

Itinerant Teachers and Ohio's Evaluation System

The *Business Rules for Student Growth Measures* (SGMs) are posted on the Student Growth Measures webpage. These rules were written to address technical questions surrounding Student Growth Measures which often include questions regarding teachers with highly mobile student populations or extremely high or low numbers of students. Districts should assume all teachers that are included in the evaluation system per state law will have growth measures unless these business rules state otherwise.

Ohio Revised Code 3319.111 states the evaluation system

- *"...applies to any person who is employed under a teacher license issued under this chapter, or under a professional or permanent teacher's certificate issued under former section 3319.222 of the Revised Code, and*
- *who spends at least fifty per cent of the time employed providing student instruction."*

Please note the Ohio Revised Code states the evaluation system does not apply to any person who is employed as a substitute teacher, as an instructor of adult education, and those working under pupil personnel licenses. Therefore, as stated above, districts should assume all teachers instructing 50 percent or more of the time employed are to be evaluated under the Ohio Teacher Evaluation System, except those specifically declared exempt by law as specified above.

There may be some circumstances, such as itinerant teachers, where districts should first assume the teachers will be evaluated under the evaluation model. The district may then need to carefully review, on a case-by-case basis, whether each itinerant teacher meets the criteria stated in the Business Rules for Student Growth Measures.

Example 1: Mr. Jones is an itinerant preschool teacher with a case load of five students. According to the Business Rules for Student Growth Measures, Mr. Jones must have at least six students to establish student growth measures. Since he does not meet this minimum of six required students, Mr. Jones would not have student growth measures. Additionally, Mr. Jones' district has determined the minimum interval of instruction for student growth measures is approximately six weeks in length, and Mr. Jones' district does not believe the time allotted to each student according to his assigned schedule would total the six weeks required per district policy, so this too would exclude him from having student growth measures. In these rare situations where a teacher does not have student growth measures, the teacher performance aspects of the Ohio Teacher Evaluation System framework would represent his summative evaluation. This must be approved by the building principal and superintendent and noted as such in the electronic Teacher Principal Evaluation System.

Example 2: Mrs. Apple is an itinerant teacher for ten middle school hearing impaired students in grades 5 through 8. Because she works with students in Value-Added subjects, she must complete the Linkage process. However, she does not meet the minimum of six full-time students for a specific subject/course aligned to a state assessment required to produce a teacher-level Value-Added report per the Business Rules, so she will need to use local measures, which her district identified as Student Learning Objectives. Mrs. Apple will write her Student Learning Objectives to capture the grade band of 5 through 8 thereby enabling her to encompass more than the required six students per the Business Rules regarding local measures. She will establish her growth targets based upon her baseline data and account for the limited instructional time her teaching assignment allows.

To view the *Business Rules for Student Growth Measures* please go to the Ohio Department of Education's Student Growth Measures webpage located at: <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures>