

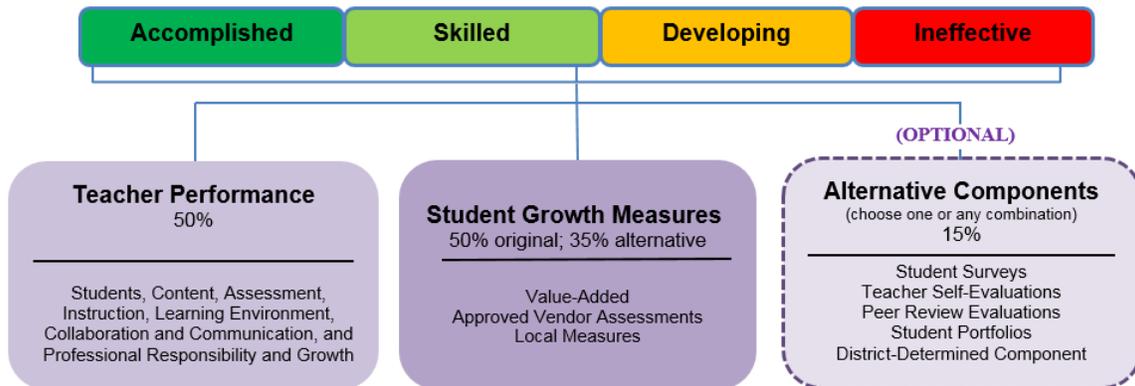
## Evaluation Framework with Optional Alternative Components for Professional Staff (Teachers)

The State Board of Education recognizes the importance of evaluating teachers for the purposes of rewarding excellence, improving the quality of instruction students receive, improving student learning, strengthening professional proficiency including identifying and correcting deficiencies, and for informing employment decisions.

Each teacher will be evaluated according to Ohio Revised Code and the Evaluation Framework with Optional Alternative Components (see below), which are aligned with the *Standards for the Teaching Profession* adopted under state law.

Each teacher will be evaluated using the multiple factors set forth in the State Board of Education’s teacher evaluation framework.

### Final Summative Evaluation Rating



The evaluation factors are weighted as follows:

1. If a district chooses the original framework, the teacher performance measure and student growth measure shall be 50% each.
2. If a district chooses the alternative framework:
  - The teacher performance measure shall account for 50%;
  - The student academic growth measure shall account for 35%; and
  - The chosen alternative component(s) shall account for 15%.

Student academic growth will be measured through multiple measures that may include value-added scores from state assessments administered during the 2014-2015 and 2015-2016 school years on evaluations for teachers for which value-added scores are available if a memorandum of understanding is in place. For teachers of subjects where value-added scores from state assessments are not available, local boards of education may administer assessments chosen from the Ohio Department of Education’s approved assessment list and/or local measures of student growth using state-designed criteria and guidance.

Adopted October 9, 2012

LEGAL REFS. ORC 3319.111; 3319.112; 3319.114

SBOE amended September 2013, September 2014 and November 2015

The teacher's performance rating will be combined with the results of student growth measures and if selected, the alternative component, to produce a summative evaluation rating according to ODE requirements.

Teachers with a final summative rating of accomplished will develop a professional growth plan\* and may choose their credentialed evaluator for the evaluation cycle.

Teachers with a final summative rating of skilled will develop a professional growth plan\* collaboratively with their credentialed evaluator and will have input on their credentialed evaluator for the evaluation cycle.

Teachers with a final summative rating of developing will develop a professional growth plan\* with their credentialed evaluator. The administration will assign the credentialed evaluator for the evaluation cycle and approve the professional growth plan\*.

Teachers with a final summative rating of ineffective will develop an improvement plan with their credentialed evaluator. The administration will assign the credentialed evaluator for the evaluation cycle and approve the improvement plan.

\*Districts have discretion to place a teacher on an improvement plan at any time based on deficiencies in any individual component of the evaluation system subject to collective bargaining.

Additionally, at the local level, the board of education will include in its evaluation policy, procedures for using the evaluation results for retention and promotion decisions and for removal of poorly performing teachers. Seniority will not be the basis for teacher retention decisions, except when deciding between teachers who have comparable evaluations.

The local board of education will also provide for the allocation of financial resources to support professional development.

For districts choosing the alternative framework, the Ohio Department of Education has approved instruments available for optional use for four of the five alternative components including student surveys, teacher self-evaluations, peer review evaluations and student portfolios. Districts may also choose to use any other fifth component determined appropriate by the district board or school governing authority; however, districts may not use the teacher performance or student growth measure component as the alternative measure.