Ashland City School District

Ashland City Teacher Evaluation System

ACTES

2016-2017
# Table of Contents

1. Purpose 3
2. Overview 3
3. ACTES Timeline 4
4. Definition of Teacher Effectiveness 5
5. Teacher Performance 6
6. Student Growth Measures 7 - 12
7. Professional Growth Plan and Performance on the Standards 13 – 14
8. Assessment of Teacher Performance 15 - 19

## Appendix A - Teacher Evaluation Forms

- Self-Assessment Summary Tool
- Pre-Observation Planning and Lesson Reflection Resource Questions
- Teacher Performance Evaluation Rubric
- Walkthrough Observation Form
- Classroom Observation Form
- Teacher Observation Report
- Teacher Professional Growth Plan
- Teacher Improvement Plan
- Evaluation of Teacher Improvement Plan
- Final Summative Rating of Teacher Effectiveness

## Appendix B – A Guide to Using Student Learning Objectives & Guidance on Scoring SLOs

## Appendix C – Guidance Counselor Evaluation Handbook
Purpose
Ashland City Teacher Evaluation System (ACTES) model is designed to provide support for the implementation of the teacher evaluation process. ACTES is a professional growth model that is intended to be used continually to assist educators in improving teacher performance.

The ACTES Model is organized to address:
- Teacher Performance
- Student Growth Measures
- Implementation
- Guidance on Combining Teacher Performance Measures
- Appendix A: Teacher Performance Rubric and Forms

Overview
The Ashland City Teacher Evaluation System (ACTES) reflects current trends, research, and is aligned and designed to support and refine teacher practice as well as to acknowledge individual strengths.

The design of ACTES:
- Provides for multiple evaluation factors, including student academic growth which shall account for fifty percent of each evaluation;
- Is aligned with the standards of teacher evaluation;
- Requires observation of the teacher being evaluated, including at least two formal observations by the evaluator of at least thirty minutes each and classroom walkthroughs;
- Assigns a rating on each evaluation conducted under section 3319.111 of the Revised Code in accordance with the following levels of performance: accomplished, skilled, developing, or ineffective.
- Requires each teacher to be provided with a written report of the results of the teacher's evaluation;
- Implements a classroom-level, value-added program developed by a nonprofit organization as described in division (B) of section 3302.021 of the Revised Code does not apply;
- Provides for professional development to accelerate and continue teacher growth and provide support to poorly performing teachers; and
- Provides the allocation of resources to support professional development
ACTES Timeline

Teachers evaluated must participate in a minimum of two observation cycles. Evaluators will make every effort to complete the first observation cycle by the end of the December. The second observation cycle must be completed by May 1.

Teachers receiving an ineffective rating on any of the components of the ACTES and/or are being considered for non-renewal, must participate in three observation cycles. The first observation cycle must be completed by the end of December. The second and third cycles must be completed by May 1.

<table>
<thead>
<tr>
<th>Teacher with No Deficiencies Observed</th>
<th>Teachers with Deficiencies Observed</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Professional Growth Plan</td>
<td>Submit Improvement Plan</td>
<td>September 30</td>
</tr>
<tr>
<td>Submit SLOs</td>
<td>Submit SLOs</td>
<td>October 15</td>
</tr>
<tr>
<td>Informal Observations</td>
<td>Informal Observations</td>
<td>September to December</td>
</tr>
<tr>
<td>Formal Observation #1 including pre and post conferences</td>
<td>Formal Observation #1 including pre and post conferences</td>
<td>September to December</td>
</tr>
<tr>
<td>Informal Observations</td>
<td>Informal Observations</td>
<td>January to April</td>
</tr>
<tr>
<td>Formal Observation #2 including pre and post conferences</td>
<td>Formal Observation #2 including pre and post conferences</td>
<td>January to April</td>
</tr>
<tr>
<td>Informal Observations</td>
<td>Informal Observations</td>
<td>January to April</td>
</tr>
<tr>
<td>Formal Observation #3 including pre and post conferences</td>
<td>Formal Observation #3 including pre and post conferences</td>
<td>January to April</td>
</tr>
<tr>
<td>Submit Growth Measures</td>
<td>Submit Student Growth Measures</td>
<td>April 15</td>
</tr>
<tr>
<td>SGM’s + Teacher performance = Final Summative Evaluation</td>
<td>SGM’s + Teacher performance = Final Summative Evaluation</td>
<td>May 10</td>
</tr>
</tbody>
</table>
Definition of Teacher Effectiveness

Effective Teachers:

- Understand student learning and development, respect the diversity of the students they teach and hold high expectations for all students to achieve and progress at high levels;
- Know and understand the content areas for which they have instructional responsibility;
- Understand and use varied assessments to inform instruction and evaluate and ensure student learning;
- Plan and deliver effective instruction that advances the learning of each individual student;
- Create a learning environment that promotes high levels of student learning and achievement for all students;
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning; and
- Assume responsibility for professional growth, and performance as an individual and as a member of the learning community.
Teacher Performance

Teacher Performance is determined by using a rating rubric (Teacher Performance Evaluation Rubric) consisting of indicators based on the Ohio Standards for the Teaching Profession. The evaluation process requires the evaluator to use evidence gathered in a variety of avenues (professional growth or improvement plan, observations, walkthroughs, and conferences) to determine a teacher performance rating.
Student Growth Measures
Student Growth Measures shall account for fifty percent (50%) of the teacher evaluation. Student Growth is defined as the change in student achievement for an individual student between two or more points in time.

Types of Student Growth Measures

1. **Value-Added**
   If available, teachers must include Value-Added data in the student growth measure.

2. **Approved Vendor Assessments**
   If Value-Added data is not available, teachers must use Vendor Assessments that are in place in the school district and are listed on the approved list by the Ohio Department of Education.

3. **Locally Determined Measures – Student Learning Objectives (SLOs)**
   For subjects and grade levels where Value Added and/or approved Vendor Assessments are not an option, teachers will use Student Learning Objectives (SLOs) to measure Student Growth.
### Student Growth Measures

The combination of measures within the ACTES model will vary depending on the grades and subjects taught.

The combination of measures will fall into four categories:
- **A1)** Teachers with Value-Added data available;
- **A2)** Teacher instructed Value-Added courses, but not exclusively
- **B)** Teachers with approved Vendor Assessment data available;
- **C)** Teachers with no teacher-level Value-Added or Approved Vendor Assessment data available.

ACTES Student Growth Measures will be comprised of the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Type of Growth Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td><strong>Value-Added Subjects Exclusively</strong></td>
<td><strong>Value-Added Subjects and Other Subjects</strong>&lt;br&gt;• MUST use if available&lt;br&gt;  • (A1) 50%&lt;br&gt;  • (A2) 10-50% Value Added; 0-40% District Measure or Vendor Assessments&lt;br&gt;  • Reading and/or Math&lt;br&gt;  • Grades 4-8&lt;br&gt;  • Six or more students at 100% of the time or the equivalent.&lt;br&gt;• EVAAS Value-Added metric, aggregated across subject areas&lt;br&gt;  • 1-year report; or 2- or 3-year rolling average, based on availability</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td><strong>Vendor Assessments and District Measures</strong></td>
<td>• MUST use if LEA assessment is in place&lt;br&gt;  • Must use an assessment from the Approved List of Vendor Assessments located on ODE website. Vendors demonstrate how the assessment can measure growth.&lt;br&gt;• 10-50% Approved Vendor assessment; 0-40% District Measures</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td><strong>LEA-Determined Measure</strong></td>
<td><strong>Student Learning Objective</strong>&lt;br&gt;• 50% if applicable and No Value Added or Vendor Assessment available&lt;br&gt;  • Measures for SLOs must be district-approved and may include:&lt;br&gt;  • District-approved, locally developed assessments&lt;br&gt;  • Pre/Post assessments&lt;br&gt;  • Interim assessments&lt;br&gt;  • Performance-based assessments&lt;br&gt;  • Portfolios</td>
</tr>
</tbody>
</table>

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*Revised: June, 2015*
Student Growth Measures - Important Terms and Definitions

These measures have the potential to inform instruction, build stakeholder commitment, provide a critical dimension to the assessment of teacher effectiveness, and, most importantly, improve student performance across a broader set of expectations.

**Student Growth** is defined as “the change in student achievement for an individual student between two or more points in time”.

**Tested Grades and Subjects** The US Department of Education defines “tested grades and subjects” as those covered by the state’s assessment under the ESEA and “non tested grades and subjects” as those without such data. Because the definition of student growth requires individual student achievement data from two or more points in time, this definition typically limits the tested grades and subjects to grades 4 – 10 in the subjects of English language arts and mathematics. In Ohio this is limited to reading and math, grades 4 – 8.

**Value-Added** In Ohio, Value Added refers to the EVAAS Value-Added Methodology. It represents a variety of statistical modeling techniques. The EVAAS (Education Value Added Assessment System) data reporting has added several helpful features to help educators use this important data and Battelle for Kids (BFK) is providing professional development and other related services across the state.

**Vendor Assessment** Ohio Revised Code requires the Department of Education to “develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations” for grade levels and subjects for which the Value-Added measure does not apply (the “non-tested” grades). ODE has released a Request for Qualification (RFQ) whereby interested vendors could demonstrate qualification. The List of approved assessments will be maintained and updated by ODE.

**Student Learning Objectives (SLOs)** SLOs are goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time. Teachers determine SLOs after analyzing data on student academic performance and identifying areas in need of targeted effort for all student and subgroups of students. As a way to measure students, SLOs demonstrate a teacher’s impact on student learning within a given interval of instruction. Further, they enable teachers to use their own knowledge of appropriate student progress to make meaningful decisions about how their students’ learning is measured. As a collaborative process, SLOs also support teacher teams in their use of best practices.

**Multiple Measures** The teacher evaluation framework is based on multiple measures of performance and student growth. It is important that the holistic evaluation rating consider multiple factors across time. Accordingly, there are multiple measures within teacher performance and student growth, within and across years. The student growth measures may include data from multiple assessments and subjects.

**Teacher Value-Added**, by methodological definition, includes multiple measures on multiple levels. First, the EVAAS methodology incorporates students’ test histories (across all state-tested subjects) in determining growth metrics. Second, Value-Added creates effectiveness ratings for each tested grade and subject, as well as an aggregate composite rating. So for example and analogous to Value-Added on the Local Report Card, a 5th grade teacher may have a Value-Added rating for 5th grade math, a separate rating for 5th grade reading, and an overall composite rating. Third, the Value-Added metric will eventually roll into a three-year average so that multiple years of multiple measures are represented.
Combining Teacher Performance and Student Growth Measures

Teacher performance and student growth are combined in a summative teacher evaluation rating:

### Ratings and Points

<table>
<thead>
<tr>
<th>Student Growth</th>
<th>Performance</th>
<th>Final Summative Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Effective (3)</td>
<td>Accomplished (4)</td>
<td>Accomplished 500-500</td>
</tr>
<tr>
<td>Above Average (2)</td>
<td>Skilled (3)</td>
<td>Skilled 300-499</td>
</tr>
<tr>
<td>Average (1)</td>
<td>Developing (2)</td>
<td>Developing 100-299</td>
</tr>
<tr>
<td>Approaching Average (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Least Effective (0)</td>
<td>Ineffective (1)</td>
<td>Ineffective 0-99</td>
</tr>
</tbody>
</table>

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**Example #1. Grade 4 A2 Teacher**

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

<table>
<thead>
<tr>
<th>Student Growth Measures</th>
<th>Scores (examples)</th>
<th>Rating Points</th>
<th>Subcomponent Weight</th>
<th>Number of Ratings</th>
<th>Applied Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 Value-Added</td>
<td>1</td>
<td>0</td>
<td>25%</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Vendor Assessment</td>
<td>4</td>
<td>400</td>
<td>25%</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>(Science)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vendor Assessment</td>
<td>3</td>
<td>300</td>
<td>25%</td>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>(Social Studies)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Growth Measures Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance on Standards</th>
<th>Scores (examples)</th>
<th>Rating Points</th>
<th>Subcomponent Weight</th>
<th>Number of Ratings</th>
<th>Applied Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
<td>2</td>
<td>200</td>
<td>50%</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Using the new formula, eTPES will calculate the final summative rating by multiplying the points for each measure by the percentage, dividing by the number of component ratings and then summing the applied points:

\[
(0 \times 25\%) + (400 \times 25\% \div 2) + (300 \times 25\% \div 2) + (200 \times 50\%) = 187.5 = 188
\]

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**Student Growth Measure Committees**

Grade span committees (K-6, 7-8, and 9-12) will be formed for the sole purpose of assessing reviewing, and approving LEA Determined Measures for those teachers who are required to submit Student Learning Objectives as all or part of the student growth measure component of their evaluation. The committees will consist of association members and administrators from each grade span. Priority for committee participation will be given to those individuals who have or are scheduled to attend the standardized ODE Student Growth Measure (SGM) training. Each committee will work under a co-chair model. The ACTA and administration will appoint the co-chairs for each grade span committee. Additional committee members will be appointed by a consensus of the co-chairs.
Committees will engage in Teacher-Based Team best practices including but not limited to mutually agreed upon meeting dates, agendas, and ground rules. Members of the SGM committees will receive release time for committee work. The SGM committees are authorized to make recommendations regarding SGM process and procedures used within the district.

**Student Growth Measure Training**

Each building will conduct an annual one-half (1/2) hour Administrator-led Meeting Outside of Contracted Day that provides a review of current information regarding ACTES and the SGM process and procedures. Such a meeting will be held no later than September 30. In the case of a teacher new to the District, review of said information will take place no later than September 30 or 30 days after initial employment in the District, whichever is later. All teachers are encouraged to attend the standardized ODE Student Growth Measure training and utilize resources provided by ODE on their website. SGM training and support shall be provided by consultants, ESC support and other means as suggested by the SGM committees.

**Student Growth Measure Timeline**

- When utilizing SLO’s as one of the SGM’s, the teacher shall submit the SLO template to the SGM committee for approval no later than October 15.
- The SGM committee must review and approve all submitted SLO’s by November 15.
- Any SLO that is rejected by the SGM committee must be returned to the respective teacher by November 16 and resubmitted 10 calendar days following the return of the SLO.
- Teachers must submit all SGM results to his/her evaluator by April 15.
- Evaluators must conduct a final meeting to discuss SGM scores by May 10.

**Criteria for Student Growth Measures**

The SGM portion of the evaluation shall come from the following prioritized order:

- Value Added Data, first.
- ODE Approved Assessments, second.
- District measures/SLO’s approved by the appropriate SGM committees, third.

Teachers exclusively instructing value-added subject(s) will use value-added data for SGM.

All teachers, except for teachers exclusively instructing value-added courses, will use 2 sources to determine SGM for teacher evaluation purposes. Those sources shall be one of the following:

- Value-added data and an approved vendor assessment or District measure/SLO
- Two (2) approved vendor assessments,
- An approved vendor assessments and a District measure/SLO
- Two (2) District measures/2 SLOs.
When utilizing vendor assessments as one of the SGMs, all related materials shall be purchased by the District.

Teachers using District measures/SLO’s as their only SGM shall submit two (2) SLOs which reflect the highest number of students enrolled in those classes.

All SGM’s that are SLO’s should utilize common pre and post assessments developed in collaboration with other teachers in common grade levels/courses/subjects.

Assessments should be scored using common scoring rubrics relative to grade level/course/subject area.

The annual Final Summative Rating of Teacher Effectiveness will utilize the teacher performance rating from the current year, in conjunction with SGM from the current year. Value-added data will be based on the previous year. The percentages assigned shall be proportionate to a teacher’s schedule.

**SLO Record Keeping**

The district will maintain a centrally located filing of all SLOs on the S-Drive.
Professional Growth Plan and Performance on the Standards

A. Requirements for Professional Growth Plan or Improvement Plan

1. Processes:
A Professional Growth Plan or an Improvement Plan is based on Student Growth Measures as designated on the Summative Evaluation Matrix and/ or performance on the standards as noted in the teacher performance rubric. Either plan specifically relates to areas for growth as identified in the teacher’s evaluation. The Professional Growth Plan or Improvement Plan is be due September 30.

<table>
<thead>
<tr>
<th>High Level of Autonomy</th>
<th>Medium Amount of Autonomy</th>
<th>Low Amount of Autonomy</th>
<th>Description of Requirements for Professional Growth or Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Expected Growth</td>
<td></td>
<td>Below Expected Growth</td>
<td>Growth Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Improvement Plan</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Self-Directed by Teacher</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Collaborative –Teacher and Evaluator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓</td>
<td>Directed by the Evaluator</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Professional Conversations</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Mid-Year Progress Check</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>End-of-Year Evaluation</td>
</tr>
</tbody>
</table>

2. Professional Conversations and Progress Checks
As the teacher and evaluator work together during the formative assessment process, scheduled conferences should take place several times during the year to provide opportunities for professional conversation or direction about performance, goals, progress, as well as supports needed. During the year, the evaluator and teacher should discuss opportunities for professional development that evolve as a result of the evaluation process. The professional growth plan will be evaluated through indicators as described in the teacher performance rubric.
B. Professional Growth Plan

Professional Growth Plans help teachers focus on areas of professional development that will enable them to improve their practice. Teachers are accountable for the implementation and completion of the plan and may use the plan as a starting point for the school year. (The Professional Growth Plan is intended to be one academic year in duration and may support the goals of the Individual Professional Development Plan- IPDP. The Professional Growth Plan is not intended to replace the IPDP.) The professional growth plan and process includes feedback from the evaluator as well as the teacher’s self-assessment, and the support needed to further the teacher’s continuous growth and development. Professional development should be individualized to the needs of the teacher and students (based on available data), and specifically relate to the teacher’s areas for growth as identified in the teacher’s evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial). The growth plan should be reflective of the data available and include:

- Identification of area(s) for future professional growth;
- Specific resources and opportunities to assist the teacher in enhancing skills, knowledge and practice;
- Outcomes that will enable the teacher to increase student learning and achievement.

C. Improvement Plan

An Improvement Plan is developed for a teacher by the evaluator in response to the following:

- A Final Summative rating of Ineffective.
- A Teacher Performance rating of Ineffective.
- A Student Growth Measures (SGM) rating of Approaching Average or Least Effective.

The Improvement Plan is intended to identify specific areas for improvement of performance and for identifying guidance and support needed to help the teacher improve. When an improvement plan is initiated by an administrator, it is the responsibility of the administrator to:

- Identify, in writing, the specific area(s) for improvement to be addressed in relationship to the ACTES standards for teacher performance and student growth.
- Specify, in writing, the desired level of performance that is expected to improve and a reasonable period of time to correct the deficiencies;
- Work collaboratively with the teacher to develop an evaluator-led teacher improvement plan that includes available resources and assistance;
- Determine additional education or professional development needed to improve in the identified area(s);
- Gather evidence of progress or lack of progress.

A reassessment of the educator’s performance shall be completed in accordance with the written plan, including multiple opportunities for observation of performance as outlined in the ACTES timeline. Upon reassessment of the educator’s performance and/or student growth measures, if improvement has been documented at a level above ineffective, the regular evaluation cycle will resume.

The supervising administrator may reinstate the improvement plan with additional recommendations for improvement or take the necessary steps to recommend dismissal in accordance with guidelines set forth in Article V of the ACTA agreement.
Assessment of Teacher Performance

All teachers, at all stages of their careers, will be assessed on their expertise and performance — in the classroom and school setting.

Teacher Evaluation (Ohio Substitute House Bill 362, June 3, 2014)

An OTES trained evaluator may elect to evaluate a teacher receiving a rating of accomplished every 3 years as long as the teacher’s student academic growth measure for the most recent school year for which the data is available, is average or higher.

An OTES trained evaluator may elect to evaluate a teacher receiving a rating of skilled every 2 years as long as the teacher’s student academic growth measure for the most recent school year for which data is available, is average or higher.

In any year in which a teacher who has not been formally evaluated as a result of having previously received a rating of accomplished or skilled, a credentialed evaluator shall conduct at least one 30 minutes observation of the teacher at a mutually agreed upon time and hold at least one conference with the teacher.

Teachers on Leave or Retiring

The building principal may elect not to conduct an evaluation of a teacher who is on leave 50% or more of the school year, or who has submitted notice of retirement on or before of October 15th of the school year.

Evaluators will:

- Possesses the proper certification/licensure to be an evaluator.
- Have been approved as an evaluator by the local board of education.
- Have completed a state-sponsored OTES training.
- Have passed an online assessment using the OTES rubric.

1. The Formal Observation Process

Observations of teaching provide important evidence when assessing a teacher’s performance and effectiveness. As an evaluator observes a teacher engaging students in learning, valuable evidence may be collected on multiple levels. As part of the formal observation process, on-going communication and collaboration between evaluator and teacher help foster a productive professional relationship that is supportive and leads to a teacher’s professional growth and development. Based upon researched best practices, the formal observation process consists of a pre-conference, classroom observation (and walkthroughs), and a post-conference. There shall be a minimum of ten school days between formal observations.
2. Pre-Conference: Planning and observation of classroom teaching and learning

At the Pre-Conference, the evaluator and teacher discuss what the evaluator will observe during the classroom visitation. Important information is shared about the characteristics of the learners and learning environment. Specific information is also shared about the objectives of the lesson, and the assessment of student learning. The conference will also give the teacher an opportunity to identify areas in which she/he would like focused feedback from the evaluator during the classroom observation. The communication takes place during a formal meeting and a record of the date(s) should be kept. The purpose of the pre-observation conference is to provide the evaluator with an opportunity to discuss the following:

- Lesson or unit objective(s)
- Prior learning experiences of the students
- Characteristics of the learners/learning environment
- Instructional strategies that will be used to meet the lesson objectives
- Student activities and materials
- Differentiation based on needs of students
- Assessment (data) collected to demonstrate student learning

**NOTE:** The teacher and evaluator should set a time for the formal observation to take place, and re-negotiate this scheduled date and time as necessary if the observation is not conducted as planned.

3. Formal Observation: Gathering evidence of teacher performance

Teachers will participate in a minimum of two formal observations. A formal observation consists of a visitation of a class period or the viewing of a class lesson. The observation should be conducted for an entire class period, lesson, or a minimum of 30 minutes. During the classroom observation, the evaluator documents specific information related to teaching and learning. The evaluator using the Teacher Performance Evaluation Rubric will analyze each formal observation. The evaluator will document by a narrative each completed observation. The results of each formal observation are reviewed with the teacher during the post-observation conference. Formal observations will not include videotaping or sound recordings except with the written permission of the teacher.

4. Classroom walkthroughs are informal observations, generally less than 30 minutes, after which the teacher will receive timely feedback. These may occur frequently and may be unannounced. Each observation cycle shall include multiple walkthroughs.

5. Post-Conference: Reflection, reinforcement, and refinement

The purpose of the post-observation conference is to provide reflection and feedback on the observed lesson and to identify strategies and resources for the teacher to incorporate in lessons to increase effectiveness. Following the lesson, the teacher reflects on the lesson and how well the student learning outcomes were met. Professional conversations between the evaluator and the teacher during the Post-Conference will provide the teacher with feedback on the observed lesson, and may identify additional strategies and resources. The evaluator will make recommendations and commendations that may become part of the teacher’s professional development plan.
In general, the discussion between the evaluator and teacher needs to focus on how successful the lesson was (reinforcement), areas needing further support (refinement). Teachers may bring additional evidence that supports the lesson observed to share with the evaluator at the conference. The evaluator may consider these as evidence of student learning or evidence to support the teacher’s performance.

### Suggestions for Conducting the Post-Conference

1. **Introduction/Greeting/Establish Length**
   - Review Conference Process
   - General Impression Question
   “How do you think the lesson went?”
2. **Reinforcing the Teacher**
   - Identify an area of Reinforcement (ONLY one area)
   - Ask Self-Analysis Question
   - Provide evidence from notes
3. **Refining the Teacher’s Skill:**
   - Identify an area of Refinement (ONLY one area)
   - Ask Self-Analysis Question
   - Provide evidence from notes
   - Give a recommendation for future practice
4. **Present evidence and rating connected to the rubric**

### 6. Combining Measures to Obtain a Holistic Rating

A strong teacher evaluation system calls for ongoing collaboration and honest conversation between teachers and their evaluators. The foundation of such a system is the transparent, two-way gathering and sharing of evidence that informs the teacher performance ratings at the end of the year. Some teacher behaviors are observable in the classroom while other evidence may include formal conferences, informal conversations, evidence of practice, and colleague, parent and student input.

The ACTES model describes opportunities for teachers and evaluators to discuss evidence, build a common understanding of the teacher’s current practice, and identify areas for future growth. Regular check-ins also help evaluators manage the administrative burden of gathering and organizing evidence by sharing the responsibility with the teacher and encouraging evaluators to document teacher practices as they occur.
Teacher Performance Rubric

- The Teacher Performance Evaluation Rubric is intended to be 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 thirty-minute observation and post-conference.
- The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and classroom walkthroughs (if applicable).
- 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).
Using Evidence to Inform Holistic Performance Ratings

Defining the Performance Ratings
In accordance with Ohio Revised Code 3319.112 the ACTES rubric describes four levels of teacher performance for each standard area. Each performance rating can also be described in more general terms, as a holistic rating of teacher performance.

Teacher Evaluation relies on two key evaluation components: a rating of Teacher Performance and a rating of Student Academic Growth, each weighted at fifty percent of each evaluation. The following guidance speaks to the Teacher Performance rating component utilizing the state model Teacher Performance Evaluation Rubric. The following is suggested step-by-step guidance for evaluators to review and analyze multiple data points that inform teacher performance ratings.

<table>
<thead>
<tr>
<th>Ineffective:</th>
<th>Skilled:</th>
<th>Accomplished:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A rating of Ineffective indicates that the teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan.</td>
<td>A rating of Skilled indicates that the teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced teachers.</td>
<td>A rating of Accomplished indicates that the teacher is a leader and model in the classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.</td>
</tr>
<tr>
<td>Developing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A rating of Developing indicates that the teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. The teacher is making progress but requires ongoing professional support for necessary growth to occur.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised: June, 2015
Appendix A

ACTES FORMS
**ACTES**  
**Self Assessment Summary Tool**

Name: ___________________________________________________________ Date:________________________

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, Look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far right column.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Strengths</th>
<th>Areas of Growth</th>
<th>Priorities (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>• Knowledge of how students learn and of student development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understanding of what students know and are able to do</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• High expectations for all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Respect for all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identification, instruction and intervention for special populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>• Knowledge of content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of content-specific instructional strategies to teach concepts and skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Knowledge of school and district curriculum priorities and Ohio academic content standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Relationship of knowledge within the discipline to other content areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Connection of content to life experiences and career opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>• Knowledge of assessment types</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of varied diagnostic, formative and summative assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analysis of data to monitor student progress and to plan, differentiate and modify instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inclusion of student self-assessment and goal-setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>• Alignment to school and district priorities and Ohio academic content standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of student information to plan and deliver instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication of clear learning targets</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Application of knowledge of how students learn to instructional design and delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Differentiation of instruction to support learning needs of all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of activities to promote independence and problem-solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of varied resources to support learner needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Strengths</td>
<td>Areas of Growth</td>
<td>Priorities (Check 2)</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>-----------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| **Standard 5 Learning Environment** | • Fair and equitable treatment of all students  
• Creation of a safe learning environment  
• Use of strategies to motivate students to work productively and assume responsibility for learning  
• Creation of learning situations for independent and collaborative work  
• Maintenance of an environment that is conducive to learning for all students | | |
| **Standard 6 Collaboration and Communication** | • Clear and effective communication  
• Shared responsibility with parents/caregivers to support student learning  
• Collaboration with other teachers, administrators, school and district staff  
• Collaboration with local community agencies | | |
| **Standard 7 Professional Responsibility and Growth** | • Understanding of and adherence to professional ethics, policies and legal codes  
• Engagement in continuous, purposeful professional development  
• Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement | | |
The questions provided are intended to guide thinking and conversations. Every question may not be relevant for every observation.

<table>
<thead>
<tr>
<th><strong>INSTRUCTIONAL PLANNING</strong></th>
<th><strong>RESOURCES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS</strong> (Standard 4: Instruction) o What is the focus for the lesson? o What content will students know/understand? What skills will they demonstrate? o What standards are addressed in the planned instruction? o Why is this learning important?</td>
<td><strong>RESOURCES</strong> (Standard 2: Content/ Standard 4: Instruction) o What resources/materials will be used in instruction? o How will technology be integrated into lesson delivery?</td>
</tr>
<tr>
<td><strong>ASSESSMENT DATA</strong> (Standard 3: Assessment) o What assessment data was examined to inform this lesson planning? o What does the pre-assessment data indicate about student learning needs.</td>
<td></td>
</tr>
<tr>
<td><strong>PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS</strong> (Standard 1: Students/ Standard 2: Content/ Standard 4: Instruction) o What prior knowledge do students need? o What are the connections to previous and future learning? o How does this lesson connect to students’ real-life experiences and/or possible careers? o How does it connect to other disciplines?</td>
<td><strong>CLASSROOM ENVIRONMENT</strong> (Standard 1: Students/ Standard 5: Learning Environment) o How will the environment support all students? o How will different grouping strategies be used? o How will safety in the classroom be ensured? o How will respect for all be modeled and taught?</td>
</tr>
<tr>
<td><strong>INSTRUCTION AND ASSESSMENT LESSON DELIVERY</strong> (Standard 2: Content/ Standard 4: Instruction) o How will the goals for learning be communicated to students? o What instructional strategies and methods will be used to engage students and promote independent learning and problem solving? o What strategies will be used to make sure all students achieve lesson goals? o How will content-specific concepts, assumptions, and skills be taught?</td>
<td><strong>ASSESSMENT OF STUDENT LEARNING</strong> (Standard 3: Assessment) o How will you check for understanding during the lesson? o What specific products or demonstrations will assess student learning/achievement of goals for instruction? o How will you ensure that students understand how they are doing and support students’ self-assessment? o How will you use assessment data to inform your next steps?</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION</strong> (Standard 1: Students/ Standard 4: Instruction) o How will the instructional strategies address all students’ learning needs? o How will the lesson engage and challenge students of all levels? o How will development gaps be addressed?</td>
<td><strong>PROFESSIONAL RESPONSIBILITIES</strong></td>
</tr>
<tr>
<td><strong>COLLABORATION AND COMMUNICATION</strong> (Standard 6) o How do you cooperate with colleagues? o How do you work with others when there is a problem? o What is your communication style with students? With families? With colleagues? o In what ways do you seek the perspectives of others? Give an example</td>
<td><strong>PROFESSIONAL RESPONSIBILITY AND GROWTH</strong> (Standard 7) o How do you apply knowledge gained from other experience into your teaching? o Discuss ways you reflect and analyze your teaching? o What are some proactive ways you further your own professional growth?</td>
</tr>
</tbody>
</table>
Walkthrough Observation Form

Teacher: ________________________________  Subject/Course: _____________________________

Date: ___________________________  Period/Time: _____________________________

Key Concept: __________________________________________________________________________

Learning Target: __________________________________________________________________________

Evaluator Observations:

- **Focus for Learning:** Outcomes and goals are clearly communicated to students.

- **Prior Content/Sequence/Connections:** Lesson content is linked to previous and future learning.

- **Lesson Delivery:** Content presented is clear accurate and developmentally appropriate.

- **Lesson Delivery:** Teacher ensures understanding through effective questioning and re-explaining.

- **Differentiation:** Learning needs of students are supported by a variety of strategies, materials and pacing.

- **Differentiation:** Instruction and activities are accessible and challenging for all students.

- **Resources:** Materials support instructional purpose and actively engage students.

- **Classroom Environment:** Learning environment is safe and conducive to learning.

- **Classroom Environment:** Routines support learning goals and instructional time is used effectively.

- **Assessment of Learning:** Teacher checks for understanding and responds to student misunderstanding with additional clarification.

- **Assessment of Learning:** Teacher gathers and uses data from a variety of sources to implement appropriate instruction.

Evidence of Practice:

Evaluator Comments:

ACTES

Revised: June, 2015
# Classroom Observation Form

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Period:</td>
</tr>
</tbody>
</table>

## 1. Focus for Learning

a. Uses appropriate learning objectives that include measurable goals  
b. Demonstrates the importance of the goal for students.

## 2. Assessment Data

a. Incorporates diagnostic, formative and summative assessments into lesson planning.  
b. Employs a variety of formal and informal assessment techniques to collect evidence of student knowledge and skill.  
c. Analyses data to inform instructional planning and delivery.

## 3. Prior Content Knowledge/Sequence/Connections

a. Makes clear connections with students' prior knowledge and future learning  
b. Plans and sequences instruction to include the important content aligned to state standards

## 4. Knowledge of Students

a. Demonstrates familiarity with students' background and knowledge  
b. Describes multiple procedures used to obtain this information.  
c. Instructional plan draws on accurate analysis of students' readiness, learning styles and backgrounds.
5. **Lesson Delivery**
   a. Explanations are clear and accurate. Uses developmentally appropriate strategies that actively encourage independent, creative and critical thinking.
   b. Addresses confusion by re-explaining topics to ensure understanding.
   c. Employs effective, purposeful questioning.
   d. Lesson is a balance of teacher-directed instruction and active student learning.

6. **Differentiation**
   a. Supports learning needs of students through a variety of strategies, materials, and pacing.
   b. Makes learning accessible and challenging for all groups of students.

7. **Resources**
   a. Materials are aligned to instructional purpose and are appropriate for student learning styles and needs.
   b. Materials actively engage students.

   a. Has positive rapport, demonstrates respect and interest in all students, and connects with individual students.
b. Smooth classroom procedures. Students assume age-appropriate levels of responsibility for efficient operation of classroom.
c. Varied learning situations (whole class, group and independent work) with efficient transitions.
d. Engages in two-way communication and offers opportunities for families to support learning.
e. Classroom management is appropriate and responsive to needs of students. Behavior expectations are clear and monitoring is consistent, appropriate and effective.

9. Assessment of Student Learning

a. Teacher uses assessment data to identify strengths and needs of students. Modifies instruction accordingly
b. Checks for understanding and makes adjustments to instruction. Responds to student misunderstanding with additional clarification
c. Gathers and uses data from a variety of sources to implement appropriate instruction.
d. Provides feedback of student progress to students, families and other school personnel with confidentiality.

10. Professional Responsibilities

a. Uses effective communication with students and families.
b. Works effectively with colleagues to examine problems, analyze student work and identify targeted strategies.
c. Meets ethical and professional responsibilities with integrity and honesty.
d. Sets data-based short and long term professional goals and takes action to meet these goals.
ACTES
Teacher Professional Growth Plan

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher and specifically relate to his/her areas of refinement as identified in the teacher’s evaluation. The evaluator should recommend professional development opportunities and support the teacher by providing resources (e.g., time, financial).

- **Self-Directed**
  - Teacher ____________________________
- **Collaborative**
  - Evaluator __________________________

<table>
<thead>
<tr>
<th>Annual Focus (These are addressed by the evaluator as appropriate for the teacher)</th>
<th>Date (Record dates when discussed)</th>
<th>Areas for Professional Growth (Includes: supports needed, resources, professional development)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Student Achievement / Outcomes for Students</td>
<td></td>
<td>Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.</td>
</tr>
<tr>
<td><strong>Goal Statement:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence Indicators:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal 2:</strong> Teacher Performance on the Ohio Standards for the Teaching Profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal Statement:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence Indicators:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

________________________________________________________________________
Evaluator Signature ____________________________________________________________ Date __/___/____

________________________________________________________________________
Teacher Signature ____________________________________________________________ Date __/___/____
ACTES
Teacher Improvement Plan

Teacher Name: ____________________________________________ Grade Level/Subject: ____________________________

School Year: __________________________ Building: ____________________________

Date of Improvement Plan Conference: _____/ _____/ _____

Written improvement plans are to be developed in the circumstances when an educator makes below expected academic growth with his/her students AND/OR receives an overall ineffective rating or an ineffective rating on any of the components of the OTES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

Section 1: Improvement Statement
List specific areas for improvement as related to the Ohio Standards for the Teaching Profession. Attach documentation.

<table>
<thead>
<tr>
<th>Performance Standard(s) Addressed in This Plan</th>
<th>Date(s) Improvement Area or Concern Is Observed</th>
<th>Specific Statement of the Concern: Areas of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 2: Desired Level of Performance
List specific measurable goals to improve performance. Indicate what will be measured for each goal.

<table>
<thead>
<tr>
<th>Beginning Date</th>
<th>Ending Date</th>
<th>Level of Performance Specifically Describe Successful Improvement Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised: June, 2015
ACTES
Evaluation of Teacher Improvement Plan

Teacher Name: ____________________________________________ Grade Level/Subject: ____________________________

School Year: ____________________ Building: ______________________ Date of Evaluation: _________________________

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken:

_____ 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

Comments:
Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed the evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Teacher’s Signature: ____________________________________________ Date: ___/___/___

Evaluator’s Signature: ____________________________________________ Date: ___/___/___

The evaluator’s signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

*Note
- Acceptable level of performance varies depending on the teacher’s years of experience.
- Teachers in Residency – specifically Years 1 – 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 Skilled level or above.
### ACTES
#### Final Summative Rating of Teacher Effectiveness

<table>
<thead>
<tr>
<th>Proficiency on Standards 50%</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Skilled</th>
<th>Accomplished</th>
</tr>
</thead>
</table>
| **Cumulative Performance Rating**  
*Holistic Rating using Performance Rubric* | | | | |

**Areas of Reinforcement/Refinement:**

<table>
<thead>
<tr>
<th>Student Growth Data 50%</th>
<th>Below Growth</th>
<th>Expected Growth</th>
<th>Above Expected Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Growth Measures of Effectiveness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Areas of Reinforcement/Refinement:**

<table>
<thead>
<tr>
<th>Final Summative (Overall)</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Skilled</th>
<th>Accomplished</th>
</tr>
</thead>
</table>

___ Check here if Improvement Plan has been recommended.

Teacher Signature ___________________________ Date: ____________

Evaluator Signature __________________________ Date: ____________

The signatures above indicate the teacher and evaluator have discussed the Summative Rating. 
*Note: the teacher may provide additional information to the evaluator within 10 working days of the receipt of this form and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.*
### ACTES – Teacher Performance Evaluation Rubric

<table>
<thead>
<tr>
<th>INSTRUCTIONAL PLANNING</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Skilled</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS FOR LEARNING</strong></td>
<td>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.</td>
<td>The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and references the Ohio Standards but does not include measurable goals.</td>
<td>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.</td>
<td>The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflects 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.</td>
</tr>
<tr>
<td><strong>Standard 4: Instruction</strong></td>
<td><strong>Source of Evidence:</strong> Pre-Conference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ASSESSMENT DATA | The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans | The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning | The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning | The teacher purposefully plans assessment and differentiates assessment choices to match the full range of student needs, abilities and learning styles, incorporating a range of appropriate diagnostics, formative and summative assessments into lesson plans. |
| **Standard 3: Assessment** | **Sources of Evidence** Pre-conference |

| Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify strengths and areas for student growth. | Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify strengths and areas for student growth. | Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify strengths and areas for student growth. | Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify strengths and areas for student growth. |

Revised: June, 2015
### INSTRUCTIONAL PLANNING:

#### PRIOR CONTENT KNOWLEDGE/SEQUENCE CONNECTIONS

<table>
<thead>
<tr>
<th>Standard 1: Students</th>
<th>Sources of Evidence: Pre-Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher’s lesson does not build or connect to student’s prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</td>
<td>The teacher makes an attempt to connect the lesson to student’s prior knowledge, to previous lessons or future learning but is not completely successful.</td>
</tr>
<tr>
<td>The teacher makes clear and coherent connections with students’ prior knowledge and future learning – both explicitly to students and within the lesson.</td>
<td>The teacher uses the input and contributions of families, colleagues and other professionals in understanding learner’s prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between the lesson’s content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</td>
</tr>
</tbody>
</table>

#### KNOWLEDGE OF STUDENTS

<table>
<thead>
<tr>
<th>Standard 1: Students</th>
<th>Sources of Evidence: Analysis of Student Data Pre-Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher demonstrates a lack of familiarity with students’ backgrounds and has made no attempts to find this information.</td>
<td>The teacher demonstrates some familiarity with students’ background knowledge and experiences and describes one procedure used to obtain this information.</td>
</tr>
<tr>
<td>The teacher demonstrates familiarity with students’ background knowledge and experiences and describes multiple procedures used to obtain this information.</td>
<td>The teacher demonstrates an understanding of with the purpose and value of learning about students’ background experiences, demonstrates familiarity with each student’s background knowledge and experiences, and describes multiple procedures used to obtain this information.</td>
</tr>
<tr>
<td>The teacher’s plan for instruction does not demonstrate an understanding of students’ development, preferred learning styles, and/or student backgrounds/prior experiences.</td>
<td>The teacher’s instructional plan draws upon an accurate analysis of the students’ development, readiness for learning, preferred learning styles, and backgrounds.</td>
</tr>
<tr>
<td>The teacher’s instructional plan draws upon a partial analysis of students’ development readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.</td>
<td>The teacher’s analysis if student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</td>
</tr>
<tr>
<td>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</td>
<td></td>
</tr>
</tbody>
</table>
# ACTES – Teacher Performance Evaluation Rubric

<table>
<thead>
<tr>
<th>LESSON DELIVERY</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Skilled</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication</strong></td>
<td>The 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.</td>
<td>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.</td>
<td>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Sources of Evidence:</strong> Formal Observation Classroom Walkthroughs/Informal Observations</td>
<td>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.</td>
<td>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.</td>
<td>The teacher effectiveness 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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION</strong></td>
<td>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</td>
<td>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</td>
<td>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.</td>
<td>The teacher matches strategies, materials and/or pacing to students’ individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</td>
</tr>
<tr>
<td><strong>Standard 1: Students; Standard 4: Instruction</strong></td>
<td><strong>Sources of Evidence:</strong> Pre-Conference Formal Observation Classroom Walkthroughs Informal Observations</td>
<td>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</td>
<td>Instructional materials are aligned to the instructional purposes and are appropriate for students’ learning styles and needs, actively engaging students.</td>
<td>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage in ownership of their learning.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</td>
<td>The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students’ learning styles/needs and actively engage them in learning.</td>
<td>Instructional materials and resources are aligned to the instructional purposes and are appropriate for students’ learning styles and needs, actively engaging students.</td>
<td>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage in ownership of their learning.</td>
</tr>
<tr>
<td><strong>Standard 2: Content; Standard 4: Instruction</strong></td>
<td><strong>Sources of Evidence:</strong> Pre-Conference Formal Observation Classroom Walkthroughs Informal Observations</td>
<td>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</td>
<td>Instructional materials are aligned to the instructional purposes and are appropriate for students’ learning styles and needs, actively engaging students.</td>
<td>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage in ownership of their learning.</td>
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</tbody>
</table>
## ACTES – Teacher Performance Evaluation Rubric

<table>
<thead>
<tr>
<th>CLASSROOM ENVIRONMENT</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Skilled</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Students</strong></td>
<td>There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.</td>
<td>The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students questions or comments but does not inquire about their overall well-being.</td>
<td>The teacher has a positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</td>
<td>The teacher has positive rapport with students and demonstrates respect for and interest in individual students’ experiences, thoughts and opinions. For example, the teacher responds quietly, individually and sensitively to student confusion or distress.</td>
</tr>
<tr>
<td><strong>Standard 5: Learning Environment</strong></td>
<td>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</td>
<td>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</td>
<td>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</td>
<td>Routines are well established and orderly and students initiate responsibility for the efficient operation of the classroom.</td>
</tr>
<tr>
<td><strong>Standard 6: Collaboration and Communication</strong></td>
<td>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</td>
<td>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</td>
<td>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</td>
<td>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations</td>
</tr>
<tr>
<td>Sources of Evidence:</td>
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<tr>
<td></td>
<td>The teacher creates a learning environment that allows for little or no communication or engagement with families.</td>
<td>The teacher welcomes communication from families and replies in a timely manner.</td>
<td>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</td>
<td>The teacher engages in two-way, ongoing communication with families that result in active volunteer, community, and family partnerships that contribute to student learning and development.</td>
</tr>
<tr>
<td></td>
<td>Expectations for behavior are not established or are inappropriate and/or no monitoring of behavior occurs. The teacher responds to misbehavior in appropriately.</td>
<td>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</td>
<td>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.</td>
<td>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</td>
</tr>
</tbody>
</table>
## ACTES – Teacher Performance Evaluation Rubric

<table>
<thead>
<tr>
<th>INSTRUCTION AND ASSESSMENT</th>
<th>ASSESSMENT OF STUDENT LEARNING</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Skilled</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 3: Assessment</strong></td>
<td><strong>Sources of Evidence:</strong></td>
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<td></td>
<td>Pre-Conference</td>
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<td>Formal Observation</td>
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<td></td>
<td>Classroom Walkthroughs</td>
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<tr>
<td></td>
<td>Informal Observations</td>
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<td></td>
<td>Post-Conference</td>
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</tr>
</tbody>
</table>

|                           | The teacher does not routinely use assessments to measure student mastery. | The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information. | The teacher uses assessment data to identify students’ strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles. | The teacher uses assessment data to identify students’ strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to continually checks for understanding and makes adjustments accordingly (whole-class or individual students). | The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain. |
|                           | The teacher rarely or never checks the students’ understanding of content. The teacher fails to make adjustments in response to student confusion. | The teacher checks for students understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion. | The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification. | By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class. | The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. |
|                           | The teacher persists in using a particular strategy for responding to misunderstanding, even when data suggest the approach is not succeeding. | The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students. | The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students. | The teacher provides substantive, specific and timely feedback of student progress to students, families and other school personnel while maintaining confidentiality. | The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success. |
|                           | The teacher does not provide students with feedback about their learning. | Students receive occasional or limited feedback about their performance from the teacher. | The teacher provides substantive, specific and timely feedback of student progress to students, families and other school personnel while maintaining confidentiality. | The teacher provides substantive, specific and timely feedback of student progress to students, families and other school personnel while maintaining confidentiality. | The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success. |
### ACTES – Teacher Performance Evaluation Rubric

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Skilled</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL RESPONSIBILITIES</td>
<td>The teacher fails to communicate clearly with students and families or collaborate effectively with professional challenges.</td>
<td>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.</td>
<td>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.</td>
<td>The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialog, peer observation and feedback, peer coaching, and other collegial learning activities.</td>
</tr>
<tr>
<td>Standard 6: Collaboration and Communication</td>
<td>The teacher fails to understand and follow regulations, policies, and agreements.</td>
<td>The teacher understands and follows district policies and state and federal regulations at a minimal level.</td>
<td>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</td>
<td>The teacher meets ethical and professional responsibilities, and helps colleagues access and interpret laws and policies, and understand their implications in the classroom.</td>
</tr>
<tr>
<td>Standard 7: Professional Responsibility and Growth</td>
<td>The teacher fails to demonstrate evidence of ability to accurately self-assess performance and to appropriately identify areas for professional development.</td>
<td>The teacher identifies the strengths and areas for growth to develop and implement targeted goals for professional growth.</td>
<td>The teacher sets data based short and long-term professional goals and takes action to meet these goals.</td>
<td>The teacher sets and regularly modifies short and long-term professional goals based on self-assessment and analysis of student learning evidence.</td>
</tr>
</tbody>
</table>

**Sources of Evidence**
- Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others
Appendix B

A Guide to Using Student Learning Objectives & Guidance on Scoring SLOs
Overview

A Student Learning Objective (SLO):
- Is a measureable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students.
- Demonstrates a teacher’s impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of each course.

Benefits of using SLOs

SLO process:
- Reinforces best teaching practices;
- Encourages educators to ensure that their students will be college and career ready;
- Provides teachers with ways to formalize their teaching practice;
- Give input about how student learning will be measured;
- Identifies how student learning will be measured and how students will be evaluated;
- Allows the educator to focus on the specific objectives he/she wants to achieve with their students.
- Allows the educator to measure student growth using measures that are most relevant for their student population and content area.

Components of a High Quality SLO

Step #1 - Gather and Review Baseline Trend Data

The teacher will:
- Summarize student information (end of year data from previous years; baseline data from district assessments, pretests, student work samples etc.)
- Determine the student population to which the SLO will apply.
- Include as many students as possible in the SLO and acknowledge in writing why any students are not included.
- Be sure students covered under the SLO are proportional and representative of his/her schedule.
- Determine the most important content standards to be mastered in the course/content area.
- Include specific skills or knowledge the students are lacking within the SLO’s overarching content for the course/content area.
- Identify students’ strengths and weaknesses.
- Determine the objective of the SLO.
- Determine the amount of growth that should take place.
- Be sure the students covered under the SLO are proportional and representative of his/her schedule.
- Develop tiered targets if the data analysis shows a wide range of skills and ability in student performance.
- Include every student by at least one SLO to ensure that no group of students is overlooked.

Guiding Questions for Student Population

1. Are all students enrolled in the course covered by the SLO?
2. Are there any contextual factors that may impact student growth?
3. Did the principal approve the exclusion of any subgroups?
Step #2 -**Determine the Interval of Instruction and Identify the Content**

The teacher will:

- Identify the period of time that instruction is used to meet the goal (i.e., quarter, semester, or an entire year).
- Remember that the period of instruction is to be the length of the course/content area.
- Include time frames for mid-year and/or mid-semester assessments of progress so that he/she can adjust instruction and modify the SLO as needed.
- Identify and determine which pre-assessments, formative assessments, mid-year assessments, and post assessments will be administered during the intervals of instruction.
- Articulate the specific content or skill area that will represent the essential learning.
- Identify the specific standard(s) that align with the SLO.
- Specify how the SLO will address applicable standards from the highest ranking of the following:
  a. Common Core Standards
  b. Ohio Content Standards, and
  c. National Standards put forth by education organizations.

**Guiding Questions for Content and Standards**

1. Are Common Core State Standards available for my content area?
2. What are the essential skills and content knowledge that students will need in order to be successful next year?
3. In which of the essential skills and content knowledge are the students struggling?
4. What are the specific academic concepts or skills that this SLO will target?
5. Why is this skill or content knowledge important?
Step #3 – Choose Assessments and set the Growth Target(s)

a. Assessments

The teacher will:

- Consult the “Guidance on Selecting Assessments”
- Include assessments for tracking student progress and make mid-course corrections.
- Have content of his/her created assessment reviewed by a district administrator with expertise in assessment or a grade-level content expert.
- Identify that the assessment is aligned to national or state standards and to the SLO Growth Target (meaning that it measures the skills or content addressed by the SLO).
- Identify that the assessment is reliable, meaning that the assessment produces accurate and consistent results.
- Identify if the assessment is a valid measure, meaning that the assessment measures what it is designed to measure.
- Be realistic in terms of the time required for administration

Guiding Questions for Assessment(s)

1. Is this assessment the best way to measure student progress toward the objectives?
2. Does the assessment allow all students to demonstrate developmentally appropriate growth?
3. Do these assessments follow state and district guidelines?
4. If planning to use multiple assessments to measure growth, how will the measures be combined?
5. How will you ensure that the assessments are graded in affair and unbiased manner?
6. Will multiple teachers use the same assessment to ensure comparability?

b. Develop Growth Targets

The teacher will:

- Write within the SLO Template, a brief yet specific growth target for students that aligns with state or national standards, district priorities, and course objectives.
- Include specific indicators of growth – such as percentages or questions answers correctly that demonstrates an increase in learning between two points in time.
- Tier targets for specific student in the classroom to allow all students to demonstrate growth or the target can be equally applicable to all students in a class, grade or subject.
- Create a target that is rigorous, yet attainable as determined by the baseline or pretest data
- Should include strong justifications why the goal is important and achievable for this group of students.

Guiding Questions for SLO Growth Target

1. How was baseline data used to inform the growth target?
2. Are tiered targets appropriate for the student population included in the SLO?
3. Are expectations ambitious yet attainable?
Examples of Acceptable and Unacceptable Growth Targets

<table>
<thead>
<tr>
<th>Acceptable SLO Growth Target</th>
<th>Unacceptable SLO Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of my students will progress at least one fitness level on the Fitness Gram during the fall semester.</td>
<td>80% of students will pass the end0of-curse exam. <em>(THIS IS UNACCEPTABLE BECAUSE IT DOES NOT SHOW GROWTH)</em></td>
</tr>
<tr>
<td>Using the American Government re-assessment, all students will meet their target score:</td>
<td>Students scoring 80 or lower on the pre-assessment will increase their scores by at least 10 points. Any students scoring 81 or higher on the pre-assessment will maintain their scores.</td>
</tr>
<tr>
<td></td>
<td><em>This is unacceptable for two reasons:</em></td>
</tr>
<tr>
<td></td>
<td>1. Students that are scoring at 50 need to make greater gains than only 10 points to reach an acceptable level of growth.</td>
</tr>
<tr>
<td></td>
<td>2. Teachers must aim to grow all students, so those students scoring high on the pre-assessment need to be challenged with a higher goal and likely an additional assessment to illustrate their growth.</td>
</tr>
</tbody>
</table>

Explain the Rationale for the Growth Targets

*The teacher will:*  
- Include strong justifications for why the growth target is appropriate and achievable for this group of students.  
- Define a precise and concise rationale statement that describes the student needs and refers to the evidence that informed the creation of targets.  
- Reference school and district goals or priorities when applicable.

Guiding Questions for Rationale for the Growth Target

1. How will this target address student needs?  
2. Why is this target important?  
3. What baseline data informed the target?  
4. How does this target relate to school and district goals and priorities?  
5. How will attainment of this target help the student learn necessary content for future grade levels?

Step #4 – Submit Your SLO and Prepare for Review and Approval

Review and Approval

Prepare to submit your SLO

*The teacher will:*  
- Do a final comparison with the *SLO Template Checklist* prior to submitting the SLO.  
- Submit the SLO for review to the SLO team or the designated SLO person(s).  
- Expect to receive feedback on the rigor and completeness of the SLO from the review team by the end of November.  
- Complete requested revisions if the SLO is not approved. Within 10 days resubmit to team.
Step #5 – SLO Final Score Overview

Overview:
After the SLO is approved, the teacher is responsible for compiling the evidence for the final scoring process. The final scoring process must be completed by May 1 to ensure that the teacher evaluation is completed in accordance with the time frames established by law.

Recommendations for Educators in Preparing for SLO Scoring
In preparation of the SLO scoring, the educator must complete the following steps:
1. Include a copy of the committee approved SLO Approval Checklist.
2. Transfer the baseline data, the established growth targets, and the post-assessment scores to the SLO Scoring Template to provide the Evaluator/scoring committee with a quick reference to determine whether stated growth targets were met. If the educator is using tiered growth targets, they will want to sort the data based on those tiers.
3. Organize the evidence to support the attainment of the SLO into an easily recognized, readable format.

Complete the SLO Scoring Template:
The SLO Scoring Template is a document that must be used to assess whether or not the SLO targets have been met as well as the overall teacher rating for the SLO. There are several steps the teacher must follow in order to arrive at a final calculation. The calculation and scoring must be completed by May 1 of each year. Ample time must be given for evaluator and committee review must be given to ensure that the entire teacher evaluation process is complete by May 1.

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

The teacher is responsible for this portion of the SLO process.
SLO Scoring Template

<table>
<thead>
<tr>
<th>Teacher Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO Title:</td>
<td>Assessment Name (if available):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Number</th>
<th>Baseline Score</th>
<th>Growth Target</th>
<th>Final Score</th>
<th>Exceeds/Meets Target? (Yes/No)</th>
</tr>
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<tbody>
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Revised: June, 2015
Score Individual SLO Scoring Matrix
The teacher must now use the SLO Scoring Template to determine the percentage of students meeting or exceeding the established growth targets. If the teacher used tiered targets as recommended by ODE, they can sort the students by the identified tiered targets and then sort a gain based on the difference of the target score and the baseline score from the highest to lowest.

The SLO Scoring matrix should be used in conjunction with the SLO Scoring Template. ODE developed the five-level rating for SLOs to align with the 5-levels of Value-Added Scores.

SLO Scoring Matrix

<table>
<thead>
<tr>
<th>Percentage of students that met or exceeded growth target</th>
<th>Description Rating</th>
<th>Numerical Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Most Effective</td>
<td>5</td>
</tr>
<tr>
<td>80-89</td>
<td>Above Average</td>
<td>4</td>
</tr>
<tr>
<td>70-79</td>
<td>Average</td>
<td>3</td>
</tr>
<tr>
<td>60-69</td>
<td>Approaching Average</td>
<td>2</td>
</tr>
<tr>
<td>59 or less</td>
<td>Least Effective</td>
<td>1</td>
</tr>
</tbody>
</table>

First SLO Percentage

% Exceeding/Meeting Target: ______ %  
% Below Target: ______ %

Numerical Rating of SLO

The teacher is responsible for collecting the evidence, using the SLO Scoring Matrix to determine an SLO rating, and providing the scores to the reviewing body (principal or committee as determined in ACTES).

The administrator after reviewing the information provided by the teacher, enters the numerical rating for each SLO into eTPES.
# Student Learning Objectives (SLO) Template Checklist

The checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

<table>
<thead>
<tr>
<th>Baseline and Trend Data</th>
<th>Student Population</th>
<th>Interval of Instruction</th>
<th>Standards and Content</th>
<th>Assessment(s)</th>
<th>Growth Target(s)</th>
<th>Rationale for Growth Target(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</td>
<td>Which students will be included in this SLO? Include course, grade level, and number of students.</td>
<td>What is the duration of the course that the SLO will cover? Include beginning and end dates.</td>
<td>What content will the SLO target? To what related standard/s is the SLO aligned?</td>
<td>What assessment(s) will be used to measure student growth for this SLO?</td>
<td>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</td>
<td>What is your rationale for setting the target(s) for student growth within the interval of instruction?</td>
</tr>
<tr>
<td>Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments)</td>
<td>Identifies the class or subgroup of students covered by the SLO</td>
<td>Matches the length of the course (e.g., quarter, semester, year)</td>
<td>Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) National Standards put forth by educational organizations.</td>
<td>Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.</td>
<td>All students in the class have a growth target in at least one SLO</td>
<td>Demonstrate teacher knowledge of students and content</td>
</tr>
<tr>
<td>Draws upon trend data, if available</td>
<td>Describes the student population and considers any contextual factors that may impact student growth</td>
<td>Represents the big ideas or domains of the content taught during the interval of instruction</td>
<td>Select measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemenal assessments to cover all ability levels in the course</td>
<td>Sets developmentally appropriate targets</td>
<td>Uses baseline or pretest data to determine appropriate growth</td>
<td>Explain why target is appropriate for the population</td>
</tr>
<tr>
<td>Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses</td>
<td>If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO</td>
<td>Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)</td>
<td>Provides a plan for combining assessments if multiple assessments are used</td>
<td>Creates tiered targets when appropriate so that all students may demonstrate growth</td>
<td>Uses data to identify student needs and determine appropriate growth targets</td>
<td>Addresses observed student needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Follows the guidelines for appropriate assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sets rigorous expectations for students and teacher(s)</td>
</tr>
</tbody>
</table>

Revised: June, 2015
ACTES
Student Learning Objective

Teacher Name: ____________________________________________________________

Content Area/Course: ________________ Grade Level(s): ________________

Academic Year: ________________

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

Baseline and Trend Data
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place? What content attainment does the SLO measure?

☐ Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments)

☐ Draws upon trend data, if available. Is performance data available from prior years? If so, what does it tell you about past student performance?

☐ Based on trend data, summarize student strengths/weaknesses.

Student Population
Which students will be included in this SLO? Include course, grade level, and number of students.

☐ Identifies the class or subgroup of students covered by the SLO

☐ Describes the student population and considers any contextual factors that may impact student growth such as ELL, IEP, etc.

☐ If subgroups are excluded, explain which students and why they are excluded.

If no subgroups are excluded, state “No subgroups excluded” to communicate this detail to your approval committee.

Interval of Instruction
What is the duration of the course that the SLO will cover? Include beginning and end dates. How frequently does the course meet and for how long? List specific date of pre and post test administration

☐ Matches the length of the course (e.g., quarter, semester, year)

☐ Beginning and end dates

☐ How frequent does the course meet and for how long?

Standards and Content
What content will the SLO target? The SLO is aligned to what related standards?

☐ Specifies how the SLO will address applicable standard(s).

☐ Represents the big ideas or domains of the content taught during the interval of instruction

☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)
Assessment(s)
What assessment(s) will be used to measure student growth for this SLO?

- Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.
- Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course. Describe how the assessment provides stretch for all learners.
- Provides a plan for combining assessments if multiple summative assessments are used. Explain how you will combine your scores if you use multiple assessments. Will one test be weighted more heavily than another? When will the tests be administered? How do you arrive at the final score? Provide pertinent information.
- Follows the guidelines for appropriate assessments.

Growth Target(s) Is it developmentally appropriate, rigorous, and attainable?
Considering all available data and content requirements, what growth target(s) can students be expected to reach?

- All students in the class have a growth target
- Uses baseline or pretest data to determine appropriate growth targets
- Sets developmentally appropriate targets. Include special needs, IEPs, etc.
- Sets ambitious yet attainable targets so that all students may demonstrate growth

Rationale for Growth Target(s)
What is your rationale for setting the above target(s) for student growth within the interval of instruction?

- Explains why target is appropriate for the population
- Addresses observed student needs (strengths/weaknesses)
- Explains how targets align with broader school and district goals –
- Sets rigorous expectations for students and teacher(s) – connect pre-test data + tiered targets = expectations (show connections & accountability)
ACTES
SLO Approval Status and Accompanying Rationale

Teacher Name: _______________________________________________________________ Year: ________________
Subject: ________________________________________________ Grade: _____________________

SLO Evaluator/s _____________________________________________________________________________________________

SLO Focus Area: ____________________________________________________________________________________________

********************************************************************************************
Based on the SLO Evaluator’s review, the SLO approval status is...

Approved __________________________

Not Approved _________________________

Return refined SLO by: ________________

The SLO did not meet the criteria and expectations outlined in the SLO Guidance Checklist. The SLO requires further development/refinement in the areas listed below. Once the outstanding areas are refined, the SLO will be approved. The checked indicators require refinement:

Baseline and Trend Data...

☐ Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments)
☐ Draws upon trend data, if available. Is performance data available from prior years? If so, what does it tell you about past student performance?
☐ Based on trend data, summarize student strengths/weaknesses.

Student Population...

☐ Identifies the class or subgroup of students covered by the SLO
☐ Describes the student population and considers any contextual factors that may impact student growth such as ELL, IEP, etc.
☐ If subgroups are excluded, explain which students and why they are excluded.
    If no sub groups are excluded, state “No subgroups excluded” to communicate this detail to your approval committee.

Interval of Instruction...

☐ Matches the length of the course (e.g., quarter, semester, year)
☐ Beginning and end dates
☐ How frequent does the course meet and for how long?

Standards and Content...

☐ Specifies how the SLO will address applicable standard(s)
☐ Represents the big ideas or domains of the content taught during the interval of instruction
☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)
Assessment(s)...

☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended

☐ Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course. Describe how the assessment provides stretch for all learners.

☐ Provides a plan for combining assessments if multiple summative assessments are used. Explain how you will combine your scores if you use multiple assessments. Will one test be weighted more heavily than another? When will the tests be administered? How do you arrive at the final score? Provide pertinent information.

☐ Follows the guidelines for appropriate assessments.

Growth Target(s)...

☐ All students in the class have a growth target

☐ Uses baseline or pretest data to determine appropriate growth targets

☐ Sets developmentally appropriate targets. Include special needs, IEPs, etc.

☐ Sets ambitious yet attainable targets so that all students may demonstrate growth

Rationale for Growth Target(s)...

☐ Explains why target is appropriate for the population

☐ Addresses observed student needs (strengths/weaknesses)

☐ Explains how targets align with broader school and district goals –

☐ Sets rigorous expectations for students and teacher(s) – connect pre-test data + tiered targets = expectations (show connections & accountability)

SLO Evaluator: _______________________________________________ Date: __________ 

Teacher Signature: _______________________________________________ Date: __________
Appendix C

Counselor Evaluation Process and Forms
Ashland City School Counselor Evaluation System (ACSCES)

Guide and Forms
Ashland City School Counselor Evaluation System

School Counseling

The demands of twenty-first century education dictate new roles for school counselors. Schools need school counselors who are adept at creating systems for change and at building relationships within the school community. School counselors create nurturing relationships with students that enhance academic achievement and personal success as globally productive citizens in the twenty-first century. Utilizing leadership, advocacy, and collaboration, school counselors promote academic achievement and personal success by implementing a comprehensive, developmental school counseling program that encompasses areas of academic, career, and personal/social development for all students.

In order to deliver a comprehensive, developmental school counseling program, the professional school counselor should understand and be competent in the following areas:

- Human growth and development
- Core components for helping relationships
- Student learning and academic success
- Group and individual counseling techniques
- Role of the school counselor in leadership, advocacy, and systemic change
- Collaboration with internal and external stakeholders
- Interaction with other educational professionals
- Cultural diversity
- Societal change and trends
- Evaluation of student needs
- Career Development
- Use of data
- Use of technology
- Legal and ethical guidelines
- Research and program evaluation
- School culture and mission
Ashland City School Counselor Evaluation System

Specialized School Counselor Evaluation Rationale

School Counselors are educators who have a master’s degree in counseling and a state school counselor license. School counselors add value to educational programs by using highly specialized counseling and guidance skills, as well as knowledge, within the framework of the American School Counselor Association’s National Model: A Framework for School Counseling Programs. An annual performance evaluation of school counselors is vital, and the evaluation of school counselors should be based upon school counselor standards and expertise. This School Counselor Evaluation System was developed to address this specialized evaluation need, to promote fair and consistent evaluation of individual school counselors, and to avoid school counselors being evaluated according to criteria developed for teachers or other educational professionals. The ACSCES is designed according to a standards-based positive growth model. Critical competencies are based on best practice and research on school counseling effectiveness. The evaluation process is designed to help all school counselors become accomplished in all the major facets of effective school counseling practice. The expected outcome is that all school counselors will experience continuous professional growth that enhances their practices and enables them to build stronger school counseling programs and more effectively serve all students.

Frequently Asked Questions

What research and evidence support the Ashland School Counselor Evaluation System?

- American School Counselor Association (ASCA) National Model 3rd Edition
- ASCA Counselor Standards
- ASCA School Counselor Evaluation Instrument (ASCA EI)
- Ohio Performance Standards for first year counselors (OPSFYC)
- Ohio Standards for the Teaching Profession (Teach)
- Ohio School Counselor Association Standards (OSCA)
- National Board Standards for School Counselors (NBS)

Why school counselors are evaluated using only this tool rather than using measures of student growth?

School counselors work in close collaboration with teachers and administrators, but do not have the direct classroom control of a teacher, nor the ability to make changes to curriculum or teacher effectiveness as an administrator would. School counselors have a broad impact on the students and staff of a school, but not one that lends itself to being easily measured in terms of student academic growth. As such, the Ohio legislature has exempted school counselors from being evaluated based on measures of student growth as per language in section 3319.111 of the Ohio Revised Code. With the exceptions of the use of student growth data and different evaluation standards, all other policies and procedures of the evaluation process as agreed upon by the Ashland City Teachers Association and Ashland City Schools Board of Education remain the same for school counselors as they are for teachers.
Ashland City School Counselor Evaluation System

What does it mean to say school counseling is a program?
In today’s schools, effective school counseling is an entire program rather than a position within schools. A program can generally be defined as “A coherent sequence of instruction based upon a validated set of competencies”. In order to meet the needs of all students, school counselors design, implement and evaluate a comprehensive array of services that include both preventative and developmental services to develop essential competencies in all students, as well as, provide targeted services to support students who are experiencing problems or difficulties that are interfering with their academic development. The comprehensive array of services must be carefully planned to assure that all students are being served well. The school counseling program typically involves other educators in the delivery of essential services. Classroom teachers leading career advisories or implementing bully-prevention lessons, for example, can be considered as participating in and supporting the program. Even if there is only one counselor in a given school, they are in fact, coordinating a comprehensive program.

Assumptions
In order for a school counselor to be effective, an individual must possess the appropriate personal and professional traits. For effective implementation of a comprehensive, developmental guidance program to occur, certain programmatic conditions must also exist and resources must be allocated. The requirements for each are outlined below.

Personal/Professional Traits
School counselors must be able to be effective in a variety of roles and must be able to adapt to an ever-changing environment. When counselors possess the personal and professional traits described below, the probability of having an effective guidance and counseling program is increased.

<table>
<thead>
<tr>
<th>Personal Traits:</th>
<th>Professional Traits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self Motivation</td>
<td>• Relate and effectively communicate</td>
</tr>
<tr>
<td>• Empathy</td>
<td>• Commitment to professional growth</td>
</tr>
<tr>
<td>• Open-mindedness</td>
<td>• Leadership qualities</td>
</tr>
<tr>
<td>• Acceptance</td>
<td>• Confidentiality</td>
</tr>
<tr>
<td>• Optimism</td>
<td>• Attitude of professionalism</td>
</tr>
<tr>
<td>• Adaptability</td>
<td>• Ability to advocate</td>
</tr>
<tr>
<td>• Flexibility</td>
<td>• Organizational skills</td>
</tr>
</tbody>
</table>
Ashland City School Counselor Evaluation System

Conditions Required
A comprehensive, developmental school counseling program is based on the following assumptions regarding conditions:

- All students, parents, teachers, and other recipients of the comprehensive, developmental school counseling program have equal access to the program regardless of gender, race, ethnicity, cultural background, socioeconomic status, learning and/or physical ability levels, or language.

- Parents will be full partners in the education of their children. Parent and family involvement in education is essential to the intellectual growth and academic achievement of their children.

- Counselors who are employed in a setting that is characterized by adequate physical and attitudinal resources are able to make their unique contributions to the educational program and to the healthy growth and development of students. The conditions required for effective program implementation include being in a positive work environment (one with favorable interpersonal relations among the school staff), administrative commitment to and support of the guidance and counseling program, and an adequate budget and guidance materials.

- School administrators understand and support the program’s standards, priorities and demands. Administrators make decisions and establish policies and procedures in light of this understanding. For example, since school counselors must have access to students and vice versa, arrangements will be made and/or schedules will be developed which allow student accessibility.

Resources Needed
The more resources a program has to support it, the bigger the contribution that can be made to students’ education and development.

Staff:

- Staff Responsibilities: Staff members will work collaboratively with the school counseling department to develop goals and objectives that are mutually acceptable. The staff will work, in conjunction with the counseling department to achieve these goals and objectives so students can reach their highest potential.

- Counselors’ qualifications: School counselors should be fully licensed by the Ohio Department of Education and have the training needed to carry out specialized job assignments.

Revised: June, 2015
Ashland City School Counselor Evaluation System

- Staffing Patterns: For appropriate implementation of the comprehensive, developmental school counseling program, the roles of each of the staff members and their organizational relationships must be clearly defined.

- Professional relationships are characterized by respect, collaboration, and cooperation.

- Ratios: The student-to-counselor ratio has to be adequate to implement the designed program, or the program has to be designed within the parameters of the ratio. The student-to-counselors ratio recommended by the American School Counselor Association is 250:1.

**Program and Staff Development:**

Time and opportunity need to be provided for comprehensive, developmental school counseling programs to be designed and evaluated and for implementation plans and products (e.g., program resource guides, counseling curriculum materials, etc.) to be developed and for effective implementation to occur.

**Budget**

An adequate school counseling department budget should be established to support program needs and goals. Budget sources should include:

- Campus budgets: similar to those of other departments;
- District budgets: for categories of items that are centrally managed; for example, program materials, audiovisual, computer or other capital outlay equipment;
- State and Federal appropriations where applicable; for example, the following funded programs are allowed to spend money for guidance and counseling:
  - Bilingual Education
  - Compensatory Education
  - Drop-Out Prevention
  - Safe and Drug-Free Schools
  - Gifted and Talented Students Education
  - Migrant Education
  - Special Education
  - Career and Technology Education
  - Communities In Schools

*Revised: June, 2015*
Ashland City School Counselor Evaluation System

Materials, Supplies, Facilities and Equipment:

The facility, materials, supplies and equipment should be easily accessible to support the program. Materials and supplies should be relevant to the program, appropriate of the community, and of sufficient quantity to be useful. The facility and equipment must be easily accessible and adequate to allow for implementation of the comprehensive, developmental school counseling program; ideally, the counselor must have the following:

- A private office, properly equipped and soundproofed, built with consideration of the students’ right to privacy and confidentiality
- The means and appropriate equipment to keep files confidential and to maintain privileged communication (e.g. locked files and private phone lines.)
- Access to facilities for conducting small group counseling and large group guidance
- Adequate storage space as well as space to organize and display guidance materials
Ashland City School Counselor Evaluation Timeline

- The school counselor completes the self-assessment and picks two areas of focus for the year. (Optional form)
- The school counselor completes a professional growth plan and submits the form to his/her administrator by September 30th.
- The evaluator will complete informal observations that are brief in nature and meant to be a snap-shot of regular activity. Informal observations are done by the evaluating administrator and observations noted on the informal observation form.
- The school counselor will meet with the evaluator and complete the Pre-Observation Conference. This conference serves as an opportunity for the school counselor to discuss with the evaluator what activities will be observed and provide rationale for the activities being delivered as well as an opportunity to review goals and objectives, action plans, and evidence indicators for the evaluation period.
- During the formal observations, the evaluator will gather evidence on the using the Observation Forms that support the rating for each standard. Because all areas of the evaluation form may not be captured within the observations, the evaluator and counselor may discuss other areas and applicable evidence in the Post-Observation conference.
- The school counselor will meet with the evaluator to discuss the observation. This conference is meant to be a meaningful conversation where the evaluator presents one area of reinforcement and one area of refinement. The school counselor will also be given the opportunity to present evidence to support the rating given on each standard. The evaluator will use the collected evidence to provide a rating for each standard area and include it on the formal observation report form.
- After the completion of the informal and formal observation process, the school counselor will meet with the evaluator to discuss the Final Summative Rating of School Counselor Effectiveness. During this time, areas of reinforcement and refinement will be reviewed and a final summative rating assigned. The summative rating is based on the evidence and ratings from observations done earlier in the year. The school counselor will leave this meeting with a copy of all forms completed in the evaluation process.
- If deemed necessary, based upon the Final Summative Rating a Formal Improvement Plan may also be completed. Both of these documents are meant to focus the evaluation process for the following year.

<table>
<thead>
<tr>
<th>Counselors with No Deficiencies Observed</th>
<th>Counselors with Deficiencies Observed</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Professional Growth Plan</td>
<td>Submit Improvement Plan</td>
<td>September 30th</td>
</tr>
<tr>
<td>Informal Observations</td>
<td>Informal Observations</td>
<td>September to December</td>
</tr>
<tr>
<td>Formal Observation #1 (including Pre &amp; Post Conf)</td>
<td>Formal Observation #1 (including Pre &amp; Post Conf)</td>
<td>September to December</td>
</tr>
<tr>
<td>Informal Observations</td>
<td>Informal Observations</td>
<td>January to April</td>
</tr>
<tr>
<td>Formal Observation #2 (including Pre &amp; Post Conf)</td>
<td>Formal Observation #2 (including Pre &amp; Post Conf)</td>
<td>January to April</td>
</tr>
<tr>
<td>Informal Observations</td>
<td>Informal Observations</td>
<td>January to April</td>
</tr>
<tr>
<td>Formal Observation #3 (including Pre &amp; Post Conf)</td>
<td>Formal Observation #3 (including Pre &amp; Post Conf)</td>
<td>January to April</td>
</tr>
<tr>
<td>Counselor Final Summative Evaluation</td>
<td>Counselor Final Summative Evaluation</td>
<td>May 10</td>
</tr>
</tbody>
</table>
Standards for the School Counseling Profession

School counselor performance standards align with the American School Counseling Association (ASCA) and the Ohio School Counseling Association (OSCA) standards and contain the basic standards of practice expected from school counselors. These standards accurately reflect the unique education and training of school counselors and their responsibilities within the school system, and fall under larger organizers as shown below:

How is the School Counselor Evaluation organized?

Standard I: School Counseling Program Management

The school counseling program component involves the development, management, and implementation of a comprehensive program that supports the mission of the school by promoting and enhancing the learning process of every student through integration of academic, career, and personal/social development.

Standard II: Program Delivery – Direct Services

Direct Student Services are in-person interactions between school counselor and students. Through the direct services components of school counseling, core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, attitudes and skills identified from the school counseling core curriculum.

Standard III: Program Delivery – Indirect Services

Indirect Student Services - Services provided on behalf of students as a result of the school counselor’s interactions with others. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhance student achievement and promote system change related to equity and access.

Standard IV: Accountability & Professional Growth

The accountability component of a school counseling program help counselors evaluate and grow their program based on student needs. Planning, data collection and professional reflection are key components for counselors as they monitor and refine their work.

Indicators within each area target specific areas that effective professional school counselors must focus upon.
Standard 1: School Counseling Program Management

The school counseling program component involves the development, management, and implementation of a comprehensive program that supports the mission of the school by promoting and enhancing the learning process of every student through integration of academic, career, and personal/social development.

Indicators

1.1 Delivers a relevant, data driven program that focuses on academic, career, and personal/social competencies through a variety of environments (individual, small group, classroom sessions) and aides overall student achievement.

1.2 Makes effective use of technology and other resources to plan, organize, implement, and evaluate the comprehensive school counseling program.

1.3 Understands, upholds, and follows professional ethics, polices, and legal codes of professional conduct.

1.4 Demonstrates multicultural sensitivity, understands how culture affects the way students learn and behave, and recognizes that students with different backgrounds may require different counseling interventions.

1.5 Treats all students fairly and establishes an environment that is welcoming, supportive, and caring.

1.6 Understands and applies developmentally appropriate counseling and educational techniques and consults with stakeholders to adapt programs to meet the needs of the individual learner.
**Standard 2: Direct Services**

The delivery component focuses on the method of implementing the school counseling program to students. This involves interpersonal interactions between school counselors and students. Through the direct services components of school counseling, core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, attitudes and skills identified from the school counseling core curriculum.

**Indicators**

2.1 Demonstrates effective classroom management by specifying expectations, encouraging participation, and engaging the audience with relevant topics and information.

2.2 Responds quickly, calmly, and effectively to a variety of student issues (child abuse, grief and loss, suicide, violence, teasing, bullying, sexual harassment, and conflict)

2.3 Uses effective counseling strategies that support and maximize student learning and academic achievement.

2.4 Uses student knowledge, skills, and interests to encourage students to develop goals and explore career opportunities.

2.5 Assists students in understanding the relationship between consistent effort, academic performance and career success.

2.6 Fosters positive social development of students through encouraging the development of interpersonal communication skills and enhancing student’s self-respect for themselves and others.
Standard 3: Indirect Services

The delivery component focuses on the method of implementing the school counseling program to students. This includes services provided on behalf of students as a result of the school counselor’s interactions with others. Through indirect services, school counselors provide leadership, advocacy, and collaboration; which enhance student achievement and promote system change related to equity and access.

Indicators

3.1 Exhibits clear, effective communication skills and responds in a timely fashion to stakeholder concerns.

3.2 Facilitates professional, productive communication between students, parents, and staff in order to share strategies that support student achievement and success.

3.3 Works with students, staff, administrators and the community to develop a positive school climate that is physically and emotionally safe.

3.4 Consults and collaborates with parents, other educators and community resources to support student achievement and success.

3.5 Develops and maintains a master calendar and communicates events in regular intervals to ensure that students, parents, and staff know what is scheduled in order to optimize participation and planning.
Ashland City School Counselor Evaluation System

Standard 4: Accountability & Professional Growth

The accountability and professional growth component of a school counseling program help counselors evaluate and grow their program based on student needs. Planning, data collection and professional reflection are key components for counselors as they monitor and refine their work.

Indicators

4.1 Annually measures the school counseling program results and reports those results to stakeholders.

4.2 Demonstrates professional work habits and effective time management.

4.3 Looks for ways to continuously improve educational processes within the school so as to create an environment that supports and promotes student success.

4.4 Monitors student academic performance, attendance, and behavioral data to guide program evaluation and improvement.

4.5 Conducts self-analysis to determine strengths and areas of improvement and engages in continuous, purposeful, professional development.
## Self-Assessment Summary Tool

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date ______________________________</th>
</tr>
</thead>
</table>

**Directions:** School counselors should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify **two** priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

### Program Management
- Delivers a data driven program that focuses on the three school counseling domains.
- Uses technology and other resources effectively to plan, implement, and evaluate.
- Understands, upholds, and follows professional ethics, policies, and legal codes of conduct.
- Demonstrates multicultural sensitivity, understand how culture effects behavior.
- Treats all students fairly, establishes an environment that is welcoming, supportive, and caring.
- Understands and applies developmentally appropriate techniques; consults stakeholders to adapt to the needs of the individual learner.

### Direct Services
- Demonstrates effective classroom management.
- Responds quickly, calmly, and effectively to a variety of student issues.
- Uses effective counseling strategies that support learning and maximize achievement.
- Encourages students to develop goals and explore career opportunities.
- Helps students understand the relationship between consistent effort, academic performance and career success.
- Fosters positive social development of students through encouraging the development of interpersonal communication skills and enhancing students’ self-respect for themselves and others.

### Indirect Services
- Exhibits clear, effective communication skills and responds in a timely fashion to concerns.
- Facilitates professional, productive communication between stakeholders.
- Works with students, staff, administrators, and the community to develop a positive school climate that is physically and emotionally safe.
- Consults and collaborates with parents, other educators, and community resources to support student achievement and success.
- Develops and maintains a master calendar and communicates events in regular intervals to ensure that students, parents, and staff know what is scheduled in order to optimize participation and planning.

### Accountability & Professional Growth
- Annually measures the school counseling program results and reports those results to stakeholders.
- Demonstrates professional work habits and effective time management.
- Looks for ways to continually improve educational processes within the school.
- Monitors student academic performance, attendance, and behavioral data to guide program evaluation and improvement.
- Conducts self-analysis to determine strengths and areas of improvement and engages in continuous, purposeful, professional development.
Guidelines for Conducting a Pre-Observation Conference

Planning and observation of the activity

At the pre-observation conference, the evaluator and school counselor discuss what the evaluator will observe during the activity. Important information is shared about the characteristics of the environment of the activity. Specific information is also shared about the objectives of the activity and the assessment of participant/student learning, if applicable. The conference will also give the school counselor an opportunity to identify areas in which she/he would like focused feedback from the evaluator during the activity. The communication takes place during a formal meeting and a record of the date(s) should be kept. The purpose of the pre-observation conference is to provide the evaluator with an opportunity to discuss the following:

- Activity objective(s)
- Prior learning experiences of the participants/students
- Characteristics of the environment of the activity
- Instructional strategies that will be used to meet the lesson objectives
- Participant/student activities and materials
- Differentiation based on needs of participants/students
- Assessment (data) collected to demonstrate effectiveness
Pre and Post Conference Reflection and Self Analysis Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

**Standard 1: Comprehensive School Counseling Program**
- Discuss ways you implement a comprehensive developmental program.
- Discuss ways you implement technology and other resources to improve the school counseling program.
- Discuss ways you uphold and follow professional ethics, policies, and legal codes.
- Discuss the ways you adjust your counseling practices to meet the needs of students with different backgrounds and cultures.
- Discuss the ways you establish a warm, supportive environment.
- Discuss the ways you use developmental appropriate counseling and educational techniques to meet the needs of individual students.

**Standard 2: Direct Services**
- When teaching or presenting, how do you effectively engage and manage your audience?
- When dealing with student personal/social situations that are a high priority, how do you deal with them effectively? (bullying, violence, grief, child abuse, etc.)
- How will you help students develop skills for academic success?
- How will you help students explore skills for career development?
- How will you help students develop skills for personal/social success?

**Standard 3: Indirect Services**
- Discuss ways you help promote a positive school climate.
- In what ways do you partner with parents, educators, and the community to support student success?
- Discuss ways you help facilitate productive communication with all stakeholders.
- In what ways do you interact and communicate effectively with all stakeholders?

**Standard 4: Program Accountability**
- In what ways do you measure the counseling program and report the results?
- Discuss the ways you exhibit professional work habits and effective time management.
- Discuss ways you monitor student data to guide the development and evaluation of the school counseling program.
- In what ways do you look to continuously improve processes within the school and within the counseling program to promote student success.
Guidelines for Conducting an Informal Observation

An informal observation is a:
- Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
- Process for giving targeted evidence-based feedback to school counselors; and
- Means for the evaluator to observe the school counseling program more frequently and more purposefully.

An informal observation is not a(n):
- Formal observation
- “Gotcha” opportunity for supervisors or evaluators;
- Isolated event; or
- Shortcut to the observation protocol required as part of the school counselor evaluation process.

Informal observations, as a part of the school counselor evaluation system, may be general in nature or focused on observing a specific aspect of school counselor performance. Summary data collected through a series of informal observations along with evidence documented through formal observations will come together to inform the school counselor’s summative performance rating: ineffective, developing, proficient or accomplished.

Informally Observe All School Counselors
All school counselors benefit from informal observations. Informal evaluations should last for 15-20 minutes. An evaluator should conduct only as many informal observations in a day as time is available for same or next day follow-up.

Informally Observe As Often As You Can
The evaluator’s interest in the comprehensive, developmental school counseling program sends a positive message to the school counselor. Including informal observation as a school-wide initiative requires consistency and frequency. Find times in the day to observe school counselors at varying times of the day; for counselors, what occurs in the morning is much different than what occurs during the afternoon.

Focusing on One or Two Areas
Although there may be no predetermined focus established (because of no pre-conference), find a focus based on the instruction, events or discussions that are occurring in the school. A focus may also occur based upon past conferences and the need for follow-up observations.

Make Time to Follow-Up
Follow-up communication to informal observations is a critical component. Follow-up will often be in writing, but the evaluator should extend to the school counselor an invitation to discuss any comments provided face-to-face. The evaluator may offer resources to help the school counselor refine his/her practice.

School Counselor-Driven Observations
While it is recognized that evaluators have many demands on their time, encouraging the school counselors to identify activities for the evaluator to observe can be a means for the evaluator to collect evidence related to a specific focus.

Types of Data
Data collected as evidence of school counselor practice may be quantitative, qualitative or a combination of both. Quantitative data includes frequencies, distributions and other counts. Qualitative data can include notes detailing patterns or activities and events observed. In both cases, accuracy is essential to ensure the credibility of the process and the evaluator.
## School Counselor Observation Form

| School Counselor Name: ___________________________ Date: _____________ Evaluator Name: ___________________________ |
|--------------------------------------------------|--------------------------------------------------|
| **Standard**                                      | **Observations, Evidence, and Comments**          |
| **Program Management**                           |                                                  |
| • Delivers a data driven program that focuses on the three school counseling domains. |                                                  |
| • Uses technology and other resources effectively to plan, implement, and evaluate |                                                  |
| • Understands, upholds, and follows professional ethics, policies, and legal codes of conduct |                                                  |
| • Demonstrates multicultural sensitivity, understands how culture effects behavior |                                                  |
| • Treats all students fairly; establishes an environment that is welcoming, supportive, and caring |                                                  |
| • Understands and applies developmentally appropriate techniques; consults stakeholders to adapt to the needs of the individual learner |                                                  |
| **Direct Services**                              |                                                  |
| • Demonstrates effective classroom management    |                                                  |
| • Responds quickly, calmly, and effectively to a variety of student issues |                                                  |
| • Uses effective counseling strategies that support learning and maximize achievement |                                                  |
| • Encourages students to develop goals and explore career opportunities |                                                  |
| • Helps students understand the relationship between consistent effort, academic performance and career success |                                                  |
| • Fosters positive social development of students through encouraging the development of interpersonal communication skills and enhancing students' self-respect for themselves and others |                                                  |
| **Indirect Services**                            |                                                  |
| • Exhibits clear, effective communication skills and responds in a timely fashion to concerns |                                                  |
| • Facilitates professional, productive communication between stakeholders |                                                  |
| • Works with students, staff, administrators and the community to develop a positive school climate that is physically and emotionally safe |                                                  |
| • Consults and collaborates with parents, other educators and community resources to support student achievement and success. |                                                  |
| • Develops and maintains a master calendar and communicates events in regular intervals to ensure that students, parents, and staff know what is scheduled in order to optimize participation and planning. |                                                  |
| **Accountability & Professional Growth**          |                                                  |
| • Annually measures the school counseling program results and reports those results to stakeholders |                                                  |
| • Demonstrates professional work habits and effective time management |                                                  |
| • Looks for ways to continually improve educational processes within the school |                                                  |
| • Monitors student academic performance, attendance and behavioral data to guide program evaluation and improvement |                                                  |
| • Conducts self-analysis to determine strengths and areas of improvement and engages in continuous, purposeful, professional development |                                                  |

☐ Copy to School Counselor
Guidelines for Conducting a Formal Observation

A formal observation is a gathering of evidence about school counselor performance, and he or she will participate in a minimum of two formal observations. A formal observation consists of visitation to two activities the school counselor has planned throughout the school year. These activities could be classroom guidance presentations, school-wide assembly programs, groups, parent or community programs, or any other activities agreed upon by the evaluator and the school counselor. The observation should be conducted for the entire activity period, or a minimum of 30 minutes.

During the activity observation, the evaluator documents specific information related to school counselor performance, using the School Counselor Performance Evaluation Rubric. This instrument for evaluation and its accompanying processes, as well as other materials, are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs. Not all evidence for the School Counselor Performance Evaluation Rubric will be gathered during the formal observation. Due to the holistic nature of the evaluation, which is designed to complement a comprehensive, developmental school counseling program, some evidence will be discussed during the pre-observation conference and the post-observation conference or observed during informal observations. This information and evidence can and should be noted on the rubric. The evaluator does not need to focus on every standard during every formal observation. Due to the nature of the activity being presented, some standards may not be applicable. The school counselor should not be responsible for submitting evidence or documentation to address and support all standards.

After the formal observation, a narrative will be completed by the evaluator. The results of each formal observation are reviewed with the school counselor during the post-observation conference. Formal observations will not include videotaping or sound recordings, except with the written permission of the school counselor.

For each standard, the evaluator should assess which level (Ineffective, Developing, Skilled, or Accomplished) provides the best overall description of the school counselor’s performance.
Guidelines for Conducting a Formal Post-Observation Conference

While the School Counselor Performance Evaluation Rubric is used to evaluate school counselor performance, its primary purpose is to provide the basis of support school counselors receive for their own professional growth. The evaluator’s support should be provided in numerous ways, including the modeling of specific standard areas in professional development meetings, in school counselor’s daily activities and in the post-observation conference.

The purpose of the post-observation conference is to provide school counselors opportunities to self-reflect on their activities with guidance and support from the evaluator who conducted the observation. This guidance should be provided through the use of leading questions by the evaluator along with the identification of an area of reinforcement (relative strength) and an area of refinement (area in which the observer needs to help the school counselor improve). Therefore, the focus of the post-observation conference is on two standard areas from the rubric as opposed to multiple areas. By focusing on just two areas, school counselors have the opportunity to segment their own learning with support from an evaluator.

When choosing an area of reinforcement and refinement from the rubric, evaluators should ask themselves several guiding questions to ensure that a school counselor’s professional growth will have the maximum impact on the achievement of his/her students. Examples of these questions can be found on page 4.

Hints and Questions for Choosing Reinforcement and Refinement Objectives

- Which areas on the rubric received the highest ratings (reinforcements) and the lowest ratings (refinements)?
- Which of these areas would have the greatest impact on student achievement?
- Which of these areas would have the greatest impact on the other areas of the rubric?
- In which areas will the school counselor have the most potential for growth?
- Choose a refinement area for which you have sufficient and specific evidence from the observed activity to support why the school counselor needs to work in this area.
- Select refinement topics with which you have personal knowledge or experience.

Once the areas of reinforcement and refinement have been selected, the post-observation conference is developed. On the next page is a format for developing an effective post-conference. It is important to note that a post-conference does not begin with a presentation of the ratings, but with coaching questions, which through reflection, lead to the identification of the areas of reinforcement and refinement.
Post-Observation Conference Introduction

1. Introduction/Greetings/Establish length of conference
2. Review the conference process
3. Ask a general impression question: How do you think the activity went?

Reinforcement Plan

1. **Reinforcing the school counselor.** Use specific language from the rubric to develop your area of reinforcement. You may choose an entire standard or portion of a standard on a specific rubric.
2. **Self-analysis question.** Prompt school counselor to talk about what you, as the observer, want to reinforce. Utilize a question that includes specific language from the rubric which can lead the school counselor to reflect on what the evaluator has identified as his/her area of reinforcement.
3. **Identify specific examples from script about what school counselor did relatively well.** It is critical that the observer leading the post-conference provides specific examples for the activity of when the school counselor incorporated portions from the standard area being reinforced.

Refinement Plan

1. **Refinement objective.** Use specific language from the rubric to develop the area of refinement. The evaluator may choose an entire standard or portion of a standard on a specific rubric depending on the needed development of the school counselor.
2. **Self-analysis question.** Ask a specific question to prompt the school counselor to talk about what you, as the observer, want him/her to improve. Utilize a question that includes specific language from the rubric which can lead the school counselor to reflect on the standard area you have identified as his/her area of refinement.
3. **Identify specific examples from script about what to refine.** It is critical that the observer leading the post-conference provides specific examples from the observation to support the area being refined. This is the most important element of the plan.
4. **Recommendation.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the example is strong and how it will improve student learning.
5. **Share the performance ratings.** Connect the rating to specifics from the rubric.
Post-Observation Conference Planning
- The goal for the conference leader is to cognitively coach the school counselor through the use of reflective questions.
- Record three reflective questions you would ask the school counselor aligned to the area of reinforcement.
  1.
  2.
  3.

Record three reflective questions you would ask the school counselor aligned to the area of refinement.
  1.
  2.
  3.

Four Key Elements of the Instructional Post-Observation Conference
1. Introduction/Greeting/Establishlength
   - Review conference process
   - General impression question
   - How do you think the lesson went?"
2. Reinforcing the school counselor’s skill
   - Identify an area of reinforcement (only one area)
   - Ask self-analysis question
3. Refining the school counselor’s skill:
   - Identify an area of refinement (ONLY one area)
   - Ask self-analysis question
   - Provide evidence from notes
   - Give a recommendation for future practice
4. Present evidence and rating connected to the rubric

School Counselor Formal Observation Report
Ashland City School Counselor Evaluation System

School Counselor________________________________________ School__________________________ Assignment________________________________________

Evaluator________________________________________ Title__________________________ School Year________________________________________

Observation #___ Date/Time of Observation____________________________________________________

<table>
<thead>
<tr>
<th>Standard</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Skilled</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Services</td>
<td></td>
<td></td>
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<tr>
<td>Indirect Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountability and Professional Growth</td>
<td></td>
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</tr>
</tbody>
</table>

I have received a copy of the observation form and discussed the contents with my administrative supervisor.  

School Counselor’s Signature________________________________________ Date__________________________

I have received a copy of the observation report and form and discussed the contents with my administrative supervisor. I DISAGREE WITH THE OBSERVATION REPORT. I understand that I have the right to submit a rebuttal that will be attached to this document.

School Counselor comments attached_____ No school counselor comments attached_____

School Counselor’s Signature________________________________________ Date__________________________

Administrator’s Signature________________________________________ Title__________________________ Date__________________________
Final Summative Rating of School Counselor Effectiveness
Rating is based on observations, school counselor narrative and reflections, and other applicable evidence.

<table>
<thead>
<tr>
<th>Final Summative (Overall) Rating</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Skilled</th>
<th>Accomplished</th>
</tr>
</thead>
</table>

☐ Check here if improvement plan is needed.

Administrator Signature_________________________ Date_________________________

School Counselor Signature_________________________ Date_________________________

The signatures above indicate that the school counselor and evaluator have discussed the Summative Rating.

Note: The school counselor may provide additional information to the evaluator within 10 working days of the receipt of this form and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.
Professional Growth Plan Form

As a result of the evaluation process, school counselors and evaluators should focus on accelerating and continuing school counselor growth through professional development. Professional development should be individualized to the needs of the school counselor and specifically relate to his/her areas of refinement as identified in the school counselor’s evaluation. The evaluator may recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

<table>
<thead>
<tr>
<th>Self-Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Counselor</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Focus</strong></td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>These are addressed by the evaluator as appropriate for this school counselor.</td>
<td>Record dates when discussed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 1 (Related to Student Outcomes/Achievement):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Statement:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence Indicators:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal 2 (Related to Counselor Standards):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Statement:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence Indicators:</th>
</tr>
</thead>
</table>

Evaluator Signature  Date  School Counselor Signature  Date

The signatures above verify that the school counselor and evaluator have discussed and agreed upon this Professional Growth Plan.
Improvement Plan Form

Counselor Name: ________________________________ Grade Level: ________________

School year: __________ Building: ______________________ Date of Improvement Plan Conference: __________

Written improvement plans are to be developed in the circumstances when a school counselor receives an overall ineffective rating or an ineffective rating on any of the components of the ACSCES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

Section 1: Improvement Statement - List specific areas for improvement as related to the four school counseling domains and indicators. Attach documentation.

<table>
<thead>
<tr>
<th>Performance Standard(s) Addressed in this Plan</th>
<th>Date(s) Improvement Area or Concern Observed</th>
<th>Specific Statement of the Concern: Areas of Improvement</th>
</tr>
</thead>
</table>

Section 2: Desired Level of Performance – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

<table>
<thead>
<tr>
<th>Beginning Date</th>
<th>Ending Date</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Specifically Describe Successful Improvement Target(s)</td>
</tr>
</tbody>
</table>
Improvement Plan Form (continued)

### Section 3: Specific Plan of Action
Describe in detail specific plans of action that must be taken by the school counselor to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

<table>
<thead>
<tr>
<th>Actions to be Taken</th>
<th>Sources of Evidence that Will Be Examined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section 4: Assistance and Professional Development
Describe in detail specific supports that will be provided as well as opportunities for professional development:

Date for this Improvement Plan to Be Evaluated:

School Counselor Signature: ____________________________ Date: ____________________________

Evaluator Signature: ____________________________ Date: ____________________________

*The evaluator’s signature on this form verifies that the proper procedures as detailed in the local contract have been followed.*
Improvement Plan: Evaluation of Plan

Name: ________________________________ Level: __________________

School year: __________ Building: ________________________________ Date of Evaluation: ______

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken:

☐ 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.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

School Counselor Signature: ________________________________ Date: __________________

Evaluator Signature: ________________________________ Date: __________________

The evaluator’s signature on this form verifies that the proper procedures as detailed in the local contract have been followed.
Ashland City School Counselor Evaluation System

*The acceptable level of performance varies depending on the school counselor’s years of experience. Beginning school counselors—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced school counselors—with five or more years of experience—are expected to meet the Skilled level or above.

School Counselor Evaluation

References:

School Counseling Program Management
1.1 OSCA 1.1, NBS I, Teach 3.3, OPSFYC 2, 3, 5, 6
1.2 NBS VIII, Teach 4.7, ASCA II-B-1f
1.3 Teach 7.1, ASCA I-B-1h, OPSFYC 10, OSCA 4.2 & 6.2
1.4 NBS V, Teach 1.4
1.5 Teach 5.1, NBS V, OSCA 5.4
1.6 Teach 1.1, NBS III, OSCA 1.2 & 1.3

Program Delivery – Direct Services
2.1 ASCA-B-1c, OSCA 2.1
2.2 NBS I, ASCA III-B-3e
2.3 NBS II, OPSFYC 9, ASCA III-B-1d, OSCA 4.1 & 2.2
2.4 ASCA III-B-2c & 2d, NBS II, Teach 2.5, OSCA 4.1 & 2.4
2.5 ASCA III-B-2f, NBS II, Teach 2.4, OSCA 4.1 & 2.5
2.6 NBS II, OSCA 4.1

Program Delivery – Indirect Services
3.1 Teach 6.1
3.2 NBS I & VII, Teach 6.3, OPSFYC 4
3.3 Teach 5.2, NBS VI, OPSFYC 7, OSCA 3.4
3.4 NBS I, Teach 6.4, ASCA EI 2.6, OPSFYC 8, OSCA 3.1 & 3.5
3.5 NBS I, ASCA IV-B-5A, OSCA 1.4

Program Accountability
4.1 ASCA V-B-1g, NBS I, OSCA 4.3
4.2 ASCA IV-B-5b, OSCA 6.4
4.3 ASCA I-B-5, Teach 7-3, OSCA 4.4

Key
NBS = School Counseling National Board Standard
ASCA = American School Counselor Association School Counselor Competencies
ASCA EI = ASCA School Counselor Evaluation Instrument
OSCA = Ohio School Counselor Association Standards
Teach = Ohio Standards for the Teaching Profession
OPSFYC = Ohio Performance Standards for First Year Counselors
Ashland City School Counselor Evaluation System

4.4  ASCA V-B-1, OPSFYC 2, ASCA V-B-1i, OSCA 4.4 & 4.1
4.5  Teach 7.2, NBS XI, OPSFYC 10, ASCA V-B-2A, OSCA 6.1
### School Counseling Program Management
The school counseling program component involves the development, management, and implementation of a comprehensive program that supports the mission of the school by promoting and enhancing the learning process of every student through integration of academic, career, and personal/social development.

<table>
<thead>
<tr>
<th>Standard I</th>
<th>Evidence and Artifacts of Practice</th>
</tr>
</thead>
</table>
| 1.1 Delivers a relevant, data driven program that focuses on academic, career, and personal/social competencies through a variety of environments (individual, small group, classroom sessions) and aides overall student achievement. | Comprehensive School Counseling Plan  
Monthly/annual calendars  
Process, Perception, & Results data  
Needs Assessments  
Lesson/Action Plans |
| 1.2 Uses technology and other resources effectively and efficiently to plan, organize, implement, and evaluate the comprehensive school counseling program | Phone and email communication  
Use of digital calendars  
Relevant office software programs  
Student Information system usage  
Lesson Plans |
| 1.3 Understands, upholds, and follows professional ethics, policies and legal codes of professional conduct | Child Protective Services reports  
Maintaining Confidentiality  
Mental Health or outside agency referrals  
Interactions with staff and administration |
| 1.4 Demonstrates multicultural sensitivity, understands how culture affects the way students learn and behave, and recognizes that students with different backgrounds may require different counseling interventions | RTI/IAT Meetings  
IEP and ETR Meetings  
Conversations with Parents/students  
Individual & Small Group Counseling on tolerance & acceptance. |
| 1.5 Treats all students fairly and establishes an environment that is welcoming, supportive, and caring | Physical setup of counseling office or classrooms  
Presence in hallways  
Bulletin Boards  
Positive Behavior supports |
| 1.6 Understands and applies developmentally appropriate counseling and educational techniques and consults with stakeholders to adapt programs to meet the needs of the individual learner | Lesson Plans  
Small Group and Individual Counseling  
Needs assessment surveys  
Team meetings  
Student Competencies from Comprehensive School Counseling Plan |
**Ashland City School Counselor Evaluation System**

**Delivery of a Comprehensive School Counseling Program – Direct Services**
The delivery component focuses on the method of implementing the school counseling program to students. This involves in person interactions between school counselor and students. Through the direct services components of school counseling, core curriculum, individual student planning and responsive services, school counselor help students develop the knowledge, attitudes and skills identified from the school counseling core curriculum.

<table>
<thead>
<tr>
<th>Standard III</th>
<th>Evidence and Artifacts of Practice</th>
</tr>
</thead>
</table>
| **2.1** | Demonstrates effective classroom management by specifying expectations, encouraging participation, and engaging the audience with relevant topics and information | Observations of Lesson/Presentation  
Lesson Plans  
Pre/Post test data |
| **2.2** | Responds quickly, calmly, and effectively to a variety of student issues (child abuse, grief and loss, suicide, violence, teasing, bullying, sexual harassment, and conflict) | Collaboration with Staff  
Collaboration with Community Agencies  
Process data |
| **2.3** | Uses effective counseling strategies that support and maximize student learning and academic achievement | RTI/IAT meeting notes  
504 meeting notes  
Collaboration in RTI Process |
| **2.4** | Uses student knowledge, skills, and interests to encourage students to develop goals and explore career opportunities | Lesson Plans  
Needs Assessment surveys  
Career Surveys  
Use of the career planning resources and websites |
| **2.5** | Assists students in understanding the relationship between consistent effort, academic performance and career success | Interpretation of Career Assessments  
Career Exploration days and activities  
Character Development Lessons |
| **2.6** | Fosters positive social development of students through encouraging the development of interpersonal communication skills and enhancing students' self-respect for themselves and others | Individual and Small Group Counseling  
Lesson Plans |
## Ashland City School Counselor Evaluation System

### Delivery of a Comprehensive School Counseling Program – Indirect Services

The delivery component focuses on the method of implementing the school counseling program to students. This includes services provided on behalf of students as a result of the school counselor’s interactions with others. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhance student achievement and promote system change related to equity and access.

<p>| | | |</p>
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| **3.1** | Exhibits clear, effective communication skills and responds in a timely fashion to stakeholder concerns | Emails  
Phone calls  
Letters to Parents  
Staff meetings  
Newsletters  
Website |
| **3.2** | Facilitates professional, productive communication between students, parents, and staff in order to share strategies that support student achievement and success | RTI/IAT meetings  
Meetings with teachers and parents  
Emails  
Phone calls |
| **3.3** | Works with students, staff, administrators and the community to develop a positive school climate that is physically and emotionally safe | Collaboration with community safety and crisis agencies  
Crisis Response Plan/School Safety Plan |
| **3.4** | Consults and collaborates with parents, other educators and community resources to support student achievement and success. | Referrals to school or community programs  
Referrals to community support agencies  
Process data  
Collaboration with other school support staff |
| **3.5** | Develops and maintains a master calendar and communicates events in regular intervals to ensure that students, parents, and staff know what is scheduled in order to optimize participation and planning. | Annual School Counseling Calendar  
Newsletters  
Emails  
Meetings |
## Ashland City School Counselor Evaluation System

<table>
<thead>
<tr>
<th>Standard IV</th>
<th>Evidence and Artifacts of Practice</th>
</tr>
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| **Accountability & Professional Growth**  
The accountability component of a school counseling program help counselors evaluate and grow their program based on student needs. Planning, data collection and professional reflection are key components for counselors as they monitor and refine their work. | |
| 4.1 Annually measures the school counseling program results and reports those results to stakeholders | Annual Reports  
Committee Meeting Reports |
| 4.2 Demonstrates professional work habits and effective time management | Observations |
| 4.3 Looks for ways to continually improve educational processes within the school so as to create an environment that supports and promotes student success | RTI  
Involvement with school improvement planning process  
Collaboration with building/district leadership teams |
| 4.4 Monitors student academic performance, attendance and behavioral data to guide program evaluation and improvement | Academic watch lists  
Behavior plans and strategies  
Individual counseling with at-risk students |
| 4.5 Conducts self-analysis to determine strengths and areas of improvement and engages in continuous, purposeful, professional development | Workshops, Conferences, Seminars  
Individual Professional Development Plan  
Annual Goals |