

## **Teacher Evaluation Policy**

Legal References: ORC 3319.02; 3319.11; 3319.111; 3319.112; 3319.58; 3333.0411; AC 3301-35-03(A)

Legislative Reference: Am. Sub. HB 153 (eff. September 29, 2011); Sub. SB 316 (eff. September 24, 2012); Am. Sub. HB 555 (eff. March 22, 2013)The Board of Education (Board) of the Austintown Local School District (District) adopts the following teacher evaluation policy in accordance with the standards-based statewide teacher evaluation framework adopted by the State Board of Education. The Board acknowledges that this teacher evaluation policy aligns with the *Standards for the Teaching Profession* as set forth in State law.

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

The Board directs the Superintendent to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of a collective bargaining agreement entered into on or after September 24, 2012.

The purpose of the program staff assessment is to:

- Improve the quality of instruction;
- Improve student learning;
- Support professional growth; and
- Inform employment decisions (retention, promotion, and removal of poorly performing teachers).

An evaluator offering suggestions for improvement to a professional staff member shall not and does not release that professional staff member from the responsibility to improve.

### **Definition of “Teacher”**

This policy applies to District employees who meet one of the following categories:

1. A teacher working under a license issued under Ohio Revised Code (ORC) Sections 3319.22, 3319.26, 3319.222 or 3319.226 who spends at least 50% of his/her time providing student instruction; or
2. A teacher working under a permanent certificate issued under ORC 3319.222 as existed prior to September 2003 who spends at least 50% of his/her time providing student instruction; or
3. A teacher working under a permanent certificate issued under ORC 3319.222 as it existed prior to September 2006 who spends at least 50% of his/her time providing student instruction; or
4. A teacher working under a permit issued under ORC 3319.301 who spends at least 50% of his/her time providing student instruction.

This policy does not apply to the superintendent, assistant superintendent(s), business manager, treasurer or “other administrator” as defined by ORC 3319.02. This policy also does not apply to

substitute teachers or any person employed under a teacher license/certificate that spends less than 50% of his or her time providing student instruction.

**Assigning an Effectiveness Rating**

Each evaluation will result in an effectiveness rating of “Accomplished,” “Skilled,” “Developing,” or “Ineffective.” An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance and fifty-percent (50%) will be attributed to multiple measures of student growth.

Teacher Performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating as set forth in the matrix below:

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

The Board shall annually submit to the Ohio Department of Education (ODE), in accordance with ODE guidelines, the number of teachers for whom an evaluation was conducted, as well as the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs (college or university) from which the teachers graduated and the graduation years of the teachers.

**Calculating Teacher Performance**

Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs. Fifty-percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon training for credentialed evaluators and the following *Ohio Standards for the Teaching Profession*:

1. Understanding student learning and development and respecting the diversity of the students they teach;

2. Understanding and mastery of the content area for which they have instructional responsibility;
3. Understanding and using varied strategies to inform instruction, assess, evaluate and ensure student learning;
4. Planning and delivering effective instruction that advances the learning of each individual student;
5. Creating positive learning environments that promote high levels of learning and achievement for all students;
6. Collaborating and communicating with students, parents, other educators, district administrators and the community to support student learning; and
7. Assuming responsibility for professional growth, performance and involvement as an individual and as a member of the learning community.

The Superintendent/designee shall select or develop, in consultation with teachers, evaluation tools to be used in calculating the Teacher Performance portion of the evaluations in accordance with ODE standards and the *Ohio Standards for the Teaching Profession*.

### **Calculating Student Growth Measures**

For purposes of this policy and the Ohio Teacher Evaluation System (OTES), “student growth” means the change in student achievement for an individual student between two or more points in time. This student growth component of the evaluation includes some combination of the following: 1) Teacher-level Value-Added Data; 2) ODE-Approved Assessments; and/or 3) Locally-determined Measures.

Student academic growth will be measured through the inclusion of value-added scores where value-added scores are available from ODE and as applicable by Ohio law. The District may administer assessments chosen from ODE’s assessment list for teachers of subjects where value-added scores are not available, value-added programs developed by a nonprofit organization utilized by ODE, and/or local measures of student growth using state-designed criteria and guidance.

In the calculation for student academic growth, a student who has sixty (60) or more unexcused absences for the school year will not be included in student growth calculations.

Data from these multiple measures will be scored in accordance with ODE guidance and converted to a score in one of three levels of student growth: 1) “Above-Expected”; 2) “Expected”; and 3) “Below-Expected.”

### **Evaluation Timeline**

District administrators shall conduct an evaluation of each teacher subject to this policy at least once each school year, except as otherwise provided by law or this policy. Except as specified otherwise by law or this policy, each evaluation shall include at least: 1) Two formal observations of at least thirty (30) minutes each; and 2) Classroom walkthroughs by the evaluator. The Board expects a minimum of one (1) classroom walkthrough per grading period, unless the Superintendent or designee determines otherwise. All teacher evaluations shall be completed by the first day of May and each teacher subject to this policy shall be provided with a written copy of the evaluation results by the tenth day of May.

The administrator conducting the evaluation shall cause the evaluation to be submitted to the teacher for his/her acknowledgement by written receipt. If signed by the teacher, the receipt is to be sent to the Superintendent as soon as reasonably practicable.

### **Observations of Limited/Extended Contract Teachers Under Consideration for Non-Renewal**

For those teachers who are on limited or extended limited contracts and who are under consideration for nonrenewal, one evaluation consisting of at least three formal observations must be conducted by the first day of May. Each teacher on a limited or extended limited contract shall be provided with a written copy of the evaluation results by the tenth day of May.

### **“Accomplished” Rated Teacher – Option for Biennial Evaluation**

A teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy may be evaluated once every two (2) years. Any biennial evaluation conducted under this provision must be conducted and completed by the first day of May, and the teacher shall be provided with a written copy of the evaluation results by the tenth day of May. To encourage continued professional collaboration, periodic walkthroughs and growth plans will still be applied.

## **Credentialed Evaluators**

Each teacher evaluation conducted under this policy shall be conducted by a person: 1) who is eligible to be an evaluator in accordance with ORC 3319.111(D); and 2) who holds a credential established by ODE for being an evaluator. Every evaluator must complete state-sponsored evaluation training and is required to pass an online credentialing assessment.

## **Professional Growth and Improvement Plans**

Teachers must develop professional growth or improvement plans based on their rating according to the Evaluation Matrix. Teachers who meet Above-Expected levels of student growth must develop a professional growth plan and may choose their credentialed evaluator for the evaluation cycle.

Teachers who meet Expected levels of student growth must develop a professional growth plan collaboratively with a credentialed evaluator for the evaluation cycle. The teacher will have input on the selection of a credentialed evaluator for the evaluation cycle.

Teachers who meet Below-Expected levels of student growth must develop an improvement plan with the credentialed evaluator. The Superintendent/designee will assign the credentialed evaluator for the evaluation cycle and approve the improvement plan.

### **Testing for Teachers in Core Subject Areas**

Beginning with the 2015-16 school year, teachers who teach in a “core subject area” are required to register for and take all written examinations of content knowledge selected by ODE to determine expertise to teach the core subject area and the grade level to which the teacher is assigned if the teachers have received an effectiveness rating of “Ineffective” on evaluations for two of the three most recent school years. “Core subject area” means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography.

Teachers that are required to take core content knowledge examinations and who provide the Board with proof of passage shall complete professional development that is aligned to the improvement plan designed in collaboration with his/her evaluator and targeted to areas identified as deficient in evaluations. This professional development shall be at the teacher’s expense. Receiving a rating of “Ineffective” on the teacher’s next evaluation after completion of the professional development or failing to complete the professional development is grounds for termination.

If a teacher passes the examination set forth above and provides proof of passage to the Board, he/she will not be required to take such examination again for three years, regardless of the teacher’s evaluation ratings or the performance index score ranking of the building in which the teacher teaches. No teacher shall be responsible for the cost of taking an examination set forth above.

***The results of a teacher’s examination taken as set forth above, may be used in developing and revising professional development plans and in deciding whether or not to continue employing the teacher. However, no decision to terminate or not to renew a teacher’s employment contract will be made solely on the basis of the results of a teacher’s examination, unless the teacher has not attained a passing score on the same required examination for at least three (3) consecutive administrations of that examination.***

### **Retention and Promotion Decisions/Removal of Poorly Performing Teachers**

Seniority shall not be a basis for making retention decisions, except when making a decision between teachers who have comparable evaluations. “Retention” for purposes of this policy refers to employment decisions on the question of whether or not to suspend a contract pursuant to a reduction in force, non-renew a limited or extended limited contract, or terminate employment for good and just cause.

Evaluations produced pursuant to this policy will serve to inform the Board on employment decisions, i.e., retention, promotion of teachers, renewal of teaching contracts, and the removal/nonrenewal of poorly performing teachers. “Promotion” as used in this context is of limited utility given the fact that teachers covered by this policy are not currently employed in any discernible hierarchy. Nevertheless, when making decisions relative to such matters as determining department or grade level heads or chairpersons, the Board will consider teacher performance as indicated by evaluations.

If a professional staff member fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal or non-renewal procedures may be invoked. The decision to non-renew or

terminate the contract of a poorly performing teacher may be informed by the evaluation(s) conducted under this policy. However, decisions to nonrenew or terminate a teaching contract are not limited by the existence of this policy. Removal of poorly performing teachers will be in accordance with the non-renewal and termination statutes of the Ohio Revised Code, Board Policy and/or the relevant provisions of the collective bargaining agreement in effect between the Board and the Austintown Education Association.

### **Professional Development**

The Board allocates financial resources to support professional development in compliance with State law and the State Board of Education evaluation framework. The extent of necessary professional development will be determined by the Superintendent or designee, in consultation with a teacher's evaluator.

Policy Adoption Date: June 11, 2013