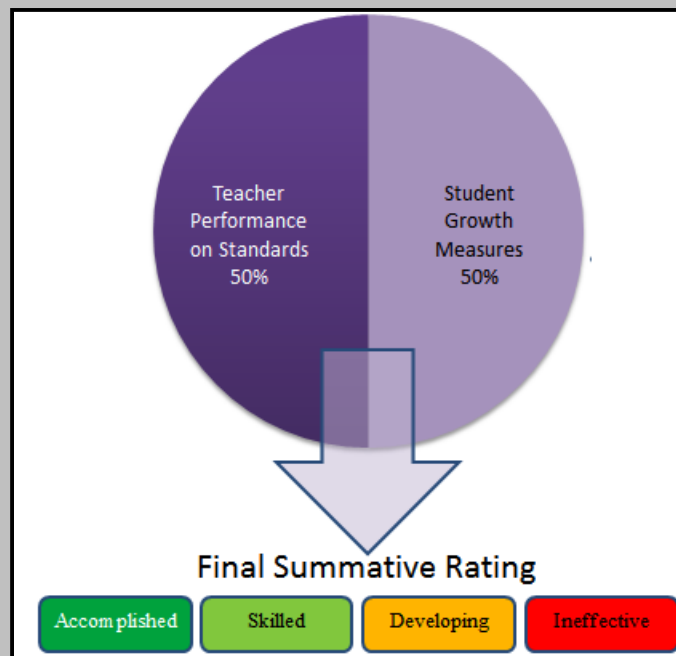


LOUISVILLE CITY SCHOOLS



Ohio Teacher Evaluation Handbook

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ACKNOWLEDGEMENTS

In the spring of the 2012-2013 school year, a committee of district administrators and Louisville Education Association (LEA) selected teachers came together to collaborate on a new teacher evaluation system. The committee’s goal was to develop a structure where each teacher will be evaluated according to parameters adopted under state law and outlined in the Ohio Revised Code, the Ohio Department of Education’s (ODE) Evaluation Framework, and aligned to the *Standards for the Teaching Profession*.

This committee partnered for the next year to develop a fair and equitable scaffold of evaluation for both teachers and administrators. While working, the following mission statement was adhered:

Mission Statement:

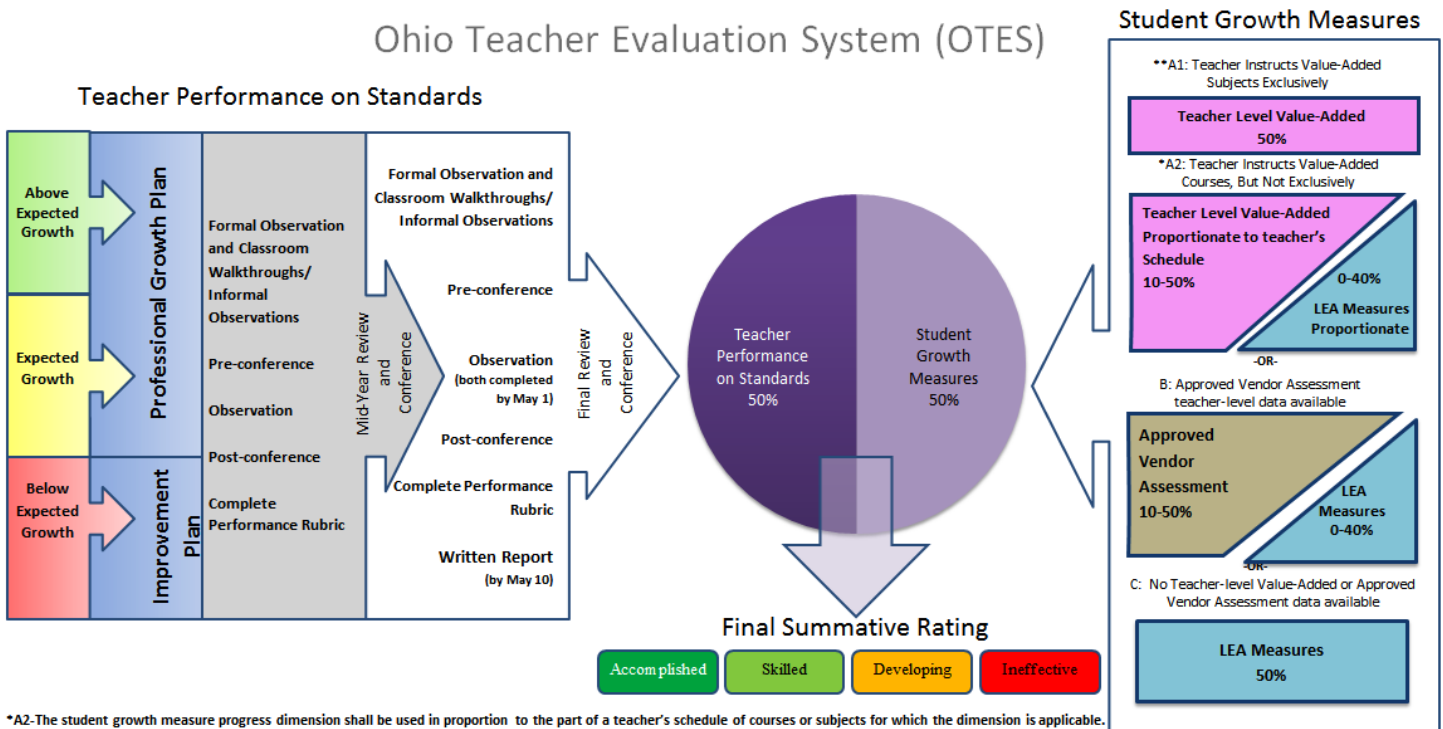
The OTES committee of teachers and administrators are working together to develop a teacher evaluation instrument in line with the ODE model with the goal of creating a professional growth tool for educators in order to improve the quality of teaching and learning in Louisville City Schools.

A subcommittee of teachers and administrators was formed in the winter of the 2013-2014 school year to develop the district’s guidelines for the Student Growth Measures (SGMs) portion of the evaluation instrument. These decisions were in line with parameters set forth by the ODE and locally approved measures.

OTES COMMITTEE	SLO COMMITTEE
Denise Mast..... LHS	Barbara ElsassLHS
Erin Reinford..... LMS	David WernetNN
Kasey DixonLMS	Denise Mast..... LHS
Ken Faye LHS	Erin Reinford..... LMS
Lee SmithLES	Jason GreathouseLMS
Michael McFerrenLES	Jason OrinNN
Sherry Unger.....Central Office	Kasey DixonLMS
Susan MayLMS	Ken Faye LHS
	Lee SmithLES
	Michael McFerrenLES
	Monica ShadleCentral Office
	Sherry Unger.....Central Office

INTRODUCTION

Ohio Teacher Evaluation System (OTES)



*A2-The student growth measure progress dimension shall be used in proportion to the part of a teacher's schedule of courses or subjects for which the dimension is applicable.

**A1- If a teacher's schedule is comprised only of courses or subjects for which value-added progress dimension is applicable:

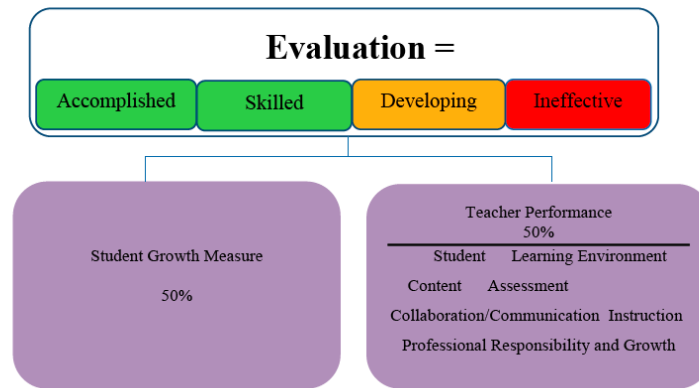
Until June 30, 2014, the majority (>25%) of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation shall be based on the value-added progress dimension.

ALL SOURCES OF INFORMATION: OHIO DEPARTMENT OF EDUCATION
<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Educator-Evaluation-Overview>

OVERVIEW OF THE OHIO TEACHER EVALUATION SYSTEM (OTES)

- Each teacher will be evaluated using multiple factors set forth in the State Board of Education's teacher evaluation framework. The evaluation factors are weighted as follows:

Evaluation Framework



- Student academic growth will be measured through multiple measures that must include value-added scores on evaluations for teachers where value-added scores are available. Local boards of education may administer assessments chosen from the Ohio Department of Education's assessment list for teachers of subjects where value-added scores are not available and/or local measures of student growth using state- designed criteria and guidance.
- The teacher's performance rating will be combined with the results of student growth measures to produce a summative evaluation rating as depicted in the matrix to the right.

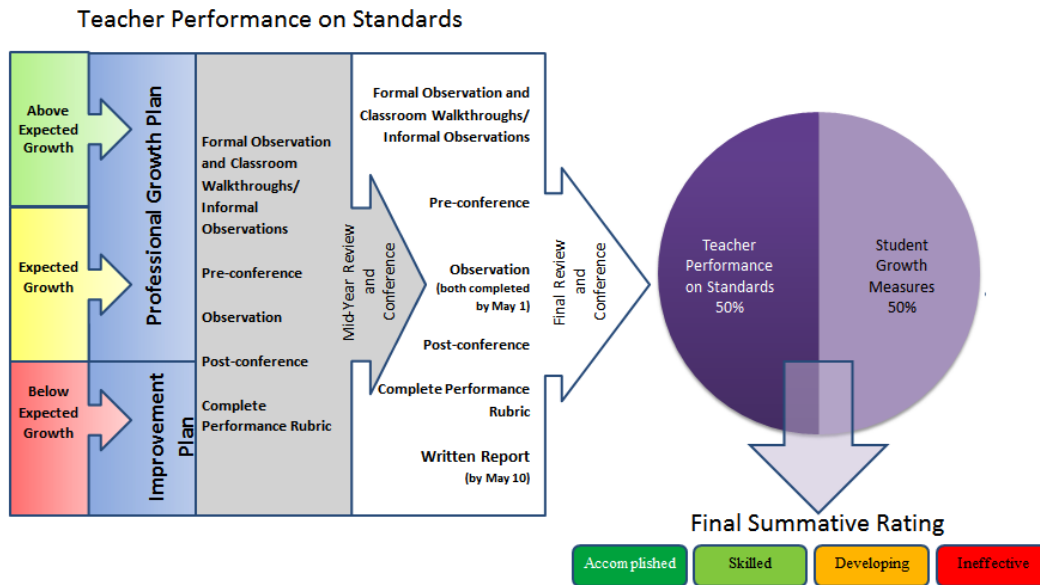
		Teacher Performance			
		4	3	2	1
Student Growth	Above	Accomplished	Accomplished	Skilled	Developing
	Expected	Skilled	Skilled	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

- Teachers with above expected levels of student growth will develop a professional growth plan and may choose their credentialed evaluator for the evaluation cycle.
- Teachers with expected levels of student growth will develop a professional growth plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the evaluation cycle.
- Teachers with below expected levels of student growth will develop an improvement plan with their credentialed evaluator. The administration will assign the credentialed evaluator for the evaluation cycle and approve the improvement plan.
- Additionally, at the local level, the board of education will include in its evaluation policy, procedures for using the evaluation results for retention and promotion decisions and for removal of poorly-performing teachers.
 - Seniority will not be the basis for teacher retention decisions, except when deciding between teachers who have comparable evaluations.
- The local board of education will also provide for the allocation of financial resources to support professional development.

Source: Ohio Department of Education (Adopted October 2012 and Amended September 2013; LEGAL REFS. ORC 3319.111; 3319.112)

TEACHER PERFORMANCE

Teacher performance is determined by using the *Teacher Performance Evaluation Rubric* consisting of indicators based on the *Ohio Standards for the Teaching Profession*. The evaluation process requires the evaluator to use evidence gathered in a variety of avenues (professional growth or improvement plan, observations, walkthroughs, and conferences) to determine a teacher performance rating. This half of the teacher evaluation can be represented in the graphic below:



Professional Growth Plan

Professional Growth Plans help teachers focus on areas of professional development that will enable them to improve their practice. Teachers are accountable for the implementation and completion of the plan and may use the plan as a starting point for the school year.

- The Professional Growth Plan is intended to be one academic year in duration and may support the goals of the Individual Professional Development Plan (IPDP).
- The Professional Growth Plan is not intended to replace the IPDP.
- The professional growth plan and process includes feedback from the evaluator as well as the teacher's self-assessment, and the support needed to further the teacher's continuous growth and development.
- Professional development should be individualized to the needs of the teacher and students (based on available data), and specifically relate to the teacher's areas for growth as identified in the teacher's evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial).

The growth plan should be reflective of the data available and include:

- Identification of area(s) for future professional growth;
- Specific resources and opportunities to assist the teacher in enhancing skills, knowledge and practice;
- Outcomes that will enable the teacher to increase student learning and achievement.

Improvement Plan

Improvement Plans are developed for a teacher by the evaluator in response to ineffective ratings in performance and/or student growth. The Improvement Plan is intended to identify specific areas for improvement of performance and for identifying guidance and support needed to help the teacher improve. [A plan of improvement may be initiated at any time during the evaluation cycle by the evaluator based on deficiencies in performance as documented by evidence collected by the evaluator.] District collective bargaining unit agreements should be consulted to determine additional conditions under which improvement plans are instituted. When an improvement plan is initiated by an administrator, it is the responsibility of the administrator to:

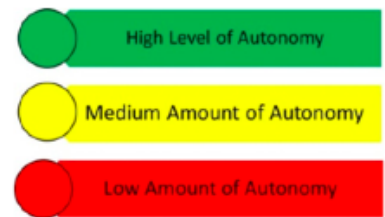
- Identify, in writing, the specific area(s) for improvement to be addressed in relationship to the Ohio Standards for the Teaching Profession;
- Specify, in writing, the desired level of performance that is expected to improve and a reasonable period of time to correct the deficiencies;
- Develop and implement a written plan for improvement that will be initiated immediately and includes resources and assistance available;
- Determine additional education or professional development needed to improve in the identified area(s);
- Gather evidence of progress or lack of progress.

A re-assessment of the educator’s performance shall be completed in accordance with the written plan (multiple opportunities for observation of performance). Upon reassessment of the educator’s performance, if improvement has been documented at an acceptable level of performance**, the regular evaluation cycle will resume. If the teacher’s performance continues to remain at an ineffective level, the supervising administrator may reinstate the improvement plan with additional recommendations for improvement or take the necessary steps to recommend dismissal.

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



Assessment of Teacher Performance

All teachers, at all stages of their careers, will be assessed on their expertise and performance—in the classroom and school setting. Teachers with above expected levels of student growth may choose their credentialed evaluator for the evaluation cycle. Teachers with expected levels of student growth will have input on their credentialed evaluator for the evaluation cycle. Teachers with below expected levels of student growth will be assigned the credentialed evaluator for the evaluation cycle. A credentialed evaluator is one who:

- possesses the proper certification/ licensure to be an evaluator or the LEA has deemed that peers may be evaluators
- has been approved as an evaluator by the local board of education
- has completed a state-sponsored OTES training
- has passed an online assessment using the OTES rubric.

The Formal Observation Process

Observations of teaching provide important evidence when assessing a teacher’s performance and effectiveness. As an evaluator observes a teacher engaging students in learning, valuable evidence may be collected on multiple levels. As part of the formal observation process, on-going communication and collaboration between evaluator and teacher help foster a productive professional relationship that is supportive and leads to a teacher’s professional growth and development. Based upon researched best practices, the formal observation process consists of a pre-conference, classroom observation (and walkthroughs), and a post-conference.

Pre-Observation: Planning the observation of classroom teaching and learning

Prior to the classroom observation, the teacher discuss what the evaluator will observe during the classroom visitation. Important information is shared about the characteristics of the learners and learning environment. Specific information is also shared about the objectives of the lesson, and the assessment of student learning. The conference will also give the teacher an opportunity to identify areas in which she/he would like focused feedback from the evaluator during the classroom observation. The purpose of the pre-observation is to provide the evaluator with an opportunity to discuss the following:

- Lesson or unit objective(s)
- Prior learning experiences of the students
- Characteristics of the learners/learning environment
- Instructional strategies that will be used to meet the lesson objectives
- Student activities and materials
- Differentiation based on needs of students
- Assessment (data) collected to demonstrate student learning

Formal Observation: Gathering evidence of teacher performance

Teachers will participate in a minimum of two formal observations. A formal observation consists of a visitation of a class period or the viewing of a class lesson. The observation should be conducted for an entire class period, lesson, or a minimum of 30 minutes. During the classroom observation, the evaluator documents specific information related to teaching and learning. Each formal observation 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. The results of each formal observation are reviewed with the teacher during the post-observation conference. Formal observations will not include videotaping or sound recordings except with the written permission of the teacher.

Classroom walkthroughs are informal observations less than 30 minutes. These may occur frequently and may be unannounced.

Post-Conference: Reflection, reinforcement, and refinement

The purpose of the post-observation conference is to provide reflection and feedback on the observed lesson and to identify strategies and resources for the teacher to incorporate in lessons to increase effectiveness. Following the lesson, the teacher reflects on the lesson and how well the student learning outcomes were met. Professional conversations between the evaluator and the teacher during the Post-Conference will provide the teacher with feedback on the observed lesson, and may identify additional strategies and resources. The evaluator will make recommendations and commendations that may become part of the teacher's professional development plan.

In general, the discussion between the evaluator and teacher needs to focus on how successful the lesson was (reinforcement), areas needing further support (refinement). Teachers may bring additional evidence that supports the lesson observed to share with the evaluator at the conference. The evaluator may consider these as evidence of student learning or evidence to support the teacher's performance.

Suggestions for Conducting the Post-Conference

1. Introduction/Greeting/Establish Length
 - Review Conference Process
 - General Impression Question
"How do you think the lesson went?"
2. Reinforcing the Teacher
 - Identify an area of Reinforcement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
3. Refining the Teacher's Skill:
 - Identify an area of Refinement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
 - Give a recommendation for future practice
4. Present evidence and rating connected to the rubric

Combining Measures to Obtain a Holistic Rating

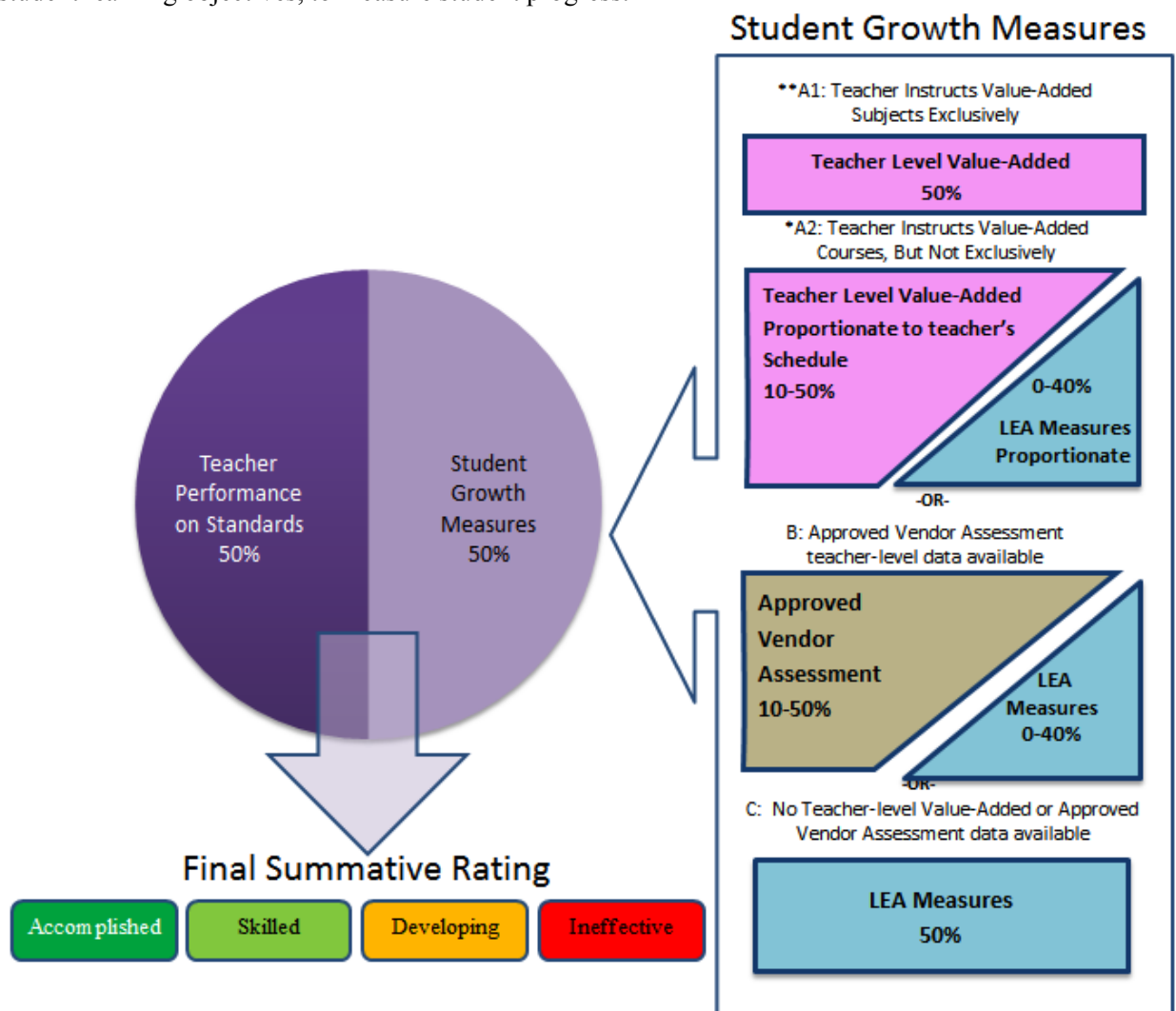
A strong teacher evaluation system calls for ongoing collaboration and honest conversation between teachers and their evaluators. The foundation of such a system is the transparent, two-way gathering and sharing of evidence that informs the teacher performance ratings at the end of the year. Some teacher behaviors are observable in the classroom while other evidence may include formal conferences, informal conversations, evidence of practice, and colleague, parent and student input. The model Ohio Teacher Evaluation System describes opportunities for teachers and evaluators to discuss evidence, build a common understanding of the teacher's current practice, and identify areas for future growth. Regular check-ins also help evaluators manage the administrative burden of gathering and organizing evidence by sharing the responsibility with the teacher and encouraging evaluators to document teacher practices as they occur.

STUDENT GROWTH MEASURES (SGMS)

Half of each teacher's evaluation comes from how much their students learn over the course of the year. Student growth measures are a method for determining how much academic progress students are making by measuring growth between two points in time. The challenge for measuring student growth is that not all teachers can use the same assessment. For the purpose of teacher and principal evaluations, there are three ways to measure student growth.

Types of Student Growth Measures

- **VALUE-ADDED** -- If available, teachers must include Value-Added data in the student growth measure. If allowed by law, the local education agency may also use local student growth measures.
- **APPROVED VENDOR ASSESSMENTS** -- If Value-Added data is not available, districts or schools can use other assessments provided by national testing vendors and approved for use in Ohio.
- **LOCALLY DETERMINED MEASURES** --For subjects where traditional assessments are not an option (such as art or music) districts or schools should establish a process to create locally determined measures, including student learning objectives, to measure student progress.



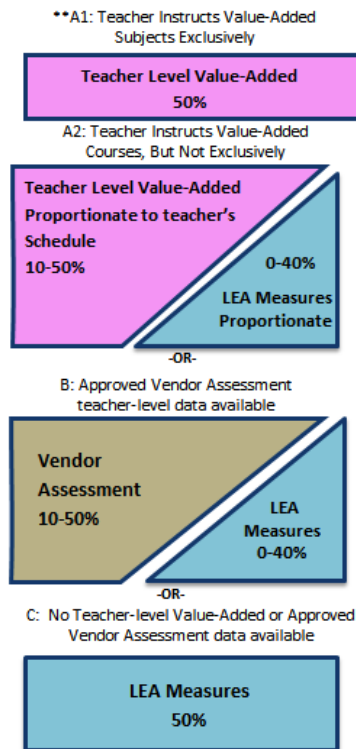
In Ohio's LEAs the student growth component will be comprised of a combination of the following measures based on data availability and LEA decisions.

A	Teacher Value-Added	<ul style="list-style-type: none"> • MUST use if available <ul style="list-style-type: none"> ○ 10-50% if applicable ○ Phased-in implementation of reading and math, grades 4-8 ○ Extended reporting (other grades and subjects) being piloted • EVAAS Value-Added metric, aggregated across subject areas <ul style="list-style-type: none"> ○ 1-year report; or 2- or 3-year rolling average, based on availability
B	Vendor Assessments	<ul style="list-style-type: none"> • MUST use if LEA has assessment in place <ul style="list-style-type: none"> ○ 10-50% if applicable and no Value-Added data available • From ODE-Approved List <ul style="list-style-type: none"> ○ Vendors demonstrate how assessment can measure growth
C	LEA-Determined Measures	<ul style="list-style-type: none"> • MAY use: LEA decision (Teacher Groups A & B) <ul style="list-style-type: none"> ○ 0-40% if used in combination with Type One or Two measures • MUST use (Teacher Group C) <ul style="list-style-type: none"> ○ 50% if no Type One or Two data available • Three types of LEA-Determined Measures <ul style="list-style-type: none"> ○ Student Learning Objectives (SLOs) process for using measures that are specific to relevant subject matter. Measures for SLOs must be district-approved and may include: <ul style="list-style-type: none"> • District-approved, locally developed assessments • Pre/Post assessments • Interim assessments • Performance-based assessments • Portfolios ○ Shared attribution measures to encourage collaborative goals and may include: <ul style="list-style-type: none"> • Building or District Value-Added is recommended if available • Building teams (such as content area) may utilize a composite Value-Added score • Performance Index gains • Building or District-based SLOs ○ Teacher Group A (with Value-Added) may also use Vendor assessments as a LEA-determined measure if using both

The combination of measures within the OTES model will vary depending on the grades and subjects taught. The guidelines and further information given will be updated as research and best practices emerge to inform revisions. Please see the Ohio Department of Education webpage for more information. The combination of measures will fall into three categories: a) Teachers with Value-Added data available; b) Teachers with approved Vendor Assessment data available; c) Teachers with no teacher-level Value-Added or Approved Vendor Assessment data available. Some combinations of measures, based on LEA decisions, may include a shared attribution measure such as building level data.

Assessment of Student Growth

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. In Ohio's LEAs the student growth component will be comprised of a combination of two or more measures of Value-Added scores, Vendor-created assessments, and LEA determined student growth measures.



Important Terms and Definitions

Student growth. For the purpose of use in evaluation systems, student growth is defined as “*the change in student achievement for an individual student between two or more points in time*” (excerpted from *Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer*).

Tested grades and subjects. The US Department of Education (ED) defines “tested grades and subjects” as *those covered by the state’s assessment under the ESEA* and “non-tested grades and subjects” as *those without such data*. Because the definition of student growth requires individual student achievement data from two or more points in time, this definition typically limits the tested grades and subjects to grades 4–10 in the subjects of English language arts and mathematics. In Ohio, this is limited to reading and math, grades 4-8.

Value-Added. In Ohio, Value-Added refers to the EVAAS Value-Added methodology. This is distinct from the more generic use of the term “value added” which can represent a variety of statistical modeling techniques. The Ohio, EVAAS Value-Added measure of student progress at the district and school level has been a component of the Ohio Accountability system for several years. Ohio’s Race to the Top plan provides for the expansion of Value-Added to the Teacher-level. Additionally, the EVAAS data reporting system has added several helpful features to help educators use this important data. Battelle for Kids (BFK) is providing professional development and other related services across the state.

Vendor Assessment. Ohio Revised Code requires the Department to “develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations” for grade levels and subjects for which the Value-Added measure does not apply (the “non-tested” grades). ODE released a Request for Qualifications (RFQ) whereby interested vendors could demonstrate qualifications. The List of approved assessments will be maintained and updated by ODE.

Student Learning Objectives (SLOs). 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 in need of targeted effort for all students and subgroups of students. As a way to measure student growth, SLOs demonstrate a teacher's impact on student learning within a given interval of instruction. Further, they enable teachers to use their own knowledge of appropriate student progress to make meaningful decisions about how their students' learning is measured. As a collaborative process, SLOs also support teacher teams in their use of best practices.

Multiple measures. The teacher evaluation framework is based on multiple measures of performance and student growth. It is important that the holistic evaluation rating consider multiple factors across time. Accordingly, there are multiple measures within teacher performance and student growth, within and across years. The student growth measures may include data from multiple assessments and subjects.

Teacher Value-Added, by methodological definition, includes multiple measures on multiple levels. First, the EVAAS methodology incorporates students' test histories (across all state-tested subjects) in determining growth metrics. Second, Value-Added creates effectiveness ratings for each tested grade and subject, as well as an aggregate composite rating. So for example and analogous to Value-Added on the Local Report Card, a 5th grade teacher may have a Value-Added rating for 5th grade math, a separate rating for 5th grade reading, and an overall composite rating. Third, the Value-Added metric will eventually roll into a three-year average so that multiple years of multiple measures are represented.

Student Learning Objectives (SLOs)

What is a Student Learning Objective?

A Student Learning Objective (SLO) is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each SLO includes:

- The baseline and trend data;
- The student population or sample included in the objective;
- The period of time covered by the SLO;
- The standards the SLO will align with;
- The assessments that will be used to measure student progress;
- The expected student growth; and
- The rationale for the expected student growth.

What does a high-quality SLO look like?

- High-quality SLOs state clearly which students are included in the learning objective, how growth will be measured over what time period, and why that level of growth should be expected of those students. High-quality SLOs include the following:
 - **The baseline and trend data.** The SLO data should summarize student information, identify student strengths and weaknesses, and review trend data to inform the objective and establish the amount of growth that should take place.
 - **The student population or student subgroup included in the objective.** Every student should be covered by at least one SLO to ensure that no group of students is overlooked.
 - **The period of time covered by the SLO.** The SLO should note the period of instruction used to meet the goal (i.e., quarter, semester or an entire year); this period of instruction should be the length of the course. Depending on the length of the instruction period, teachers also should include timeframes for mid-year assessments of progress so that they can adjust instruction or, in some cases, modify SLOs as needed.

- **The standards the SLO addresses.** SLOs should link to specific national or state standards for the grade or content area.
- **The assessment(s) used.** The SLO should include assessments both to track student progress and make midcourse corrections (formative), and to indicate if the objective was met (summative).
- **The expected student growth within that period.** The target for student growth should be realistic yet challenging. It also should include how growth will be measured.
- **The rationale for the expected student growth.** High-quality SLOs include strong justifications for why the goal is important and achievable for this group of students. Rationales should draw upon assessment data, student outcomes, and curriculum standards.

High-quality SLOs specify measurable goals that are ambitious, yet attainable. SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough to measure. When possible, SLOs should align with the Common Core State Standards (CCSS). If the CCSS do not apply to a teacher’s academic area, SLOs should align with the Ohio Academic Content Standards (OACS). If the OACS do not apply to the subject area, teachers should use applicable national standards put forth by educational organizations.

What are the benefits of using SLOs?

The SLO process reinforces best teaching practices and encourages educators to ensure that their students will be college and career ready. Teachers using best practices already follow an informal SLO process: They set goals for their students, use data to assess student progress and adjust their instruction based upon that progress. Thus, the SLO process provides teachers with ways to formalize their teaching practice, give input on how student learning will be measured and how they will be evaluated. Unlike some other measures of teacher effectiveness, all school personnel can set SLOs because the ability to create SLOs does not depend upon the availability of standardized assessment scores. The SLO process allows all educators to focus on the specific objectives they want to achieve with their students and measure student growth using measures that are most relevant for their student population and content areas. SLOs enable all educators to demonstrate their impact on student learning and receive recognition for their efforts.

What will the SLO process look like?

LEAs have some flexibility to shape the process to fit local contexts, but ODE recommends the following steps:

- **STEP 1:** Gather and review available data
- **STEP 2:** Determine the interval of instruction and identify content
- **STEP 3:** Choose assessments and set the growth target(s)
- **STEP 4:** Submit your SLO and prepare for review and approval
- **STEP 5:** Final scoring of the SLO

HOLISTIC RATING

Defining the Performance Ratings

In accordance with Ohio Revised Code 3319.112 the rubric describes four levels of teacher performance for each standard area. Each performance rating can also be described in more general terms, as a holistic rating of teacher performance:

<p>Ineffective:</p> <p>A rating of <i>Ineffective</i> indicates that the teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan.</p>	<p>Developing:</p> <p>A rating of <i>Developing</i> indicates that the teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. The teacher is making progress but requires ongoing professional support for necessary growth to occur.</p>	<p>Skilled:</p> <p>A rating of <i>Skilled</i> indicates that the teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced teachers.</p>	<p>Accomplished:</p> <p>A rating of <i>Accomplished</i> indicates that the teacher is a leader and model in the classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.</p>
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Teacher Evaluation relies on two key evaluation components: a rating of Teacher Performance and a rating of student academic growth, each weighted at fifty percent of each evaluation. The following guidance speaks to the Teacher Performance rating component, utilizing the state model Teacher Performance Evaluation Rubric.

The following is suggested step-by-step guidance for evaluators to review and analyze multiple data points that inform teacher performance ratings.

Step 1: Gather evidence

1a. Align evidence to each standard area. Group the evidence you have collected from time in the classroom, conferences and everyday interactions with the teacher into the ten standard areas of performance described by the Teacher Performance Evaluation Rubric.

1b. Be consistent in gathering, recording, and sharing detailed, factual evidence. Capture enough detail to accurately but succinctly describe the event, interaction, or behavior factually (without implied judgment or opinion in the recording). Share the form with teachers throughout the year so that the information can be used as a basis for changes in practice.

1c. Sort the evidence by standard area to determine where more information is needed. As the year progresses, holes in evidence coverage across standard areas may emerge. If the evidence collected is organized by standard area after each interaction, it will be automatically sorted by standard area and missing evidence will be apparent. Keep these standard areas in mind during future interactions with the teacher, since all standard areas are important for effective teaching practice.

Step 2: Issue a holistic performance rating

2a. Read all of the evidence collected up to that point within a standard area, looking for patterns. For example, if a teacher talks about wanting to improve an instructional technique in a pre-conference, demonstrates that technique in the first formal classroom observation and an informal classroom “walk-through” and asks for feedback on the technique in the post-conference, that teacher is displaying a pattern of devoting attention to a particular area of practice. Note these patterns and take them into consideration when issuing a rating.

2b. Compare the evidence and patterns to the performance descriptors. After becoming familiar with the rubric, start by re-reading all of the Skilled performance descriptors in a standard area. Does the evidence exemplify this level of performance? Whether yes or no, look at the Accomplished or Developing performance level descriptors as well, to decide if either of them better aligns with the available evidence. If the Developing descriptor seems to be an appropriate match to the evidence, also read the Ineffective descriptor carefully to consider whether any evidence is at this level.

2c. Repeat the process above for each standard area, and then consider patterns of performance across standard areas. Once you determine a rating for each standard area, based on the available evidence from multiple interactions, look at the larger picture of performance across all standard areas. Although all standard areas are important for effective teacher practice, you may find it appropriate to more strongly weight patterns of behavior in one standard area over another. For example, if the teacher demonstrates a pattern of Developing behavior in the standard areas of Classroom Environment and Resources but exhibits solidly Skilled patterns of behavior in the standard area of Knowledge of Students and Lesson Delivery, you may use your knowledge of the situation to make sense of this information, finding that performance in the former two areas inhibits performance in other areas. As another example, you may find that some of the lost instructional time observed within a classroom is offset by the teacher’s intense attention to individual student needs demonstrated throughout the class time and elsewhere. In a different case, however, you might observe that a pattern of classroom management issues such as lost instructional time is significant enough to overshadow the teacher’s skilled performance in other categories. The key point is that no one standard area of performance should be considered in isolation, but should be analyzed in relation to all other areas of performance.

Step 3: Issue the end-of-year performance rating

3a. Consider all evidence from the year, paying attention to trends. In order to issue a teacher’s final performance rating for the year, return to the body of collected evidence rather than just the earlier standard area- or holistic ratings. Use the process outlined to reconsider the evidence in each standard area across the arc of the entire year, taking into account observations, all conferences, and daily interactions. During this step, it is particularly important to consider *trends* in the teacher’s performance over time. Was the teacher consistent in his or her practice, did he or she improve, or did the teacher decline in one or more areas? If a pattern of evidence in a

particular standard area displays a trend of behavior or practice, the evaluator may consider placing more emphasis on the area improvement or decline.

3b. Consider minimum thresholds of competency. Flag any instance of an Ineffective rating as you prepare to issue the final performance rating. While the example of Ineffective behavior should be examined within the entire context of the evidence collected for the teacher, consider that there are minimum thresholds of competency for each of the ten standard areas described in the Teacher Performance Evaluation Rubric. It is possible that a serious deficiency in one area can and should carry more weight than positive ratings in other areas. Rely on your professional judgment, supported by the evidence you have gathered, to decide if this evidence of ineffective practice is grounds to issue a final ineffective rating, taking into account how detrimental the displayed deficiency is to the teacher's classroom, colleagues and school as a whole.

3c. Issue the final performance rating, summarize the supporting evidence, and offer areas of reinforcement and refinement. Complete the performance rating process by documenting the final teacher performance rating. Support your rating with evidence from formal and informal observations, artifacts provided by the teacher, and other appropriate evidence collected throughout the evaluation cycle. Provide succinct, targeted feedback on what professional growth needs to occur so that teachers have a clear understanding of the path to continuous growth and improvement and have concrete examples of supports that will help them improve practice.

ELECTRONIC TEACHER AND PRINCIPAL EVALUATION SYSTEM (ETPES)

The Ohio Teacher and Principal Evaluation Systems (eTPES) is an online educator evaluation system for statewide use by Ohio districts and schools. Evaluators can collect and store growth and improvement plans, evidence, and documented observations to determine educator performance based upon defined rubrics. The electronic system will follow the framework for educator evaluation as adopted by the State Board of Education, which includes multiple measures of teacher and principal performance (50 percent) and student academic growth (50 percent).

For additional information on the *Ohio Teacher and Principal Evaluation Systems (eTPES)* including training videos and frequently asked questions, please visit the Ohio Department of Education website at:

- <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/District-Educator-Evaluation-Systems/eTPES-Help>

OHIO STANDARDS TO THE TEACHING PROFESSION

The Ohio Standards for the Teaching Profession were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers. While there are many influences on a teacher's development, these standards will serve as an important tool for teachers as they consider their growth and development in the profession.

In addition, these standards will serve many other audiences and purposes. These standards may:

- assist higher education programs in developing the content and requirements of pre-service training and development;
- focus the goals and objectives of districts and schools as they support educators and seek to improve the profession;
- be used to plan and guide professional development;
- serve as a tool in developing coaching and mentoring programs.

OHIO STANDARDS FOR THE TEACHING PROFESSION

STANDARD 1: TEACHERS UNDERSTAND STUDENT LEARNING AND DEVELOPMENT AND RESPECT THE DIVERSITY OF STUDENTS THEY TEACH.

- Display knowledge of how students learn and of the developmental characteristics of age groups
- Understand what students know and are able to do and use this knowledge to meet the needs of all students
- Demonstrate the expectation that all students will achieve to their full potential
- Model respect for students' diverse cultures, language skills and experiences
- Recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention

STANDARD 2: TEACHERS KNOW AND UNDERSTAND THE CONTENT AREA FOR WHICH THEY HAVE INSTRUCTIONAL RESPONSIBILITY.

- Know the content I teach and use my knowledge of content specific concepts, assumptions and skills to plan instruction
- Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline
- Understand school and district curricula priorities and the Ohio academic content standards
- Understand the relationship of knowledge within the discipline to other content areas
- Connect content to relevant life experiences and career opportunities

STANDARD 3: TEACHERS UNDERSTAND AND USE VARIED ASSESSMENTS TO INFORM INSTRUCTION, EVALUATE, AND ENSURE STUDENT LEARNING.

- Know about assessment types, their purposes and the data they generate
- Select, develop and use a variety of diagnostic, formative and summative assessments
- Analyze data to monitor student progress and learning and to plan, differentiate and modify instruction
- Collaborate and communicate student progress with students, parents and colleagues
- Involve learners in self-assessment and goal setting to address gaps between performance and potential

STANDARD 4: TEACHERS PLAN AND DELIVER INSTRUCTION THAT ADVANCES THE LEARNING OF EACH INDIVIDUAL STUDENT.

- Align my instructional goals and activities with school and district priorities and the Ohio academic content standards
- Use information about students' learning and performance to plan and deliver instruction that will close the achievement gap
- Communicate clear learning goals and explicitly link learning activities to those defined goals
- Apply knowledge of how students think and learn to instructional design and delivery
- Differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students

- Create and select activities that are designed to help students develop as independent learners and complex problem-solvers
- Use resources effectively, including technology, to enhance student learning

STANDARD 5: TEACHERS CREATE LEARNING ENVIRONMENTS THAT PROMOTE HIGH LEVELS OF LEARNING AND ACHIEVEMENT FOR ALL STUDENTS.

- Treat all students fairly and establish an environment that is respectful, supportive and caring
- Create an environment that is physically and emotionally safe
- Motivate students to work productively and assume responsibility for their own learning
- Create learning situations in which students work independently, collaboratively and/or as a whole class
- Maintain an environment that is conducive to learning for all students

STANDARD 6: TEACHERS COLLABORATE AND COMMUNICATE WITH STUDENTS, PARENTS, AND OTHER EDUCATORS, ADMINISTRATORS AND THE COMMUNITY TO SUPPORT STUDENT LEARNING.

- Communicate clearly and effectively
- Share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health
- Collaborate effectively with other teachers, administrators and school and district staff
- Collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning

STANDARD 7: TEACHERS ASSUME RESPONSIBILITY FOR PROFESSIONAL GROWTH, PERFORMANCE, AND INVOLVEMENT AS AN INDIVIDUAL AND AS A MEMBER OF A LEARNING COMMUNITY.

- Understand, uphold and follow professional ethics, policies and legal codes of professional conduct
- Take responsibility for engaging in continuous, purposeful professional development
- Become an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement

ADDITIONAL RESOURCES

OTES OVERVIEW

- o Understanding Teacher Evaluations: A self-paced e-learning module to help understand the teacher evaluation system.
 - o Module 1- An Overview
 - § <http://teachmnet.org/ODE/OTES-Module-1/player.html>
 - o Module 2- A Detailed Description
 - § <http://teachmnet.org/ODE/OTES-Module-2/player.html>

STUDENT GROWTH MEASURES AND STUDENT LEARNING OBJECTIVES

- Introduction to SGMs:
 - o <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures>
 - o <http://www.youtube.com/watch?v=iwQPpgmRIwg>
- Overview of SLOs
 - o <http://www.youtube.com/watch?v=m7OTY5mu2z8>
- Frequently Asked Questions on SGMs
 - o <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Growth-Measures-FAQs>

TEACHER PERFORMANCE

- Introduction to Teacher Performance
 - <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Teacher-Performance-Ratings>
- Frequently Asked Questions on Teacher Performance
 - <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Teacher-Evaluation-FAQs>

AMENDED HOUSE BILL 362 ON TEACHER EVALUATIONS



Amended Ohio House Bill 362 Teacher Evaluations

Changes to Ohio Revised Code (ORC) 3319.111

TEACHERS RATED ACCOMPLISHED OR SKILLED BEGINNING IN 2014-2015

- A board of education may elect to evaluate a teacher receiving a rating of accomplished every three years as long as the teacher's student academic growth measure for the most recent school year for which data is available is average or higher.
- A board of education may elect to evaluate a teacher receiving a rating of skilled every two years as long as the teacher's student academic growth measure for the most recent school year for which data is available is average or higher.
- In any year in which a teacher who has not been formally evaluated as a result of having previously received a rating of accomplished or skilled, a credentialed evaluator shall conduct at least one observation of the teacher and hold at least one conference with the teacher. This also applies to teachers who received an accomplished rating in 2013-2014.

TEACHERS ON LEAVE OR RETIRING

- A board of education may elect 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 on or before Dec. 1 of the school year.

Changes to ORC 3319.112 and New ORC 3319.114

OPTION TO USE ALTERNATIVE FRAMEWORK

- For the 2014-2015 school year, a district or school may choose to use either the 50 percent teacher performance and 50 percent student growth measure framework (ORC 3319.112) or the following alternative framework (ORC 3319.114):
 - Teacher performance measure shall be 42.5 percent
 - Student academic growth measure shall be 42.5 percent
 - One of the following components shall be 15 percent:
 - Student surveys;
 - Teacher self-evaluations;
 - Peer review evaluations;
 - Student portfolios.
- Beginning with the 2015-2016 school year and any school year thereafter, a district or school may choose to use either the 50 percent teacher performance and 50 percent student growth measure framework (ORC 3319.112) or the following alternative framework (ORC 3319.114):
 - Teacher performance measure shall account for 42.5 to 50 percent
 - Student academic growth measure shall account for 42.5 to 50 percent
 - Remainder shall be one of the following components:
 - Student surveys;
 - Teacher self-evaluations;
 - Peer review evaluations;
 - Student portfolios.
 - If a district or school chooses to use the alternative framework, the teacher performance measure and the student academic growth measure shall account for equal percentages of each rating.

ODE-APPROVED INSTRUMENTS

- The Ohio Department of Education must compile a list of approved instruments for districts and schools to use when evaluating teachers using student surveys, teacher self-evaluations, peer review evaluations and student portfolios.
- Districts and schools must choose one of the ODE-approved instruments if they are using the alternative framework.

TIMELINE

OTES EVALUATION TIMELINE

Updated September 2014

NOTIFICATION BY SEPTEMBER 15TH OR WITHIN 30 DAYS OF HIRE	<ul style="list-style-type: none"> • <i>NOTIFICATION OF ASSIGNED EVALUATOR</i>
FIRST TEACHER DAY	<ul style="list-style-type: none"> • <i>SLO PART ONE SUBMISSION VIA MY LEARNING PLAN</i>
FIRST STUDENT DAY- SEPTEMBER 15	<ul style="list-style-type: none"> • <i>PRE-ASSESSMENTS TO BE ADMINISTERED AFTER APPROVAL OF SLO PART ONE</i>
SEPTEMBER 15 2014-2015 (SEPTEMBER 30, 2014)	<ul style="list-style-type: none"> • <i>PART TWO OF SLO TEMPLATE TO BE SUBMITTED VIA MY LEARNING PLAN</i>
OCTOBER 1	<ul style="list-style-type: none"> • <i>SLO'S APPROVED AND ENTERED INTO ETPES</i> • <i>BEGIN WALKTHROUGHS</i>
OCTOBER 1-DECEMBER 15	<ul style="list-style-type: none"> • <i>ROUND 1: OBSERVATIONS</i>
JANUARY 2-APRIL 15	<ul style="list-style-type: none"> • <i>ROUND 2: OBSERVATIONS</i>
FEBRUARY 1-APRIL 15	<ul style="list-style-type: none"> • <i>ROUND 3: OBSERVATIONS (IF DEEMED NECESSARY BY THE EVALUATOR.)</i>
MARCH 1 - MARCH 31	<ul style="list-style-type: none"> • <i>POST-ASSESSMENTS TO BE ADMINISTERED</i>
MARCH 31	<ul style="list-style-type: none"> • <i>FINAL DATA COLLECTION FOR SGM</i>
APRIL 15	<ul style="list-style-type: none"> • <i>END WALKTHROUGHS</i> • <i>PART THREE OF SLO TEMPLATE TO BE SUBMITTED VIA MY LEARNING PLAN</i>
MAY 10	<ul style="list-style-type: none"> • <i>ALL EVALUATIONS COMPLETED</i>
MAY 1-MAY 10	<ul style="list-style-type: none"> • <i>ALL FINAL EVALUATION MEETINGS HELD</i>

OTES OBSERVATION TIMELINE

ROUND 1 OBSERVATION	OCTOBER 1-DECEMBER 15
ROUND 2 OBSERVATION	JANUARY 2 – APRIL 15
ROUND 3 OBSERVATION (IF NECESSARY)	MUST BE COMPLETED AT LEAST 15 STUDENT DAYS AFTER THE SECOND OBSERVATION AND BEFORE APRIL 15 TH .
<i>Teachers not performing at the desired level will be required to complete an Improvement Plan</i>	

NOTIFICATION OF OBSERVATION	<i>BOTH OBSERVATIONS SHALL BE PRECEDED BY AN ADVANCE NOTICE OF AT LEAST 48 HOURS, BUT NO MORE THAN 5 WORKDAYS.</i>
PRE-OBSERVATION FORM	<i>TO BE SUBMITTED TO THE EVALUATOR 24 HOURS PRIOR TO THE SCHEULED OBSERVATION TIME</i>
OBSERVATION	<i>MUST BE A MINIMUM OF 30 MINUTES IN LENGTH.</i>
REFLECTION AND EVIDENCE TOOL	<i>TO BE SUBMITTED TO EVALUATOR NO MORE 72 HOURS AFTER THE OBSERVATION.</i>
POST-OBSERVATION CONFERENCE	<i>TO BE HELD WITHIN 72 HOURS OF THE SUBMISSION OF THE REFLECTION AND EVIDENCE TOOL.</i>

WALKTHROUGH TIMELINE

WALKTHROUGHS MAY OCCUR UNANNOUNCED	<i>OCTOBER 1 – APRIL 15</i>	
NUMBER OF WALKTHROUGHS PER SCHOOL YEAR	<i>MINIMUM: 2</i>	<i>MAXIMUM: 6</i>
LENGTH OF WALKTHROUGHS (MINUTES)	<i>MINIMUM: 5 MIN.</i>	<i>MAXIMUM: 10 MIN.</i>
TEACHERS RECEIVE A COPY OF COMPLETED WALK THROUGH FORM	<i>WITHIN ONE CONTRACTED DAY OF WALKTHROUGH</i>	
TEACHER TO SIGN WALKTHROUGH FORM AND RETURN TO EVALUATOR	<i>WITHIN ONE CONTRACTED DAY OF RECEIVING WALKTHROUGH FORM FROM EVALUATOR</i>	

TEACHER EVALUATION FORMS

Please note that the following forms have been electronically transferred into the FORTE Evaluation Management System.

TEACHER EVALUATION RUBRIC

The *Teacher Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> 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 measurable 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) <i>Sources of Evidence:</i> 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 does not use or only uses one measure of student performance.	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 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 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 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.	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. 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					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>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.</p>	<p>The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</p>	<p>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</p> <p>The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.</p>	<p>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.</p> <p>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.</p>
	<p>KNOWLEDGE OF STUDENTS (Standard 1: Students)</p> <p><i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.</p> <p>The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</p>	<p>The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.</p> <p>The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.</p>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>

Instruction and Assessment

		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
	<p>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>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.</p>	<p>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..</p>	<p>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.</p>
	<p>RESOURCES (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</p>	<p>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.</p>	<p>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students’ learning styles and needs, actively engaging students.</p>	<p>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.</p>

Instruction and Assessment

	Ineffective	Developing	Skilled	Accomplished
<p style="text-align: center;">CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>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.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</p> <p>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</p> <p>The teacher creates a learning environment that allows for little or no communication or engagement with families.</p> <p>Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</p>	<p>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.</p> <p>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>The teacher welcomes communication from families and replies in a timely manner.</p> <p>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.</p>	<p>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.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p> <p>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.</p>	<p>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.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>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.</p> <p>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.</p>

Instruction and Assessment

		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p>ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference</p>	<p>The teacher does not routinely use assessments to measure student mastery.</p> <p>The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.</p> <p>The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</p> <p>The teacher does not provide students with feedback about their learning.</p>	<p>The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.</p> <p>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion</p> <p>The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</p> <p>Students receive occasional or limited feedback about their performance from the teacher.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</p> <p>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.</p> <p>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</p> <p>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</p>	<p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p> <p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p> <p>The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>

Professionalism					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)	The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.	The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.	The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.	The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.
	<i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others	The teacher fails to understand and follow regulations, policies, and agreements.	The teacher understands and follows district policies and state and federal regulations at a minimal level.	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 meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.
		The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.	The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.	The teacher sets and regularly modifies short-and long-term professional goals based on self-assessment and analysis of student learning evidence.

EVALUATION NOTIFICATION

Louisville City Schools

School Year: 2014- 2015

EDUCATOR: _____ BUILDING: _____ ASSIGNMENT: _____

Previous Year's Level of Student Growth: _____ N/A _____ Effectiveness Rating on Previous Year's Evaluation: _____ N/A _____

The following serves as notification of your evaluation status for the upcoming school year. If you have any questions about the evaluation procedure or your evaluation status, please contact your building administrator.

- I received an Accomplished rating on the previous year's evaluation and wish to be evaluated biennially.
- In the previous year, my evaluation showed above-expected levels of student growth and I have the option to choose the available credentialed evaluator from the attached Board-approved list. My choice for evaluator is _____.
- I am following the regular evaluation process and my assigned evaluator is _____.

_____ Initial here if you are on a limited contract and under consideration for nonrenewal or are working under an Improvement Plan. Your initials indicate that you acknowledge that the evaluation process for this school year will include three (3) observations.

- I wish to be considered for continuing contract status this school year.
-

Educator Signature _____ Date _____

The educator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

CLASSROOM WALKTHROUGH CHECKLIST

Louisville City Schools

Educator:	Content Area:	School Year:	
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Date:	Lesson Objective:	Start Time:	End Time:
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Focus on Learners	Focus on Instructional Practices	Focus on Classroom Environment
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<p style="text-align: center;">Student Engagement</p> <ul style="list-style-type: none"> ● Authentically on Task ● Passive Compliant ● Disengaged ● Disruptive <p style="text-align: center;">Student Activity</p> <p style="text-align: center;">Whole Class</p> <ul style="list-style-type: none"> ● Asking & responding to questions ● Listening & note taking ● Participating in discussion ● Participating in guided practice <p style="text-align: center;">Small Group or Paired</p> <ul style="list-style-type: none"> ● Collaboratively producing a product ● Collaboratively problem-solving ● Participating in discussion ● Presenting <p style="text-align: center;">Individual</p> <ul style="list-style-type: none"> ● Independently producing a product ● Independent practice/application ● Presenting ● Silent reading ● Writing activities ● Researching information 	<p style="text-align: center;">Differentiation</p> <p style="text-align: center;">By Content</p> <ul style="list-style-type: none"> ● Student Interest ● Student Readiness ● Student Learning Style <p style="text-align: center;">By Process</p> <ul style="list-style-type: none"> ● Variety of Materials ● Flexible Grouping ● Activities for All Learning Styles <p style="text-align: center;">By Product</p> <ul style="list-style-type: none"> ● Students Demonstrate Mastery ● Student Choice ● Ongoing Formative Assessment <p style="text-align: center;">Check for Learning/Understanding</p> <ul style="list-style-type: none"> ● Verbal questioning ● Monitoring student practice ● Total group response (e.g., white board, show of hands, clickers, etc.) ● Writing to learn activity ● Formative assessments (warm ups, bell work, quizzes, clickers, exit tickets) <p style="text-align: center;">Level(s) of Student Work</p> <ul style="list-style-type: none"> ● Remembering ● Understanding ● Applying ● Analyzing ● Evaluating ● Creating 	<p style="text-align: center;">Embedded Literacy</p> <ul style="list-style-type: none"> ● Writing across the curriculum ● Reading in content area <p style="text-align: center;">Research-Based Strategies</p> <ul style="list-style-type: none"> ● Identifying similarities and differences ● Summarizing and note taking ● Reinforce effort & provide recognition ● Homework & practice ● Nonlinguistic representations ● Cooperative learning ● Setting objectives & providing feedback ● Generating & testing hypotheses ● Cues, Questions & advance organizers <p style="text-align: center;">Instructional Materials/Technology</p> <ul style="list-style-type: none"> ● Hands-on materials used ● Technology equipment used by teacher to enhance lesson delivery (e.g., document camera, projector, interactive whiteboards, etc.) ● Technology used by students to master grade level content standards (e.g., online resources, computers, etc.) 	<p style="text-align: center;">Classroom Appearance</p> <ul style="list-style-type: none"> ● Safe & orderly environment ● Learning goals/data is displayed ● Display of student work ● Other visuals that support learning <p style="text-align: center;">Classroom Management</p> <ul style="list-style-type: none"> ● Routines & procedures are evident ● Positive behavior is reinforced ● Negative behavior is addressed ● Teacher circulates throughout the classroom ● Teacher manages proactively & calmly ● Teacher displays energy & enthusiasm ● Time is used effectively & efficiently <p style="text-align: center;">Classroom Culture</p> <ul style="list-style-type: none"> ● Respectful student-teacher relationships ● Students are comfortable sharing ideas, questions, concerns or needs ● Evidence of celebrating student success
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Notes:

Educator's Signature: _____ Date: _____

Administrators' Signature: _____ Date: _____

Legend: Evidence Not Observed

Louisville City Schools <i>Pre-Observation Form</i> Observation <input type="checkbox"/> 1 <input type="checkbox"/> 2 (<input type="checkbox"/> 3 <i>Optional</i>)	EDUCATOR'S NAME:
	EVALUATOR'S NAME:
	BUILDING/ASSIGNMENT:

This tool is to aid in the observation process and should be completed by the educator. The questions provided are intended to guide thinking and provide evidence for the evaluation process. Please respond to all questions relevant to the observation. This must be returned to the observer no later than 24 hours prior to the date of the observation.

SCHEDULED OBSERVATION DATE: _____ TIME: _____

<p>FOCUS</p> <ul style="list-style-type: none"> ○ What is the focus for 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? <i>(Standard 4: Instruction)</i> 	
<p>ASSESSMENT DATA</p> <ul style="list-style-type: none"> ○ What assessment data was examined to inform this lesson planning? ○ What does pre <input type="checkbox"/> assessment data indicate about student learning needs? <i>(Standard 3: Assessment)</i> 	
<p>PRIOR CONTENT KNOWLEDGE/ SEQUENCE/CONNECTIONS</p> <ul style="list-style-type: none"> ○ What prior knowledge do students need? ○ What are the connections to previous and future learning? Other disciplines? ○ How does this lesson connect to students' real life experiences and/or possible careers? <i>(Standard 1: Students / Standard 2: Content / Standard 4: Instruction)</i> 	
<p>KNOWLEDGE OF STUDENTS</p> <ul style="list-style-type: none"> ○ What should the evaluator know about the student population? ○ How is this a developmentally appropriate learning activity? <i>(Standard 1: Students)</i> 	
<p>LESSON DELIVERY</p> <ul style="list-style-type: none"> ○ How will the goals for learning be communicated to students? ○ What instructional strategies and methods will be used to engage students and promote critical thinking? ○ What strategies will be used to make sure all students achieve lesson goals? ○ How will content <input type="checkbox"/> specific concepts, assumptions, and skills be taught? <i>(Standard 2: Content / Standard 4: Instruction)</i> 	

Louisville City Schools

Reflection and Evidence Tool

Observation 1 2 (3 *Optional*)

EDUCATOR'S NAME:

EVALUATOR'S NAME:

BUILDING/ASSIGNMENT:

Based on your observed lesson, reflect upon two standards you consider areas of strength and two standards considered areas of improvement. Include rationale that supports your selections. This document must be returned to the evaluator no more than 72 hours after the observation.

<u>Ohio Standards for the Teaching Profession</u>	<u>Reinforcement</u> <i>Areas of Strength</i>	<u>Refinement</u> <i>Areas of Improvement</i>
<p>STANDARD 1: STUDENTS</p> <ul style="list-style-type: none"> ○ Understanding of what students know and are able to do ○ High expectations for all students ○ Respect for all students ○ Identification, instruction and intervention for special populations 		
<p>STANDARD 2: CONTENT</p> <ul style="list-style-type: none"> ○ Use of content- specific instructional strategies to teach concepts and skills ○ Knowledge of school and district curriculum priorities and Ohio academic content standards ○ Relationship of knowledge within the discipline to other content areas ○ Connection of content to life experiences and career opportunities 		
<p>STANDARD 3: ASSESSMENT</p> <ul style="list-style-type: none"> ○ Analysis of data to monitor student progress and to plan, differentiate, and modify instruction ○ Communication of results ○ Inclusion of student self-assessment and goal-setting 		
<p>STANDARD 4: INSTRUCTION</p> <ul style="list-style-type: none"> ○ Use of student information to plan and deliver instruction ○ Communication of clear learning goals ○ Application of knowledge of how students learn to instructional design and delivery ○ Differentiation of instruction to support learning needs of all students ○ Use of activities to promote independence and problem-solving ○ Use of varied resources to support learner needs. 		

Louisville City Schools

Reflection and Evidence Tool

Observation 1 2 (3 *Optional*)

EDUCATOR'S NAME:

EVALUATOR'S NAME:

BUILDING/ASSIGNMENT:

Ohio Standards for the Teaching Profession

Reinforcement
Areas of Strength

Refinement
Areas of Improvement

STANDARD 5: LEARNING ENVIRONMENT

- Use of strategies to motivate students to work productively and assume responsibility for learning
- Creation of learning situations for independent and collaborative work
- Maintenance an environment that is conducive to learning for all students

Informal Evidence for Evaluation

In the area below list evidence that supports Standards 6 and 7. This evidence will be discussed at the post-conference. Actual samples of evidence may be requested by the evaluator.

STANDARD 6: COLLABORATION AND COMMUNICATION

- Clear and effective communication
- Shared responsibility with parents/caregivers to support student learning
- Collaboration with other teachers, administrators, school and district staff
- Collaboration with local community agencies

STANDARD 7: PROFESSIONAL GROWTH RESPONSIBILITY

- Understanding of and adherence to professional ethics, policies and legal codes
- Engagement in continuous, purposeful professional development
- Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement

EDUCATOR EVALUATION SUMMARY

Louisville City Schools

School Year: _____

EDUCATOR: _____ BUILDING: _____ ASSIGNMENT: _____

EVALUATOR: _____ FINAL EVALUATION CONFERENCE DATE: _____

PREVIOUS EVALUATION RATING: Accomplished Skilled Developing Ineffective

EDUCATOR PERFORMANCE SUMMARY

EDUCATOR PERFORMANCE:

- _____ Accomplished (4)
- _____ Skilled (3)
- _____ Developing (2)
- _____ Ineffective (1)

STUDENT GROWTH MEASURES:

- _____ Above Expected Growth
- _____ Expected Growth
- _____ Below Expected Growth

Student Growth Measures	EDUCATOR PERFORMANCE			
	4	3	2	1
ABOVE	Accomplished	Accomplished	Skilled	Developing
EXPECTED	Skilled	Skilled	Developing	Developing
BELOW	Developing	Developing	Ineffective	Ineffective

EDUCATOR RATING FOR CURRENT SCHOOL YEAR _____

REINFORCEMENTS:

REFINEMENTS:

THE SIGNATURE OF THE EDUCATOR DOES NOT NECESSARILY INDICATE AGREEMENT WITH THE OVERALL EVALUATION AND/OR CONFERENCE. THE SIGNATURE INDICATES THAT THE CONFERENCE WAS HELD AND THAT THE EDUCATOR RECEIVED A COPY OF THE SUMMARY AND THE INSTRUMENTS USED. THE EDUCATOR HAS THE RIGHT TO REPLY AND TO HAVE THE REPLY INCLUDED IN THIS FORM AND PLACED IN THE PERSONNEL FILE.

Educator Signature

Date

Evaluator Signature

ARTIFACT EXAMPLES

Instruction and Assessment – Classroom Environment

<i>Rapport</i>	<i>Routines</i>	<i>Instructional Time/Transitions</i>	<i>Engagement</i>	<i>Classroom Management</i>
<ul style="list-style-type: none"> • Posted norms/rules • Class motto • Mission Statement • Student Incentives • Code of Conduct • Office Referrals • Parent contact log with notations of behavior • Student behavior checklists • Behavior Management Plan • Examples of getting to know students. 	<ul style="list-style-type: none"> • Performance action plan • Grouping plan • Classroom transition plan • Materials and supplies management plan • Homework policy/plan/procedures • Teaching routine checklist • Procedure/routines for non-instructional duties • Daily, weekly routine, schedules 	<ul style="list-style-type: none"> • Specific learning activities are used to address objectives • Lesson plans indicate use of instructional techniques • Student data indicates an effective use of instructional techniques • Essential questions used to expand critical thinking skills • Open ended projects including multiple solutions • Class debates to defend solutions • The use of technology literacy to create original products • Students are engaged in the skills of analysis, synthesis, and interpretation 	<ul style="list-style-type: none"> • Students participate in evaluating the environment of the classroom • Students participate in teamwork activities • Students are provided with real life examples • Structure and pacing of lesson • Grouping of students • Examples of student rubrics • Examples of work completed checklist • Examples of workstations • Notes on strategies for students • Class meeting notes • Examples of cooperative group activities 	<ul style="list-style-type: none"> • Students are self-directed in classroom management • Refines the use of motivation and engagement strategies • Written examples of routines • Opening activities • “When you are finished” sign • “Ask three before me” • Building behavior programs • Seating charts • Procedures • Examples of visual aids • Substitute plan folder

INSTRUCTIONAL PLANNING – FOCUS ON LEARNING, ASSESSMENT DATA, PRIOR CONTENT KNOWLEDGE, KNOWLEDGE OF STUDENTS

<i>Focus on Learning</i>	<i>Assessment Data</i>	<i>Prior Content Knowledge/Connections</i>	<i>Knowledge of Students</i>
<ul style="list-style-type: none"> • Standards/pacing guides with notations • Research articles on content and pedagogical approaches • Lesson plans 	<ul style="list-style-type: none"> • Data analysis, test score, data notebook (Testingwerks) • Assessments • IEP’s, 504 Modification plans 	<ul style="list-style-type: none"> • Standards /Goals/Pacing Guides • Spreadsheet for tracking different instruction • Units of Study 	<ul style="list-style-type: none"> • Child development research • Child development charts • Student learning profiles

<ul style="list-style-type: none"> • Units of Study • Pre-Conference • Task analysis of prerequisite skills • Examples of Topic-Do-LOT at beginning of lesson • Student work samples • Technology links • Modifications • Extension and enrichment activities • Differentiation samples • Copies of quizzes, tests, assignments • Examples of journaling and autobiographies • Examples of student projects • Examples of objectives and goals • Clear expectations 	<ul style="list-style-type: none"> • Pre-Conference • OAA or OGT results from previous year • District benchmarks (DIBELS, STAR, etc.) • Creation of leveled groups based on pre and post assessments 	<ul style="list-style-type: none"> • IEP's, Modification plans • Differentiation plan • Lesson plans • Units of study • Pacing guides/instructional maps • Modification plans • Examples of formative assessment: entrance slips/exit slips • Examples of daily essential questions, goals, and objectives 	<ul style="list-style-type: none"> • Student surveys and inventories of learning styles • Examples of aligning special service to curriculum
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PROFESSIONALISM

<i>Communication with Student and Families</i>	<i>Communication with Colleagues</i>	<i>Ethical Standards</i>	<i>Short- and Long-Term Goals</i>
<ul style="list-style-type: none"> • Lesson Plans • Units of study • Graphic Organizers • Learning Expectations • Printed directions and/or procedures • Modification plans • Teacher's peer review or feedback • Learning Contracts • Contact log • Web Site (Current) • Notes sent and received from home • Newsletter • Syllabus • Parent/Teacher Conference Records • Pre-Orientation Night Sign In • Parent letters and emails • Examples of specific report card comments • Examples of progress monitoring data and plans changed based on 	<ul style="list-style-type: none"> • Grade level meetings notes • Department meeting notes • School Projects • District Level Projects • Professional Portfolio • Teacher Facilitated Professional Development • Department Chair • Committee Chair • Course work • Professional Development Print Out • Individual Growth Plan • Research Material Folder • Mentor • Leadership Roles • Documented Recommendations • Published articles • District, building committees • Presentations made 	<ul style="list-style-type: none"> • Participates in professional development to improve performance • Seeks additional resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent • Collaborates with others to shape educational goals, policies, and decisions • Consistently follows all school, system, and classroom policies • Holds National Board Certification • Consistently maintains professional behavior in the classroom, meetings and school functions • Keeps material 	<ul style="list-style-type: none"> • Reflection sheets or goals • Notes on lesson reflections and ideas for improvement

progress

- Examples of attendance, grades, conference forms, report cards, anecdotal records, parent contacts logs, portfolios, etc.

confidential

- Keeps accurate student discipline log, communication log, and grade book
- Completes lesson plans for daily instruction

STUDENT LEARNING OBJECTIVE (SLO) FORMS

WHAT ARE SLOs?

Measurable, long-term targets and goals that demonstrates a teacher's impact on student learning within a given interval of instruction.

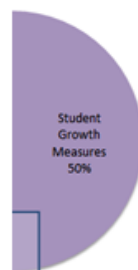
TEACHER CATEGORIES

A1 : No SLOs needed

A2 : 1 or 2 SLO(s) and Vendor Assessments

B : Vendor Assessment and 2 SLOs

C : Only 2 SLOs

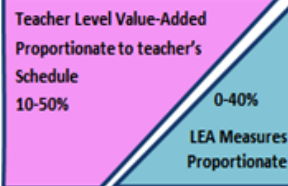


Student Growth Measures

**A1: Teacher Instructs Value-Added Subjects Exclusively

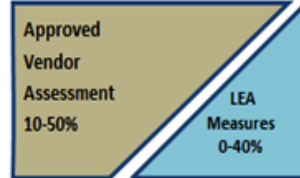
Teacher Level Value-Added
50%

*A2: Teacher Instructs Value-Added Courses, But Not Exclusively



-OR-

B: Approved Vendor Assessment
teacher-level data available



-OR-

C: No Teacher-level Value-Added or Approved
Vendor Assessment data available

LEA Measures
50%

SLO TEMPLATE

Student Learning Objective (SLO) Template Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

Standards and Content	Interval of Instruction	Assessment(s)	Baseline and Trend Data	Student Population	Growth Target(s)	Rationale for Growth Target(s)
<i>What content will the SLO target? To what related standards is the SLO aligned?</i>	<i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i>	<i>What assessment(s) will be used to measure student growth for this SLO?</i>	<i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i>	<i>Which students will be included in this SLO? Include course, grade level, and number of students.</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>	<i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i>
<input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations <input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction <input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)	<input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year)	<input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended <input type="checkbox"/> Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course <input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used <input type="checkbox"/> Follows the guidelines for appropriate assessments	<input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments) <input type="checkbox"/> Draws upon trend data, if available <input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	<input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth <input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO	<input type="checkbox"/> All students in the class have a growth target in at least one SLO <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets when appropriate so that all students demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets	<input type="checkbox"/> Demonstrates teacher knowledge of students and content <input type="checkbox"/> Explains why target is appropriate for the population <input type="checkbox"/> Addresses observed student needs <input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets <input type="checkbox"/> Explains how targets align with broader school and district goals <input type="checkbox"/> Sets rigorous expectations for students and teacher(s)

GENERAL SUGGESTIONS ON SLOS:

1. Submit your pre/post tests as a PDF, if possible.
2. Have your entire pre/post test(s) on one document instead of on multiple documents, if possible.
 - a. You may administer your pre/post tests in parts over time. However, keeping the entire literacy and/or content pre/post test on the same document makes it easier for the committee to review what you have created without opening multiple attachments.
3. If you chose to merge the literacy and content pre/post tests on the same document, make sure that your sections are separate and clearly labeled.
 - a. If you do this, your content and literacy questions should not be intermixed.
 - b. Remember, you are using this test for data on student content knowledge and literacy.
 - c. Keeping literacy and content separate will make analyzing your data much easier.
4. Check your pre/post tests for typos.
 - a. The committee saw MANY formatting issues: grammatical mistakes, answer keys in the middle of tests, and general inconsistencies in fonts, spacing, capitalization, punctuation, numbering, etc.
 - b. Please submit a clean, well-edited test.
5. Check the labeling of your pre-post tests.
 - i. Do not title your test as “Final Exam.” It is not a final exam.
 1. Example:
 - a. *Seventh Grade Social Studies: Content Area Pre-Assessment*
 - b. *Seventh Grade Social Studies: Literacy Pre-Assessment*
6. When re-submitting a pre/post test:
 - a. Make sure you re-title the test when you re-save your revised version.
 - i. Example:
 1. *LiteracyPre_PostTest_7thSocialStudies_2014_2015.pdf*
 2. *REVISED_LiteracyPre_PostTest_7thSocialStudies_2014_2015.pdf*
 - b. On *My Learning Plan*, you can un-check attachments you do not want to re-submit to the committee. You can add attachments to your file library.
7. Literacy pre/post tests can include more than vocabulary questions.
 - a. Refer to the Grades 6-12 Literacy in History/Social Studies, Science, and Technical Subjects:
 - i. <http://www.corestandards.org/ELA-Literacy/RH/6-8/>
8. Content and Literacy pre/post tests should be kept to approximately 30-40 questions each.
 - a. Keep over testing the kids in mind in test creation.
 - b. These tests should benefit your kids, and give you good data to guide and improve your instruction across the course.
9. Use the ODE’s Assessment Literacy information to help create a valid assessment.
 - a. <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments>
10. Title each SLO as...
 - a. Example:
 - i. *SLO: 7th Grade Social Studies Content*
 - ii. *SLO: 7th Grade Social Studies Literacy*

SLO EXAMPLES FROM THE ODE

The ODE has provided teachers with many examples of Students Learning Objectives. Categories of these examples are listed below followed by the link to the ODE's page.

Sample Student Learning Objectives

These sample Student Learning Objectives indicate what makes a high-quality SLO and provide a template for writing your own SLO.

- » Arts
- » District-Level
- » English Language Arts
- » English Language Learners
- » Financial Literacy
- » Gifted and Talented
- » Math
- » Music
- » Physical Education
- » Psychology
- » Science
- » Social Studies
- » Special Education
- » World Languages

Last Modified: 1/13/2014 2:41:05 PM

<http://education.ohio.gov/topics/teaching/educator-evaluation-system/ohio-s-teacher-evaluation-system/student-growth-measures/student-learning-objective-examples/sample-student-learning-objectives>

**FORTE OTES
MANAGEMENT SYSTEM**



During the course of the summer months, the OTES committee was introduced to a new software program that organizes all OTES information in one place. This is the Forte program.

Why we're different



OTES Specific

Our teacher evaluation system was developed by Ohio educators. It has been modeled specifically for the Ohio Teacher Evaluation System as a complement to eTPES.



Efficient

We have taken a simple design approach. Our low learning curve tools help evaluators focus on recording evidence for fast and accurate teacher ratings.



Affordable

Our licensing is scalable and all-inclusive. We provide all of our services and tools at one low cost. No premium feature fees or additional purchases are required.



Customizable

Control how walk-throughs and observations are performed at the district level. Our customizable tools can be tailored to meet district requirements.



Paperless

Checklists and scripted evidence are completely paperless. Rich media such as photos, audio recordings, and videos are also collectable for in depth evaluations.



Cloud-based

A modern Internet browser and Internet connection are all that are needed to manage your district and perform evaluations.

Features



Walk-throughs

Quickly collect quantitative evidence with our three-state checklist tool. Customize each checklist item description, semantic state, and Standard Area. Scripted evidence is also collectable for recording quick notes.



Observations

Following the guidelines of OTES, schedule and perform the pre-conference, formal observation, rating, and post-conference for every observation cycle. Consistent evidence collection provides consistent results.



Evidence Collection

All evidence, including checklist items and rich media are codable by Standard Area, Emphasis, and Importance. Magnitudes of evidence are filterable on-demand for concise rating results.



Dashboards

Get a bird's-eye view of how evaluations are progressing. Aggregated statistics help district administrators understand their evaluations. Drill downs provide a snapshot from the district to the teacher level.



Notifications

Managing multiple teacher evaluations can be an organizational challenge. Notifications via email and calendar integration keep evaluators and teachers organized and prepared.



Reporting

Reporting is available through our flexible web interface, or request specific reports directly from our support team.

ADDITIONAL RESOURCES

MARZANO'S NINE ESSENTIAL INSTRUCTIONAL STRATEGIES

1. IDENTIFYING SIMILARITIES AND DIFFERENCES
2. SUMMARIZING AND NOTE TAKING
3. REINFORCING EFFORT AND PROVIDING RECOGNITION
4. HOMEWORK AND PRACTICE
5. NONLINGUISTIC REPRESENTATIONS
6. COOPERATIVE LEARNING
7. SETTING OBJECTIVES AND PROVIDING FEEDBACK
8. GENERATING AND TESTING HYPOTHESES
9. CUES, QUESTIONS, AND ADVANCE ORGANIZERS

1. IDENTIFYING SIMILARITIES AND DIFFERENCES

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

Applications:

- * Use Venn diagrams or charts to compare and classify items.
- * Engage students in comparing, classifying, and creating metaphors and analogies.

2. SUMMARIZING AND NOTE TAKING

These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Applications:

- * Provide a set of rules for creating a summary.
 - * When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.
- ~Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.

Applications:

- * Use teacher-prepared notes.
- * Stick to a consistent format for notes, although students can refine the notes as necessary.

3. REINFORCING EFFORT AND PROVIDING RECOGNITION

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Applications:

- * Share stories about people who succeeded by not giving up.
 - * Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.
- ~According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.

Applications:

- * Find ways to personalize recognition. Give awards for individual accomplishments.
- * "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

4. HOMEWORK AND PRACTICE

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all

homework assigned.

Applications:

- * Establish a homework policy with advice-such as keeping a consistent schedule, setting, and time limit-that parents and students may not have considered.

- * Tell students if homework is for practice or preparation for upcoming units.

- * Maximize the effectiveness of feedback by varying the way it is delivered.

~Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

- * Assign timed quizzes for homework and have students report on their speed and accuracy.

- * Focus practice on difficult concepts and set aside time to accommodate practice periods.

5. NONLINGUISTIC REPRESENTATIONS

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

- * Incorporate words and images using symbols to represent relationships.

- * Use physical models and physical movement to represent information.

6. COOPERATIVE LEARNING

Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.

Applications:

- * When grouping students, consider a variety of criteria, such as common experiences or interests.

- * Vary group sizes and objectives.

- * Design group work around the core components of cooperative learning-positive interdependence, group processing, and appropriate use of social skills, face-to-face interaction, and individual and group accountability.

7. SETTING OBJECTIVES AND PROVIDING FEEDBACK

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they

should be easily adaptable to students' own objectives.

Applications:

- * Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.

- * Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

~Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

Applications:

- * Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.

- * Keep feedback timely and specific.

- * Encourage students to lead feedback sessions.

8. GENERATING AND TESTING HYPOTHESES

Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

Applications:

- * Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.

- * Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advance Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

- * Pause briefly after asking a question. Doing so will increase the depth of your students' answers.

- * Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

BLOOM'S TAXONOMY

Knowledge

- Remembering
- Memorizing
- Recognizing
- Recalling/Identifying
- Recall of Information
 - who, what, when, where, how...?
 - Describe

Comprehension

- Interpreting
- Translating from one medium to another
- Describing in one's own words
- Organization and selection of facts and ideas
 - retell

Application

- Problem solving
- Applying information to produce some result
- Use facts, rules, and principles
 - How is...an example of...?
 - How is...related to...?
 - Why is...significant?

Analysis

- Subdividing something to show how it is put together
- Finding the underlying structure of communication
- Identifying motives
- Separation of a whole into component parts

- What are the parts or features of...?
- Classify...according to...
- Outline/diagram...
- How does...compare/contrast with...?
- What evidence can you list for...?

Synthesis

- Creating a unique, original product that may be in verbal form or may be a physical object
- Combination of ideas to form a new whole
 - What would you predict/infer from...?
 - What ideas can you add to...?
 - What might happen if you combined...?
 - What solutions would you suggest for...?

Evaluation

- Making value decision about issues
- Resolving controversies or differences of opinion
- Development of opinions, judgments, or decisions
 - Do you agree...?
 - What do you think about...?
 - What is the most important...?
 - Place the following in order of priority...
 - How would you decide about...?
 - What criteria would you use to assess...?

DIFFERENTIATION

Low and High Prep Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning *and* to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. In addition, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

LOW PREP STRATEGIES	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations

	“orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

HIGH PREP STRATEGIES

HIGH PREP STRATEGIES	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each

	student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Readers' Workshop (Writers' Workshop is a parallel strategy)	The Readers' Workshop approach involves students in three types of activities: <ul style="list-style-type: none"> • Mini-lessons (5-10 minutes) on some aspect of literature or a reading strategy. • Independent Reading Time (30-40 minutes), where students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading. • Sharing Time (10 minutes), where students share with another person their journal entries and the other person gives feedback.
Stations/ Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tape recorded materials at different levels	Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: <ul style="list-style-type: none"> - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
Choice Boards	Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

- For additional assistance on differentiation, visit Carol Tomlinson's website at <http://caroltomlinson.com> .

ASSESSMENT LITERACY

Source: The Ohio Department of Education Assessment Literacy Training
<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments>

When the purpose of an assessment is to determine what a student has learned after an extended interval of instruction, such as an end-of-course emphasis should be placed on the standards identified as learning priorities. In such cases teachers should narrow the focus of the assessment to those learning priorities that represent the most essential knowledge and skills that students should know. Some things that should be considered when selecting these learning priorities include:

- Longevity -- Does the intended learning address knowledge and skills that are important for the student to know this year and in years to come?
- Leverage – Does the intended learning address knowledge and skills that are important for other content areas? For example, the ability to interpret charts and graphs is important in many content areas.
- Levels – Does the intended learning address knowledge and skills that will be important for the student to know in the next school year?

These are guidelines, and it is not necessary that all three of these criteria be met for a standard to be considered a priority. However, those that do meet all three criteria should be priorities. It is also important to emphasize that the selection of learning priorities is best done collaboratively -horizontally and vertically - with other educators.

HOW DO I DETERMINE WHICH ASSESSMENT METHOD TO USE TO ASSESS A STANDARD?

- No single assessment method is superior to any other, but the case can be made that some methods are stronger matches for some learning targets. Selected Response, Constructed Written Response, and Performance Assessments are all possible choices depending on the learning targets to be assessed and the purpose of the assessment. Working together with colleagues to make the decisions about the best match for each learning target is preferred.
- Selected Responses (Matching, True/False, Fill-in the Blank and Multiple Choice) are good matches when assessing recall or knowledge. Constructed Written Responses (Short Answer, Extended Response) are useful when assessing understanding or reasoning. Remember to have a written scoring guide or rubric already created; it is suggested you share rubrics with the students in advance as well. Performance Assessments are useful choices when a product needs to be reviewed or a performance needs to be observed. A written rubric is also necessary for Performance Assessments.

IS IT APPROPRIATE TO ASSESS HIGHER-LEVEL THINKING WITH MULTIPLE CHOICE ITEMS?

- The appropriateness of an assessment method (for example, multiple choice or other selected response methods) depends on the purpose and context of the assessment. When speaking of “higher-level thinking,” we are usually referring either to higher levels of Bloom’s Taxonomy or higher levels of Webb’s Depth of Knowledge (DOK). While it is not impossible to assess higher-level thinking (for example, DOK level 3) with multiple choice items, it may not serve the purpose well. For example, a student may be asked to evaluate a situation in which they must draw a conclusion based on evidence from a text. It is possible to structure an item such that the student must reason through the question and pull information together, justifying their reasoning in their mind in order to select the correct response(s).
- However, it is very difficult to write such items well, and higher-level thinking tasks often involve an extended period of time to perform. It is also important to keep the purpose of the assessment in mind. If the purpose is for the student to *demonstrate* mastery of the knowledge and skills in a DOK 3 standard (which is usually what is desired), then constructed response or performance would be more suitable assessment methods, since these methods require the student to show their reasoning more directly.

HOW CAN I IMPROVE THE QUALITY OF MY ASSESSMENT ITEMS?

- Generally speaking, the quality of an assessment item begins with the alignment of the item to the standard or learning target being assessed and the instruction given. First, make sure that the standard, instruction and assessment item are all aligned, regarding both content AND rigor.
- Secondly, match the item type to the standard. To do this, consider which assessment method (i.e. selected response, constructed response, performance, etc.) will best allow a student to demonstrate learning of the standard. Finally, every item type is different when it comes to attributes of quality

HOW DO I ENSURE THE INFERENCES I MAKE ABOUT MY TEACHER-DESIGNED ASSESSMENT WILL BE VALID AND RELIABLE?

It is certainly more challenging to determine if a teacher-designed assessment is valid and reliable. Using the below checklist is a good first step:

Checklist for Selecting Appropriate Assessments

This checklist should be completed prior to SLO approval to ensure that the assessment chosen meets the basic requirements.

Alignment to Standards:			
<i>Is the Learning Objective clearly reflected in the assessment measure?</i>			
Yes	Somewhat	No	
			All items in the assessment align to the standard(s) addressed in the SLO.
			The assessment measure addresses the full range of topics and skills included in the SLO.
			The focus of the assessment mirrors the focus of the curriculum and standards.
			The items or task match the full range of cognitive thinking required during the course.
			The assessment requires students to engage in higher order thinking where appropriate.
Comments:			
Stretch:			
<i>Will all students be able to demonstrate growth on this assessment?</i>			
			The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.
			Test items cover knowledge and skills that will be of value beyond the school year.
Comments:			
Validity and Reliability:			
<i>Is the assessment measure a valid and reliable tool for the intended purpose?</i>			
			The assessment does not include overly complex vocabulary.
			Items or tasks are written clearly and concisely.
			Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments.
			The teacher has a plan for administering assessments consistently across classes.
Comments:			

In addition, the considerations listed below will also help to improve the validity and reliability of your locally-designed assessments:

Below are some considerations for improving validity:

- Ensure a representative distribution of assessment items.
- Ensure assessment items are aligned to standards and course learning targets.
- Ensure assessment items are assessing the standards at the appropriate cognitive complexity level.
- Ensure that other content experts review the assessment.

Below are some considerations for improving reliability:

- Avoid ambiguous test questions.
- Provide clear and consistent directions.
- Develop a systemic administration procedure.
- Ensure consistent use of rubrics.
- Use multiple scorers (when possible) for items that are not selected response.

HOW MANY QUESTIONS SHOULD BE ON MY SLO PRE/POST ASSESSMENT?

- The number of questions on an assessment is related to the purpose of the assessment. There is no one set recommendation for number of questions on an assessment. Assessment length is related to the breadth and depth of content that the assessment is designed to measure. More complex and high-priority standards will require more questions to determine student mastery compared to less complex or low-priority standards.
- Remember, each standard identified in the SLO must be assessed on the pre/post assessment. The writing or review team for the assessment should balance coverage of the standards by multiple assessment items with realistic expectations of the overall length of the assessment. The type of assessment item used can also affect the number of items needed to assess a particular standard. For instance, a single constructed response item can often generate the same amount of information as several selected response items.
- Additionally, it is recommended that the assessment be realistic in terms of the time required for administration. Therefore, educators should consider what is developmentally appropriate for their students when reviewing or creating assessments. Educators will need to make decisions about balancing larger data sets with a developmentally-appropriate assessment.

SHOULD MY SLO PRE AND POST-TESTS BE IDENTICAL?

- Using the same instrument as a pre- and post-assessment is not ideal. In fact, using the same assessment multiple times within the same year may decrease the validity of results since students will have seen the questions before.
- A well-written pre-assessment (used in conjunction with other forms of baseline data) can be a valuable source of data, because it should closely align with the post-assessment to measure growth.
- Pre-assessments should assess the same general content as the post-assessment, be comparable in rigor, and should be reviewed by content experts for validity and reliability.

CAN I CHANGE THE POST-ASSESSMENT AFTER ADMINISTERING THE PRE-ASSESSMENT FOR MY SLO?

- It is not advisable to change your post-assessment after your pre-assessment has been administered. The pre- and post-assessments should be aligned. They should assess the same content at the same cognitive complexity level. If the post-assessment is more difficult than the pre-assessment, your pre-established growth targets may not be met.
- However, for students scoring in the upper range on the pre-assessment, you may need to include a capstone project in addition to the post-assessment to demonstrate growth. This capstone project would be included in the student growth target.
- Remember, this is a learning process. The goal is to learn from the process in these early years. Districts and schools should have clear expectations regarding locally-designed assessments to ensure quality pre- and post-assessments.

WHY IS COLLABORATION IMPORTANT WHEN DESIGNING AN ASSESSMENT?

- It is strongly encouraged that colleagues work together when designing high-stakes assessments. Grade level and/or subject area colleagues should collaborate when designing these assessments. Working collaboratively will help ensure district, building and grade-level consistency, assist with vertical alignment, and greatly enhance test

validity, reliability and absence of bias. In instances where a team of teachers cannot create an assessment, the assessment should be developed in conjunction with an instructional coach, curriculum supervisor, special education teacher, English Language Learner teacher, an administrator or other faculty member with assessment expertise.

HOW CAN A TEST BLUEPRINT HELP ME CREATE AN ASSESSMENT?

- A test blueprint is the plan that you create and use when “building” a test. Blueprinting is very helpful for the development of a sound assessment that aligns to the identified standards and instruction. Blueprints also help improve alignment between alternate forms of pre- and post-assessments, yielding comparable data.
- A test blueprint guides assessment item selection and development. A blueprint requires the teacher to identify the intended learning to be measured in a given assessment and the level of cognitive complexity. The first step is to identify the purpose of the assessment. Next, a teacher would clarify the learning targets. Clarifying the learning targets enables teachers to begin the work of creating test items directly aligned to each of the relevant learning targets.
- It is important to consider which item types will provide test takers with the best, most relevant opportunities for demonstrating whether and to what extent they have achieved the relevant learning targets. Once it is clear what types of items are best for the particular assessment, the test’s item pool is then developed by selecting and/or creating high quality, aligned items and identifying the assessment methods matched to the learning targets. Finally, there is purposeful planning of rigor and weighting in a well-constructed test blueprint.
- A test blueprint can also be used to evaluate existing assessments. Blueprinting an existing assessment will help a teacher be certain that the assessment measures what they have intended and is aligned to the standards.

HOW DO I INCLUDE STRETCH IN MY ASSESSMENT?

- To have sufficient stretch, an assessment must contain questions that vary in complexity. The assessment should contain both basic and advanced knowledge and skill questions so that both low-performing and high-performing students can demonstrate growth. One way to do this on an assessment is to consider questions for a particular standard at different depths of knowledge. Karin Hess’s Cognitive Rigor Matrix can be especially helpful for creating assessment items with stretch:

Table 2: Hess' Cognitive Rigor Matrix with Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

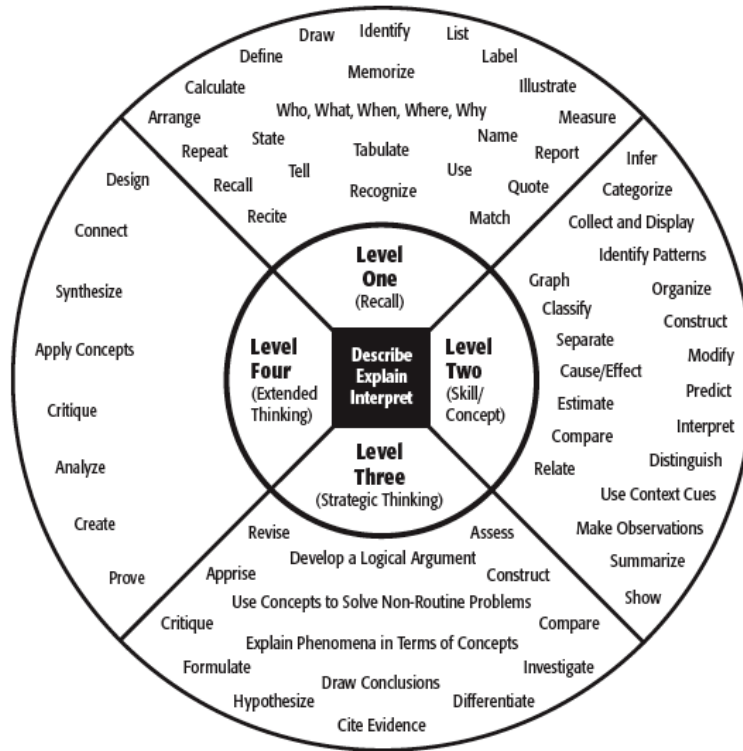
Bloom's Revised Taxonomy of Cognitive Process Dimensions	Webb's Depth-of-Knowledge (DOK) Levels			
	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/ Reasoning	Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	Recall, recognize, or locate basic facts, ideas, principles Recall or identify conversions: between representations, numbers, or units of measure Identify facts/details in texts			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	Compose & decompose numbers Evaluate an expression Locate points (grid, number line) Represent math relationships in words pictures, or symbols Write simple sentences Select appropriate word for intended meaning Describe/explain how or why	Specify and explain relationships Give non-examples/examples Make and record observations Take notes, organize ideas/data Summarize results, concepts, ideas Make basic inferences or logical predictions from data or texts Identify main ideas or accurate generalizations	Explain, generalize, or connect ideas using supporting evidence Explain thinking when more than one response is possible Explain phenomena in terms of concepts Write full composition to meet specific purpose Identify themes	Explain how concepts or ideas specifically relate to other content domains or concepts Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	Follow simple/routine procedure (recipe-type directions) Solve a one-step problem Calculate, measure, apply a rule Apply an algorithm or formula (area, perimeter, etc.) Represent in words or diagrams a concept or relationship Apply rules or use resources to edit spelling, grammar, punctuation, conventions	Select a procedure according to task needed and perform it Solve routine problem applying multiple concepts or decision points Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps Use models to represent concepts Write paragraph using appropriate organization, text structure, and signal words	Use concepts to solve non-routine problems Design investigation for a specific purpose or research question Conduct a designed investigation Apply concepts to solve non-routine problems Use reasoning, planning, and evidence Revise final draft for meaning or progression of ideas	Select or devise an approach among many alternatives to solve a novel problem Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results Illustrate how multiple themes (historical, geographic, social) may be interrelated
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	Retrieve information from a table or graph to answer a question Identify or locate specific information contained in maps, charts, tables, graphs, or diagrams	Categorize, classify materials Compare/contrast figures or data Select appropriate display data Organize or interpret (simple) data Extend a pattern Identify use of literary devices Identify text structure of paragraph Distinguish: relevant-irrelevant information, fact/opinion	Compare information within or across data sets or texts Analyze and draw conclusions from more complex data Generalize a pattern Organize/interpret data: complex graph Analyze author's craft, viewpoint, or potential bias	Analyze multiple sources of evidence or multiple works by the same author, or across genres, or time periods Analyze complex/abstract themes Gather, analyze, and organize information Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			Cite evidence and develop a logical argument for concepts Describe, compare, and contrast solution methods Verify reasonableness of results Justify conclusions made	Gather, analyze, & evaluate relevancy & accuracy Draw & justify conclusions Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	Brainstorm ideas, concepts, or perspectives related to a topic or concept	Generate conjectures or hypotheses based on observations or prior knowledge	Synthesize information within one source or text Formulate an original problem, given a situation Develop a complex model for a given situation	Synthesize information across multiple sources or texts Design a model to inform and solve a real-world, complex, or abstract situation

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WHY DO I NEED TO LEARN ABOUT WEBB'S DEPTH OF KNOWLEDGE (DOK)?

- Depth of Knowledge (DOK) was created by Norman Webb for the purpose of aligning assessments and assessment items to the cognitive complexity level of the standards they were designed to assess. The DOK level is determined by the degree of mental processing required of the student to meet the objectives of a particular standard, assessment item or instructional activity.
- The DOK level focuses on how deeply a student needs to understand the content. Understanding the DOK level of the standard will help teachers create assessment items that accurately assess the standard at the expected level of rigor. A graphic of Webb's DOK is below:


Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

Considerations for Designing High-Quality Assessment Items

Problem	Weaker	Stronger
1. Un-Related Stimulus	 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> Solve the following: $2,348 + 1,172 =$ $5,222 + 8,799 =$ $9,411 + 1,993 =$ </div>	Solve the following: $2,348 + 1,172 =$ $5,222 + 8,799 =$ $9,411 + 1,993 =$
2. Vague Stem	Ohio: A. has a cardinal on its state flag. B. is the 3 rd largest state. C. was a key stop on the Underground Railroad. D. became a state in 1812.	What is one reason Ohio was a key stop on the Underground Railroad? A. The state constitution did not address slavery. B. There were many active abolitionist in the state. C. It was conveniently located. D. Industry was booming in Ohio during this time period.
3. Negatively-Worded Stem	Which of the following was NOT a surrealist painter?	Which of the following is a surrealist painter?
4. Wordy Stem	Langston Hughes, an American poet who became famous during the Harlem-Renaissance, uses which of the following poetic devices in his poem "A Dream Deferred?"	Which of the following poetic devices does Langston Hughes use in his poem "A Dream Deferred?"
5. Cueing Stem	An example of a fruit is an A. Carrot B. Bean C. Potato D. Orange	Which of the following is an example of a fruit? A. Carrot B. Bean C. Potato D. Orange

Problem	Weaker	Stronger
6. Repeated Phrases in Answer Options	Every organism is made of cells and every cell comes from another cell. This is A. The theory of relativity B. The theory of chaos C. The theory of heat D. The theory of cells	Every organism is made of cells and every cell comes from another cell. This is the theory of A. Relativity B. Chaos C. Heat D. Cells
7. Non-Plausible Answer Options	Who was the 21 st President of the United States? A. The War of 1812 B. George Washington C. Chester Arthur D. Nemo	Who was the 21 st President of the United States? A. Andrew Johnson B. Millard Fillmore C. Chester Arthur D. Franklin Pierce
8. Lack of Distractors in Answer Options	Which angle would be complementary to 82°? A. 8° B. 41° C. 11° D. 59°	Which angle would be complementary to 82°? A. 8° B. 18° C. 78° D. 98°
9. Answers Options Not the Same Length	Something that is <i>opulent</i> is A. Plain B. Transparent C. Thick D. Ostentatiously rich and luxurious or lavish	Something that is <i>opulent</i> is A. Plain B. Transparent C. Thick D. Lavish
10. All of/None of the Above" options	The season of Winter occurs during A. December B. January C. February D. All of the Above	The season of Winter occurs during A. April B. January C. November D. June

I NEED MORE INFORMATION ON ASSESSMENT LITERACY. WHERE DO I FIND THAT INFORMATION?

- There is a wealth of information regarding Assessment Literacy available on the ODE webpage. To review the various documents and assessment literacy information, go to: <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments>