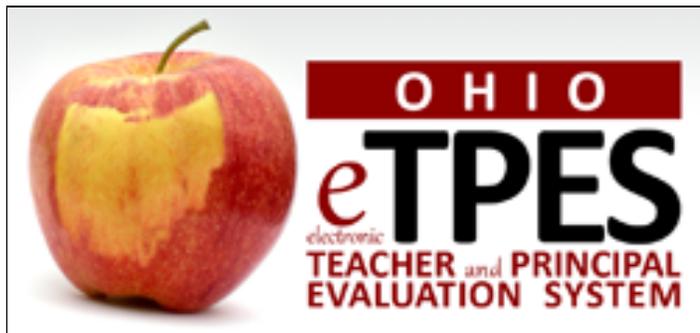


eTPES BuildingAdmin

Ohio eTPES Principal User Guide



Ohio Electronic Teacher and Principal Evaluation System

Software Version 4

(2017-2018 Academic Year)

December 2017

Principal Table of Contents



New or Frequently Requested

New or frequently requested items are highlighted below.

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How do I reset the teacher evaluation interval to full evaluation? (page

68) How do I evaluate a school Counselor in eTPES? (pages 108-132)

How do I switch teacher categories? (page 142)

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Principal Introduction to eTPES

In May 2009, the Ohio Principal Evaluation System framework was approved by the State Board of Education, and in November 2011, the framework for the Ohio Teacher Evaluation System was approved. Ohio's electronic Teacher and Principal Evaluation System (eTPES) was named as a project in Ohio's Race to the Top Grant (2010), and made possible through RttT funds. Work began on the design and development of the project with the vendor, RANDA Solutions, in November 2011.

The goal of the eTPES project is to automate the Teacher and Principal evaluation frameworks using Web-based technology. Ohio eTPES will follow the adopted framework components. The electronic system will allow Evaluators and Educators secure access to document, store evidence and complete the evaluation process in a standard Web browser. Steps will lead Evaluators through the process and determine Educator performance based on performance rubrics. A final summative rating (based on the components) for Principals and Teachers will be generated through the system.

The School Counselor Evaluation System became part of eTPES beginning in August of 2016.

Principal Access to eTPES

How to Obtain Access to eTPES

NOTE: Existing users of eTPES will not need an activation email every year. They will use their username and password from the previous year.

Activation emails will be automatically sent to new Superintendents and Superintendent Designees who are listed in ODE's OEDS-R system as a **Superintendent** or **Superintendent Designee** and have a **State Staff ID**.

The activation email will be sent to the email address in the OEDS-R system. The email will be from no-reply@ohiotpes.com. The email contains a link to activate the eTPES account and set the password. It also contains important instructions regarding eTPES.

Below is an example of the email that will be sent.

Welcome to eTPES,

The electronic Teacher and Principal Evaluation System (eTPES) is now available for your account activation and password creation at <LINK>.

Please use <http://www.ohiotpes.com/> for site access after your initial account activation is complete. Navigate to the secure website listed above, enter your new username, setup your password and begin the evaluation process.

Once you log into eTPES, click on the HELP tab to access links to videos, user guides and customer support. Additional help resources are posted on ODE's website at the following link:

<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/District-Educator-Evaluation-Systems/eTPES-Help>

eTPES is a product developed through funding from the Race To The Top Grant by the Ohio Department of Education. eTPES is hosted and maintained outside of ODE's computing environment. It was designed to streamline the teacher and principal evaluation process, and it is available to your district at no cost.

If you have eTPES technical questions, please contact us at: support@OhioTPES.com

If you have policy questions regarding OTES and OPES in the eTPES system, please contact us at: eTPES@education.ohio.gov

After successful login to eTPES, the LEA Superintendent or Superintendent Designee will be required to complete setup tasks, which includes a Principal roster review and verification. After Principals login to eTPES, they will send access, via activation email, to new Teachers, Evaluators, Assistant Principals, and other appropriate staff for the building.

NOTE: Existing users of eTPES will not need an activation email every year. They will use their username and password from the previous year.

Do you need a role of superintendent or superintendent designee in OEDS-R?

If you need to update your LEA information in OEDS-R, please contact your local OEDS Administrator, and they can make the changes for you. A Superintendent Designee is not a requirement for eTPES system access, but it is an option for Superintendents who wish to delegate the eTPES Superintendent tasks to an appropriate staff member in their LEA. Check your LEA OEDS-R data here:
<http://webapp2.ode.state.oh.us/oeds-r/query/>.

If you have questions regarding how to access and use OEDS-R, please download the OEDS-R User Guide available on the OEDS-R website, click "Help" on the left menu.

Do you need a State Staff ID for eTPES access?

If you do not have a State Staff ID, one can be requested and created quickly and free of charge. For more information regarding how to request a State Staff ID online, please see the link on this page:
<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/District-Educator-Evaluation-Systems/eTPES-Help>.

Signing In

To sign in to the electronic Teacher and Principal Electronic System (eTPES), access the browser and go to the eTPES site, www.ohiotpes.com.

Browsers Supported

eTPES is currently supported on the following browsers:

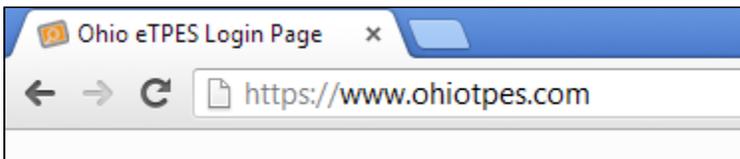
Google Chrome - most current version - auto updated by provider unless disabled

Firefox - most current version - auto updated by provider unless disabled

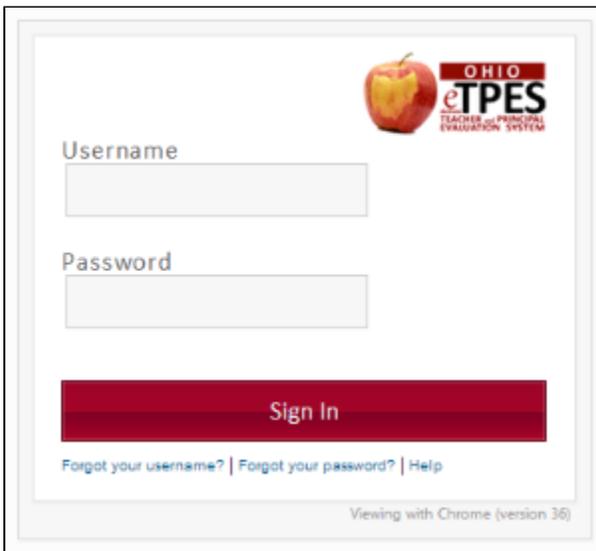
Safari 6 (or higher)

Microsoft Internet Explorer 10 (or higher)

eTPES Login Access



The sign in page below will appear.

A screenshot of the Ohio eTPES login page. The page features the Ohio eTPES logo (an apple) and the text "OHIO eTPES TEACHER & PRINCIPAL EVALUATION SYSTEM". Below the logo are two input fields: "Username" and "Password". A red "Sign In" button is positioned below the password field. At the bottom of the form, there are links for "Forgot your username?", "Forgot your password?", and "Help". The footer of the page reads "Viewing with Chrome (version 36)".

Enter username and password and click **Sign In** to proceed.

Trouble Signing In

NOTE: Existing users of eTPES will not need an activation email every year. They will use their username and password from the previous year.

ACTIVATION EMAIL

Districts will send an activation email to **new** eTPES users to allow an account and password to be set up (see the Staff Management section for instructions on sending activation emails).

NOTE: Existing eTPES users will not need an activation email each year. They will use their username and password from the previous year.

FORGOT USERNAME

Use the **Forgot your username?** link on the login page to retrieve your username.

Enter your State ID to locate your eTPES account. If you do not know your State ID, you can click on the following link:
<https://coreprodint.ode.state.oh.us/CORE2.3/ODE.CORE.EducatorProfile.UI/EducatorSearch.aspx>

Account Recovery

i If you forget your username, you can retrieve it in an e-mail message.

Please enter your State ID to help us locate your account.
If you don't know your State ID, you can find it here:
<https://coreprodint.ode.state.oh.us/core2.3/ode.core.EducatorProfile.UI/EducatorSearch.aspx>

State ID:

The name and date of birth associated with the State ID entered will be displayed. If this is not your name and date of birth, please use the link above to find your State ID.

Below is the name and date of birth associated with the state id entered. If this is not your name and date of birth, verify your state id using the link above and re-enter.

Name:

Date of Birth:

Please enter the email address associated with your eTPES account (typically this is your work email address).

Email:

Next, enter the email address associated with your eTPES account (typically this is your work email address) and click on **Request Email**.

Below is the name and date of birth associated with the state id entered. If this is not your name and date of birth, verify your state id using the link above and re-enter.

Name:

Date of Birth:

Please enter the email address associated with your eTPES account (typically this is your work email address).

Email:

If the email address entered is not associated with your eTPES account you will receive an error message. Enter a different email address, or contact your Administration or Principal to confirm your email address in eTPES. Note: The eTPES Helpdesk cannot change your email address or provide the email address to you.

Below is the name and date of birth associated with the state id entered. If this is not your name and date of birth, verify your state id using the link above and re-enter.

Name:

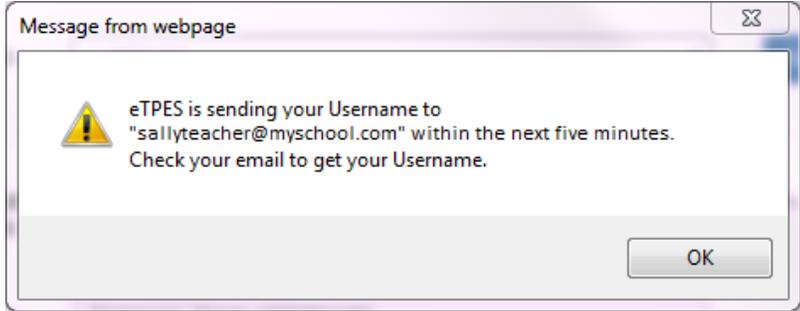
Date of Birth:

Please enter the email address associated with your eTPES account (typically this is your work email address).

Email:

The email address provided does not match the email address for this State ID as configured in eTPES. Please try a different email address, or contact your Administration or Principal to confirm your email address in eTPES. The eTPES Helpdesk cannot change your email address or provide the email address to you.

You will receive the following message when the email containing your username has been sent.



FORGOT PASSWORD

Use the **Forgot your password?** link on the login page to reset your password.

Enter your State ID to locate your eTPES account. If you do not know your State ID, you can click on the following link: <https://coreprodint.ode.state.oh.us/CORE2.3/ODE.CORE.EducatorProfile.UI/EducatorSearch.aspx>

Account Recovery

i If you forget your password, you can reset it using a website link that we provide in an e-mail message.

Please enter your State ID to help us locate your account.
 If you don't know your State ID, you can find it here:
<https://coreprodint.ode.state.oh.us/core2.3/ode.core.EducatorProfile.UI/EducatorSearch.aspx>

State ID:

The name and date of birth associated with the State ID entered will be displayed. If this is not your name and date of birth, please use the link above to find your State ID.

Below is the name and date of birth associated with the state id entered. If this is not your name and date of birth, verify your state id using the link above and re-enter.

Name:

Date of Birth:

Please enter the email address associated with your eTPES account (typically this is your work email address).

Email:

Next, enter the email address associated with your eTPES account (typically this is your work email address) and click on **Request Email**.

Below is the name and date of birth associated with the state id entered. If this is not your name and date of birth, verify your state id using the link above and re-enter.

Name:

Date of Birth:

Please enter the email address associated with your eTPES account (typically this is your work email address).

Email:

If the email address entered is not associated with your eTPES account you will receive an error message. Enter a different email address, or contact your Administration or Principal to confirm your email address in eTPES. Note: The eTPES Helpdesk cannot change your email address or provide the email address to you.

Below is the name and date of birth associated with the state id entered. If this is not your name and date of birth, verify your state id using the link above and re-enter.

Name:

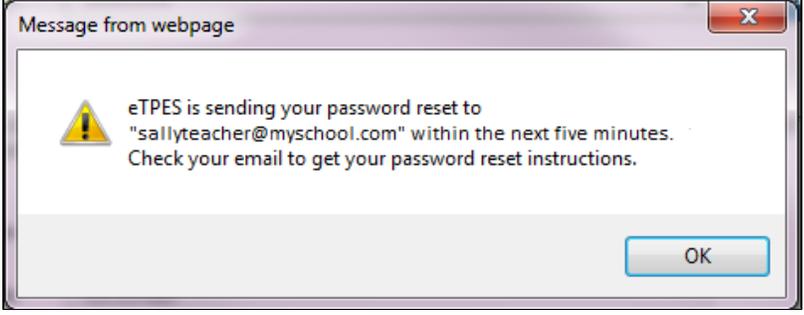
Date of Birth:

Please enter the email address associated with your eTPES account (typically this is your work email address).

Email:

The email address provided does not match the email address for this State ID as configured in eTPES. Please try a different email address, or contact your Administration or Principal to confirm your email address in eTPES. The eTPES Helpdesk cannot change your email address or provide the email address to you.

You will receive the following message when the email containing your password reset link has been sent.

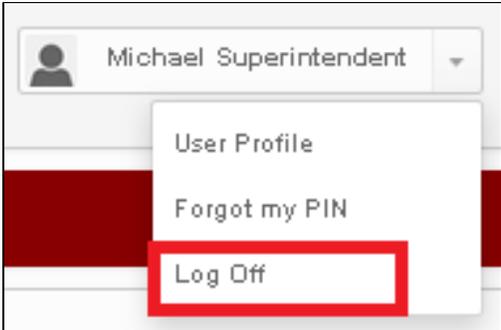


Logging Off

To log off of eTPES, click the name in the top right hand corner of any screen.



A drop-down menu will populate. Click **Log Off**.



Principal Home Tab

The **Home** tab is the landing page for eTPES upon logging into the system. Each of the highlighted items shown in the image below are explained in the following section.

The screenshot shows the eTPES Principal Home Tab dashboard. The top navigation bar includes the Ohio eTPES logo and a user profile dropdown menu. Below the navigation bar is a red header with the text "HOME ADMINISTRATION EDUCATORS REPORTS HELP". The main content area is divided into several sections:

- Home / My Dashboard:** A breadcrumb trail.
- Announcements:** A section with the text "There are no announcements at this time." and a red box around the header.
- Quick Help:** A section with links to "Ohio Department of Education eTPES Web Page", "eTPES Teacher User Guide [PDF]", "eTPES Principal User Guide [PDF]", "eTPES Superintendents/Designee User Guide [PDF]", "OTES Model [PDF]", and "OPES Model [PDF]". A red box highlights the "Quick Help" header.
- Evaluator Credentials:** A table with columns "Credential Date" and "Expiration Date". A red box highlights the "Evaluator Credentials" header.

	Credential Date	Expiration Date
OPES Credential	7/12/2013	
OPES Re-calibration	3/26/2015	3/26/2017
OTES Credential	7/12/2013	
OTES Re-calibration	3/26/2015	3/26/2017
OSCES Credential	No credential history could be found.	
- Current Staff Assignments:** A table with columns "LEA", "Building", "Role", and "Reset". A red box highlights the "Current Staff Assignments" header.

LEA	Building	Role	Reset
Training District 14 (900069)		Superintendent	<input type="button" value="Reset"/>

At the top right corner of the screen will be the user-specific inbox and user's name. The name will have an arrow that will, when selected, populate a drop-down list.

This close-up screenshot shows the user profile dropdown menu. The user's name, "Michael Superintendent", is displayed next to a dropdown arrow. Below the name is a red navigation bar with the text "HOME ADMINISTRATION EDUCATORS REPORTS HELP".

Three options will appear when the drop-down arrow is selected:

User Profile

Forgot my PIN

Log off

This screenshot shows the user profile dropdown menu with the options "User Profile", "Forgot my PIN", and "Log Off" listed below the user's name, "Michael Superintendent".

Color-Coded Tasks

This section lists a variety of items that require attention in the eTPES application. The section will only be displayed for the roles listed in the

table below. A link is provided adjacent to each task in order to access the related Feature Area.

Roles	Description of Task	Feature Area (view link)
Superintendent/Designee	You have LEA Setup(s) to complete	Administration > LEA Setup
Superintendent/Designee Principal	You have staff removal requests to review	Administration > Staff Management > Removal Requests
Superintendent/Designee Principal	You have educators that need a primary evaluator	Administration > Evaluator Management > Issue Resolution

Announcements

This section will assist ODE and the LEA in communicating to all eTPES users of release dates, special announcements and deadlines that may be approaching.

Quick Help

The Quick Help section will allow quick access to links with important resources that are available within the eTPES site.

Evaluator Credentials

The Evaluator Credentials section displays the status of the Teacher and Principal Evaluator Credentialing, which is imported from NIET. There is a link in the top right corner to view re-calibration details. If it is believed that the Teacher or Principal Evaluator credentialing information is incorrect, log in to the NIET website and verify the credentialing information. If the NIET website is correct and eTPES is incorrect, contact the eTPES Support Team.

This section also enables credentialed School Counselor Evaluation System evaluators to enter the date they received training and to upload a PDF of the training certificate. The evaluator of school counselors **MUST** enter the date of training and upload a copy of the certificate so that the superintendent or superintendent designee can approve them as an evaluator of school counselors.

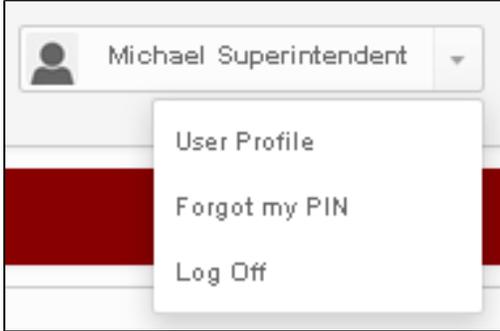
Current Staff Assignments

Current Staff Assignments will give a listing of the active locations and roles that have been assigned to by an Administrator. Clicking on the **View Details** link on this item will open the user-specific **User Profile: Staff Assignments** page.

Principal User Profile

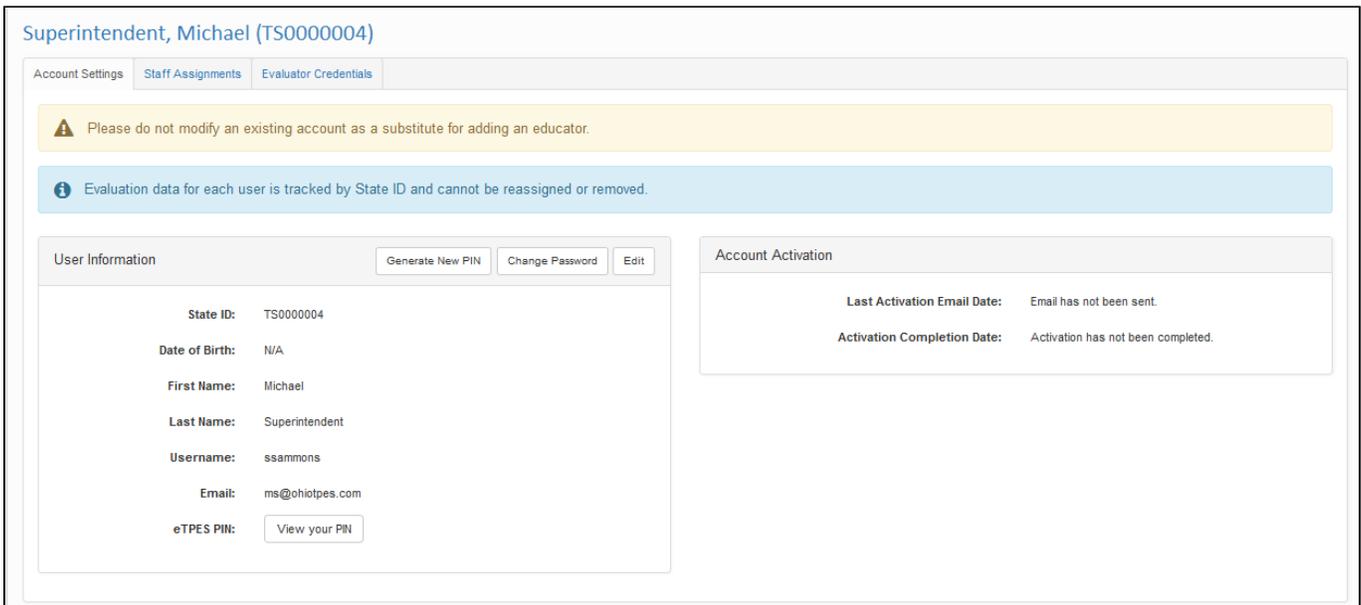
The **User Profile** feature allows users to review personal settings in eTPES and apply changes to an account.

To access, click the drop-down arrow next to the user's name and select **User Profile**.



Common tasks that can be completed within this feature are:

- Generate new PIN.
- Change password.
- Change email address.
- View personal eTPES 4-digit PIN for completion of evaluation forms.
- View personal staff assignments by year, location and role.
- View personal OTES and OPES Evaluator credentialing information.
- Add/view personal OSCES Evaluator credentialing information.
- Request removal from a current staff assignment (not available for Superintendent/Designee roles).



View your PIN

A PIN will be used to signify completion of a form. To view the PIN, access the **User Profile: Account Settings** screen.

Click on **View PIN** link, as shown below.

Superintendent, Michael (TS0000004)

Account Settings | Staff Assignments | Evaluator Credentials

Please do not modify an existing account as a substitute for adding an educator.

Evaluation data for each user is tracked by State ID and cannot be reassigned or removed.

User Information: Generate New PIN | Change Password | Edit

State ID: TS0000004
Date of Birth: N/A
First Name: Michael
Last Name: Superintendent
Username: ssammons
Email: ms@ohiotpes.com
eTPES PIN: View your PIN

Account Activation

Last Activation Email Date: Email has not been sent.
Activation Completion Date: Activation has not been completed.

The pop-up shown below will appear. Click on **Show PIN** to view the PIN.

PIN

Close

Show PIN

Generate New PIN

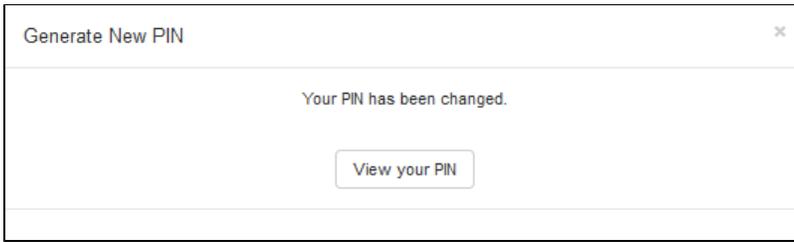
To generate a new PIN, access the **User Profile: Account Settings** page and click on the **Generate New PIN** button. The pop-up shown below will appear.

Generate New PIN

Click the "Generate New PIN" button below to create a new PIN for your user profile.

Generate New PIN

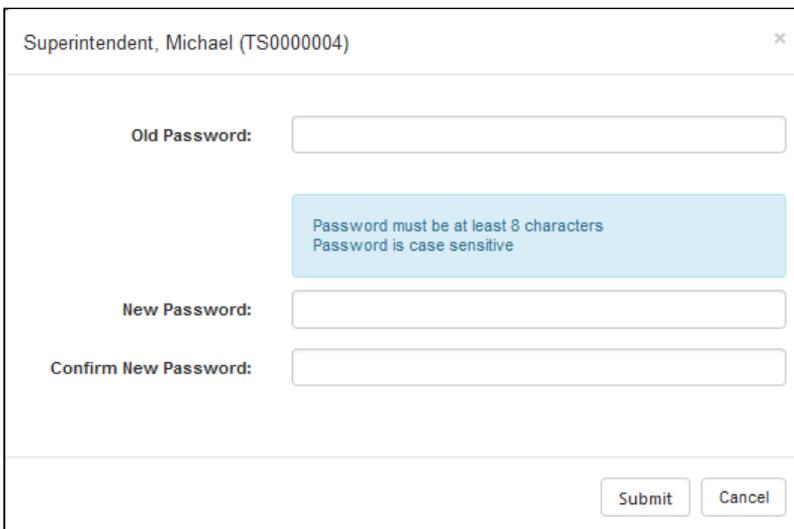
Click on **Generate New PIN**. The pop-up shown below will appear indicating your PIN has been changed.

A pop-up window titled "Generate New PIN" with a close button (X) in the top right corner. The main content area displays the message "Your PIN has been changed." centered. Below the message is a button labeled "View your PIN".

Click on **View your PIN** to view your new PIN.

Change password

To change the password, access the **User Profile: Account Settings** page and click on **Change Password**. The pop-up shown below will appear.

A pop-up window titled "Superintendent, Michael (TS0000004)" with a close button (X) in the top right corner. The form contains three input fields: "Old Password:", "New Password:", and "Confirm New Password:". A blue error message box is positioned between the "Old Password" and "New Password" fields, containing the text "Password must be at least 8 characters" and "Password is case sensitive". At the bottom right of the pop-up are two buttons: "Submit" and "Cancel".

Enter the old password. Enter the new password twice. Click **Submit** to apply the new password.

Change email address

The email address in eTPES is used to send completion notifications and the Forgot Username and/or Password emails.

Click on **Edit** to change your email address.

User Information

Generate New PIN Change Password **Edit**

State ID: MT0000004

Date of Birth: 02/10/1970

First Name: Mary

Last Name: Teacher

Username: mt4

Email: mary.teacher@myschool.com

eTPES PIN:

Enter the correct email address and click on **Submit** to save the change.

Edit Teacher, Mary (MT0000004) ×

Email:

✓ email is available

Staff Assignments

To view the history, current location, and role assignments recorded in eTPES, open the **Staff Assignments** tab in the **User Profile** screen as shown below.

Account Settings **Staff Assignments** Evaluator Credentials

The table below lists all staff assignments for the eTPES account by selected academic year. You cannot make changes to previous academic year information.

Academic Year: 2015-2016

Staff Roster Assignments

LEA	Building	Role	Status	Last Modified	Action
Training District 4 (900004)	Training School 4 (700004)	Principal	Active	8/7/2015	request removal

Showing 1 record(s)

The **User Profile: Staff Assignments** information will be displayed. The table shows the list of all staff assignments for the current academic year regardless of the status. A status of **Active** will be displayed for staff assignments that have been set up by an Administrator. To view previous years' staff assignments, click on the **Academic Year** dropdown and change the year. Please note that all data for prior academic year assignments is read only and cannot be modified.



Only one active assignment is permitted for a single location. Two roles cannot be held at the LEA level or for a specific building. It is possible to have different roles for different locations.

Staff Assignment Removal

Click the **request removal** link under the **Action** column to report to the LEA or Building Administrator that employment is no longer accurate at a location or if an incorrect assignment is listed. The staff assignment will then change to **Pending Removal** status for follow up by the Superintendent, Superintendent Designee, HR Administrator, or Principal. If the request has been confirmed and needs to be canceled, click the **cancel request** link that appears for any pending removal requests.

If a staff assignment has been removed by the Administrator, the **Status** column will display **Removed** to indicate an inactive assignment.



Superintendent and Superintendent Designee assignments will not include the request removal link. Changes to these assignments must be made in the OEDS system.

The screenshot shows the 'Staff Roster Assignments' section. At the top, there are tabs for 'Account Settings', 'Staff Assignments', and 'Evaluator Credentials'. Below the tabs is a blue information banner: 'The table below lists all staff assignments for the eTPES account by selected academic year. You cannot make changes to previous academic year information.' Below this is a dropdown menu for 'Academic Year' set to '2015-2016'. The main table has columns: LEA, Building, Role, Status, Last Modified, and Action. One row is visible: LEA 'Training District 4 (900004)', Building 'Training School 4 (700004)', Role 'Principal', Status 'Active', Last Modified '8/7/2015', and Action 'request removal' (highlighted with a red box). Below the table, it says 'Showing 1 record(s)'.

Evaluator Credentials

The **Evaluator Credentials** tab allows you to view the credential details and gives you a link to the Re-Calibration Details. This link will explain the re-calibration process.

You may also add your OSCES credential here. The evaluator of school counselors **MUST** enter the date of training and upload a copy of the certificate so that the superintendent or superintendent designee can approve them as an evaluator of school counselors.

The screenshot shows the 'Evaluator Credentials' page for 'Superintendent, Jane (TS0000001)'. At the top, there are tabs for 'Account Settings', 'Staff Assignments', and 'Evaluator Credentials'. Below the tabs is a 'Re-Calibration Details' button. The main table has columns: Credential, Credential Date, and Expiration Date. The table contains the following rows:

Credential	Credential Date	Expiration Date
OPES Credential	7/12/2013	
OPES Re-calibration	3/26/2015	3/26/2017
OTES Credential	7/12/2013	
OTES Re-calibration	3/26/2015	3/26/2017
OSCES Credential	add No credential history could be found.	

Adding the OSCES Credential

Click the add button on the Home screen or under the Evaluator Credentials tab as shown above.

EVALUATION SYSTEM

HOME ADMINISTRATION EDUCATORS REPORTS HELP

Home / My Dashboard

You have (1) LEA Setup(s) to complete (view)

You have (0) staff removal requests to review (view)

You have (0) educators that need a primary evaluator (view)

Announcements

There are no announcements at this time.

Quick Help

Ohio Department of Education eTPES Web Page
 eTPES Teacher User Guide [PDF]
 eTPES Principal User Guide [PDF]
 eTPES Superintendent/Designee User Guide [PDF]
 OTES Model [PDF]
 OPES Model [PDF]

Evaluator Credentials Re-Calibration Details

	Credential Date	Expiration Date
OPES Credential	7/12/2013	
OPES Re-calibration	3/26/2015	3/26/2017
OTES Credential	7/12/2013	
OTES Re-calibration	3/26/2015	3/26/2017
OSCES Credential	<input type="text" value="add"/>	No credential history could be found.

A window pops up. The date on your certificate and an uploaded PDF copy of the OSCES training certificate are required. Click Save.

School Counselor Credentials ✕

Credential Date *

Documentation *

The credential date now appears along with the attachment icon.

OTES Credential	7/12/2013	
OTES Re-calibration	3/26/2015	3/26/2017
OSCES Credential	<input type="button" value="edit"/> 7/26/2016	

Principal Administration Tab

The **Administration** tab will provide LEA/Building Administration tools.

The Administration tools include:

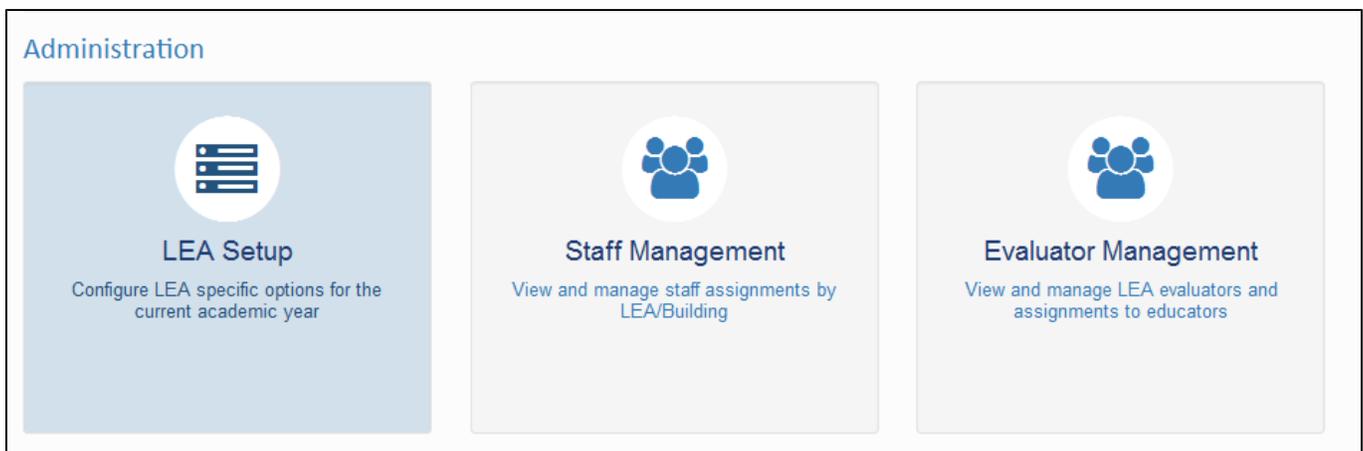
LEA Setup (available for Superintendents only)

Staff Management

Evaluator Management

Performance Ratings (for LEAs set up with Option 3 only)

WARNING: The Superintendent/Designee must first complete the LEA setup in order to enable other Administration features. If an LEA is set up with Option 3, then the Performance Ratings icon will appear, as shown below. For LEAs set up with Option 1 or 2, the Performance Ratings icon will not appear on the Administration dashboard.



The functionality of each feature will be addressed in this section.

Principal Staff Management

There are four tools to assist an Administrator in the **Staff Management** feature of the **Administration** tab:

Feature Area	Tasks
Staff Assignment	<p>Verify the accuracy of current LEA/Building staff rosters</p> <p>Add a new staff assignment by State ID or Name of the user</p> <p>Remove an existing staff assignment</p> <p>Update a user's email address</p> <p>Send or resend an account activation email</p>
User Search	<p>Locate a user in eTPES by State ID or Name</p> <p>Add a new staff assignment into a selected LEA/Building for that user</p> <p>Restore a previously removed staff assignment in the current academic year</p> <p>View history of a user's staff assignments</p>
Removal Requests	<p>Review open requests by a staff member to be removed from your LEA/Building roster</p> <p>Approve requests to be removed from roster</p> <p>Reject requests to be removed from roster</p>
Staff Import	<p>Export the current LEA or Building rosters to an Excel file</p> <p>Import a revised LEA or Building roster into eTPES</p>

Staff Management



Assignments

View and update current staff assignments by LEA and Building



User Search

Locate user by State ID or Name (all LEAs and Buildings)



Removal Requests

Review and approve removal requests for staff rosters



Import

Upload staff assignments by LEA and Building IRNs from Excel file

Principal Staff Assignment

The **Staff Assignment** feature is accessed through the **Assignments** icon on the **Administration** tab. This feature allows the user to view and update current staff assignments for LEA(s) and Building(s) based on permissions.

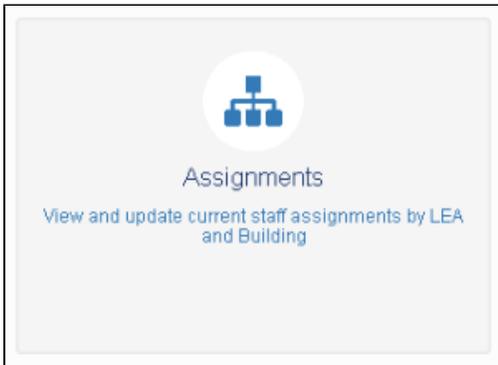
Important tasks that can be completed using this feature area include:

Adding a staff position to a LEA or Building roster

Removing a staff position from a roster

Updating a user's email address

Sending an activation email notice to an individual user



The **Staff Assignments** page will give the ability to select a district from a drop-down list, if there are multiple districts, as well as select a building to view. To add new staff, click on the **Add LEA Staff** button. If a building is selected, the ability to add building staff is available. To add new building staff, click on the **Add Building Staff** button.

Below are the list of LEA and Building staff roles.

LEA staff (can only be updated by existing Superintendents/Designees and HR Administrators), HR Administrators, Evaluators (only when the selected user has credentials), and General Staff.

Building staff including, principals, assistant principals, evaluators (only when the selected user has credentials), teachers, school counselors, and general staff.

Home > Administration > Staff Management > Assignments

Staff Assignments

Academic Year: 2014-2015

LEA: Training District 1 (900001) ▼

Building: -- Not Selected -- ▼

Status: Active Removed

[+ Add LEA Staff](#) ←

Show 10 ▼ Search:

State ID	LEA	User	Role	Status	
TS0000001	Training District 1 (900001)	Superintendent, Jane	Superintendent	Active	User Profile

Show 10 ▼

Showing 1 to 1 of 1 entries

First Previous 1 Next Last

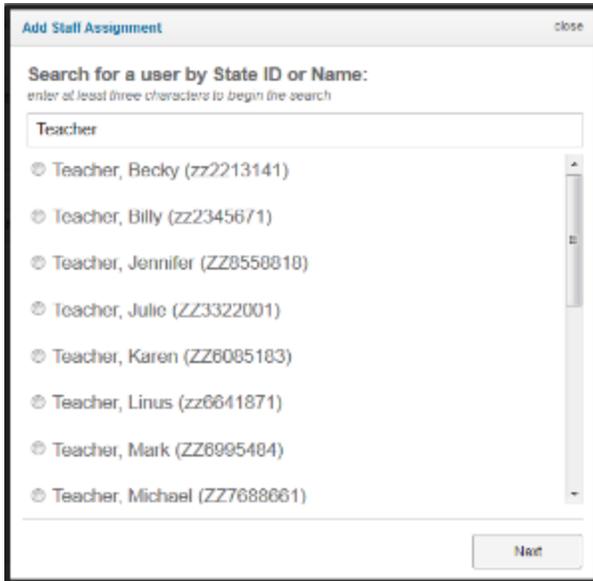
From here the current staff can be viewed and new assignments can be added.

Important Note: Superintendents and Designees must be managed by using the OEDS-R data system. No changes are permitted for these assignments when using the eTPES web features.

Add New Staff Assignment

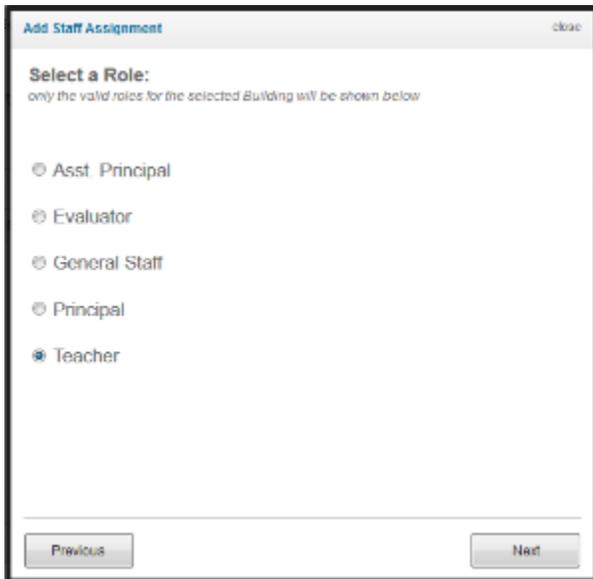
To add a new staff assignment, click on the **Add Staff** button, and a pop-up screen will appear.

From this pop-up screen, search by State ID or Name (last, first), select the appropriate record, and click **Next**.



The screenshot shows a pop-up window titled "Add Staff Assignment" with a "close" button in the top right corner. Below the title bar, the text reads "Search for a user by State ID or Name:" followed by the instruction "enter at least three characters to begin the search". A search input field contains the text "Teacher". Below the input field is a list of search results, each preceded by a radio button. The results are: "Teacher, Becky (zz2213141)", "Teacher, Billy (zz2345671)", "Teacher, Jennifer (ZZ8558818)", "Teacher, Julie (ZZ3322001)", "Teacher, Karen (ZZ6085183)", "Teacher, Linus (zz0641871)", "Teacher, Mark (ZZ8995484)", and "Teacher, Michael (ZZ7688061)". A "Next" button is located at the bottom right of the window.

Select a role from the displayed options, then click **Next**.



The screenshot shows the same "Add Staff Assignment" pop-up window. The text now reads "Select a Role:" followed by the instruction "only the valid roles for the selected Building will be shown below". Below this text is a list of roles, each preceded by a radio button. The roles are: "Asst. Principal", "Evaluator", "General Staff", "Principal", and "Teacher". The "Teacher" role is selected, indicated by a blue dot in the radio button. At the bottom of the window, there are two buttons: "Previous" on the left and "Next" on the right.

Review the information and if the user has never used eTPES, click on the checkbox to indicate **send account activation email**.

Superintendent and designee roles will have the ability to approve the user to evaluate principals and/or teachers and/or counselors for their LEA. These options will be displayed if the added user is credentialed.

Click **Submit** to complete the addition of the staff assignment. To cancel the process without adding the staff assignment, click **close** in the upper right hand corner of the window.

Add Staff Assignment close

Summary:
please review the selected User, Building, and Role before submitting

User: **Teacher, Jennifer (ZZ8568818)**

Building: **School A (000010)**

Role: **Teacher**

- Send account activation email
- Approve to evaluate principals
- Approve to evaluate teachers

Previous Submit

WARNING: When working with an existing user at the selected LEA or Building, there is an additional option in red on the summary screen that requires acknowledgement that a role change is being applied. This option must be selected in order to click the Submit button.

Restore Staff Feature

The Restore feature appears when the **Removed** radio button is selected.

Staff Assignments

Academic Year: 2014-2015

LEA: Training District 1 (900001)

Building: Training School 1 (700001)

Status: Active **Removed**

A list of all staff that has been removed will appear. Click the **Restore** link for any previously removed staff that should be added back to the staff listing.

+ Add Building Staff

Show 10 Search:

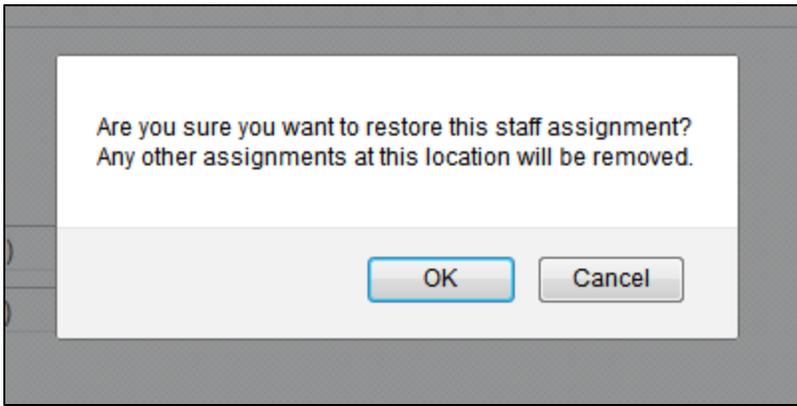
First Previous **1** Next Last

State ID	Building	User	Role	Status	
MT0000001	Training School 1 (700001)	Teacher, Mary	Teacher	Removed	Restore User Profile

Show 10 Showing 1 to 1 of 1 entries

First Previous **1** Next Last

The system will ask for confirmation of the restoration. Once confirmed, the staff member will appear on the **Active** list.



View and Edit a User

To view and edit a user through the **Staff Assignments** screen, select the **User Profile** link on the right side of the screen, as shown.

Home > Administration > Staff Management > Assignments

Staff Assignments

Academic Year: 2014-2015
LEA: Training District 4 (900004)
Building: -- Not Selected --
Status: Active Removed

+ Add LEA Staff

Show 100 Search:

State ID	LEA	User	Role	Status	
TS0000004	Training District 4 (900004)	Superintendent, Michael	Superintendent	Active	User Profile

Show 100

Showing 1 to 1 of 1 entries

There are three tabs on the **User Profile**:

Account Settings

Staff Assignments

Evaluator Credentials

 The User Profile can be accessed by State ID or Name by utilizing the [User Search](#) icon on the **Staff Management** dashboard.

The **Account Settings** tab will allow non-role specific user account settings to be viewed, including state id, name, date of birth, username and email address. The email address is the only editable field on this screen.

Teacher, Mary (MT0000004)

Account Settings | **Staff Assignments** | Evaluator Credentials

⚠ Please do not modify an existing account as a substitute for adding an educator.

i Evaluation data for each user is tracked by State ID and cannot be reassigned or removed.

User Information Edit

State ID: MT0000004

Date of Birth: 02/10/1970

First Name: Mary

Last Name: Teacher

Username: mt4

Email: mary.teacher@myschool.com

eTPES PIN: View your PIN

Account Activation

Last Activation Email Date: Email has not been sent.

Activation Completion Date: Activation has not been completed.

Send Activation Email

The **Staff Assignments** tab allows the roster details for the selected user to be viewed. Roster details can also be removed or assignments restored.

Teacher, Mary (MT0000004)

Account Settings | **Staff Assignments** | Evaluator Credentials

i The table below lists all staff assignments for the eTPES account by selected academic year. You cannot make changes to previous academic year information.

Academic Year: 2015-2016 + Add Staff

LEA	Building	Role	Status	Last Modified	Action
Training District 4 (900004)	Training School 4 (700004)	Teacher	Active	8/7/2015	remove

Showing 1 record(s)

Staff assignments can be added from this view as well. When the **Add Staff** button is selected, a pop-up will appear and will allow a new assignment for that staff member to be added. To remove a staff assignment, select the **remove** link under **Actions**. This option only appears with Administrative access for the LEA and Building.

Important Information: More than one active assignment in the same location for a user can not be added. Attempting to add a second role for the same user and location is considered a role change and will remove any existing assignments for that location.

Assignments in previous academic years may be viewed by changing the selection next to the Academic Year label. There are no editing features enabled when accessing previous academic year information.

The **Evaluator Credentials** tab displays the OTES, OPES and OSCES credentialing status of the user including re-calibration for OTES or OPES.

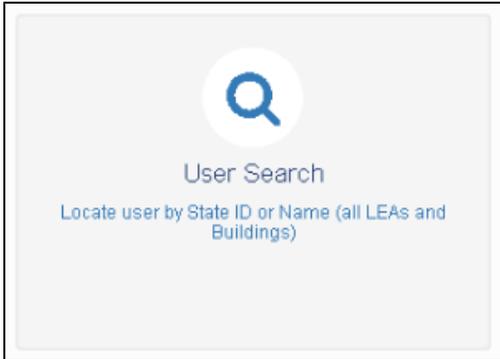
Evaluator Credentials

Re-Calibration Details

	Credential Date	Expiration Date
OPES Credential	No credential history could be found.	
OTES Credential	7/12/2013	
OTES Re-calibration	3/26/2015	3/26/2017
OSCES Credential	edit 8/5/2016 	

Principal User Search

The next option on the **Staff Management** dashboard is the **User Search** icon. This feature allows a user to view and edit a staff member, as discussed in the previous section, without having to access that user by browsing the Staff Assignment feature area.



Click on the **User Search** icon to be directed to the screen below.

OHIO eTPES
TEACHER ON PROBATION EVALUATION SYSTEM

0 Thomas Superintendent

HOME ADMINISTRATION EDUCATORS REPORTS HELP

Home > Administration > Staff Management > User Search

User Search

Teacher

Enter a State ID, first, or last name and click on the search results list item to access the User Dashboard.
NOTE: All users in the eTPES system must have a valid State ID. Please use this search feature to assist with employee transfers and relocations.

User Search Results

Show 10

First Previous 1 2 3 4 6 Next Last

State ID	Last Name	First Name	Location(s)	Action
JT0000002	Teacher	Jason	Multiple Locations	User Profile
MT0000001	Teacher	Mary	Multiple Locations	User Profile
MT0000002	Teacher	Mary	Multiple Locations	User Profile
MT0000003	Teacher	Mary	Training School 3 (700003)	User Profile

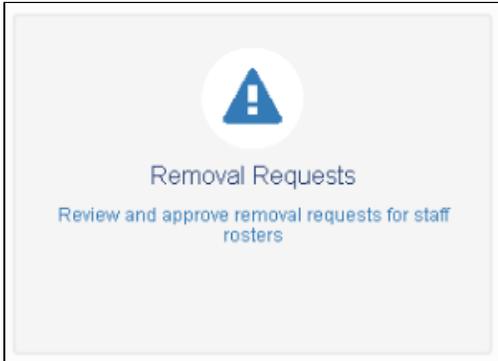
Enter a portion of the State ID, first name, or last name of the person of interest. Once the results are provided, a user profile can be viewed for a selected record by clicking on the **User Profile** link on the right side of the screen.

State ID	Last Name	First Name	Location(s)	Action
JT0000002	Teacher	Jason	Multiple Locations	User Profile

The **User Profile** link will direct the system to that user's Account Settings and Staff Assignments that were discussed in the previous section.

Principal Removal Request

The third option on the **Staff Management** dashboard is the **Removal Requests** icon.



The **Removal Requests** feature gives the ability to approve the removal of a staff member from a roster. A user will have the ability to request removal of their name from a roster if they feel there is any inaccuracy. The Administrator must approve or reject such requests via the Removal Requests feature.

Important Information: This feature does NOT apply to the removal of Superintendents or Designees. Any changes for these roles must be made using the State OEDS system.

Click on the **Removal Requests** icon to be directed to the screen below.

Home > Administration > Staff Management > Removal Requests

Removal Requests

The staff assignments listed below have been set by the user for removal for the IRN and role specified. Please select one or more record(s), then click the Remove staff assignment or Keep staff assignment button as appropriate.

Remove staff assignment(s) Keep staff assignment(s)

Staff Removal Requests						
<input type="checkbox"/>	State ID	Name	LEA	Building	Role	Status
<input type="checkbox"/>	TR0000002	Principal, Tony	Training District 2 (900002)	Training School 2.A (700002)	Principal	Pending Removal
<input type="checkbox"/>	RT0000002	Teacher, Robert	Training District 2 (900002)	Training School 2.A (700002)	Teacher	Pending Removal

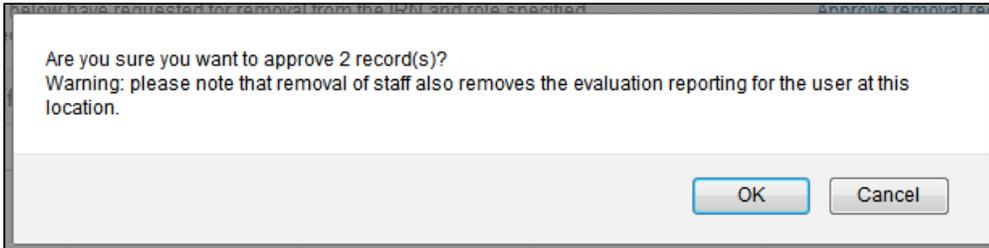
If there are no pending removal requests, a message will appear indicating no staff removal requests were found.

Approve or Reject Staff Removal Requests

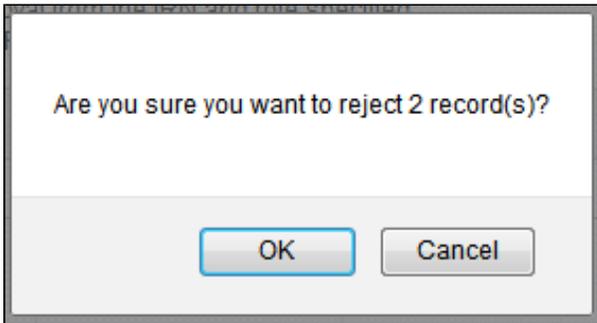
Select one or more removal requests by clicking the check-boxes to the left of each row. Select all records by clicking the check-box at the top left next to the State ID column label.

Then, select the **Remove staff assignment(s)** or the **Keep staff assignment(s)** button depending on the desired outcome. Removing an Educator will allow for the removal from a roster. The keep staff assignments action will prevent the removal from roster and cancel the request.

Click the **Remove staff assignment(s)** button and the following confirmation window will appear. Click **OK** to proceed with the staff removals or **Cancel** to return to the previous selection screen with no action.



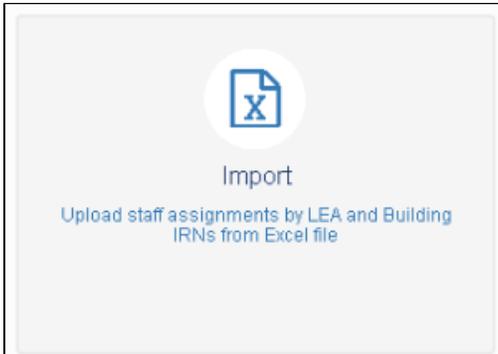
Click the **Keep staff assignments** button and the following confirmation window will appear. Click **OK** to proceed with the removal cancellations or **Cancel** to return to the previous selection screen with no action.



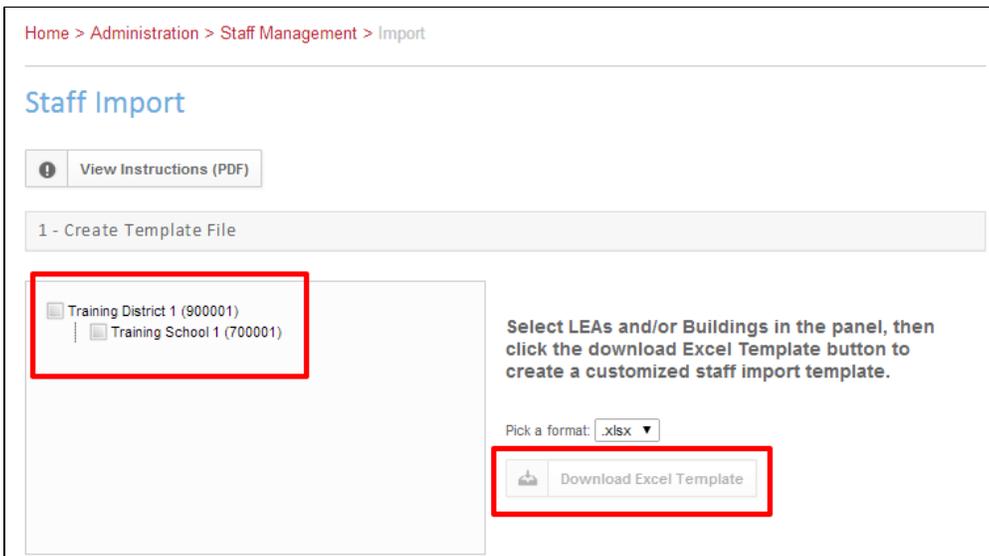
WARNING: No evaluation data is removed during this process. You may correct an accidental removal by restoring the staff position using other Staff Management tools.

Principal Staff Import

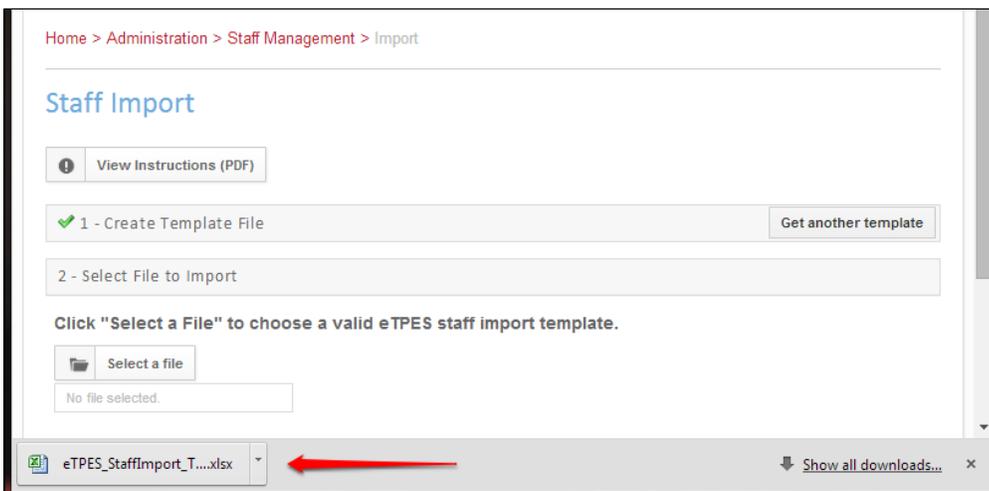
The **Staff Import** feature, is accessed by clicking on the **Administration** tab, **Staff Management** icon.



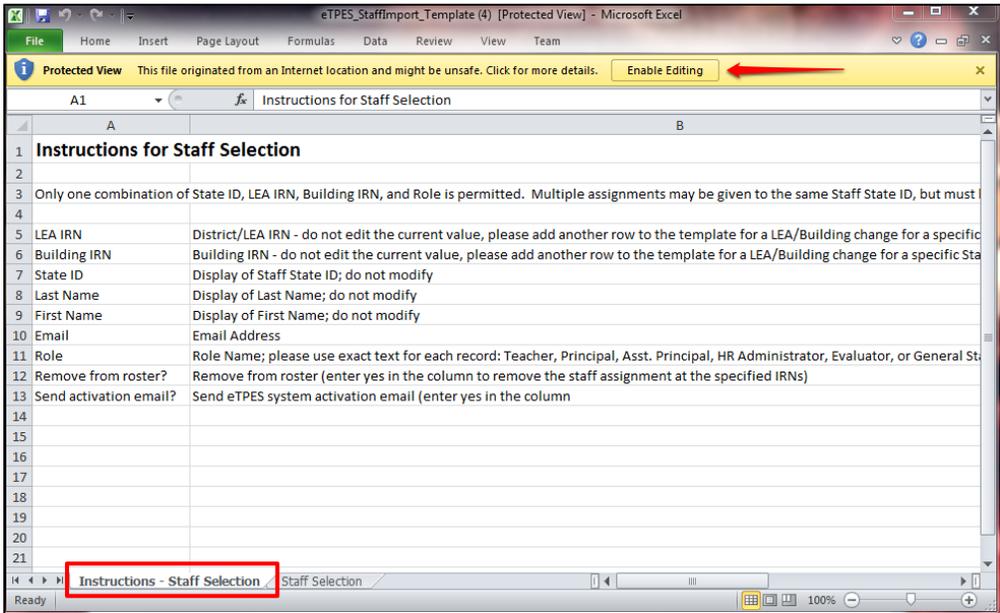
Select the LEA(s) or Building(s) for which to modify staff assignments. Once the locations have been selected, click on the **Download Excel Template** icon, outlined in red below.



When prompted to open the file in Excel, press **OK**.



After clicking **OK**, the template will appear in Excel as shown below. Make sure to click on **Enable Editing** in order to add data to the spreadsheet. Follow the instructions on the **Instructions** tab to complete the template.



The template that is downloaded will have nine columns that are both gray and white. The gray columns are not to be edited or changed. This information is provided to the eTPES system through OEDS, EMIS and other vendor systems. If changes need to be made, please contact those respective representatives for your LEA.

The only white columns that you have the ability to change are:

- Email
- Role
- Remove from Roster?
- Send Activation Email?

All other fields will be populated based on the information provided by the state system.

Removing a User

To remove a user from an LEA, go to the **Remove from Roster?** column on the template. The default to this column is to have the field marked NO. To remove the user, manually type YES into this field.

WARNING: Do not delete a row in an attempt to remove a user from your roster; the row removal will be ignored during import into eTPES. The system must identify the text "YES" in the Remove from Roster column in order to properly remove a user from the roster.

Adding a User

To add a new user to a roster, go to the end of the user list on the template. Copy and paste the LEA and Building IRNs (if applicable) from the previous user's row, add the state ID, first and last name, email address, and role. Enter **No** in the **Remove from Roster** column. If the user is new to eTPES, enter **Yes** in the **Send activation email** column. If not, enter **No**. The **Activation Status** or **Activation Date** columns should be left blank.

WARNING: The Role entered must be a valid role name in eTPES. Valid roles are TEACHER, PRINCIPAL, ASST. PRINCIPAL, HR ADMINISTRATOR, EVALUATOR, and GENERAL STAFF

Moving a User

To move a user from one building to another, remove the user from their original building and then add them to another building. To remove them from their original building, follow the steps as explained above by entering **Yes** in the **Remove from Roster** field. This will remove them from that building's roster.

To add that user to another building, follow the steps above for adding a new user by copying and pasting the LEA and building from the previous

user's row in the template, then add the new Building IRN for the added user. Fill out the state ID, first and last name, email, role, and remaining fields. Ensure the **Remove from Roster?** field reads NO.

Once the form has been completed, go to **File** and then **Save As**. It is recommended to save this template to the Desktop.

Scroll down on the **Staff Import** page and click the **Select a File** button to find the document that was just saved.

The screenshot shows the 'Staff Import' interface. At the top, there is a 'View Instructions (PDF)' button. Below that, a progress bar shows '1 - Create Template File' as completed, with a 'Get another template' button. The current step is '2 - Select File to Import'. A text instruction reads: 'Click "Select a File" to choose a valid eTPES staff import template.' Below this, a file selection button labeled 'Select a file' is highlighted with a red rectangle. A text input field below the button contains the text 'No file selected'.

Once the correct file is selected, click **Submit for Processing**.

The screenshot shows a text instruction: 'Next click "Submit for Processing" to begin the upload process.' Below the text is a button labeled 'Submit for Processing' with a small icon of a document with an arrow pointing up.

The eTPES system will process the changes and additions that have been made to the template.

Before changes are applied, click on **View Error Report**.

The screenshot shows the '3 - Process File' step. A message states: 'Upload and processing complete. Next, review the changes and check for errors. To complete the process click "Apply Changes".' Below the message, three buttons are visible: 'View Error Report' (highlighted with a red box), 'Apply Changes', and 'Cancel Changes'. At the bottom, there is a text area containing the following text: 'Instructions - Staff Selection Skipping Instructions - Staff Selection, it is a help sheet. Staff Selection Sheet Staff Selection completed. File processing complete.'

This report will be in Excel and provide an opportunity to review the records that will be uploaded to the system, as shown below.

At the bottom of the Excel sheet, there will be an additional tab labeled **Errors - Staff Selection Record**.

A	B
1	Instructions for Staff Selection
2	
3	Only one combination of State ID, LEA IRN, Building IRN, and Role is permitted. Multiple assignments may be given to the same Staff State ID, but must be in different LEA/Building IRNs.
4	
5	LEA IRN District/LEA IRN - do not edit the current value, please add another row to the template for a LEA/Building change for a specific State ID
6	Building IRN Building IRN - do not edit the current value, please add another row to the template for a LEA/Building change for a specific State ID
7	State ID Display of Staff State ID; do not modify
8	Last Name Display of Last Name; do not modify
9	First Name Display of First Name; do not modify
10	Email Email Address
11	Role Role Name; please use exact text for each record: Teacher, Principal, Asst. Principal, HR Administrator, Evaluator, or General Staff
12	Remove from roster? Remove from roster (enter yes in the column to remove the staff assignment at the specified IRNs)
13	Send activation email? Send eTPES system activation email (enter yes in the column); this column will default to no and be locked if a user is already active
14	Activation Status Activation status; send activation email will be ignored on import if the user is already active
15	Activation Date Activation date; if the user's activation status is Activated, this will contain the date they were activated
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Click on this tab to view the errors. Scroll over to the last column on the right and review the messages that begin with **Error**.

IMPORTANT NOTE: The errors cannot be corrected from the error report. Once the errors have been reviewed, it is very important to go back into the original template and correct the errors. Then re-submit the template and apply the changes.

Upon review of the data and correction of the errors, click **Apply Changes** to finalize the changes.

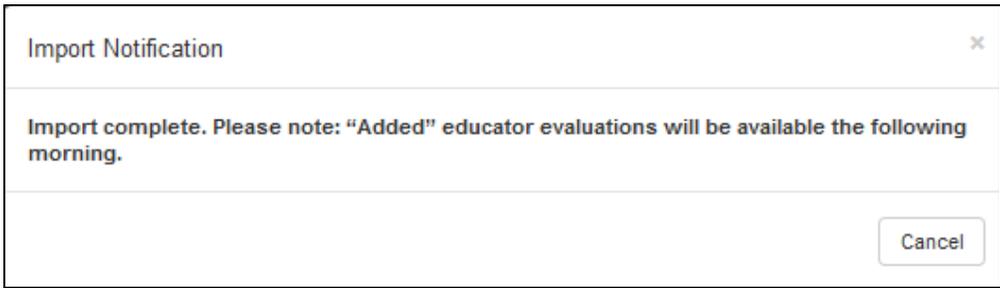
3 - Process File

Upload and processing complete. Next, review the changes and check for errors. To complete the process click "Apply Changes".

Instructions - Staff Selection Skipping Instructions - Staff Selection, it is a help sheet.
 Staff Selection Sheet Staff Selection completed.
 File processing complete.

A notification of completion will appear.

IMPORTANT NOTE: The ADDED educators will display on the Educator tab as Pending. The evaluations will be created overnight and be available the following morning. All other changes will be available immediately.



The roster can now be accessed by clicking on the **Educators** tab on the tool bar and clicking the **Educators** button, shown below.

WARNING: Users with a role of General Staff will not be evaluated in eTPES and do not display in the Educators tab lists.

HOME ADMINISTRATION STUDENT GROWTH **EDUCATORS** REPORTS HELP

Home > Educators

Academic Year: 2014-2015
 LEA: Training District 1 (900001)
 Building: Training School 1 (700001)
 Educator Type: Principals Teachers

Aggregated Completion Status

Category	Count	Percentage
G/IP	0 of 2	0 %
O1	0 of 2	0 %
O2	0 of 2	0 %
SGM	0 of 2	0 %
FS	0 of 2	0 %

Last Updated: 7/30/2014 12:16:16 PM

Educators

Show: 10 Search: []

State ID	Educator	Building(s)	Evaluation	Completion Status
MT0000001	Teacher, Mary	Training School 1 (700001)	Teacher (all electronic forms)	G/IP O1 O2 SGM FS Evaluation
RT0000001	Teacher, Robert	Training School 1 (700001)	Teacher (all electronic forms)	G/IP O1 O2 SGM FS Evaluation

Show: 10 Showing 1 to 2 of 2 entries

WARNING: Any user data that is uploaded to the eTPES system through this feature will be considered accurate and real data. Therefore, any upload for an LEA or building-based import MUST be comprehensive to avoid automated removal of staff that is not intended.

Principal Evaluator Management

The **Evaluator Management** feature of the **Administration** tab has three tools to assist an Administrator:

Feature Area	Tasks
LEA Approved Evaluators	<p>Review a listing of all credentialed OTES and OPES evaluators in your LEA</p> <p>Approve all staffed OTES evaluators to be utilized in the LEA</p> <p>Approve all staffed OPES evaluators to be utilized in the LEA</p> <p>Approve all staffed OSCES evaluators to be utilized in the LEA</p> <p>Individually approve or remove OTES, OPES and OSCES credentialed evaluators</p>
Evaluator Assignments	<p>Review all primary and secondary evaluators by educator assignment within a selected building</p> <p>Add or remove secondary evaluators for one or more selected educators at a time</p> <p>Add or change primary evaluator assignment for one or more selected educators at a time</p>
Issue Resolution	<p>Review all evaluations that do not have a primary evaluator assignment</p> <p>Add a primary evaluator assignment</p>

WARNING: The LEA Approved Evaluators feature is only available for Superintendents and Superintendent Designees.



LEA Approvals

Update availability settings for credentialed evaluators within LEA staff lists



Assignments

View and update primary and secondary evaluator assignments

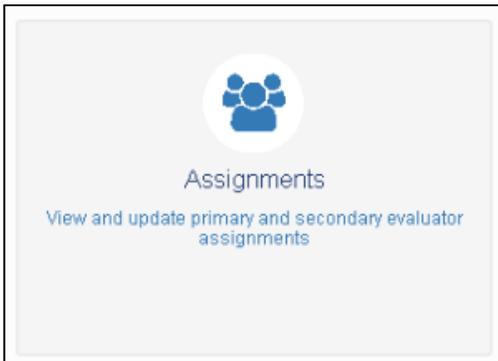


Issue Resolution

Review and correct missing primary evaluator assignments for educators

Principal Evaluator Assignment

The **Assignment** feature provides a way to assign primary and secondary Evaluators to one or more Educators at a time.



A selection screen for LEAs or Buildings will appear for users with multiple locations. Select **View Evaluator Assignments** to access the list of Educators and the current Evaluators for a specific location.

Important Note: To toggle the list of Educators from Teachers to Principals, click the **View Principals** link to change the list to OPES evaluations. To restore the view to Teachers, click the **View Teachers** link.

To assign a primary Evaluator to an Educator, simply check the box on the line of the desired Educator(s). The **Edit Selected Record(s)** button will appear above the list of Educators. Clicking that button will bring up a list of available primary Evaluators for the building.

Home > Administration > Evaluator Management > Assignments > LEA: Training District 2 (900002) > Building: Training School 2.A (700002)

Training School 2.A (700002)

[View Teachers](#) [View Principals](#)

Select one or more educators in the list below and click Edit Selected Record(s) to modify the Primary and/or Secondary Evaluator assignments. Note: Evaluators must be credentialed and approved in order to be available in selection lists.

 [Edit Selected Record\(s\)](#)

Evaluator Assignments for Teachers					
<input type="checkbox"/>	State ID	Name	Evaluation Type	Primary Evaluator	Secondary Evaluator(s)
<input type="checkbox"/>	JT0000002	Teacher, Jason	OTES	Principal, Tony	
<input type="checkbox"/>	MT0000002	Teacher, Mary	OTES	Principal, Tony	
<input type="checkbox"/>	RT0000002	Teacher, Robert	OTES	Principal, Tony	

Check the box next to the Primary Evaluator to make a selection. If needed, click the link in the screen on the right to display a list of available secondary Evaluators.

Important Note: The selected primary Evaluator will not be available to choose as a secondary Evaluator for the same Educator.

Manage Evaluators Window

Primary Evaluator:
Choose one evaluator to be the primary evaluator.

Principal, Jane (TR0000001) Training School 1 Principal	<input type="checkbox"/>
Superintendent, Jane (TS0000001) Training District 1 Superintendent	<input checked="" type="checkbox"/>

[click here to add secondary evaluators...](#)

This will change the primary evaluator on 1 record(s).

Cancel

Below is an example of the list available of secondary Evaluators.

Manage Evaluators Window

<p>Primary Evaluator: Choose one evaluator to be the primary evaluator.</p> <table border="0"> <tr> <td>Principal, Jane (TR0000001) Training School 1 Principal</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Superintendent, Jane (TS0000001) Training District 1 Superintendent</td> <td><input type="checkbox"/></td> </tr> </table> <p>No changes have been selected.</p>	Principal, Jane (TR0000001) Training School 1 Principal	<input type="checkbox"/>	Superintendent, Jane (TS0000001) Training District 1 Superintendent	<input type="checkbox"/>	<p>Secondary Evaluator(s): Choose one or more evaluators to be secondary evaluators.</p> <table border="0"> <tr> <td>Principal, Jane (TR0000001) Training School 1 Principal</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Superintendent, Jane (TS0000001) Training District 1 Superintendent</td> <td><input type="checkbox"/></td> </tr> </table> <p>No changes have been selected.</p>	Principal, Jane (TR0000001) Training School 1 Principal	<input type="checkbox"/>	Superintendent, Jane (TS0000001) Training District 1 Superintendent	<input type="checkbox"/>
Principal, Jane (TR0000001) Training School 1 Principal	<input type="checkbox"/>								
Superintendent, Jane (TS0000001) Training District 1 Superintendent	<input type="checkbox"/>								
Principal, Jane (TR0000001) Training School 1 Principal	<input type="checkbox"/>								
Superintendent, Jane (TS0000001) Training District 1 Superintendent	<input type="checkbox"/>								

Cancel

One primary evaluator can be selected and one or more secondary evaluators can be selected. Click the box and then click **Apply**. Confirm the changes made to the Educators selected by clicking **OK** to confirm the changes. The new Evaluators names will populate on the screen.

Evaluator Assignments for Teachers					
<input type="checkbox"/>	State ID	Name	Evaluation Type	Primary Evaluator	Secondary Evaluator(s)
<input type="checkbox"/>	MT0000001	Teacher, Mary	OTES	Principal, Jane	Superintendent, Jane
<input type="checkbox"/>	RT0000001	Teacher, Robert	OTES	Principal, Jane	Superintendent, Jane

To update Evaluator assignments for more than one Educator, select multiple check-boxes in the Evaluator Assignment list.

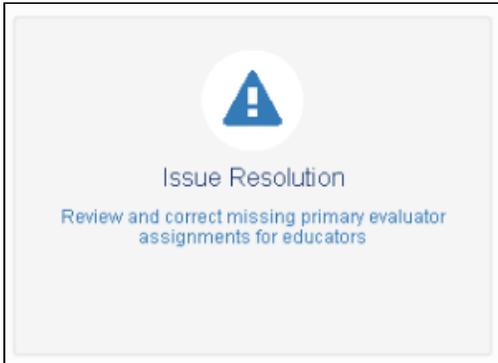
Evaluator Assignments for Teachers		
<input type="checkbox"/>	State ID	Name
<input checked="" type="checkbox"/>	ZZ6085183	Teacher, Karen
<input type="checkbox"/>	ZZ6995484	Teacher, Mark
<input checked="" type="checkbox"/>	ZZ4120687	Teacher, Robert
<input checked="" type="checkbox"/>	ZZ1147713	Teacher, Sally
4 record(s)		
<input type="button" value="Edit 3 Selected Record(s)"/>		

When Evaluators are chosen for the group of Educators, click **Apply**, then **OK**. If an individual Educator needs further changes, they may be selected individually.

Note: Evaluator assignments can also be changed on a per educator basis on the Educator tab.

Principal Evaluator Issue Resolution

The Evaluator **Issue Resolution** feature allows an Administrator to view and correct educators that do not currently have a primary Evaluator assigned. A new primary Evaluator can be assigned if the original Evaluator has been removed or deactivated from the approved credentialed evaluator list.



Important Note: The full-featured Evaluator Assignment utility is a recommended alternative to assign Evaluators to more than one Educator at a time. The Issue Resolution screen is useful for monitoring and correcting problems that arise from staff removals or additions during the year.

Click the **Assign Evaluator** link for a specific Educator to correct the missing primary Evaluator.

The list of educators below have evaluations that require a Primary Evaluator assignment. Please assign a Primary Evaluator to each record.

Issue Resolution: Evaluations without Primary Evaluators

Show
Search:

First
Previous
1
Next
Last

State ID	Name	LEA	Building	Evaluation Type	Action
ZZ7432305	Principal, Samantha	Demonstration District 1	School B	OPES	Assign Evaluator
ZZ8215968	Principal, Matthew	Demonstration District 1	School C	OPES	Assign Evaluator
ZZ0131738	Principal, Catherine	Demonstration District 1	School D	OPES	Assign Evaluator
ZZ4120687	Teacher, Robert	Demonstration District 1	School A	OTES	Assign Evaluator
ZZ1147713	Teacher, Sally	Demonstration District 1	School A	OTES	Assign Evaluator
ZZ7688661	Teacher, Michael	Demonstration District 1	School C	OTES	Assign Evaluator
ZZ8558818	Teacher, Jennifer	Demonstration District 1	School D	OTES	Assign Evaluator
ZZ5714359	Teacher, Preston	Demonstration District 1	School B	OTES	Assign Evaluator
ZZ6995484	Teacher, Mark	Demonstration District 1	School A	OTES	Assign Evaluator

Show
Showing 1 to 9 of 9 entries

First
Previous
1
Next
Last

A list of approved primary Evaluators for the Educator's building will be displayed.

Change Primary Evaluator

Select one LEA approved evaluator to be the Primary Evaluator:

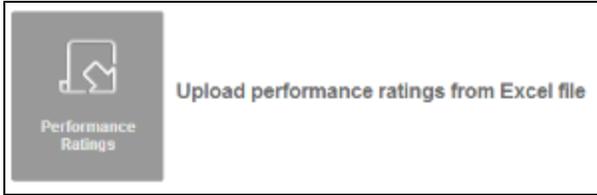
Superintendent, Jane (ZZ4877821)

Demonstration District 1 | Practice Superintendent

[Cancel](#)

Select one of the Evaluators in the list and click **Apply** to confirm the assignment.

Principal Administration Performance Ratings



Important Information:

The Performance Ratings icon will allow Option 3 LEAs to bulk import performance ratings from an Excel file. Options 3 LEAs will also have the ability to manually enter performance ratings through the Final Summative form for each individual Educator.

LEAs that are set up with Option 1 or 2 will not have the ability to bulk import performance ratings and will have to enter ratings manually for each individual Educators through the Final Summative form once a formal observation has been completed through eTPES.

To begin the Performance Ratings Import, go to the **Administration** tab on the eTPES Dashboard. Once you are on the Administration page, click on the performance rating import icon to be directed to the import feature.

This feature is similar in functionality to the Staff Import and SGM Import features in eTPES.

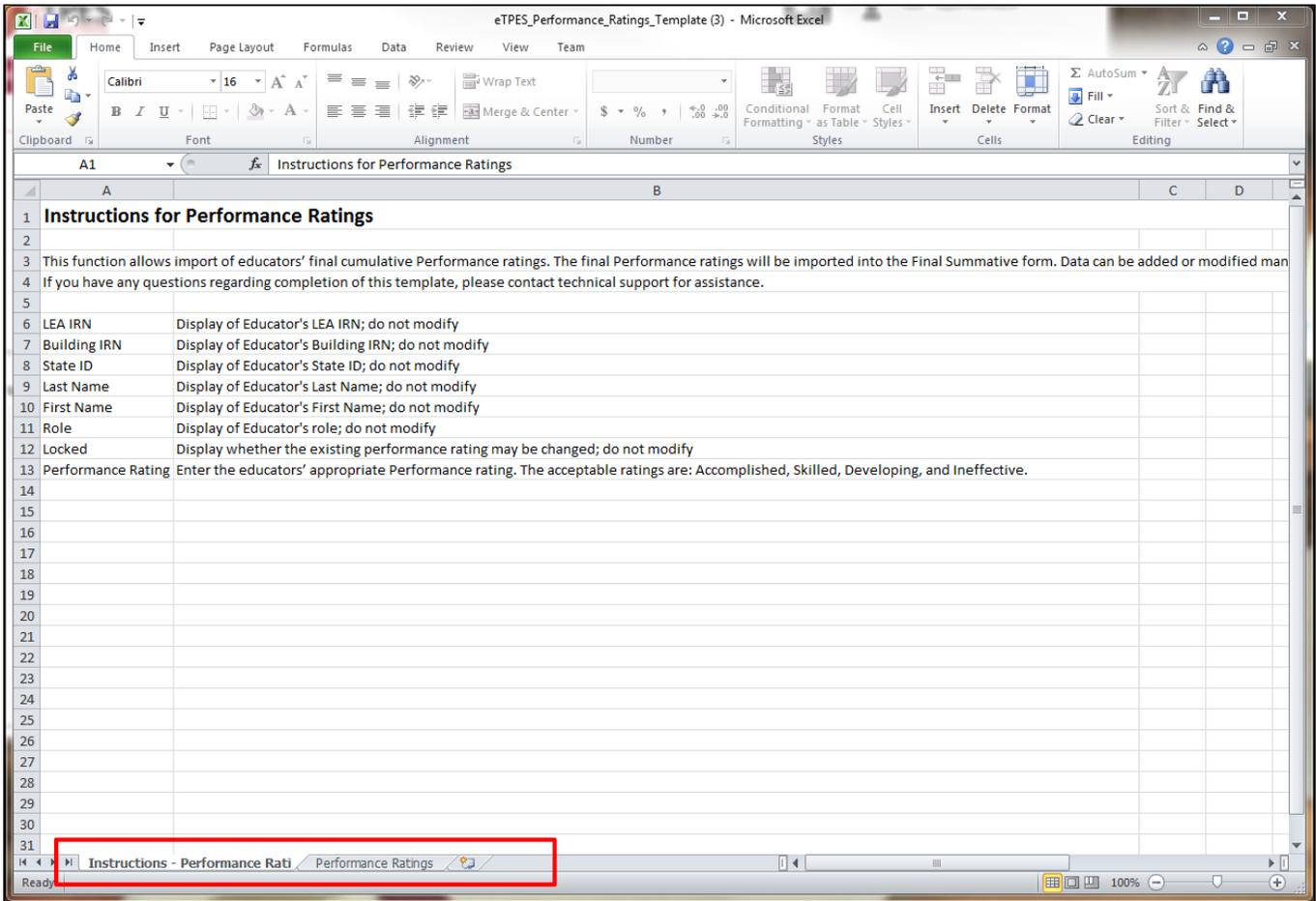
Important Information: This feature must be completed on a desktop or a laptop rather than an iPad.

Step One - Create Template File

The screen has three sections. The first section will create the template file. To begin, click on the LEA or building for which you will be importing performance ratings, select a format, and then click on the **Download Excel Template** button.

A screenshot of a web application interface. At the top, a breadcrumb trail reads "Home > Administration > Performance Ratings import". Below this is a blue heading "Performance Ratings Import". A grey bar contains the text "1 - Create Template File". On the left, a list of items is shown: "Training District 1" and "Training School 1", both with green checkmarks. A red box highlights this list. On the right, there is instructional text: "Select LEAs and/or Buildings in the panel, then click the download Excel Template button to create a customized ratings template." Below this text is a dropdown menu labeled "Pick a format:" with ".xlsx" selected. A red box highlights the "Download Excel Template" button, which has a download icon.

When you open the template, there will be tabs at the bottom of the page that will guide you through filling it out. The first tab is the Instructions tab. Please read through these instructions prior to filling out the template as these instructions are important.



Note that Performance Ratings can be added or modified manually after importing.

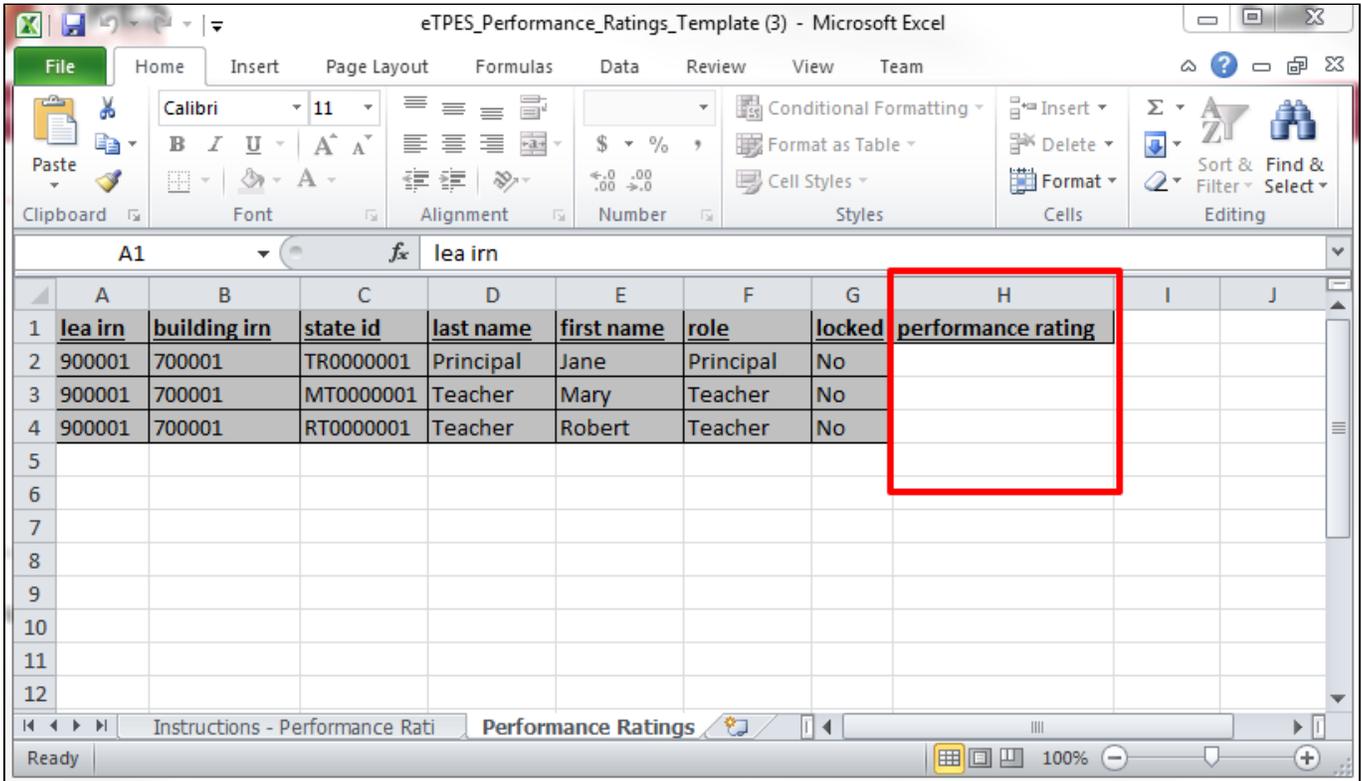
Important Information:

A new template must be created each time an import is completed.

Do NOT re-use a template. The import will overwrite the existing data with the data from the template.

If the Administrator has entered their PIN to complete the Final Summative Rating for any Educator, changes cannot be made on the template for that particular Educator. The performance rating for that Educator will be gray and cannot be edited.

Click on the Performance Ratings tab on the template to display the Educators and their performance rating, if previously entered.



A few things to remember each time you fill out a template:

- The gray columns are not able to be edited on the template.
- Educators cannot be added or removed from the template.
- Enter the new ratings to be imported in the **Performance Rating** column.
- The acceptable ratings are: **accomplished, skilled, developing** and **ineffective**.

When the performance ratings have been entered on the template, go to **File** and **Save As**. It is recommended that the file be saved to the Desktop so that it can be easily retrieved.

Step Two – Select File to Import

In this section, select the template file you created by clicking on **Select a file**.

Find the file that was just saved on the desktop, and double click on it to open it in the system.

Click **Submit for Processing**.

Performance Ratings Import

✓ 1 - Create Template File

2 - Select File to Import

Click "Select a Ratings File" to choose a valid eTPES Ratings template.

Select a file

eTPES_Performance_Ratings_Template
(3).xlsx

Next click "Submit for Processing" to begin the upload process.

Submit for Processing

Step Three - Process File

When the **Submit for Processing** button is clicked eTPES will check for errors. To view the error report, click on **View Error Report** and open the file.

This file will contain the information you imported and any errors. Look at the bottom of the screen for the tab labeled **Errors**. This tab will list the errors in the last column. Review the errors, correct them in the template file and save the file. eTPES will indicate the errors that were found similar to what is shown below.

Performance Ratings Import

✓ 1 - Create Template File

✓ 2 - Select File to Import

3 - Process File

Upload and processing complete. Next, review the changes and check for errors.
To complete the process click "Apply Changes".

View Error Report

Apply Changes

Cancel Changes

This report will be an Excel file and provide an opportunity to review the records that will be uploaded to the system. If there are errors to view, an error tab at the bottom will appear to indicate that.



When the error tab is selected, the template will detail all of the errors that need to be corrected.

Errors for Performance Ratings										
lea irm	building id	state id	last name	first name	role	locked	performal	Row Num	Error	
900002	700002	TR000000	Principal	Tony	Principal	No	3	2	Performance rating value is invalid, please see the help sheet for valid values.	
900002	800002	KP000000	Principal	Karen	Principal	No	3	3	Performance rating value is invalid, please see the help sheet for valid values.	
900002	700002	MT000000	Teacher	Mary	Teacher	No	3	4	Performance rating value is invalid, please see the help sheet for valid values.	
900002	700002	RT000000	Teacher	Robert	Teacher	No	3	5	Performance rating value is invalid, please see the help sheet for valid values.	
900002	800002	ST000000	Teacher	Susan	Teacher	No	3	6	Performance rating value is invalid, please see the help sheet for valid values.	
900002	Multiple	JT000000	Teacher	Jason	Teacher	No	3	7	Performance rating value is invalid, please see the help sheet for valid values.	

The example shows that invalid values have been entered. Go back to the template file, correct the errors, save the file and start back at step 2 to import the new file.

WARNING: If the template file is loaded with the errors, the rows with errors will not be loaded.

When there are no more errors and the template is ready to be processed, click on **Apply Changes**.

✔ 1 - Create Template File

✔ 2 - Select File to Import

3 - Process File

Upload and processing complete. Next, review the changes and check for errors. To complete the process click "Apply Changes".

! View Error Report

Apply Changes

Cancel Changes

Instructions - Performance Rati Skipping Instructions - Performance Rati, it is a help sheet.
 Performance Ratings Sheet Performance Ratings completed.
 File processing complete.

When the changes have been processed a message will appear that indicates the Import is complete. Press **OK**.

Performance Ratings Import

- ✓ 1 - Create Template File
- ✓ 2 - Select File to Import
- 3 - Process File

View Error Report **Apply Changes** **Cancel Changes** **Perform Another Import**

Instructions - Performance Rati Skipping Instructions - Performance Rati, it is a help sheet.
Performance Ratings Sheet Performance Ratings completed.
File processing complete.
Starting application of 3 changes.
Performance rating saved for Jane Principal.
Performance rating saved for Mary Teacher.
Performance rating saved for Robert Teacher.
Updates committed.

The page at training.ohiotpes.com says:

Import complete!

OK

Now that this has been completed, the performance ratings are able to be viewed in the Educators' Final Summative Evaluation form.

Principal Evaluations Tab

The **Evaluations Tab** will display your evaluation. For general information regarding the evaluation form see the section under **Educators Tab** titled **Evaluation Form General Information**.

Evaluation Forms

EVALUATION FORMS	EVIDENCE & ARTIFACTS				
OPTIONAL SELF-ASSESSMENT					
	Self-Assessment A Completion Process: Educator Only (Private)	-	N/A	Not Started	  
	Self-Assessment B Completion Process: Educator Only (Private)	-	N/A	Not Started	  
STEP 1: PROFESSIONAL GROWTH AND IMPROVEMENT PLANS					
	Professional Growth Plan Completion Process: Educator First, Evaluator Closes	-	-	Not Started	  
	Improvement Plan Completion Process: Evaluator First, Educator Closes	-	-	Not Started	
	Improvement Plan: Evaluation of Plan Completion Process: Evaluator First, Educator Closes	-	-	Not Started	
STEP 2: FORMATIVE ASSESSMENT, OBSERVATION AND EXAMINATION OF ARTIFACTS					
	Formal Observation/Examination of Artifacts (1) Completion Process: Evaluator First, Educator Closes	-	-	Not Started	
	Informal Observation (1) Completion Process: Evaluator First, Educator Closes	-	-	Not Started	
STEP 3: PERFORMANCE RATING RUBRIC					
	Performance Rating Rubric Completion Process: Evaluator First, Educator Closes	-	-	Not Started	
STEP 4: STUDENT GROWTH MEASURES (SGM)					
	SGM Educator Ratings Worksheet Completion Process: Evaluator, Educator Views	N/A	-	Not Started	
STEP 5: FINAL SUMMATIVE					
	Final Summative Rating of Principal Effectiveness Completion Process: Evaluator First, Educator Closes	-	-	Not Started	

The Evaluation Forms include the following steps:

Optional Self-Assessment

Step 1 Professional Growth and Improvement Plans

Step 2 Formative Assessment, Observation and Examination of Artifacts

Step 3 Performance Rating Rubric

Step 4 Student Growth Measures (SGM)

Step 5 Final Summative

Each step is discussed in the following sections.

Principal Optional Self-Assessments

The first part of the workflow for LEAs using the setup option 1 (all electronic forms) or 2 (combination electronic and LEA-developed forms) is the **Optional Self-Assessment** section.

In eTPES, you have the option to fill out one, both, or none of the listed self-assessment forms.

OPTIONAL SELF-ASSESSMENT		EDUCATOR	EVALUATOR			
	Self-Assessment A Completion Process: Educator Only (Private)	-	N/A	Not Started		
	Self-Assessment B Completion Process: Educator Only (Private)	-	N/A	Not Started		

Self-Assessment A

Click on the form title, or hyperlink, to open the form.

Important Note: This form is private and only accessible by the Principal. The Evaluator cannot view or edit this form. Upon completion, the Evaluator will be notified the form is complete, but will not be able to view or edit the form.

Below is a view of Standard 1: Continuous Improvement. You will see the description of the standard as well as an essential question that complements the standard.

You will then see a series of questions related to the standard.

You will mark each question as:

Never

Rarely

Sometimes

Frequently

Always

You also have the ability to clear the selection completely by clicking on the **clear selection** link next to the choices.

Standard 1: Continuous Improvement

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

ESSENTIAL QUESTION: *Do you lead the change process for continuous improvement?
Consider each of the statements below. Choose the response that most accurately represents your performance.*

1.1 I identify and include stakeholders in the process of developing a shared vision.

Never Rarely Sometimes Frequently Always [clear selection](#)

1.2 I implement a process for the development of a shared vision.

Never Rarely Sometimes Frequently Always [clear selection](#)

1.3 I remain focused on the vision through difficulties, setbacks and failures.

Never Rarely Sometimes Frequently Always [clear selection](#)

1.4 I identify goal areas that promote high levels of achievement for all students and staff.

Never Rarely Sometimes Frequently Always [clear selection](#)

1.5 I focus attention on established goals.

Never Rarely Sometimes Frequently Always [clear selection](#)

1.6 I communicate the expectation of high learning and achievement for all students.

Never Rarely Sometimes Frequently Always [clear selection](#)

1.7 I use my knowledge of the Ohio Standards for the Teaching Profession to support teachers' professional growth.

Never Rarely Sometimes Frequently Always [clear selection](#)

1.8 I articulate well-defined beliefs about teaching, schooling and learning in response to the environment and levels of student achievement.

Never Rarely Sometimes Frequently Always [clear selection](#)

The next four standards will follow the same format as Standard 1.

Standard 2: Instruction
<i>Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.</i>
ESSENTIAL QUESTION: <i>Are you the instructional leader for the school?</i> <i>Consider each of the statements below. Choose the response that most accurately represents your performance.</i>

Standard 3: School Operations, Resources and Learning Environment
<i>Principals allocate resources and manage school operations to ensure a safe and productive learning environment.</i>
ESSENTIAL QUESTION: <i>Do you act to create and ensure a nurturing, safe school environment?</i> <i>Consider each of the statements below. Choose the response that most accurately represents your performance.</i>

Standard 4: Collaboration
<i>Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.</i>
ESSENTIAL QUESTION: <i>Do you share leadership and promote a collaborative learning culture?</i> <i>Consider each of the statements below. Choose the response that most accurately represents your performance.</i>

Standard 5: Parents and Community Engagement
<i>Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.</i>
ESSENTIAL QUESTION: <i>Do you involve and engage parents and community in the school?</i> <i>Consider each of the statements below. Choose the response that most accurately represents your performance.</i>

Upon completion of the standards, complete the form by entering your PIN, which can be viewed on your **User Settings** page or by clicking on the **Forgot your PIN?** link.

Self-Assessment B

Click on the form title, or hyperlink, to open the form.

Important Note: This form is private and only accessible by the Principal. The Evaluator cannot view or edit this form. Upon completion, the Evaluator will be notified the form is complete, but will not be able to view or edit the form.

This form lists the five standards with sub-standards listed below. Indicate whether each sub-standard is an **Area of Strength** or an **Area of Growth**. To clear the selection, click on the **clear selection** link next to each choice.

Standard 1: Continuous Improvement

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

1.1 Articulation and realization of a shared vision of continuous improvement.

- Area of Strength Area of Growth [clear selection](#)

1.2 Process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.

- Area of Strength Area of Growth [clear selection](#)

1.3 Leading the change process.

- Area of Strength Area of Growth [clear selection](#)

1.4 Anticipating, monitoring and responding to educational developments that affect schools issues and environment.

- Area of Strength Area of Growth [clear selection](#)

1.5 Evidence to support rating:

Here is the evidence supporting my rating

Each subsequent standard will be assessed in the same format.

Standard 2: Instruction

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

Standard 3: School Operations, Resources and Learning Environment

Principals allocate resources and manage school operations to ensure a safe and productive learning environment.

Standard 4: Collaboration

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

Standard 5: Parents and Community Engagement

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

At the bottom of this self-assessment, select two standards that are priorities for the upcoming year.

6. Priorities

6.1 Identify two priorities (two standards) for the upcoming year:

- Standard 1: Continuous Improvement
- Standard 2: Instruction
- Standard 3: School Operations, Resources and Learning Environment
- Standard 4: Collaboration
- Standard 5: Parents and Community Engagement

Complete the form by entering your PIN, which can be viewed on your **User Settings** page or by clicking on the **Forgot your PIN?** link.

Principal Step 1 Professional Growth and Improvement Plans

Step one of the workflow for LEAs using the setup option 1 (all electronic forms) or 2 (combination electronic and LEA-developed forms) is the **Professional Growth and Improvement Plans**.

Important Information:

Either the Professional Growth Plan or the Improvement Plan is required.

If the educator is on a Professional Growth Plan, then that form is required and the other two forms can be skipped.

If a educator is on an Improvement Plan, then that form is required.

The Professional Growth Plan can then be skipped by clicking Optional, next to the Start button.

The Improvement Plan Evaluation of Plan will be completed later in the year, only if the educator is on the Improvement Plan.

The **Professional Growth Plan** is started by the Principal.

The **Improvement Plan** and the **Improvement Plan Evaluation of Plan** are started by the Evaluator.

These Improvement Plan forms will be available to you once your evaluator has completed them.

Principal Professional Growth Plan

If you are on the **Professional Growth Plan**, click on the hyperlink to open the form and you will be directed to the page below.

Important Note: This form is editable by the Principal and Evaluator. The Principal must complete the form first. Upon Principal completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the Principal will be notified.

To complete the form, fill in each of the sections under the goal listed.

	ANNUAL FOCUS These are addressed by the evaluator as appropriate for this principal	DATE Record dates when discussed	AREAS FOR PROFESSIONAL GROWTH Supports Needed, Resources and Professional Development Evaluator's comments during conference with principal and appropriate to the needs of the principal.
1. GOAL 1: Student Achievement/ Outcomes for Students			
1.1 Goal Statement			
1.2 Evidence Indicators			
2. GOAL 2: Proficiency on Ohio Standards for Principals			
2.1 Goal Statement			
2.2 Evidence Indicators			

To complete the form, enter your PIN, which can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Principal Improvement Plan

If you are on the **Improvement Plan**, it will be locked until the Primary Evaluator completes the form. At that time, the form will become accessible to you. Click on the hyperlink to open the form.

When you view the Improvement Plan, the evaluator's comments will be in read only format. You will only be able to review the comments made by the evaluator.

Important Note: This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.

1. Improvement Statement

List specific areas for improvement as related to the Ohio Standards for the Principals. Attach documentation.

1.1 Performance standard(s) addressed in this plan: **(Required)**

The primary evaluator's notes will be entered in this area regarding the performance standards addressed.

1.2 Date(s) improvement area or concern observed: **(Required)**

The primary evaluator will enter the dates in this area.

1.3 Specific statement of the concern: Areas of improvement: **(Required)**

The primary evaluator will enter the specific areas of improvement in this area.

2. Desired Level of Performance

List specific measurable goals to improve performance. Indicate what will be measured for each goal.

2.1 List Goals: **(Required)**

The primary evaluator will enter the performance goals in this area.

2.2 Level of Performance: Specifically describe successful improvement target(s): **(Required)**

The primary evaluator will enter the level of desired performance and specific improvement targets in this area.

2.3 Beginning Dates: **(Required)**

The primary evaluator will enter the beginning dates for the desired level of performance.

2.4 Ending Dates: **(Required)**

The primary evaluator will enter the ending dates for the desired level of performance.

3. Specific Plan of Action

Describe in detail specific plans of action that must be taken by the Principal to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the Improvement Plan.

3.1 Actions to be taken: **(Required)**

The primary evaluator will enter the specific plans of action in this area.

3.2 Sources of evidence that will be examined: **(Required)**

The primary evaluator will enter the sources of evidence that will be examined in this area.

4. Assistance and Professional Development

4.1 Describe in detail specific supports that will be provided as well as opportunities for Professional Development: **(Required)**

The primary evaluator will enter the supports that will be provided and opportunities for Professional Development in this area.

5. Dates

5.1 Date of Improvement Plan conference: **(Required)**

8/3/2015

5.2 Date for this Improvement Plan to be evaluated: **(Required)**

11/2/2015

To complete the form, enter your PIN, which can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Principal Improvement Plan Evaluation of Plan

The **Evaluation of the Improvement Plan** form will be completed by the Evaluator at the end of the time specified in the Improvement Plan. This form will be locked to the Principal until the Evaluator completes the form.

Click on the form title, or hyperlink, to view the form.

Important Note: This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.

1. Improvement Plan
1.1 This Evaluation refers to the Improvement Plan Conference dated: (Required) 6/1/2015
2. Justification for recommendation
2.1 Provide justification for the recommendation indicated below and attach evidence to support the recommended course of action. (Required) Evaluator will enter justification for recommendation in this area.
3. Recommendation
3.1 The improvement plan has been evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken: (Required) Improvement is demonstrated and performance standards are met to a satisfactory level of performance.
3.2 If Improvement Plan is to be continued for a specific time, enter dates below: <i>(Read Only) This item has not been answered</i>
4. Conference Date
4.1 Evaluation of Improvement Plan conference date: (Required) 6/2/2015

When you have reviewed the form and discussed it with your evaluator, enter your PIN to complete the form. The PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Note that entering your PIN indicates you have been advised of your performance status. It does not necessarily imply that you agree with the evaluation.

Principal Step 2 Formative Assessment, Observation and Examination of Artifacts

Step two of the workflow for LEAs using the setup option 1 (all electronic forms) or 2 (combination electronic and LEA-developed forms) is the Formative Assessment, Observation and Examination of Artifacts.

The Formal and Informal Observations will be unlocked once the primary evaluator completes the forms. When you view the observations, the evaluator's entries will be in read-only format.

Formal Observation

Once the Evaluator completes the **Formal Observation**, click on the form title, or hyperlink, to open and view the form.

Important Note: This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.

The **Formal Observation** will show you the information entered by the Evaluator in read-only format, similar to the image show below.

Standard 1: Continuous Improvement

1.1 Goal focus?
Yes

1.2 Context of observation or focus of artifacts:
The evaluator will enter the context of the observation or focus of artifacts in this area.

1.3 Evidence gathered from observation or description of impact of artifacts as evidence of progress:
The evaluator will enter the evidence gathered from observation or description of the impact of artifacts in this area.

1.4 Feedback:
The evaluator will enter feedback in this area.

View each standard section (as shown above). At the bottom of the form, there is an optional Principal Response section that is available to be filled out.

6. Principal Response (optional)

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Informal Observation

Once the Evaluator completes the Informal Observation, click on the form title, or hyperlink, to open and view the form.

Important Note: This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.

The **Informal Observation** will show you the information entered by the Evaluator in read-only format, similar to the image show below.

1. Observation Information

1.1 Date of walkthrough: **(Required)**
5/28/2015

1.2 Beginning time: **(Required)**
10:30 AM

1.3 Ending time: **(Required)**
10:35 AM

2. Observations

The evaluator will enter observation notes in this area.

3. Evaluator Summary Comments

The evaluator will enter summary comments in this area.

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Principal Step 3 Performance Rating Rubric

Step three of the workflow for LEAs using the setup option 1 (all electronic forms) or 2 (combination electronic and LEA-developed forms) is the Performance Rating Rubric.

The **Performance Rating Rubric** will be locked to the Principal until the Primary Evaluator completes the form.

Important Note: This form is editable by the Evaluator only. Upon Evaluator completion, the Principal will be notified and have access to view the form. After the Principal enters the PIN and clicks on the completion button, the Evaluator will be notified.

The Performance Rating Rubric will show you each standard and what the rating is for each indicator within that standard. Not all standards have to be rated, those that are rated will turn orange to indicate that.

STANDARD 1: CONTINUOUS IMPROVEMENT				
<i>Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.</i>				
	Ineffective	Developing	Skilled	Accomplished
1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.	Principal has not shared the school vision and goals with the staff. Principal has no process for developing a school vision and goals.	Principal has shared the school vision and goals with the staff. A process for developing a school vision and goals is not evident.	Principal has shared the school vision and goals with the staff and there is evidence that these are known. The Principal implements a process for the development of a shared school vision and goals.	Principal collaboratively develops and communicates a shared vision using multiple approaches. The principal challenges existing structures based on data to align them with the shared vision.
1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	Principal refers to the goals on a regular basis, but does not concretely connect them to the day-to-day business of the school.	Principal communicates expectations of high learning and achievement for all students at the beginning of the year. Principal uses knowledge of the Ohio Standards for the Teaching Profession to support new and struggling teachers' professional growth.	Principal identifies goal areas that promote high levels of achievement for all students and staff. Knowledge of the Ohio Standards for the Teaching Profession is used to support teachers' professional growth.	Principal collaboratively develops and sets measurable goals that promote high levels of student and staff achievement. Principal establishes and reinforces individual staff contributions towards the attainment of the school-wide goals by monitoring progress through the use of data.
1.3 Principals lead the change process for continuous improvement.	Principal does not have a plan in place for regular review of progress toward goals.	Principal articulates beliefs about teaching and learning. Principal identifies changes needed to improve student learning.	Principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement. Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.	Principal models and provides resources to support staff in thinking systematically about the change process in response to needs of the school communication. Principal facilitates a diverse group of stakeholders to implement changes needed to improved student learning.
1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment.	Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff.	Principal responds to building and district issues that affect the instructional needs of students.	Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students.	Principal works with informal groups and school staff to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.
1.5 Evidence			Evaluator enters evidence in this area.	Evaluator enters evidence in this area.
STANDARD 1: SUMMARY				
1.6 Please specify the overall rating for this standard:				
Skilled				

At the bottom of each standard, there will be a section for the evaluator to enter evidence as well as a summary overall rating for each standard.

As you scroll down the page you will see each of the standards and a summary with an overall rating.

Enter your PIN to complete the form. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Principal Step 4 Student Growth Measures (SGM)

Step 4 of the Evaluation process will direct the Principal to their SGM Worksheet. The worksheet can be viewed after the Superintendent or Designee has entered the PIN to indicate completion.

To view the SGM Worksheet, click on the blue text **SGM Educator Ratings Worksheet**.

STEP 4: STUDENT GROWTH MEASURES (SGM)		EDUCATOR	ADMINISTRATOR	
	SGM Educator Ratings Worksheet Completion Process: Evaluator First, Educator Closes	Pending	3/23/2016	Completed 

The completed SGM Worksheet will display.

Enter the PIN to complete the SGM Worksheet. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Principal Step 5 Final Summative

Step 5 of the Evaluation process will direct the Principal to their Final Summative Rating. The Final Summative Rating can be viewed after the Superintendent or Designee has entered the PIN to indicate completion.

To view the Final Summative Rating, click on the blue text **Final Summative Rating of Principal Effectiveness**.

STEP 5: FINAL SUMMATIVE		EDUCATOR	ADMINISTRATOR	
	Final Summative Rating of Principal Effectiveness Completion Process: Evaluator First, Educator Closes	-	3/24/2016	Completed 

The completed Final Summative Rating form will display.

Enter the PIN to complete the Final Summative Rating form. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Principal Educators Tab

COMMON SECTION - Educators

To view and manage evaluation data for individual Educators, click on the **Educators** tab on the menu at the top of the screen.



Educator Tab Screen

The educator tab screen is divided into three sections: Educator List Section, Aggregated Completion Status and Educator List. Each section will be described below.

Educator List Selection

Select the Academic Year, LEA, Building, Evaluation Type and Educator Type (depending on the permissions) to view a list of Educators and building assignments below.

Educators

Final Summative Verification
 Teacher Evaluation Intervals

Filter(s):

Academic Year:
2015-2016

LEA:
Training District 4 (900004)

Building:
Training School 4 (700004)

Evaluation Type:
All

Educator Type:
Teachers

Aggregated Completion Status

Last Modified 03-29-2016 3:43:28 PM

Refresh

3 of 4 (75 %)

OBS 1

3 of 4 (75 %)

OBS 2

3 of 4 (75 %)

SGM

0 of 4 (0 %)

FS

0 of 4 (0 %)

■ = Complete ■ = Incomplete ■ = N/A

Charts displayed are for all educators in the selected LEA/Building and may not match the list of educators below that are available to you.

Educators

Search:

show 10

First Previous 1 Next Last

State ID	Educator	Building(s)	Evaluation	Completion Status
JT0000004	Teacher, Jennifer	Training School 4 (700004)	OTES (online forms)	<div style="display: flex; gap: 5px;"> ○ G/IP ○ O1 ○ O2 ○ SGM ○ FS </div> Evaluation
MT0000004	Teacher, Mary	Training School 4 (700004)	OTES (online forms)	<div style="display: flex; gap: 5px;"> ○ G/IP ○ O1 ○ O2 ○ SGM ○ FS </div> Evaluation

Aggregated Completion Status

The aggregated completion status pie charts display the aggregate of the completion status indicators in the Educator list below. You can click on the **Refresh** button to update the pie charts as needed.

Educators

Final Summative Verification
 Teacher Evaluation Intervals

Filter(s):

Academic Year:
2015-2016

LEA:
Training District 4 (900004)

Building:
Training School 4 (700004)

Evaluation Type:
All

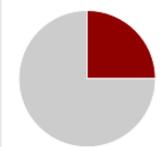
Educator Type:
Teachers

Aggregated Completion Status

Last Modified 03-29-2016 3:43:28 PM

[Refresh](#)

G/IP



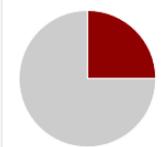
3 of 4 (75 %)

OBS 1



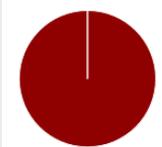
3 of 4 (75 %)

OBS 2



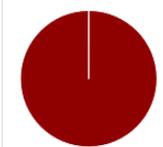
3 of 4 (75 %)

SGM



0 of 4 (0 %)

FS



0 of 4 (0 %)

■ = Complete ■ = Incomplete ■ = N/A

Charts displayed are for all educators in the selected LEA/Building and may not match the list of educators below that are available to you.

Educators

Search:

show 10 First Previous 1 Next Last

	State ID	Educator	Building(s)	Evaluation	Completion Status
	JT0000004	Teacher, Jennifer	Training School 4 (700004)	OTES (online forms)	● G/IP ● O1 ● O2 ● SGM ● FS Evaluation
	MT0000004	Teacher, Mary	Training School 4 (700004)	OTES (online forms)	● G/IP ● O1 ● O2 ● SGM ● FS Evaluation

Educator List

The Educator list displayed is based on the selections made in the dropdowns. The list displays the educator information, completion status and a hyperlink to the Educators' evaluation.

To search for a specific educator, enter the first or last name in the **Search** box on the right side of the screen.

The **completion status circles** are filled in when the form is completed. Hover over the abbreviations for the definition of the completion status circle.

Some of the circles may be gray if one of the following conditions apply:

- The LEA is set up to use Option 3 (not using the electronic forms).

- The final summative rating is being carried forward from the previous year (teachers only).

- The evaluation is closed due to retirement or leave (teachers and principals only) or another reason.

Click on the hyperlink (the word **Evaluation** in blue text) to access the Educator's evaluation.

Educators

Final Summative Verification Teacher Evaluation Intervals

Filter(s):

Academic Year:
2015-2016

LEA:
Training District 4 (900004)

Building:
Training School 4 (700004)

Evaluation Type:
All

Educator Type:
Teachers

Aggregated Completion Status

Refresh Last Modified 03-29-2016 3:43:28 PM

G/IP

3 of 4 (75 %)

OBS 1

3 of 4 (75 %)

OBS 2

3 of 4 (75 %)

SGM

0 of 4 (0 %)

FS

0 of 4 (0 %)

■ = Complete ■ = Incomplete ■ = N/A

Charts displayed are for all educators in the selected LEA/Building and may not match the list of educators below that are available to you.

Educators

Search:

show 10

First Previous 1 Next Last

State ID	Educator	Building(s)	Evaluation	Completion Status
JT0000004	Teacher, Jennifer	Training School 4 (700004)	OTES (online forms)	○ G/IP ○ O1 ○ O2 ○ SGM ○ FS Evaluation
MT0000004	Teacher, Mary	Training School 4 (700004)	OTES (online forms)	○ G/IP ○ O1 ○ O2 ○ SGM ○ FS Evaluation

The following icons may appear on the Educator List.

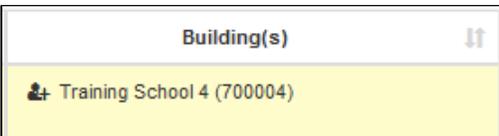
Multiple Buildings: The icon below is displayed in the first column and indicates the Educator is assigned to **multiple buildings**. All buildings the Educator is assigned to will be listed in the Building column.



Evaluator: The icon below is displayed in the second column and indicates that you are the assigned **Evaluator** for this Educator.



Educator New to Building: The icon below is displayed in the Building column if the Educator is **new to the building** in the current year.



Improvement Plan: The icon below is displayed in the Evaluation Type column if the Educator is required to be on an **improvement plan** due to the prior year's evaluation.



Teacher Evaluation Intervals

Depending on how an LEA is set up, a button may appear to edit **Teacher Evaluation Intervals** as shown below.

Educators

Final Summative Verification
 Teacher Evaluation Intervals

Filter(s):

Academic Year:
2015-2016

LEA:
Training District 4 (900004)

Building:
-- All Buildings --

Evaluation Type:
All

Educator Type:
Teachers

Aggregated Completion Status Last Modified 03-30-2016 1:32:36 PM

[Refresh](#)

G/IP

3 of 4 (75 %)

OBS 1

3 of 4 (75 %)

OBS 2

3 of 4 (75 %)

SGM

0 of 4 (0 %)

FS

0 of 4 (0 %)

■ = Complete ■ = Incomplete ■ = N/A

Charts displayed are for all educators in the selected LEA/Building and may not match the list of educators below that are available to you.

Educators

Search:

show

	State ID	Educator	Building(s)	Evaluation	Completion Status
	JT0000004	Teacher, Jennifer	Training School 4 (700004)	OTES (online forms)	<input checked="" type="radio"/> G/IP <input checked="" type="radio"/> O1 <input checked="" type="radio"/> O2 <input checked="" type="radio"/> SGM <input checked="" type="radio"/> FS Evaluation
	MT0000004	Teacher, Mary	Training School 4 (700004)	OTES (online forms)	<input type="radio"/> G/IP <input type="radio"/> O1 <input type="radio"/> O2 <input checked="" type="radio"/> SGM <input checked="" type="radio"/> FS Evaluation

Below is the **LEA Set Up** screen that shows the options to allow for evaluation intervals.

For teachers who received an Accomplished rating in the previous year:

Full evaluation for the current year

Evaluate every two years

ANNUAL REQUIREMENTS

- Board must have approved policy and collective bargaining agreement before 5/10/2014. Sustainable for the duration of that agreement.
- Growth or improvement plan is required annually.

The accomplished rating will be carried forward to the Final Summative this year. Growth or improvement plan is required. No observations, conferences or SGM are required. Option available to complete selected evaluation components, if desired.

Attach Board Policy (*PDF Only)

No file selected.

Evaluate every three years

ANNUAL REQUIREMENTS

- Growth or improvement plan.
- One observation and at least one conference with the teacher.
- Student Growth Measures must be calculated in eTPES and remain average or higher. Cannot exempt SGM. If no SGM available, teacher must be fully evaluated.

The accomplished rating will be carried forward to the Final Summative to complete the rating for this academic year if the requirements above are met. Option available to complete full evaluation, if desired.

For teachers who received a Skilled rating in the previous year:

Full evaluation for the current year

Evaluate every two years

ANNUAL REQUIREMENTS

- Growth or improvement plan.
- One observation and at least one conference with the teacher.
- Student Growth Measures must be calculated in eTPES and remain average or higher. Cannot exempt SGM. If no SGM available, teacher must be fully evaluated.

The skilled rating will be carried forward to the Final Summative to complete the rating for this academic year, if the requirements above are met. Option available to complete full evaluation, if desired.

When the **Teacher Interval of Evaluations** button is selected, the following text will appear at the top of the screen with important instructions.

Teacher Interval of Evaluations

If the teacher received an Accomplished rating in 2013-2014:

- HB 153: The teacher can be evaluated every two years if a Board Policy is in effect prior to 5/10/14. The accomplished rating will be carried forward to the Final Summative in 2014-2015. No observations, conference or SGM are required, but will be available if desired.
- Sub HB 362: The teacher can be evaluated every three years.
 - ** Requirements: one observation and at least one conference with the teacher. SGM must be calculated in eTPES and remain average or higher.
 - ** The accomplished rating will be carried forward to the Final Summative to complete the rating for 2014-2015 if the requirements above are met. Option available to complete full evaluation, if desired.

If the teacher received a Skilled rating in 2013-2014:

- Sub HB 362: The teacher can be evaluated every two years.
 - ** Requirements: one observation and at least one conference with the teacher. SGM must be calculated in eTPES and remain average or higher.
 - ** The skilled rating will be carried forward to the Final Summative to complete the rating for 2014-2015 if the requirements above are met. Option available to complete full evaluation, if desired.

Academic Year: 2014-2015

LEA:

Building:

2013-2014 Rating: Accomplished Skilled

A list of teachers who are eligible will appear. Select the teachers to be edited and click the **Edit Selected Record(s)**.



Make the selection and click **Save**.

Set Teacher Interval of Evaluation

Evaluate the selected educator(s)?

If no, then last year's Final Summative rating will be carried forward to the current year.

Yes (evaluate)

No (apply last year's rating to current year)

The educator's workflow will reflect the selection. If the Final Summative rating is set to be carried forward to the current year, this will be noted on the teacher's evaluation screen in the Completion Status box.

Teacher, Mary (MT0000004)

2015-2016

[Teacher \(Option 1 - all electronic forms\)](#)

[Training District 4 \(900004\)](#)

[Training School 4 \(700004\)](#)

[View History](#)

[Download Completed PDFs](#)

EVALUATORS

Primary: Sandy Sammons (TR0000004)

Secondary: Unassigned

[Change Primary Evaluator](#)

[Add/Remove Secondary Evaluators](#)

COMPLETION STATUS

Growth or Improvement Plan

Formal Observation/Performance Rubric 1

Formal Observation/Performance Rubric 2

Student Growth Measures

Final Summative (carried forward from prior year) *

Not completing due to retirement/leave/other reason?

EVALUATION FORMS

EVIDENCE & ARTIFACTS

Evaluation Screen General Information

The evaluation screen displays the steps of the educator's evaluation and the forms within each step.

2015-2016

[Teacher \(Option 1 - all electronic forms\)](#)

[Training District 4 \(900004\)](#)

[Training School 4 \(700004\)](#)

[View History](#)

[Download Completed PDFs](#)

EVALUATORS

Primary: Michael Superintendent (TS0000004)

Secondary: Unassigned

[Change Primary Evaluator](#)

[Add/Remove Secondary Evaluators](#)

COMPLETION STATUS

Growth or Improvement Plan

Formal Observation/Performance Rubric 1

Formal Observation/Performance Rubric 2

Student Growth Measures

Final Summative

Not completing due to retirement/leave/other reason?

EVALUATION FORMS EVIDENCE & ARTIFACTS

	EDUCATOR	EVALUATOR		
OPTIONAL SELF-ASSESSMENT				
Teacher Self-Assessment Summary Tool <small>Completion Process: Educator Only (Private)</small>	-	N/A	Not Started	
STEP 1: PROFESSIONAL GROWTH AND IMPROVEMENT PLANS				
Professional Growth Plan <small>Completion Process: Educator First, Evaluator Closes</small>	-	-	Not Started	🔄
Improvement Plan <small>Completion Process: Evaluator First, Educator Closes</small>	-	-	Not Started	🔄 📄
Improvement Plan: Evaluation of Plan <small>Completion Process: Evaluator First, Educator Closes</small>	-	-	Not Started	🔄 📄
STEP 2: FORMATIVE ASSESSMENT				
	EDUCATOR	EVALUATOR		+ OBSERVATION CYCLE
Observation & Examination of Artifacts (1)				
				+ INFORMAL OBSERVATION
Pre-Conference <small>Completion Process: Educator First, Evaluator Closes</small>	-	-	Not Started	🔄
Informal Observation (1) <small>Completion Process: Evaluator First, Educator Closes</small>	-	Pending	Not Started	🔄 📄

There are three informational boxes at the top of the screen.

General Information Box

The first box displays general information regarding the Educator's Evaluation.

The academic year being viewed is displayed at the top of the box.

The type of evaluation (teacher or principal) and the type of setup is displayed. Click on the blue hyperlink to view which forms are required by the Ohio Revised Code and eTPES.

Next the assigned LEA and building is displayed.

View Previous Years' Evaluations: Click on the **View History** hyperlink to view previous years' evaluations for this Educator. Previous years' evaluations can also be viewed by changing the Academic Year on the Educator Tab screen.

Print/View Completed Forms: To print or view all completed forms for the displayed year, click on **Download Completed PDFs**. You will receive a pop-up box indicating your batch request has been received. You will receive an email when the download is available in eTPES in the Downloads section on the Reports tab. Files will be available in eTPES for 7 calendar days from the date of request in order to avoid referencing out of date information.

<p>2015-2016</p> <ul style="list-style-type: none"> Teacher (Option 1 - all electronic forms) Training District 4 (900004) Training School 4 (700004) <p>View History Download Completed PDFs</p>	<p>EVALUATORS</p> <p>Primary: Michael Superintendent (TS0000004) Secondary: Unassigned</p> <p>Change Primary Evaluator Add/Remove Secondary Evaluators</p>	<p>COMPLETION STATUS </p> <ul style="list-style-type: none"> <input type="radio"/> Growth or Improvement Plan <input checked="" type="radio"/> Formal Observation/Performance Rubric 1 <input type="radio"/> Formal Observation/Performance Rubric 2 <input type="radio"/> Student Growth Measures <input type="radio"/> Final Summative <p>Not completing due to retirement/leave/other reason?</p>
--	--	---

Evaluator Information Box

The second box displays Evaluator information.

The Primary and Secondary Evaluators are displayed. Click on the links **Change Primary Evaluator** or **Add/Remove Secondary Evaluators** to make modifications. Follow the instructions on the screen.

<p>2015-2016</p> <ul style="list-style-type: none"> Teacher (Option 1 - all electronic forms) Training District 4 (900004) Training School 4 (700004) <p>View History Download Completed PDFs</p>	<p>EVALUATORS</p> <p>Primary: Michael Superintendent (TS0000004) Secondary: Unassigned</p> <p>Change Primary Evaluator Add/Remove Secondary Evaluators</p>	<p>COMPLETION STATUS </p> <ul style="list-style-type: none"> <input type="radio"/> Growth or Improvement Plan <input checked="" type="radio"/> Formal Observation/Performance Rubric 1 <input type="radio"/> Formal Observation/Performance Rubric 2 <input type="radio"/> Student Growth Measures <input type="radio"/> Final Summative <p>Not completing due to retirement/leave/other reason?</p>
--	--	---

Completion Status Box

The third box displays the Completion Status information.

The **completion status circles** are filled in when the form is completed. Some of the circles may be gray if one of the following conditions apply:

- The LEA is set up to use Option 3 (not using the electronic forms).
- The final summative rating is being carried forward from the previous year (teachers only).
- The evaluation is closed due to retirement or leave (teachers only) or another reason.

If the Educator is a Teacher and the final summative rating is being carried forward from the prior year, this will be indicated toward the bottom of the box.

The last item in the box allows selection of the following:

- Not completing due to retirement. A board of education may elect not to conduct an evaluation of an Educator who has submitted notice of retirement on or before December 1 of the current school year.
- Not completing due to leave. A board of education may elect not to conduct an evaluation of an Educator who was on leave for 50 percent or more of the current school year.
- Not completing due to other reason. This option is used when the Educator's evaluation is not going to be completed for a reason other than the reasons above. **Using this evaluation type will result in the evaluation being reported to the Ohio Department of Education as "not completed".**

<p>2015-2016</p> <ul style="list-style-type: none"> Teacher (Option 1 - all electronic forms) Training District 4 (900004) Training School 4 (700004) <p>View History Download Completed PDFs</p>	<p>EVALUATORS</p> <p>Primary: Michael Superintendent (TS0000004) Secondary: Unassigned</p> <p>Change Primary Evaluator Add/Remove Secondary Evaluators</p>	<p>COMPLETION STATUS </p> <ul style="list-style-type: none"> <input type="radio"/> Growth or Improvement Plan <input checked="" type="radio"/> Formal Observation/Performance Rubric 1 <input type="radio"/> Formal Observation/Performance Rubric 2 <input type="radio"/> Student Growth Measures <input type="radio"/> Final Summative <p>Not completing due to retirement/leave/other reason?</p>
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Evaluation Forms

EVALUATION FORMS		EVIDENCE & ARTIFACTS		
OPTIONAL SELF-ASSESSMENT				
	Self-Assessment A Completion Process: Educator Only (Private)	-	N/A	Not Started
	Self-Assessment B Completion Process: Educator Only (Private)	-	N/A	Not Started
STEP 1: PROFESSIONAL GROWTH AND IMPROVEMENT PLANS				
	Professional Growth Plan Completion Process: Educator First, Evaluator Closes	-	-	Not Started  
	Improvement Plan Completion Process: Evaluator First, Educator Closes	-	-	Not Started   
	Improvement Plan: Evaluation of Plan Completion Process: Evaluator First, Educator Closes	-	-	Not Started   
STEP 2: FORMATIVE ASSESSMENT, OBSERVATION AND EXAMINATION OF ARTIFACTS				
		EDUCATOR	EVALUATOR	 FORMAL OBSERVATION  INFORMAL OBSERVATION
	Formal Observation/Examination of Artifacts (1) Completion Process: Evaluator First, Educator Closes	Pending	7/24/2015	Completed 
	Informal Observation (1) Completion Process: Evaluator First, Educator Closes	-	-	Not Started   
STEP 3: PERFORMANCE RATING RUBRIC				
	Performance Rating Rubric Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started   

Form Completion Process: beneath each form name, the form completion process is listed.

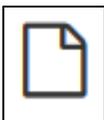
Professional Growth Plan Completion Process: Educator First, Evaluator Closes
--

Educator and Evaluator Completion Dates: the date the educator and evaluator completed the form is displayed in the Educator and Evaluator columns.

EDUCATOR	EVALUATOR
Pending	7/24/2015

Form Status: the status of the form is displayed (not started, in process, completed) next to the Evaluation completion date column.

In addition, the following icons are displayed:



Form not started or in progress



Form completed

Accessing electronic Forms: click on the form's title in blue text to open the form. This is referred to as the hyperlink. If the form's title is in black text, it is not ready for you to access.

Uploading PDF in place of electronic form: If your LEA is set up using option 2, you will have access to upload a PDF file in place of an electronic form. Click on the paperclip icon (displayed below) to utilize this feature. Uploading a PDF file will automatically complete the form.



Viewing/Printing Forms: PDF versions of the forms are available by clicking the PDF button on the far right of the form's row, as well as clicking on the form's title (icon displayed below). Forms can be printed at any time.



Skipping Forms: some forms are optional and can be skipped. Click on the icon (displayed below) to skip the form.



Restoring Skipped Forms: a form that is skipped can be restored. Click on the arrow icon (displayed below) to restore the form for use.



Evidence and Artifacts

The evidence and artifacts section allows the Educator and Evaluator to upload evidence and artifacts they would like to have on record regarding the evaluation. These files must be in PDF format.

Click on the Evidence and Artifacts tab to access the feature.

2014-2015
[View History](#)
[Principal \(electronic forms and PDF option\)](#)
Training District 4 (900004)
Training School 4 (700004)

EVALUATORS
Primary: Michael Superintendent (TS0000004)
Secondary: Unassigned
[change primary evaluator](#)
[add/remove secondary evaluators](#)

COMPLETION STATUS
 Growth or Improvement Plan
 Formal Observation
 Performance Rubric
 Student Growth Measures
 Final Summative

 Not completing due to specific reason?

EVALUATION FORMS **EVIDENCE & ARTIFACTS**

OPTIONAL SELF-ASSESSMENT

	EDUCATOR	EVALUATOR
Self-Assessment A Completion Process: Educator Only (Private)	-	N/A Not Started

Click on **Add Attachment**. Select the file, enter a description and select the attachment type (standard). Click on the **Attach** button.

EVALUATION FORMS **EVIDENCE & ARTIFACTS**

EVIDENCE & ARTIFACTS

DESCRIPTION	OWNER	STANDARD	DATE	+ ADD ATTACHMENT
There are no evidence or artifacts attached to this evaluation.				

The attachment can be removed by the owner (the individual who uploaded the document) by clicking on the red circle on the right of the screen.

Evaluation Form General Information

This section will detail the common features of all forms. The screen displayed below is the Teacher Formal Observation/Performance Rubric. We will use this form as an example to explain the common features of the forms.

Teacher Formal Observation / Performance Rubric

[Back to Evaluation](#)

[View PDF](#) [View Full Rubric PDF](#) [Suggested Guidelines](#)

Instructions: Evaluators may use the scripting box as a method of collecting evidence during the formal classroom observation. A formal observation consists of a classroom visitation of a minimum of 30 minutes, but can be an entire lesson, or class period. Evidence is then categorized on the *Teacher Performance Evaluation Rubric*, and scored holistically. This means that evaluators will assess which level provides the best overall description of the teacher. The scoring process is expected to occur upon completion of each observation cycle. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, as well as informal observations (classroom walkthroughs).

When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

NOTE: This form is editable by the Evaluator only. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks on the completion button, the Evaluator will be notified.

Formal Observation

Date of Observation: (Required) 

Beginning Time: (Required) [Now](#)

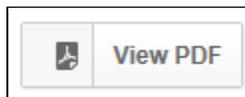
Ending Time: (Required) [Now](#)

Subject:

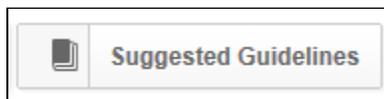
Back to Evaluation: Click on the **Back to Evaluation** button to go back to the Evaluation screen.



View/Print: Each form can be printed by clicking on **View PDF**. This will bring up a new screen displaying the document in a PDF format.



Suggested Guidelines: Click on **Suggested Guidelines** to view the guidelines from the framework.



Instructions: this section will explain how to complete the form.

Notes: this section will explain the flow of the form, who has access and when.

Saving: When an answer is entered, whether by typing text or clicking on a button/box, the answer is automatically saved. The form will save all items entered, therefore users can enter and exit the form as necessary without losing data.

Required Answers: Questions that must have an answer entered are noted.

Character Limitation in Text Boxes: All text boxes have the capability of accepting an unlimited number of characters.

Completing Forms: After the questions have been answered on the form, go to the bottom of the screen, enter your PIN and click on the **Complete Form** button. If you do not remember your PIN, click on the **Forgot your PIN** hyperlink. When your PIN is entered notifications will be sent to both parties indicating the form has been completed and, if applicable, viewing or editing will be enabled for the other party. See the notes on each specific form regarding who will be able to view/edit the form.

PIN Completion

Evaluator must complete form first

Enter Evaluator PIN below and click "Complete Form" to confirm.

Evaluator PIN:

Complete Form

[Forgot your PIN?](#)

Collaborative Completion of Forms - Forms that require both Evaluator and Educator signatures support collaborative meetings. The Evaluator and Educator can both enter their PIN from the Evaluator's screen when conducting a collaborative meeting.

Reopening Forms: Forms can be reopened for additional editing. The forms can be reopened by the person who created the form. To reopen a form, go to the bottom of the form and click on the **Reopen for Editing** button. If there is no button, then access to reopen is not available.

Principal Teacher Evaluation Forms

Evaluation Forms

The Teacher Evaluations Forms include the following steps and are shown on the Evaluation screen below:

Optional Self-Assessment

Step 1: Professional Growth and Improvement Plans

Step 2: Formative Assessment

Step 3: Student Growth Measures (SGM)

Step 4: Summative Evaluation

EVALUATION FORMS		EVIDENCE & ARTIFACTS		
OPTIONAL SELF-ASSESSMENT				
	EDUCATOR	EVALUATOR		
Teacher Self-Assessment Summary Tool Completion Process: Educator Only (Private)	-	N/A	Not Started	
STEP 1: PROFESSIONAL GROWTH AND IMPROVEMENT PLANS				
	EDUCATOR	EVALUATOR		
Professional Growth Plan Completion Process: Educator First, Evaluator Closes	-	-	Not Started	
Improvement Plan Completion Process: Evaluator First, Educator Closes	-	-	Not Started	
Improvement Plan: Evaluation of Plan Completion Process: Evaluator First, Educator Closes	-	-	Not Started	
STEP 2: FORMATIVE ASSESSMENT				
	EDUCATOR	EVALUATOR		+ OBSERVATION CYCLE
Observation & Examination of Artifacts (1)				+ INFORMAL OBSERVATION
Pre-Conference Completion Process: Educator First, Evaluator Closes	-	-	Not Started	
Informal Observation (1) Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	
Formal Observation / Performance Rubric Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	
Post-Conference Planning Completion Process: Evaluator Only (Private)	N/A	-	Not Started	
Teacher Professional Project				
Teacher Professional Project Completion Process: Educator First, Evaluator Closes	-	-	Not Started	
STEP 3: STUDENT GROWTH MEASURES (SGM)				
	EDUCATOR	ADMINISTRATOR		
SGM Educator Ratings Worksheet Completion Process: Evaluator, Educator Views	N/A	Pending	Not Started	
STEP 4: SUMMATIVE EVALUATION				
	EDUCATOR	ADMINISTRATOR		
Final Summative Rating of Teacher Effectiveness Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	

Each step is discussed in the following sections.

Evaluator View of Teacher's Optional Self-Assessment

The Teacher may complete an optional **Self-Assessment**. If completed, the evaluator will be notified but will not have access to view the form.

Evaluator View of Teacher's Step 1 Professional Growth and Improvement Plans

Step one of the workflow for LEAs using the setup option 1 (all electronic forms) or 2 (combination of electronic and LEA-developed forms) is **Professional Growth and Improvement Plans**.

Important Information:

Either the Professional Growth Plan or the Improvement Plan is required.

If the teacher is on a Professional Growth Plan, then that form is required and the Improvement Plan forms can be skipped by the evaluator.

If the teacher is on the Improvement Plan, then those forms are required.

The Professional Growth Plan can be skipped by clicking *Optional*, next to the *Start* button.

The Improvement Plan: Evaluation of Plan will be completed later in the year, only if the teacher is on the Improvement Plan.

The **Professional Growth Plan** is started by the Teacher.

The **Improvement Plan** and the **Improvement Plan Evaluation of Plan** are started by the Evaluator. These forms will be available to the teacher, once the Evaluator, has completed them.

The following sections will explain each form in depth.

Teacher Professional Growth Plan

The **Professional Growth Plan** form must be completed by the teacher first. The form will be locked for the evaluator until the teacher has completed the form. Upon teacher completion, the evaluator will be notified and have access to review/edit the form. Upon evaluator completion, the teacher will be notified.

If the teacher is on a Professional Growth Plan, the Improvement Plan and Evaluation of Plan forms should be skipped by the evaluator. The forms can be restored, if needed at a later time.

After the teacher has completed the **Professional Growth Plan**, click on the form title or hyperlink to open the form.

When the form opens you will see the information entered by the teacher regarding their two goals and evidence. Review the information and enter your comments regarding professional growth to support these goals in sections 2.3 and 2.6. In addition, enter the dates discussed in section 3.1.

1.1 Select the type of Growth Plan: **(Required)**

Self-Directed Collaborative [clear selection](#)

2. Annual Focus

These are addressed by the Evaluator as appropriate for this Teacher.

Goal 1 Area: Student Achievement/Outcomes for Students

2.1 Goal 1: Statement **(Required)**

Goal 1 statement entered by the teacher will display in this area.

2.2 Goal 1: Evidence indicators **(Required)**

Goal 1 evidence indicators entered by the teacher will display in this area.

2.3 Goal 1: Areas for Professional Growth (Supports needed, resources, professional development)

Comments during conference with Teacher and Evaluator are made appropriate to the needs of the Teacher.

2.4 Goal 2: Statement **(Required)**

Goal 2 statement entered by the teacher will display in this area.

2.5 Goal 2: Evidence indicators **(Required)**

Goal 2 evidence indicators entered by the teacher will display in this area.

2.6 Goal 2: Areas for Professional Growth (Supports needed, resources, professional development)

Comments during conference with Teacher and Evaluator are made appropriate to the needs of the Teacher.

3. Dates

3.1 Record dates when discussed:

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Teacher Improvement Plan

The **Improvement Plan** form is editable by the evaluator only. Upon evaluator completion, the teacher will be notified and have access to view the form. After the teacher enters the PIN and clicks on the completion button, the evaluator will be notified.

To begin the **Improvement Plan**, click on the form title or hyperlink to open the form.

The Improvement Plan form consists of five sections. Each section must be completed by the evaluator.

The first section is the improvement statement. Indicate performance standards addressed in the plan, dates the improvement area or concern was observed and specific statements of the concern/areas of improvement.

1. Improvement Statement

List specific areas for improvement as related to the Ohio Standards for the Teaching Profession. Attach documentation.

1.1 Performance standard(s) addressed in this plan: **(Required)**

1.2 Date(s) improvement area or concern observed: **(Required)**

1.3 Specific statement of the concern: Areas of improvement: **(Required)**

The second section addresses the desired level of performance.

2. Desired Level of Performance

List specific measurable goals to improve performance. Indicate what will be measured for each goal.

2.1 List Goals: (Required)

2.2 Level of Performance: Specifically describe successful improvement target(s): (Required)

2.3 Beginning Dates: (Required)

2.4 Ending Dates: (Required)

The third section addresses the plan of action in detail.

3. Specific Plan of Action

Describe in detail specific plans of action that must be taken by the Teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the Improvement Plan.

3.1 Actions to be taken: (Required)

3.2 Sources of evidence that will be examined: (Required)

The fourth section addresses assistance and professional development.

4. Assistance and Professional Development

4.1 Describe in detail specific supports that will be provided as well as opportunities for Professional Development: **(Required)**

The fifth section should be used to record the date of the Improvement Plan conference and the date you will evaluate the Improvement Plan.

5. Dates

5.1 Date of Improvement Plan conference: **(Required)**

5.2 Date for this Improvement Plan to be evaluated: **(Required)**

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Teacher Improvement Plan Evaluation of Plan

The **Improvement Plan Evaluation of Plan** form is to be completed by the evaluator at the end of the time specified in the Improvement Plan.

The form is editable by the evaluator only. Upon evaluator completion, the teacher will be notified and have access to view the form. After the teacher enters the PIN and clicks on the completion button, the evaluator will be notified.

To begin the **Improvement Plan Evaluation of Plan**, click on the form title or hyperlink.

This form has four sections which are viewable below. The evaluator will indicate the Improvement Plan conference date, Evaluation of Plan conference date, recommendation and justification for the recommendation including evidence.

1. Improvement Plan

1.1 This Evaluation refers to the Improvement Plan Conference dated: **(Required)**



2. Justification for recommendation

2.1 Provide justification for the recommendation indicated below and attach evidence to support the recommended course of action. **(Required)**

3. Recommendation

3.1 The improvement plan has been evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken: **(Required)**

Improvement is demonstrated and performance standards are met to a satisfactory level of performance.**

The Improvement Plan should continue for time specified.

Dismissal is recommended.

[clear selection](#)

** The acceptable level of performance varies depending on the teacher's years of experience. Teachers in residency—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced teachers—with five or more years of experience—are expected to meet the Proficient level or above.

3.2 If Improvement Plan is to be continued for a specific time, enter dates below:

4. Conference Date

4.1 Evaluation of Improvement Plan conference date: **(Required)**



To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Evaluator View of Teacher's Step 2 Formative Assessment

Step two of the workflow for LEAs using the setup option 1 (all electronic forms) or 2 (combination of electronic and LEA-developed forms) is the **Formative Assessment**.

The **Formative Assessment** is made up of the observation cycle forms and the professional project form.

The observation cycle forms include the following:

- pre-conference
- informal observation
- formal observation/performance rubric
- post-conference planning

The observation cycle can be repeated by clicking on **+ Observation Cycle** on the right side of the screen (see below).

STEP 2: FORMATIVE ASSESSMENT		EDUCATOR	EVALUATOR	+ OBSERVATION CYCLE
Observation & Examination of Artifacts (1)				+ INFORMAL OBSERVATION
 Pre-Conference Completion Process: Educator First, Evaluator Closes	-	-	Not Started	 
 Informal Observation (1) Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	  
 Formal Observation / Performance Rubric Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	 
 Post-Conference Planning Completion Process: Evaluator Only (Private)	N/A	-	Not Started	  

The following sections will explain each part of the process in detail.

Evaluation Pre-Conference Form

The **Pre-Conference** form must be completed by the teacher first. Then the Evaluator will have access to view the form and enter comments.

Important Note: This form is editable by the Teacher and Evaluator. The teacher will review/complete the form first. Upon completion, the Evaluator will be notified and have access to review/respond to the form. Upon Evaluator completion, the Teacher will be notified.

Click on the form title, or hyperlink, to open the form.

There are three sections to this form:

Instructional Planning

Instruction and Assessment

Professional Responsibilities

In each of the sections, the Teacher will have the ability to response to the content and their comments will be available in read only format. Below the Teacher responses, the Evaluator will have the ability to enter comments.

1. Instructional Planning

FOCUS (Standard 4: Instruction)
What is the focus for 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?

1.1 Teacher Responses:
The teacher will enter their response in this area.

1.2 Evaluator Comments:

ASSESSMENT DATA (Standard 3: Assessment)
What assessment data was examined to inform this lesson planning?
What does pre-assessment data indicate about student learning needs?

1.3 Teacher Responses:
The teacher will enter their response in this area.

1.4 Evaluator Comments:

This format will repeat for each set of questions in the three sections.

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Informal Observation

The informal observation can be repeated as many times as desired. To create an additional informal observation, click on the **+ Informal Observation** on the right side of **Step 2**.

STEP 2: FORMATIVE ASSESSMENT		EDUCATOR	EVALUATOR	+ OBSERVATION CYCLE
Observation & Examination of Artifacts (1)				+ INFORMAL OBSERVATION
 Pre-Conference Completion Process: Educator First, Evaluator Closes	8/13/2015	Pending	In Progress	  
 Informal Observation (1) Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	  
 Formal Observation / Performance Rubric Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	 
 Post-Conference Planning Completion Process: Evaluator Only (Private)	N/A	-	Not Started	  

Each observation will be numbered sequentially as shown below. If you would like to remove an informal observation, click on the



delete icon.

STEP 2: FORMATIVE ASSESSMENT		EDUCATOR	EVALUATOR	+ OBSERVATION CYCLE
Observation & Examination of Artifacts (1)				+ INFORMAL OBSERVATION
 Pre-Conference Completion Process: Educator First, Evaluator Closes	8/13/2015	Pending	In Progress	  
 Informal Observation (1) Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	  
 Informal Observation (2) Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	  
 Formal Observation / Performance Rubric Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	 
 Post-Conference Planning Completion Process: Evaluator Only (Private)	N/A	-	Not Started	  

To open the **Informal Observation** form, click on the form title or hyperlink.

Important Note: This form is editable by the Evaluator only. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks the completion button, the Evaluator will be notified.

The following pages will walk you through how to fill out the informal observation form.

The first section of this form is the observation information including the date, time, and subject.

1. Observation Information

1.1 Date of walkthrough:*

1.2

1.3

1.4

August 2013						
SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1. Observation Information

1.1 Date of walkthrough:*

09/16/2013

1.2 Beginning time:*

1.3 Ending time:*

1.4 Subject

The second section is the Evaluator's observations. You will need to check all the items that apply or enter observation notes in the space provided.

2. Evaluator Observations

Check all items that apply or enter observation notes.

FOCUS ON LEARNING (Standard 4: Instruction)

- Learning outcomes and goals are clearly communicated to students

ASSESSMENT DATA (Standard 3: Assessment)

- Teacher employs a variety of formal and informal assessment techniques
- Multiple methods of assessment of student learning are utilized to guide instruction

PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS (Standard 1: Students; Standard 2; Content; Standard 4: Instruction)

- Lesson content is linked to previous and future learning
- Content presented is accurate and grade appropriate
- Teacher connects lesson to real-life applications

KNOWLEDGE OF STUDENTS (Standard 1: Students)

- Teacher demonstrates familiarity with students' background knowledge and experiences

LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)

- Teacher explanations are clear and accurate, and use developmentally appropriate strategies
- Instruction is developmentally appropriate

DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)

- Instruction and lesson activities are accessible and challenging for students

RESOURCES (Standard 2: Content; Standard 4: Instruction)

- Varied instructional tools and strategies reflect student needs and learning objectives
- Instructional materials and resources are aligned to instructional purposes

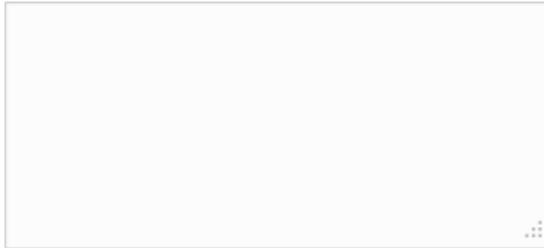
CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)

- Classroom learning environment is safe and conducive to learning
- Instructional time is used effectively
- Routines support learning goals and activities

ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)

- Teacher provides students with timely and responsive feedback

Observation Notes:



The third and fourth part of the form is the **Evaluator Summary Comments**, and the **Recommendation for Focus of Informal Observation**. These sections are required fields.

3. Evaluator Summary Comments

Comments: **(Required)**

4. Recommendations for Focus of Informal Observations

Recommendations: **(Required)**

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Formal Observation/Performance Rubric

The **Formal Observation/Performance Rubric** form has two sections: the formal observation and the performance rubric. The following pages will walk you through how to fill out this form.

The first section of this form is the Formal Observation. Enter the date, time, subject of the formal observation. Then, enter the observation notes. All of these items are required fields.

Formal Observation

Date of Observation:*

Beginning Time:*

Ending Time:*

Subject:

Observation Notes:*

The second section of this form is the **Performance Rubric**. The Performance Rubric has three sections:

Instructional Planning

Instruction and Assessment

Professionalism

Each section has standards to be rated. Click on the rating that applies and enter evidence below.

Instructional Planning				
	Ineffective	Developing	Skilled	Accomplished
FOCUS FOR LEARNING (Standard 4: Instruction) <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.
EVIDENCE			Type evidence here	
ASSESSMENT DATA (Standard 3: Assessment) <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 does not use or only uses one measure of student performance.	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 uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	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 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.	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. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.
EVIDENCE				

Follow this same format for each of the sections.

Instruction and Assessment				
	Ineffective	Developing	Skilled	Accomplished
LESSON DELIVERY (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. 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.	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. 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.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative and critical thinking. 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.	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 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.
EVIDENCE			evidence here	

Professionalism				
	Ineffective	Developing	Skilled	Accomplished
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) <i>Sources of Evidence:</i> Professional Growth Plan or Improvement Plan, Pre-Conference, Post-Conference, daily interaction with others	The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues. The teacher fails to understand and follow regulations, policies and agreements. The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.	The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome. The teacher understands and follows district policies and state and federal regulations at a minimal level. The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work and identify targeted strategies. 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.	The teacher communicates effectively with students, families and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom. The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.
EVIDENCE				

At the bottom of the form, you can indicate an **Overall Rating** of one of the following (this rating is optional):

- Ineffective
- Developing
- Skilled
- Accomplished

Overall Rating

Combined rating for all three sections: Instructional Planning, Instruction and Assessment and Professionalism.

Ineffective
 Developing
 Skilled
 Accomplished
 [clear selection](#)

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Evaluation Post-Conference Planning

The **Post-Conference Planning** form is only accessible by the evaluator. The form is private and cannot be viewed by the teacher. The form can be skipped.

Important Note: This form is private and only accessible by the Evaluator. The Teacher cannot view or edit this form. Upon completion, the Teacher will not be notified the form is complete and will not be able to view or edit the form.

Evaluation Form for Mary Teacher (MT0000001)

Educator

Teacher Post-Conference Planning

Suggested Guidelines() PRINT TO PDF

Instructions: The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.

NOTE: This form is private and only accessible by the Evaluator. The Teacher cannot view or edit this form. Upon completion, the Teacher will not be notified the form is complete and will not be able to view or edit the form.

1. Reflective Questions for Reinforcement

Record three reflective questions you would ask the teacher aligned to the area of reinforcement.

1.1

1.2

1.3

1.4 Statement of Reinforcement

There are two areas to enter comments. The **Reflective Questions for Reinforcement** and the **Reflective Questions for Refinement**.

2. Reflective Questions for Refinement

Record three reflective questions you would ask the teacher aligned to the area of refinement.

2.1

2.2

2.3

2.4 Statement of Refinement

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Evaluator View of Teacher Professional Project

Important Instructions: ORC 3319.111 (E) (2) The board may elect, by adoption of a resolution, to require only one formal observation of a teacher who received a rating of **accomplished** on the teacher's most recent evaluation conducted under this section, provided the teacher completes a project that has been approved by the board to demonstrate the teacher's continued growth and practice at the accomplished level.

The Teacher must complete the form first. Upon Teacher completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the Teacher will be notified.

Click on the form title, or hyperlink, to open the form.

There are four sections to this form.

The first section is **Important Dates**. The Principal should complete this section. Enter the date for each event by clicking on the calendar icon next to the field and selecting the appropriate date.

1. Important Dates

1.1 Date of initial conference. (Required) 

1.2 Additional conference dates for project progress: 

1.3 Project approval date: (Required) 

1.4 Project evaluation date: (Required) 

The second section is the **Approval Considerations** section which is entered by the Teacher.

Approval Considerations

2.1 Proposed Project: Describe the scope of your proposed Professional Growth Project. Which Standards for the Teaching Profession are you focusing on for this project?

This section is entered by the Teacher and describes the project.

2.2 Timeline: What is the anticipated timeline for completion of this project?

This section is entered by the Teacher and states the timeline.

2.3 Data Collection: What evidence and artifacts will you collect to demonstrate progress on this project?

This section is entered by the Teacher and describes the evidence and artifacts collected.

0%

2.4 Anticipated Impact: Describe how your involvement in this project will contribute to your professional growth and to student learning.

This section is entered by the Teacher and describes how the project contributes to the Teacher's professional growth and to student learning.

2.5 Resources: Describe what human and material resources will be utilized to support this project.

This section is entered by the Teacher and describes the human and material resources utilized.

2.6 Evidence: Using data collection and evidence, what final assessment will constitute successful completion of this project? Projects that extend beyond one school year should include interim objectives that will provide evidence of progress toward project completion.

This section is entered by the Teacher and describes what constitutes successful completion of the project.

0%

2.7 Results: Describe the results of this project.

This section is entered by the Teacher and describes the results of the project

2.8 Dissemination: How will you share the results of this project with the larger school community? What method will you use to share information?

This section is entered by the Teacher and describes how the Teacher will share the results with the school community.

2.9 Impact: Make recommendations on how the work of this project might be extended to have greater impact on teacher growth and student learning.

This section is entered by the Teacher and makes recommendations on how the work might be extended to have a greater impact on growth and student learning.

0%

The third section is the **Evaluations Considerations** which should be completed by the Evaluator. This section includes comments and the performance rubric.

3. EVALUATION CONSIDERATIONS:

Evaluator: As you evaluate this project, please address some or all of the following points in your comments.

- *Standards or standard area of the rubric that apply for this teacher*
- *Relevance of project to teacher*
- *Interest and effort demonstrated by the teacher in this project*
- *Outcomes that benefit student learning*
- *Impact of project on school, district, community*

3.1 Comments

Part of the **Evaluation Considerations** is the **Evaluator Rating**.

Important Note: The project rating, shown below, and the evaluator's comments should be used to determine the rating. This rating will be holistically combined with the Observation Rating for the Final Summative Rating.

3.2 Evaluator Rating

Once the project has been completed, the project will be evaluated in accordance with Standard 7: Professional Responsibility and Growth, and any other applicable standards from the Ohio Standards for the Teaching Profession. The Project Rubric (below) and the evaluator's comments should be used to determine the rating. This rating will be holistically combined with the Observation Rating for the Final Summative Rating.

	Skilled	Accomplished
<p>7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.</p>	<ul style="list-style-type: none"> The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations. 	<ul style="list-style-type: none"> The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom. The teacher helps shape policy at the local or state level.
<p>7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.</p>	<ul style="list-style-type: none"> The teacher participates in relevant professional development activities and incorporates what he/she learns into instruction. The teacher knows and uses the Ohio Standards for Professional Development. The teacher works collaboratively to determine and design appropriate professional development opportunities. The teacher sets data-based short- and long-term professional goals and takes action to meet these goals. 	<ul style="list-style-type: none"> The teacher uses professional literature, professional dialogue, collaboration with colleagues and other resources to support his/her development as a teacher and leader. The teacher analyzes his/her content knowledge and instructional strengths and weaknesses and presents and implements targeted ideas for professional growth. The teacher pursues advanced degrees and/or National Board for Professional Teaching Standards (NBPTS) certification. The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.
<p>7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality school improvements and student achievement.</p>	<ul style="list-style-type: none"> The teacher participates in team or departmental decision making. 	<ul style="list-style-type: none"> The teacher is actively involved in professional and community organizations that advance teaching and learning. The teacher takes a leadership role in department, school, district, state, and professional organizations' decision-making activities, such as curriculum development, staff development or policy design. The teacher facilitates the development of efficacy – the belief that teachers can impact the achievement of all students – among other teachers in their school district.
EVIDENCE		

The last section is the **Project Rating**, which is a required field.

4. Project Rating

-

Skilled
 Accomplished
 clear selection

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Evaluator View of Teacher's Step 3 Student Growth Measures

Step three of the Teacher's workflow is Student Growth Measures.

The Teacher's SGM Worksheet can be accessed directly by clicking on the blue text **SGM Educator Ratings Worksheet** or by clicking on the **Student Growth** tab at top of the screen.

Refer to the Student Growth section of this User Guide for detailed instructions.

Evaluator View of Teacher's Step 4 Summative Evaluation

To complete the Final Summative Rating for an Educator, go to the **Evaluation** page for that Educator using the **Educators** tab. Search for a specific Educator by typing in the search box. Click on the Evaluation link to access the evaluation workflow.

The screenshot shows the 'Educators' page with filters on the left and an 'Aggregated Completion Status' section at the top. The filters include Academic Year (2015-2016), LEA (Training District 4), Building (All Buildings), Evaluation Type (All), and Educator Type (Teachers). The aggregated status section shows five pie charts for GIP, OBS 1, OBS 2, SGM, and FS. GIP, OBS 1, and OBS 2 each show 3 of 4 (75%) complete. SGM and FS show 0 of 4 (0%) complete. A legend indicates Complete (blue), Incomplete (red), and N/A (grey). Below the charts is a table of educators with columns for State ID, Educator, Building(s), Evaluation, and Completion Status. The 'Evaluation' column for each educator has a red box around the 'Evaluation' link.

State ID	Educator	Building(s)	Evaluation	Completion Status
JT0000004	Teacher, Jennifer	Training School 4 (700004)	OTES (online forms)	GIP: 3 of 4 (75%) OBS 1: 3 of 4 (75%) OBS 2: 3 of 4 (75%) SGM: 0 of 4 (0%) FS: 0 of 4 (0%) Evaluation
MT0000004	Teacher, Mary	Training School 4 (700004)	OTES (online forms)	GIP: 3 of 4 (75%) OBS 1: 3 of 4 (75%) OBS 2: 3 of 4 (75%) SGM: 0 of 4 (0%) FS: 0 of 4 (0%) Evaluation
NT0000004	Teacher, Newton	Training School 4 (700004)	OTES (online forms)	GIP: 3 of 4 (75%) OBS 1: 3 of 4 (75%) OBS 2: 3 of 4 (75%) SGM: 0 of 4 (0%) FS: 0 of 4 (0%) Evaluation

On the Evaluation screen under the last step, Summative Evaluation, click on the hyperlink **Final Summative Rating of Teacher Effectiveness** to access the **Final Summative** form.

The screenshot shows the 'STEP 4: SUMMATIVE EVALUATION' screen. It has a header with 'EDUCATOR' and 'ADMINISTRATOR' tabs. Below the header is a table with columns for 'Final Summative Rating of Teacher Effectiveness', 'Completion Process', 'Evaluator', and 'Administrator'. The 'Final Summative Rating of Teacher Effectiveness' link is highlighted with a red arrow. The 'Completion Process' is 'Evaluator First, Educator Closes'. The 'Evaluator' status is 'Pending' and the 'Administrator' status is 'Not Started'.

Final Summative Rating of Teacher Effectiveness	Completion Process	Evaluator	Administrator
Final Summative Rating of Teacher Effectiveness	Evaluator First, Educator Closes	Pending	Not Started

For information regarding how the final summative rating is calculated, click on **How to Determine Final Rating**. There are also **Suggested Guidelines** to assist in the completion of this form. Click the **View PDF** link to print a copy of the document.

The screenshot shows the 'Final Summative Rating of Teacher Effectiveness' page. It has a header with 'Final Summative Rating of Teacher Effectiveness' and three links: 'How to Determine Final Rating', 'Suggested Guidelines', and 'View PDF'. Below the header is an 'INSTRUCTIONS' section. The instructions state: 'Evaluation of teachers' proficiency on the standards combined with student growth measures (and alternative component for some LEAs) determine the Final Summative Rating for teacher performance. eTPES calculates the Final Summative Rating and populates it below. The evaluator may add statements of areas of reinforcement/areas of refinement to the performance section and the principal may add statements of areas of reinforcement/areas of refinement to the student growth section. The Cumulative Performance Rating is entered and editable by the primary evaluator only. The Alternative Component Rating, when applicable, is entered and editable by the superintendent, superintendent designee, principal, primary evaluator or assistant principal. Upon PIN completion by the principal, the teacher will be notified and have access to view the form and enter optional comments. After the teacher enters the PIN and clicks on the completion button, the evaluator and principal will be notified.'

The Final Summative Rating is made up of **Performance** and **Student Growth** data and **Alternative Component** data, if applicable.

1. PROFICIENCY ON STANDARDS/PERFORMANCE 50.0 %

A cumulative performance rating is required.

Ratings from each rubric (observation cycle) may be manually entered below. The evaluator determines the Cumulative Performance Rating and manually enters it (see "Using Evidence to Inform Holistic Ratings" in Suggested Guidelines).

Clear Selection	Ineffective	Developing	Skilled	Accomplished
	○	○	○	○

Areas of reinforcement/refinement:

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B I U
S x₂ x²
A - I

2. STUDENT GROWTH MEASURES 50.0 %

A cumulative performance rating is required.

Manually enter student growth measures for Category B and C teachers on the Educator Ratings Worksheet. Category A teacher Value-Added data is downloaded. Once the ratings are entered and calculated in eTPES, and verified by the Superintendent/Principal, the teacher SGM rating will be populated below.

	Least Effective	Approaching Average	Average	Above Average	Most Effective
Student Growth Measure of Effectiveness			●		

Areas of reinforcement/refinement:

↶ ↷ ✂ 📄 🗑
B I U
S x₂ x²
A - I

SUMMARY

The final summative rating is not available for this evaluation; please complete all required items.

Performance:

The **Performance Ratings** entered on completed performance rubrics will populate into the Performance section, if ratings were entered.

The Primary Evaluator will determine the Cumulative Performance Rating by referencing the **Using Evidence to Inform Holistic Ratings**, which can be found by clicking on the **Suggested Guidelines** button at the top of the page. They will then manually enter the cumulative performance rating. The Primary Evaluator is the only person who has access to enter or edit the **Cumulative Performance Rating**. The Primary Evaluator may enter areas of reinforcement or refinement. These statements are saved as part of the final record.

1. PROFICIENCY ON STANDARDS/PERFORMANCE 50.0 %

A cumulative performance rating is required.

Ratings from each rubric (observation cycle) may be manually entered below. The evaluator determines the Cumulative Performance Rating and manually enters it (see "Using Evidence to Inform Holistic Ratings" in Suggested Guidelines).

	Overall Rating	1/15/2015	Ineffective	Developing	Skilled	Accomplished
Teacher Formal Observation / Performance Rubric					●	
Cumulative Performance Rating (Holistic Rating using Performance Rubric)		→	○	○	○	○

Areas of reinforcement/refinement:

↶ ↷ ✂ 📄 🗑
B I U
S x₂ x²
A - I

Student Growth Data:

The final student growth measure rating will populate into this section when the rating has been verified (or finalized) on the Educator's

worksheet. The Administrator may enter Areas of Reinforcement or Refinement for Student Growth Data. These statements are saved as part of the final record as well as keeping in current location.

2. STUDENT GROWTH MEASURES 50.0 %

Manually enter student growth measures for Category B and C teachers on the Educator Ratings Worksheet. Category A teacher Value-Added data is downloaded. Once the ratings are entered and calculated in eTPES, and verified by the Superintendent/Principal, the teacher's SGM rating will be populated below.

	Least Effective	Approaching Average	Average	Above Average	Most Effective
Student Growth Measure of Effectiveness			●		
Areas of reinforcement/refinement:					

Alternative Component

If the alternative component is being used by your LEA, enter the rating of the LEA selected component.

3. ALTERNATIVE COMPONENT 15.0 %

❗ An alternative rating is required.

The LEA selected Alternative Component is displayed in bold text. Enter the teacher's rating into this identified Alternative Component.

	Level 1	Level 2	Level 3	Level 4
Teacher Self Evaluation	●	●	●	●
Peer Review Evaluation (LEA selected component)	●	●	●	●
Student Portfolios	●	●	●	●
Student Surveys	●	●	●	●
Exempt	●			
Exemption Reason:				

Exemption from the Alternative Component is only granted for the Student Survey option. The exemption is granted when the teacher is working with special student populations such as ELL, low functioning special education students or fewer than six students.

Final Summative Rating:

Below each of the sections of the Final Summative form, the Final Summative (Overall Rating) will appear.

The Final Summative rating will automatically be determined when the appropriate sections have been completed. Messages on the screen will inform you when necessary tasks need to be completed for the final summative calculation. The Final Summative rating is calculated using the Performance and Student Growth ratings, and Alternative Component rating, if applicable. The calculation explanation can be viewed by clicking on the How to Determine Final Rating button at the top of the screen.

Improvement Plan

For teacher evaluations, there are two Improvement Plan check-boxes.

If the teacher's Final Summative rating is "Ineffective", the **Improvement Plan required due to ineffective final summative rating** check-box will automatically be selected and cannot be changed.

The second improvement plan check-box, **Improvement plan initiated by District**, can be selected manually, if desired.

SUMMARY

The evaluator may use this form as part of the Final Review and Conference during which the evaluator and educator discuss the Final Summative Rating.

	Ineffective (0-99)	Developing (100-299)	Skilled (300-499)	Accomplished (500-600)
Final Summative Rating			●	
Improvement plan required due to ineffective final summative rating	<input checked="" type="checkbox"/>			
Improvement plan initiated by District	<input type="checkbox"/>			
Teacher Comments (Optional)				

PIN Completion:

At the very bottom of the Final Summative Form is the PIN completion section.

Once the final summative rating has been calculated, the PIN should be entered. For a Principal's Final Summative form, only the Superintendent or Designee will have the ability to enter his/her PIN. For a Teacher or Assistant Principal's Final Summative form, the Superintendent, Designee, or Principal will have the ability to enter his/her PIN. The Educator will then be notified and have access to view the Final Summative Rating Form. The Educator will have the ability to review the Final Summative form and enter his/her PIN to complete the evaluation process. Entry of the Educator's PIN indicates acknowledgement of the Final Summative Rating. It does not necessarily indicate agreement with the rating.

If the Educator is unavailable or refuses to enter their PIN, the Superintendent, Designee or Principal should indicate this using the pop-up window next to the Educator PIN entry box. The reason for refusal must be provided. If **other** is selected, an explanation must be entered.



The image shows two side-by-side panels. The left panel is a form with the text "Enter Teacher PIN below and click 'Complete Form' to confirm." Below this is a text input field labeled "Teacher PIN:" and a "Complete Form" button. The right panel is a pop-up window with the text "Superintendent, Designee or Principal has completed this form" and "Teacher declined or unavailable?" in red. Below this is a button labeled "Unavailable to Complete Form" which is highlighted with a red border.

At this point, the evaluation has been completed.

To review all ratings, go to the Evaluation Ratings Report under the Reports tab.

Click on **View** to see a listing of Teachers, Assistant Principals and Principals, along with their ratings and dates of PIN entry. Review the report to ensure all ratings have been entered and that Final Summatives have been completed by both the Administrator and the Educator.

Principal School Counselor Evaluation Forms

Evaluation Forms

The School Counselor Evaluation Forms include the following steps and are shown on the Evaluation screen below:

Optional Self-Assessment

Optional Form to Demonstrate Positive Student Outcome Using Student Metrics

Step 1: Professional Growth and Improvement Plans

Step 2: Formative Assessment

Step 3: Summative Evaluation

EVALUATION FORMS		EVIDENCE & ARTIFACTS				
OPTIONAL SELF-ASSESSMENT						
	School Counselor Self-Assessment Summary Tool Completion Process: Educator Only (Private)	EDUCATOR	EVALUATOR	-	N/A	Not Started  
STEP 1: PROFESSIONAL GROWTH AND IMPROVEMENT PLANS						
	Optional Form to Demonstrate Positive Student Outcome Using Student Metrics Completion Process: Educator First, Evaluator Closes	EDUCATOR	EVALUATOR	-	-	Not Started  
	Professional Growth Plan Completion Process: Educator First, Evaluator Closes			-	-	Not Started  
	Improvement Plan Completion Process: Evaluator First, Educator Closes			-	-	Not Started
	Improvement Plan: Evaluation of Plan Completion Process: Evaluator First, Educator Closes			-	-	Not Started
STEP 2: FORMATIVE ASSESSMENT						
Observation & Examination of Artifacts (1)						
	Pre-Conference Completion Process: Educator First, Evaluator Closes	EDUCATOR	EVALUATOR	-	-	Not Started  
	Informal Observation Completion Process: Evaluator First, Educator Closes			-	-	Not Started
	Formal Observation / Performance Rubric Completion Process: Evaluator First, Educator Closes			-	-	Not Started
	Post-Conference Planning Completion Process: Evaluator Only (Private)			N/A	-	Not Started
STEP 3: SUMMATIVE EVALUATION						
	Final Summative Rating of Counselor Effectiveness Completion Process: Evaluator First, Educator Closes	EDUCATOR	ADMINISTRATOR	-	-	Not Started

Each step is discussed in the following sections.

Evaluator View of School Counselor's Optional Self Assessment

The School Counselor may complete an optional Self-Assessment. If completed, the evaluator will be notified but will not have access to view the form.

Evaluator View of Optional Form to Demonstrate Positive Student Outcome Using Student Metrics

This form may be used by the School Counselor and Evaluator at the beginning of the evaluation cycle to collaboratively pre-determine metrics that will be used for a portion of the evaluation rubric. It is editable by the School Counselor and Evaluator.

Home / Evaluations / Counselor, Kristen (SC0000069) / Optional Form to Demonstrate Positive Student Outcome Using Student Metrics

Optional Form to Demonstrate Positive Student Outcome Using Student Metrics

[View PDF](#) [Suggested Guidelines](#)

Instructions: This form can be used by the school counselor and evaluator at the beginning of the evaluation cycle to collaboratively pre-determine metrics that will be used for a portion of the evaluation rubric. The school counselor must clearly demonstrate the ability to positively impact student outcomes.

NOTE: This form is editable by the School Counselor and Evaluator. The School Counselor must complete the form first. Upon School Counselor completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the School Counselor will be notified.

Step One: Identify Domain Focus Area(s)

Identify the student domain area(s) in the district, building, cohort, or grade level(s) based on needs.

Example: School Counselor data from 2015-16 showed that the incoming seventh grade cohort had on average the highest number of interpersonal student conflicts. Domain: Social/Emotional.

Step Two: Identify Desired Student Outcome(s)

Based on identified focus areas of need (step one), develop student outcome goal(s).

Example: In 2016-2017, Smart Middle School data will show a reduction in the average number of interpersonal student conflicts among the seventh grade cohort by April 2017.

Step Three: Determine the Metric(s) of Student Outcomes

Determine the measurement data to be used to demonstrate a change in student knowledge, skills or behavior.

Example: Office Referrals (disaggregated to show the number of incidents of interpersonal conflict among seventh grade students). Peer Mediation Log Data (disaggregated to show the number of interpersonal conflicts mediated among seventh grade students). Survey data to show the number of students using mediation techniques to solve conflicts.

Step Four: Relevant School Counselor activities/interventions

Describe activities, lessons or interventions the school counselor will implement and monitor to achieve the desired student outcome(s).

Example: The school counselor will train peer mediators and hold weekly sessions to support positive peer relations among seventh grade students. The school counselor will design and distribute an online survey to seventh grade students to assess their knowledge and use of conflict resolution techniques at the beginning of the school year 2016-2017 and again in the spring.

Step Five: Monitoring

Over the course of the school year, monitor progress made on each metric of student outcomes.

Example: The school counselor reviews data in November 2016 and February 2017 to note changes. Additionally, school counselor collects informal data from the peer mediation weekly sessions in November 2016 and February 2017, and he or she reviews the peer mediation logs for trends and patterns.

The School Counselor must complete the form first. Upon School Counselor completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the School Counselor will be notified.

Evaluator View of School Counselor's Step 1 Professional Growth and Improvement Plans

Step one of the workflow for LEAs using the setup option 1 (all electronic forms) or 2 (combination of electronic and LEA-developed forms) is Professional Growth and Improvement Plans.

Important Information:

Either the Professional Growth Plan or the Improvement Plan is required.

If the school counselor is on a Professional Growth Plan, then that form is required and the Improvement Plan forms can be skipped by the evaluator.

If the school counselor is on the Improvement Plan, then those forms are required.

The Professional Growth Plan can be skipped by clicking Optional, next to the Start button.

The Improvement Plan Evaluation of Plan will be completed later in the year, only if the school counselor is on the Improvement Plan.

The **Professional Growth Plan** is started by the School Counselor.

The **Improvement Plan** and the **Improvement Plan Evaluation of Plan** are started by the Evaluator. These forms will be available to the School Counselor once the Evaluator has completed them.

The following sections will explain each form in depth.

School Counselor Professional Growth Plan

The **Professional Growth Plan** form must be completed by the school counselor first. The form will be locked for the evaluator until the school counselor has completed the form. Upon school counselor completion, the evaluator will be notified and have access to review/edit the form. Upon evaluator completion, the school counselor will be notified.

If the school counselor is on a Professional Growth Plan, the Improvement Plan and Evaluation of Plan forms should be skipped by the evaluator. The forms can be restored, if needed at a later time.

After the school counselor has completed the **Professional Growth Plan**, click on the form title or hyperlink to open the form.

When the form opens you will see the information entered by the school counselor regarding their two goals, action steps and resources to achieve each goal and evidence indicators. Enter the dates discussed in sections 2.5 and 3.5. Enter evaluator comments in section 4.2.

1. Type of Growth Plan

1.1 Select the type of Growth Plan: (Required)

Self-Directed Collaborative [clear selection](#)

2. Goal One

2.1 Choose the Standard(s) aligned to the goal. These are addressed by the Evaluator as appropriate for this School Counselor. (Required)

- Comprehensive School Counseling Program Plan
- Direct Services for Academic, Career, and Social/Emotional Development
- Indirect Services
- Evaluation and Data
- Leadership and Advocacy
- Professional Responsibility, Knowledge and Growth

2.2 Goal Statement Demonstrating Performance on Standards (Required)

↶ ↷ ✂ 📄 📄 **B** *I* U ~~S~~ x_2 x^2 A ▾ I_x

Goal 1 statement entered by the school counselor will display in this area.

2.3 Action Steps and Resources to Achieve Goal (Required)

↶ ↷ ✂ 📄 📎 **B** *I* U | ~~S~~ x_2 x^2 A ▾ I_x

Goal 1 action steps and resources entered by the school counselor will display in this area.

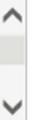
2.4 Evidence Indicators (Required)

↶ ↷ ✂ 📄 📎 **B** *I* U | ~~S~~ x_2 x^2 A ▾ I_x

Goal 1 evidence indicators entered by the school counselor will display in this area.

2.5 Dates Discussed

↶ ↷ ✂ 📄 📎 **B** *I* U | ~~S~~ x_2 x^2 A ▾ I_x



3. Goal Two

3.1 Choose the domain(s) aligned to the Metric of Student Outcomes goal. **(Required)**

- Academic
- College/Career
- Social/Emotional

3.2 Goal Statement Demonstrating Ability to Product Positive Student Outcomes **(Required)**

← → ✂ 📄 📋 **B** *I* U | ~~S~~ x_2 x^2 A ▾ I_x

Goal 2 statement entered by the school counselor will display in this area.

3.3 Action Steps and Resources to Achieve Goal **(Required)**

← → ✂ 📄 📋 **B** *I* U | ~~S~~ x_2 x^2 A ▾ I_x

Goal 2 action steps and resources entered by the school counselor will display in this area.

3.4 Evidence Indicators (Required)

← → ✂ 📄 📌 **B** *I* U | ~~S~~ x₂ x² A ▾ *I*_x

Goal 2 evidence indicators entered by the school counselor will display in this area.

3.5 Dates Discussed

← → ✂ 📄 📌 **B** *I* U | ~~S~~ x₂ x² A ▾ *I*_x



Comments

4.1 School Counselor Comments:

← → ✂ 📄 📌 **B** *I* U | ~~S~~ x₂ x² A ▾ *I*_x

Comments entered by the school counselor will display in this area.

4.2 Evaluator Comments:

(Read Only) This item has not been answered

Note

This form is editable by the School Counselor and Evaluator. The School Counselor must complete the form first. Upon School Counselor completion, the Evaluator will be notified and have access to review/edit the form. Upon Evaluator completion, the School Counselor will be notified.

PIN Completion

Enter School Counselor PIN below and click "Complete Form" to confirm.

School Counselor PIN:

Complete Form

[Forgot your PIN?](#)

School Counselor must complete form first

[↶ Back to Evaluation](#)

To complete the form, enter your PIN and click on the Complete Form button. Your PIN can be found on the User Settings page or by clicking on the Forgot your PIN? link.

School Counselor Improvement Plan

School Counselor Improvement Plan

The **Improvement Plan** form is editable by the evaluator only. Upon evaluator completion, the school counselor will be notified and have access to view the form. After the school counselor enters the PIN and clicks on the completion button, the evaluator will be notified.

To begin the **Improvement Plan**, click on the form title or hyperlink to open the form.

The Improvement Plan form consists of five sections. Each section must be completed by the evaluator.

The first section is the improvement statement. Indicate performance standards addressed in the plan, dates the improvement area or concern was observed and specific statements of the concern/areas of improvement.

School Counselor Improvement Plan

 View PDF  Suggested Guidelines

Instructions: School counselors with a final summative rating of ineffective* will develop an improvement plan with their evaluator. The administration will approve the improvement plan. The purpose of the improvement plan is to help the school counselor focus on area(s) in which they need intensive support to improve practice.

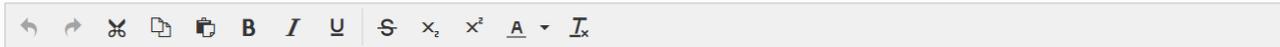
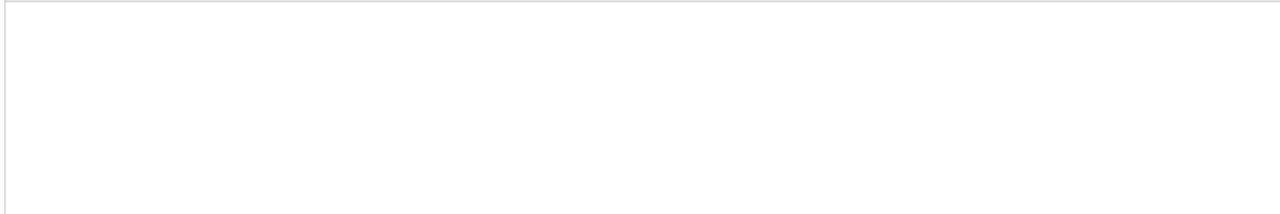
*Districts have discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

NOTE: This form is editable by the Evaluator only. Upon Evaluator completion, the School Counselor will be notified and have access to view the form. After the School Counselor enters the PIN and clicks on the completion button, the Evaluator will be notified.

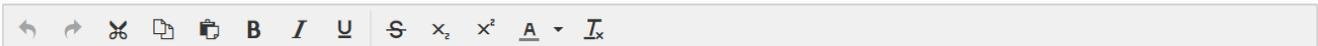
1. Improvement Statement

List specific areas for improvement as related to the Ohio Standards for School Counselors. Attach documentation.

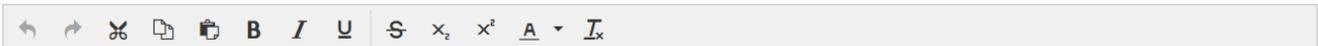
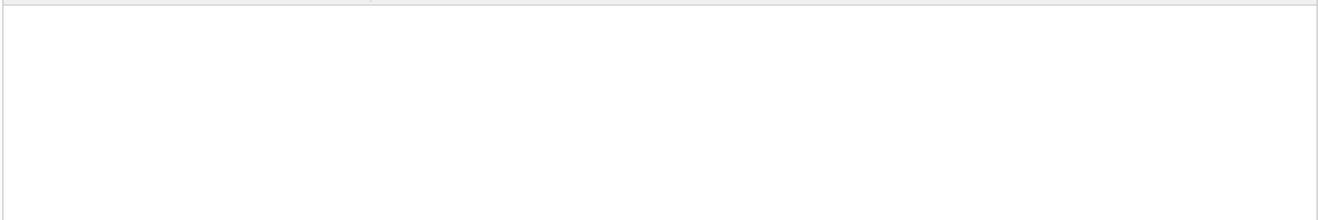
1.1 Performance standard(s) addressed in this plan: (Required)

1.2 Date(s) improvement area or concern observed: (Required)

1.3 Specific statement of the concern: Areas of improvement: (Required)

The second section addresses the desired level of performance.

2. Desired Level of Performance

List specific measurable goals to improve performance. Indicate what will be measured for each goal.

2.1 List Goals: (Required)



2.2 Level of Performance: Specifically describe successful improvement target(s): (Required)



2.3 Beginning Dates: (Required)



2.4 Ending Dates: (Required)



The third section addresses the plan of action in detail.

3. Specific Plan of Action

Describe in detail specific plans of action that the School Counselor must take to improve his or her performance. Indicate the sources of evidence that the Evaluator will use to document completion of the Improvement Plan.

3.1 Actions to be taken: (Required)

Rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link. Below the toolbar is a large empty text area for entering actions to be taken.

3.2 Sources of evidence that will be examined: (Required)

Rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link. Below the toolbar is a large empty text area for entering sources of evidence.

The fourth section addresses assistance and professional development.

The fifth section should be used to record the date of the Improvement Plan conference and the date you will evaluate the improvement plan.

4. Assistance and Professional Development

4.1 Describe in detail specific supports that will be provided as well as opportunities for Professional Development: (Required)

Rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link. Below the toolbar is a large empty text area for describing supports and professional development opportunities.

5. Dates

5.1 Date of Improvement Plan conference: (Required)

Calendar date picker input field.

5.2 Date for this Improvement Plan to be evaluated: (Required)

Calendar date picker input field.

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Improvement Plan Evaluation of Plan

The **Improvement Plan Evaluation of Plan** form is to be completed by the evaluator at the end of the time specified in the Improvement Plan. The form is editable by the evaluator only. Upon evaluator completion, the school counselor will be notified and have access to view the form. After the school counselor enters the PIN and clicks on the completion button, the evaluator will be notified.

To begin the **Improvement Plan Evaluation of Plan**, click on the form title or hyperlink.

This form has four sections which are viewable below. The evaluator will indicate the resulting action, Improvement Plan dates, recommendation and justification for the recommendation including evidence.

School Counselor Improvement Plan: Evaluation of Plan

[View PDF](#) [Suggested Guidelines](#)

Instructions: This form will be completed by the evaluator at the end of the time specified in the improvement plan. The evaluator will review the improvement plan with the school counselor and determine which action is appropriate. The evaluator should provide justification for his/her recommendation for action and attach evidence in the space provided.

NOTE: This form is editable by the Evaluator only. Upon Evaluator completion, the School Counselor will be notified and have access to view the form. After the School Counselor enters the PIN and clicks on the completion button, the Evaluator will be notified.

1. The improvement plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions: **(Required)**

- Improvement is demonstrated and performance standards are met to a satisfactory level of performance.*
- Continue with the Improvement Plan for a specified amount of time.
- Recommend dismissal.

[clear selection](#)

*The level of performance varies depending on school counselor's years of experience.

2. If Improvement Plan is to be continued for a specific time, enter dates below:

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3. Provide justification for the recommendation indicated below and attach evidence to support the recommended course of action. **(Required)**

Rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and background color.

Large empty text area for providing justification and attaching evidence.

Note

This form is editable by the Evaluator only. Upon Evaluator completion, the School Counselor will be notified and have access to view the form. After the School Counselor enters the PIN and clicks on the completion button, the Evaluator will be notified.

I have reviewed this evaluation and discussed it with my evaluator. Entering my PIN # below indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

The evaluator's PIN # on this form verifies that the proper procedures, as detailed in the local contract, have been followed.

PIN Completion

Evaluator must complete form first

Enter Evaluator PIN below and click "Complete Form" to confirm.

Evaluator PIN:

Complete Form

[Forgot your PIN?](#)

[Back to Evaluation](#)

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Evaluator View of School Counselor's Step 2 Formative Assessment

Step two of the workflow for LEAs using the setup option 1 (all electronic forms) or 2 (combination of electronic and LEA-developed forms) is the **Formative Assessment**.

The **Formative Assessment** includes the following:

Pre-Conference

Informal Observation

Formal Observation/Performance Rubric

Post-conference Planning

The observation cycle can be repeated by clicking on + OBSERVATION CYCLE. Informal observations can be added by clicking on + INFORMAL OBSERVATION.

STEP 2: FORMATIVE ASSESSMENT		EDUCATOR	EVALUATOR		
Observation & Examination of Artifacts (1)				+ OBSERVATION CYCLE	
+ INFORMAL OBSERVATION					
	Pre-Conference Completion Process: Educator First, Evaluator Closes	-	-	Not Started	
	Informal Observation Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	 
	Formal Observation / Performance Rubric Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	
	Post-Conference Planning Completion Process: Evaluator Only (Private)	N/A	-	Not Started	 

The following sections will explain each part of the process in detail.

School Counselor Pre-Conference Planning

The Pre-Conference Form must be completed by the school counselor first. Then the evaluator will have access to view the form and enter comments.

Important Note: This form is editable by the School Counselor and Evaluator. The school counselor will review/complete the form first. Upon completion, the Evaluator will be notified and have access to review/respond to the form. Upon Evaluator completion, the School Counselor will be notified.

Click on the form title to open the form.

There are five sections to this form. In each of the sections, the School Counselor will have the ability to respond to the questions and responses will be available in read only format. Below the School Counselor responses, the Evaluator will have the ability to enter comments.

What are your goals for the school counseling program?
What do you want to accomplish for the observation?
How will you know if you accomplish your goals for the observation?
How will your actions support the overall plan for the school counseling program?

School Counselor Responses:

The school counselor will enter his/her responses in this area.

Evaluator Comments:



This format will repeat for each set of questions in the five sections.

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

School Counselor Informal Observation

The Informal Observation can be repeated as many times as desired. To create an additional informal observation, click on the **+ INFORMAL OBSERVATION** on the right side of **Step 2**.

STEP 2: FORMATIVE ASSESSMENT		EDUCATOR	EVALUATOR	+ OBSERVATION CYCLE	
Observation & Examination of Artifacts (1)				+ INFORMAL OBSERVATION	
	Pre-Conference Completion Process: Educator First, Evaluator Closes	9/1/2016	Pending	In Progress	
	Informal Observation Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	 
	Formal Observation / Performance Rubric Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	
	Post-Conference Planning Completion Process: Evaluator Only (Private)	N/A	-	Not Started	 

Each Informal Observation will be added to Step 2 as shown below. If you would like to remove an informal observation, click on the delete icon



STEP 2: FORMATIVE ASSESSMENT		EDUCATOR	EVALUATOR	+ OBSERVATION CYCLE	
Observation & Examination of Artifacts (1)				+ INFORMAL OBSERVATION	
	Pre-Conference Completion Process: Educator First, Evaluator Closes	9/1/2016	Pending	In Progress	
	Informal Observation Completion Process: Evaluator First, Educator Closes	-	Pending	In Progress	
	Informal Observation Completion Process: Evaluator First, Educator Closes 	-	Pending	Not Started	 
	Informal Observation Completion Process: Evaluator First, Educator Closes 	-	Pending	Not Started	 
	Formal Observation / Performance Rubric Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started	
	Post-Conference Planning Completion Process: Evaluator Only (Private)	N/A	-	Not Started	 

To open the **Informal Observation** form, click on the form title or hyperlink.

Important Note: This form is editable by the Evaluator only. Upon Evaluator completion, the School Counselor will be notified and have access to view the form. After the School Counselor enters the PIN and clicks the completion button, the evaluator will be notified.

The following pages will walk you through how to fill out the observation form.

The first section of this form is the observation information including the date, time and activity.

1. Observation Information

1.1 Date of informal observation: **(Required)**

09/02/2016 

◀ September 2016 ▶

Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

Now

Now

2. Observations and Times

1. Observation Information

1.1 Date of informal observation: **(Required)**

09/02/2016 

1.2 Beginning time: **(Required)**

Now

1.3 Ending time: **(Required)**

Now

1.4 Activity observed

The second section is the Evaluator's observations. Enter observation notes and times in the space provided.

2. Observations and Times

Observations and times: **(Required)**

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The third section is the **Evaluator Summary Comments**.

3. Evaluator Summary Comments

Comments: **(Required)**



A large, empty rectangular text area for entering comments.

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

School Counselor Formal Observation Performance Rubric

The Formal Observation/Performance Rubric form has two parts. The following pages will walk you through how to fill out this form.

Enter the date, time, activity and notes in the appropriate fields pictured below.

Formal Observation

Date of Observation: (Required)


Beginning Time: (Required)
Ending Time: (Required)
Activity:
Observation Notes: (Required)



The Performance Rubric has six sections:

- 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

Each section has standards to be rated. Click on the rating that applies and enter **Evidence** in the space provided.

Beneath each standard, specify the overall rating for each standard by clicking on the button in front of your selection. You may also select **Not Scored**.

Standard 1: Comprehensive School Counseling Program Plan

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.

	Ineffective	Developing	Skilled	Accomplished
1.1	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.
1.2	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.
1.3	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.
1.4 Evidence	<div style="border: 1px solid gray; padding: 5px;"> <p>B <i>I</i> <u>U</u> <i>I_x</i></p> <div style="text-align: right;"> ^ v </div> </div>	<div style="border: 1px solid gray; padding: 5px;"> <p>B <i>I</i> <u>U</u> <i>I_x</i></p> <div style="text-align: right;"> ^ v </div> </div>	<div style="border: 1px solid gray; padding: 5px;"> <p>B <i>I</i> <u>U</u> <i>I_x</i></p> <div style="text-align: right;"> ^ v </div> </div>	<div style="border: 1px solid gray; padding: 5px;"> <p>B <i>I</i> <u>U</u> <i>I_x</i></p> <div style="text-align: right;"> ^ v </div> </div>

Standard 1: Comprehensive School Counseling Program Plan

1.5 Please specify the overall rating for this standard:

Not Scored
 Ineffective
 Developing
 Skilled
 Accomplished
 [clear selection](#)

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

School Counselor Post Conference Planning

The Post-Conference Planning form is accessible by the evaluator. The form is private and cannot be viewed by the school counselor. The form can be skipped.

Important Note: This form is private and only accessible by the Evaluator. The School Counselor cannot view or edit this form. Upon completion, the School Counselor will not be notified the form is complete and will not be able to view or edit the form.

School Counselor Post-Conference Planning

[View PDF](#) [Suggested Guidelines](#)

Instructions: The goal for the conference leader is to cognitively coach the School Counselor through the use of reflective questions.

NOTE: This form is private and only accessible by the Evaluator. The School Counselor cannot view or edit this form. Upon completion, the School Counselor will not be notified the form is complete and will not be able to view or edit the form.

Post-Observation sample questions:

These questions are intended to guide thinking and conversation. All questions will not apply to all observations. The purpose of the Post-Observation conference is to promote communication, understanding and reflection of professional practices.

- What do you feel was the strongest point of the observation? Why?
- To what extent do you think you accomplished your goals for the observation? How do you analyze and reflect on your work? In reflecting on this observation, what feedback would you give yourself?
- What would you do differently for the next observation in an attempt to accomplish your goals?
- How has monitoring data help improve student outcomes?
- After the observation, what will be your next steps?
- What would you most like to improve?
- What are some thoughts about providing responsive services to meet student needs?
- Discuss ways you could meet the needs of students through systemic support.
- Discuss ways in which you can advocate for different groups of students.
- How can I as the evaluator help you reach your goals for the program?

1. Reflective Questions for Reinforcement

Record three reflective questions you would ask the school counselor that align with the area of reinforcement.

1.1

1.2

1.3

2. Reflective Questions for Refinement

Record three reflective questions you would ask the school counselor that align with the area of refinement.

2.1

2.2

2.3

There are two areas to enter comments, **Reflective Questions for Reinforcement** and the **Reflective Questions for Refinement**.

2. Reflective Questions for Refinement

Record three reflective questions you would ask the school counselor that align with the area of refinement.

2.1

Rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link. Below the toolbar is a large empty text area for writing a reflective question.

2.2

Rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link. Below the toolbar is a large empty text area for writing a reflective question.

2.3

Rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link. Below the toolbar is a large empty text area for writing a reflective question.

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Evaluator View of School Counselor's Step 3 Summative Evaluation

Important Information: This feature area is currently being updated for this academic year and the content will be updated when software revisions have been completed.

Principal Student Growth Measures

Below is a summary of the eTPES **Student Growth Measure (SGM)** process:

The Superintendent or Superintendent Designee, completes the setup indicating value-added usage and default percentages per Teacher and Principal category.

The Teacher and Principal value-added data is loaded into eTPES. Default categories are assigned.

The Superintendent, Superintendent Designee, Principal, Assistant Principal, or Primary Evaluator edits the categories and percentages per educator (if necessary) and adds ratings for each educator.

The Principal verifies Teacher and Assistant Principal data and final SGM rating. The Superintendent or Superintendent Designee verifies the Principal data and final SGM rating.

Principal SGM Setup

Superintendents and Superintendent Designees have access to complete the **Student Growth Measures (SGM) Setup**. Principals have access to view the **SGM Setup**.

WARNING: The Superintendent or Superintendent Designee must complete the LEA setup prior to any other SGM activities. No other functions can be completed or viewed until this step is complete.

To access the **SGM Setup**, click on the red SGM task on the **Home page** (shown below) or go to **LEA Setup** on the **Administration tab**.

The screenshot shows a dashboard with a dark red navigation bar at the top containing the links: HOME, ADMINISTRATION, STUDENT GROWTH, EDUCATORS, REPORTS, HELP. Below the navigation bar, the breadcrumb trail reads "Home / My Dashboard". The main content area features four notification boxes: a green box stating "Your LEA Setup(s) are complete.", a red box with an exclamation mark icon stating "You have (1) LEA(s) that require setup of SGM (view)", a green box stating "You have (0) staff removal requests to review (view)", and a red box with an exclamation mark icon stating "You have (1) educators that need a primary evaluator (view)". To the right of these notifications is a "Quick Help" section with links to various user guides and models, including "Ohio Department of Education eTPES Web Page", "eTPES Teacher User Guide [PDF]", "eTPES Principal User Guide [PDF]", "eTPES Superintendent/Designee User Guide [PDF]", "OTES Model [PDF]", and "OPES Model [PDF]".

Click on **Edit** under **SGM Setup**.

SGM Setup History: *In order to see a previous years' SGM setup, change the **Academic Year** and click on **View** under **SGM Setup**.*

The screenshot shows the "LEA Setup" page. At the top, there is a dropdown menu for "Academic Year" set to "2015-2016". Below this is a section for "LEAs" with a "Show" dropdown set to "10" and a "Search:" input field. A pagination bar shows "First", "Previous", "1", "Next", and "Last". The main content is a table with the following columns: LEA Name, LEA IRN, Status, Teacher Framework Status, Verification Date, Verified By, LEA Setup, and SGM Setup. The table contains one row for "Training District 4" with LEA IRN "900004", Status "Completed", Teacher Framework Status "Completed", Verification Date "12/9/2015", and Verified By "Superintendent, Michael". The "LEA Setup" column for this row has a "View" link, and the "SGM Setup" column has an "Edit" link, which is highlighted with a red box.

LEA Name	LEA IRN	Status	Teacher Framework Status	Verification Date	Verified By	LEA Setup	SGM Setup
Training District 4	900004	Completed	Completed	12/9/2015	Superintendent, Michael	View	Edit

There are two tabs that must be completed in the SGM Setup. They are:

- Teacher Framework
- Default Percentages

Teacher Framework Tab

The Teacher Framework selected by Superintendents and/or Superintendent Designees at the beginning of the year is displayed and available to be changed.

To change the selection, click on the appropriate selection. If the Prior Alternative Framework (Sliding Scale) is selected, the district is required to have a negotiated agreement dated prior to September 29, 2015 which includes the 2015-16 school year stating the prior alternative framework (sliding scale) will be utilized for teacher evaluations. This agreement is required to be attached in PDF form.

Click on **Finalize Teacher Framework** to complete.

The screenshot shows the 'Student Growth Setup Page' with a 'Teacher Framework' tab selected. Under 'Teacher Framework Selection', there are three options:

- Original Framework**
50% Performance
50% Student Growth
- Alternative Framework**
50% Performance
35% Student Growth
15% Alternative Component
- Prior Alternative Framework (Sliding Scale)**
Alternative Component
[- Select -]
 Teacher Self Evaluation
 Peer Review Evaluation
 Student Portfolios
 Student Surveys
 District-Determined Component
(additional M.O.U. required)

REQUIREMENTS:
District is required to have a negotiated agreement dated prior to 09/29/15 which includes the 2015-16 school year stating the prior alternative framework (sliding scale) will be utilized for teacher evaluations.
Attach collective bargaining agreement including dates (*PDF only)

Buttons: Save & Continue, Browse...

A popup will display requiring entry of your name and State ID. Click on **Finalize** to complete.

Teacher Framework Finalization

As Superintendent or Superintendent Designee, I confirm that the selections regarding teacher framework is accurate.

Name:

State ID:

example: OH1234567

Buttons: Cancel, Finalize

Default Percentages Tab

The **Default Percentages** are the SGM default percentages that will be assigned to each category per Educator within the LEA. The percentages per Educator can be modified individually at a later time. To set the defaults enter the percentages within the allowances displayed.

Important Information:

The allowable ranges listed for each category will be displayed in red. When the appropriate percentages have been entered, the text will turn green.

All categories and boxes must be completed. Do not leave a box blank; instead enter zero.

The percentages entered must add up to the total SGM percentage. When the numbers entered equal the total SGM percent and are in the proper percentage ranges indicated, the text will change from red to green.

If the total does not equal the SGM percent for each category, the screen cannot be saved.

Teacher Percentages (OTES)					
Enter the desired evaluation component percentages for in each teacher category.					
Teacher Category	Value-Added	Vendor Assessment	LEA Measures		TOTAL
			SLO/Other	Shared Attribution	
A1 (Value-Added Exclusive)	<input type="text"/> <i>must be 50.0%</i>	N/A	N/A	N/A	0% <i>must be 50.0%</i>
A2 (Value-Added Non-Exclusive)	<input type="text"/> <i>must be 10.0-50.0%</i>	N/A	<input type="text"/> <i>must be 0.0-50.0%</i>	<input type="text"/> <i>must be 0.0-50.0%</i>	0% <i>must be 50.0%</i>
B (Vendor Assessment)	N/A	<input type="text"/> <i>must be 10.0-50.0%</i>	<input type="text"/> <i>must be 0.0-40.0%</i>	<input type="text"/> <i>must be 0.0-40.0%</i>	0% <i>must be 50.0%</i>
C (LEA Measures)	N/A	N/A	<input type="text"/> <i>must be 0.0-50.0%</i>	<input type="text"/> <i>must be 0.0-50.0%</i>	0% <i>must be 50.0%</i>

Principal Percentages (OPES)					
Enter the desired evaluation component percentages in each principal category.					
Principal Category	Value-Added	Vendor Assessment	LEA Measures		TOTAL
			SLO/Other	Shared Attribution	
A (Value-Added)	<input type="text"/> <i>must be 0.0-50.0%</i>	N/A	<input type="text"/> <i>must be 0.0-50.0%</i>	<input type="text"/> <i>must be 0.0-50.0%</i>	0% <i>must be 50.0%</i>
B (Vendor Assessment)	N/A	<input type="text"/> <i>must be 10.0-50.0%</i>	<input type="text"/> <i>must be 0.0-40.0%</i>	<input type="text"/> <i>must be 0.0-40.0%</i>	0% <i>must be 50.0%</i>
C (LEA Measures)	N/A	N/A	<input type="text"/> <i>must be 0.0-50.0%</i>	<input type="text"/> <i>must be 0.0-50.0%</i>	0% <i>must be 50.0%</i>

Once you have entered all the information and the totals equal the SGM percent, the percentages can be saved and edited later by clicking on the **Save** button.

If you are certain the percentages are correct, click on the **Finalize** button. A popup will display. Enter your PIN to finalize your selections.

WARNING: Once the PIN is entered if the SGM default percentages are incorrect, they will need to be modified by the district on a per educator basis.

Percentages Finalization

 Please read the following in its entirety.

Once the PIN is entered if the SGM default percentages are incorrect, they will need to be modified by the district on a per educator basis. Please confirm the SGM defaults by entering your PIN below.

PIN:

[Forgot your PIN?](#)

Cancel

Finalize

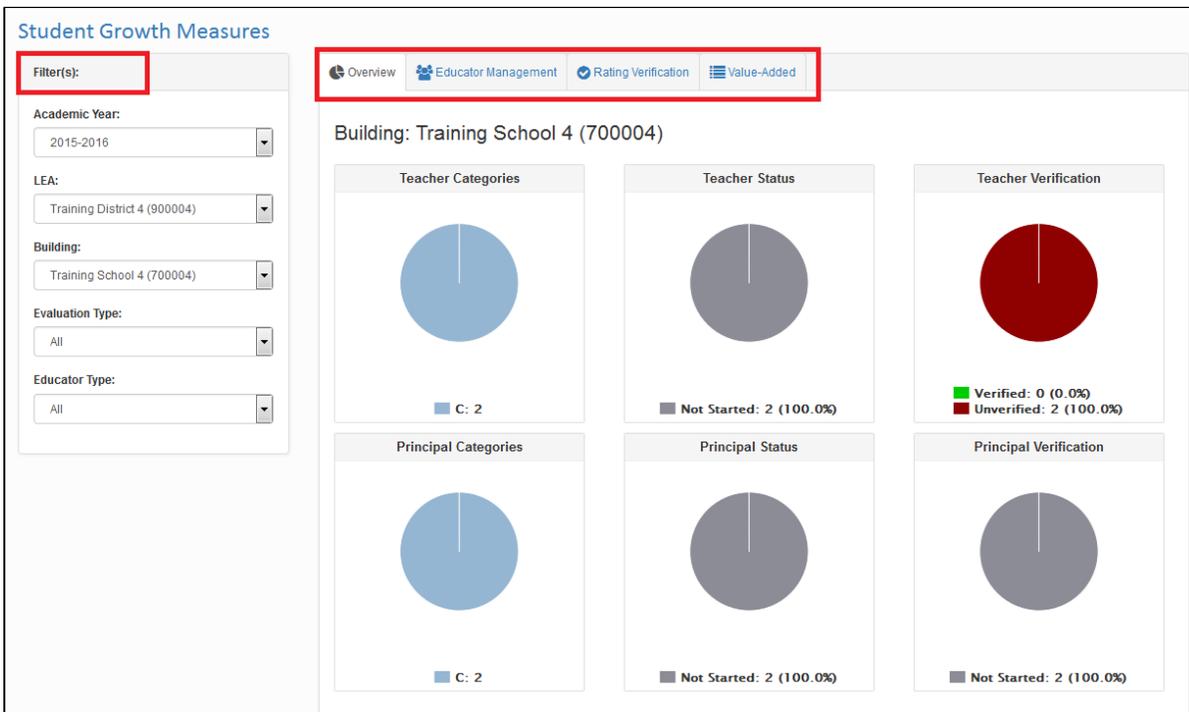
Principal SGM Entry

To access the SGM functions, click on the **Student Growth** tab.



The following screen will display. There will be a **Filters** section on the left and four tabs available on the right. The four tabs are as follows:

- Overview
- Educator Management
- Rating Verification
- Value-Added



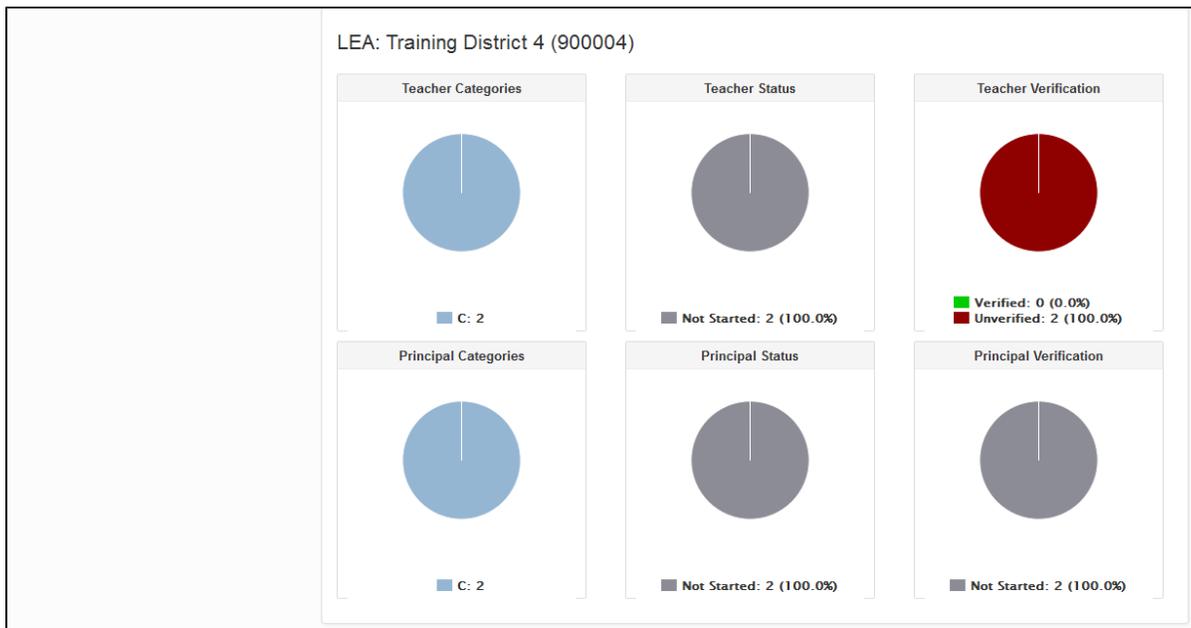
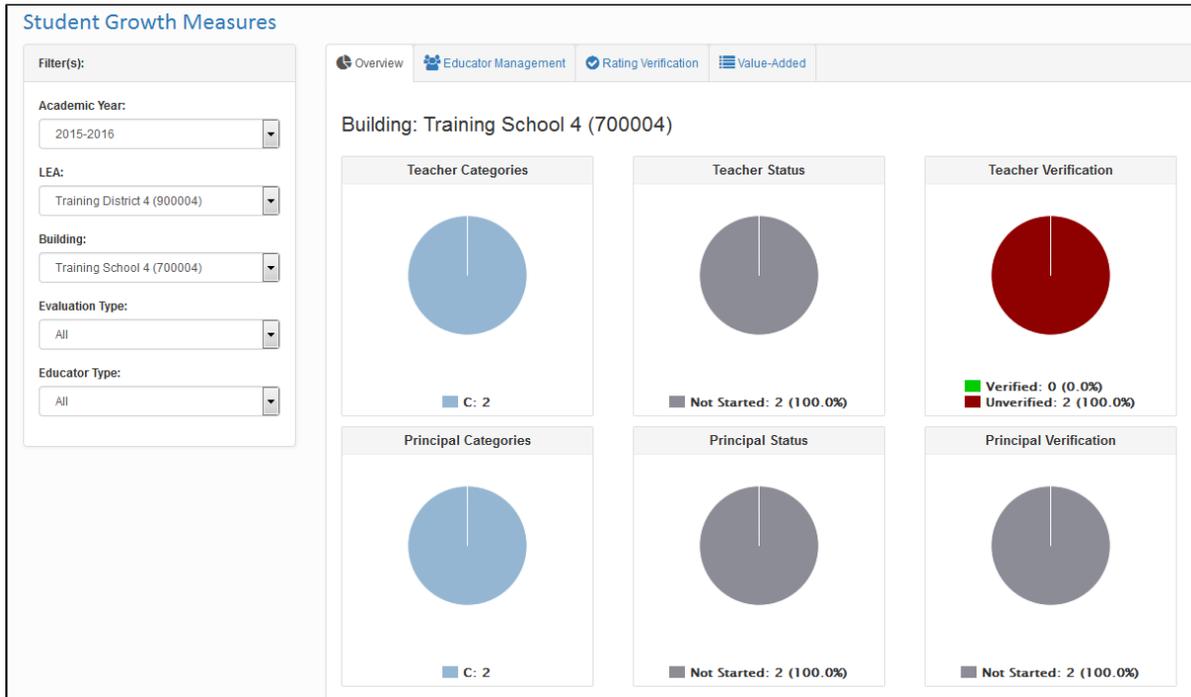
FILTERS

The filters allow you to select specific information to view and/or access. The information available in the filters is dependent upon your access. Using the dropdowns, select the information you would like to view and/or access.

Important Note: In order to view previous year's SGM information, change the Academic Year.

Principal Overview

The **Overview** tab displays SGM pie charts based on the filter selections. Building and/or District data may be displayed, depending on your access.



Principal Value Added

Select the **Value Added** tab to view the Value-Added data that has been loaded into eTPES.

State and Vendor Value Added Composites have been loaded for Teachers.

State Value Added Composites have been loaded for Principals.

Student Growth Measures

Filter(s):

Academic Year: 2015-2016

LEA: Training District 4 (900004)

Building: Training School 4 (700004)

Evaluation Type: All

Educator Type: All

Overview | Educator Management | Rating Verification | **Value-Added**

Educator ID	Evaluation	Status	Category	State Composite	Vendor Composite	Principal Composite	
Principal, Jane (TR0000001)	OPES	In Progress	A	-	-	3	Worksheet
Teacher, Mary (MT0000004)	OTES	In Progress	A2	5	-	-	Worksheet

To review additional details for the Value-Added information imported and displayed in the eTPES application, visit ohiova.sas.com.

Principal Educator Management

The **Educator Management** tab will allow users to:

View, enter and edit categories, weights, and ratings.

Customize percentages.

Apply exemptions (if applicable).

Verify ratings on an individual basis.

Student Growth Measures

Filter(s):

Academic Year: 2015-2016

LEA: Training District 4 (900004)

Building: Training School 4 (700004)

Evaluation Type: All

Educator Type: All

Overview | **Educator Management** | Rating Verification | Value-Added

Educator ID	Evaluation	Status	Category	Custom Percentages	Switch Category	
Principal, Jane (TR0000001)	OPES	In Progress	A	No	A B C	Worksheet
Teacher, Mary (MT0000004)	OTES	In Progress	A2	No	A1 A2 B C	Worksheet
Teacher, Newton (NT0000004)	OTES	Not Started	C	No	B C	Worksheet

Who has access to enter SGM data and verify with PIN?

Principal SGM	
Who can enter data?	Superintendent, Superintendent Designee, and Primary Evaluator
Who can verify with PIN?	Superintendent, Superintendent Designee

Assistant Principal SGM	
Who can enter data?	Superintendent, Superintendent Designee, Principal, and Primary Evaluator
Who can verify with PIN?	Superintendent, Superintendent Designee, and Principal

Teacher SGM	
Who can enter data?	Superintendent, Superintendent Designee, Principal, Assistant Principal and Primary Evaluator
Who can verify with PIN?	Superintendent, Superintendent Designee, and Principal

Important Information: The HR Administration role will be able to view the SGM data. Principals, Assistant Principals, and Teachers can view their SGM worksheet under the Evaluations tab.

How are Default Categories Assigned?

Teachers and Principals are assigned to default categories based on the presence of value-added data.

The **Educator Management** feature allows Administrators to change the default category assigned to educators in some cases.

Teachers

Teachers are assigned to a default category based on the following information:

Has state value added data	Has vendor value added data	Default category
Yes	Yes	A2
Yes	No	A2
No	Yes	B
No	No	C

Principals

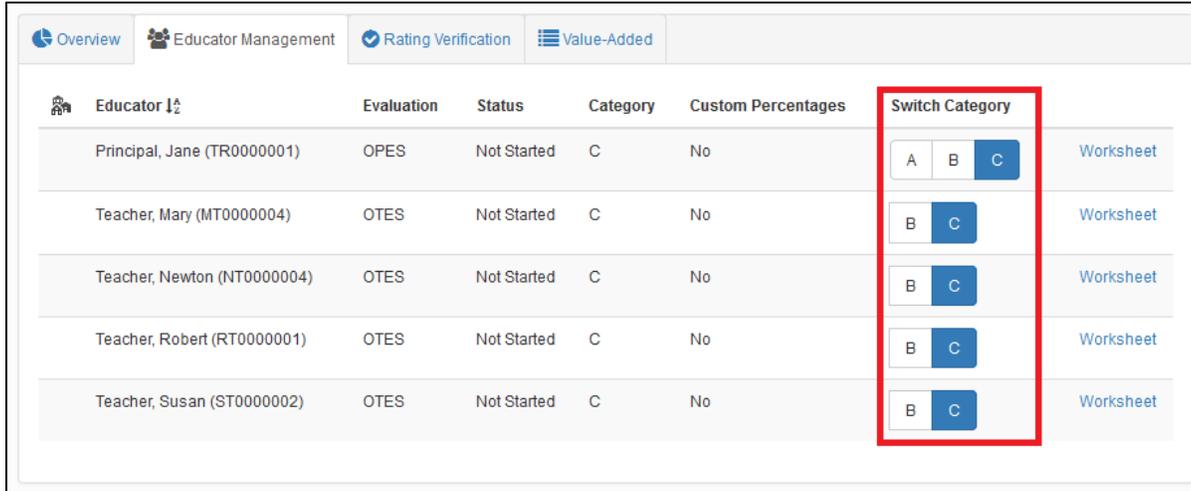
Principals and Assistant Principals are assigned to a default category based on the following information:

Has value added data	No value added data	Default category
Yes	No	A
No	No	B
No	Yes	C

When and How Can Categories be Switched?

Important Note: Refer to the Ohio Department of Education's website for instruction regarding appropriate categorization.

Once the appropriate category has been determined, the **Switch Category** column will allow changes to the category.



The screenshot shows the eTPES Educator Management interface. At the top, there are navigation tabs: Overview, Educator Management (selected), Rating Verification, and Value-Added. Below the tabs is a table with the following columns: Educator (with a dropdown arrow), Evaluation, Status, Category, Custom Percentages, Switch Category, and Worksheet. The 'Switch Category' column is highlighted with a red border. The table contains five rows of educator data:

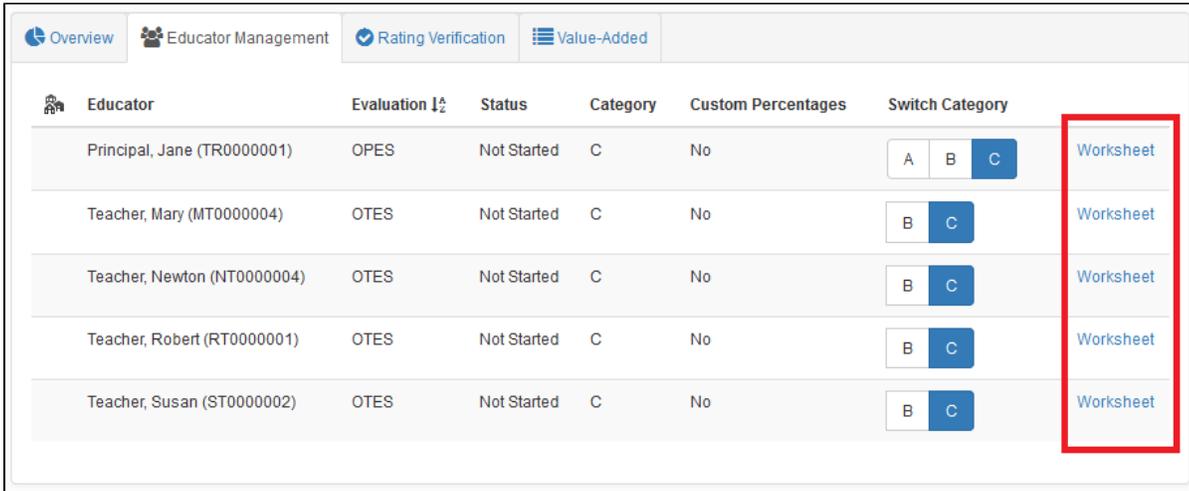
Educator	Evaluation	Status	Category	Custom Percentages	Switch Category	Worksheet
Principal, Jane (TR0000001)	OPES	Not Started	C	No	A B C	Worksheet
Teacher, Mary (MT0000004)	OTES	Not Started	C	No	B C	Worksheet
Teacher, Newton (NT0000004)	OTES	Not Started	C	No	B C	Worksheet
Teacher, Robert (RT0000001)	OTES	Not Started	C	No	B C	Worksheet
Teacher, Susan (ST0000002)	OTES	Not Started	C	No	B C	Worksheet

To change a category in eTPES, click on the appropriate category selection.

Please note that once the SGM Ratings are verified the category can no longer be changed and will be shown in read-only format. If the category needs changed, the SGM worksheet will need to be reopened.

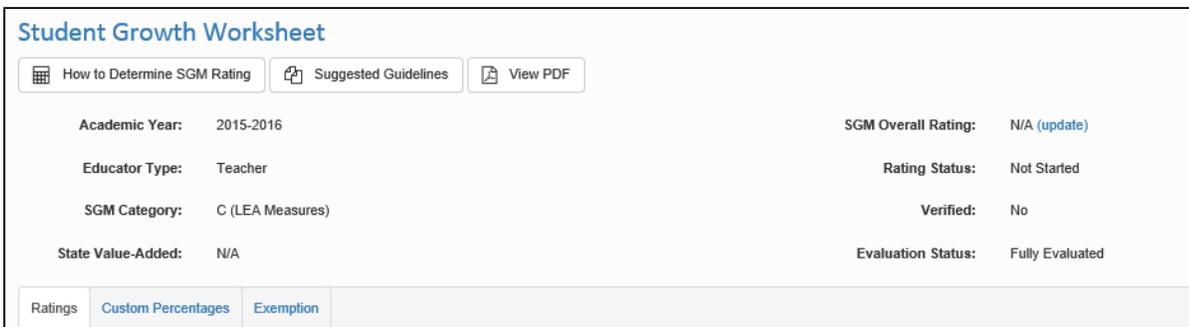
Principal Educator Worksheet

To make changes to a specific Educator, click on the **Worksheet** link.



 Educator	Evaluation 	Status	Category	Custom Percentages	Switch Category	
Principal, Jane (TR0000001)	OPES	Not Started	C	No	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	Worksheet
Teacher, Mary (MT0000004)	OTES	Not Started	C	No	<input type="radio"/> B <input checked="" type="radio"/> C	Worksheet
Teacher, Newton (NT0000004)	OTES	Not Started	C	No	<input type="radio"/> B <input checked="" type="radio"/> C	Worksheet
Teacher, Robert (RT0000001)	OTES	Not Started	C	No	<input type="radio"/> B <input checked="" type="radio"/> C	Worksheet
Teacher, Susan (ST0000002)	OTES	Not Started	C	No	<input type="radio"/> B <input checked="" type="radio"/> C	Worksheet

The top of the worksheet will outline important information regarding this educator.



Student Growth Worksheet		
How to Determine SGM Rating	Suggested Guidelines	View PDF
Academic Year: 2015-2016	SGM Overall Rating: N/A (update)	
Educator Type: Teacher	Rating Status: Not Started	
SGM Category: C (LEA Measures)	Verified: No	
State Value-Added: N/A	Evaluation Status: Fully Evaluated	
Ratings	Custom Percentages	Exemption

The information listed at the top of the worksheet shows the following:

- Academic Year**
- Educator Type**
- SGM Category**
- State Value-Added**
- SGM Overall Rating**
- Rating Status**
- Verified Status**
- Evaluation Status**

Important Information: The worksheet used for Principals and Assistant Principals will look the same. In addition, the Educator Type on the worksheet will indicate Principal if the Educator is being evaluated on the OPES model. There will be no distinction.

Principal Ratings

The ratings can be entered and viewed through the **Ratings** tab. Click on the drop-down box to select the appropriate ratings for the category assigned.

When ratings are entered, they are automatically weighted equally. The weighting displays to the right of the rating entered and can be changed. For instructions on how to change the weights see the next section.

When the ratings have been entered for the appropriate categories, the SGM rating will automatically calculate.

To add ratings, adjust weights or customize percentages for several Educators at one time, utilize the SGM Import function. Instructions for the SGM Import are provided in this user guide.

Academic Year:	2015-2016	SGM Overall Rating:	N/A (update)
Educator Type:	Teacher	Rating Status:	In Progress
SGM Category:	C (LEA Measures)	Verified:	No
State Value-Added:	N/A	Evaluation Status:	Fully Evaluated

Ratings	Custom Percentages	Exemption
----------------	--------------------	-----------

SLO/Other	50.0%	Shared Attribution	0.0%
	Rating Custom Weights		Rating
	<input type="checkbox"/>		
SLO 1	-- ▾	Shared Attribution *	-- ▾
SLO 2	-- ▾		
SLO 3/Other	-- ▾		
SLO 4/Other	-- ▾		
SLO 5/Other	-- ▾		

* Reminder: This value may not include State Value-Added data (no MOU).

SGM Rating = N/A

When the Educator is eligible for verification, the SGM Rating will display.

Academic Year: 2015-2016
 Educator Type: Teacher
 SGM Category: C (LEA Measures)
 State Value-Added: N/A

SGM Overall Rating: Most Effective [\(update\)](#)
Rating Status: Eligible for verification
 Verified: No
 Evaluation Status: Fully Evaluated

Ratings **Custom Percentages** Exemption

SLO/Other 50.0% **Shared Attribution** 0.0%

	Rating	Custom Weights
SLO 1	4	<input type="checkbox"/>
SLO 2	5	<input type="checkbox"/>
SLO 3/Other	--	<input type="checkbox"/>
SLO 4/Other	--	<input type="checkbox"/>
SLO 5/Other	--	<input type="checkbox"/>

Shared Attribution *

* Reminder: This value may not include State Value-Added data (no MOU).

SGM Rating = Most Effective

If desired, comments can be entered in the **Administrative Comments** text box.

In addition, Teachers will have the option to enter comments during PIN entry.

SGM Rating = Above Average

Comments

Administrative Comments: (Optional. Text entered will print on the PDF.)

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Teacher Comments: (Optional. Text entered will appear on the PDF.)
 (blank)

PIN Completion

Superintendent, Designee or Principal must complete form first

Enter Superintendent, Designee or Principal PIN below and click "Verify SGM" to confirm.

Superintendent, Designee or Principal PIN:

Verify SGM

[Forgot your PIN?](#)

Enter your PIN and click on **Verify SGM** to verify or finalize the Educator SGM rating.

This will set the status of the Educator's SGM Rating to **Verified**. An email notification will be sent to the Educator informing them their SGM rating is available for them to view and enter the PIN.

SGM Rating = Above Average

Comments

Administrative Comments: (Optional. Text entered will print on the PDF.)

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Teacher Comments: (Optional. Text entered will appear on the PDF.)
(blank)

PIN Completion

Superintendent, Designee or Principal must complete form first

Enter Superintendent, Designee or Principal PIN below and click "Verify SGM" to confirm.

Superintendent, Designee or Principal PIN:

[Forgot your PIN?](#)

CUSTOM WEIGHTS

Custom weights are available for **SLO/Other** and **Vendor Assessment** components.

When SGM ratings are entered in eTPES, they are automatically weighted equally.

To enter custom weights, click on the **Custom Weights** checkbox. (Teacher Category C examples are shown below.)

Academic Year:	2015-2016	SGM Overall Rating:	Above Average (update)
Educator Type:	Teacher	Rating Status:	Eligible for verification
SGM Category:	C (LEA Measures)	Verified:	No
State Value-Added:	N/A	Evaluation Status:	Fully Evaluated

Ratings	Custom Percentages	Exemption
---------	--------------------	-----------

SLO/Other	50.0%	Shared Attribution	0.0%												
<table border="1"> <thead> <tr> <th>Rating</th> <th>Custom Weights</th> </tr> </thead> <tbody> <tr> <td>SLO 1</td> <td><input type="checkbox"/></td> </tr> <tr> <td>SLO 2</td> <td><input type="checkbox"/></td> </tr> <tr> <td>SLO 3/Other</td> <td><input type="checkbox"/></td> </tr> <tr> <td>SLO 4/Other</td> <td><input type="checkbox"/></td> </tr> <tr> <td>SLO 5/Other</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Rating	Custom Weights	SLO 1	<input type="checkbox"/>	SLO 2	<input type="checkbox"/>	SLO 3/Other	<input type="checkbox"/>	SLO 4/Other	<input type="checkbox"/>	SLO 5/Other	<input type="checkbox"/>	<table border="1"> <thead> <tr> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>Shared Attribution *</td> </tr> </tbody> </table>	Rating	Shared Attribution *
Rating	Custom Weights														
SLO 1	<input type="checkbox"/>														
SLO 2	<input type="checkbox"/>														
SLO 3/Other	<input type="checkbox"/>														
SLO 4/Other	<input type="checkbox"/>														
SLO 5/Other	<input type="checkbox"/>														
Rating															
Shared Attribution *															

* Reminder: This value may not include State Value-Added data (no MOU).

SGM Rating = Above Average

After clicking on the **Custom Weights** checkbox, boxes will display beside each rating.

Ratings	Custom Percentages	Exemption
---------	--------------------	-----------

SLO/Other	50.0%	Shared Attribution	0.0%												
<table border="1"> <thead> <tr> <th>Rating</th> <th>Custom Weights</th> </tr> </thead> <tbody> <tr> <td>SLO 1</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>SLO 2</td> <td><input type="checkbox"/></td> </tr> <tr> <td>SLO 3/Other</td> <td><input type="checkbox"/></td> </tr> <tr> <td>SLO 4/Other</td> <td><input type="checkbox"/></td> </tr> <tr> <td>SLO 5/Other</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Rating	Custom Weights	SLO 1	<input checked="" type="checkbox"/>	SLO 2	<input type="checkbox"/>	SLO 3/Other	<input type="checkbox"/>	SLO 4/Other	<input type="checkbox"/>	SLO 5/Other	<input type="checkbox"/>	<table border="1"> <thead> <tr> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>Shared Attribution *</td> </tr> </tbody> </table>	Rating	Shared Attribution *
Rating	Custom Weights														
SLO 1	<input checked="" type="checkbox"/>														
SLO 2	<input type="checkbox"/>														
SLO 3/Other	<input type="checkbox"/>														
SLO 4/Other	<input type="checkbox"/>														
SLO 5/Other	<input type="checkbox"/>														
Rating															
Shared Attribution *															

* Reminder: This value may not include State Value-Added data (no MOU).

Enter the desired custom weights and eTPES will recalculate the SGM rating,

Academic Year:	2015-2016	SGM Overall Rating:	Average (update)
Educator Type:	Teacher	Rating Status:	Eligible for verification
SGM Category:	C (LEA Measures)	Verified:	No
State Value-Added:	N/A	Evaluation Status:	Fully Evaluated

Ratings	Custom Percentages	Exemption
---------	------------------------------------	---------------------------

SLO/Other	50.0%	Shared Attribution	0.0%																									
<table border="1"> <thead> <tr> <th></th> <th>Rating</th> <th>Custom Weights</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>SLO 1</td> <td>2</td> <td>75</td> </tr> <tr> <td>SLO 2</td> <td>5</td> <td>25</td> </tr> <tr> <td>SLO 3/Other</td> <td>--</td> <td></td> </tr> <tr> <td>SLO 4/Other</td> <td>--</td> <td></td> </tr> <tr> <td>SLO 5/Other</td> <td>--</td> <td></td> </tr> </tbody> </table>		Rating	Custom Weights			<input checked="" type="checkbox"/>	SLO 1	2	75	SLO 2	5	25	SLO 3/Other	--		SLO 4/Other	--		SLO 5/Other	--			<table border="1"> <thead> <tr> <th></th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>Shared Attribution *</td> <td>--</td> </tr> </tbody> </table>		Rating	Shared Attribution *	--	
	Rating	Custom Weights																										
		<input checked="" type="checkbox"/>																										
SLO 1	2	75																										
SLO 2	5	25																										
SLO 3/Other	--																											
SLO 4/Other	--																											
SLO 5/Other	--																											
	Rating																											
Shared Attribution *	--																											
<p><small>* Reminder: This value may not include State Value-Added data (no MOU).</small></p> <p style="text-align: center;">SGM Rating = Average</p>																												

To remove the custom weights, uncheck the **Custom Weights** checkbox and the SGM rating will recalculate using equal weights.

When using custom weights, note the following:

Custom weights must be whole numbers between 1 and 99.

Custom weights must add up to 100.

Each rating entered must have a weight.

If any of the above situations occur a red error message will display above the SGM worksheet and the SGM Rating will not calculate (see below).

This worksheet cannot be scored until custom weights are valid. When using custom weights (1) those weights must be between 1 and 99 and add up to 100, (2) each scored rating must have a weight, and (3) weights can only be used on scored ratings.

Academic Year: 2015-2016 SGM Overall Rating: N/A (update)
 Educator Type: Teacher Rating Status: In Progress
 SGM Category: C (LEA Measures) Verified: No
 State Value-Added: N/A Evaluation Status: Fully Evaluated

Ratings Custom Percentages Exemption

SLO/Other 50.0% Shared Attribution 0.0%

	Rating	Custom Weights
SLO 1	2	50
SLO 2	5	25
SLO 3/Other	--	
SLO 4/Other	--	
SLO 5/Other	--	

Shared Attribution *

* Reminder: This value may not include State Value-Added data (no MOU).

SGM Rating = N/A

Principal Custom Percentages

As mentioned earlier in this guide, percentages can be customized per Educator. To set custom percentages for an Educator, select the **Custom Percentages** tab.

Important Note: To add ratings or customize percentages for several Educators at one time, utilize the **SGM Import** function. Instructions for **SGM Import** are provided in this user guide.

Student Growth Worksheet

How to Determine SGM Rating Suggested Guidelines View PDF

Academic Year: 2015-2016 SGM Overall Rating: N/A (update)
 Educator Type: Teacher Rating Status: Not Started
 SGM Category: B (Vendor Assessment) Verified: No
 State Value-Added: N/A Evaluation Status: Fully Evaluated

Ratings Custom Percentages

This educator is currently using LEA Defaults.

Set custom percentages for this educator

To add or remove a customized percentage, check or un-check the **Set custom percentages for this educator** box, respectively.

Ratings Custom Percentages

i This educator is currently using LEA Defaults.

Set custom percentages for this educator

The default percentages and appropriate allowances for the educator will display. Enter the new percentages. The changes will be saved automatically.

After the new percentages are entered, select the **Ratings** tab to enter the ratings.

Below is an example for a **Category B** teacher.

Ratings Custom Percentages

w This educator is currently using customized SGM percentage (overrides).

Set custom percentages for this educator

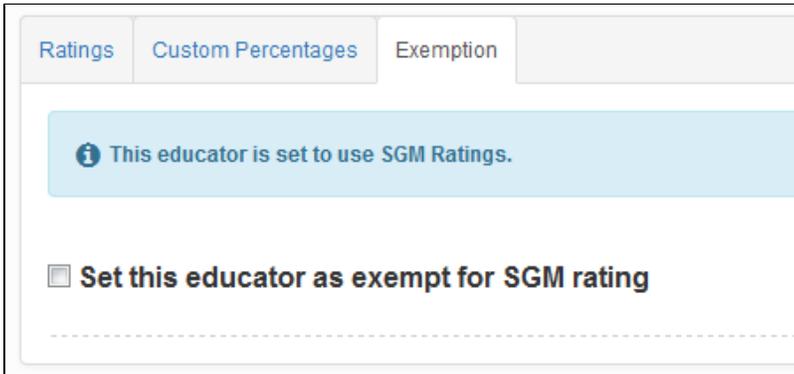
Configure SGM component percentages below for this educator:

	Value-Added	Vendor Assessment	LEA Measures		TOTAL
			SLO/Other	Shared Attribution	
LEA Default	N/A	10.0% <i>must be 10.0-50.0%</i>	10.0% <i>must be 0.0-40.0%</i>	30.0% <i>must be 0.0-40.0%</i>	50.0% <i>must equal 50.0%</i>
Educator Setting	N/A	<input type="text" value="10.0"/> <i>must be 10.0-50.0%</i>	<input type="text" value="10.0"/> <i>must be 0.0-40.0%</i>	<input type="text" value="30.0"/> <i>must be 0.0-40.0%</i>	<input type="text" value="50.0"/> <i>must equal 50.0%</i>

Principal Exemption

Select the **Exemption** tab to indicate an SGM exemption for a Teacher.

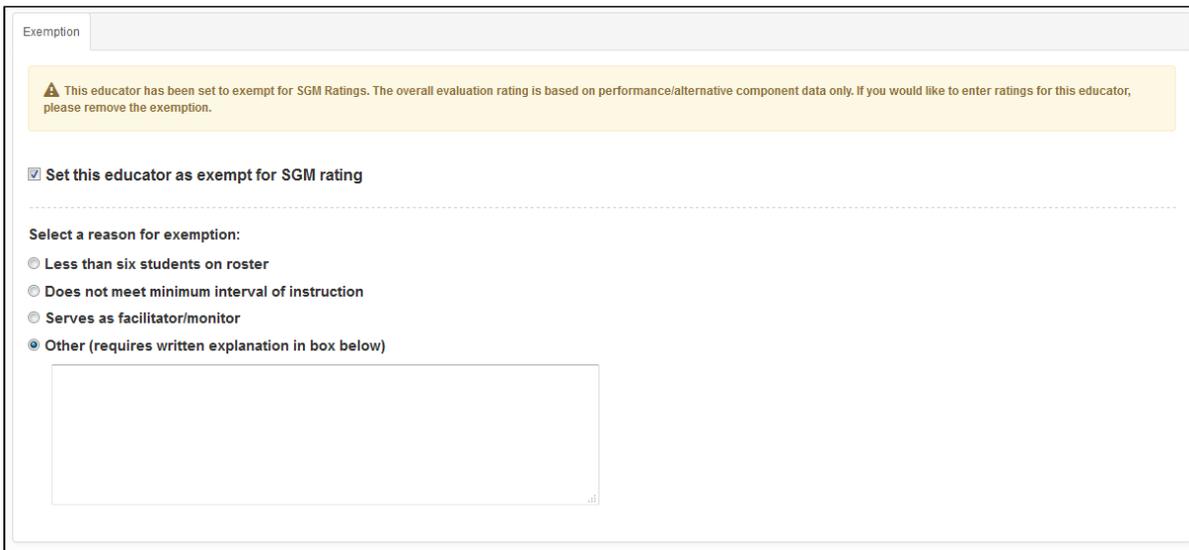
Important Note: Principals cannot be exempt from SGM. Some teachers cannot be exempt from SGM. The exemption tab will display if the teacher can be exempt from SGM.



The screenshot shows a software interface with three tabs: "Ratings", "Custom Percentages", and "Exemption". The "Exemption" tab is selected. Below the tabs, there is a light blue information box with an information icon and the text "This educator is set to use SGM Ratings." Below this, there is a checkbox labeled "Set this educator as exempt for SGM rating".

Click on the box to indicate the exemption, and select a reason for the exemption. Different reasons will display depending upon the specific educator scenario.

If the appropriate reason is not listed, select **Other** and enter the reason for the exemption. A reason must be entered.



The screenshot shows the "Exemption" tab selected. At the top, there is a yellow warning box with a triangle icon and the text: "This educator has been set to exempt for SGM Ratings. The overall evaluation rating is based on performance/alternative component data only. If you would like to enter ratings for this educator, please remove the exemption." Below the warning box, there is a checked checkbox labeled "Set this educator as exempt for SGM rating". Below this, there is a section titled "Select a reason for exemption:" with four radio button options: "Less than six students on roster", "Does not meet minimum interval of instruction", "Serves as facilitator/monitor", and "Other (requires written explanation in box below)". The "Other" option is selected. Below the radio buttons, there is a large empty text box for entering a written explanation.

If desired, comments can be entered in the **Administrative Comments** text box.

In addition, Teachers will have the option to enter comments during PIN entry.

SGM Rating = Above Average

Comments

Administrative Comments: (Optional. Text entered will print on the PDF.)

← → ✂ 📄 📎 **B** *I* U ~~S~~ x₂ x² A ▾ *I*_x

Teacher Comments: (Optional. Text entered will appear on the PDF.)
(blank)

PIN Completion

Superintendent, Designee or Principal must complete form first

Enter Superintendent, Designee or Principal PIN below and click "Verify SGM" to confirm.

Superintendent, Designee or Principal PIN:

Verify SGM

[Forgot your PIN?](#)

Enter your PIN and click on **Verify SGM** to verify or finalize the Educator's SGM rating.

This will set the status of the Educator's SGM Rating to **Verified**. An email notification will be sent to the Educator informing them their SGM rating is available for them to view and enter the PIN.

SGM Rating = Above Average

Comments

Administrative Comments: (Optional. Text entered will print on the PDF.)

← → ✂ 📄 📎 **B** *I* U ~~S~~ x₂ x² A ▾ *I*_x

Teacher Comments: (Optional. Text entered will appear on the PDF.)
(blank)

PIN Completion

Superintendent, Designee or Principal must complete form first

Enter Superintendent, Designee or Principal PIN below and click "Verify SGM" to confirm.

Superintendent, Designee or Principal PIN:

Verify SGM

[Forgot your PIN?](#)

Principal Rating Verification

The **Rating Verification** tab will allow multiple (or individual) Educators' SGM to be verified.

The SGM data must be verified in order to calculate the **Final Summative Rating** for an Educator.

The SGM data can be verified on the **Rating Verification** screen or on the **SGM Worksheet**.

Rating Verification											
Verify Educator Rating(s) Unverify Educator Rating(s)											
<input type="checkbox"/>	Educator ID	Evaluation	Status	Category	Value-Added	Vendor Assessment	SLO/Other	Shared Attribution	Overall Rating	Verified	
<input type="checkbox"/>	Teacher, Mary (MT0000004)	OTES	In Progress	C	0.0%	0.0%	50.0%	0.0%	N/A	No	Worksheet
<input type="checkbox"/>	Teacher, Newton (NT0000004)	OTES	Eligible for verification	C	0.0%	0.0%	40.0%	10.0%	Above Average	No	Worksheet
<input type="checkbox"/>	Teacher, Robert (RT0000001)	OTES	Exempt	C					N/A	No	Worksheet
<input type="checkbox"/>	Teacher, Susan (ST0000002)	OTES	Not Started	C	0.0%	0.0%	40.0%	10.0%	N/A	No	Worksheet

The **Rating Verification** screen will display all Educators selected in the filters. Educators that are eligible for verification will have a checkbox next to their name, as shown below. Click on the box to select one or more Educators to be verified. Click in the checkbox on the column title in order to check all the checkboxes at one time. Click on the **Verify Educator Rating(s)** button. Enter your PIN to complete the verification, then click on **Apply**.

Rating Verification											
Verify Educator Rating(s) Unverify Educator Rating(s)											
<input checked="" type="checkbox"/>	Educator ID	Evaluation	Status	Category	Value-Added	Vendor Assessment	SLO/Other	Shared Attribution	Overall Rating	Verified	
<input checked="" type="checkbox"/>	Teacher, Mary (MT0000004)	OTES	In Progress	C	0.0%	0.0%	50.0%	0.0%	N/A	No	Worksheet
<input checked="" type="checkbox"/>	Teacher, Newton (NT0000004)	OTES	Eligible for verification	C	0.0%	0.0%	40.0%	10.0%	Above Average	No	Worksheet
<input checked="" type="checkbox"/>	Teacher, Robert (RT0000001)	OTES	Exempt	C					N/A	No	Worksheet
<input type="checkbox"/>	Teacher, Susan (ST0000002)	OTES	Not Started	C	0.0%	0.0%	40.0%	10.0%	N/A	No	Worksheet

Important Note: In order for an Educator to be eligible for verification, at least one rating must be entered in each of the percentage categories that are greater than 0%.

Once the SGM ratings have been entered and verified, an email notification will be sent to the Educator and the SGM data will be available for the Educator to view and enter their PIN.

In addition, the SGM rating will be made available in the Final Summative form.

Principal Educator View of SGM data

The Educator can view their SGM data after it has been verified or finalized.

The SGM data can be viewed under the Educator's **Evaluations** tab in the Student Growth Measures step.

To view the SGM data, click on the blue text **SGM Educator Ratings Worksheet**.



Teacher Professional Project			
Teacher Professional Project Completion Process: Educator First, Evaluator Closes	-	-	Not Started
STEP 3: STUDENT GROWTH MEASURES (SGM)			
SGM Educator Ratings Worksheet Completion Process: Evaluator First, Educator Closes	Pending	1/22/2015	Completed
STEP 4: SUMMATIVE EVALUATION			
Final Summative Rating of Teacher Effectiveness Completion Process: Evaluator First, Educator Closes	-	-	Not Started

The Educator will then be taken to their SGM worksheet and can enter optional comments and their PIN.

Principal SGM Import

The **SGM Import** feature allows ratings to be uploaded or the default percentages to be modified in bulk.

To access the **SGM Import** feature, go to the **Administration** tab. Select **SGM Import**.

The **LEA Default Percentages** must be verified prior to accessing the SGM Import.

Important Note: This must be done on a desktop or a laptop, rather than an iPad.

The SGM Import feature has three steps:

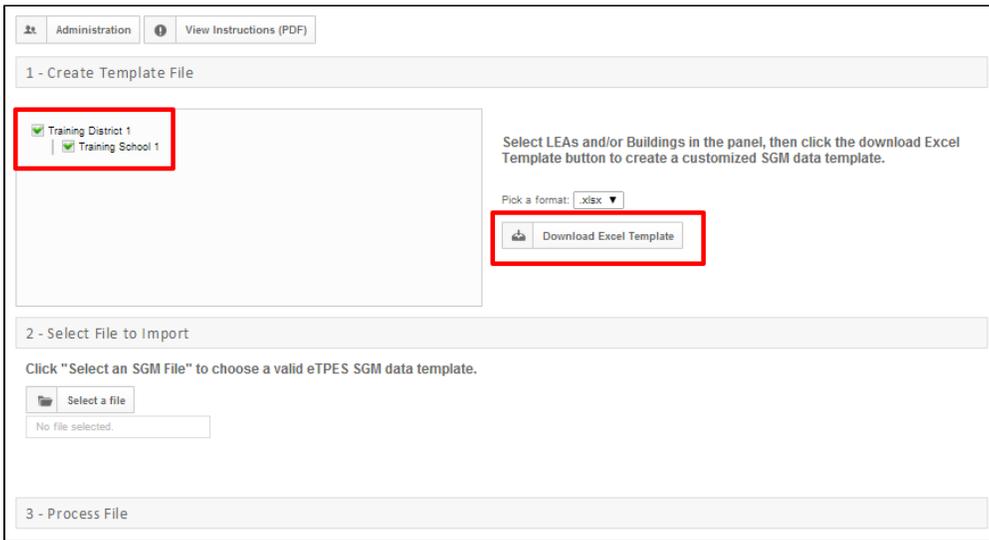
First Create Template File. Download the template and enter SGM data to upload into eTPES.

Second Select File to Import. Select the file and submit for processing.

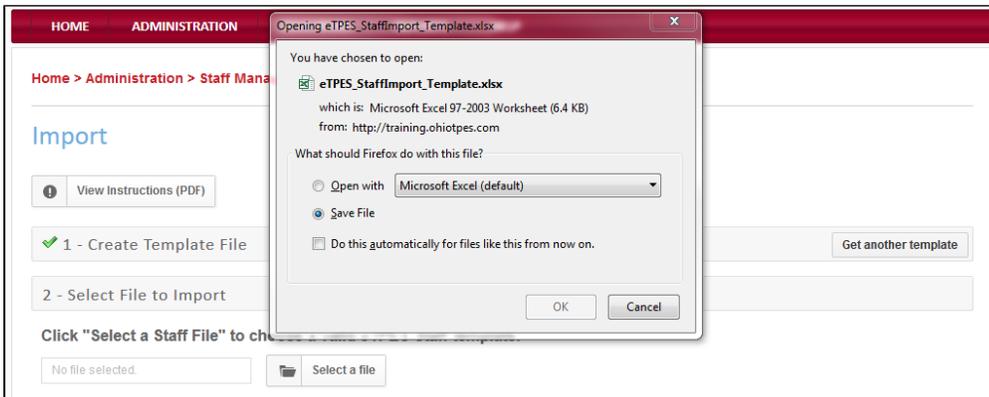
Third Process File. Check for errors and apply changes.

Principal Creating the Template File

On the **SGM Import** screen, select the appropriate LEAs or Buildings for which SGM information will be imported. Once the locations have been selected, select the format, and click on the **Download Excel Template** button, outlined in red below.



Depending on the browser settings, there may be a prompt to open the file using Microsoft Excel. Select **OK** to proceed.



If the file does not prompt to open, it may download and appear at the bottom of the page. Click on the file to open it.

Administration View Instructions (PDF)

1 - Create Template File Get another template

2 - Select File to Import

Click "Select an SGM File" to choose a valid eTPES SGM data template.

Select a file

No file selected.

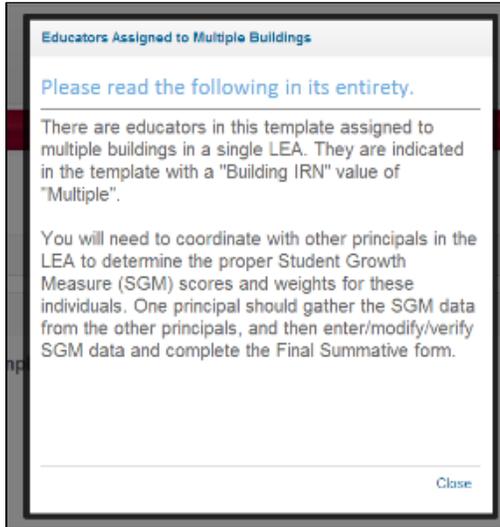
3 - Process File

Provide Feedback
Help us improve this product

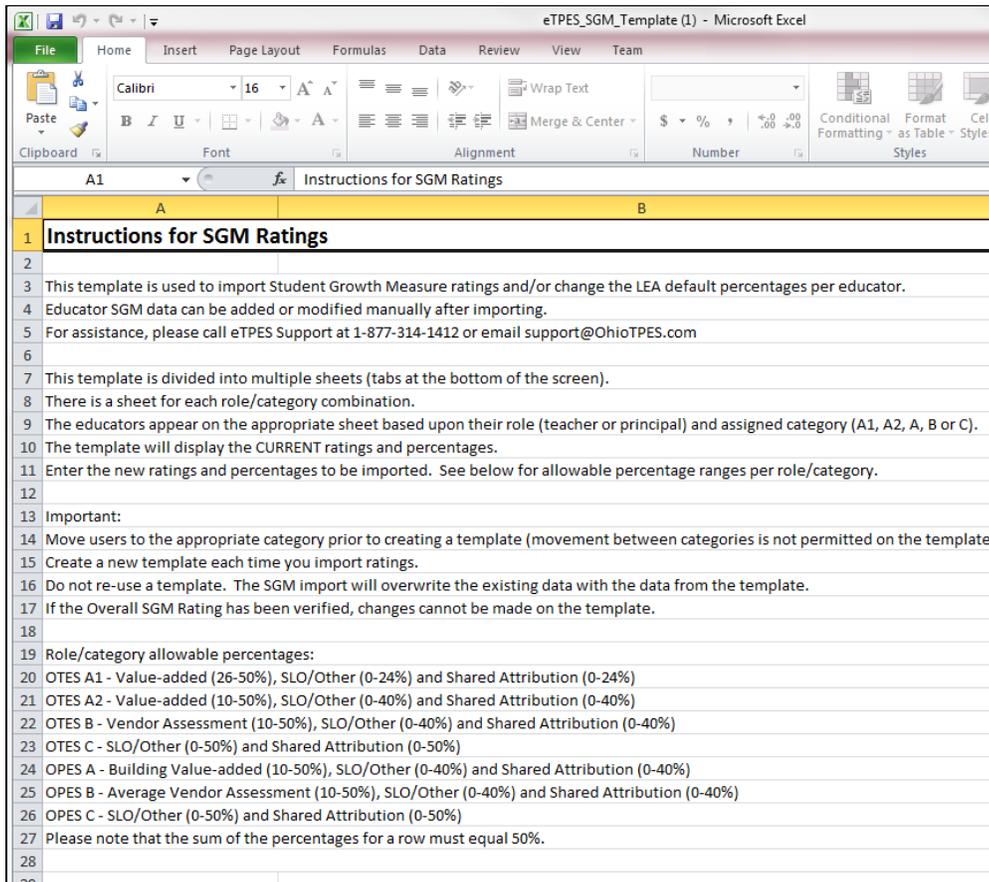
eTPES_SGM_Templa...xlsx Show all downloads...

Principal Completing the Template

Before the file can be opened, there may be a notification indicating that there are educators assigned to multiple buildings in the selected template. Educators in multiple buildings will display **Multiple** in the Building column. For these Educators, coordinate with their building Principals. One Principal should gather the SGM data from the other Principals, as well as enter, modify, and verify the SGM data.

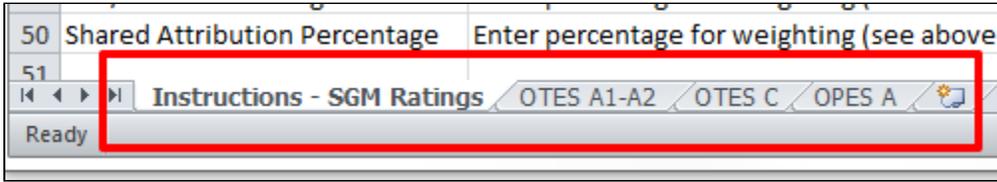


The file will automatically open to the **Instructions** page, which is the first tab at the bottom of the file. Read the instructions carefully to assist in importing the SGM Ratings.



The template can be used to import the ratings and change the LEA default percentages per Educator. The SGM data can be added or modified manually after importing. The template is divided into multiple sheets, navigated by the tabs at the bottom of the screen. There will be a sheet for each role and category combination currently present for the educators. See the screen below, which shows the tabs for OTES A1-A2, OTES C

and OPES A.



The Educators appear on the appropriate sheet based upon their role (Teacher or Principal) and assigned category (A1-A2, A, B, or C). The template will display the current ratings and percentages per educator.

Below is an example of the template.

A1	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
lea	building	lin	state id	last name	first name	category	status	verified	slo rating 1	slo rating 2	slo rating 3	slo rating 4	shared attribution rating	slo/other percentage	shared attribution percentage
000001	Multiple	224120687	Teacher	Robert	C	Completed	Y	3		2	5	3		20	30
000001	Multiple	225714359	Teacher	Preston	C	Not Started	N							20	30
000001	Multiple	226085183	Teacher	Karen	C	Completed	Y	2	3	4	5	4		20	30
000001	000030	227688661	Teacher	Michael	C	Not Started	N							20	30
000001	Multiple	228358818	Teacher	Jennifer	C	Not Started	N							20	30

The grayed out columns include data that is populated directly from eTPES. These fields cannot be edited. The only fields that can be edited are the areas not grayed-out. Additionally, if the Educator has been verified, and displays Y in the verified column, the corresponding fields cannot be modified. Educators cannot be moved between categories on the template. Any change of category must be completed prior to creating the template. Enter the ratings and modified percentages as needed.

Important Note: The sum of the percentages for a row must equal the total percent.

Once the form is completed, select **File** and then **Save As**. It is recommended to save this template to the **Desktop**.

Principal Submitting for Processing

The template must be submitted to eTPES upon completion.

Select File to Import

To submit the file, click the **Select a File** button under section **2 - Select File to Import** in eTPES. Then look for the saved document. It is recommended that the file be saved to the Desktop.

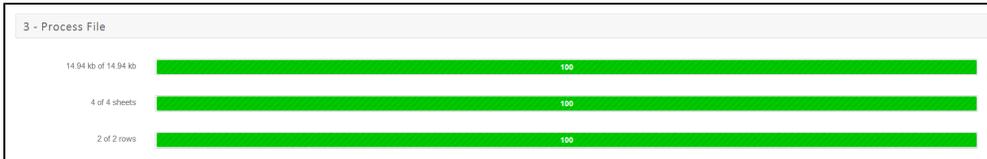


Once the correct file has been selected, click **Submit for Processing**.



Process File

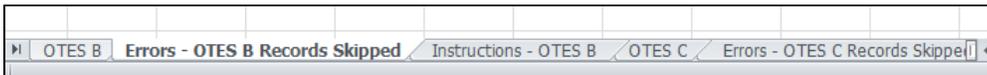
As the file is being submitted, the screen below will appear to show the uploading process.



The eTPES system will process the changes and check for errors.

Clicking on **View Error Report** will generate a new version of your template. Open the file to view any errors that were found.

If errors are found, there will be tabs labeled **Errors** at the bottom of the screen. An error tab will appear for each role/category and the error will be listed in the last column.



After identifying the errors, correct them in the original file you modified, and save the file.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
1	Errors for OTES B																		
2																			
3	lea	building	state id	last name	first name	category	status	verified	vendor 1	vendor 2	vendor 3	vendor 4	slo rating	slo rating	slo rating	slo rating	shared at	vendor as	
4	000001	Multiple	Z21147713	Teacher	Sally	B	Exempt	Y										15	
5	000001	Multiple	Z26995484	Teacher	Mark	B	Complete	Y	2				5	3	4			5	15
6																			
7																			

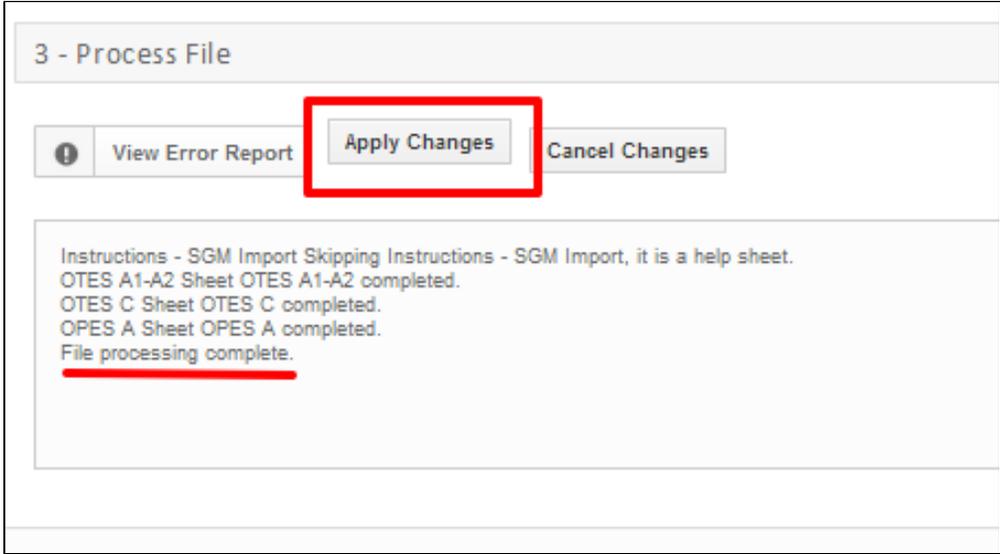
Error									
User's Student Growth Measure worksheet is already verified. This row will be skipped.									
User's Student Growth Measure worksheet is already verified. This row will be skipped.									

Warning: If you load the template file with the errors, the rows with errors will not be loaded.

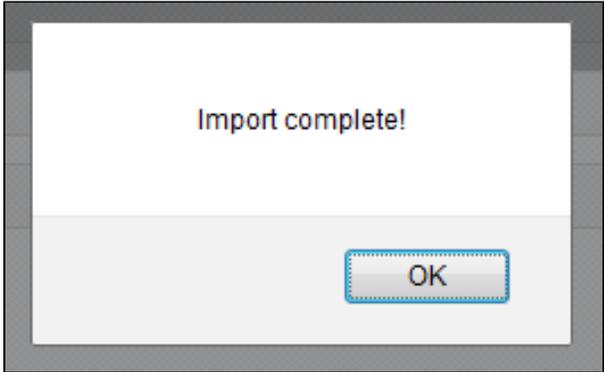
To upload the new, corrected version of the file, click on the **Cancel Changes** button in eTPES.

After the changes have been canceled, the new version of the file must be uploaded again. Go back to the section **2 - Select File to Import**, click on the **Select a File** button, and choose the corrected file. Resubmit the file by clicking **Submit for Processing**.

When there are no errors found, click the **Apply Changes** button.



When the changes have been processed, a pop-up message will appear that indicates the import has been completed. Click the **OK** button.



Now that the changes have been applied, go to the **Educator Management** screen under the **Student Growth** tab, and verify the expected results within the worksheets of the educators.

Principal Reports Tab

To access the Reports, click on the Reports tab.

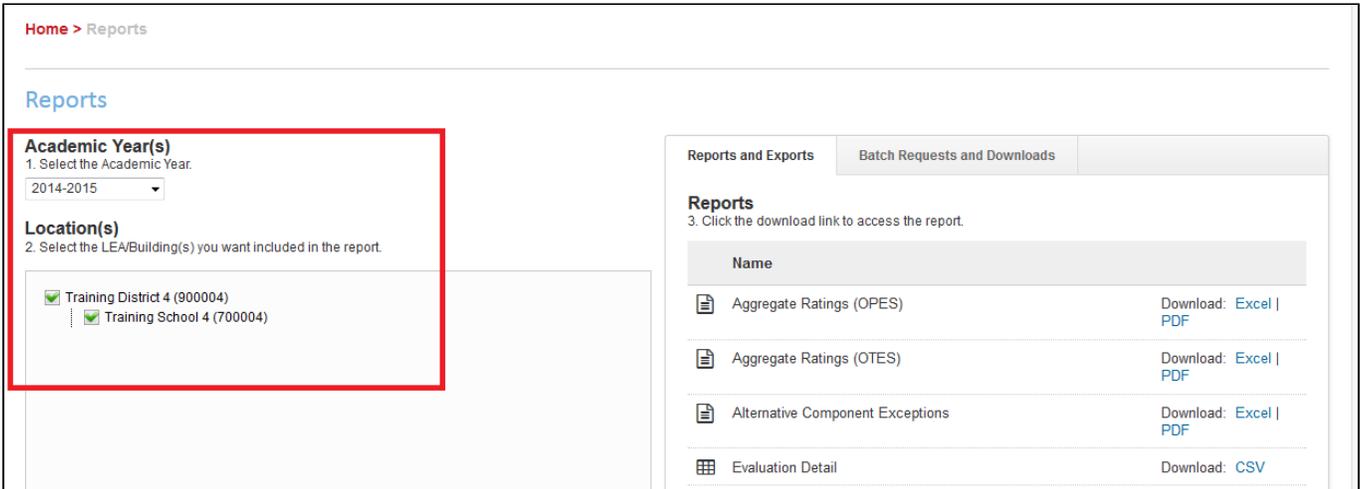


Reports and Exports

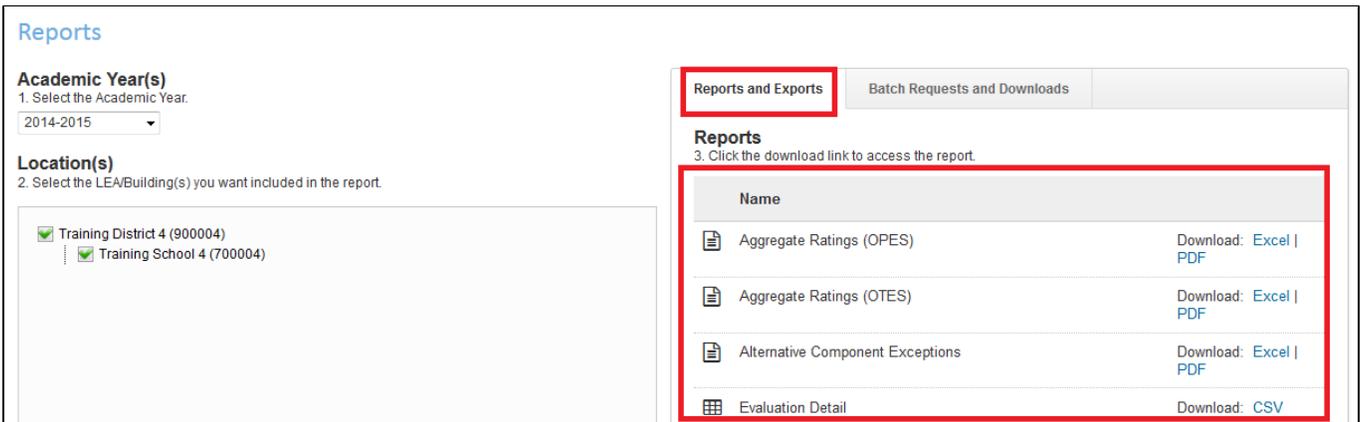
To run a report on the **Reports and Exports** tab:

Select the academic year.

Select the District and/or Building(s).



Go to the **Reports and Exports** tab. Run the report by clicking on the desired format: Excel, PDF or CSV (depending upon the report).



Batch Requests and Downloads

To run a batch request or download:

Select the academic year.

Select the District and/or Building(s).

The screenshot shows the 'Reports' page with the 'Batch Requests and Downloads' tab selected. On the left, the 'Academic Year(s)' dropdown is set to '2014-2015' and the 'Location(s)' list includes 'Training District 4 (900004)' and 'Training School 4 (700004)'. On the right, a table lists reports with download links for Excel and PDF. The 'Reports and Exports' tab is also visible.

Name	Download: Excel PDF
Aggregate Ratings (OPES)	Download: Excel PDF
Aggregate Ratings (OTES)	Download: Excel PDF
Alternative Component Exceptions	Download: Excel PDF
Evaluation Detail	Download: CSV

Go to the **Batch Requests and Downloads** tab. Run the report by selecting the educator type and batch request type from the dropdowns. Click on **Submit Request for PDFs**.

The screenshot shows the 'Reports' page with the 'Batch Requests and Downloads' tab selected. The 'Academic Year(s)' dropdown is set to '2014-2015' and the 'Location(s)' list includes 'Training District 4 (900004)' and 'Training School 4 (700004)'. The 'Educator Type' dropdown is set to 'Principals' and the 'Batch Request Type' dropdown is set to 'Final Summatives'. The 'Submit Request for PDFs' button is visible. Below the configuration, the 'My Downloads' section shows a table with columns: Request Date, Academic Year, Educator Type, Location(s) / Educator, Type, Status, Download, and Expiration Date. The table is currently empty, showing 'No downloads at this time.' and a 'Refresh' button.

Request Date	Academic Year	Educator Type	Location(s) / Educator	Type	Status	Download	Expiration Date
No downloads at this time.							

You will receive the following popup message indicating your batch request is processing. You will be sent an email when the report is available in the **My Downloads** section of the **Reports** screen. These report files will be available for 7 calendar days from the date of the request in order to avoid referencing out of date information.

Batch Request Confirmation

Your batch request has been received and an email will be sent to you when the download is available in eTPES in the Downloads section below.

It is highly recommended that downloaded files and personnel information be kept secure according to your LEA's data handling policies. Files will be available in eTPES for 7 calendar days from the date of request in order to avoid referencing out of date information. Please generate a new request, if necessary, for updates to previously retrieved information.

Close

Description of Reports

The following is a list of the reports and their descriptions listed in alphabetical order.

Aggregate Ratings

The two aggregate ratings reports are OTES and OPES.

These reports lists the number of Performance, SGM, Alternative Component (if applicable) and Final Summative Ratings in each rating category including not completed.

These reports can be used to review the building or LEA ratings.

Evaluation Detail

Lists all OTES and OPES evaluations with detail.

The following fields are displayed:

Academic Year

Multiple Building Indicator

IRN/LEA Name

IRN/Building Name

Educator/State ID

Role

Evaluation Type

Evaluation Interval

SGM (if verified), including SGM Category, all SGM percentages and individual ratings, and the total SGM percentage and SGM rating.

Final Summative (if administrator has entered pin), including Performance percentage, Performance rating, Alternative Component used, Alternative Component percentage, Alternative Component rating, Final Summative rating, and Improvement Plan indicator.

Evaluation Ratings

This report lists the educators and ratings including the Performance, SGM, Alternative Component (if applicable) and Final Summative ratings and dates of PIN entry.

This report can be used to ensure all evaluations have been completed and both administrator and evaluator PINs have been entered on the Final Summative for reporting to the Ohio Department of Education.

Executive Dashboard

The three executive dashboard reports are OTES, OPES and both combined.

The report lists the completion status of several milestones such as LEA Setup, SGM Setup, Logins, First Observation, SGM and Final Summatives.

The milestones are red, yellow or green depending upon the percentage complete and the month the report is created.

This report can be used as a high level overview of the status of the LEA and/or Buildings. For superintendents and designees, the information is listed by building and summarized at the LEA level.

Columns are:

LEA Setup for PIN not entered = 0% and PIN entered = 100%.

SGM Setup for SGM Default Percentages not completed = 0% and SGM Default Percentages completed with pin entered = 100%.

Logins: percent of users logged in (excluding General Staff role).

Observation including percent of educators (principals, assistant principals and teachers) with one formal observation completed (with the administrator PIN entered).

Important Note: This does not include teachers with Rating Carried Forward, Retirement indicator selected (if the teacher submitted retirement on or before December 1), or On Leave indicator selected (if the teacher was on leave for more than 50% of the school year). The observation percentage for option 3 LEAs will show as 100% complete due to the fact that they will do not enter observations.

SGM with percent of educators (principals, assistant principals, and teachers) with SGM verified with administrator PIN.

Important Note: This does not include teachers with Retirement indicator selected (if the teacher submitted retirement on or before December 1) or On Leave indicator selected (if the teacher was on leave for more than 50% of the school year).

Summatives for Percent of educators (principals, assistant principals, teachers) with Final Summative completed with administrator and educator PINs entered (or administrator indicated educator refused or unavailable).

Important Note: This does not include Retirement indicator selected (if the teacher submitted retirement on or before December 1) or On Leave indicator selected (if the teacher was on leave for more than 50% of the school year).

Final Summative Completion Status Report

This report displays the OTES and OPES Final Summative ratings in a pie chart. In addition, a summary of the Final Summative ratings are listed with the number of educators in each rating included not completed.

Roster with Activation Overview

This report lists all educators assigned to the LEA or building. This report can be used to review the educators on the roster and/or confirm email addresses, credential information, activation email information, last login date, primary evaluator, evaluation status and evaluation interval.

Teacher Vendor Assessment Ratings

This report lists all teachers assigned to the LEA or building along with their vendor assessment ratings. This report is useful when manually calculating a principal or assistant principal's average of the teachers' vendor assessment ratings in a case where the principal or assistant principal is not responsible for all teachers assigned to the building.

Value-Added Report

This report lists all teachers and principals assigned to the LEA or building along with their imported value-added data.

Principal Help Tab

To access the **Help** page, click on the **Help** tab on the tool bar.

The **Help** page, displayed below, includes how to contact support, obtain documents regarding the OPES/OTES/OSCES framework, and the electronic system and a link to the Ohio Department of Education eTPES web page. Also included are the User Manuals and Training Videos.

Help

Ohio Department of Education Links

- eTPES Help
- Student Growth Measures for Teachers
- Student Growth Measures for Principals

Support Contact Information

[Release Notes](#)

If you have OTES or OPES policy questions, please contact us at:	etpes@education.ohio.gov
If you have OSCES school counselor policy questions, please contact us at:	school.counselor@education.ohio.gov
If you have SLO or Student Growth Measure policy questions, please contact us at:	sgm@education.ohio.gov
If you have eTPES technical questions, please contact us at:	Online Support Request support@OhioTPES.com or call 1-877-314-1412
If you have NIET evaluator credentialing questions, please contact us at:	support@niet.org

<h3>Teacher Evaluation System - Resources</h3> <ul style="list-style-type: none">eTPES Teacher User Guide [PDF]OTES Model [PDF]OTES Resources [PDF]Ohio Standards for Teachers [PDF]OTES Understanding and Using the Standards [PDF]Sample Professional Growth Plan [PDF]OTES Forms List / Options 1 and 2 [PDF]OTES Forms List / Option 3 [PDF]	<h3>School Counselor Evaluation System - Resources</h3> <ul style="list-style-type: none">eTPES School Counselor User Guide [PDF]OSCES Model [PDF]Ohio Standards for School Counselors [PDF]OSCES Forms List / Options 1 and 2 [PDF]OSCES Forms List / Option 3 [PDF]
<h3>Principal Evaluation System - Resources</h3> <ul style="list-style-type: none">eTPES Principal User Guide [PDF]OPES Model [PDF]OPES Resources [PDF]Ohio Standards for Principals [PDF]OPES Understanding and Using the Standards [PDF]OPES Forms List / Options 1 and 2 [PDF]OPES Forms List / Option 3 [PDF]	<h3>Superintendent/Designee - Resources</h3> <ul style="list-style-type: none">eTPES Superintendent/Designee User Guide [PDF]LEA Setup Help [PDF]Quick guide for setting Primary Evaluators [PDF]Option 3 Process and Access [PDF]

Training Videos [YouTube/Vimeo]

- eTPES Upgrades Including School Counselor Evaluation System 2016-17 (Full Video) (8/26/2016)
- Ohio School Counselor Evaluation System Components (Part 1 of 5) (8/26/2016)
- LEA Setup - Options for Forms, Rubric Alignment, Evaluation Intervals (Part 2 of 5) (8/26/2016)
- LEA Setup continued (Part 3 of 5) (8/26/2016)
- Who Is evaluated? Evaluator Requirements, Growth vs. Improvement Plan, SGM Percentages (Part 4 of 5) (8/26/16)
- SGM Categories, Calculation, Final Summative Ratings, Timeline, Resources (Part 5 of 5) (8/26/2016)

Support Contact Information

To receive the quickest response to support questions, it is important to contact the correct support team. The options are listed on the Help tab and below.

Release Notes are now available to view for details pertaining to new features in the eTPES System,

Support Contact Information	
Release Notes	
If you have OTES or OPES policy questions, please contact us at:	etpes@education.ohio.gov
If you have OSCES school counselor policy questions, please contact us at:	school.counselor@education.ohio.gov
If you have SLO or Student Growth Measure policy questions, please contact us at:	sgm@education.ohio.gov
If you have eTPES technical questions, please contact us at:	Online Support Request support@OhioTPES.com or call 1-877-314-1412
If you have NIET evaluator credentialing questions, please contact us at:	support@niet.org

For policy questions, contact etpes@education.ohio.gov.

For technical questions regarding the eTPES website, click on the **Online Support Request** link, email support@ohiotpes.com, or call 1-877-314-1412. For the fastest most efficient response, fill out the Online Request form by clicking the link provided.

For questions regarding evaluator credentialing, email support@niet.org.

Resources and Training Videos

There are a number of help documents, user guides and other resources, including training videos, available to review.

Click on any link to access the related resource.

Teacher Evaluation System - Resources

[eTPES Teacher User Guide \[PDF\]](#)
[OTES Model \[PDF\]](#)
[OTES Resources \[PDF\]](#)
[Ohio Standards for Teachers \[PDF\]](#)
[OTES Understanding and Using the Standards \[PDF\]](#)
[Sample Professional Growth Plan \[PDF\]](#)
[OTES Forms List / Options 1 and 2 \[PDF\]](#)
[OTES Forms List / Option 3 \[PDF\]](#)

School Counselor Evaluation System - Resources

[eTPES School Counselor User Guide \[PDF\]](#)
[OSCES Model \[PDF\]](#)
[Ohio Standards for School Counselors \[PDF\]](#)
[OSCES Forms List / Options 1 and 2 \[PDF\]](#)
[OSCES Forms List / Option 3 \[PDF\]](#)

Principal Evaluation System - Resources

[eTPES Principal User Guide \[PDF\]](#)
[OPES Model \[PDF\]](#)
[OPES Resources \[PDF\]](#)
[Ohio Standards for Principals \[PDF\]](#)
[OPES Understanding and Using the Standards \[PDF\]](#)
[OPES Forms List / Options 1 and 2 \[PDF\]](#)
[OPES Forms List / Option 3 \[PDF\]](#)

Superintendent/Designee - Resources

[eTPES Superintendent/Designee User Guide \[PDF\]](#)
[LEA Setup Help \[PDF\]](#)
[Quick guide for setting Primary Evaluators \[PDF\]](#)
[Option 3 Process and Access \[PDF\]](#)

Training Videos [YouTube/Vimeo]

[eTPES Upgrades including School Counselor Evaluation System 2016-17 \(Full Video\) \(8/26/2016\)](#)
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[LEA Setup - Options for Forms, Rubric Alignment, Evaluation Intervals \(Part 2 of 5\) \(8/26/2016\)](#)
[LEA Setup continued \(Part 3 of 5\) \(8/26/2016\)](#)
[Who is evaluated? Evaluator Requirements, Growth vs. Improvement Plan, SGM Percentages \(Part 4 of 5\) \(8/26/16\)](#)
[SGM Categories, Calculation, Final Summative Ratings, Timeline, Resources \(Part 5 of 5\) \(8/26/2016\)](#)

[eTPES Upgrades including Legislative Changes 2015-16 \(5 part video\) \(9/23/2015\)](#)