



**2017-18**

**Cleveland Heights-University Heights City  
Schools**

**Ohio Teacher and Principal Evaluations**

**Version 8.23.17**

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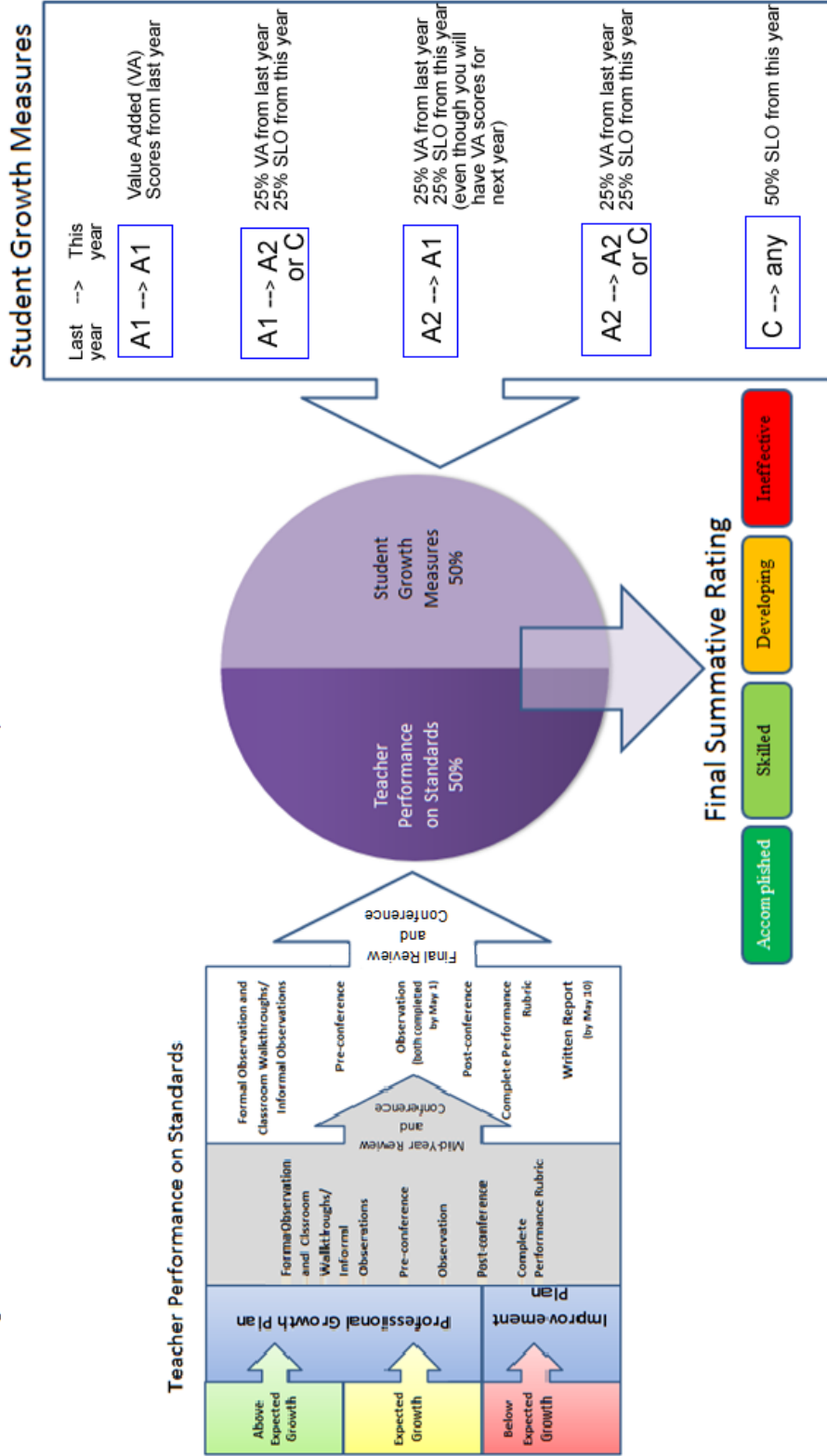
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**Student Growth Measures**

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



## Definitions

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

**OTES Teacher** – a licensed instructor who spends at least 50% of his/her time providing content-related student instruction to the same students and has at least 6 students shall have his/her evaluation include Student Growth Measures. Otherwise, the evaluation shall be based 100% on performance and will require 2 full cycles.

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

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

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

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

**Value-Added** – student growth as measured by state mandated test scores.

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

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

# Determining A Final Summative Rating

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

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

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

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

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

## Original Teacher Evaluation Framework (50 + 50)

### Ratings and Points

Student growth	Performance	Final summative rating
• Most Effective (5) 600	• Accomplished (4) 600	• Accomplished 500-600
• Above Average (4) 400	• Skilled (3) 400	• Skilled 300-499
• Average (3) 300	• Developing (2) 200	• Developing 100-299
• Approaching Average (2) 200	• Ineffective (1) 0	• Ineffective 0-99
• Below Average (1) 0		

**Example #1. Grade 4 A2 Teacher**  
Mr. Wilson teaches Grade 4 and is an "A2" teacher (who teaches Value-Added courses, but not exclusively). He is using Value-Added and vendor assessments for his student growth measures. He has four different measures that need entered into eTPES (three for student growth and one for performance):

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

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

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

## Evaluations

Each teacher will complete a professional growth plan and will have two observation cycles per year as part of their performance evaluation. Exceptions: Continuing contract teachers who were rated as Accomplished in 2015-16 or were rated Skilled or Accomplished in 2016-17 will have at least one observation cycle (pre-conference, observation, walk-throughs, post conference), but are not required to go through the full OTES evaluation, assuming student growth measure from the previous year was average or above. These teachers' ratings will not change. Administration has the prerogative of evaluating a teacher even if it is not required

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

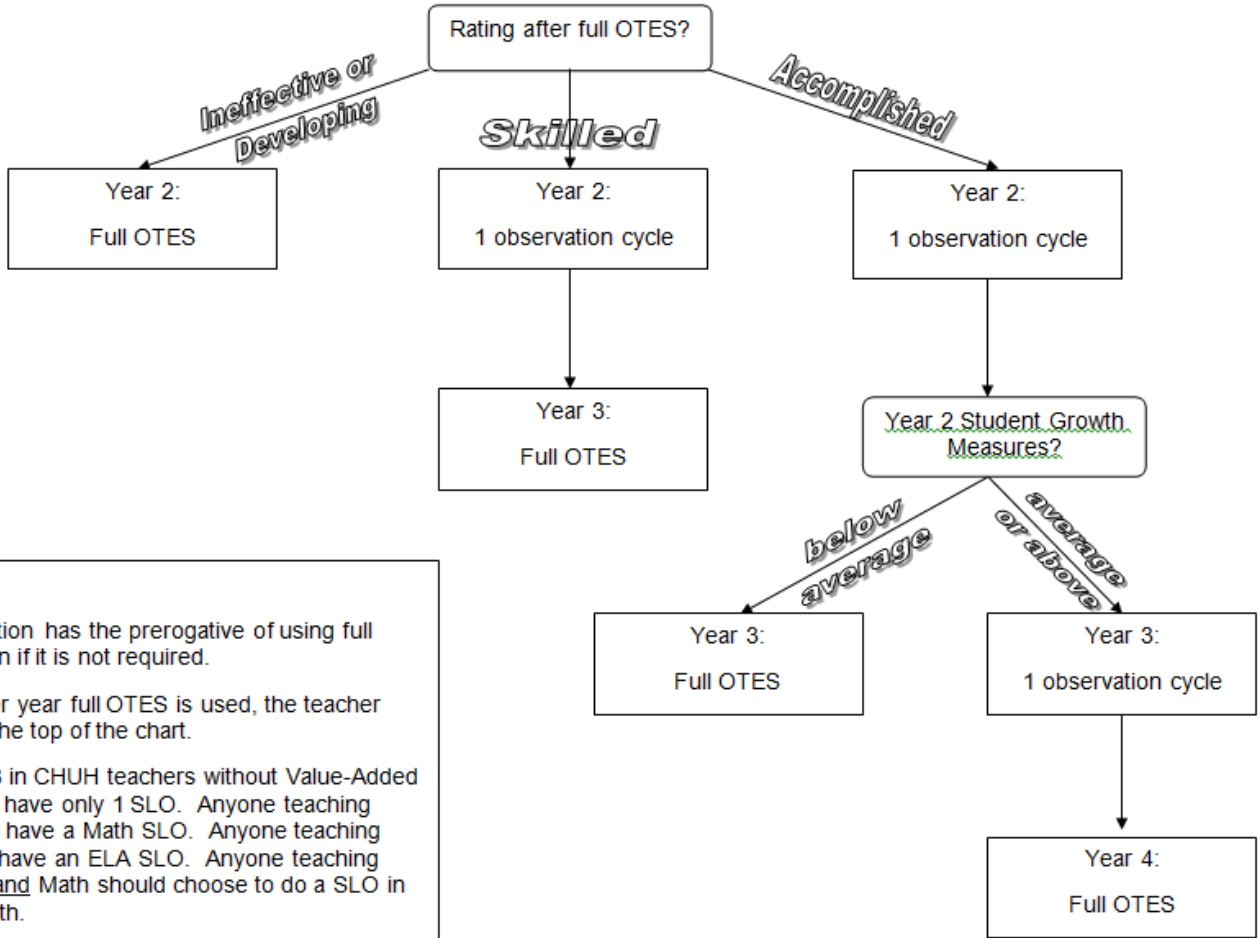
A formal observation consists of a visitation of a class period or the viewing of a complete class lesson for a minimum of 30 minutes. During the classroom observation, the evaluator documents specific information related to teaching and learning. Each formal evaluation will be analyzed by the evaluator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

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

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

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

**OTES for Tenured Teachers – Who Is Eligible to Skip the full OTES - Graphic**



Notes:

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

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

In 2017-18 in CHUH teachers without Value-Added scores will have only 1 SLO. Anyone teaching Math must have a Math SLO. Anyone teaching ELA must have an ELA SLO. Anyone teaching both ELA and Math should choose to do a SLO in ELA or Math.

**Teachers without SGM are not eligible to skip the full OTES evaluation.**

# Ohio Teacher Evaluation System Timeline 2017-2018

Timeline	Principal	Teachers and Counselors	Forms
August/ September	<p>eTPES -</p> <ul style="list-style-type: none"> <li>• Verify teacher roster</li> <li>• Send access to teachers</li> </ul> <p>SGM/ eTPES –</p> <ul style="list-style-type: none"> <li>• Review individual teacher categories (A,B,C) and modify if needed</li> </ul> <p>Begin evaluation process -</p> <ul style="list-style-type: none"> <li>• Growth Plan or Improvement Plan</li> <li>• Observation Cycle 1 begins</li> </ul>	<p>eTPES –</p> <ul style="list-style-type: none"> <li>• Log into account</li> </ul> <p>SGM/ eTPES –</p> <ul style="list-style-type: none"> <li>• Teacher VA will be downloaded</li> <li>• Vendor Assessments and LEA student growth measures manually entered</li> </ul> <p>Begin evaluation process –</p> <ul style="list-style-type: none"> <li>• Complete Self-Assessment</li> <li>• Growth Plan or Improvement Plan</li> <li>• Observation Cycle 1 begins</li> <li>• SLO pre-assessments-reviewed or created, administered, scored, and analyzed.</li> <li>• Final SLO with growth targets submitted to evaluators for review</li> </ul>	<ul style="list-style-type: none"> <li>• Ohio Continuum tool Self - assessment form (filled out by teacher)</li> <li>• Self-assessment summary form (teacher and principal)</li> <li>• 2 Professional Goal-setting tools sheets (growth or improvement plan)</li> <li>• SLO Embedded Checklist Template</li> </ul>
October	<ul style="list-style-type: none"> <li>• Observation/Walkthroughs Cycle 1</li> </ul>	<ul style="list-style-type: none"> <li>• Observation/Walkthroughs Cycle 1</li> <li>• SLOs reviewed and given back to teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Observation Rubric</li> </ul>
November-April	<ul style="list-style-type: none"> <li>• Observation/Walkthroughs Cycle 1</li> <li>• Completion of Performance Rubric for Cycle 1 (by December 15 for all Resident Educators and any teacher who will be recommended for a Plan of Action)</li> <li>• Completion of Performance Rubric for Cycle 1 (by Jan 15) for everyone else.</li> <li>• Observation/Walkthroughs Cycle 2</li> </ul>	<ul style="list-style-type: none"> <li>• Observation/Walkthroughs Cycle 1</li> <li>• Submit artifacts as appropriate</li> <li>• Observation/Walkthroughs Cycle 2*</li> <li>• Submit artifacts as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Post Observation Conference Sheet</li> <li>• Communication and Professionalism Rating Tool Mid-Year</li> <li>• Observation Rubric form</li> <li>• Post Observation Conference Sheet</li> </ul>
May	<ul style="list-style-type: none"> <li>• Completion of Observation Rubric by May 1*</li> </ul> <p><i>eTPES-all due by May 10</i></p> <ul style="list-style-type: none"> <li>• Determine holistic rating for each teacher and enter</li> <li>• Enter and verify each teacher’s local SMG</li> <li>• Complete final summative rating for each teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Completes local SGM and report to committee/principal</li> <li>• By May 10 complete final summative rating (PIN in eTPES)</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and Professionalism Rating Tool End Year</li> <li>• Final Evaluation Summary Sheet</li> <li>• Improvement Plan (if applicable)</li> </ul>

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



## Ohio Principal Evaluation System Timeline 2017-2018

Timeline	Superintendent/Designee	Principal
August/September	<p><i>eTPES</i></p> <ul style="list-style-type: none"> <li>● Complete set-up screens</li> <li>● Sign-off on PRES Rubric Alignment</li> <li>● Verify principal roster</li> <li>● Send access to principals</li> </ul> <p><i>SGM/eTPES</i></p> <ul style="list-style-type: none"> <li>● Review and modify categories</li> </ul> <p>Begin evaluation process</p> <ul style="list-style-type: none"> <li>● Growth or improvement plan</li> <li>● Formative assessments begin (walkthroughs, observations)</li> </ul>	<p><i>eTPES</i></p> <ul style="list-style-type: none"> <li>● Log into account</li> </ul> <p><i>SGM/eTPES</i></p> <ul style="list-style-type: none"> <li>● Download vendor assessments</li> <li>● Aggregate and manually enter vendor assessments and LEA SGM</li> </ul> <p>Begin evaluation process</p> <ul style="list-style-type: none"> <li>● Completes self-assessment</li> <li>● Growth or improvement plan</li> <li>● Formative assessments begin (walkthroughs, observations)</li> </ul>
October	Formative assessments continue Approve SLOs	Formative assessments Submit SLOs for approval
November-April	Formative assessments	Formative assessments Submit appropriate artifacts
May	<p>Completion of Observation/Performance Rubrics*</p> <p><i>eTPES</i></p> <ul style="list-style-type: none"> <li>● Determine and enter holistic rating for each principal</li> <li>● Enter and verify each principal's local SGM</li> <li>● Complete Final Summative Rating for each principal</li> </ul> <p>Conduct final reviews and conferences</p>	Complete SGMs and ODE reports to superintendent
June	<p>Contract Renewal by June 1</p> <p><i>eTPES</i></p> <ul style="list-style-type: none"> <li>● Report aggregate principal ratings to ODE</li> </ul>	

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

# Student Learning Objectives

Student Learning Objectives (SLOs) are goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time. SLOs are determined by teachers after analyzing data on student academic performance and identifying areas that need a targeted effort for all students and subgroups of students. As a way to measure student growth, the objectives demonstrate a teacher’s impact on student learning within a given interval of instruction.

Use the following template, either electronic or paper, to organize data for SLOs. ([link to basic form](#))

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

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

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

**Final SLO Percentage**

% Exceeding/Meeting Target:    %

% Below Target:            %

**NUMERICAL RATING OF SLO:**

# CHUH Student Growth Measure

## 50% of Final Evaluation - 2017-2018

Teachers who do not teach in a value added area will have only one Student Learning Objective (SLO). ELA or Math should be the area chosen if in the teacher's schedule. Otherwise, whatever course represents the majority of the teacher's schedule should be used for their SLO.

<b>A1</b> <b>All Value Added</b>	<b>A2</b> <b>Some Value Added</b>	<b>C</b> <b>No Value Added</b>
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Note: 2015 - 2017 Value added scores were calculated but not used statewide on account of safe harbor status.

Last year	This year	Student Growth Measures Used For This Year.
A1	A1	Value added scores from last year
A1	A2 or C	25% Value added from last year and 25% from SLO from this year
A2	A1	25% Value added from last year and 25% from SLO from this year (even though you will have Value added scores for next year)
A2	A2 or C	25% Value added from last year and 25% from SLO from this year
C	A2 or C	50% SLO for classes this year.
C	A1	50% SLO for classes this year (even though this data will be used for the next year)

Example 1: A High School science teacher has 2 biology classes and 3 chemistry classes. If the teacher had any Biology classes last year, then 25% of this year's student growth measures will be based on last year's value-added scores. The other 25% will be based upon a Chemistry SLO. If the teacher did not teach in a value added subject from last year, then 50% of the student growth measure will be based on an SLO.

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

Example 3: A grade 2 teacher is assigned to teach Math and Science. The teacher has 1 SLO in Math. If the teacher has a value added score from last year then the growth measure will be 25% value added from last year and 25% from an SLO this year.

**Example 4:** A grade 1 teacher is assigned to teach all subjects. The teacher has 1 SLO. One in ELA or one in Math.

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

**Example 6:** An Intervention Specialist has instructional responsibilities for 7 students. Four are assessed through Alternate Assessments and are excused from an SLO. The remaining three students are also excluded from being measured on an SLO because the classroom does not meet the 6 student threshold. Teacher evaluation is 100% performance based.

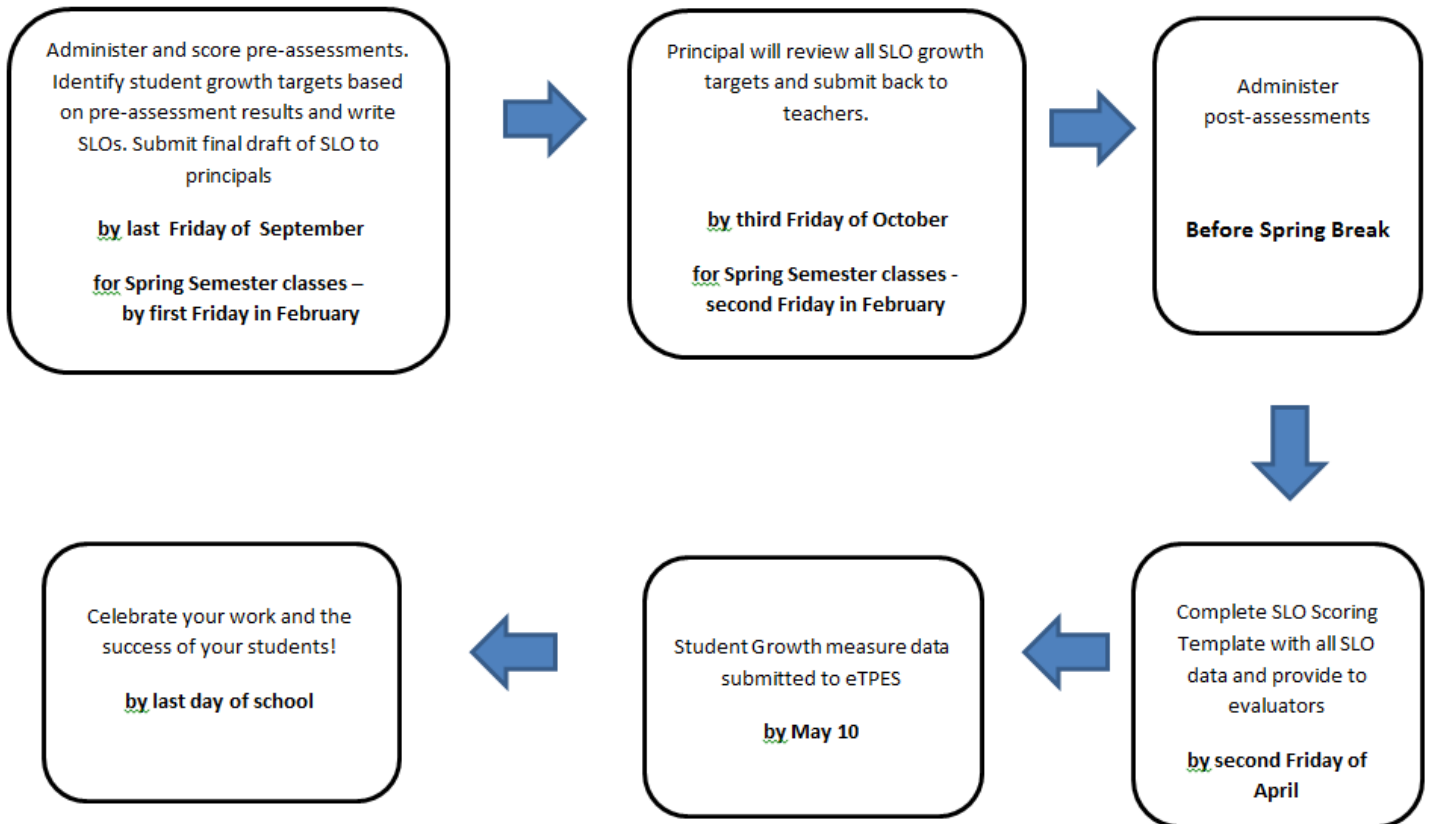
**Example 7:** An Intervention Specialist has 16 students in their classroom. Four are assessed through Alternate Assessment. Those four students are excluded from an SLO. The remaining twelve students require an SLO because the classroom exceeded the six student threshold. Teacher evaluation includes an SLO.

**Example 8:** An Intervention Specialist can use MAP for the SLO assessment across content areas in place of a grade level common assessment. The interval of instruction should be adjusted on the SLO goals to reflect the use of MAP for the winter administration.

Level	Content Area	SLO Assessment	Value Added
Pre-K	ELA & Math	Common Assessments based on district adopted curricular materials	
K-3	ELA & Math	Common Assessments based on district adopted curricular materials	
4-8	ELA & Math		State Tests
5 and 8	Science		State Tests
6	Social Studies		State Tests
K-8	Not Mentioned above	Common Assessments based on district adopted curricular materials	
9-12	Algebra I, Geometry, English I and II, American History, American Government, Biology		State Tests
9-12	Not mentioned above	Common Assessments based on district adopted curricular materials	
Career Tech	CTE	State based WebXams	
3-12 (AASCD) Alternate Assessments	Based on grade level	Based upon Learning Progression	

Pre-Assessments used for SLOs based on district adopted curricular tools will be modified to capture key standards being taught through March.

## SLO FLOW CHART FOR 2017-2018



# Teacher Performance Evaluation Rubric

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
I N S T R U C T I O N A L P L A N N I N G	<b>FOCUS FOR LEARNING</b>  <b>(Standard 4: Instruction)</b>  <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.
	<b>ASSESSMENT DATA</b>  <b>(Standard 3: Assessment)</b>  <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 explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.
		The teacher does not use or only uses one measure of student performance.	The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to	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	Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas

			effectively inform instructional planning and delivery.	instructional planning and delivery.	for student growth.
I N S T R U C T I O N A L P L A N N I N G	<p><b>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS</b></p> <p>(Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference</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.	The teacher makes an attempt to connect the lesson to students’ prior knowledge, to previous lessons or future learning but is not completely successful.	The teacher makes clear and coherent connections with students’ prior knowledge and future learning—both explicitly to students and within the lesson.	The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner’s prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.
	<p><b>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS</b></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.	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.
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Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL ASSESSMENT	<b>LESSON DELIVERY</b> (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)  <i>Sources of Evidence:</i> Formal Observation  Classroom Walkthroughs/ Informal Observations	A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.	Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.	Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.
		The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.	The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.	The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.	The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson



				is student-led, with the teacher in the role of facilitator.
<b>DIFFERENTIATION</b>  <b>(Standard 1: Students; Standard 4: Instruction)</b>  <i>Sources of Evidence:</i>  Pre-Conference  Formal Observation  Classroom Walkthroughs/ Informal Observations	The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.	The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.	The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group..	The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom . The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.
<b>RESOURCES</b>  <b>(Standard 2: Content; Standard 4: Instruction)</b>  <i>Sources of Evidence:</i>  Pre-Conference  Formal Observation  Classroom Walkthroughs/ Informal	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.

	Observations			
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**Instruction and Assessment**

		Ineffective	Developing	Skilled	Accomplished
<b>IN ST RU CTI ON AN D AS SE SS M EN T</b>	<b>CLASSROOM ENVIRONMENT  (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</b>	There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.	The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students questions or comments but does not inquire about their overall well-being.	The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.	The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.
	<i>Sources of Evidence:</i>  Pre-Conference  Formal Observation  Classroom Walkthroughs/ Informal Observations	There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.	Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.	Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.	Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.
		Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are	The teacher transitions between learning activities, but occasionally loses some instructional time in the process.	Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and	Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning

		<p>frequently disengaged.</p> <p>The teacher creates a learning environment that allows for little or no communication or engagement with families.</p>	<p>The teacher welcomes communication from families and replies in a timely manner.</p>	<p>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>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>Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</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>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>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>

# Evidence (Pre-Conference Sample Questions)

## Focus for Learning

- What is the focus of the lesson?
- What content will students know/understand? What skills will they demonstrate?
- What standards are addressed in the planned instruction?
- Why is this learning important?

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

## Assessment Data

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

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

## Prior Content Knowledge/Sequence/Connections

- What prior knowledge do students need?
- What are the connections to previous and future learning?
- How does this lesson connect to students' real-life experiences and/or possible careers?
- How does it connect to other disciplines?

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

### Knowledge of Students

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

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

### Lesson Delivery

- How will the goals for learning be communicated to students?
- What instructional strategies and methods will be used to engage students and promote independent learning and problem-solving?
- What strategies will be used to make sure all students achieve lesson goals?
- How will content-specific concepts, assumptions, and skills be taught?

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

### Differentiation

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

<b>Looks Like</b>	<b>Sounds Like</b>
Various strategies in lesson plans Formative assessments	Discussion of specific student needs

### Resources

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

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

### Classroom Environment

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

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

### Assessment for Student Learning

- How will you check for understanding during the lesson?
- What specific products or demonstrations will assess student learning/achievement of goals for instruction?
- How will you ensure that students understand how they are doing and support students' self-assessment?
- How will you use assessment data to inform your next stage?

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

### Professional Responsibilities: Collaboration and Communication

- How do you cooperate with colleagues?
- How do you work with others when there is a problem?
- What is your communication style with students? With families? With colleagues?
- In what ways do you seek the perspectives of others? Give an example.

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

### Professional Responsibilities: Professional Responsibility and Growth

- How do you apply knowledge gained from other experiences into your teaching?
- Discuss ways you reflect and analyze your teaching.
- What are some proactive ways you further your own professional development?

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

# Evidence (Post-Conference Sample Questions)

## **Focus for Learning**

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

## **Assessment Data**

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

## **Prior Content Knowledge/Sequence/Connections**

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

## **Knowledge of Students**

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

## **Lesson Delivery**

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

## **Differentiation**

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

## **Resources**

- What resources/materials were used in instruction?
- How was technology integrated into lesson delivery?

- How did students show ownership of their learning?

#### **Classroom Environment**

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

#### **Assessment for Student Learning**

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

#### **Professional Responsibilities: Collaboration and Communication**

- How do you cooperate with colleagues?
- How do you work with others when there is a problem?
- What is your communication style with students? With families? With colleagues?
- In what ways do you seek the perspectives of others? Give an example.

#### **Professional Responsibilities: Professional Responsibility and Growth**

- How do you apply knowledge gained from other experiences into your teaching?
- Discuss ways you reflect and analyze your teaching.
- What are some proactive ways you further your own professional development?

## **Other Possible Post-Conference Questions**

#### **Evaluation of Lesson**

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

#### **Evaluation of Student Learning**

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

#### **Reflection on Observation Process**

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

#### **Next Steps**

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



# OTES

## Teacher Performance Evaluation Rubric

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

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

		<p>Scaffolding</p> <p>Teacher review of formative and summative assessment data (What could this lead to)</p> <p>Teacher visually evaluates student performance techniques</p> <p>Teacher listens to student performance</p>	<p>teacher provides critical feedback regarding what he/she heard and saw</p> <p>Students perform a musical passage teacher provides critical feedback in addition to a grade/score</p> <p>Students perform written assessment</p>
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**INSTRUCTIONAL PLANNING**

	<b>Skilled</b>	<b>Looks Like</b>	<b>Sounds Like</b>
<b>I N S T R U C T I O N A L P L A N N I N G</b>	<p>Prior Content Knowledge / Sequence / Connections (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p>Sources of Evidence: Pre-Conference</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>Lesson plan link to pervious lesson-sequence of activities over X number of days.</p> <p>Reference to district curriculum and state standards.</p> <p>KWL Chart</p> <p>Pervious AV's of unites-vocabulary, charts, amps, and graphs, etc.</p> <p>Student work examples</p> <p>See school norming</p> <p>Refer to previous teacher's (transfer across curriculum)</p> <p>Survey of kids-interest, back round, exit slips</p> <p>What is current at the time?</p> <p>Data books</p> <p>Curriculum map-where and how lessons fit.</p> <p>Formative assessments</p> <p>Organization</p> <p>Appropriate activities for developmental age/grade level</p> <p>Teacher executes a well formulated plan that addresses former knowledge and its application in the new content</p> <p>Teacher directs students in a performance of previously studied literature and discusses connection to new literature.</p>	<p>"Say....yesterday... tomorrow"</p> <p>Talk about how learning is scaffold.</p> <p>"Today's lesson is....."</p> <p>"Student's verbalize yesterday we did....."</p> <p>Teacher refers to.....</p> <p>Students refer to..... "Don't forget"....</p> <p>"Remember to be _____ of _____"</p> <p>Know the names of students</p> <p>"Remember when...in the future..."</p> <p>"Some review of....In review...Let's review..."</p> <p>Higher order questioning</p> <p>Cross-curricular connections i.e. in gym class you....and how you could use that....</p> <p>"After looking at my students' test scores...."</p> <p>"After reviewing a common core standard..."</p> <p>"While looking vertically across the standards.."</p> <p>"While talking at our PLC. staff meetings.."</p> <p>"I am working on my next lesson that will..."</p> <p>Remember our discussion about.... What do you recall about that discussion?</p>

			<p>Teacher encourages student feedback as a measure for prior content understanding</p> <p>Results of Pre-Evaluations on unit/lesson drive the instruction</p> <p>Using current resources and subject matter in the lessons (in that content area)</p> <p>Plans on board/on line calendar</p> <p>Learning targets</p> <p>Pre-assessments of prior knowledge</p> <p>Post assessment</p> <p>Pretest</p> <p>Appropriate seating charts</p> <p>Differentiation</p> <p>Changing Groups</p>	<p>Let's recall what we learned today</p> <p>An organized discussion that draws upon former student knowledge and its relevance to the new material.</p> <p>Teacher explains the purpose of the pre-assessment and its relevance to the new material.</p> <p>Teacher directs students in a performance of previously studied literature and discusses connection to new literature.</p> <p>Students are able to recite and connect prior days lesson material to current lesson material</p> <p>Teacher knows students individual skills level and is able to modify lesson content to meet individual needs.</p> <p>"Based on the test results, we are going to start at 'point x' and end at 'point y'</p> <p>Cross curricular connections</p> <p>Reference of "Pop" Culture examples that apply to learning target</p> <p>Cooperative group work</p> <p>Teacher feedback</p> <p>Teacher assigns a group leader</p> <p>Students will be placed in a manner conducive to maximum learning</p> <p>Be flexible with grouping</p>
<p><b>Knowledge of Students (Standard 1: Students)</b></p> <p>Sources of Evidence: Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>The teachers' instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>Questionnaire/ Survey</p> <p>Clickers in class</p> <p>List of past data results</p> <p>Pretest and results</p> <p>Instructional strategy by stations</p> <p>Flexible student grouping</p> <p>Appropriate seating charts</p> <p>Graphs of benchmarks/ formative assessments strategies</p> <p>Students write down what they know about learning targets</p>	<p>Classroom discussions</p> <p>Teacher comments</p> <p>"Last year in 9th grade"</p> <p>"I know you learned..."</p> <p>"Yesterday's work shows me...."</p> <p>"I know you like to do this..."</p> <p>"I saw you at the concert/game, etc. last night"</p> <p>"For those of us who are visual learners..."</p> <p>Teacher Reflections</p>	

			<p>Teacher listens to and watches students perform. Teacher ascertains what the students' background knowledge and skills.</p> <p>Students grouped according with individual strengths and weaknesses</p> <p>SRI Fluency IEPs ETRs Communication with parents</p> <p>Interest Inventories</p> <p>MAP testing</p> <p>Student examples in worksheets/explanations relevant to their lives</p> <p>Auditory etc. learning styles</p> <p>Pre assessments</p> <p>Informal quest</p> <p>Formal writing</p> <p>Contact prior teaching</p> <p>Check students permanent records</p> <p>Learning styles assessment</p> <p>Getting student backgrounds</p> <p>Differentiation</p>	<p>What has your work shown me to date?</p> <p>I know you enjoy using the clickers We use auditory, visual and kinesthetic learning to help the various learning types</p> <p>Students perform literature or musical exercise.</p> <p>"After reviewing you middle school gross motor test scores we will..."</p> <p>Teacher discusses curriculum link with students</p> <p>Students provide feedback on what they already have learned.</p> <p>Research and communication with students and their families</p> <p>Differentiate students based on observations and feedback/results of the assessments</p> <p>Classroom discussions and teacher comments</p> <p>Individual commentary To students regarding their progress</p> <p>Have groups doing one activity while another group will do this....</p>
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**INSTRUCTION AND ASSESSMENT**

		Skilled	Looks Like	Sounds Like
<b>I N S T R U</b>	Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative,	<p>Students demonstrate understanding: engaged, on task, procedures in place, smooth transitions.</p> <p>Teacher circulating the room, checks for understanding.</p>	<p>Teacher clearly articulates directions and objectives.</p> <p>Teacher checks for understanding and adjust content when necessary. "Any questions?" Other students may paraphrase, restate/rephrase question.</p>

<b>C T I O N A L A S S E S S M E N T</b>	<p>Sources of Evidence: Formal Observation Classroom Walkthroughs / Informal Observations</p>	<p>and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asking and assuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Developmentally appropriate-varied learning opportunities.</p> <p>Collaborative learning opportunities, stations with varied indicators, hands on, created groups, projects, books, publications.</p> <p>Varies assessments based on students' interest, ability, readiness to determine varied student learning/ opportunities</p> <p>Learning targets written/posted in a location visible by students</p> <p>Students are grouped together according to their strength and weaknesses</p> <p>The "I can statement" is in student friendly language</p> <p>Practice Problems</p> <p>Teacher performs remediation based on spot checking</p> <p>Clear accurate instructions</p> <p>Differentiation</p> <p>Inquiry</p> <p>Classroom procedures are articulated well understood and followed</p>	<p>Teacher uses developmentally appropriate language based on readiness.</p> <p>Teacher asks varied levels of questions based on readiness and ability.</p> <p>Students articulate thoughts and defend ideas.</p> <p>Students engage in conversation.</p> <p>Teacher/student conferencing</p> <p>Referring to the targets throughout the entire lesson</p> <p>Verbally stating the targets to the students</p> <p>Have the students repeat the targets back to the instructor</p> <p>Student feedback is provided through visual observation of each gross motor skill.</p> <p>Teacher takes time to work independently with each student in need of assistance accomplishing each gross motor task</p> <p>Direct instruction</p> <p>Examples Mock Trials Debates Games</p>
	<p><b>Differentiation (Standard 1: Students; Standard 4: Instruction)</b></p> <p>Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs / Informal Observations</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>Whole group, small group, individuals</p> <p>Variety of material available based on learner needs</p> <p>Variety of response options</p> <p>Reading material at different levels of comprehension</p> <p>Differentiate pacing Projects Student engagement and student understanding</p>	<p>"You have a choice to..."</p> <p>"When your group is finished go on to..."</p> <p>"Let's try it a different way..."</p> <p>Would you like to retest using a different assessment format</p> <p>Appropriate feedback based on learners needs....</p> <p>"Sounds like you all understand...."</p> <p>"Let's move on...."</p>

		<p>Supplemental material preparing to challenge student</p> <p>Lesson accessible to all students i.e. technology (assistance), appropriate materials, picture cards</p> <p>Multiple assessment strategies (formative and summative)</p> <p>Student grouping is sorted through common gross motor ability</p> <p>RAFT exercise Each physical skill may be refined or advanced depending on individual ability</p> <p>Instructions both verbal and written</p>	<p>"Can you explain your answer..."</p> <p>"Tell me more..."</p> <p>"Show work project/paper to a classmate that will help them understand..."</p> <p>"May I draw my answer..."</p> <p>"Let me show you.."(Student response)</p> <p>"Show me how you would..."</p> <p>"Demonstrate to the others in your group how to..."</p> <p>"How may you perform this task more efficiently"</p> <p>"Explain how you would teach this task to others"</p> <p>Teacher provides assignments based on ability</p> <p>Teacher using encouraging positive vocab</p> <p>Reading/Understanding at different level</p>
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INSTRUCTION AND ASSESSMENT				
		Skilled	Looks Like	Sounds Like
I N S T R U C T I O N A L A S S E	<b>Resources (Standard 2: Content; Standard 4: Instruction)</b>	Instructional material and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Variety of learning modalities in material selection	"Please choose the materials that you would like to use..."
	Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs / Informal Observations		Selected materials are in place, accessible and age appropriate	Scavenger hunt through book
			Materials are congruent with objectives/learning targets and activities	"On your table you will find..."
			Standards are appropriately and actively engaged with materials	"Thanks for using the materials to meet today's objectives/learning targets.."
			Materials are ready and in place	"Let me show you how to use the..."
			All curriculum aligns with grade level expectations	Look at this diagram
			Class expectations are aligned with students previous skill achievement	"Please describe to your table how you use..."
Curriculum may be adjusted to suit individual abilities	Answer questions using bullets or paragraph form Does the final piece reflect what was taught in the lesson			
			Look at the examples that are posted	

<b>S S M E N T</b>			Text book Computer Lab Equipment Podcast/Webinar	on the wall/board "Demonstrate how you perform a..." "We will have achieved today's learning target when we are able to..." ""How are the skills we have learned relatable to other gross motor expectations" "What equipment is necessary to be able to formulate the activity..." Teacher led instruction Student led instruction Addressing the 5 senses
	<b>Classroom Environment (Standard 1: Students; Standard 5: Learning Environment; Standard 6:</b>  Collaboration and Communication)  Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs / Informal Observations	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.  Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.  Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole group, cooperative learning, small group and independent work).  The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.	Know students by name  Variety of activities  Smiles-positive facial expressions  Classroom discussions.  Two way communication...  Sense of humor...  Positive body language  Smooth transition  Rules, protocols followed  All students on task  Varied grouping patterns  Students demonstrating leadership in groups  Communication logs i.e. Complaints or compliments  Students volunteering for jobs-leadership  Email  Rules posted using positive language (PBS)  Positive descriptive feedback  Students are able to Engage in dialogue about	"Mary, Suzie, John"  Lack of sarcastic remarks  "Thank you, please..."  Put your phone away  Teacher gives clear directives  You can do it  "Good job"-(praise)  Social skills-student complementing other students  Please remember this rule means....  Students explaining the process to each other  "Tell me about your family, interests, and dreams"  Phone call home..."This is Mr. Smith, I just have to say some good things about Johnny"  All students on task/involved  Will you assist me in demonstrating..."  Teacher acknowledges good performance and positive behavior interaction among teams (good sportsmanship)  Tone of voice



		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>curriculum and provide necessary feedback on skill level</p> <p>Classroom atmosphere is positive and engaging</p> <p>Teacher circulates</p> <p>Consistency</p> <p>Queuing and prompting</p> <p>Pictures prompts</p> <p>Know extra -curricular activities</p>	<p>Clear rules</p> <p>Clear expectations</p> <p>Please turn your homework in the box</p> <p>Now we are going to.....</p> <p>How was your game last night?</p>
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**INSTRUCTIONAL AND ASSESSMENT**

		Skilled	Looks Like	Sounds Like
I N S T R U C T I O N A L A N D S S E S M E N T	Assessment of Student Learning (Standard 3: Assessment)	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>Activities based on pre-assessments</p> <p>Pre-assessment data</p> <p>Teacher circulating during the lesson</p> <p>Quizzes, exit slips, thumbs up/down, progress notes sent home, phone log</p>	<p>Check for understanding-questions, think-pair-share</p> <p>Responding to-individual or group misconceptions/error, procedural confusion</p> <p>"We're not ready to go on."</p> <p>Re-teaching in a different way</p>
	Sources of Evidence: Pre-Conference	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>Notes from team discussions</p> <p>Formative assessments</p> <p>Pre-Test/Post test</p> <p>Feedback is provided by students</p> <p>Observation of both group and individual skill level is documented</p> <p>Posting web sites for extra practice</p>	<p>Everybody gets a piece of paper let's practice this part</p> <p>"We are going to modify this skill by..."</p> <p>"The goal of this task had changed and is now to..."</p> <p>"How may we be able to accomplish this task by breaking it down into smaller physical skills?"</p>
	Formal Observation Classroom Walkthroughs / Informal Observations Post Conference	The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.	<p>Checking for understanding</p> <p>Graded assessments, phone calls, emails, power school</p> <p>SRI</p> <p>MAP</p> <p>Mini lesson or review in groups</p> <p>Clickers</p>	<p>Asking questions</p> <p>Turn to page.....</p> <p>Students helping one another achieve the same learning target</p> <p>Praise, constructive criticism/feedback</p> <p>Great Job!</p>
		The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	<p>Curriculum based materials</p> <p>Through various learning modalities, discerning what kind of primary sense is used for a student's learning style</p>	<p>You need to work on Power School</p> <p>Thumbs up</p> <p>Please answer the following questions with clickers</p> <p>What type of learner do you believe you are?</p>

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

## Cleveland Heights-University Heights City Schools

### **Intervention Support Program**

Nothing herein shall be construed to limit or waive the contractual or statutory rights of a teacher or the Cleveland Heights Teacher's Union, pertaining to the non-renewal or termination of any member of the bargaining unit; or to limit the right of the Superintendent to recommend to the School Board the non-renewal or termination of an employee.

The Teacher Evaluation Program offers a support system for teachers who may be in jeopardy of contract non-renewal or termination. If, after the first observation, there is a concern that might lead to an eventual dismissal, then the evaluator shall inform the Assistant Superintendent of HR and Operations no later than December 15th. The ARC committee shall meet to review the findings. The coordinator of the program, the Union President and the Assistant Superintendent of HR and Operations will then select an Intervention Coach. The intervention coach, teacher, evaluator, and the program coordinator shall then meet to develop a Plan of Action. This plan shall be recorded by the intervention coach, developed further with the teacher, approved by the evaluator, and will then be submitted to the Assistant Superintendent of HR and Operations for final approval. A log will also be maintained by the intervention coach and will record meetings and observation times. Two *Plan of Action* conferences shall be held during the intervention period with the intervention coach, teacher, and the evaluator in attendance to discuss progress. A summary of these conferences will be completed by the intervention coach and shall be forwarded to ARC c/o the Assistant Superintendent of HR and Operations.

A teacher who participates in the Intervention Support Program and who receives performance feedback that indicates that he/she may be in jeopardy of non-renewal or termination, shall be provided with a specific plan for improvement to include coaching support as developed and agreed upon by the Appraisal Review Committee. If the plan for improvement is not administered, the teacher shall be eligible for a subsequent contract the following school year. If the Final Performance Rating, issued to the teacher by May 1st, indicates that the teacher's performance has improved since the first observation report issued December 15<sup>th</sup>, subject to approval of the Superintendent, the teacher shall be recommended for a contract for the subsequent school year and shall receive intervention support with an intervention coach approved by the Appraisal Review Committee.

**The steps of the Intervention Program are as follows:**

- 1. The Assistant Superintendent of HR and Operations shall inform ARC of any teacher who has been identified as at-risk of contract non-renewal or termination on the first evaluation report which must be completed by December 15<sup>th</sup>.**
- 2. The Assistant Superintendent of HR and Operations shall inform the teacher identified as at-risk and offer the Intervention Support Program.**
- 3. Upon acceptance of the Intervention Support Program, the Assistant Superintendent of HR and Operations, Union President and coordinator of the program will collaborate and assign an intervention coach to the teacher. (A partial supplemental will be paid as the program runs from January 15th to May 1st, subject to an agreement of the Board of Education and the Union).**
- 4. A meeting will be scheduled by the program coordinator so that the intervention coach, evaluator, and the teacher can determine a plan for improvement. A copy of the Plan of Action shall be forwarded to ARC c/o the Assistant Superintendent of HR and Operations. The plan must specifically identify the improvement targets, the objectives for performance improvement, and the time frame for the implementation. Roles and responsibilities will also be decided.**
- 5. The intervention coach shall establish a schedule of at least 3-4 observations and follow- up meetings with the identified teacher for purposes of assistance and support. The coach shall be allocated 6 half-days of professional leave for this purpose.**
- 6. A meeting log will be maintained and signed by both the coach and the teacher and shall be submitted to ARC c/o the Assistant Superintendent of HR and Operations at the conclusion of the intervention. In addition, two triad conferences, including evaluator, teacher, and intervention coach, will be necessary the first by March 15th and the second by April 15<sup>th</sup>. These Conferences provide an opportunity to assess progress and plan accordingly. The Conference summary forms (2) must be submitted to ARC c/o the Assistant Superintendent of HR and Operations after each Conference meeting. In the event that the evaluator and intervention coach cannot agree on the progress, each may write a separate summary. The summary form must be signed by the coach, the teacher, and the evaluator and submitted to ARC c/o the Assistant Superintendent of HR and Operations.**
- 7. The teacher identified as at-risk, who has accepted the coaching-support program, shall be entitled to at least 4 half-days of professional leave for the purpose of professional development or consultation with their coach or observations of exemplary teachers. Professional Leave used for these purposes must be consistent and applicable to the goals set forth in the plan for improvement, and must be approved by the assigned coach and evaluator.**

**8. No later than May 1<sup>st</sup>, the intervention coach shall provide written confirmation to ARC c/o the Assistant Superintendent of HR and Operations that the intervention program has been completed, and submit the meeting log.**

**9. Copies of the third Evaluation of the teacher identified as at-risk shall be forwarded to the Superintendent and Union President no later than May 1<sup>st</sup>.**

<b>Pertinent Dates</b>	<b>Timeline for Intervention Support</b>
December 15 <sup>th</sup>	Last date for Official notification to teachers needing intervention and verbal and written notice to Human Resources
January 15 <sup>th</sup>	Selection of coaches completed; initial contacts begin
January 15 <sup>th</sup> -30 <sup>th</sup>	Training of coaches and evaluators by the program coordinator
January 31 <sup>st</sup>	( 10 days later) Triad meetings held, action plan completed by the coach
January-May 1 <sup>st</sup>	Intervention period; Coach will do 3-4 observations and follow-up meetings
by March 15 <sup>th</sup>	Conference Summary #1 ( <i>Principal, coach, teacher</i> ). Coach completes form, submits it to Human Resources
by April 15 <sup>th</sup>	Conference Summary #1 ( <i>Principal, coach, teacher</i> ). Coach completes form submits it to Human Resources
May 1 <sup>st</sup>	Intervention program completed; meeting log submitted to Human Resources by coach

<b>OTES Pertinent Dates</b>	<b>Principal</b>
August- December 15 <sup>th</sup>	1 <sup>st</sup> Evaluation Cycle completed ( Pre-conference, Observation, Walk-throughs, Post Conference)
February 1 <sup>st</sup> –March 15 <sup>th</sup>	2 <sup>nd</sup> Evaluation Cycle ( Pre-conference, Observation, Walk-throughs, Post Conference)
March 15 <sup>th</sup> -May 1 <sup>st</sup>	3 <sup>rd</sup> Evaluation Cycle ( Pre-conference, Observation, Walk-throughs, Post Conference)



**Cleveland Heights-University Heights City Schools  
Intervention Support Program  
Plan of Action**

**This form is required to be completed when a teacher’s performance is considered to be less-than- satisfactory as indicated on the 1<sup>st</sup> Evaluation report. The evaluator, coach, and teacher will collaboratively identify improvement targets, establish objectives for performance improvement, agree on a timeline, and define the roles and responsibilities of the triad. This plan will then be signed by the evaluator, teacher, and intervention coach and submitted to the Director of Human Resources.**

**I. TARGETED IMPROVEMENT STANDARDS**

**II. OBJECTIVE(s) for performance improvement:**

**III. IMPLEMENTATION TIMELINE:**

**IV. ROLES and RESPONSIBILITIES:**

_____	
<b>Teacher Signature</b>	<b>Date</b>
_____	
<b>Coach Signature</b>	<b>Date</b>
_____	
<b>Evaluator Signature</b>	<b>Date</b>

**Distribution: 1 copy Coach 1 copy Teacher 1 copy Evaluator 1 copy to Director of Human Resources**



**Cleveland Heights-University Heights City Schools  
Intervention Support Program  
Plan of Action  
CONFERENCE SUMMARY FORM**

**Objective(s) for Performance Improvement (Standards)**

**Conference Notes:**

**Status of the Plan of Action:**

**Future Strategies:**

\_\_\_\_\_  
**Teacher's Signature**

**Date**

\_\_\_\_\_  
**Coach's Signature**

**Date**

\_\_\_\_\_  
**Evaluator's Signature**

**Date**

**Distribution: 1 copy Coach, 1 copy Teacher, 1 copy Evaluator, 1 copy to Director of Human Resources**

### Intervention Activity Log

Name								
Coach								
Date	Time Spent	Kind of Interaction (phone, e-mail, visit, etc)	In	Meeting Focus	Initials			



## Ohio School Counselor Evaluation Model

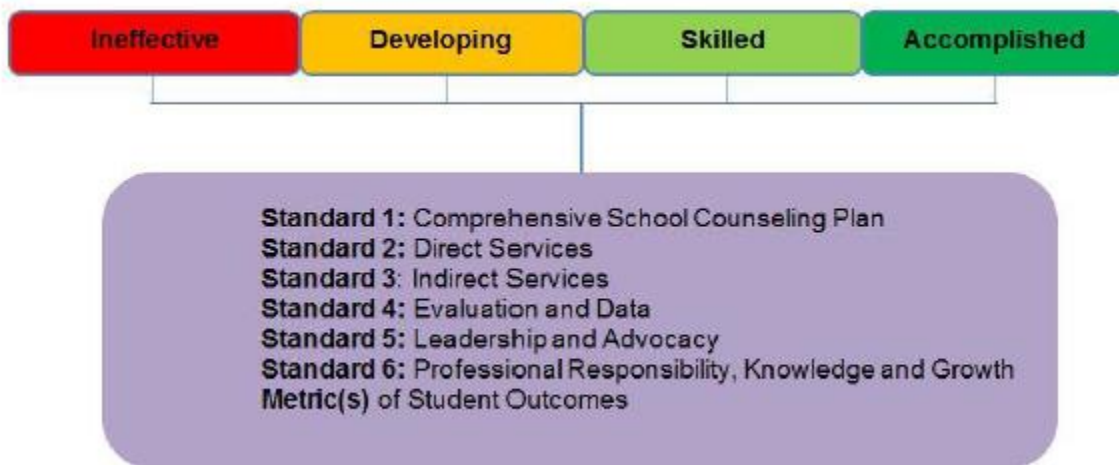
### Evaluation Framework for School Counselors

Ohio is serious about its commitment to quality schools. In 2015, the State Board of Education adopted standards for school counselors. With the adoption of the Ohio Standards for School Counselors, Ohio has clearly defined the knowledge, skills and competencies of effective school counselors. These standards promote the most effective school counseling practices and offer a core set of expectations for Ohio school counselors. Professional school counselors offer students access to high-quality services, which support students' academic, career and social/emotional development.

Each school counselor will be evaluated according to Ohio Revised Code and the Evaluation Framework which is aligned to the [Ohio Standards for School Counselors](#). The Ohio School Counselor Evaluation System (OSCES) was designed to be transparent, fair and adaptable to the specific contexts of Ohio's districts.

OSCES is a standards-based integrated model that is designed to foster the professional growth of school counselors in knowledge, skills and practice. In OSCES, each school counselor is evaluated based upon multiple factors including performance on all areas identified by the standards and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to ODE requirements. The choice of metrics for student outcomes will be determined locally.

### **Ohio School Counselor Summative Evaluation Rating**



## School Counselor Evaluation Rubric

The ***School Counselor Evaluation Rubric*** is intended to be scored holistically. This means the evaluator will assess which level provides the best overall description of the school counselor. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and informal observations of school counselor activities (if applicable) when completing the rubric.

<b>Standard Two: Direct Services for Academic, Career and Social/Emotional Development</b> – School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.				
	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals.	The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.
	The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.
	The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.	The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.
<b>Evidence</b>				

<b>Standard One: Comprehensive School Counseling Program Plan</b> – School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school's goals and mission.				
	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	The school counselor cannot articulate components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation.	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.
	The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed and suggests enhancements and adjustments for program based on needs and results.
	The school counselor identifies no resources to implement the program.	The school counselor identifies resources needed to partially implement the program.	The school counselor identifies resources to fully implement the program.	The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.
<b>Evidence</b>				

<b>Standard Three: Indirect Services: Partnerships and Referrals</b> – School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.				
	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.
	The school counselor does not coordinate school and community resources to support students and promote their success.	The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success.	The school counselor coordinates school and community resources to support students and promote their success.	The school counselor coordinates school and community resources, and positively influences the types of services the partners provide to support students and promote their success.
	The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate.
<b>Evidence</b>				

<b>Standard Four: Evaluation and Data</b> – School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.				
	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	The school counselor does not monitor student performance and progress.	The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self-monitoring.
	The school counselor does not monitor effectiveness of the program.	The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly.
<b>Evidence</b>				

<b>Standard Five: Leadership and Advocacy</b> – School Counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.				
	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.
	The school counselor does not advocate for nor responds to the needs of diverse populations.	The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on practices that promotes an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for practices within and outside of the school community and proactively addresses the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members.
	The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students.
	The school counselor does not promote the program or the role of the school counselor in achieving the school's mission and student success.	The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success, and contributes to the advancement of the school counseling profession.
<b>Evidence</b>				

<b>Standard Six: Professional Responsibility, Knowledge and Growth</b> – School Counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis.				
	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.	The school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.
	The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.	The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.
	The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.	The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.	The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.	The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.
<b>Evidence</b>				

<b>Metric(s) of Student Outcomes</b> – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.				
	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains.
<b>Evidence</b>				

## Final Summative Rating of School Counselor Effectiveness

Once you determine a rating for each of the rubric areas, based on the available evidence from multiple interactions, look at the larger picture of performance across all areas of the rubric. Although all areas are important for effective school counseling practice, you may find it appropriate to more strongly weight patterns of behavior in one area over another. The key point is that the evaluator should consider no one area in isolation, but should analyze each in relation to all other areas of performance. Determine which of the four performance levels is most appropriate for the school counselor based on this holistic process.

Rubric Areas	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Standard 1: Comprehensive School Counseling Program Plan				
Standard 2: Direct Services for Academic, Career and Social/Emotional Development				
Standard 3: Indirect Services: Partnerships and Referrals				
Standard 4: Evaluation and Data				
Standard 5: Leadership and Advocacy				
Standard 6: Professional Responsibility, Knowledge and Growth				
Metrics of Student Outcomes				
<i>Area of reinforcement:</i>		<i>Area of refinement:</i>		
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

Check here if improvement plan has been recommended.

School Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

## Operational Definitions for Determining Positive Student Outcomes Using Student Metrics

**Positive student outcome** - *A measurable, positive change in students' knowledge, skills or behavior.* The school counselor will use student data to demonstrate a positive student outcome for the selected student group of participants.

**Student metric** - *Measures taken over time used for comparison or to track and assess performance or outcomes. Student metrics provide a framework to measure progress in achieving the comprehensive program goals.* Student metrics refer to a variety of student measures a school counselor could utilize to measure the rate of change produced by a particular program, activity, lesson or intervention. Some student metrics are easily accessible, such as attendance rates, behavior referral data and rates of suspensions. Other student metrics may require disaggregation from existing data or the creation of a tool to measure the specific metric needed. Select student metrics that align with the student outcome being measured.

**Student(s)** - *A cohort, subgroup or grade level of students selected for the evaluation of a positive student outcome.*

**Domain** - *A field or scope of knowledge, action, thought or influence.*

A comprehensive school counseling program is organized in three major domains: academic, college/career and social/emotional development. The academic domain encompasses student attitudes, knowledge and skills contributing to effective learning in school and across the lifespan. The career domain encompasses the acquisition of skills and strategies to successfully achieve future career goals and the knowledge to make informed career and college choices. The social/emotional domain encompasses the knowledge, attitudes and interpersonal skills to be safe, respected and successful in society.