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3220 - STANDARDS-BASED TEACHER EVALUATION

The Board of Education is responsible for a standards-based teacher evaluation policy which conforms to the framework for evaluation of teachers as approved by the State Board of Education and aligns with the "Standards for the Teaching Profession" as set forth in State law. The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth, as well as promotion and retention decisions for teachers.

~~The Board adopts the Ohio Teacher Evaluation System ("OTES") model as approved by the State Board of Education. The evaluation policy is intended to provide an evaluation model that is research based, transparent, fair, and adaptable to the needs of the District. The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth, as well as promotion and retention decisions for teachers. The Board acknowledges that the overarching purposes of the teacher evaluation system are to serve as a tool to advance the professional development of teachers, to inform instruction, and to assist teachers and administrators in identifying and developing best educational practices in order to provide the greatest opportunity for student learning and achievement. This policy shall be implemented as set forth herein and shall be included in the collective bargaining agreement with the Galion Education Association, and in all extensions and renewals thereof.~~

~~This policy has been developed in consultation with teachers employed by the Board and represented by the Galion Education Association (GEA).~~

~~Given the dynamic nature of the mandated teacher evaluation process, the Board recognizes the Evaluation Committee (EC), with continuing participation by District teachers represented by the Galion Education Association, and for the express purpose of recommending necessary changes to the Board for the appropriate revision of this policy.~~

~~This policy shall be implemented as set forth herein and shall be included in the collective bargaining agreement with the Galion Education Association (GEA), and in all extensions and renewals thereof.~~

This policy shall be implemented as set forth herein and shall be included in the collective bargaining agreement with the Galion Education Association (GEA), addressing evaluation of teachers under the Ohio Teacher Evaluation System (OTES), which have been developed in consultation with teachers. The Board recognizes the Evaluation Committee (EC), with continuing participation by District teachers represented by the GEA, and for the express purpose of recommending necessary changes to the Board for the appropriate revision of the policy.

~~This policy has been developed in consultation with teachers employed by the Board.~~

Definitions

~~"OTES" is the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2011, as it existed July 1, 2013. (Amendments to Ohio law or changes by the State Board of Education or the Ohio Department of Education to OTES during the term of the negotiated agreement will be deferred until the expiration of the negotiated agreement.)~~

~~"Teacher" For purposes of this policy, "teacher" means a licensed instructor who spend at least fifty percent (50%) of his/her time providing student instruction and who is working under one of the following:~~

- ~~A. A license issued under R.C. 3319.22, 3319.26, 3319.222 or 3319.226; or~~
- ~~B. A permanent certificate issued under R.C. 3319.222 as it existed prior to September, 2003; or~~
- ~~C. A permanent certificate issued under R.C. 3319.222 as it existed prior to September, 2006; or~~
- ~~D. A permit issued under R.C. 3319.301.~~

Substitute teachers and teachers not meeting this definition are not subject to evaluation under this policy. Full time bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures of the collective bargaining agreement in effect between the Board and the Galion Education Association (GEA).

Beginning the 2014-2015 school year, the Board may elect not to evaluate a teacher who was on leave from the District for fifty percent (50%) or more of the school year and/or submitted notice of retirement that was accepted by the Board no later than December 1st of the year the teacher was scheduled to be evaluated.

The Superintendent, Treasurer, and any "other administrator" as defined by R.C. 3319.02 are not subject to evaluation under this policy.

"Credentialed Evaluator"—For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:

- A. meets the eligibility requirements under R.C. 3319.111(D); and
- B. holds a credential established by the Ohio Department of Education for teacher evaluation; and
- C. has completed State sponsored evaluation training and has passed an online credentialing assessment.

The Board shall authorize the Superintendent/designee, in consultation with the Evaluation Review Committee, to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy. Only District administrators or full time administrators engaged by the Board through the Educational Service Center shall serve as these credentialed evaluators.

"Core Subject Area"—means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

"Evaluation Cycle"—is the period of time for the completion of the evaluation procedure. The evaluation cycle is completed when student growth measures resulting from assessments that were administered in the previous school year are combined with the teacher performance ratings resulting from performance assessments that are conducted for the current school year to assign a summative evaluation rating.

"Evaluation Factors"—refers to the multiple measures that are required by law to be used in the teacher evaluation procedure. The two (2) factors, which are weighted equally, are student growth measures at fifty percent (50%) and teacher performance at fifty percent (50%).

"Evaluation Framework"—means the document created and approved by the Ohio Department of Education (ODE) in accordance with R.C. 3319.111(A) that establishes the standards-based framework for the evaluation of teachers developed under R.C. 3319.112.

"Evaluation Instruments"—refers to the forms used by the teacher's evaluator. Those forms, developed by the ODE, are located in the Appendix to this policy.

"Evaluation Procedure"—the procedural requirements set forth in this policy are intended to provide specificity to the statutory obligations established under R.C. 3319.111 and R.C. 3319.112 and to conform to the framework for the evaluation of teachers developed under R.C. 3319.112.

"Evaluation Rating"—means the final summative evaluation level that is assigned to a teacher pursuant to terms of this policy. The evaluation rating is assigned at the conclusion of the evaluation cycle when the teacher performance rating is combined with the results of student growth measures where fifty percent (50%) of the evaluation rating is based on student growth measures as provided for in this policy and fifty percent (50%) the evaluation rating is based on a teacher performance rating as provided for in this policy. Each completed evaluation will result in the assignment of one (1) of the following evaluation ratings to Accomplished, Skilled, Developing, or Ineffective.

"Retention"—for purposes of this policy refers to employment decisions on the question of whether or not to suspend a contract pursuant to a reduction in force, non-renew a limited or extended limited contract, or terminate employment for good and just cause. In the case of a reduction in force, seniority will not be considered when making decisions on contract suspensions, except in the instance of comparable evaluations. The decision to non-renew or terminate the contract of a poorly performing teacher may be informed by the evaluation(s) conducted under this policy. However, decisions to non-renew or terminate a teaching contract are not limited by the existence of this policy.

"Student Growth"—for the purpose of the district's evaluation policy, student growth is defined as the change in student achievement for an individual student between two or more points in time.

"Student Growth Measure (SGM)"—A unit of academic growth projected for a student over specified period of time, and which has been established according to a set of procedures defined either by the value added data system provider employed by the State of Ohio or by the school district for approved vendor assessments or locally developed student learning objectives (SLOs).

"Student Learning Objectives" ("SLOs")—include 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.

"Shared Attribution Measures"—student growth measures that can be attributed to a group.

"Teacher Performance"—is the assessment of a teacher's performance, resulting in a performance rating. As an evaluation factor, the teacher performance dimension is based on direct observations of a teacher's practice (including materials and other instructional artifacts) and walkthroughs that are performed by a credentialed evaluator. Teacher performance results are reported as a teacher performance rating that may be coded as "1" indicating lowest performance to "4" indicating highest performance.

"Teacher-Student Data Linkage" (TSDL)—refers to the process of connecting the teacher(s) of record (based upon above definition) to a student and/or defined group of students' achievement scores for the purpose of attributing student growth to that teacher.

~~"Value Added" refers to the EVAAS Value Added methodology provided by SAS, Inc., which provides a measure of student progress at the district and school level based on each student's scores on state issued standardized assessments;~~

~~"Vendor Assessment" student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of course examinations for grade level and subjects for which the Value Added measure does not apply;~~

Standards-Based Teacher Evaluation

Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based upon teacher performance, student growth, and other locally determined criteria.

Each teacher evaluation will result in an evaluation rating of:

~~Teacher evaluations will be based in equal part upon teacher performance (50%) and student growth (50%). Each teacher evaluation will result in an effectiveness rating of:~~

- A. Accomplished;
- B. Skilled;
- C. Developing; or
- D. Ineffective

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

~~The Superintendent shall annually cause to be filed a report to the Ohio Department of Education (ODE) the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which and the years in which the teachers graduated. The Board will utilize the ODE's guidelines for reporting this information. The name of, or any other personally identifiable information about, any teacher to whom this policy applies will not be reported to the Department.~~

~~Fifty percent (50%) of each evaluation will be based upon teacher performance and fifty percent (50%) on multiple measures of student growth as set forth herein.~~

Assessment of Teacher Performance

~~Teacher performance will be evaluated during formal observations and periodic informal observations also known as "classroom walkthroughs." Such performance, which will comprise fifty percent (50%) of a teacher's effectiveness rating, will be assessed through a holistic process by trained and credentialed evaluators based upon the following Ohio Standards for the Teaching Profession:~~

- ~~A. Understanding student learning and development and respecting the diversity of the students they teach;~~
- ~~B. Understanding the content area for which they have instructional responsibility;~~
- ~~C. Understanding and using varied assessment to inform instruction, evaluate and ensure student learning;~~
- ~~D. Planning and delivering effective instruction that advances individual student learning;~~
- ~~E. Creating learning environments that promote high levels of learning and student achievement;~~
- ~~F. Collaborating and communicating with students, parents, other educators, district administrators and the community to support student learning; and~~
- ~~G. Assuming responsibility for professional growth, performance and involvement.~~

~~Teachers subject to evaluation under this policy will be evaluated annually using:~~

- ~~A. the Formal Observation Procedure described herein; and~~
- ~~B. a series of Informal Observation/Classroom Walkthroughs.~~

Evaluators will consider and cite evidence gathered from a variety of sources in addition to the observation when completing the teacher performance evaluation rubric. Sources of evidence include: professional growth and improvement plans, conferences (pre, post, etc.), classroom walkthroughs, and any evidence provided by the teacher.

Formal Observation and Classroom Walkthrough Sequence

All instructors who meet the definition of "teacher" under R.C. 3319.111 and this policy shall be evaluated based on two (2) formal observations of at least 30 minutes each and periodic classroom walkthroughs each school year.

Teachers on a limited contract who are under consideration for renewal/nonrenewal based on performance shall receive three (3) formal observations of at least 30 minutes unless the Superintendent waives the third observation.

Continuing contract teachers and limited contract teachers who are not under consideration for contract renewal who receive a rating of "Accomplished" on their most recent evaluations may be evaluated once every three years, so long as the teacher's student academic growth measure for the most recent school year for which data is available is average or higher. However, at least one observation, which includes a conference with the teacher, must be held each year.

Continuing contract teachers and limited contract teachers who are not under consideration for contract renewal who receive a rating of "Skilled" on their most recent evaluation may be evaluated once every two years, so long as the teacher's student academic growth measure for the most recent school year for which data is available is average or higher. However, at least one observation, which includes a conference with the teacher, must be held each year.

Not later than September 15 of each year, or in the case of a new teacher, within thirty (30) days of the first day employed, each teacher shall be notified of the name and position of his or her evaluator. Nothing herein shall prevent the use of other District administrators for observations.

Evaluations will be completed by May 1st and each teacher will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

In evaluating teacher performance in these areas, the Board shall utilize the measures set forth by the Ohio Department of Education's OTES "Teacher Performance Evaluation Rubric" for instructional planning, instruction and assessment, and professionalism.

Formal Observation Procedure

- A. A minimum of two (2) formal observations shall be conducted to support summative evaluation. A formal observation shall last a minimum of thirty (30) continuous minutes. Efforts will be made by evaluators to facilitate a longitudinal view of a teacher's performance by appropriately spacing the observations. At a minimum, there shall be at least fifteen (15) school days between formal non-continuous observations.
- B. Teachers shall not receive a formal observation on a day before or after the following: the administration of standardized testing; a holiday or any break from scheduled school days (excluding weekends); or any approved leave of absence or a day following a teacher sick day.
- C. All formal observations shall be preceded by a conference between the evaluator and the employee at least three (3) working days prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed. Each observation will be announced unless there is mutual agreement between evaluator and the employee. The pre-conference shall be at a mutually agreed-upon time prior to the observation. There will be at least seventy-two (72) hour notice prior to the announced observation. At the pre-observation conference teachers shall provide evidence for the classroom situation to be observed on the pre-observation form (Appendix).
- D. A post-observation conference shall be held after each formal observation. The post-conference will be held within 5 work days after the formal observation. The conference shall be used to inform the teacher if observed instructional practices are aligned with the expectations that are identified in the Ohio Standards for the Teaching Profession as defined in the Teacher Performance Evaluation Rubric, the teacher's professional growth or improvement plan, afford the teacher the opportunity to provide additional evidence of performance, and discuss professional development opportunities.

Informal Observation/Classroom Walkthrough Procedure

A walkthrough is a formative assessment process that focuses on one or more of the following components and results in brief written notes or a summary:

- A. evidence of planning;
- B. lesson delivery;
- C. differentiation;
- D. resources;
- E. classroom environment;
- F. student engagement;
- G. assessment; or

~~H. any other component of the standards and rubrics approved for teacher evaluation.~~

~~A walkthrough shall consist of at least three (3) consecutive minutes, but not more than fifteen (15) consecutive minutes in duration. The walkthrough should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough. Data gathered from the walkthrough must be placed on the form designated in the Appendix. Feedback from walkthroughs shall be provided electronically within twenty-four (24) hours of the walkthrough. The teacher and/or administrator may request a face-to-face meeting to discuss observations relative to the identified focus of the walkthrough. Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment.~~

~~Remediation of Deficiencies~~

~~Formal observations and walkthroughs resulting in the identification of performance deficiencies in relation to the approved standards and rubrics shall be addressed during the post-observation conference. All significant deficiencies identified by the evaluator which might result in adverse employment action shall be compiled and reported to the teacher on the form at the post-observation conference.~~

~~The evaluator involved shall make written recommendations to assist the teacher for the purpose of remediation of identified deficiencies that unabated, might lead to adverse employment action.~~

~~Within five (5) working days of the post-observation conference, the evaluator and teacher shall develop a written plan for remediation of identified deficiencies and such remediation issues shall be added into the teachers growth or improvement plan, including:~~

- ~~A. Performance issues documented as deficient; and~~
- ~~B. Specific performance rubric expectations;~~
- ~~C. Other observed deficiencies regarding the teacher's failure to adhere to reasonable work rules and other documented non-instructional deficiencies not noted during the formal observations or walkthroughs will be communicated to the teacher through the standard employees discipline process.~~

~~Assessment of Student Growth~~

~~In determining student growth measures, the Board adopts the Ohio Department of Education's Ohio Teacher Evaluation System (OTES), which calculates student growth by assessing achievement for an individual student occurring between two (2) points in time. It is important to note that a student who has forty-five (45) or more absences (excused or unexcused) for the school year will not be included in the determination of student academic growth.~~

~~In general, the Board will utilize the following categories to determine this aspect of a teacher's evaluation, depending upon the instructor involved:~~

- ~~A1 Teachers instructing in value-added subjects exclusively;~~
- ~~A2 Teachers instructing in value-added courses, but not exclusively; or~~

~~OR~~

- ~~B Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher level data available; or~~
- ~~B2 Teachers instructing in areas with Ohio Department of Education approved vendor assessments, but not exclusively; or~~
- ~~C Teachers instructing in areas where no teacher level value-added or approved vendor assessment available.²~~

~~Where value-added methodologies exist for A1 and A2 teachers, the Board will utilize them in the evaluation process, to the extent set forth in the Ohio Teacher Evaluation Framework for "District Student Growth Measurement Index." Teachers instructing in value-added courses, but not exclusively, will utilize teacher value-added and locally determined measures proportionate to the teacher's schedule.~~

~~When an approved Ohio Department of Education vendor assessment is utilized in the measurement of student growth, it will be included in the evaluation process for B teachers to the extent set forth in Ohio Teacher Evaluation Framework for "District Student Growth Measurement Index."~~

~~When neither teacher level value-added data nor Ohio Department of Education approved assessments are available, the District shall use locally determined Student Growth Measures for C teachers as set forth in Ohio Teacher Evaluation Framework for "District Student Growth Measurement Index." Student Growth Measures may be comprised of SLOs, shared attribution, and/or non-Value Added vendor data.~~

~~An SLO must be based upon the following criteria: Baseline and Trend Data, Student Population, Interval of Instruction, Standards and Content, Assessment(s), Growth Targets, and Rationale for Growth Targets. When new SLO's are developed or revised, the process will include consultation with the Building Leadership Team. The Board's process for creating and revising SLO's is set forth in the Appendix.~~

~~Data from these approved measures of student growth will be scored on five (5) levels in accordance with the Ohio Department of Education/OTES guidance and converted to a score in one of three (3) levels of student growth:~~

- ~~A. Above~~
- ~~B. Expected~~
- ~~C. Below~~

District Approved Assessments

Assessments used within SLO's will be District approved in conjunction with the Building Leadership Teams. These assessments will include the key subject and grade level content standards and curriculum that will be taught during the interval of instruction. When examining assessments for alignment, teachers and teacher teams should look for the following:

- A. Items on the test should cover key subject/grade level content standards.
- B. No items on the test should cover standards that the course does not address.
- C. Where possible, the number of test items should mirror the distribution of teaching time devoted to concepts or the curriculum focus. For example, if a foreign language teacher devotes almost equal amounts of time to developing students' reading comprehension, listening comprehension, oral communication, and written communication skills, he or she should not use a test that devotes 90 percent of the test to reading comprehension. Instead, the distribution of the test should mirror instruction, meaning that about a quarter of the test should focus on each of the four skills listed above.
- D. The items or tasks should match the full range of cognitive thinking required during the course. For example, if the main foci of the mathematics content standards are solving word problems and explaining reasoning, some questions or items on an assessment should require students to solve word problems and explain how they arrived at their answers. The assessment should require students to engage in higher order thinking where appropriate. These items or tasks may require students to use reasoning, provide evidence, make connections between subjects or topics, critique, or analyze.
- E. All District approved assessments will include the growth targets to be used in determining student growth.

Assessments will be submitted to the teacher's grade level principal(s) for approval.

Student Growth Measures (SGM)/Student Learning Objectives (SLO)

When utilizing vendor assessments to construct SGMs, all related materials shall be purchased by the Board, and all affected staff shall be trained on utilization and other considerations by September 30th.

When utilizing SLOs to construct SGMs, the teacher shall submit the completed SLO template for approval of the SLO no later than September 30th. This requirement will be modified for the 2013-2014 school year.

- A. The Building Leadership Teams shall review all submitted SLOs by October 15.
- B. Any SLO that is rejected by the BLT or the Superintendent shall be returned to the teacher/group with specific designation of deficiencies by October 20th with five (5) days for the resubmittal of the corrected SLO.

Teachers shall administer the final assessment to determine student growth as defined in the approved SGMs.

Prior to submitting the SGM results to the designated evaluator, the teacher may request that the EC review the results for the sole purpose of verifying accuracy.

The District may use shared attribution SGM scores as determined in consultation with the EC.

Job sharing arrangements: The percentage of SGM scores applicable to teachers in an approved job sharing arrangement shall be mutually agreed upon by the individual teachers in the job sharing arrangement and the building principal.

Co-teaching arrangements (e.g. Inclusion): Teachers who have an approved co-teaching arrangement shall have a percentage of the SGM score for the individual teachers in the co-teaching arrangement based on the time each has spent with the student(s).

Final Evaluation Procedures

Each teacher's performance rating will be combined with the assessment of student growth measures to produce the summative evaluation rating, based upon the following "Evaluation Matrix":

Teacher Performance				The summative evaluation of a teacher shall be based upon student growth measures resulting from assessments that were administered in the previous school year and performance that is assessed during the walkthroughs and formal observations that are conducted for the current school year.
4	3	2	1	
Above Accomplished Expected Student Growth Measures Below	Accomplished	Skilled	Developing	The evaluation shall acknowledge the performance strengths of the teacher evaluated as well as performance deficiencies, if any. The evaluator shall note all the data used to support the conclusions reached in the formal evaluation report. The evaluation report shall be signed by the evaluator. The evaluation report should then be signed by the teacher to verify notification to the teacher that the evaluation will be placed on file, but the teacher's signature should not be construed as evidence that the teacher agrees with the contents of the evaluation report. The evaluation report shall be completed by May 10th, signed by both parties, and sent to the Superintendent.
Developing	Developing	Ineffective	Ineffective	

The teacher shall have the right to make a written response to the evaluation and to have it attached to the evaluation report to be placed in the teacher's personnel file. A copy, signed by both parties, shall be provided to the teacher.

At the conclusion of the evaluation process each teacher's final performance rating of ineffective, developing, skilled or accomplished and the final growth measure ranking below expected growth, at expected growth or above expected growth will be entered into the electronic system, Ohio eTPES (Ohio electronic Teacher and Principal Evaluation Systems). After the data is

~~entered the eTPES will calculate the Final Summative Rating of Teacher Effectiveness the eTPES will be used to report teacher effectiveness ratings. Only the Final Summative Rating of Teacher Effectiveness will be reported to eTPES.~~

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual teacher evaluation, each teacher must develop either a professional growth plan or be placed on a professional improvement plan as follows:

1. A teacher whose final holistic rating is "accomplished" on his/her most recent evaluation will develop a professional growth plan and may choose his/her their credentialed evaluator from those available to the Board for that purpose, utilizing the components determined by the District.
2. A teacher whose final holistic rating is "skilled" will develop a professional growth plan collaboratively with his/her credentialed evaluator and will have input on his/her evaluator for the next evaluation cycle, utilizing the components determined by the District.
3. A teacher whose final holistic rating is "developing" will develop a professional growth plan guided by his/her assigned credentialed evaluator, utilizing the components determined by the District.
4. A teacher whose final holistic rating is "ineffective" will be placed on a professional improvement plan by their assigned evaluator, utilizing the components determined by the District.

~~There will be three categories of Growth or Improvement plans:~~

- A. ~~Teachers rated accomplished or who have above expected student growth will develop their growth plan independently and submit their plan to their credentialed evaluator. Professional growth and improvement plans for a school year shall be developed not later than October 1st of that school year. The professional growth plan shall include the following components:~~
 1. ~~Identification of area(s) for future professional growth;~~
 2. ~~Specific resources and opportunities the teacher wants to explore to enhance their skills, knowledge, and practice including a review of Board approved and funded options, if applicable;~~
 3. ~~Outcomes that will enable the teacher to increase student learning and achievement.~~
- B. ~~Teachers who meet Expected levels of student growth or attain a rating of skilled or developing must develop a professional growth plan collaboratively with their credentialed evaluator for the evaluation cycle. Professional growth and improvement plans for a school year shall be developed not later than October 1 of that school year.~~

~~The professional growth plan shall include the following components:~~

1. ~~Identification of area(s) for future professional growth;~~
 2. ~~Specific resources and opportunities to assist the teacher in enhancing skills, knowledge, and practice, including a review of Board approved and funded options, if applicable; and~~
 3. ~~Outcomes that will enable the teacher to increase student learning and achievement.~~
 4. ~~A teacher may use their Professional Growth Plan to develop his/her IPDP for the LPDC in order to meet renewal requirements for their certificate/license.~~
- C. ~~Teachers who meet Below Expected levels of student growth and are rated Ineffective on the Teacher Performance component must comply with an improvement plan developed with their credentialed evaluator or an evaluator assigned by the Superintendent/designee from the District's Board approved list. Improvement plans for the next school year shall be developed not later than June 1st of each school year. The improvement plan shall include the following components:~~
 1. ~~An Improvement Statement identifying specific area(s) for improvement as related to the Ohio Standards for the Teaching Profession;~~
 2. ~~A desired level of performance that is expected to improve and a reasonable time period to correct deficiencies;~~
 3. ~~A specific Plan of Action that must be taken by the teacher to improve his/her performance with sources of evidence (measurable goals) to document the completion of the improvement plan;~~

4. ~~A description of educational supports and/or opportunities for professional development, including a review of Board-approved and funded options, if applicable, needed to improve the identified area(s).~~
5. ~~A teacher may use their Professional Growth Plan to develop his/her IPDP for the LPDC in order to meet renewal requirements for their certificate/license.~~

Core Subject Teachers—Testing for Content Knowledge

~~Beginning with the 2015-2016 school year, core subject area teachers must register for and complete at Board expense all written examinations of content knowledge selected by the Ohio Department of Education if the teacher has received an effectiveness rating of "Ineffective" on his/her annual evaluation for two (2) of the three (3) most recent school years.~~

Board Professional Development Plan

In accordance with the Ohio State Board of Education's statewide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of teachers covered by this policy. The plan will be reviewed annually.

Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and periodic informal observations also known as "classroom walkthroughs." Such performance will be used to determine the teacher's evaluation rating and will be assessed through a holistic process by trained and credentialed evaluators based upon the following Ohio Standards for the Teaching Profession.

Final Evaluation Procedures

Evaluators will consider evidence gathered during the evaluation cycle to assign a final holistic evaluation rating, based upon the criteria developed by the Ohio Department of Education.

The evaluator shall submit the final written evaluation using the reporting system prescribed by the Ohio Department of Education (ODE). The teacher will confirm receipt of the same.

Retention and Promotion Decisions/Removal of Poorly Performing Teachers

It is the purpose of this Standards-Based Teacher Evaluation Policy to improve the quality of instruction, enhance student learning and strengthen professional competence through meaningful feedback and targeted professional development. In addition, the evaluations produced will serve to inform the Board on employment decisions, i.e., retention, promotion of teachers, renewal of teaching contracts, and the removal/nonrenewal of poorly performing teachers.

~~The r~~Removal of poorly performing teachers ~~will~~~~shall~~ be in accordance with the nonrenewal and termination statutes of Ohio Revised Code and/or any relevant~~applicable~~ provisions of the Collective Bargaining Agreement in effect between the Board and the Galion Education Association (GEA).

Nothing in this policy will be deemed to prevent the Board from exercising its rights to non-renew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and the Galion Education Association. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for teachers on a limited contract that are evaluated under this policy. The Board reserves the right to nonrenew a teacher evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the teacher's holistic~~summative~~ rating.

Compliance with Ohio Revised Code

~~The Galion City School District and the Galion Education Association will abide by all changes in law that affect and change the provisions of this policy.~~

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Legal

R.C. 3319.02, 3319.11, 3319.111, 3319.112, 3319.22, 3319.222, 3319.226

R.C. 3319.26, 3319.58, 3333.0411

O.A.C. 3301-35-03(A)

Last Modified by Regina Jutz on August 11, 2020

<https://go.boarddocs.com/oh/galionoh/Board.nsf/Private?open&login#>

