, and analyzed. • Final SLO with growth targets submitted to principals for review	• Ohio Continuum tool Self - assessment form (filled out by teacher) • Self-assessment summary form (teacher and principal) • 2 Professional Goal-setting tools sheets (growth or improvement plan) • SLO Embedded Checklist Template
October	• Observation/Walkthroughs Cycle 1	• Observation/Walkthroughs Cycle 1 • Submit SLOs to SRC for approval	• Observation Rubric
November-April	• Observation/Walkthroughs Cycle 1 • Completion of Performance Rubric for Cycle 1 (by December 15 for all Resident Educators and any teacher who will be recommended for a Plan of Action) • Completion of Performance Rubric for Cycle 1 (by Jan 15) for everyone else. • Observation/Walkthroughs Cycle 2	• SLOs approved with feedback (resubmission window for all SLOs not approved. Window closed November 10) • Observation/Walkthroughs Cycle 1 • Submit artifacts as appropriate • Observation/Walkthroughs Cycle 2* • Submit artifacts as appropriate	• Post Observation Conference Sheet • Communication and Professionalism Rating Tool Mid-Year • Observation Rubric form • Post Observation Conference Sheet
May	• Completion of Observation Rubric by May 1* *eTPES-all due by May 10* • Determine holistic rating for each teacher and enter • Enter and verify each teacher's local SMG • Complete final summative rating for each teacher	• Completes local SGM and report to committee/principal	• Communication and Professionalism Rating Tool End Year • Final Evaluation Summary Sheet • Improvement Plan (if applicable)

*The board requires at least three formal observations of each teacher who is under consideration for non-renewal and with whom the board has entered into a limited contract or an extended limited contract.

Ohio Principal Evaluation System Timeline 2015-2016

Timeline	Superintendent/Designee	Principal
August/September	*eTPES* • Complete set-up screens • Sign-off on PRES Rubric Alignment • Verify principal roster • Send access to principals SGM/*eTPES* • Review and modify categories Begin evaluation process • Growth or improvement plan • Formative assessments begin (walkthroughs, observations)	*eTPES* • Log into account SGM/*eTPES* • Download vendor assessments • Aggregate and manually enter vendor assessments and LEA SGM Begin evaluation process • Completes self-assessment • Growth or improvement plan • Formative assessments begin (walkthroughs, observations)
October	Formative assessments continue Approve SLOs	Formative assessments Submit SLOs for approval
November-April	Formative assessments	Formative assessments Submit appropriate artifacts
May	Completion of Observation/Performance Rubrics* *eTPES* • Determine and enter holistic rating for each principal • Enter and verify each principal's local SGM • Complete Final Summative Rating for each principal Conduct final reviews and conferences	Complete SGMs and ODE reports to superintendent
June	Contract Renewal by June 1 *eTPES* • Report aggregate principal ratings to ODE	

*One evaluation annually if contract is not due to expire. In a year an employee's contract is due to expire, at least a preliminary evaluation and a final evaluation shall be completed by May 10.

Student Learning Objectives

Student Learning Objectives (SLOs) are 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. SLOs are determined by teachers after analyzing data on student academic performance and identifying areas that need a targeted effort for all students and subgroups of students. As a way to measure student growth, the objectives demonstrate a teacher's impact on student learning within a given interval of instruction.

Use the following template, either electronic or paper, to organize data for SLOs.

1. First, the teacher adds the name or identification number for each student into the worksheet. Additional rows may be added as needed.
2. Then, the teacher enters each student's baseline score. This may be from a combination of data points and available information such as scores on the assessment administered at the beginning of the school year or from the previous year /class if available, or other measures that help to set the baseline of the student performance.
3. Next, using their completed SLO template as a guide, the teacher enters each student's established growth target.
4. The teacher enters the final performance data for each student.
5. The teacher enters if each individual student exceeded/ met the growth target by answering yes or no.
6. Once all the relevant information has been entered in the worksheet, attainment of the students' growth targets and overall teacher rating of student growth measures on this SLO will need to be computed.

Teacher Name:		**School:**			
SLO Title:		**Assessment Name (if available):**			
Student Name	**Student Number**	**Baseline Score**	**Growth Target**	**Final Score**	**Exceeds/ Meets Target? (yes/ no)**

% of students that exceeded/ met growth target	**Descriptive Rating**	**Numerical Rating**
90 - 100	**Most Effective**	**5**
80 - 89	**Above Average**	**4**
70 - 79	**Average**	**3**
60 - 69	**Approaching Avg.**	**2**
59 or less	**Least Effective**	**1**

Final SLO Percentage

% Exceeding/Meeting Target: %

% Below Target: %

NUMERICAL RATING OF SLO:

CHUH Student Growth Measure

50% of Final Evaluation - 2015-2016

Teachers will have only one Student Learning Objective (SLO), unless they teach ELA and Math (2 SLOs). Everyone teaching ELA must have a SLO in ELA. Everyone teaching Math must have a SLO in Math.

Example 1: A High School science teacher has 2 biology classes and 3 chemistry classes. The teacher should have 1 SLO for the course for which they have the most students. Pre- and post-assessments shall be given to students in all chemistry classes. The teacher could choose to do 2 SLOs. High School and Middle School are by grade level

Example 2: Elementary PE teachers would pick all students in 1 grade level and write a SLO for that grade level. Elementary is by grade level. Middle and High School PE are course specific.

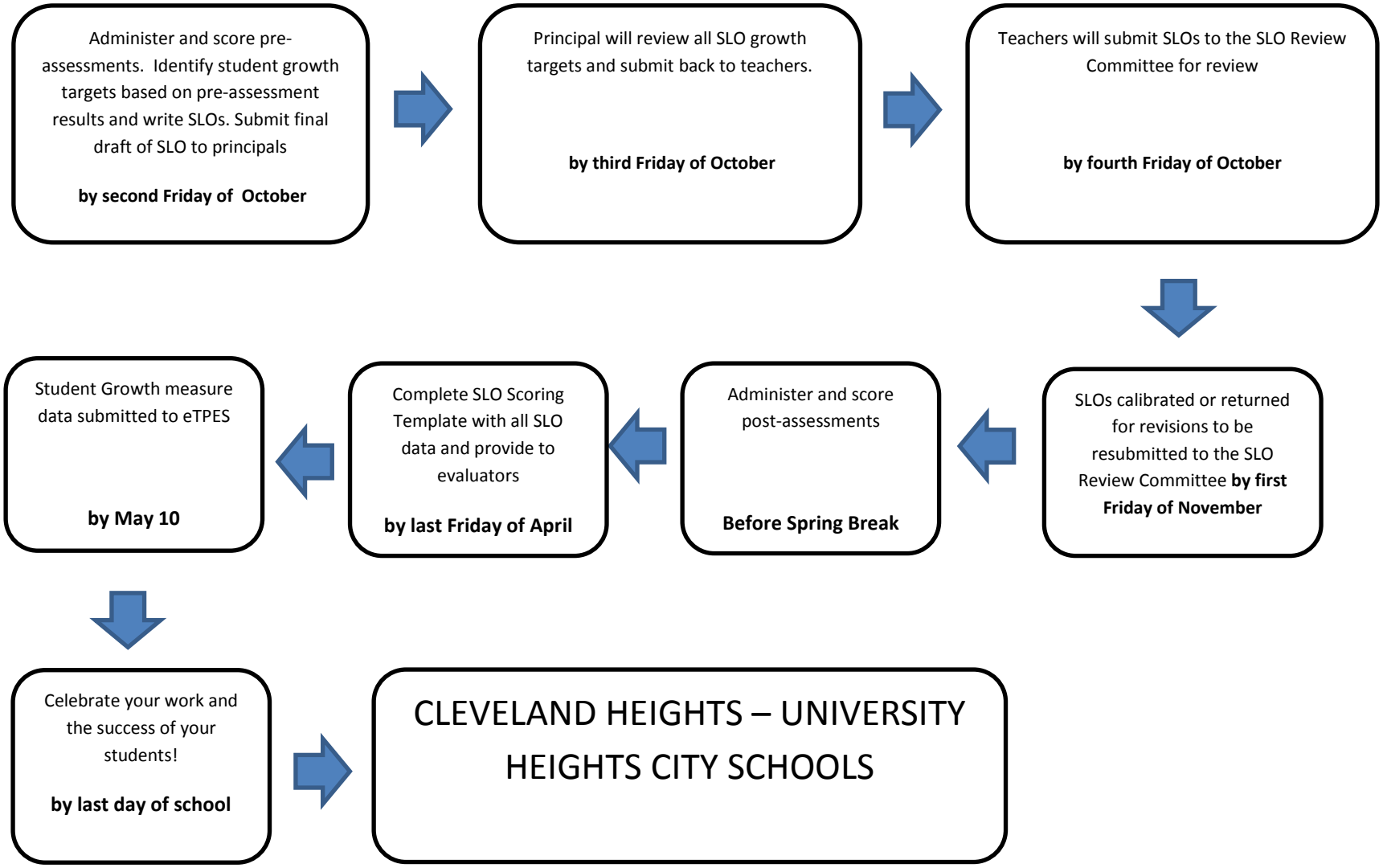
Example 3: A teacher is assigned to teach Math and Science. The teacher has 1 SLO in Math.

Example 4: A teacher assigned to teach all subjects. The teacher has 2 SLOs. One in ELA and one in Math. The teacher will complete 1 SLO in ELA and 1 SLO in Math.

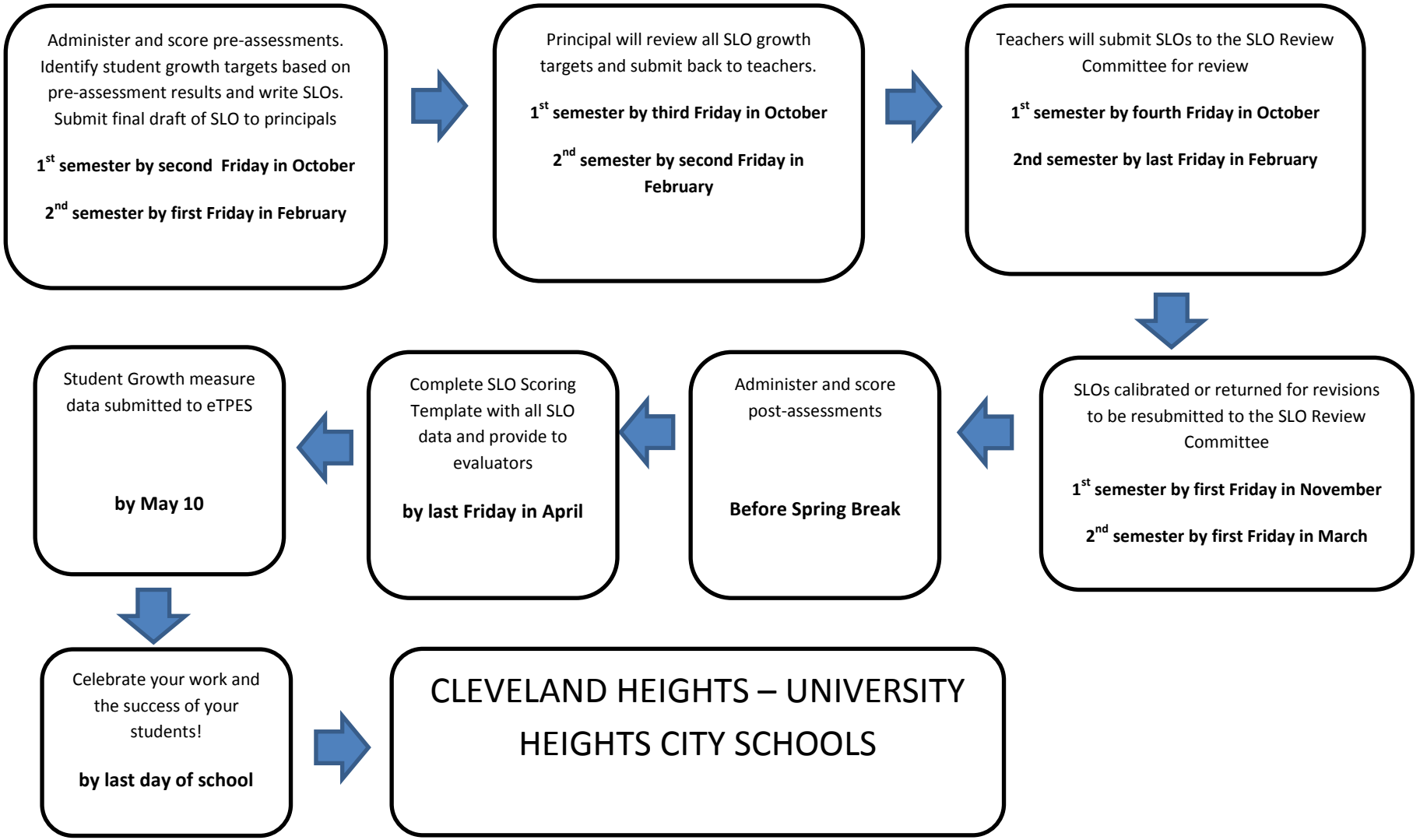
Example 5: An Intervention Specialist has fewer than 6 students in the same class. The teacher does not do an SLO. Their evaluation is based completely on performance. The threshold of 6 students in the same class applies to the total class enrollment, regardless of grade level. For example a classroom serving 3 students in 2nd grade and 5 students in third grade, for a total of 8 students, will be required to do an SLO.

Level	SLO (if two are used, they are equally weighted)	SLO Assessment	Value Added
Pre-K	ELA & Math	Common Assessment	Due to the transition of new assessments, teachers and principals will not use value added ratings from state tests until 2016-17 school year as part of their evaluations or when making decisions regarding dismissal, retention, or tenure. Value added ratings will continue to be generated for state tests even though they will not be used this year. These scores will follow teachers after safe harbor is over. Value added impacts grades 4-8 ELA and Math, English 1, Algebra I, and Physical Science. **Although Value Added Scores will not be used in evaluation this year, the composite scores from 2014-2016 will be used in 2017-18**.
K	ELA & Math	DSA & Math Expressions	
1-3	ELA	F&P or TRC (each building chooses 1 tool and uses it for both the fall and spring administration)	
1-3	Math	Math Expressions	
4-8	ELA, Math, Science	MAP	
K-8	Not Mentioned above	Common Assessments	
9-12	All	Common Assessments	
Career Tech	CTE	Specific Program	
3-12 (AASCD) Alternate Assessments	Based on grade level	Based upon Learning Progression	

SLO FLOW CHART YEAR-LONG COURSES 2015-2016



SLO FLOW CHART FIRST AND SECOND SEMESTER COURSES 2015-2016



Teacher Performance Evaluation Rubric

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**FOCUS FOR LEARNING** **(Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference	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.	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 measureable goals.	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.	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.
	ASSESSMENT DATA **(Standard 3: Assessment)** *Sources of Evidence:* Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.	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.	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.	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.

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
		The teacher does not use or only uses one measure of student performance.	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.	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.	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.
INSTRUCTIONAL PLANNING	**PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS** **(Standard 1: Students; Standard 2: Content; Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference	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.	The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.	The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.	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.

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
	PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS			The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.	The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.

Instruction and Assessment					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**LESSON DELIVERY** **(Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)**	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.	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.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.	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.
	Sources of Evidence: Formal Observation Classroom Walkthroughs/ Informal Observations	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.	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.	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.	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.

Instruction and Assessment					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
	DIFFERENTIATION **(Standard 1: Students; Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.	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.	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..	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.
	RESOURCES **(Standard 2: Content; Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	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.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	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.

Instruction and Assessment					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**CLASSROOM ENVIRONMENT** **(Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)** *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	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.	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.	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.	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.
		There are no evident routines or procedures; students seem unclear about what they should be doing or are 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.
		Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.	The teacher transitions between learning activities, but occasionally loses some instructional time in the process.	Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).	Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.

Instruction and Assessment					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
		The teacher creates a learning environment that allows for little or no communication or engagement with families.	The teacher welcomes communication from families and replies in a timely manner.	The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.	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.
		Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	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.	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.	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.

Evidence (Pre-Conference Sample Questions)

Focus for Learning

- What is the focus of 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?

Looks Like	Sounds Like
Standards, goals, and learning targets presented	Discussion of learning targets/goals with students
Lesson plans aligned to students, goals, and learning targets	Explanations of the importance or significance of the lesson
Evidence of measurable goals	Connections of materials

Assessment Data

- What assessment data was examined to inform this lesson planning?
- What does pre-assessment data indicate about student learning needs?

Looks Like	Sound Like
Evidence of assessment data or students' prior knowledge	Discussion of pre-assessment and how data was used to plan
Entrance/exit slips; Thumbs up/down	Discussion of the connections and an analysis of collected information
OAA, end-of-course exams, ACT, SAT	Explanation of how data drove the lesson planning
Value-Added	
Drafts/papers	

Prior Content Knowledge/Sequence/Connections

- 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?

Looks Like	Sound Like
Evidence of assessment data or students' prior knowledge	Specific comments about real-life and careers
Pre-assessment	Targeted question about prior knowledge
A part of a continuum of a topic or unit	References to previously taught lessons
	Discussion of future lessons

Knowledge of Students

- What should the evaluator know about the student population?
- How is this a developmentally appropriate activity?

Looks Like	Sounds Like
Surveys Portfolios District data, IEPs Conferences Writing activities	Discussion of specific knowledge of students

Lesson Delivery

- 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?

Looks Like	Sounds Like
Goals explicitly written	Familiarity with goals
Specific strategies	Discussion of strategies and rationale for using them
Detailed lesson plans on who is doing what	

Differentiation

- How will instructional strategies address all students' learning needs?
- How will the lesson engage and challenge students of all levels?
- How will developmental gaps be addressed?

Looks Like	Sounds Like
Various strategies in lesson plans Formative assessments	Discussion of specific student needs

Resources

- What resources/materials will be used in instruction?
- How will technology be integrated into lesson delivery?

Looks Like	Sounds Like
List of resources/materials needed in lesson plan	Familiarity with content
Mention of technology in lesson plans	Discussion of technology

Classroom 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?

Looks Like	Sounds Like
Sketches of desk configuration	Mention of room organization
Photographs	Rationale for grouping strategies
Classroom rules	

Assessment for Student Learning

- 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 stage?

Looks Like	Sounds Like
Formative assessments	Discussion of formative assessment strategies
Assessment questions/assignments	Connection of assessment data to next lesson/unit

Professional Responsibilities: Collaboration and Communication

- 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.

Looks Like	Sounds Like
Spreadsheet	Familiarity with colleagues
PLC minutes	
Parent log	

Professional Responsibilities: Professional Responsibility and Growth

- 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 development?

Looks Like	Sounds Like
Spreadsheet of independent PD	References to self-assessment and reflection of teaching
Artifacts on reflection and PD	Integration of PD into lesson/teaching

Evidence (Post-Conference Sample Questions)

Focus for Learning

- What was the focus for the lesson?
- Talk about the content you hoped students would know and understand by the end of the lesson.
- What skills did they demonstrate to you?
- What standards were addressed in he planned instruction?
- Why was this learning important?
- How was the appropriateness of the goal communicated to students?
- How did your stated goals fit into the unit, course, and school goals?

Assessment Data

- What assessment data were examined to inform the planning for the observed lesson?
- What did pre-assessment data indication about student learning needs?
- What formal or informal techniques di you use to collect evidence of students' knowledge and skills?
- How did your assessment data help you identify student strengths and areas of weaknesses?

Prior Content Knowledge/Sequence/Connections

- What prior knowledge did students need and how did you connect it to their future learning?
- How did this lesson connect to students' real-life experiences and/or possible careers?
- How did it connect to other disciplines?

Knowledge of Students

- How did this lesson demonstrate your familiarity with student students' background knowledge and experiences?
- Talk about how this lesson was developmentally appropriate for your students.
- What strategies did you plan for and implement to meet the needs of individual students?

Lesson Delivery

- How were the goals for learning communicated to students?
- What instructional strategies and methods were used to engage students and promote independent thinking and problem solving?
- What strategies were used to make sure all students achieve lesson goals?
- How were content-specific concepts, assumptions, and skills taught?
- What questioning techniques did you use to support student learning?
- How did you ensure this lesson was student led?

Differentiation

- How did the instructional strategies address all students' learning needs?
- How did the lesson engage and challenge students of all levels?
- How were developmental gaps addressed?
- Why is it important to provide varied options for student mastery?

Resources

- What resources/materials were used in instruction?
- How was technology integrated into lesson delivery?
- How did students show ownership of their learning?

Classroom Environment

- How did the environment support all students?
- How were different grouping strategies used?
- How was safety in the classroom ensured?
- How was respect for all modeled and taught?

Assessment for Student Learning

- How did you check for understanding during the lesson?
- What specific products or demonstrations assessed student learning/achievement of goals for instruction?
- How did you ensure that students understand how they are doing and support students' self-awareness?
- How do you use assessment data for your next steps?
- Why is it important to provide specific and timely feedback?

Professional Responsibilities: Collaboration and Communication

- 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 Responsibilities: Professional Responsibility and Growth

- 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 development?

Other Possible Post-Conference Questions

Evaluation of Lesson

- Did this lesson accomplish what you intended? Why or why not?
- What were the strengths of this lesson? If you had concerns, what were they?

Evaluation of Student Learning

- How successful were your students?
- How will you adapt future instruction based on your assessment of student learning?

Reflection on Observation Process

- What does the observation data tell you about your teaching and students' learning?
- What feedback do you have about this process and our work together?

Next Steps

- What did you learn from this lesson that you will use the next time you work with this group of students?
- What other conclusions can you draw?
- What support will you need in your next steps?

OTES
Teacher Performance Evaluation Rubric

INSTRUCTIONAL PLANNING				
		Skilled	**Looks Like**	**Sounds Like**
INSTRUCTIONAL PLANNING	**Focus For Learning (Standard 4: Instruction)** Sources of Evidence: Pre-Conference	The teacher demonstrates a focus for student learning, with appropriate learning objectives that includes measurable goal(s) for student learning aligned with the Ohio Standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	Learning target(s)-objective posted and/or written in lesson plan Pre/post assessments Observing students engaged in activities relevant to their culture, environment, experiences Students writing goals Describing activities aligned to the learning target(s)/objective(s) Describing assessment Identifying level of difficulty of activities Measurable goal "I can statement" written on the board Class activities are aligned with ODE standards and benchmarks Class survey Formative Assessments Thumbs up/ Thumbs down Targets on board or in focus projector students writing down learning targets Explain how target is measureable Students appearing on task and focused Students performing passages related to posted objectives Teacher evaluating student performance and providing feedback	Student saying learning target(s) and objectives Articulating where objective come from and how it is connected to standards Discussing of assessment data Hearing teacher describe authentic real life application Transferring information to other curriculum Students reciting objective Learning targets in student friendly terms Teacher verbalizing rationale for the learning target Teacher explaining relationship to Ohio standards and measurable goals Teacher explaining the connection to past/future lessons Teacher explaining reason that goal is important Teacher explaining what students will be able to do/know Teacher explaining connection between focus and standards Teacher explaining how/will provide for a range of abilities etc. Teacher explains/states learning objectives Teacher explains and directs students through task Teacher orally models correct and appropriate techniques to aid students in achieving posted objectives Teacher discusses student performance and provides critical feedback Discuss student assessment data Discuss rationale behind learning targets

				Teacher reiterates goal and objective of the lesson throughout the class period
	Assessment Data (Standard 3: Assessment) Sources of Evidence: Pre-Conference	The teacher demonstrates an understanding that assessment is a means of evaluation and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. 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.	Rubric Intentional checking for understanding Evidence of preparation for alternatives for re-teaching, extending Teacher responding to results of dialogue, formative/ summative data (grouping, adjusting) Data folders Completing different types of evaluations and assessments throughout class time Providing timely feedback/results on these assessments and evaluations Step 1 Pre- assessment Step 2 Self- assessment on how comfortable with what they learned today and what they will learn tomorrow given a day to day outline Exit slip to check for understanding of learning target Teacher is able to collect and track student data as a reference for improvement Teacher is able to formulate alternative assessments for evaluating lesson objectives Diagnostic tests Bell work Writing process (teacher feedback) Summative assessment End of unit test Vocab quizzes Exit slips KWL Scaffolding Teacher review of formative and summative assessment data (What could this lead to)	"Let's talk about what a 4 means…" "Show me a thumbs-up or thumbs-down" "Take out your exit ticket (slips)" "In response to your exit tickets (slips)" Forming groups based on results Chart your results in your data folder Mastery learning Differentiate students based on observations and feedback/results of the assessments Form groups based on formative assessments and data collected Call on kids Let's discuss the most effective way of assessing our understanding of lesson "Our goal is to be skilled in each area of the lesson" "what must we do as a class to ensure everyone is skilled Teacher gives verbal feedback Students give ungraded feedback Discussion pertaining to skills Blooms discussions (verbal scaffolding) Students can state what they learned yesterday Students can demonstrate knowledge on test Students can connect previous chapters to current chapter Group student exit tickets in clusters based on learning targets Raise your hand if you understand this learning target Students perform a musical passage, teacher provides critical feedback regarding what he/she heard and saw Students perform a musical passage teacher provides critical feedback in addition to a grade/score

			Teacher visually evaluates student performance techniques Teacher listens to student performance	Students perform written assessment
INSTRUCTIONAL PLANNING				
		Skilled	**Looks Like**	**Sounds Like**
INSTRUCTIONAL PLANNING	Prior Content Knowledge / Sequence / Connections (Standard 1: Students; Standard 2: Content; Standard 4: Instruction) Sources of Evidence: Pre-Conference	The teacher makes clear and coherent connections with students' prior knowledge and future learning-both explicitly to students and within the lesson. The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.	Lesson plan link to pervious lesson-sequence of activities over X number of days. Reference to district curriculum and state standards. KWL Chart Pervious AV's of unites-vocabulary, charts, amps, and graphs, etc. Student work examples See school norming Refer to previous teacher's (transfer across curriculum) Survey of kids-interest, back round, exit slips What is current at the time? Data books Curriculum map-where and how lessons fit. Formative assessments Organization Appropriate activities for developmental age/grade level Teacher executes a well formulated plan that addresses former knowledge and its application in the new content Teacher directs students in a performance of previously studied literature and discusses connection to new literature. Teacher encourages student feedback as a measure for prior content understanding Results of Pre-Evaluations on unit/lesson drive the instruction Using current resources and subject matter in the lessons (in that	"Say….yesterday… tomorrow" Talk about how learning is scaffold. "Today's lesson is….." "Student's verbalize yesterday we did….." Teacher refers to….. Students refer to….. "Don't forget"…. "Remember to be _____ of _____" Know the names of students "Remember when…in the future…" "Some review of….In review…Let's review…" Higher order questioning Cross-curricular connections i.e. in gym class you….and how you could use that…. "After looking at my students' test scores…." "After reviewing a common core standard…" "While looking vertically across the standards.." "While talking at our PLC. staff meetings.." "I am working on my next lesson that will…" Remember our discussion about…. What do you recall about that discussion? Let's recall what we learned today An organized discussion that draws upon former student knowledge and its relevance to the new material. Teacher explains the purpose of the pre-assessment and its relevance to

			content area) Plans on board/on line calendar Learning targets Pre-assessments of prior knowledge Post assessment Pretest Appropriate seating charts Differentiation Changing Groups	the new material. Teacher directs students in a performance of previously studied literature and discusses connection to new literature. Students are able to recite and connect prior days lesson material to current lesson material Teacher knows students individual skills level and is able to modify lesson content to meet individual needs. "Based on the test results, we are going to start at 'point x' and end at 'point y' Cross curricular connections Reference of "Pop" Culture examples that apply to learning target Cooperative group work Teacher feedback Teacher assigns a group leader Students will be placed in a manner conducive to maximum learning Be flexible with grouping
	Knowledge of Students (Standard 1: Students) Sources of Evidence: Analysis of Student Data Pre-Conference	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information. The teachers' instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	Questionnaire/ Survey Clickers in class List of past data results Pretest and results Instructional strategy by stations Flexible student grouping Appropriate seating charts Graphs of benchmarks/ formative assessments strategies Students write down what they know about learning targets Teacher listens to and watches students perform. Teacher ascertains what the students' background knowledge and skills. Students grouped according with individual strengths and weaknesses SRI Fluency	Classroom discussions Teacher comments "Last year in 9th grade" "I know you learned…" "Yesterday's work shows me…." "I know you like to do this…" "I saw you at the concert/game, etc. last night" "For those of us who are visual learners…" Teacher Reflections What has your work shown me to date? I know you enjoy using the clickers We use auditory, visual and kinesthetic learning to help the various learning types Students perform literature or musical exercise. "After reviewing you middle school

			IEPs ETRs Communication with parents Interest Inventories MAP testing Student examples in worksheets/explanations relevant to their lives Auditory etc. learning styles Pre assessments Informal quest Formal writing Contact prior teaching Check students permanent records Learning styles assessment Getting student backgrounds Differentiation	gross motor test scores we will…" Teacher discusses curriculum link with students Students provide feedback on what they already have learned. Research and communication with students and their families Differentiate students based on observations and feedback/results of the assessments Classroom discussions and teacher comments Individual commentary To students regarding their progress Have groups doing one activity while another group will do this….
INSTRUCTION AND ASSESSMENT				
		Skilled	Looks Like	Sounds Like
INSTRUCTIONAL AND ASSESSMENT	Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) Sources of Evidence: Formal Observation Classroom Walkthroughs / Informal Observations	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. The teacher effectively addresses confusion by re-explaining topics when asking and assuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.	Students demonstrate understanding: engaged, on task, procedures in place, smooth transitions. Teacher circulating the room, checks for understanding. Developmentally appropriate-varied learning opportunities. Collaborative learning opportunities, stations with varied indicators, hands on, created groups, projects, books, publications. Varies assessments based on students' interest, ability, readiness to determine varied student learning/ opportunities	Teacher clearly articulates directions and objectives. Teacher checks for understanding and adjust content when necessary. "Any questions?" Other students may paraphrase, restate/rephrase question. Teacher uses developmentally appropriate language based on readiness. Teacher asks varied levels of questions based on readiness and ability. Students articulate thoughts and defend ideas. Students engage in conversation. Teacher/student conferencing

			Learning targets written/posted in a location visible by students Students are grouped together according to their strength and weaknesses The "I can statement" is in student friendly language Practice Problems Teacher performs remediation based on spot checking Clear accurate instructions Differentiation Inquiry Classroom procedures are articulated well understood and followed	Referring to the targets throughout the entire lesson Verbally stating the targets to the students Have the students repeat the targets back to the instructor Student feedback is provided through visual observation of each gross motor skill. Teacher takes time to work independently with each student in need of assistance accomplishing each gross motor task Direct instruction Examples Mock Trials Debates Games
	Differentiation (Standard 1: Students; Standard 4: Instruction) Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs / Informal Observations	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.	Whole group, small group, individuals Variety of material available based on learner needs Variety of response options Reading material at different levels of comprehension Differentiate pacing Projects Student engagement and student understanding Supplemental material preparing to challenge student Lesson accessible to all students i.e. technology (assistance), appropriate materials, picture cards Multiple assessment strategies (formative and summative) Student grouping is sorted through common gross motor ability RAFT exercise Each physical skill may be refined or advanced depending on individual ability Instructions both verbal and	"You have a choice to…" "When your group is finished go on to…." "Let's try it a different way…" Would you like to retest using a different assessment format Appropriate feedback based on learners needs…. "Sounds like you all understand…." "Let's move on…." "Can you explain your answer…" "Tell me more…." "Show work project/paper to a classmate that will help them understand…" "May I draw my answer…" "Let me show you.."(Student response) "Show me how you would…" "Demonstrate to the others in your group how to…" "How may you perform this task more

			written	efficiently" "Explain how you would teach this task to others" Teacher provides assignments based on ability Teacher using encouraging positive vocab Reading/Understanding at different level

INSTRUCTION AND ASSESSMENT				
		Skilled	**Looks Like**	**Sounds Like**
INSTRUCTIONAL AND ASSESSMENT	**Resources (Standard 2: Content; Standard 4: Instruction)** Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs / Informal Observations	Instructional material and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Variety of learning modalities in material selection Selected materials are in place, accessible and age appropriate Materials are congruent with objectives/learning targets and activities Standards are appropriately and actively engaged with materials Materials are ready and in place All curriculum aligns with grade level expectations Class expectations are aligned with students previous skill achievement Curriculum may be adjusted to suit individual abilities Text book Computer Lab Equipment Podcast/Webinar	"Please choose the materials that you would like to use…" Scavenger hunt through book "On your table you will find…" "Thanks for using the materials to meet today's objectives/learning targets.." "Let me show you how to use the…." Look at this diagram "Please describe to your table how you use…" Answer questions using bullets or paragraph form Does the final piece reflect what was taught in the lesson Look at the examples that are posted on the wall/board "Demonstrate how you perform a…" "We will have achieved today's learning target when we are able to…" ""How are the skills we have learned relatable to other gross motor expectations" "What equipment is necessary to be able to formulate the activity…" Teacher led instruction Student led instruction Addressing the 5 senses
	Classroom Environment	The teacher has positive rapport with students	Know students by name	"Mary, Suzie, John"

	(Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs / Informal Observations	and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students. Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom. Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole group, 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.	Variety of activities Smiles-positive facial expressions Classroom discussions. Two way communication… Sense of humor… Positive body language Smooth transition Rules, protocols followed All students on task Varied grouping patterns Students demonstrating leadership in groups Communication logs i.e. Complaints or compliments Students volunteering for jobs-leadership Email Rules posted using positive language (PBS) Positive descriptive feedback Students are able to Engage in dialogue about curriculum and provide necessary feedback on skill level Classroom atmosphere is positive and engaging Teacher circulates Consistency Queuing and prompting Pictures prompts Know extra -curricular activities	Lack of sarcastic remarks “Thank you, please…” Put your phone away Teacher gives clear directives You can do it “Good job”-(praise) Social skills-student complementing other students Please remember this rule means…. Students explaining the process to each other “Tell me about your family, interests, and dreams” Phone call home…”This is Mr. Smith, I just have to say some good things about Johnny” All students on task/involved Will you assist me in demonstrating…” Teacher acknowledges good performance and positive behavior interaction among teams (good sportsmanship) Tone of voice Clear rules Clear expectations Please turn your homework in the box Now we are going to….. How was your game last night?
INSTRUCTIONAL AND ASSESSMENT				
		Skilled	Looks Like	Sounds Like
INSTRUCTIONAL AND ASSESSMENT	Assessment of Student Learning (Standard 3: Assessment) Sources of Evidence:	The teacher uses assessment data to identify students’ strengths and needs, and modifies and differentiates instruction accordingly, although the	Activities based on pre-assessments Pre-assessment data Teacher circulating during the lesson	Check for understanding-questions, think-pair-share Responding to-individual or group misconceptions/error, procedural confusion

	Pre-Conference Formal Observation Classroom Walkthroughs / Informal Observations Post Conference	teacher may not be able to anticipate learning obstacles. 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. The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students. The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	Quizzes, exit slips, thumbs up/down, progress notes sent home, phone log Notes from team discussions Formative assessments Pre-Test/Post test Feedback is provided by students Observation of both group and individual skill level is documented Posting web sites for extra practice Checking for understanding Graded assessments, phone calls, emails, power school SRI MAP Mini lesson or review in groups Clickers Curriculum based materials Through various learning modalities, discerning what kind of primary sense is used for a student's learning style	"We're not ready to go on." Re-teaching in a different way Everybody gets a piece of paper let's practice this part "We are going to modify this skill by…" "The goal of this task had changed and is now to…" "How may we be able to accomplish this task by breaking it down into smaller physical skills?" Asking questions Turn to page….. Students helping one another achieve the same learning target Praise, constructive criticism/feedback Great Job! You need to work on Power School Thumbs up Please answer the following questions with clickers What type of learner do you believe you are?

PROFESSIONALISM				
		Skilled	**Looks Like**	**Sounds Like**
PROFESSIONALISM	Professional Responsibilities (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) Sources of Evidence: Professional Development Plan or Improvement Plan Pre-Conference Post-Conference Daily Interaction with others	The teacher uses effective communication strategies with students and families and work effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies. The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations. The teacher sets data-based short-and long-term professional goals and takes action to meet these goals.	Phone calls Emails PowerSchool Conferences Open House Teacher interacts with other staff members and dialogues about student achievement in other subject areas Student expectations are clear to both student and parent Teacher ensures each student is meeting state standards Appropriate dress Return student work in a timely manner with feedback to allow them to understand how they can improve Comparing assessments/data MAP data Placing grades in grade book in timely manner	"Your son/daughter performed very well in…" "How is _____ performing in your math class?" "My expectation is for your son/daughter to be able to…" "You have met the state standard in _____ by demonstrating the ability to…" Communication to entertain any questions parents or students may have Collaboration between parents students and teachers. Appropriate language Take coursework to keep IPOP on track. Return parent's communication in a timely manner Learn to effectively communicate student grades to parents