SUPPLEMENTAL INFORMATION HEADER

The following pages contain supplemental information for this competitive document. The supplemental information is contained between this header and a trailer page. If you receive the trailer page, all supplemental information has been received.

If you do not receive the trailer page of this supplement, use the inquiry process described in the document to notify the Procurement Representative.

Note: portions of the supplemental information provided may or may not contain page numbers. The total number of pages indicated on the cover page does not include the pages contained in this supplement.

Supplement 1

W-9 Form

Form **W-9**
(Rev. March 1994)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give form to the requester. Do NOT send to the IRS.

Please print or type

Name (If joint names, list first and circle the name of the person or entity whose number you enter in Part I below. **See instructions on page 2 if your name has changed.**)

Business name (Sole proprietors see instructions on page 2.)

Please check appropriate box: ☐ Individual/Sole proprietor ☐ Corporation ☐ Partnership ☐ Other ▶

Address (number, street, and apt. or suite no.)

Requester's name and address (optional)

City, state, and ZIP code

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN). For sole proprietors, see the instructions on page 2. For other entities, it is your employer identification number (EIN). If you do not have a number, see **How To Get a TIN** below.

Note: *If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.*

Social security number

OR

Employer identification number

List account number(s) here (optional)

Part II For Payees Exempt From Backup Withholding (See Part II instructions on page 2)

▶

Part III Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), **and**
2. I am not subject to backup withholding because: **(a)** I am exempt from backup withholding, or **(b)** I have not been notified by the Internal Revenue Service that I am subject to backup withholding as a result of a failure to report all interest or dividends, or **(c)** the IRS has notified me that I am no longer subject to backup withholding.

Certification Instructions.—You must cross out item **2** above if you have been notified by the IRS that you are currently subject to backup withholding because of underreporting interest or dividends on your tax return. For real estate transactions, item **2** does not apply. For mortgage interest paid, the acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. (Also see **Part III instructions** on page 2.)

Sign Here **Signature ▶** **Date ▶**

Section references are to the Internal Revenue Code.

Purpose of Form.—A person who is required to file an information return with the IRS must get your correct TIN to report income paid to you, real estate transactions, mortgage interest you paid, the acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA. Use Form W-9 to give your correct TIN to the requester (the person requesting your TIN) and, when applicable, (1) to certify the TIN you are giving is correct (or you are waiting for a number to be issued), (2) to certify you are not subject to backup withholding, or (3) to claim exemption from backup withholding if you are an exempt payee. Giving your correct TIN and making the appropriate certifications will prevent certain payments from being subject to backup withholding.

Note: *If a requester gives you a form other than a W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.*

What Is Backup Withholding?—Persons making certain payments to you must withhold and pay to the IRS 31% of such payments under certain conditions. This is called "backup withholding." Payments that could be subject to backup withholding include interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

If you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return, your payments will not be subject to backup withholding. Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester, or

2. The IRS tells the requester that you furnished an incorrect TIN, or

3. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or

4. You do not certify to the requester that you are not subject to backup withholding under 3 above (for reportable interest and dividend accounts opened after 1983 only), or

5. You do not certify your TIN. See the Part III instructions for exceptions.

Certain payees and payments are exempt from backup withholding and information reporting. See the Part II instructions and the separate **Instructions for the Requester of Form W-9.**

How To Get a TIN.—If you do not have a TIN, apply for one immediately. To apply, get **Form SS-5,** Application for a Social Security Number Card (for individuals), from your local office of the Social Security Administration, or **Form SS-4,** Application for Employer Identification Number (for businesses and all other entities), from your local IRS office.

If you do not have a TIN, write "Applied For" in the space for the TIN in Part I, sign and date the form, and give it to the requester. Generally, you will then have 60 days to get a TIN and give it to the requester. If the requester does not receive your TIN within 60 days, backup withholding, if applicable, will begin and continue until you furnish your TIN.

Note: *Writing "Applied For" on the form means that you have already applied for a TIN* ***OR*** *that you intend to apply for one soon.*

As soon as you receive your TIN, complete another Form W-9, include your TIN, sign and date the form, and give it to the requester.

Penalties

Failure To Furnish TIN.—If you fail to furnish your correct TIN to a requester, you are subject to a penalty of $50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil Penalty for False Information With Respect to Withholding.—If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a $500 penalty.

Criminal Penalty for Falsifying Information.— Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs.—If the requester discloses or uses TINs in violation of Federal law, the requester may be subject to civil and criminal penalties.

Specific Instructions

Name.—If you are an individual, you must generally enter the name shown on your social security card. However, if you have changed your last name, for instance, due to marriage, without informing the Social Security Administration of the name change, please enter your first name, the last name shown on your social security card, and your new last name.

Sole Proprietor.—You must enter your **individual** name. (Enter either your SSN or EIN in Part I.) You may also enter your business name or "doing business as" name on the business name line. Enter your name as shown on your social security card and business name as it was used to apply for your EIN on Form SS-4.

Part I—Taxpayer Identification Number (TIN)

You must enter your TIN in the appropriate box. If you are a sole proprietor, you may enter your SSN or EIN. Also see the chart on this page for further clarification of name and TIN combinations. If you do not have a TIN, follow the instructions under **How To Get a TIN** on page 1.

Part II—For Payees Exempt From Backup Withholding

Individuals (including sole proprietors) are **not** exempt from backup withholding. Corporations are exempt from backup withholding for certain payments, such as interest and dividends. For a complete list of exempt payees, see the separate Instructions for the Requester of Form W-9.

If you are exempt from backup withholding, you should still complete this form to avoid possible erroneous backup withholding. Enter your correct TIN in Part I, write "Exempt" in Part II, and sign and date the form. If you are a nonresident alien or a foreign entity not subject to backup withholding, give the requester a completed **Form W-8**, Certificate of Foreign Status.

Part III—Certification

For a joint account, only the person whose TIN is shown in Part I should sign.

1. Interest, Dividend, and Barter Exchange Accounts Opened Before 1984 and Broker Accounts Considered Active During 1983. You must give your correct TIN, but you do not have to sign the certification.

2. Interest, Dividend, Broker, and Barter Exchange Accounts Opened After 1983 and Broker Accounts Considered Inactive During 1983. You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item **2** in the certification before signing the form.

3. Real Estate Transactions. You must sign the certification. You may cross out item **2** of the certification.

4. Other Payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified of an incorrect TIN. Other payments include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services, payments to a nonemployee for services (including attorney and accounting fees), and payments to certain fishing boat crew members.

5. Mortgage Interest Paid by You, Acquisition or Abandonment of Secured Property, Cancellation of Debt, or IRA Contributions. You must give your correct TIN, but you do not have to sign the certification.

Privacy Act Notice

Section 6109 requires you to give your correct TIN to persons who must file information returns with the IRS to report interest, dividends, and certain other income paid to you, mortgage interest you paid, the acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA. The IRS uses the numbers for identification purposes and to help verify the accuracy of your tax return. You must provide your TIN whether or not you are required to file a tax return. Payers must generally withhold 31% of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to a payer. Certain penalties may also apply.

What Name and Number To Give the Requester

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account)	The actual owner of the account or, if combined funds, the first individual on the account [1]
3. Custodian account of a minor (Uniform Gift to Minors Act)	The minor [2]
4. a. The usual revocable savings trust (grantor is also trustee)	The grantor-trustee [1]
b. So-called trust account that is not a legal or valid trust under state law	The actual owner [1]
5. Sole proprietorship	The owner [3]
For this type of account:	**Give name and EIN of:**
6. Sole proprietorship	The owner [3]
7. A valid trust, estate, or pension trust	Legal entity [4]
8. Corporate	The corporation
9. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
10. Partnership	The partnership
11. A broker or registered nominee	The broker or nominee
12. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity

[1] List first and circle the name of the person whose number you furnish.

[2] Circle the minor's name and furnish the minor's SSN.

[3] You must show your individual name, but you may also enter your business or "doing business as" name. You may use either your SSN or EIN.

[4] List first and circle the name of the legal trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.)

Note: *If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.*

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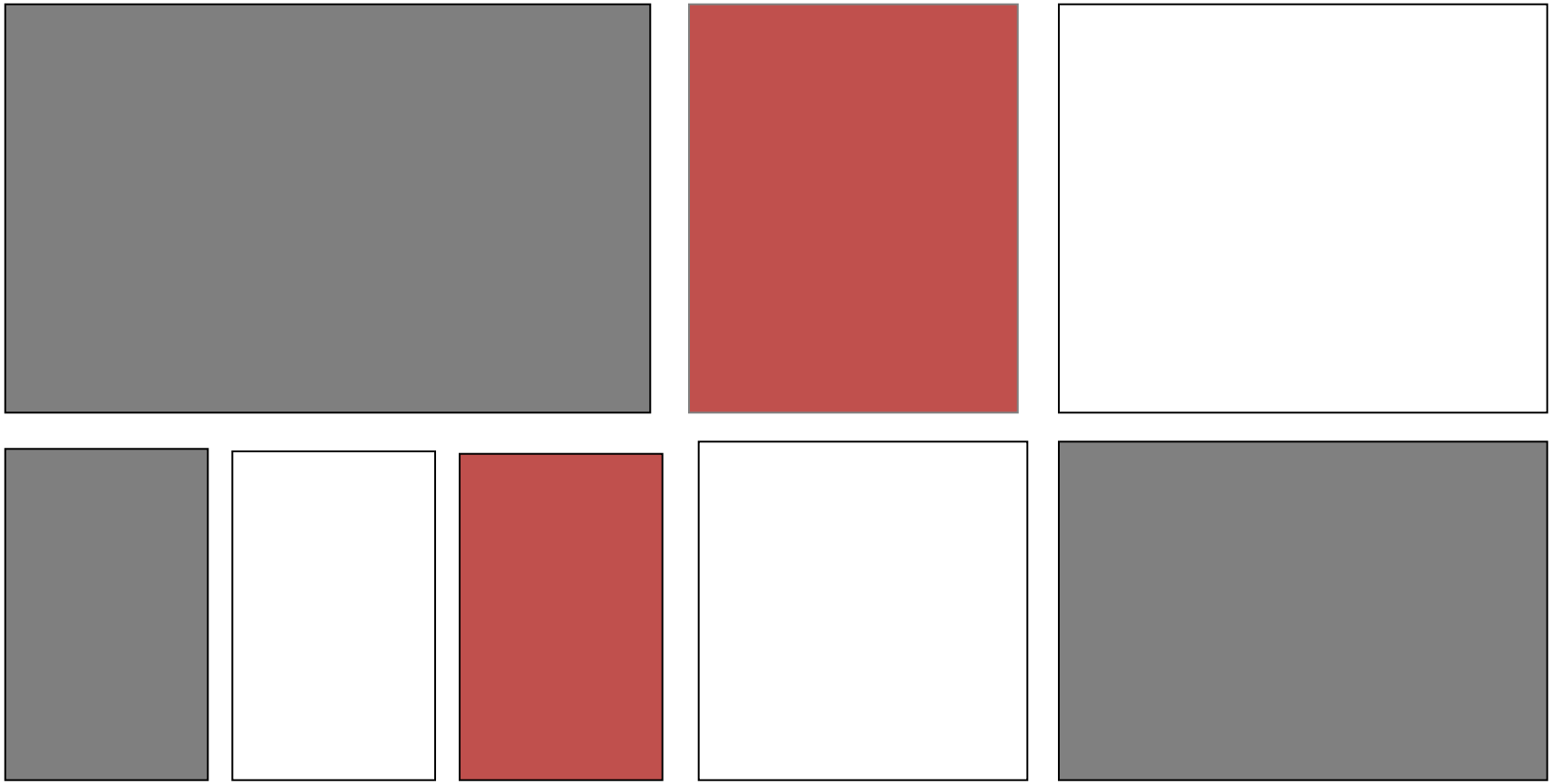
Supplement 2

Principal Evaluation System Requirements

Ohio Principal Evaluation System



Ohio | Department of Education

2010

OHIO PRINCIPAL EVALUATION SYSTEM

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PREFACE

Over the past decade, Ohio has made important education policy advances, with a focus on standards and accountability, which together have moved Ohio's kindergarten through 12th grade system forward in several important ways.

Ohio is serious about its commitment to quality schools. In 2005 the State Board of Education adopted standards for teachers, principals and professional development. The Ohio Standards for Principals define the skills and knowledge that principals must demonstrate at all stages of their careers. These standards promote effective leadership practices and provide support to principals as they reflect upon and improve their performance over time.

The Ohio Standards for Principals:

1. Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
2. Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.
3. Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
4. Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
5. Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

In 2007, through a grant with the Wallace Foundation, the Ohio Department of Education convened a group of educational stakeholders from across the state to design a model principal evaluation system aligned to Ohio's Standards for Principals. This evaluation system was piloted in 2007-2008, and in fall 2008 twenty districts representing 140 schools committed to adopting the model evaluation system or developing an aligned model. The districts underwent a year-long training and credentialing process. In December 2008, the State Board of Education adopted the Ohio Principal Evaluation System.

In fall 2010, the Ohio Department of Education initiated work to design a scoring rubric that districts will be able to use to inform summative judgments about principal effectiveness against a standardized set of measurable criteria. For Race to the Top districts the use of the scoring rubric will be required. It is expected that the scoring rubric will be available late spring 2011.

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THE PRINCIPLES OF THE EVALUATION SYSTEM

The Ohio Principal Evaluation System is designed to be used to assess the performance of Ohio principals. It is not a prescription but instead a resource model made available to districts to use as they find appropriate. It is designed to be used in whole or part, in current or adapted form. It is our hope that districts and boards of education across the state will find this model useful in improving the assessment of school leaders and in strengthening the professional growth of these school leaders.

WHAT IT IS:
The OPES is a research-based model for the evaluation of school principals which is aligned with:

- The Ohio Standards for Principals
- District and school improvement plans, local priorities, goals and objectives
- Current evidence and new findings on effective leadership
- Research linking leadership to student achievement and learning

WHAT IT IS DESIGNED TO DO:
The system is designed to be:

- Fair and equitable
- Understandable and easy to use for both principals and their evaluators
- Adaptable to local conditions and needs (allows for tailoring work and targets of performance to the wide variety of contexts throughout the state—in terms of type of school, job assignment, career stage, type of community, and so forth)
- Formative (developmental) and summative (evaluative)

WHY THIS IS IMPORTANT: THE PURPOSE
The system is created to ensure:

- Professional growth focused on enhancing the knowledge and skills of educators through:
  - ✓ Self-assessment and goal setting against the Ohio Standards for Principals;

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- ✓ Collaborative work and ongoing dialogue with their evaluator;
- ✓ Taking coursework or attending workshops; and
- ✓ Action research focused on best-practice solutions.

- Continuous improvement focuses on the principal's commitment to improve their practice over time so as to continually impact higher levels of student performance through:
  - ✓ Incorporating new learning's into practice;
  - ✓ Use professional literature, professional dialogue and collaboration with colleagues to support their development as leaders; and
  - ✓ Regularly reflect on their practice, identifying areas of strength and weakness and implemented targeted strategies for continued development
- Quality assurance focuses on the collection of evidence to document performance. Evaluators use the evidence to inform decisions such as:
  - ✓ Recognizing and rewarding effective practice;
  - ✓ Continued employment;
  - ✓ Recommendations for improvement;
  - ✓ Compensation decisions; and
  - ✓ Recommendation for dismissal.

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STRUCTURE OF THE EVALUATION SYSTEM

The Ohio Principal Evaluation System (OPES) was collaboratively developed by Ohio superintendents, school administrators, higher education faculty, and representatives from Ohio's administrator associations. It was designed to be research based, transparent, fair and adaptable to the specific contexts of Ohio's districts (rural, urban, suburban, large, and small).

The evaluation system builds on what we know about the importance of ongoing assessment and is comprised of three components. Two notes in that regard are appropriate. **First, districts may decide to use fewer than all the pieces. Second, it is recommended that there be consistency in use of whatever components are employed across all principals in the district.** That is, if a district decides to use two components they are advised to do so with all principals.

The entire system is appropriate for use for school principals. When using the evaluation design for assistant, associate, and vice principals, however, modifications may need to be made. Concretely, in those cases where assistant principals have a specialized area of responsibility (e.g., student discipline, curriculum) rather than the broader set of assignments associated with the principal, districts will need to use only part of the system. Specifically, the first dimension of the evaluation system presented below—the goal development process—may be the only part of the system appropriate for many assistant principals.

THE OHIO PRINCIPAL EVALUATION SYSTEM

System Components

As noted, the Ohio Principal Evaluation System is designed for use in whole or part by all schools in the state. The system highlights both the behaviors that principals perform and the effectiveness of those behaviors in terms of school outcomes. This system is built on the framework of collaboration and negotiation between the evaluator and the principal regarding the appropriateness of leadership styles, the establishment of ground rules as a framework for collaboration, and a co-ownership of data.

The evaluation system is comprised of three broad components or dimensions, each of which is weighted equally:

1. **A goal setting process** in which standards-based goals are crafted, targets of performance are established, and sources of evidence are identified
2. **A system of formative assessment and coaching** that is based on:
    - Examining what leaders do in their work and why they do what they do (focus on behaviors, actions and performance);

- Assessing the skills and knowledge of school leaders based on a codification of leader standards (leadership practices known to associated with effective leaders);
- Measuring the results of teaching and learning; and
- Understanding and appraising leadership in the organizational context (how the leader thinks about what is going on in the organization and perceptions of others within the organization).

3. **A summative scoring system** that delineates principal effectiveness based on multiple sources of data**,** both in terms of student learning outcomes and skills and knowledge.

In the OPES model, principals will be assessed formatively several times over the course of the evaluation cycle. These formative assessments, along with other evidence indicators will inform the summative evaluation.

OPES MODEL – ANNUAL EVALUATION CYCLE														
Professional Growth and Development Plan					**Formative Assessment and Summative Evaluation**									
Self-Assessment	+	Analysis of Student Learning Needs	→	Goal-Setting Process	→	Formative Assessment: Evidence of Practice	+	Formative Assessment: Evidence of Practice	+	Student Growth/ Student Improvement Data	+	Communication and Professionalism	=	Summative Evaluation

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WEIGHTING IN THE SYSTEM

Weighting of Standards

Some standards-based evaluation systems include weighting of specific standards (e.g., some standards carry greater importance). The Ohio Principal Evaluation System does not include a weighting factor for standards as it is believed that all of the five standards described in *Ohio's Standards for Principals* are critical to determining principal effectiveness. All standards are evaluated through the self-assessment, observation and goal-setting processes.

Weighting of Evidence

The Ohio Principal Evaluation System is a standards-based integrated model that is designed to foster the professional growth of principals in knowledge, skills and practice. In OPES, student growth measures along with evaluation of principals' professionalism, and the analysis of evidence and artifacts of practice (assessed formatively) determine the level of principal effectiveness. The OPES model provides tools for assessing and monitoring leadership performance in these components:

Measure	Weight
Formative Assessments: Goal-Setting and Professional Growth Plan	
Formative Assessments: Observations of Practice	
Measures of Student Growth and Learning	
Evidence of Communication and Professionalism	

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DEFINITION OF PRINCIPAL EFFECTIVENESS

After examining extensive research, the following definition of principal effectiveness was developed by educational practitioners in Ohio and is reinforced by Ohio's Standards for the Teaching Profession Clearly the research supports the direct connection between effective principals and high student achievement. **Inherent in Ohio's definition of principal effectiveness is the expectation that all students will demonstrate a minimum of one year of growth based on standard and reliable measures**.

Effective principals:

- Help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals;
- Support the implementation of high-quality standards based instruction that results in high levels of achievement for all students;
- Allocate resources and manage school operations in order to ensure a safe and productive learning environment;
- Establish and sustain collaborative learning and shared leadership to promote learning and achievement for all students; and
- Engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

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RELATIONSHIP OF OPES TO PROFESSIONAL DEVELOPMENT

Larry Lashway (2006) describes three key elements of an effective evaluation system for principals.

- The **evaluation of principals** must be transformed to **support** a mechanism for **growth** based on a cyclical process rather than an annual event.
- **Evaluation systems** must include preparation with clearly articulated procedures, policies and purposes; data collection **using multiple data sources;** and, follow-up which provides feedback and the generation of professional growth plans.
- Productive evaluation processes are **anchored in explicit standards** that make the expectations clear to the district as well as the principal, and that also distinguish levels of proficiency. These distinctions are important as they influence differences in terms of support, development and follow-up.

The Ohio Standards for Principals guide school administrators as they reflect upon and improve their effectiveness throughout their careers. The Ohio Standards for Professional development define effective professional development as an ongoing systematic process, linked to the daily practice of educators and based on data-driven needs. They guide organizations and individuals in selection of high quality professional development to meet varied educational needs.

The Ohio Principal Evaluation System requires that school leaders:

- Examine multiple sources of data which includes a self-assessment against the Ohio Standards for Principals that supports the identification of priorities for goals
- Develop goals that are specific, measurable, and relevant
- Delineate actions steps and strategies which if implemented successfully will lead to improvement
- Engage in a system of reflective practice that includes formative and summative assessment

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HOW THIS DOCUMENT IS ORGANIZED

This document is organized in two main sections.

Section 1:

The OPES Model section provides a model evaluation system – both the processes and the tools – that can be used by districts when designing and implementing a new principal evaluation system.

Section 2:

The OPES Implementation section provides guidelines for districts engaged in the process of reviewing their current system and implementing a new system tailored to the specific needs and context of their district.

THE OPES MODEL section includes:

- Step 1: Identifying Roles and Responsibilities
- Step 2: Self-Assessment on Ohio's Standards for Principals
- Step 3: Analysis of Student Learning
- Step 4: Goal-Setting and the Professional Growth Plan
- Step 5: Formative Assessment and Coaching
- Step 6: Summative Evaluation
- Improvement Plan

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Step 1: Roles and Responsibilities

Because of the collaborative nature of the assessment (e.g., promoting ongoing communication between the principal and their evaluator) there are expectations for both entities. Expectations as listed below help to support an evaluation system that is both transparent and fair, and includes shared responsibilities for both formative as well as the summative assessment.

Expectations for Principals:

- A series of planning conferences with the evaluator to mutually establish goals and objectives, action plans and evidence indicators for the evaluation period
- Participation in a minimum of two (2) conferences with the evaluator to be scheduled at routine intervals during the evaluation period to reflect on and review progress toward goals
- Collection and sharing of data related to the accomplishment of goals and objectives.
- A final conference with the evaluator conducted no later than April 30th, to review and reflect on progress, achievements and continued development, desires or needs based on outcomes of the performance period

Expectations for the Evaluator:

- A series of planning conferences with the principal to mutually establish goals and objectives, action plans and evidence indicators for the evaluation period
- Participation in a minimum of two (2) conferences with the principal to be scheduled at routine intervals during the evaluation period to reflect on and review progress toward goals
- Provide the principal with appropriate and timely feedback, resources and guidance to assist the principal in achieving goals and objectives
- Formally observe the principal as they perform their assigned duties during the evaluation year. This could be structured as a walk through that you conduct with the principal in his or her building. Other ideas for observations include: staff meetings, professional development meetings, and an evaluation conference with a teacher or staff member, analysis of student work samples. All observations should include a pre and post conference.
- Post observation conferences should be followed with a written report to the principal describing areas of reinforcement and opportunities for refinement.
- A summative evaluation at the end of each year to be conducted no later April 30th.

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Step 2: Self-Assessment

Once principals and evaluators understand their roles and responsibilities in the evaluation system, the next step in the Ohio Principal Evaluation System (OPES) is for all principals to reflect on their professional practice. Reflection affords principals the opportunity to consider what they know and are able to do, identifying areas of strength and areas that need to further developed.

Two tools have been designed to help principals engage in this process of reflection and self-assessment:

2.1 At the broader level, the tool **Using the Standards for Principals for Self-Assessment** will help principals to begin to reflect on their practice, knowledge and skills against the *Ohio Standards for Principals*. This tool uses guiding questions at the element level to probe principals' level in each standard area.

2.2 The Self-Assessment Summary Tool is provided to help the principal focus on areas of strength and areas for growth, and to establish priorities for professional growth.

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Step 2.1: Self-Assessment

Using the Standards for Principals for Self-Assessment
Ohio's Standards for Principals were not written as evaluation instruments. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development.

Principal Self-Assessment Tool: Standards-Based Guiding Questions
One way to consider your strengths and weaknesses as a principal is to respond to focused, guiding questions related to effective instructional practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Standard #1: Continuous Improvement
Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

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

I identify and include stakeholders in the process of developing a shared vision.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement a process for the development of a shared vision.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I remain focused on the vision through difficulties, setbacks, and failures.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify goal areas that promote high levels of achievement for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I focus attention on established goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Step 2.2: Self-Assessment Summary Tool for Principals

Name: _____ **Date:** _____

Directions:

- **Read the list of elements for each standard**
- **Underline or highlight the elements that describe areas of strength you have under each standard**
- **Record the evidence that supports your rating**
- **Review the remaining elements and identify one – two areas of focus for continued growth**

STANDARD	STRENGTHS	AREAS FOR GROWTH
Standard 1: Continuous Improvement • Articulation and realization of a shared vision of continuous improvement • Process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff • Leading the change process • Anticipating, monitoring and responding to educational developments that affect schools issues and environment		
Standard 2: Instruction • Ensure that the instructional content that is taught is aligned to state academic content standards and curriculum priorities of the school and district • Ensure the use of effective instructional practices that meet the needs of all students • Advocate for high levels of learning for all students • Know, understand and share relevant research to inform teaching and learning • Understand, encourage and facilitate the effective use of data by staff • Support staff in planning and implementing research=-based professional development		

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STANDARD	STRENGTHS	AREAS FOR GROWTH
Standard 3: School Operations, Resources and Learning Environment • Establish and maintain a safe school environment • Create a nurturing learning environment that addresses the physical and mental health needs of all • Allocate resources, including technology, to support student and staff learning • Institute procedures and practices to support staff and students, and establish an environment that is conducive to learning • Understand, uphold and model professional ethics, policies and legal codes of professional conduct		
Standard 4: Collaboration • Promote a collaborative learning culture • Share leadership with staff, students, parents and community members • Develop and sustain leadership		
Standard 5: Parents and Community Engagement • Use community resources to improve student learning • Involve parents and community members in improving student learning • Connect the school with the community • Establish expectations for the use of culturally responsive practices that acknowledge and value diversity		

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Step 3: Analysis of Student Learning Needs

It is important that principals examine multiple sources of data to identify trends and patterns that impact student learning and achievement in their district, school and at the classroom level. Please note: districts involved in the Ohio Improvement Process should utilize the focused goals created as part of that process.

Steps in the Process:

- Synthesize multiple sources of data to identify the diverse needs of your students
- Monitor and evaluate instruction, gathering evidence data over time, and providing timely feedback to teachers

Student Data Analysis **Grade Level/ Subject Area:** _____			
Sources*: It is important that all sources of data be examined over time.*	**Measures**	**Measures**	**Measures**
1. **Student Learning**: Over time data provides an understanding of student learning from different sources	State and Norm-Referenced Tests	Short Cycle Assessments Benchmark Tests	Teacher Observation Authentic Assessment
2. **Demographic Data:** Over time data indicate changes in the school context	Enrollment Patterns and Mobility Rates	Ethnicity	Attendance and Drop-Out Rates
3. **Processes**: Over time data indicate changes in structures and systems	Amount of Common Planning Team	School Building Leadership Teams/ Teacher Leaders	Professional Learning Communities

4. **Perception Data**: Over time data indicate changes in the learning environment (values, attitudes, beliefs)	Teaching and Learning Conditions Surveys	Student Feedback	Parent Surveys

Step 4: Goal Setting and Professional Growth Plan

The primary goal of evaluation is to foster the growth and development of the professional educator over time. Evaluation is intended to promote excellent professional practices that enhance student learning and achievement. This dimension of the OPES system requires the principal and evaluator to establish specific goals for the evaluation cycle.

Based on data collected through the Self-Assessment and Analysis of Student Learning, the principal and his/her evaluator meet to develop and agree upon two focused goals; one of which is focused on increased student achievement, and the second goal is focused on increased skills and knowledge. Feedback from teachers (360 degree survey, working conditions survey), as well as feedback from parents and/or students can also be a valuable source of data for the principal and evaluator to discuss when establishing goals.

As part of the goal setting process, specific targets that represent successful performance need to be established as well as the evidence indicators that will be used to make summative judgments. Goals developed need to be specific, measurable and relevant and action steps and strategies need to be clearly delineated, and if implemented successfully will lead to improvement. Critical to this process is that the principal and evaluator agree upon what information will be used in making judgments and what level of performance will be deemed effective.

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Step 4.1: Overview of Goal Setting and Professional Growth Plan

Achievement of Student Learning Targets: 50%	Proficiency on Ohio Standards for Principals: 50%
Background: Goals are focused on increased student learning. The evaluator and administrator examine multiple sources of student data by sub-groups to determine targeted improvement strategies.	**Background:** Goals are focused on improving essential skills and knowledge fostering the ongoing professional growth of principals. The evaluator and administrator assess the administrator's performance and knowledge against Ohio Standards for Principals.
Sources of Data: • Indicators of Student Achievement and learning (external & internal data sources) • School or District Improvement Plans • Customer Satisfaction Data: Parent, Student Surveys	**Sources of Data:** • Self-Assessment Ohio Standards for Principals • 360 Assessment by teachers who are supervised by the administrator and/or central office staff • Working Conditions Survey
Set Targets: • Targets should be anchored in analysis of data • Targets should be challenging, have a longitudinal focus and contribute to increased student performance	**Set Targets:** • Targets based on administrator standards • Targets should focus on improving practice skills and knowledge to increase student performance
Evidence Indicators: • Should include qualitative and quantitative evidence of results • May include formative and summative data documenting student achievement and learning; portfolio of artifacts; direct observation of performance; analysis of student work	**Evidence Indicators:** • Should include qualitative and quantitative evidence of results • May include pre and post data using a 360 assessment; pre/post assessment on Ohio Principal Standards; evidence of implementation of new learning and documented changes or impact on the organization

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Step 4.2: Goal Setting and Professional Growth Plan

Name: _____ **School Building/ District:** _____

Goal Area 1: Achievement of Student Learning Targets (Specify goal)

SUMMARY OF BASELINE DATA		
Data Sources	**Content Area**	**Data Outcomes**

Action Steps/Strategies	Evidence Indicators
•	•
•	•
•	•

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Step 4.2: Goal Setting and Professional Growth Plan

Name: _____ **School Building/ District:** _____

Goal Area 2: Proficiency on Ohio Principal Standards (Specify Goal)

Summary of Baseline Data	
Data Source	**Data Outcomes**
Self Assessment Ohio Principal Standards	• • •
360 Degree Assessment, Working Conditions Survey (Specify)	• • •
Action Steps/Strategies	**Evidence Indicators**
• • •	• • •

Principal Signature/Date		Evaluator Signature/Date

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Step 5: Formative Assessment

The process of formative assessment is *for* improved performance and effectiveness and is professional, supportive, collegial, and developmental in nature. It is fundamental to the OPES model in that it focuses on building and enhancing the school leaders' professional practice, knowledge and skills throughout their careers. Continuous improvement enables principals to increase their capacity over time, and impact higher levels of student performance in their schools. Inherent in the process is a relationship between the evaluator and principal that is trustful and based on objective knowledge and evidence of the principal's performance. Improved practice is the result of effective coaching, practice and feedback.

Formative assessments should:

- Establish reflection on practice
- Focus on the principal's professional growth
- Be objective and data-based
- Be responsive to a principal's developmental needs
- Guide the work of the evaluator
- Be interactive and collaborative
- Involve a variety of measures
- Based on *Ohio Standards for Principals*

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Step 5: Formative Assessment Process

Plan

5.1 Conferencing (Evaluator and Principal)
Tool: Goal-Setting and Professional Growth Plan
Observation Form

Observe

5.2. Observation (Evaluator)
Tool: Observation Form
Collection of Evidence by Standard

Coach

5.3. Coaching (Evaluator and Principal)
Tools: Coaching Approaches
Planning and Conducting a Coaching Conversation
ORID Questioning Techniques

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Step 5.1: Planning Conferences

Fundamental to the formative assessment process is the relationship between evaluator and principal. In order to help the principal grow and develop, the evaluator must know and understand the performance of the principal in the building. This includes objective evidence/artifacts that can be collected during the year as the principal performs his/her duties. A series of regularly scheduled meetings will enable the evaluator to: schedule observations (schedule and attend special events at the building), check progress on goals and evidence of work on goals, and provide support and feedback throughout the year.

During the planning stage, the principal may suggest to the evaluator several opportunities for observations that might be informative and helpful to the evaluator. These might be organized by:

- Timeline (e.g., by semester, beginning or end of school year)
- Goal area (e.g., implementation of new instructional practice, professional development meeting on analysis of data)

Step 5.2: Observation

During the formative assessment process, information derived from direct observation of the principal at the building may provide multi-dimensional evidence of principal performance. The evaluator will be able to observe the principal in action, and see portions of his/her leadership that impact teaching and learning.

Observation may enable the evaluator to see evidence of the principal's: instructional leadership, interpersonal skills, professionalism, collaboration and shared leadership, promotion of high quality instruction, high expectations for student learning, school climate and environment, and school-community relations.

The purpose of the visit may be determined collaboratively by the principal and evaluator, or it may be requested by either party. Possible opportunities for observation may include the following:

- Conducting a staff meeting
- Leading a staff development in-service
- Meeting with a teacher during a pre-or post evaluation conference
- Analyzing and reporting data from the school report card
- Chairing a parent conference
- Interacting with students and staff
- Establishing a safe and nurturing school climate
- Conducting instructional rounds or walk-throughs

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- Handling a discipline case
- Problem-solving a facilities issue

Step 5.2: Observation Form

The Observation Form may be used to establish purpose and context for the observation visit, focus on a specific goal area (Goal Area 1 or 2 or both areas), document evidence, and provide feedback from the evaluator. This form may also be used as documentation in the Summative Evaluation.

Goal	Purpose	Context/Event	Evidence/Artifacts	Comments
Goal Area 1: Achievement of Student Learning Targets				
Goal Area 2: Proficiency on Ohio Principal Standards				

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Principal's Signature _____ **Date** _____ **Evaluator's Signature** _____ **Date** _____

Step 5.2: Collection of Evidence by Standard

Although this is not an exhaustive list, evaluators and principals may find the examples below useful in providing evidence/artifacts to support observations and goals, to provide documentation in professional growth plans, and to use in the summative evaluation.

Principal Standard 1: Continuous Improvement

Elements	Sources of Evidence/Artifacts
Facilitate the articulation and realization of a shared vision of continuous improvement	• School Improvement Plan • Statement of school vision, mission, values, beliefs and goals •
Lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations	• Student achievement and testing data • Examples of instructional leadership •
Lead the change process for continuous improvement	• Examples of the shared decision-making process • Staff and community meeting agendas •
Anticipate, monitor and respond to educational developments that affect school issues and environment	• Master schedule of topics/issues discussed at staff meetings • School calendar of events •

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Principal Standard 2: Instruction

Elements	Sources of Evidence/Artifacts
Ensure that the instructional content that is taught is aligned with the Ohio Academic Content Standards and curriculum priorities in the school district	• Analysis of student learning data • District/School Report Card data • Lesson plans and student work samples
Ensure instructional practices are effective and meet the needs of all students	• Teacher professional growth plans • National Board Certified Teachers • Professional development for teachers around student learning
Advocate for high levels of learning for all students	• Student achievement as a focus in teacher evaluation • Communicate frequently about student learning to parents and community • Classroom observations
Know, understand and share relevant research	• Membership in professional organizations • Staff Book Study • Sharing of current professional articles related to instruction
Understand, encourage and facilitate the effective use of data by staff	• Use of Report Card data • Providing staff development on the use of Value -Added data, SOAR
Support staff in planning and implementing research-based professional development	• Attendance at professional conferences (including sending teachers) • Documentation of use of time at staff meetings • Agendas for teacher PD days, and/or early release or late arrival days

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Principal Standard 3: School Operation, Resources and Learning Environment

Elements	Sources of Evidence/Artifacts
Establish and maintain a safe school environment	• Working Conditions Survey • Report of facilities assessment and condition •
Create a nurturing learning environment that addresses the physical and mental health needs of all	• School Safety Plan • Student behavior plan and expectations • Documentation of dissemination of clear norms and policies
Allocate resources, including technology, to support student and staff learning	• Resource allocation based on student learning needs • Examples of the use of instructional technology/technology labs •
Institute procedures and practices to support students and establish an environment that is conducive to learning	• Staff meeting agendas • 360 surveys • Student attendance data
Understand, uphold and model professional ethics, policies and legal codes of professional conduct	• Documentation of teacher professionalism • Examples of leadership by modeling beliefs •

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Principal Standard 4: Collaboration

Elements	Sources of Evidence/Artifacts
Create a collaborative learning culture	• School Improvement Team, Professional Learning Community • Staff development opportunities •
Leadership is shared with staff, students, parents and community members	• Building Leadership Team • Student, Teacher, Parent, Community Surveys •
Principals develop and sustain leadership	• Shared leadership utilizing Mentors, Teacher Leaders, Literacy Coaches, Consultants, Curriculum Directors • Use of mentors, Lead Teachers

Principal Standard 5: Parents and Community Engagement

Elements	Sources of Evidence/Artifacts
Use community resources to improve student learning	• Career Education/Exploration • Field trips/field study • Wetland sites/Outdoor education
Involve parents and community members in improving student learning	• Clubs/Boosters/PTA • School volunteers/tutors • Communications/websites/newsletters
Connect the school with the community	• School Business Partnerships • Opportunities for outreach in community (e.g., nursing homes, music performances) •

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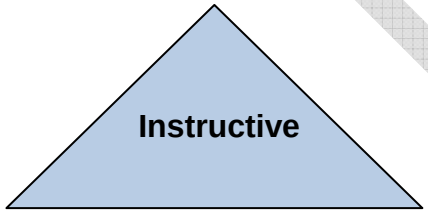
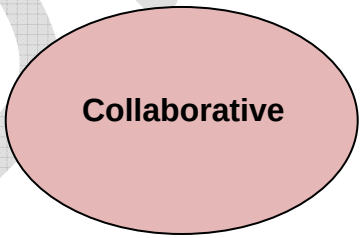
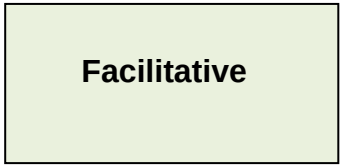
Establish expectations for the use of culturally responsive practices that acknowledge and value diversity	• Parents involvement in school - share culture/celebrations/customs • Plan for shaping school's image throughout the community •

Step 5.3: Coaching

The process of coaching begins with building a trusting relationship between the evaluator/coach and the principal. They must establish a shared understanding of coaching; confirm confidentiality, identify means of communication, clarify specific goals and focus areas, determine observation opportunities and collection of evidence. Scheduled meetings may take the form of pre-and post- conferences, mid-course correction conferences, progress or observational feedback meetings.

Approaches to Coaching

The coach/evaluator prepares for a coaching conference by considering the type of approach that is most suitable to the principal and the situation. This is broad thinking about how to work most effectively with an individual principal, considering their style of leadership and personal and professional characteristics.

• Coach controls interaction • Information flows from coach to principal **(80-20)** • Coach offers suggestions and solutions  *Examples:* ▪ *Suggest an approach to improving school climate* ▪ *Provide samples of discipline policies*	• Coach guides interaction without necessarily controlling it • Information flow equal **(50-50)** • Coach and principal co-construct solutions and outcomes  	• Coach acts as a facilitator supporting the principal's thinking and problem-solving • Principal's self-assesses and self-prescribes • Principal actively directs flow of information **(80-20)**  *Examples:* ▪ *Raise questions that clarify and deepen the principal's thinking* ▪ *Listen as the principal makes an analysis of data*

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▪ *Point out ways to increase instructional time*	*Examples:* ▪ *Co-develop a professional development activity* ▪ *Problem-solve issues of practice* ▪ *Analyze building data together and identify areas that need attention*	▪ *Help principal facilitate development of a PLC*

Modified and adapted: New Teacher Center @UCSC Formative Assessment System: The Framework for Teaching

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Planning and Conducting Coaching Conversations

The coach may plan for the conference by establishing purpose and writing a brief description of the major discussion points. Coaching approaches and questioning techniques should be planned in advance of the conference. Consideration should be given to the type of conference to be held, the timeline, and evidence/artifacts collected in multiple ways.

Based on the ORID Questioning Techniques, this form may be used in a Coaching Conversation.

What?	Then What?
Objective Questions *(Easy to answer, get facts and info, relieve stress and invite active participation)*	**Reflective Questions** *(Elicit emotional response and personal reactions, invite a deepened level of participation; think, feel, gauge)*
So What?	**Now What?**
Interpretive Questions *(Invite sharing, build consciousness, generate options and possibilities)*	**Decisional Questions** *(Develop opinions that lead to future actions, clarify expectations for improvement)*

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ORID (Objective, Reflective, Interpretive, Decisional) Questioning Technique

The coach/evaluator considers the type of questioning technique that will be most useful to support the principal during the coaching conference.

OBJECTIVE QUESTIONS	REFLECTIVE QUESTIONS
Purpose: To inform, direct or instruct. • Easy to answer. They get facts and information. They can be used as strategy to relieve stress and invite active participation • Directive questions can be used when time is of the essence or when individuals need more directions and instructions. **Examples:** What were some of the key strategies or activities you used? What did the staff accomplish? What are some of the obstacles you have encountered? How have you tried to mitigate or overcome these obstacles? What guidance or direction did you provide? What are some of the sources of evidence that you have collected? Are there artifacts that I can examine?	**Purpose:** To affirm, support, expand and explore. • They elicit emotional responses and personal reactions. They invite a deepened level of participation: think, feel, gauge. • Supportive questions tend to do just that – supporting – where you recognize the administrator is moving in the appropriate direction. You are many times asking the administrator to identify or describe situations. **Examples:** How do you feel the program is evolving? What have been some of the most successful things you have observed? As you reflect on the evidence, what pleases or concerns you? As you look at these artifacts, what conclusions do you draw? What seem to be some of the issues or concerns facing you? Which strategies seem to be having the greatest impact?
INTERPRETIVE QUESTIONS	**DECISIONAL QUESTIONS**
Purpose: To support reflection, taking thinking to a deeper level. Invite sharing and contribute to self awareness. Interpretative questions help generate options and possible courses of action. **Examples:** So what might be some of the options you consider? What are some of the activities or actions you might include in this plan? What other ways could student learning be assessed? What do these results mean in terms of future planning? How deeply do you believe this strategy is being implemented within classroom practice across your building?	**Purpose:** To develop opinions that lead to shift in thinking and inform future actions. They clarify expectations for improvement. **Examples:** What is your plan to …? How will you know you have arrived? What supports are needed to continue to work on the areas of concern that you have? What specifically are you trying to replicate and scale? When you examine these outcomes of student learning, what do you see your next steps being? Now what are you going to do? What are some of the specific next steps you see taking place?

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Step 6: Summative Evaluation Report

A formal written **Summative Evaluation Report** evaluating the principal's performance according to the adopted board policy will be completed by (insert district dates) of each evaluation cycle. Multiple sources of evidence should include formal and informal observations, collection of student learning data, collection of evidence/artifacts, and documentation of coaching and progress meetings involving the principal and evaluator. A Summative Evaluation Report will include evidence of Self-Reflection on goals and progress on the goals and objectives as supported by the evidence indicators.

- 6.1 Principal Summative: Connecting Multiple Sources of Evidence
- 6.2 Principal Summative: Self-Reflection Tool
- 6.3 Performance Scoring Rubric
- 6.4 Summative Evaluation
- Improvement Plan

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Step 6.1: Principal Summative: Connecting Multiple Sources of Evidence

Source of Evidence	Date Reviewed	Date Reviewed	Comments on Quality of Evidence
Self-Assessment Summary Tool			
Analysis of Student Learning Data			
Goal-Setting & Professional Growth Plan			
Observations of Practice & Professionalism			
Collection of Evidence			
Coaching Conversations & Progress on Goals			
Additional Source:			

Principal Signature _____ Date _____ Evaluator Signature _____ Date _____

Signatures indicate that the above evidence sources have been submitted and used throughout the evaluation cycle, and that the evaluator has considered all evidence sources in the summative evaluation.

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Step 6.2: Principal Summative: Self- Reflection Tool

Principal Name: _____ **Building/Assignment:** _____

Goal Area 1: Achievement of Student Learning Targets (Specify goal)	**Goal Area 2: : Proficiency on Ohio Principal Standards (Specify Goal)**
Areas of Reinforcement: *Analysis of formative and summative data over the period of time <<specify dates>> supports the following areas of strength.*	**Areas of Reinforcement:** *Analysis of formative and summative data over the period of time <<specify dates>> supports the following areas of strength.*
Areas of Refinement: *Analysis of formative and summative data over the period of time <<specify dates>> supports the following opportunities for continued work.*	**Areas of Refinement:** *Analysis of formative and summative data over the period of time <<specify dates>> supports the following opportunities for continued work.*

Principal Signature/Date: _____

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Step 6.3: Principal Summative: Performance Scoring Rubric

The Ohio Principal Evaluation System includes a Performance Scoring Rubric that differentiates principal effectiveness using multiple rating categories (ineffective, effective/proficient, highly effective/accomplished, and distinguished). The performance scoring rubric includes indicators that describe observable and measurable behaviors based on Ohio's Standards for Principals for each of the four rating categories. In addition to student growth measures, the rubric will be used to rate principal performance based on evidence collected throughout the evaluation cycle.

Name					**Date**
Performance Rating Rubric					
Educator Should Know and be able to:					
Indicators of Effectiveness		**Ineffective**	**Proficient**	**Accomplished**	**Distinguished**
	Element	☐			
		☐			
	Element	☐			
		☐			
	Element	☐			
		☐			

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Step 6.4: Summative Evaluation Form

Name:			Date:
Summative Performance Rating			
Goal Area 1: Achievement of Student Learning Targets	**Rating:**	**Evidence:**	**Recommendations:**
Goal Area 2: Proficiency on Ohio's Standards for Principals	**Rating:**	**Evidence:**	**Recommendations:**

Principal Signature/Date: _____ **Evaluator Signature/Date:** _____

Improvement Plan

Purpose: To help principals focus on area(s) in which they need intensive support to improve their practice.

Processes: An improvement plan is developed when the principal's performance in one or more areas is scored as ineffective or their overall performance is scored as ineffective.

Improvement Plan Conference: The evaluator and principal are required to meet to develop a plan for improvement. The development of the form may take more than one meeting and sufficient time needs to be provided to ensure that the plan is comprehensive and well detailed.

Improvement Plan must include the following:

1. Identification of specific deficiencies and recommended area(s) of growth;
2. Measurable goals for improving the deficiencies to acceptable levels;
3. Specific professional development or strategies to accomplish the goals;
4. Specific resources necessary to implement the plan, including but not limited to, opportunities for the principal to work with highly effective principals or central office staff;
5. A timeline for the plan, including intermediate checkpoints to determine progress and provide feedback and coaching; and
6. Procedures for determining acceptable improvement.

Principals are accountable for the implementation and completion of the plan and should talk with their evaluator if modifications to the plan are needed. Upon completion of the plan, the principal and their evaluator shall sign the improvement form, documenting completion of the plan.

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Improvement Plan Template

Principal Name: _____ School Year: _____ Building: _____

Date of Improvement and Remediation Conference: _____

An improvement plan is developed when the principal's performance in one or more areas is scored as ineffective or their overall performance is scored as ineffective. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support.

Section 1: Problem Statement - List specific deficiencies as related to the *Ohio Standards for Principals*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Recommended Area for Growth

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

Goal Area	Acceptable Level of Performance Specifically Describe Successful Improvement Target(s)

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Improvement Plan (Continued)

Section 3, 4 & 5: Specific Plan of Action, Resources and Timeline - List specific professional development and resources necessary to implement the plan and accompanying timeline.

Actions to be Taken	Resources	Timeline

Section 4: Acceptable Improvement - During the Improvement Plan Conference procedures for determining acceptable improvement will be determined (see Section 2).

Acceptable Levels of Performance Met/Not Met	Recommendation – Further Action

Date Improvement Plan Evaluated: _____

Principal's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

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The signatures above verify that the proper procedures as detailed in the Improvement Plan have been followed.

How to Get Started

System Alignment to the Guidelines

These guidelines delineate the essential characteristics of a high quality principal evaluation system and will assist districts as they design local evaluation systems for principals.

Ohio Revised Code 3319.02 – Evaluation of School Administrators

Ohio Revised Code 3319.02 is the section of the law which describes the evaluation of school administrators by their employer. This section of the law requires that each administrator receive evaluations of the performance of his/her duties as defined by his/her job description.

Sample Timeline for Implementation

The one and two year suggested activities and timelines were designed to assist district project teams as they work to design or redesign their principal evaluation system. Timelines should follow district procedures and policies regarding recommendations for administrative contracts.

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Guidelines

It is recommended that the district establish a project team (principals, assistant principals, administrators, human resource personnel, superintendent) to develop and or/revise the districts' principal evaluation system. This includes an analysis of the current system to determine the degree of alignment to state and federal criteria. The project team should examine performance assessment tools, policies and procedures. The project team should develop a scope of work that includes:

- A timeline for the work and communication strategies;
- Pilot implementation of new/revised instruments to gather feedback to inform continuous improvement;
- Initial training on the performance assessment system;
- A process for collecting and analyzing data during the first year of implementation to identify areas of strength as well as areas that may need continued refinement; and
- A plan for a comprehensive review of the performance assessment system at least every 3-5 years.

The following guidelines were developed by a group of educational stakeholders during 2007. These guidelines delineate the essential characteristics of a high quality principal evaluation system and will assist districts as they design local evaluation systems for principals.

1. The performance assessment system adopted by the school/district should align to the *Ohio Standards for Principals.*
2. The performance assessment system adopted by the school/ district should be based on research linking school leadership to student achievement with the goal of promoting high levels of student learning.
3. The performance assessment system adopted by the school/ district should be systematic and ongoing in order to promote professional growth over time in terms of increased skills and knowledge.

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Guidelines (Continued)

4. The performance assessment system adopted by the school/ district should use a variety of measures to collect evidence. Measures may include but are not limited to the following:
    - Formal or informal observations of the principal (e.g., conducting professional development, meeting with a teacher to conduct an evaluation conference, handling a discipline case);
    - Analysis of multiple measures of student academic progress;
    - Perception data (parent, teacher, or student surveys);
    - Performance on and successful completion of goals

5. The performance assessment system adopted by the school/ district should include three or four clearly defined levels of performance to differentiate principal effectiveness and encourage continuous improvement.

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Ohio Revised Code: Evaluation of School Administrators

Ohio Revised Code 3319.02 is the section of the law which provides the evaluation of school administrators by their employer. This section of the law requires that each administrator receive evaluations, as noted below, of the performance of his/her duties as defined by his/her job description. In addition:

- Evaluations must be completed by the superintendent, or his/her designee, using a procedure that has been adopted by the board of education;
- Evaluations must be completed in writing and provided to the administrator as indicated below; and
- Evaluations must be considered by the board of education when determining whether or not to renew an administrator's employment contract. Boards may also consider information outside of the evaluation when making this determination; however, administrators may request a meeting with the board in executive session to discuss the board's reasons for not considering renewal or non-renewal. Presumably during this meeting the board would share with the administrator the information it is considering which is outside of the evaluation.

ORC 3319.02 also establishes certain timelines for completing an administrator's evaluation. These timelines differ depending upon whether or not the administrator's contract will be considered for renewal/non-renewal during that year. In non-contract years the administrator:

- Must receive at least one written evaluation, and
- The evaluation must be presented to the administrator by his/her last contracted workday for the school year as defined in his/her annual salary notice.

In the year in which the administrator's contract will be considered for renewal/non-renewal the administrator:

- Must receive at least two written evaluations;
- The first of these evaluations must be completed at least sixty (60) days prior to the board taking action to renew/non-renew the administrator's employment contract;
- The final evaluation must be completed at least five (5) days prior to the board taking action to renew or non-renew the administrator's employment contract; and
- The final evaluation must include a statement from the superintendent regarding his/her intended recommendation for a successor contract.

Finally, while not directly related to the evaluation process, boards of education are required to act to either renew or non-renew an administrator's employment contact by March 31st of the year of its expiration.

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A Sample Timeline for Developing a Principal Evaluation System

The timeline below will assist district project teams as they work to design or redesign their principal evaluation system.

Year One Activities	Timeline
1. Establish a project team to: • Study the OPES model and compare the model to current practice (gap analysis) using ODE analysis rubric • Develop a set of recommendations to present to the district administrative team and gather feedback • Identify any changes needed in terms of board policy	Fall
2. Superintendent presents a work plan with timelines and deliverables to the Board of Education	Late Fall
3. Project team participates in training offered by ODE and BASA, and utilizes materials and training activities with the district administrative team	Fall – Spring
4. Project team works to: • Develop recommendations for processes and work tools to support redesigned principal evaluation system • Obtain feedback from the district administrative team • Develop a proposal to submit to the Board of Education for discussion and approval • Make any changes based on feedback from the Board of Education	Winter - Spring
5. Project team: • Develop an orientation/training program for district administrators (outlining important dates, processes and forms to be used) • Conduct training	Spring
6. Principal and Evaluator: • Schedule several planning conferences • At initial conference, the evaluator should lead a review of the evaluation process and the expectations for both the employee and supervisor as well as review the work associated with the goal setting process. • Administer a 360 degree assessment and parent survey (optional) • Meet to establish goals and objectives for the evaluation period. This will include reviewing and discussing relevant sources of data that will inform the goals. • Meet to establish the action plans and evidence indicators that will be used for formative and summative evaluation; review data collection requirements and establish a timeline for regular communication and feedback that includes face to face meetings.	April – June

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A Sample Timeline for Developing a Principal Evaluation System

The timeline below will assist district project teams as they work to design or redesign their principal evaluation system.

Year Two Activities	Timeline
1. Principal and evaluator meet to review goals and make modifications based on any data that becomes final or changes over the summer	Late Summer
2. Participation in a minimum of two (2) conferences (principal and evaluator) to be scheduled at routine intervals during the evaluation period to reflect on and review progress toward goals	Late Fall Mid Winter
3. Provide the principal with appropriate and timely feedback, resources and guidance to assist the principal in achieving goals and objectives following conferences	Late Fall Mid Winter
4. Formally observe the principal as they perform their assigned duties during the evaluation year. All observations should include a pre and post conference. Post observation conferences should be followed with feedback and written comments to the principal describing areas of reinforcement and opportunities for refinement.	TBD
5. Conduct a summative evaluation conference followed by a final written evaluation	Dates required in ORC
6. With district administrative staff, discuss the new evaluation system and gather both quantitative and qualitative data to document areas of strength and areas of weakness. Identify strategies or suggestions for modification.	Late Winter
7. Share outcome results with the Board of Education.	Early Spring
8. Principal and Evaluator: • Schedule several planning conferences • At initial conference, the evaluator should lead a review of the evaluation process and the expectations for both the employee and supervisor as well as review the work associated with the goal setting process. • Administer a 360 degree assessment and parent survey (optional) • Meet to establish goals and objectives for the evaluation period. This will include reviewing and discussing relevant sources of data that will inform the goals. • Meet to establish the action plans and evidence indicators that will be used for formative and summative evaluation; review data collection requirements and establish a timeline for regular communication and feedback that includes face to face meetings.	April – June
9. Repeat Year Two sequence of activities	Late summer

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Supplement 3

Teacher Evaluation System Requirements

Ohio Teacher Evaluation System

Ohio | Department of Education

2011

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- Step 4: Assessment of Teacher Expertise and Performance
  - Step 4.a (for Options A and C): The Formal Observation Process
  - Step 4.b (for Options B and C): The Goal-Setting Process
  - Step 4.c (for Option B): The Professional Project
- Step 5 (for Options A, B, and C): Evidence of Communication and Professionalism
- Step 6: Assessment of Student Growth [still to be determined]
- Step 7: Summative Evaluation of Teacher Effectiveness
- The OTES Improvement and Remediation Plan

The OTES Implementation — Pages 73-80

- Guidelines
- Gap Analysis and Planning Tool
- A Sample Timeline for a Teacher Evaluation System
- Due Process

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Preface

Over the past decade, Ohio has made important education policy advances, with a focus on student learning and achievement, standards and accountability, which together have moved Ohio's kindergarten through 12th grade system forward in several important ways.

Ohio is serious about its commitment to quality schools. The report of the Governor's Commission on Teaching Success was followed by the passage of Senate Bill 2 in 2004, which mandated the creation of the Educator Standards Board. The Board was charged with the creation of the *Ohio Standards for the Teaching Profession,* the *Ohio Standards for Principals* and the *Ohio Standards for Professional Development*.

House Bill 1 in 2009 directed the Educator Standards Board to recommend model evaluation systems for teachers and principals to the State Board of Education for their review and adoption. The Ohio Teacher Evaluation System (OTES) was created in response to this mandate and designed to be used to assess the performance of Ohio teachers.

The OTES was collaboratively developed by Ohio teachers, school administrators, higher education faculty, and representatives from Ohio's professional associations. The scope of work of the Ohio Teacher Evaluation Writing Team during 2009-2010 included extensive study of model evaluation systems throughout the country. Many well-recognized state systems were examined in depth, including the District of Columbia Public Schools, Delaware, New Mexico, and Colorado, and experts were consulted, including the work of Charlotte Danielson, Laura Goe, the New Teacher Center, and Learning Point Associates. This research informed the components, processes, and tools included in the OTES.

The OTES is designed to be research-based, transparent, fair and adaptable to the specific contexts of Ohio's districts (rural, urban, suburban, large, and small). The evaluation system builds on what we know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice.

It is anticipated that as districts design or revise their teacher evaluation system, the OTES will used as a model. For Race to the Top districts, the model will be followed closely; Race to the Top districts are required to evaluate all teachers annually. For others, OTES is not a prescription but instead a resource model made available to districts to use as they find appropriate. It is designed to be used in whole or part, in current or adapted form. It is our hope that districts and boards of education across the state will find this model useful in improving the assessment of teachers and in strengthening their professional growth.

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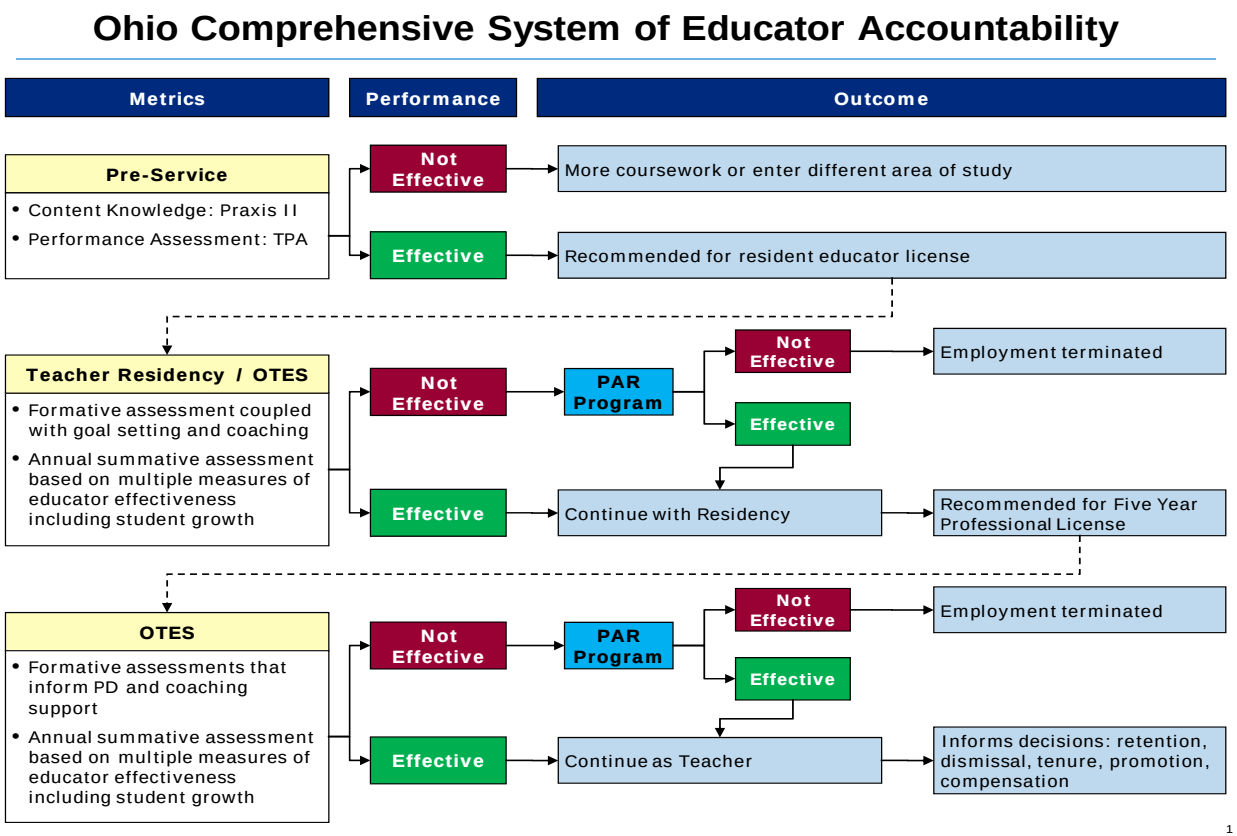
Ohio's Comprehensive Educator Accountability System

The Ohio Teacher Evaluation System (OTES) is to be put in place in a statewide system of educator accountability that includes specific supports for pre-service teachers and resident educators, as well as educators across the full continuum of experience, skill, and knowledge in their profession.



Definition of Teacher Effectiveness

The scope of work of the Ohio Teacher Evaluation Writing Team during 2009-2010 included extensive study of model evaluation systems throughout the country. Many state systems were examined in depth (e.g., District of Columbia Public Schools, Delaware, New Mexico, Colorado) for a standards-based definition of teacher effectiveness. Research was supplemented by the work of Charlotte Danielson, Laura Goe, New Teacher Center, and Learning Point Associates.

After conducting extensive research, the following definition of teacher effectiveness was developed by educational practitioners in Ohio and is reinforced by Ohio's Standards for the Teaching Profession. Clearly the research supports the direct connection between effective teaching and high student achievement. **Inherent in this definition is the expectation that all students will demonstrate a minimum of one year of growth based on standard and reliable measures.**

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 a learning community.

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The Principles of the Evaluation System

What It Is:
The Ohio Teacher Evaluation System (OTES) is a research-based model for the evaluation of teachers. The evaluation system is designed to be used to assess the performance of Ohio teachers. It is not prescriptive but instead a resource model to guide districts in the design and implementation of high quality teacher evaluation systems. It provides options for Race to the Top districts, which are required to evaluate all teachers annually.

What It Is Based Upon:
OTES is aligned with:

- The Ohio Standards for the Teaching Profession
- Current evidence and new findings on assessing effective teaching
- Research linking teaching to student achievement and learning
- Current research on the use of formative assessment

What the System Is Created to Do:

- Encourage ongoing dialogue between teachers and their evaluators
- Foster the professional growth of teachers in terms of increased knowledge and skills
- Customize teacher evaluation to a teacher's level of experience
- Propel schools to higher levels of effectiveness as a result of improved teacher performance
- Improve student learning and increase student achievement

What the System Is Designed to Be:

- Fair and equitable
- Understandable and easy to use for both teachers and their evaluators
- Adaptable to local conditions and needs (allowing for tailoring work and targets of performance to the wide variety of contexts throughout the state—in terms of type of school, job assignment, career stage, type of community, and so forth)
- Formative (developmental) and summative (evaluative)

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The Framework for the Ohio Teacher Evaluation System

Teacher quality/effectiveness is the most important school-based factor impacting student learning. However, the dimensions of teacher quality that mean the most, and the ways they might be measured, are part of a national debate taking place in the offices and conference rooms of policy makers, researchers, and education practitioners. In the past, most teacher quality studies focused on inputs, such as a teachers' certification or expertise, rather than what teachers actually do in the classroom. In addition, past teacher rating systems have not been particularly meaningful or informative. Research reported by the New Teacher Project shows that 99 percent of teachers are all rated the same, and most teacher rating systems don't factor in student achievement.

More emphasis is now appropriately being placed on measuring teacher effectiveness based on practices that they apply in their classroom and how much students actually learn. Ohio now has the necessary data to develop growth models in combination with performance assessment as a means to measure teacher effectiveness. Part of the state's work will be around testing multiple measures of teacher effectiveness and determining which ones are valid to create a credible system of evaluation. Assessment results should be a tool to inform employment and dismissal decisions, opportunities for advancement and organizational improvement.

The Ohio Teacher Evaluation System was designed to develop teacher expertise and effectiveness over time with an emphasis on multiple student outcomes as a measure of teacher quality. The OTES framework for all teachers includes the following:

1. Self-Assessment Against the *Ohio Standards for the Teaching Profession*
2. Analysis of Student Data
3. A Process for Regular Observations
4. Formative Assessment
5. Collection of Artifacts and Evidence Indicators
6. Student Growth Data
7. Written Summative Evaluation

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The Structure of the Evaluation System

The OTES model recognizes that teachers at different levels of their careers may be evaluated differently on an annual basis and so includes three options.

- **OPTION A** Beginning Teacher
- **OPTION B** Career/Continuing Teacher (Local Contract Non-Evaluation Year)
- **OPTION C** Career/Continuing Teacher (Local Contract Evaluation Year)

Option A is an observation-based model. Option B replaces formal observation with a professional project. Option C incorporates goal-setting and formal observations and is designed for experienced teachers in a local contract evaluation year. In all options, teachers will be assessed formatively throughout the academic year. These formative assessments and varied data on teacher performance will be combined at year end to form the summative evaluation.

OTES MODEL – OPTION A													
Formative Assessment													
Self-Assessment	+	Student Data Analysis	→	Formal Observation #1	Formal Observation #2	→	Cumulative Observation Rating	+	Student Growth/Student Performance Data	+	Communication / Professionalism	=	Summative Evaluation
OTES MODEL – OPTION B													
Formative Assessment													
Self-Assessment	+	Student Data Analysis	→	Goal-Setting Process	Professional Project	→	Cumulative Effectiveness Rating	+	Student Growth/Student Performance Data	+	Communication / Professionalism	=	Summative Evaluation
OTES MODEL – OPTION C													
Formative Assessment													
Self-Assessment	+	Student Data Analysis	→	Goal-Setting Process	Formal Observation #1	Formal Observation #2	→	Cumulative Observation Rating	+	Student Growth/Student Performance Data	+	Communication / Professionalism	=	Summative Evaluation

Improvement and Remediation

Beginning teachers and experienced teachers who are encountering difficulty require structured organizational support and assistance. Teachers who do not meet the expectations of performance as determined during formative assessment and summative evaluation are required to have an Improvement and Remediation Plan. Written plans are to be developed by the evaluator when a teacher receives an overall ineffective rating. (For more information, refer to the section of this document on *The OTES Improvement and Remediation Plan.*)

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Weighting in the System

Weighting of Standards
Some standards-based evaluation systems include weighting of specific standards (e.g., some standards carry greater importance). The Ohio Teacher Evaluation System does not include a weighting factor for standards as it is believed that all of the seven standards described in the *Ohio Standards for the Teaching Profession* are critical in determining teacher effectiveness. All standards are evaluated in the self-assessment process. The first five are evaluated in the observation process. The last two standards are evaluated in the tools for evaluating communication and professionalism.

Weighting of Evidence
The Ohio Teacher Evaluation System increases expectations for teacher performance as teachers gain experience and expertise. In OTES, student growth measures along with observations of teachers' practice, goal-setting with evidence/artifacts of teaching and learning, and evaluation of teachers' professionalism determine the level of teacher effectiveness.

The Ohio Teacher Evaluation System Writing Team reached consensus on the need for weighting of varied components based on years of experience and licensure. The chart below represents the Team's best thinking and recommendation based on extensive research. The discussions will continue on the choices districts have in weighting of the components (as listed below), and what measures of student growth and performance will be used.

The table below shows how evidence may be weighted. For more detail, please refer to the section on calculating the summative evaluation rating, on page 69.

Measure	OTES Model—Option A: Beginning Teacher*		OTES Model—Option B: Career/Continuing Teacher (Local Contract Non-Evaluation Year)		OTES Model—Option C: Career/Continuing Teacher (Local Contract Evaluation Year)	
	Planned	Interim**	Planned	Interim**	Planned	Interim**
Formal Observation Process	60-90%	90%	--	--	30%	50%
Professional Goal-Setting Process	--	--	20%	40%	20%	40%
The Professional Project	--	--	30%	50%	--	--
Student Growth and Performance Data	0-30%	--	40%	--	40%	--
Communication and Professionalism	10%	10%	10%	10%	10%	10%

*Year 1 teachers will not have student growth and performance data. The percentage weighting will adjust from Year 1, as teachers have more robust student growth data upon which their evaluations can in part be based.
**Until the details of the student growth and performance data system are defined, teachers will not be evaluated based on student growth data. The gray-shaded columns labeled *Interim* represent potential weighting during this initial phase of implementation of OTES.

How This Document Is Organized

This document is organized in two main sections.

Section 1: The OTES Model section provides a model evaluation system – both the process and the tools – that could be used as is by a district implementing a new teacher evaluation system.

Section 2: The OTES Implementation section provides guidelines for districts engaged in the process of reviewing their current system and implementing a new system tailored to the specific needs and context of their district.

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This section includes:

Step 1: Identifying Roles and Responsibilities (for Options A, B, and C)
Step 2: Self-Assessment (for Options A, B, and C)
Step 3: Analysis of Student Data (for Options A, B, and C)
Step 4: Assessment of Teacher Expertise and Performance
- Step 4.a (for Options A and C): The Formal Observation Process
- Step 4.b (for Options B and C): The Goal-Setting Process
- Step 4.c (for Option B): The Professional Project

Step 5: Evidence of Communication and Professionalism (for Options A, B, and C)
Step 6: Assessment of Student Growth [still to be determined]
Step 7: Summative Evaluation of Teacher Effectiveness
The OTES Improvement and Remediation Plan

This section provides tools and guidelines for each component – shown below – of the three options of the Ohio Teacher Evaluation System (OTES).

Component of OTES	**Option A: Beginning Teacher**	**Option B: Career/Continuing Teacher (Local Contract Non-Evaluation Year)**	**Option C: Career/Continuing Teacher (Local Contract Evaluation Year)**
Formal Observation Process	✓		✓
The Goal-Setting Process		✓	✓
The Professional Project		✓	
Communication and Professionalism	✓	✓	✓
Student Growth and Performance Data*	✓	✓	✓

*The details of the student growth and performance data system are still being determined. In the initial implementation of OTES, teachers will not be evaluated based on student growth data.

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Step 1: Identifying Roles and Responsibilities (for Options A, B, and C)

An effective teacher evaluation system depends upon the collaborative nature of the assessment and the ongoing communication between the teacher and his/her evaluator. The goal of the teacher evaluation system is that both teachers and, as a result, students increase levels of performance and achievement. The evaluator plays an essential role in helping teachers identify their professional strengths and areas for growth. Expectations for both teachers and evaluators are described here.

OTES Model—Option A Expectations

Expectations for Teachers

- Participation in a planning conference with the evaluator to establish plans, evaluation criteria and evidence indicators for the evaluation period.
- Thoughtful completion of the self-assessment tools and the student data analysis.
- Participation in a minimum of two observations with the evaluator, following the OTES protocols for observations and the timeline determined by the local collective bargaining agreement.
- Receptiveness to the feedback from the evaluator and willingness to engage in professional development to foster professional growth.

Expectations for the Evaluator*

- Initial meeting with all new teachers and those new to the evaluation system to explain the evaluation process and components.
- Participation in a planning conference with each teacher to establish plans and determine evaluation criteria and evidence indicators for the evaluation period.
- Formal observation of the teacher at two scheduled points during the academic year, following the OTES protocols for observations and the timeline determined by the local collective bargaining agreement.
- Written feedback within/after each observation conference cycle.
- Provision of appropriate, timely feedback; targeted resources; and guidance to assist the teacher in continuing in professional growth.
- A summative evaluation report at the end of each year to be completed no later than the 10th day of April (see *Due Process,* page XX).

* Evaluator refers to an administrator, consultant, or peer conducting the observation.

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OTES Model—Option B Expectations

Expectations for Teachers

- Participation in a planning conference with the evaluator to establish goals, plans, evaluation criteria and evidence indicators for the evaluation period.
- Collection and sharing of artifacts of teaching and learning as they relate to the teacher's goals, student growth, professionalism or professional development.
- Scheduled conferences for professional conversations and insights related to goals and the professional project, which may include discussion of action plans, evidence/artifacts, and outcomes.
- A final conference with the evaluator conducted no later than the 10th day of April, to review and reflect on progress, achievements/outcomes in the performance period, and continued professional growth and development.
- Receptiveness to the feedback from the evaluator and willingness to adjust professional goals and engage in professional development to foster professional growth.

Expectations for the Evaluator*

- Participation in a series of planning conference with the teacher to establish goals, plans, evaluation criteria and evidence indicators for the evaluation period.
- Analysis of the teacher's data related to goal-setting, student growth, professionalism and professional development.
- Scheduled conferences for professional conversations and insights related to goals and the professional project, which may include discussion of action plans, evidence/artifacts, and outcomes.
- Provision of appropriate, timely feedback; targeted resources and guidance to assist the teacher in achieving professional goals and continued professional growth.
- A summative evaluation report at the end of each year to be completed no later than the 10th day of April which reviews and reflects on the teacher's progress, achievements, and outcomes in the performance period, and recommends opportunities for continued professional growth and development.

* Evaluator refers to an administrator, consultant, or peer conducting the observation.

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OTES Model—Option C Expectations

Expectations for Teachers

- Participation in a planning conference with the evaluator to establish goals, plans, evaluation criteria and evidence indicators for the evaluation period.
- Thoughtful completion of the self-assessment tools and the student data analysis and goal-setting process.
- Participation in a minimum of two observations with the evaluator, following the OTES protocols for observations and the timeline determined by the local collective bargaining agreement.
- Scheduled conferences for professional conversations and insights related to goals, which may include discussion of action plans, evidence/artifacts, and outcomes.
- Receptiveness to the feedback from the evaluator and willingness to engage in professional development to foster professional growth.

Expectations for the Evaluator*

- Participation in a planning conference with each teacher to establish goals and plans and determine evaluation criteria and evidence indicators for the evaluation period.
- Formal observation of the teacher at two scheduled points during the academic year, following the OTES protocols for observations and the timeline determined by the local collective bargaining agreement.
- Written feedback within/after each observation conference cycle.
- Scheduled conferences for professional conversations and insights related to goals, which may include discussion of action plans, evidence/artifacts, and outcomes.
- Provision of appropriate, timely feedback; targeted resources; and guidance to assist the teacher in achieving professional goals and continuing in professional growth.
- A summative evaluation report at the end of each year to be completed no later than the 10th day of April (see *Due Process,* page XX).

* Evaluator refers to an administrator, consultant, or peer conducting the observation.

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Ohio Teacher Evaluation System Checklist (for Option A)

This *optional* form will be useful for keeping track of the year's evaluation components and showing progress through OTES at a glance.

Component of System	Date Completed	Yes	No
Self-Assessment o *Using the Standards for the Teaching Profession for Self-Assessment* o *Ohio Continuum Tool for Teacher Self-Assessment* o *Self-Assessment Summary Tool*		☐	☐
Analysis of Student Data o *Data Measures Inventory for the Classroom*		☐	☐
Formative Observation #1			
o Pre-Observation Conference o *Pre-Observation Planning and Lesson Reflection Form*		☐	☐
o Formal Observation #1 o *Observation Narrative Form*		☐	☐
o Post-Observation Conference o *Pre-Observation Planning and Lesson Reflection Form* o *Observation Rating Rubric* o *Rating Rubric Summary Form*		☐	☐
Formative Observation #2			
o Pre-Observation Conference o *Pre-Observation Planning and Lesson Reflection Form*		☐	☐
o Formal Observation #2 o *Observation Narrative Form*		☐	☐
o Post-Observation Conference o *Pre-Observation Planning and Lesson Reflection Form* o *Observation Rating Rubric* o *Rating Rubric Summary Form*		☐	☐
Communication / Professionalism		☐	☐
Student Growth / Performance Data – Data analyzed and communicated to teacher		☐	☐
Summative Evaluation – Indicate date discussed in teacher-evaluator conference		☐	☐

Teacher's Signature _____ **Date** _____

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Ohio Teacher Evaluation System Checklist (for Option B)

This *optional* form will be useful for keeping track of the year's evaluation components and showing progress through OTES at a glance.

Component of System	Date Completed	Yes	No
Self-Assessment o *Using the Standards for the Teaching Profession for Self-Assessment* o *Ohio Continuum Tool for Teacher Self-Assessment* o *Self-Assessment Summary Tool*		☐	☐
Analysis of Student Data o *Data Measures Inventory for the Classroom*		☐	☐
The Goal-Setting Process o *The Professional Goal-Setting Tool*		☐	☐
The Professional Project		☐	☐
Communication / Professionalism		☐	☐
Student Growth / Performance Data – Data analyzed and communicated to teacher		☐	☐
Summative Evaluation – Indicate date discussed in teacher-evaluator conference		☐	☐

Teacher's Signature _____ **Date** _____

Evaluator's Signature _____ **Date** _____

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Ohio Teacher Evaluation System Checklist (for Option C)

This *optional* form will be useful for keeping track of the year's evaluation components and showing progress through OTES at a glance.

Component of System	Date Completed	Yes	No
Self-Assessment o *Using the Standards for the Teaching Profession for Self-Assessment* o *Ohio Continuum Tool for Teacher Self-Assessment* o *Self-Assessment Summary Tool*		☐	☐
Analysis of Student Data o *Data Measures Inventory for the Classroom*		☐	☐
Formative Observation #1			
o Pre-Observation Conference o *Pre-Observation Planning and Lesson Reflection Form*		☐	☐
o Formal Observation #1 o *Observation Narrative Form*		☐	☐
o Post-Observation Conference o *Pre-Observation Planning and Lesson Reflection Form* o *Observation Rating Rubric* o *Rating Rubric Summary Form*		☐	☐
Formative Observation #2			
o Pre-Observation Conference o *Pre-Observation Planning and Lesson Reflection Form*		☐	☐
o Formal Observation #2 o *Observation Narrative Form*		☐	☐
o Post-Observation Conference o *Pre-Observation Planning and Lesson Reflection Form* o *Observation Rating Rubric* o *Rating Rubric Summary Form*		☐	☐
The Goal-Setting Process			
o *The Professional Goal-Setting Tool*		☐	☐
Communication / Professionalism		☐	☐
Student Growth / Performance Data – Data analyzed and communicated to teacher		☐	☐
Summative Evaluation – Indicate date discussed in teacher-evaluator conference		☐	☐

Teacher's Signature _____ **Date** _____

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Evaluator's Signature _____ **Date** _____

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Step 2: Self-Assessment (for Options A, B, and C)

Once teachers and evaluators understand their roles and responsibilities in the evaluation system and have held their first formal conversation or meeting together, the next step in the Ohio Teacher Evaluation System (OTES) is for all teachers, regardless of which option of the OTES model they are following, to reflect on their teaching practice. Reflective practice is a way for teachers to consider what they know and are able to do, thereby identifying areas of strength and areas that need to be further developed.

Districts may decide which of the following tools help their teachers engage in the process of reflection and self-assessment. The following three tools may be used in whole or part.

2.1 At the broader level, the tool **Using the Standards for the Teaching Profession for Self-Assessment** will help teachers begin to reflect on their practice, knowledge, and skills against the benchmark of the *Ohio Standards for the Teaching Profession.* This tool uses guiding questions at the element level to probe teacher's level in each standard area.

2.2 As a second option, teachers may wish to reflect more deeply on their practice using the **Ohio Continuum Tool for Teacher Self-Assessment**. The *Ohio Continuum of Teacher Development* was developed to support Ohio's educators as they develop the skills and knowledge to provide the highest quality education to Ohio students. The *Continuum* is based on the *Ohio Standards for the Teaching Profession* and describes teachers' development throughout the course of their careers, and includes a column for recording supporting evidence.

2.3 Finally, after one or both of the above tools have been used for self-assessment, the **Self-Assessment Summary Tool** is provided to help the teacher focus on areas of strength and areas for growth, think about sources of evidence and establish two overall priorities for professional growth.

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This tool, **Using the Standards for the Teaching Profession for Self-Assessment,** will help teachers begin to reflect on their practice, knowledge, and skills against the benchmark of the *Ohio Standards for the Teaching Profession.* This tool is provided on pages 79-83 in the standards book or through the Educator Standards Board website: Understanding and Using the Standards.

Using the Standards for the Teaching Profession for Self-Assessment

Ohio's Standards for the Teaching Profession were not written as evaluation instruments. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development.

Teacher Self-Assessment Tool: Standards-Based Guiding Questions

One way to consider your strengths and weaknesses as a teacher is to respond to focused, guiding questions related to effective instructional practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Standard #1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

ESSENTIAL QUESTION: ***Do you understand your students' backgrounds and learning styles and needs, and expect that all of your students can achieve?***

Consider each of the statements below. Choose the response that most accurately represents your performance.

I understand how students learn and I know the developmental characteristics of different age groups of students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use my knowledge of what students know and are able to do to meet the needs of all of my students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I expect that all students will achieve to their full potential.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate respect for my students' diverse cultures, language skills and experiences.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I assist in the appropriate identification, instruction, and intervention for gifted students, students with disabilities and at-risk students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

The **Ohio Continuum Tool for Teacher Self-Assessment** was developed to enable teachers to reflect and self-assess more deeply against the benchmarks of the indicators in the standards and to consider evidence supporting their self-assessment.

Ohio Continuum Tool for Teacher Self-Assessment

Name: _____ **Date:** _____

Directions:

- **Read across the row of indicators for each element of each standard**
- **Underline or highlight the descriptors that best match your teaching performance**
- **Record the evidence that supports your rating**

Standard 1: STUDENTS

Teachers understand student learning and development and respect the diversity of the students they teach.

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Element 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	**Knowledge of Human Development**					
	Teachers demonstrate an understanding of research on human (student) development (physical, social, emotional, cognitive, and linguistic). They demonstrate understanding that student development (physical, social, emotional, cognitive and linguistic) influences learning and plan instruction accordingly.	…**and** Teachers examine student development (physical, social, emotional, cognitive, and linguistic) to identify student readiness in order to design instruction.	…**and** Teachers demonstrate their knowledge of how learning occurs. They understand how students acquire skills and develop disciplinary thinking processes; they create learning activities and select appropriate instructional strategies for students' ages, abilities and learning styles.	…**and** Teachers analyze individual and group performance in order to design instruction that meets a range of learner needs.	…**and** Teachers provide leadership to colleagues on utilizing research on cognitive, social and emotional development to establish differentiated goals that meet the needs of each student.	
Element 1.2	**Understanding of Student's Knowledge and Skills**					

Self-Assessment Summary Tool

Name: _____ Date: _____

Directions: Teachers should briefly describe 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.

Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students • Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations			
Standard 2: Content • Knowledge of content • Use of content- specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio academic content standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities			
Standard 3: Assessment • Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting			

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Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 4: Instruction • Alignment to school and district priorities and Ohio academic content standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs			
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 an environment that is conducive to learning for all students			
Standard 6: Collaboration & 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			

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Step 3: Analysis of Student Data (for Options A, B, and C)

Effective teachers regularly review evidence of their students' learning to assess the current level of performance against a set of desired learning goals. By examining student work teachers have the opportunity to assess the impact of their own teaching on student progress, identify specific learning needs, and consider how to adjust instruction in response to those needs. It is important that teachers examine a range of data types and sources so as to ensure they have a comprehensive understanding of what their students know and are able to do to support the design and implementation of appropriate and relevant learning activities to foster the growth of students over time.

As part of the Ohio Teacher Evaluation System teachers are required to gather data about their students to complete a Data Measures Inventory. A variety of sources should be examined in order to create a comprehensive picture of the students they teach. Teachers will be asked to:

- Identify demographic data about their students and school/district (age ranges, ethnicity, SES, attendance or graduation rates);
- Examine the range of student learning needs ;
- Describe evidence of academic performance of students as indicated by previously administered assessment; and
- Formatively assess student progress during the academic year.

For elementary teachers who are self-contained, teachers will select a subject area to focus on such as English language arts or mathematics. For teachers who teach a specific discipline or set of subjects, they will select one class to gather data.

To gather this data, teachers may consult these resources:

- District and Building Local Report Card
- EMIS report for class or class period
- Other data sources as needed and/or available

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Data Measures Inventory for the Classroom

Teacher Name: Grade Level: Subject Area: Date:

Classroom Data		Building-Level Data*
Total Number of Students Age Range	Number of Male Students Number of Female Students	Attendance and/or Graduation Rates (percentage for building or district as relevant)* Attendance Rates Graduation Rate
Ethnicity of Students (give numbers of students) Black, non-Hispanic Native American/Alaskan Native Asian/Pacific Islander Hispanic White, non-Hispanic Other:	Language Proficiency of Students (give numbers of students) Fluent English Proficient Limited English Proficient	Previously demonstrated academic performance (percentage for building for grades 3-8 and 10 for all tested subjects)* Limited Basic Proficient Accelerated Advanced
Identified Special Needs Categories (give numbers of students) Speech/language impaired Specific learning disability Visually and/or hearing impaired Developmentally delayed Autism Emotionally disturbed Gifted Other (Specify) :		

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Formative Assessment Data Gathered During Current School Year *Specify academic area of assessment:* *Describe student performance outcomes:*		Percentage Economically Disadvantaged* **Use Ohio Report Card data*

Step 4: Assessment of Teacher Expertise and Performance (for Options A, B, and C)

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

This step in OTES differs for new teachers and for more experienced teachers and by the annual evaluation cycle.

Option A: Beginning Teacher
Teachers will engage in the Formal Observation Process (4.a) only.

Option B: Career/Continuing Teacher (Local Contract Non-Evaluation Year)
Teachers will engage in the Goal-Setting Process (4.b) and complete a Professional Project (4.c).

Option C: Career/Continuing Teacher (Local Contract Evaluation Year)
Teachers will engage in the Formal Observation Process (4.a) and the Goal-Setting Process (4.b).

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Step 4.a (for Options A and C): 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.

Steps 4.a.1 & 4.a.2: Planning and observation of classroom teaching and learning

A planning tool is used to help the teacher and evaluator prepare for the observation. 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. During the classroom observation, the evaluator documents specific information related to teaching and learning.

Steps 4.a.3 & 4.a.4: Reflection and formative assessment of the classroom observation

Following the lesson, the teacher reflects on the lesson and how well the student learning outcomes were met. Professional conversations 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 which may become part of the teacher's professional development plan.

Note that in OTES, the observation process includes guidelines for formal observations and for focused observations. The specific terms used to describe these types of observations will vary by district, dependent upon the local contract. Some districts may refer to the OTES formal observation as a clinical observation. Some districts may refer to the OTES focused observation as an informal observation. In OTES, the terms are used as follows:

- The **Formal Observation** is one in which the evaluator spends an extended period of time (at least 30 minutes) observing the delivery of a complete lesson or unit of study and makes notes across various elements of the teacher's performance.
- The **Focused Observation** is an informal, brief observation that may be scheduled or unscheduled and is designed to provide ongoing support or guidance in a focused area of performance for teachers following Options B or C. (It is anticipated that this type of focused support or guidance will be provided by mentors in the residency program for new teachers.)

The Ohio Department of Education expects that this terminology will vary by district, but expects these elements to be in place in a comprehensive evaluation system. The expectation in OTES is that resident educators will be evaluated in part on **two** announced formal observations, which follow the OTES protocol. Teachers following Option C, in local contract evaluation years, will also be evaluated in part on the basis of **two** announced formal observations, as well as on focused observations as needed.

* Evaluator refers to an administrator, consultant, or peer conducting the observation

The Formal Observation Process

Plan

4.a.1 Pre-Conference (Evaluator and Teacher)
Tool: Pre-Observation Planning and Lesson Reflection Form

Observe

4.a.2 Classroom Observation (Evaluator)
Tool: Observation Narrative Form
Focused Observation Form

Reflect

4.a.3 Lesson Reflection (Teacher)
Tool: Pre-Observation Planning and Lesson Reflection Form

Formative Assessment

4.a.4 Post-Conference (Evaluator and Teacher)
Tool: Observation Narrative Form

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Step 4.a (for Options A and C): The Formal Observation Process (continued)

STEP 4.a.1

Pre-Conference ***Tool: Pre-Observation Planning and Lesson Reflection Form***

A pre-observation conference is held prior to each formal observation. The teacher completes the left side of the **Pre-Observation Planning and Lesson Reflection Form** when preparing for the pre-observation conference with the evaluator*. The purpose of the Pre-Observation Planning Form is to serve as a discussion guide to focus conversation on the teacher's decision-making process in planning the lesson to be observed. 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) must 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.

STEP 4.a.2

Formal Observation ***Tool: Observation Narrative Form***

Teachers following Option A or Option C will participate in a minimum of two formal observations, following OTES protocols. 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. A formal observation narrative completed by the evaluator must be used to document each formal observation. The results of each formal observation are reviewed with the teacher during the post-observation conference. Formal observation records may include a written script or summary based on Standards 1-5 and "next steps" for both the teacher and evaluator. Formal observations will not include videotaping or sound recordings except with the written permission of the teacher.

* Evaluator refers to an administrator, consultant, or peer conducting the observation.

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Focused observations (Standards 1-5) may be used as needed. Focused observations are brief, usually 10 to 15 minutes in length, and may focus on a particular component of the lesson/unit or specific standard. A focused observation form may be used by the evaluator* to document information which provides immediate feedback to the teacher in order to improve instruction, and/or monitor the progress of instructional practices and district initiatives. Focused observations may target instructional practices leading to the development of goals, and may be used to validate what is working well or areas for professional growth.

STEP 4.a.3
Lesson Reflection ***Tool: Pre-Observation Planning and Lesson Reflection Form***

Reflection is an on-going process and important to the growth and development of the teacher. Each lesson should be evaluated on effective teaching and student learning. The teacher must reflect on the success of the lesson—what worked and what might need to be modified. Typically, lesson design is improved through this process. Immediately following the lesson, the teacher should write his/her thoughts on the right side of the form. A copy of this form is taken to the post-observation conference, and shared with the evaluator.

STEP 4.a.4
Post-Conference ***Tool: Observation Narrative Form & Professionalism Form***

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. In general, the discussion needs to focus on how successful the lesson was, and if the students learned what the teacher had planned for them to learn. For students who had difficulty learning the content, the teacher may modify the lesson and/or develop a plan with activities for remediation. Teachers may bring additional evidence or artifacts 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. During the conference, the evaluator may identify the next steps in terms of professional development or assistance to help the teacher move forward. The evaluator may also include commendations/areas of strength.

Please refer to local contract procedures which address the communication and explanation of the observation process to be used with teachers.

* Evaluator refers to an administrator, consultant, or peer conducting the observation

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Pre-Observation Conference: Guidelines for Evaluators — Step 4.a.1

At a minimum, all teachers should bring the following to their pre-observation conference meeting:

- A completed self-assessment (which may include the completed ***Using the Standards for the Teaching Profession for Self-Assessment*** tool, the ***Ohio Continuum Tool for Teacher Self-Assessment,*** and the ***Self-Assessment Summary Tool***)
- A completed ***Analysis of Student Data***
- The ***Pre-Observation Planning and Lesson Reflection Form*** with the left side completed

These will serve as the basis of the content of the pre-observation conference discussion.

In addition, evaluators should bring copies of:

- The ***Observation Narrative Form***
- The ***Observation Rating Rubric***

These documents will be helpful to make the evaluation transparent and provide teachers with detailed insight into the criteria for evaluation.

During the pre-observation conference, questions like the following will be helpful for evaluators to better understand the teacher's instructional planning process and thinking:

- What are the demographics of the student population in the classroom?
- What is known about the level of students in terms of their skills and content knowledge?
- How do these demographics and assessment data translate into specific student needs?
- How will the planned instruction meet the needs of these students?
- What are the teacher's strengths to meet the needs of these students?
- What can the teacher do (areas for growth) to better meet these student needs?

As a result of the conference, teachers may make revisions to the ***Pre-Observation Planning and Lesson Reflection Form.***

NOTE: The Appendix to the OTES document includes suggestions for effective questioning in teacher-evaluator conferences. Please consult this Appendix for additional guidance in planning and carrying out effective teacher-evaluator conferences.

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Pre-Observation Planning and Lesson Reflection Form

Teacher Name_____

Directions to Teachers:
Complete the **left side of this form (as a guide) prior to the lesson** to be observed. Note that the questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation. You may also choose to attach lesson or unit plans. Provide your evaluator with a copy of this form to be used for discussion during the pre-observation conference and for reference during the classroom observation.
Complete the **right side of this form following the lesson** that was observed. Use this form to reflect on the lesson, and take a copy to your evaluator to be used for discussion during the post-observation conference.

		Planning (Pre-Observation)	Reflection (Post-Observation)
PLAN	**FOCUS (Standard 4: Instruction)** • What is the focus for the lesson? • What content will students know/understand? What skills will they demonstrate? • What standards are addressed in the planned instruction? • Why is this learning important?		
	ASSESSMENT DATA (Standard 3: Assessment) • What assessment data was examined to inform this lesson planning? • What does pre-assessment data indicate about student learning needs?		
	PRIOR CONTENT KNOWLEDGE/ SEQUENCE/CONNECTIONS (Standard 1: Students / Standard 2: Content / Standard 4: Instruction) • What prior knowledge do students need? • What are the connections to previous and future learning? • How does this lesson connect to students' real-life experiences and/or possible careers? • How does it connect to other disciplines?		

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Pre-Observation Planning and Lesson Reflection Form (page 2)

		Planning (Pre-Observation)	Reflection (Post-Observation)
PLAN	**KNOWLEDGE OF STUDENTS (Standard 1: Students)** • What should the evaluator know about the student population? (See *Data Measures Inventory for the Classroom*) • How is this a developmentally appropriate learning activity?		
TEACH	**LESSON DELIVERY (Standard 2: Content / Standard 4: Instruction)** • How will the goals for learning be communicated to students? • What instructional strategies and methods will be used to engage students and promote independent learning and problem solving? • What strategies will be used to make sure all students achieve lesson goals? • How will content-specific concepts, assumptions, and skills be taught?		
	DIFFERENTIATION (Standard 1: Students / Standard 4: Instruction) • How will the instructional strategies address all students' learning needs? • How will the lesson engage and challenge students of all levels? • How will developmental gaps be addressed?		

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Pre-Observation Planning and Lesson Reflection Form (page 3)

		Planning (Pre-Observation)	Reflection (Post-Observation)
TEACH	**RESOURCES (Standard 2: Content / Standard 4: Instruction)** • What resources/materials will be used in instruction? • How will technology be integrated into lesson delivery?		
	CLASSROOM ENVIRONMENT (Standard 1: Students / Standard 5: Learning Environment) • How will the environment support all students? • How will different grouping strategies be used? • How will safety in the classroom be ensured? • How will respect for all be modeled and taught?		
ASSESS	**ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)** • How will you check for understanding during the lesson? • What specific products or demonstrations will assess student learning / achievement of goals for instruction? • How will you ensure that students understand how they are doing and support students' self-assessment? • How will you use assessment data to inform your next steps?		

Pre-Conference Initials: **Teacher** _____ **Evaluator** _____ **Date & Time of Pre-Conference:** _____

Post-Conference Initials: **Teacher** _____ **Evaluator** _____ **Date & Time of Post-Conference:** _____

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Formal Observation: Guidelines for Evaluators

Step 4.a.2

Evaluators should bring the following to the formal observation:

- The most recent version of the teacher's ***Pre-Observation Planning and Lesson Reflection Form*** (with any revisions from the conference)
- The ***Observation Narrative Form***
- The ***Evaluator's Observation Notes Form*** (optional)

The evaluator should use the ***Observation Narrative Form*** to record observable evidence around each element on the form. (Or, if the evaluator prefer, he or she can use the optional ***Evaluator's Observation Notes Form*** and then transfer these notes onto the ***Observation Narrative Form*** to be shared during the conference with the teacher.) Observation notes should document what is observable in the classroom – what is seen, heard, or observed. These notes should not include an evaluation or analysis of what this evidence suggests about the teacher's practice.

All criteria may not be seen in one formal observation. The OTES system was designed with the assumption that evaluators would see a teacher's performance in each of these areas over time and that additional artifacts and data can be collected over the course of the year and discussed in teacher-evaluator conferences to provide evidence of the teacher's performance in each area.

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Evaluator's Observation Notes Form (Optional)

Teacher _____ **Date** _____ **Observation (circle one)** **1** **2**

The evaluator may use this form to record notes during the observation and then transfer them to the ***Observation Narrative Form*** for the conference. If the evaluator uses this abbreviated form, the longer form should be reviewed prior to ensure that the evaluator captures important observations and evidence.

Criteria for Observation	Evaluator Observations
TEACH: Lesson Delivery • Activities to promote independence and problem-solving • Content- specific instructional strategies • Knowledge of how students learn • Understanding of content-specific knowledge/skills	
TEACH: Differentiation • Identification, instruction and intervention for special populations • Differentiation of instruction	
TEACH: Resources • Varied resources to support learner needs • Use of technology	

Criteria for Observation	Evaluator Observations
TEACH: Classroom Environment • Motivation strategies • Independent and collaborative work • Safe and respectful environment • Conducive to learning for all	
ASSESS: Assessment of Student Learning • Varied diagnostic, formative and summative assessments • Data to monitor progress and plan, differentiate, and modify instruction • Student self-assessment • Communication of results	

Observation Narrative Form

Observation (circle one) **1** **2**

Teacher _____

School _____

Subject _____

Grade _____

Evaluator _____

Date & Time of Pre-Conference _____

Date & Time of Observation _____

Date & Time of Post-Conference _____

DIRECTIONS: During the classroom observation, the evaluator records evidence for each of the following.

	Criteria for Observation	Possible Sources of Evidence[1]	Evaluator Observations

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[1] The *Possible Sources of Evidence* are intended to serve as a guide; it is not expected that the evaluator will see every source of evidence listed in every observation.

	Criteria for Observation	Possible Sources of Evidence[1]	Evaluator Observations
TEACH	**<u>LESSON DELIVERY</u>** **(Standard 2: Content / Standard 4: Instruction)** • Use of activities to promote independence and problem-solving • Use of content-specific instructional strategies to teach concepts and skills • Application of knowledge of how students learn to instructional design and delivery • Demonstration of accurate understanding of content-specific knowledge and skills	• Clear procedures • Clarity of objectives • Student understanding of objectives and of how to participate • Meaningful use of examples to support student learning • Student behaviors and products that indicate engagement • Evidence of standards in delivery of lesson • Accurate delivery of content; effective communication of content • Use of strategies to engage all students in learning	

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	Criteria for Observation	Possible Sources of Evidence[1]	Evaluator Observations
	DIFFERENTIATION **(Standard 1: Students / Standard 4: Instruction)** • Identification, instruction and intervention for special populations • Differentiation of instruction to support learning needs of all students	• Evidence of differentiation • Attempt to modify pace, content, products for individuals or groups • All students appear appropriately challenged	
	RESOURCES **(Standard 2: Content / Standard 4: Instruction)** • Use of varied resources to support learner needs • Use of technology as appropriate to support learning and engagement	• Resources appropriate to students • Resources aligned with objectives • Meaningful integration and use of technology	

	Criteria for Observation	Possible Sources of Evidence[1]	Evaluator Observations
	<u>CLASSROOM ENVIRONMENT</u> **(Standard 1: Students / Standard 5: Environment**) • Use of strategies to motivate students to work productively • Creation of learning situations for independent and collaborative work • Maintenance of an environment that is safe, respectful and conducive to learning for all students	• Students are engaged • Students are working independently • Students are working in different groups, independently, as a whole class • Involvement of students • Demonstrations of confidence in students (can-do comments and high expectations) • Respectful environment (demonstrated by teacher's concern, warmth, sincerity, eye contact, listening, consistent treatment of all students)	

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	Criteria for Observation	Possible Sources of Evidence[1]	Evaluator Observations
ASSESS	**<u>ASSESSMENT OF STUDENT LEARNING</u>** **(Standard 3: Assessment)** • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor progress and plan, differentiate, and modify instruction • Student involvement in self-assessment • Communication of results	• Assessment strategies align to focus of learning • Assessments allow for demonstration of learning • Assessments are varied • Assessments are systematic • Assessments are appropriate to lesson/students • Understanding is monitored through: o Checking work o Asking questions o Verbal/nonverbal cues o Feedback	

Teacher's Signature _____ **Date** _____

Evaluator's Signature _____ **Date** _____

Note: The teacher and evaluator will sign the ***Observation Narrative Form*** to indicate that the lesson has been reviewed and discussed, not that the teacher necessarily agrees with the observation comments on this form.

Focused Observation Form (Optional)

Focused observations are intended to be used as needed in OTES to gather focused information.

Teacher _____ Date _____ Grade/Class _____ Subject _____

Time in: _____ Time-out: _____

Evaluator's Signature _____ Date _____ Teacher's Initials (receipt of copy) _____ Date _____

Focus of Observation:	**Focus of Observation:**
O Students O Content O Assessment O Instruction O Learning Environment	**O Students O Content O Assessment O Instruction O Learning Environment**

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Observation Rating Rubric (for Options A and C)

Observation (circle one) **1** **2**

Teacher _____

School _____

Subject _____

Grade _____

Evaluator _____

Date & Time of Pre-Conference _____

Date & Time of Observation _____

Date & Time of Post-Conference _____

DIRECTIONS: After the classroom observation, the evaluator rates the teacher's performance for each of the following criteria. (Note that in Race to the Top, the levels of teacher performance are described as ineffective, effective, and highly effective. In Ohio's model, effective corresponds to proficient and highly effective corresponds to accomplished.)

		Ineffective	Developing	Proficient	Accomplished	Evidence

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		Ineffective	Developing	Proficient	Accomplished	Evidence
PLAN	**FOCUS FOR LEARNING (Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference	The teacher does not have a clear focus for student learning or the objective is too general to guide lesson planning or the objective is inappropriate for the students.	The teacher states a focus for student learning that is appropriate for students.	The teacher develops a measurable objective for student learning that aligns with the Ohio standards. The teacher can explain the importance of the objective and its appropriateness for students.	The teacher develops an ambitious and measurable objective for student learning that aligns with the Ohio standards. Teacher can explain how the objective fits into the broader unit and course goals for content learning and skills.	
PLAN	**ASSESSMENT DATA (Standard 3: Assessment)** *Sources of Evidence:* Pre-Conference	The teacher plans instruction without analyzing student learning data.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning. There is evidence of more than one measure of student performance. The teacher may, however, have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher aligns assessment plan to Ohio Academic Content Standards using clear measurement criteria and multiple measures of student performance. The teacher utilizes assessment data to identify students' strengths and needs to plan and modify instruction. Evidence indicates that student learning needs were accurately identified.	The teacher aligns assessment plan to Ohio Academic Content Standards using clear measurement criteria and multiple measures of student performance. The teacher uses student data to inform lesson design and implement targeted strategies for instruction.	

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		Ineffective	Developing	Proficient	Accomplished	Evidence
PLAN	**PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference	The teacher makes no effort to have the lesson build on or connect to students' prior knowledge, or the teacher may make an effort that is ineffective or may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.	The teacher states how the lesson connects to students' prior knowledge and/or to previous lessons and will prepare students for future learning.	The teacher makes clear and coherent connections with students' prior and future learning—both explicitly to students and within the lesson. When relevant, the teacher connects the content being learned to other disciplines and to real-world experiences and careers.	The lesson builds on students' prior knowledge in a significant and meaningful way. The teacher can accurately explain how the lesson fits within the structure of the discipline. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers.	

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		Ineffective	Developing	Proficient	Accomplished	Evidence
PLAN	**KNOWLEDGE OF STUDENTS (Standard 1: Students)** *Sources of Evidence:* Analysis of Student Data Pre-Conference	The teacher demonstrates a lack of understanding of why it is important to become familiar with students' backgrounds, does not know how to find this information, and lacks familiarity with students' backgrounds. The teacher's plan for instruction does not suggest an understanding of: o Student development (physical, social, emotional, cognitive, linguistic) o Student learning and preferred learning styles o Students' backgrounds/prior experiences	The teacher demonstrates some understanding of why it is important to become familiar with students' background experiences, describes one procedure used to obtain this information, and has some familiarity with the background knowledge and experiences of students in the class. The teacher makes an attempt to tailor the instructional plan to the specific population of students in the classroom.	The teacher can describe the population of students in the classroom and articulate their instructional needs. The teacher's plan shows evidence of an analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	The teacher demonstrates a comprehensive understanding of why it is important to become familiar with students' background experiences, describes several procedures used to obtain this information, and demonstrates a clear understanding of students' background knowledge and experiences. The teacher's analysis of student data shows a deep understanding of how to connect the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.	

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		Ineffective	Developing	Proficient	Accomplished	Evidence
TEACH	**LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference Formal Observation	The lesson is disorganized and students seem confused. Explanations may be unclear or incoherent, and they are generally ineffective in building student understanding. The teachers' strategies fail to engage students, are inappropriate to the content, or discourage independent or creative thinking. Students may frequently ask questions that show confusion or frustration. Or, the teacher presents information inaccurately, leaving students with a significant misunderstanding. The lesson is almost entirely teacher directed.	Teacher explanations are generally clear and coherent and accurate. Some language, but not necessarily all, is developmentally appropriate and precise. The teacher demonstrates an effort to re-explain when students show confusion, but is not always able to provide an effective alternative explanation. Students may ask some clarifying questions.	Teacher explanations are clear and coherent and accurate. The language the teacher uses is developmentally appropriate and precise. When students demonstrate confusion, the teacher provides an alternative explanation or uses different instructional strategies. The teacher encourages students to think independently, creatively, or critically about the content.	Teacher explanations are clear and coherent and accurate. The teacher uses developmentally appropriate language and explanations, using specific academic language as appropriate. Students' questions show engagement and connections. The teacher develops high-level understanding through effective questioning and varied levels of questions. The teacher uses strategies that are designed to actively encourage independent, creative, and critical thinking among all.	

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		Ineffective	Developing	Proficient	Accomplished	Evidence
TEACH	**DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference Formal Observation	The lesson is not accessible to most students. The lesson is not challenging to most students. The teacher may give students only one way to engage with the content.	The teacher makes the lesson accessible to most students, though some may not be able to access certain parts of the lesson or some students may not be challenged. The teacher provides student with more than one way to engage with content.	The teacher attempts to differentiate for individual and/or group needs through varying strategies, activities, materials, and/or pacing.	The teacher makes the lesson accessible and challenging for nearly all students at different learning levels. There is evidence that the teacher knows each student's level and ensures that the lesson meets all students where they are.	
TEACH	**RESOURCES (Standard 2: Content; Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference Formal Observation	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students. Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. Technology is not used or is used ineffectively or without meaningful integration into lesson or support for student use.	Instructional materials and resources are only partially suitable to instructional purposes, or students are only partially engaged with them. Routines for handling materials and supplies function moderately well, but with some loss of instructional time. Technology is used to support the lesson.	Instructional materials and resources are aligned to the instructional purposes, appropriate for students, and engage students mentally. Routines for handling materials and supplies occur smoothly with little loss of instructional time. Technology is used effectively to meet the objectives of the lesson and teachers facilitate student access to technology.	Instructional materials are varied and appropriate to ability levels of students, actively engage students and are suitable to instructional purposes. Routines for handling materials and supplies work effectively, with teacher and students assuming responsibility for smooth operation. Technology is meaningfully integrated into the lesson to convey key subject matter concepts and serves a clear purpose for student learning and/or engagement.	

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		Ineffective	Developing	Proficient	Accomplished	Evidence
TEACH	**CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment)** *Sources of Evidence:* Pre-Conference Formal Observation	There is little or no evidence of a positive rapport between the teacher and students. There are no evident routines or procedures; students seem unclear about what they should be doing. Transitions are inefficient and lessons progress slowly enough that students are frequently disengaged. The learning environment may pose safety hazards for students.	Routines and procedures are in place, but require teacher prompting and direction when students are unclear or idle. The teacher is fair in the treatment of students and establishes a basic rapport with them. Attention is paid to the safety of the classroom environment.	The teacher transitions between learning activities and uses instructional time effectively. There is evidence of varied learning situations; whole class, cooperative learning, small group and independent work. The teacher has positive rapport with students and demonstrates respect for and interest in all students. The classroom environment and routines are set up to ensure the safety of students.	The teacher has positive rapport with students and demonstrates respect for and interest in individual student's experiences, thoughts and opinions. There are high expectations for learning. Routines and procedures run smoothly and the lesson progresses at a quick pace. The classroom environment and routines are set up to ensure the safety of students.	

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		Ineffective	Developing	Proficient	Accomplished	Evidence
ASSESS	**ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)** *Sources of Evidence:* Pre-Conference Formal Observation Post-Conference	The teacher does not routinely use assessments to measure student mastery. The teacher rarely or never checks for understanding of content. The teacher fails to get an accurate read of the class's understanding. The teacher fails to make adjustments in response to student confusion. The teacher persists in using a particular technique for responding to misunderstandings, even when it is not succeeding. The plan for evaluation may be inappropriate to either the lesson or the students. The teacher does not provide students with feedback about their learning.	The teacher uses assessments to measure student mastery. The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but may sometimes persist in using a particular technique even when it is not succeeding. The teacher has a plan for assessing student learning that aligns with the lesson and is appropriate for students. Students receive feedback about their performance.	The teacher routinely uses assessments to measure student mastery. The teacher responds to some student misunderstandings with effective scaffolding. The teacher plans products or demonstrations of understanding that will show whether students can apply knowledge appropriately, correctly, and independently in new situations. Students receive feedback about their performance and demonstrate understanding of how they are doing.	The teacher routinely uses assessments to measure student mastery and provides different ways to demonstrate mastery. The teacher checks for understanding at most key moments and makes whole-class adjustments accordingly. When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and uses an alternative way to explain the concept. The teacher can articulate what the students best understood, what areas remain challenges, and how these will be woven into subsequent lessons. Students receive substantive and specific feedback. Students are engaged in self-assessment and show awareness of their own strengths and weaknesses.	

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Post-Observation Conference: Suggestions for Discussion

Observation: 1 2

The Post-Observation Conference is intended for discussion of the strengths of the lesson observed, and discussion of next steps. The ***Observation Rating Rubric*** can be used to provide the teacher with an understanding of how his or her performance is rated on a scale; the conference is intended to provide formative information that will guide professional planning and learning.

In the Post-Observation Conference, the teacher and evaluator should review and discuss:

- The *Observation Narrative Form,*
- The *Observation Rating Rubric,* and
- Additional relevant artifacts or evidence to support the teacher's performance in Standards 1 through 5.

The teacher and evaluator may also want to discuss the teacher's responses to the suggested questions below:

Evaluation of Lesson

- Did this lesson accomplish what you intended? Why or why not?
- What were the strengths of this lesson? If you had concerns, what were they?

Evaluation of Student Learning

- How successful were your students?
- How will you adapt future instruction based on your assessment of student learning?

Reflection on Observation Process

- What does the observation data tell you about your teaching and students' learning?
- What feedback do you have about this process and our work together?

Next Steps

- What did you learn from this lesson that you will use the next time you work with this group of students?
- What other conclusions can you draw?
- What support will you need in your next steps?

NOTE: The Appendix to the OTES document includes suggestions for effective questioning in teacher-evaluator conferences. Please consult this Appendix for additional guidance in planning and carrying out effective teacher-evaluator conferences.

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Post-Observation Conference: Rating Rubric Summary Form

Observation: 1 2

The ***Observation Rating Rubric*** is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. An evaluator will not rate a teacher separately on each individual statement within the rubric, but instead will assess the teacher's overall performance. This assessment should inform the planning of next steps.

Teacher Name **Evaluator Name**

Holistic rating for:

Plan	*Ineffective*	*Developing*	*Proficient*	*Accomplished*
Teach	*Ineffective*	*Developing*	*Proficient*	*Accomplished*
Assess	*Ineffective*	*Developing*	*Proficient*	*Accomplished*

Overall recommended rating: *Ineffective* *Developing* *Proficient* *Accomplished*

Next Steps:

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The teacher and evaluator will sign the Rating Rubric Summary Form to indicate that the Holistic Rating of the lesson and the Overall Recommended Rating has been shared and discussed. The "Next Steps" section may be completed by the evaluator or may be completed collaboratively at the conference. If the Overall Rating is "Ineffective" comments must be included in the "Next Steps" section of this form. These comments will provide direction and focus to the teacher for areas of improvement.

Teacher's Signature _____ **Date** _____ **Evaluator's Signature** _____ **Date** _____

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 observation record.

Step 4.b: The Goal-Setting Process (Options B and C)

The OTES goal-setting process is intended as a way for career and continuing teachers (Options B and C) to enhance or improve specific aspects of their teaching. Clear professional goals provide focus and direction to improving practice and have a direct impact on student learning. Meaningful goals help stretch teachers to higher levels of performance and effectiveness. Professional goal-setting should complement the IPDP process.

Goals should be developed using multiple sources of data, including self-assessment based on the standards (Step 2 in OTES), student learning data (Step 3 in OTES), and district/ school goals. To positively impact instruction and achievement, goals must be based on an accurate assessment of teacher performance and student learning needs. Goals should meet SMART criteria:

S – Specific (What do I want to measure?)
M – Measurable (How am I going to measure it?)
A – Attainable (Is this a reasonable goal?)
R – Results-oriented (What will my goal look like when I've reached it?)
T – Time-Bound (When will I reach my goal?)

Through the goal-setting process, it is assumed that teachers will meet with their evaluators at least three times—(1) to set goals, (2) to assess progress, and (3) to reflect on the work at the end of the academic year.

Initial Goal-Setting Conference

Part 1 (*Goal-Setting and Planning;* Parts 1.1 and 1.2 for Goals 1 and 2) of the **Professional Goal-Setting Tool** is intended for the first conference.

Teachers will want to complete Part 1 (*Goal-Setting and Planning;* Parts 1.1 and 1.2 for Goals 1 and 2) prior to the meeting, with the plan of collaboratively reviewing Part 1 with their evaluators and then jointly finalizing the data sources, goals, outcomes, and timelines.

At the end of the first meeting, the teacher and evaluator should determine the date for the next meeting—the mid-point progress check.

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Second Conference – Mid-Point Progress

Prior to the meeting, the teacher should complete Part 2 (*Mid-Year Progress Check*) in the **Professional Goal-Setting Tool.** The teacher should also bring any relevant data or artifacts to demonstrate progress towards the goals.

At the conference, the teacher and evaluator should discuss progress toward the goals.

The evaluator should complete the evaluator portion of Part 2 (*Mid-Year Progress Check*). The evaluator may wish to discuss next steps. The evaluator should review the **Professional Goal-Setting Rating** form together and discuss the teacher's performance to date.

At the end of the second meeting, the teacher and evaluator should determine the date for the final meeting.

Third Conference – Evaluation and Reflection

Prior the third, and final, meeting, the teacher should complete Part 3 (*End-of-Year Evaluation and Reflection*) in the **Professional Goal-Setting Tool.** The teacher should also bring any relevant data or artifacts to demonstrate progress towards the goals.

At the conference, the teacher and evaluator should discuss the teacher's success towards meeting the goals, and the evaluator should complete the evaluator section of Part 3 (*End-of-Year Evaluation and Reflection*).

Then, the evaluator and teacher should review the **Professional Goal-Setting Rating** form and discuss a recommended rating for the teacher's goal-setting process.

NOTE: The Appendix to the OTES document includes suggestions for effective questioning in teacher-evaluator conferences. Please consult this Appendix for additional guidance in planning and carrying out effective teacher-evaluator conferences.

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Professional Goal-Setting Tool (Part 1.1 for Goal 1)

Teacher Name: _____

Part 1.1: Goal-Setting and Planning (to be completed by the teacher and evaluator at the beginning of the year)			
Date of Goal-Setting and Planning Conference:			
Data Sources that Indicate Need for Action (from Data Measures Inventory as relevant) 1. 2. 3.			
Standard for Goal 1 (circle one): **Students, Content, Assessment, Instruction, Learning Environment, Collaboration & Communication, Professional Responsibility and Growth**			
SMART (specific, measurable, attainable, relevant, and time-bound) Goal 1:			
Action Steps for Goal 1	**Evidence Indicators**	**Evidence/Artifacts to Collect**	**Timeline**

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Professional Goal-Setting Tool (Part 1.2 for Goal 2)

Part 1.2: Goal-Setting and Planning (to be completed by the teacher and evaluator at the beginning of the year)			
Date of Goal-Setting and Planning Conference:			
Data Sources that Indicate Need for Action (from Data Measures Inventory as relevant) 1. 2. 3.			
Standard for Goal 2 (circle one): **Students, Content, Assessment, Instruction, Learning Environment, Collaboration & Communication, Professional Responsibility and Growth**			
SMART (specific, measurable, attainable, relevant, and time-bound) Goal 2:			
Action Steps for Goal 2	**Evidence Indicators**	**Evidence/Artifacts to Collect**	**Timeline**

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Professional Goal-Setting Tool (Parts 2 and 3)

Part 2: Mid-Year Progress Check (Goals 1 and 2)	
Date of Mid-Year Progress Check Conference:	
For teacher to complete: *What has been your progress so far – action steps, evidence collection?* *How has this work impacted your teaching and student learning?* *What are your next steps?*	**For evaluator to complete:** *How successful has the teacher been to date at working towards the goals?* *What support would be helpful for this teacher to meet these goals?*
Part 3: End-of-Year Evaluation and Reflection (Goals 1 and 2)	
Date of End-of-Year Conference:	
For teacher to complete: *What have you learned?* *What did you accomplish by working on these goals?* *Will you continue to work on this goals?*	**For evaluator to complete:** Evaluation of final outcomes: *How well did teacher meet the goals?* Impact on student learning: *How did this work effect student learning?*

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Teacher's Signature:	Date:	Evaluator's Signature:	Date:

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Professional Goal-Setting Rating

In OTES, the work that teachers put into the goal-setting process informs the end-of-year summative rating of the teacher's effectiveness. Evaluators may want to use a rubric like the following to rate the teacher's performance. Because teachers have engaged in the goal-setting process with their evaluators, many potential problems will have likely been resolved early in the process. By the end of the process, it is assumed that teachers will have set measurable, rigorous goals and taken clear steps to achieve them.

Professional Goal-Setting Rating Rubric				
	Ineffective	**Developing**	**Proficient**	**Accomplished**
NEEDS ASSESSMENT/ DATA SOURCES	• Data are not used to identify needs. • Goals are not tied to the standards. • Goals are not rigorous or measurable.	• Data are reviewed, but the needs of specific student groups are not examined in depth. • Goals are tied generally to standards.	• Data are reviewed for strengths and weaknesses and for specific groups of students. • Goals target specific standards.	• Multiple data sources are reviewed in depth. • Goals target specific standards.
ACTION STEPS/ EVIDENCE INDICATORS	• Goals are not measurable. • Planned steps do not allow for mid-point progress check. • Planned steps do not reflect good practices. • Teacher does not meet timeline for action steps. • No artifacts are collected to demonstrate progress.	• Goals are measurable. • Action steps link to the goal but may not allow for regular progress checks. • Planned steps reflect good teaching practices. • Teacher may not meet timeline for all action steps. • Limited artifacts are collected to demonstrate progress.	• Goals are measurable. • Action steps are clearly linked to the goal and allow for mid-point progress check. • Planned steps reflect good teaching practices. • Teacher meets timeline for action steps. • Artifacts collected demonstrate progress towards goals.	• Goals are measurable. • Action steps align with the goal and allow for regular progress checks. • Planned steps are strongly based in reliable and valid research-based practices. • Teacher meets set timelines, and may set additional steps and timelines as a result of progress checks. • Artifacts provide strong and thorough evidence.
EVALUATION/ REFLECTION	• Goals are not rigorous. • Goals are not met. • Teacher cannot reflect thoughtfully on the process or convey learning.	• Goals are easily obtained; not a stretch for teacher. • Teacher demonstrates limited reflection on learning.	• Goals are challenging. • Goals are met or, if not, teacher communicates learning and next steps.	• Goals are rigorous; achievement is demanding. • Goals are met or, if not, teacher can communicate learning from goals and next steps based on data.

Step 4.c: The Professional Project (Option B)

In OTES, experienced teachers who are in a non-evaluation year for their local contracts may choose to complete a professional project for their annual evaluation.

This project will be data-based and should connect with one or both of the goals identified during the professional goal-setting process. This project may take many forms, and may be completed individually or with other teachers as a group project, perhaps in the form of a grade-level, subject-area, or school-based professional learning community.

This project will go beyond what teachers are expected to do as part of their regular teaching and professional responsibilities. Ideally, the professional project will be link to building and district goals, and will be one which will inform the larger school community.

Teachers engaged in the professional project will:

- identify the data and evidence that suggests the need for the project,
- determine the project work,
- identify expected outcomes in terms of professional growth and student learning,
- determine the evidence indicators and artifacts that will be collected to evaluate the project's impact,
- communicate these to their evaluator as part of the OTES process,
- analyze evidence and draw conclusions about lessons learned, and
- share findings with the larger school community.

The professional project should be determined by the teacher, in consultation with his or her evaluator. The following list provides some examples:

- Development of curricular materials aligned with the *Common Core State Standards*;
- Collaborative development of formative classroom assessments by grade level and/or subject area;
- Creation and delivery of professional development for building and/or district;
- Successful application for National Boat Teacher Certification.

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The Professional Project Planning Tool (Option B in OTES)

The following questions will help teachers plan and guide teacher-evaluator conversations around the OTES professional project.

PLANNING

Project: What is the planned project?

Need for Project: What data suggest a need for the project?
How does the project relate to your goal(s) for the year?
How does the project relate to the building/district goals?
How will the project work inform the larger school community?

Project Details: What work will be carried out for the project? What is the timeline for this work?
What evidence and artifacts will be collected?
What are the expected outcomes of the project? How will teacher practice/student performance be impacted?

IMPLEMENTATION

Progress: What steps are being taken to complete the project?
What evidence is supporting the effectiveness/success of the project?

REFLECTION

Outcomes: In what ways was the project a success? What could have been improved?
What are the lessons learned?
How was the project effective in improving teacher practice/student performance?
How can the project inform and support the larger school community?

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Professional Project Rating

In OTES, the professional project informs the end-of-year summative rating of the teacher's effectiveness. At the conclusion of the project, teachers should write a brief overview of the project (using guiding questions like the ones on the previous page) and assemble a concise portfolio of evidence and artifacts of project work/outcomes. Evaluators may want to use a rubric like the following to rate the teacher's performance.

Professional Project Rating Rubric				
	Ineffective	**Developing**	**Proficient**	**Accomplished**
PLANNING	• Project is not based on data. • Project does not link to teacher's annual goal(s). • Project does not link to building/district goals.	• Project is generally data-based. • Project is generally linked to annual goal(s). • Project generally aligns with building/district goals.	• Project is linked to data. • Project links to annual goal(s). • Project aligns with building/district goals.	• Need for project is apparent from multiple data sources. • Project aligns closely with annual goals. • Project meets a need for the larger school community.
IMPLEMENT-ATION	• Project is not broken down into smaller steps. • Timelines are not met. • Goals and outcomes of project are not articulated. • Artifacts are not collected to demonstrate progress.	• Project is defined. • Some timelines may not be met. • Goals and outcomes are described. • Artifacts are collected to demonstrate progress.	• Project is defined clearly, with interim steps identified. • Timelines are met. • Goals and outcomes are clear and focused. • Artifacts and evidence are planned and collected to demonstrate progress.	• Project is described clearly and comprehensively, with interim steps identified. • Timelines are met. • Goals and outcomes are clear and focused. • Artifacts and evidence are planned and collected to demonstrate progress.

Professional Project Rating Rubric				
	Ineffective	**Developing**	**Proficient**	**Accomplished**
REFLECTION	• Project is not completed. Project is not rigorous. • Project does not impact teacher's practice or students' performance. • Teacher cannot reflect thoughtfully on the project or convey learning.	• Project does not extend beyond current practice. • Project has little impact on teacher's practice and students' performance. • Teacher demonstrates limited reflection on learning.	• Project is challenging. • Project positively impacts teacher's practice and/or students' performance. • Project is achieved, and teacher can communicate learning.	• Project is rigorous; achievement is demanding. • Project demonstrably improves teacher's practice and/or students' performance—or informs future changes that will impact performance. • Project is achieved, and benefits school community. • Teacher communicates learning to larger community.

Step 5: Evidence of Communication and Professionalism (Standards 6 and 7) (for Options A, B, and C)

All teachers—whether they complete Option A, B, or C in OTES—are expected to meet standards for effective collaboration, communication, and professionalism.

As delineated in Standard 6 (Collaboration and Communication) and Standard 7 (Professional Responsibility and Growth) in the *Ohio Standards for the Teaching Profession*, Ohio teachers must collaborate within the professional learning community and communicate effectively in order to build relationships with students, parents, other educators and administrators. In addition, teachers must understand, uphold and follow professional ethics, policies and legal codes of professional conduct and take responsibility for professional growth and development throughout their careers. Professionalism also involves serving as a role model for students while adhering to state and district policies (e.g., Code of Professional Conduct), maintaining good attendance, being reliable and timely in actions and communication, maintaining confidentiality and adhering to record keeping and reporting guidelines (e.g., grades, behavior referrals, reports), and being respectful to students, parents, community members, colleagues and others in all interactions.

Because OTES includes both formative assessments of teacher's ongoing performance and summative evaluations at year end, teachers and their evaluators should communicate throughout the year about the teacher's performance in the areas of collaboration, communication, and professionalism.

To aid in this ongoing communication, the following tools will be helpful to use formatively throughout the year to document and monitor related activities. These tools include:

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- ***Data Collection Tool: Collaboration and Communication***
- ***Data Collection Tool: Professionalism***

These forms and accompanying artifacts should be submitted to the evaluator for a mid-point progress conference and assessment and an end-of-year evaluation following the district/school schedule.

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Data Collection Tool: Collaboration and Communication (Standard 6)

Directions: Keep an ongoing log of evidence of collaboration and communication. Select and attach artifacts that represent a variety of types of communication/ collaboration, which may include but not be limited to the following:

- Notes of collaboration occurring with colleagues
- Log of phone contacts to parents
- Descriptions/samples of work produced from collaboration with colleagues
- Documentation of meetings, committees and school event planning with parents and other community members
- Samples of parent newsletters
- Screen shots of classroom website at various times during the year
- Log of email contact with parents
- Log of parent conferences

Submit to and discuss with evaluator at mid-year and end-of-year conference, following the district/school schedule.

Date	Person(s)	Artifact/Type of Communication	Purpose

Teacher's Signature _____ **Mid-Year Date** _____ **End-of-Year Date** _____

Evaluator's Signature _____ **Mid-Year Date** _____ **End-of-Year Date** _____

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Data Collection Tool: Professionalism—Professional Development (Standard 7)

Use this tool to describe professional activities that contribute to professional development and/or positively impact the classroom, school, and/or students and the capacity of the organization (building or district) to meet its goals. Attach additional pages of the tool and artifacts/evidence as relevant. Relevant evidence may include items such as:

- Materials from workshops and seminars
- Samples of materials from professional organizations, conferences, and networks that demonstrate professional collaborations
- Evidence of service on professional committees
- Examples of sharing with other educators and administrators knowledge and information in areas of expertise

Professional Development			**Timeline for Completion**	
Type of Activity (circle one)	**Focus of Activity (circle one)**	**Description of Activity and Outcomes**	**Mid-Year**	**End-of-Year**
Individual	*Teaching Quality*			
Collaborative (with other teachers/staff)	*School Improvement*			
Collaborative (with community/other)	*Student Achievement*			
Individual	*Teaching Quality*			
Collaborative (with other teachers/staff)	*School Improvement*			
Collaborative (with community/other)	*Student Achievement*			
Individual	*Teaching Quality*			
Collaborative (with other teachers/staff)	*School Improvement*			
Collaborative (with community/other)	*Student Achievement*			

Teacher's Signature _____ **Mid-Year Date** _____ **End-of-Year Date** _____

Evaluator's Signature _____ **Mid-Year Date** _____ **End-of-Year Date** _____

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Data Collection Tool: Professionalism—Professional Behavior (Standard 7)

Use the tool below to indicate understanding and adherence to district/school policies and ethical behavior.

Professional Behavior*	Mid-Year Assessment		End-of-Year Assessment	
Understands and follows regulations, policies, and agreements	Consistently Meets	Demonstrates Pattern of Failure	Consistently Meets	Demonstrates Pattern of Failure
Follows building/district policies for absences	Consistently Meets	Demonstrates Pattern of Failure	Consistently Meets	Demonstrates Pattern of Failure
Follows building/district policies for student referrals	Consistently Meets	Demonstrates Pattern of Failure	Consistently Meets	Demonstrates Pattern of Failure
Adheres to scheduled duty assignments	Consistently Meets	Demonstrates Pattern of Failure	Consistently Meets	Demonstrates Pattern of Failure
Meets responsibilities with integrity, honesty, fairness, dignity	Consistently Meets	Demonstrates Pattern of Failure	Consistently Meets	Demonstrates Pattern of Failure
Upholds and follows professional ethics laws and policies	Consistently Meets	Demonstrates Pattern of Failure	Consistently Meets	Demonstrates Pattern of Failure
Notes/Evidence:				

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* The section on Ethical Behavior is intended to be used as part of teachers' regular/daily performance of duties as an Ohio educator. It is not intended to be used for conduct infractions as outlined in ***Licensure Code of Professional Conduct for Ohio Educators***, ORC 3319.31. The ***Licensure Code of Professional Conduct for Ohio Educators*** serves as the basis for decisions on issues pertaining to licensure that are consistent with applicable law, and provides a guide for conduct in situations that have professional implications for all individuals licensed by the State Board of Education, such as teachers, principals, superintendents, and other persons serving schools (e.g., school nurses, coaches, substitute teachers). As education is a public trust, the Ohio Department of Education pursues allegations of unprofessional conduct.

Teacher's Signature _____ **Mid-Year Date** _____ **End-of-Year Date** _____

Step 7: Summative Evaluation Process

The Summative Evaluation occurs at the end of the evaluation cycle and determines the teacher's overall performance rating. The teacher's evaluation cycle will follow the ORC timeline or the district's collective bargaining agreement.

Each teacher's Summative Evaluation is based on his/her performance in several areas, which differ by which OTES option has been followed.

Component of OTES	Option A: Beginning Teacher	Option B: Career/Continuing Teacher (Local Contract Non-Evaluation Year)	Option C: Career/Continuing Teacher (Local Contract Evaluation Year)
Formal Observation Process	✓		✓
The Goal-Setting Process		✓	✓
The Professional Project		✓	
Communication and Professionalism	✓	✓	✓
Student Growth and Performance Data*	✓	✓	✓

*The details of the student growth and performance data system are still being determined. In the initial implementation of OTES, teachers will not be evaluated based on student growth data.

In Step 7 of OTES, the evaluator:

1. Assigns a rating for each of the OTES components (as applicable to the teacher) using the OTES tools; and
2. Calculates the weighted total of all of these components to generate a Summative Evaluation rating for the teacher.

Following this, the evaluator and teacher meet in a final conference to:

- Review and discuss all summative forms;
- Share, discuss, and sign the final Summative Evaluation rating;

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- Discuss goals and professional development for the upcoming year; and
- Discuss and document an Improvement and Remediation Plan (if required).

Cumulative Observation Rating (for Options A and C)

Teacher's Name _____ **Evaluator's Name** _____

The ***Cumulative Observation Rating*** is intended to be used subsequent to all observations. Given the ratings from each individual observation, the evaluator will determine which summative score best reflects the teacher's instructional effectiveness. This means that evaluators will determine which level provides the best *overall* description of the teacher. This rating should inform the teacher's future goal-setting and professional development. It provides one measure of teacher effectiveness in the Summative Evaluation.

Holistic rating for Observation 1:	*Ineffective*	*Developing*	*Proficient*	*Accomplished*
Holistic rating for Observation 2:	*Ineffective*	*Developing*	*Proficient*	*Accomplished*
Holistic rating for Observation 3*:	*Ineffective*	*Developing*	*Proficient*	*Accomplished*
Summative Rating:	*Ineffective*	*Developing*	*Proficient*	*Accomplished*

* Optional according to district policy and/or evaluator

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Cumulative Goal-Setting Process Rating (for Options B and C)

The ***Cumulative Goal-Setting Process Rating*** is based on the effectiveness of the teacher's work in the goal-setting process. It is not based on whether the goals were met as much as one whether the teacher set clear, measurable, data-based goals; completed steps to complete the goals; and engaged in an evaluation and reflection of the work that will lead to improved performance. For this rating, evaluators can use the ***Professional Goal-Setting Rating Rubric***.

Ineffective *Developing* *Proficient* *Accomplished*

Professional Project Rating (for Option B)

The ***Professional Project Rating*** is based on the effectiveness of the teacher's work in the Professional Project. To determine this rating, evaluators can use the ***Professional Project Rating Rubric***.

Ineffective *Developing* *Proficient* *Accomplished*

Student Growth and Performance Data Rating (for All Teachers—Options A, B, and C)

[The data sources and procedures for this analysis of student growth are still to be determined in Ohio.]

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Communication and Professionalism Rating Tool (Part 1 of 2)

Part 1: After completing the *Data Collection Tool: Professionalism—Professional Development* and the *Data Collection Tool: Collaboration and Communication*, use the information to complete this summative form and make an assessment of the teacher's skills and abilities in communication and professionalism (Standards 6 and 7).

Teacher Name: _____ **Evaluator Name:** _____

Directions: For each area below, select *Meets* or *Does Not Meet.* Teachers who do not meet the expectations generally do so because they have demonstrated a pattern of failure to communicate, collaborate, or meet the professional responsibilities of the profession.

COMMUNICATION AND PROFESSIONAL GROWTH	Meets	Does Not Meet
Communication: • Communicates to students, parents and school staff using clear and correct spoken and written language • Uses strategies to communicate in a respectful manner to students and parents/caregivers about student learning and to engage student's families as valued partners	☐	☐
Collaboration: • Collaborates with other teachers, administrators, school and district staff • Collaborates with local community and community resources and agencies	☐	☐
Professional Growth: • Engages in opportunities to impact teaching quality, school improvement and student achievement • Works collaboratively to determine and design professional development opportunities that increase professional skills and knowledge	☐	☐

Comments/Evidence:

_____

_____

_____

Overall Recommended Rating (Part 1): ***Meets*** ***Does Not Meet***

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Communication and Professionalism Rating Tool (Part 2 of 2)

Part 2: Effective teachers should (1) have no unexcused absences; (2) have no unexcused late arrivals; (3) follow school and district policies; and (4) meet the standards of ethical behavior of the profession. If a pattern of failure is evidenced here, the teacher should be rated *Does Not Meet.*

PROFESSIONALISM	Meets	Does Not Meet
District/School Policies & Collective Bargaining Agreement: • Understands and follows federal/state regulations, district/school policies and collective bargaining agreements • Follows policies for absences • Follows school/district discipline procedures and policies for student referrals • Adheres to scheduled duty assignments (e.g., is on-time for duties, properly supervises students as assigned)	☐	☐
Ethical Behavior:* (See Note Below on Ethics) • Meets responsibilities with integrity, honesty, fairness and dignity • Upholds and follows professional ethics laws and policies (e.g., serves as a positive role model, maintains confidential information, maintains security of standardized tests, reports suspected abuse).	☐	☐

* The section on Ethical Behavior is intended to be used as part of teachers' regular/daily performance of duties as an Ohio educator. It is not intended to be used for conduct infractions as outlined in ***Licensure Code of Professional Conduct for Ohio Educators***, ORC 3319.31. The ***Licensure Code of Professional Conduct for Ohio Educators*** serves as the basis for decisions on issues pertaining to licensure that are consistent with applicable law, and provides a guide for conduct in situations that have professional implications for all individuals licensed by the State Board of Education, such as teachers, principals, superintendents, and other persons serving schools (e.g., school nurses, coaches, substitute teachers). As education is a public trust, the Ohio Department of Education pursues allegations of unprofessional conduct.

Comments/Evidence:

Overall Recommended Rating (Part 2): ***Meets*** ***Does Not Meet***

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Summative Evaluation of Teacher Effectiveness—Summative Rating

During the final conference, the teacher and evaluator should:

- Review and discuss all formative assessments and summative forms;
- Share, discuss, and sign the final Summative Rating;
- Discuss goals and professional development for the upcoming year; and
- Discuss and document an Improvement and Remediation Plan (if required).

Component:	Ineffective	Developing	Proficient	Accomplished
Cumulative Observation Rating				
Professional Goal-Setting Rating				
The Professional Project Rating				
Student Growth/Performance Data	TO BE DETERMINED			
Communication and Professionalism				
Overall Rating*				

***** The Overall Rating represents a norm rating of multiple measures of effectiveness. If a rating of **Ineffective** is earned in any of the components, an Improvement and Remediation Plan should be developed and implemented in that area.

Teacher Signature _____ **Date** _____ **Evaluator Signature** _____ **Date** _____

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

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Improvement and Remediation Plan

Improvement and Remediation Plans are developed and implemented with a teacher in response to concerns about performance. While the Improvement and Remediation Plan is intended to identify specific areas for improvement of performance it is also for the purpose of identifying guidance and support needed to help the educator improve.

<***Note: Specific language of the district collective bargaining would be inserted here to describe under what conditions improvement plans are instituted in each district***> A plan of improvement and remediation may be initiated at any time by the evaluator based on problems or concerns in performance as documented by formal and informal observations or lack of progress on professional goals. When an improvement and remediation plan is initiated by an administrator, it is the responsibility of the administrator to:

- Identify, in writing, the specific problem(s) to be addressed in relationship to the Ohio Standards for the Teaching Profession;
- Specify, in writing, the desired level of performance that is expected to improve and a reasonable period of time to correct the deficiencies;
- Develop and implement a written plan for improvement that will be initiated immediately and includes resources and assistance available ;
- Determine additional education or professional development needed to improve the specific problem(s);
- Gather evidence of progress or lack of progress of the specified problem(s).

A reassessment of the educator's performance shall be completed in accordance with the written plan (multiple opportunities for observation of performance). Upon reassessment of the educator's performance, if improvement has been documented at an acceptable level of performance (proficient, accomplished) the regular evaluation cycle will resume. If the teacher's performance continues to remain at an ineffective level, the supervising administrator may reinstate the improvement and remediation plan with additional recommendations for improvement or take the necessary steps to recommend dismissal.

Checklist for Written Improvement and Remediation Plans:

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

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Improvement and Remediation Plan Template

Teacher Name: _____ Grade/Subject Level: _____

School Year: _____ Building: _____

Date of Improvement and Remediation Conference: _____

Written improvement and remediation plans are to be developed when an educator receives an overall ineffective rating on an observation as conducted in compliance with the observation protocol outlined in OTES. The purpose of the improvement and remediation 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 and remediation plan, a recommendation may be made for dismissal or to continue on the plan.

Section 1: Problem Statement - List specific deficiencies as related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Problem or Concern Observed	Specific Statement of the Problem and/or Concern: Areas of Improvement

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

Beginning Date	Ending Date	Level of Performance Specifically Describe Successful Improvement Target(s)

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Improvement and Remediation Plan (Continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.	
Actions to be Taken	Sources of Evidence that will be Examined

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 and Remediation Plan to Be Evaluated: _____

Teacher's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the master agreement have been followed.

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Improvement and Remediation Plan: Evaluation of Plan

Teacher Name: _____ Grade/Subject Level: _____

School Year: _____ Building: _____

Date of Evaluation: _____

The improvement and remediation plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions:

☐ Problem resolved and professional standards met a satisfactory level of performance (proficient or accomplished)

☐ Continue with the Improvement and Remediation Plan for a specified amount of time. Date: _____

☐ Recommend dismissal.

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.

Teacher's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the master agreement have been followed.

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This section includes:

- Guidelines
- Gap Analysis and Planning Tool
- A Sample Timeline for a Teacher Evaluation System
- Due Process

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Guidelines

It is recommended that the district establish a project team according to the collective bargaining agreement (teachers, administrators, human resource personnel, superintendent designee) to develop and/or revise the districts' teacher evaluation system. This includes an analysis of the current system and the degree of alignment to the Ohio Teacher Evaluation System. The project team should examine performance assessment tools, policies and procedures. Once a new system for teacher evaluation has been collectively bargained, the project team should establish an implementation plan that includes:

- A timeline and communication strategy;
- A strong representation of teacher members of the committee;
- Initial training on the performance assessment system;
- Ongoing training and annual calibration on the performance assessment instrument(s) for all evaluators to ensure reliability;
- Pilot implementation of new/revised instruments to ensure validity;
- A process for collecting and analyzing data to inform annual revisions, modifications and further training needs; and
- A plan for a comprehensive review of the performance assessment system at least every 3 – 5 years to ensure effectiveness over time.

The following guidelines were developed by a group of educational stakeholders during 2009. These guidelines delineate the essential characteristics of a high quality teacher evaluation system and will assist districts as they design local evaluation systems for teachers. Please note that Ohio has developed a <gap analysis tool> to assist districts in the redesign of their teacher evaluation systems.

1. The performance assessment system adopted by a school/district should align to the *Standards for Ohio Educators*.
    - The performance assessment should encourage and support the demonstration of teacher mastery of the *Ohio Standards for the Teaching Profession*.
    - The performance assessment should provide clear statements of expectations for the professional performance of teachers based on the *Ohio Standards for the Teaching Profession.*
    - The school/district should provide high quality professional development on the performance assessment tools, policies and procedures aligned with the *Ohio Standards for Professional Development.*

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2. A school/district process for the evaluation of teaching performance should be systematic and ongoing in order to promote professional growth and student learning.

    - A school/district should develop timelines for formative and summative assessments to allow for individual growth and improvement.
    - Multiple assessments of teachers' performance should be conducted over time by trained evaluators that may include peers. If possible, more than one evaluator should conduct the assessments to provide objectivity.
    - Evaluators should systematically communicate with teachers through a variety of methods about the performance assessment throughout the process.
    - A school/district should develop a system to collect data from formative assessments to plan appropriate professional development opportunities.

3. The performance assessment system adopted by a school/district should take into account experience, skill, longevity, and responsibilities. Considerations could include
    - The components of the evaluation;
    - The type, number, length and frequency of observations;
    - The number and types of artifacts collected;
    - The level of assistance provided to teachers in meeting the proficient, accomplished and distinguished indicators in the *Ohio Standards for the Teaching Profession*; and
    - Appropriate professional development for each developmental stage.

4. The performance assessment system adopted by a school/district should use a variety of measures to collect evidence. Measures may include but are not limited to
    - Formal and informal classroom observations;
    - Observation of practice including teachers' interactions with colleagues, parents and students;
    - Portfolios compiled by teachers to document a range of activities and responsibilities;
    - Multiple measures of students' academic progress such as test data, portfolio work and project-based work aligned to state/national academic standards;
    - Artifacts of teaching such as lesson/unit plans, letters to parents, written feedback to students, assessments and student work;
    - Student and parent surveys in accordance with local policies; and
    - Teacher reflection and self-assessment.

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5. A school/district teacher performance system should include three or four clearly defined levels of performance to differentiate performance /effectiveness of teachers and encourage continuous professional growth. A performance appraisal rubric should also be developed to guide evaluators in assessing *how well* a teacher is performing in relation to the performance standards and to contribute to reliability among evaluators (Tucker and Stronge, *Handbook on Teacher Evaluation: Assessing and Improving Performance,* 2003).

6. Results of teacher performance assessments have specific and limited uses:
   - By teachers to identify areas for professional growth, to inform their professional development plans and to promote collaboration as well as opportunities for teacher leadership as described in the *Ohio Standards for the Teaching Profession;*
   - By administrators for coaching, identifying needs for professional development, promoting teacher collaboration and making recommendations for employment status, assignment, position and differentiated roles and responsibilities and accompanying compensation; and
   - Not to discourage risk-taking or to promote competition among colleagues.

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Gap Analysis and Planning Tool

This tool will assist schools and districts as they review their current teacher evaluation systems and move toward a more comprehensive teacher evaluation system that aligns with the Ohio Teacher Evaluation System framework.

The Analysis Tool breaks down the Guidelines of the OTES framework and illustrates three stages of system development: initiating, developing and advanced. This tool will help schools and districts assess their current system in relation to the guidelines in the framework.

The Planning Tool can be used by schools and districts to plan next steps for advancing their evaluation system. Based on the results of the Analysis Tool, schools and districts can determine their next steps and develop a plan.

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A Sample Timeline for a Teacher Evaluation System

The timeline delineated below will assist district project teams as they work to design or redesign their teacher evaluation system.

Year One Activities	Timeline
1. Staff from the district (union leadership and administrators) should attend an Ohio Teacher Evaluation System Information and Orientation Meeting (provided by Ohio Association of School Personnel Association, or ODE) to determine their readiness for change. Indicate interest in being an "early adopter" of OTES and work directly with the state.	Summer
2. Establish a project team according to collective bargaining agreement (teachers, administrators, human resource personnel, superintendent designee) to: • Study the OTES model and compare the model to current practice using District Analysis and Planning Tool • Examine the option and of pilot schools for year two and identify • Conduct an analysis of current teacher evaluation system using the District Analysis and Planning Tool • Identify a set of recommendations for change/redesign and obtain input from the teacher union, and district administrators • Superintendent presents a plan for proposed changes to Board of Education for feedback	Fall (Sept. – October)
3. Project team determines levels of support needed (e.g., technical assistance from outside consultant, ESC, state) and begin system design, providing ongoing – frequent communication.	November – March
4. Project team: • Present final recommendations to district union and administrative teams for feedback • Make modifications based on feedback • Follow collective bargaining process (fall of year two) and/or ORC requirements/timeline*	April/June
Year Two Activities	
1. Project Team: • Develop training and credentialing program for evaluators (administrators and peers)* • Conduct training and certify evaluators **Note ODE will have a training and credentialing program to support the Ohio Teacher Evaluation System model. Districts using this model will not need to develop a local training program.*	June – Fall
2. Implement System and gather data of system components that work well versus issues and concerns	Fall – Spring
3. Make any system modifications and finalize through required district process	Spring

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Due Process

Ohio Revised Code - 3319.111 Evaluating teachers on limited contracts.

(A) Any board of education that has entered into any limited contract or extended limited contract with a teacher pursuant to section 3319.11 of the Revised Code shall evaluate such a teacher in compliance with the requirements of this section in any school year in which the board may wish to declare its intention not to re-employ the teacher pursuant to division (B), (C)(3), (D), or (E) of section 3319.11 of the Revised Code. This evaluation shall be conducted at least twice in the school year in which the board may wish to declare its intention not to re-employ the teacher. One evaluation shall be conducted and completed not later than the fifteenth day of January and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the twenty-fifth day of January. One evaluation shall be conducted and completed between the tenth day of February and the first day of April and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the tenth day of April. Any evaluation conducted pursuant to this section shall be conducted by one or more of the following:

(1) A person who is under contract with a board of education pursuant to section 3319.01 or 3319.02 of the Revised Code and holds a license designated for being a superintendent, assistant superintendent, or principal issued under section 3319.22 of the Revised Code;

(2) A person who is under contract with a board of education pursuant to section 3319.02 of the Revised Code and holds a license designated for being a vocational director or a supervisor in any educational area issued under section 3319.22 of the Revised Code;

(3) A person designated to conduct evaluations under an agreement providing for peer review entered into by a board of education and representatives of teachers employed by that board.

(B) Any board of education evaluating a teacher pursuant to this section shall adopt evaluation procedures that shall be applied each time a teacher is evaluated pursuant to this section. These evaluation procedures shall include, but not be limited to:

(1) Criteria of expected job performance in the areas of responsibility assigned to the teacher being evaluated;

(2) Observation of the teacher being evaluated by the person conducting the evaluation on at least two occasions for not less than thirty minutes on each occasion;

(3) A written report of the results of the evaluation that includes specific recommendations regarding any improvements needed in the performance of the teacher being evaluated and regarding the means by which the teacher may obtain assistance in making such improvements.

(C) This section does not apply to teachers subject to evaluation procedures under sections 3319.01 and 3319.02 of the Revised Code or to any teacher employed as a substitute for less than one hundred twenty days during a school year pursuant to section 3319.10 of the Revised Code.

Effective Date: 06-09-2004

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Effective Questioning in Teacher-Evaluator Conferences

The ORID (Objective, Reflective, Interpretive, Decisional) questioning technique can be helpful for ensuring that teacher-evaluator conferences result in rich, productive conversations. An effective conference will include questions and discussions around each of the following types.

OBJECTIVE QUESTIONS	REFLECTIVE QUESTIONS
Purpose: To inform, direct or instruct. **Description**: Objective questions are easy to answer. They get facts and information. **Use**: They can be used to get facts and details, or as a strategy to relieve stress and invite active participation. **Examples**: • What is your goal? • What data did you gather to inform your goal setting? • What were some of the key strategies or activities you used? • What are some sources of evidence you collected? • Are there artifacts I can examine?	**Purpose**: To affirm, support, expand and explore. **Description**: Reflective questions elicit personal reactions. They invite a deepened level of participation to think, feel, gauge. **Use**: They can be used to encourage exploration and description. **Examples**: • How do you feel your performance is evolving? • What was most successful? • As you reflect on the evidence, what pleases or concerns you? • As you look at these artifacts, what conclusions do you draw? • What seem to be some of the issues or concerns facing you? • Which strategies seem to be having the greatest impact?
INTERPRETIVE QUESTIONS	**DECISIONAL QUESTIONS**
Purpose: To encourage deeper thinking. **Description**: Interpretive questions invite self-awareness. **Use**: They can be used to take thinking to a deeper level. **Examples**: • What are some activities or actions you might include in this plan? • What other ways could student learning be assessed? • What do these results mean in terms of future planning? • What might be some of the options you consider?	**Purpose**: To clarify thinking and develop opinions. **Description**: Decisional questions lead to decisions/inform actions. **Use**: They can be used to clarify expectations and identify next steps. **Examples**: • What is your plan to…? • What support is needed to continue work on your area of concern? • When you examine these outcomes, what do you see as next steps? • How what are you going to do? What specific next steps do you see taking place?

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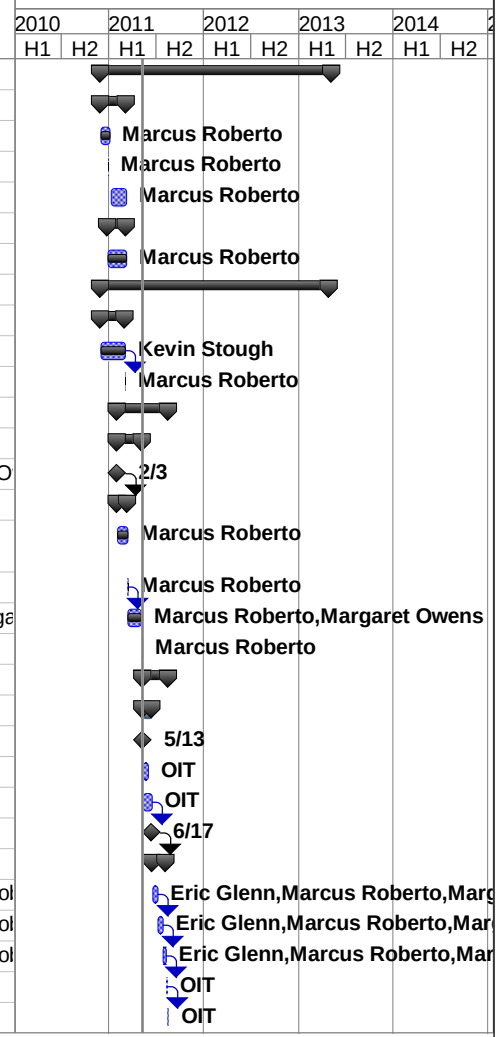
Supplement 4

Draft Project Schedule

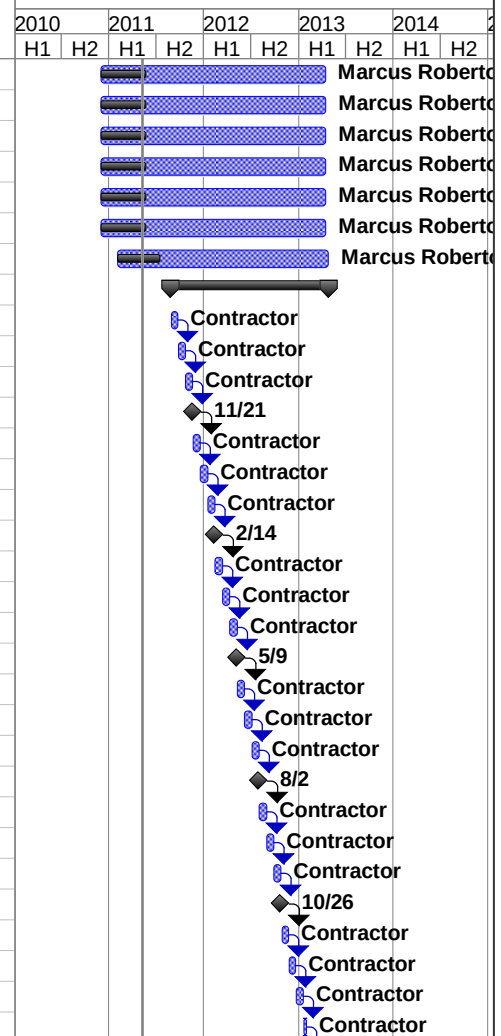
ID		Task Name	Duration	Start	Finish	Pred	Resource Names
1		**RTTT - Teacher and Principal Evaluation System**	**638 days**	**Wed 12/1/10**	**Fri 5/10/13**		
2		**Initiating**	**71 days**	**Wed 12/1/10**	**Wed 3/9/11**		
3	✓	Create Project Request	25 days	Wed 12/1/10	Tue 1/4/11		Marcus Roberto
4	✓	Create Project Classification Matrix	1 day	Tue 12/28/10	Tue 12/28/10		Marcus Roberto
5		Create T-PES Project Statement of Work	43 days	Mon 1/10/11	Wed 3/9/11		Marcus Roberto
6	✓	**Planning**	**53 days**	**Tue 12/28/10**	**Thu 3/10/11**		
7	✓	Create DRAFT MS Project Plan	53 days	Tue 12/28/10	Thu 3/10/11		Marcus Roberto
8		**Executing**	**629 days**	**Wed 12/1/10**	**Mon 4/29/13**		
9	✓	**Project Requirements**	**68 days**	**Wed 12/1/10**	**Fri 3/4/11**		
10	✓	Collect/Document Project Requirements	67 days	Wed 12/1/10	Thu 3/3/11		Kevin Stough
11	✓	Deliver Project Requirements document	1 day	Fri 3/4/11	Fri 3/4/11	10	Marcus Roberto
12		**PROCUREMENT - RFP**	**141 days**	**Thu 2/3/11**	**Thu 8/18/11**		
13	✓	**RFP Development Activities**	**69 days**	**Thu 2/3/11**	**Tue 5/10/11**		
14	✓	RFP Kickoff meeting	1 day	Thu 2/3/11	Thu 2/3/11		Eric Glenn,Margaret O
15	✓	**ODE RFP Documentation Finalized**	**27 days**	**Fri 2/4/11**	**Mon 3/14/11**	**14**	**Marcus Roberto**
16	✓	Collect Documentation - create first Draft RFP	27 days	Fri 2/4/11	Mon 3/14/11		Marcus Roberto
17	✓	First Draft RFP delivered to OIT	1 day	Mon 3/14/11	Mon 3/14/11		Marcus Roberto
18	✓	Construction of RFP - multiple iterations	37 days	Tue 3/15/11	Wed 5/4/11	17	Marcus Roberto,Marga
19	✓	RFP Final Draft delivered	1 day	Tue 5/10/11	Tue 5/10/11		Marcus Roberto
20		**RFP Release Activities**	**70 days**	**Fri 5/13/11**	**Thu 8/18/11**		
21		**"On The Street"**	**26 days**	**Fri 5/13/11**	**Fri 6/17/11**		
22		RFP Relase Date	1 day	Fri 5/13/11	Fri 5/13/11		OIT
23		RFP Inquiry	15 days	Fri 5/13/11	Thu 6/2/11		OIT
24		RFP Duration	25 days	Fri 5/13/11	Thu 6/16/11		OIT
25		RFP Opening Date	1 day	Fri 6/17/11	Fri 6/17/11	24	OIT
26		**Evaluation Period**	**38 days**	**Mon 6/20/11**	**Wed 8/10/11**	**25**	
27		Evaluation of RFP Responses	14 days	Mon 6/20/11	Thu 7/7/11		Eric Glenn,Marcus Rol
28		Clarification and Correction	14 days	Fri 7/8/11	Wed 7/27/11	27	Eric Glenn,Marcus Rol
29		Negotiations	10 days	Thu 7/28/11	Wed 8/10/11	28	Eric Glenn,Marcus Rol
30		Contract Award	3 days	Thu 8/11/11	Mon 8/15/11	29	OIT
31		RFP Closeout and Transition	3 days	Tue 8/16/11	Thu 8/18/11	30	OIT



Project: RTTT-T-PES_3-15-2011
Date: Tue 5/10/11

Task	Inactive Task	Manual Summary	
Split	Inactive Task	Start-only	
Milestone	Inactive Milestone	Finish-only	
Summary	Inactive Summary	Progress	
Project Summary	Manual Task	Deadline	
External Tasks	Duration-only		
External Milestone	Manual Summary Rollup		

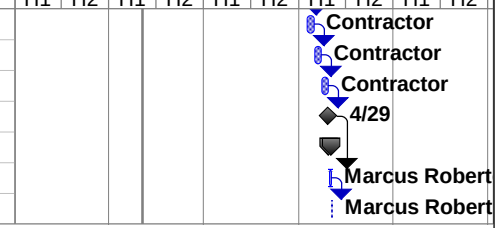
ID	Task Name	Duration	Start	Finish	Pred	Resource Names
32	Monitor and Control Project Work	619 days	Wed 12/1/10	Mon 4/15/13		Marcus Roberto
33	Perform Integrated Change Control	619 days	Wed 12/1/10	Mon 4/15/13		Marcus Roberto
34	Verify/Control Scope, Schedule & Costs	619 days	Wed 12/1/10	Mon 4/15/13		Marcus Roberto
35	Perform Quality Control	619 days	Wed 12/1/10	Mon 4/15/13		Marcus Roberto
36	Report Performance	619 days	Wed 12/1/10	Mon 4/15/13		Marcus Roberto
37	Monitor and Control Risks	619 days	Wed 12/1/10	Mon 4/15/13		Marcus Roberto
38	Administer Procurements	582 days	Thu 2/3/11	Fri 4/26/13		Marcus Roberto
39	**T-PES SPRINTs**	**436 days**	**Mon 8/29/11**	**Mon 4/29/13**		
40	SPRINT 1	20 days	Mon 8/29/11	Fri 9/23/11		Contractor
41	SPRINT 2	20 days	Mon 9/26/11	Fri 10/21/11	40	Contractor
42	SPRINT 3	20 days	Mon 10/24/11	Fri 11/18/11	41	Contractor
43	**Deliver Iteration #1**	1 day	Mon 11/21/11	Mon 11/21/11	42	Contractor
44	SPRINT 4	20 days	Tue 11/22/11	Mon 12/19/11	43	Contractor
45	SPRINT 5	20 days	Tue 12/20/11	Mon 1/16/12	44	Contractor
46	SPRINT 6	20 days	Tue 1/17/12	Mon 2/13/12	45	Contractor
47	**Deliver Iteration #2**	1 day	Tue 2/14/12	Tue 2/14/12	46	Contractor
48	SPRINT 7	20 days	Wed 2/15/12	Tue 3/13/12	47	Contractor
49	SPRINT 8	20 days	Wed 3/14/12	Tue 4/10/12	48	Contractor
50	SPRINT 9	20 days	Wed 4/11/12	Tue 5/8/12	49	Contractor
51	**Deliver Iteration #3**	**1 day**	**Wed 5/9/12**	**Wed 5/9/12**	**50**	**Contractor**
52	SPRINT 10	20 days	Thu 5/10/12	Wed 6/6/12	51	Contractor
53	SPRINT 11	20 days	Thu 6/7/12	Wed 7/4/12	52	Contractor
54	SPRINT 12	20 days	Thu 7/5/12	Wed 8/1/12	53	Contractor
55	**Deliver Iteration #4**	**1 day**	**Thu 8/2/12**	**Thu 8/2/12**	**54**	**Contractor**
56	SPRINT 13	20 days	Fri 8/3/12	Thu 8/30/12	55	Contractor
57	SPRINT 14	20 days	Fri 8/31/12	Thu 9/27/12	56	Contractor
58	SPRINT 15	20 days	Fri 9/28/12	Thu 10/25/12	57	Contractor
59	**Deliver Iteration #5**	**1 day**	**Fri 10/26/12**	**Fri 10/26/12**	**58**	**Contractor**
60	SPRINT 16	20 days	Mon 10/29/12	Fri 11/23/12	59	Contractor
61	SPRINT 17	20 days	Mon 11/26/12	Fri 12/21/12	60	Contractor
62	SPRINT 18	20 days	Mon 12/24/12	Fri 1/18/13	61	Contractor
63	**Deliver Iteration #6**	**10 days**	**Mon 1/21/13**	**Fri 2/1/13**	**62**	**Contractor**



Project: RTTT-T-PES_3-15-2011
Date: Tue 5/10/11

Task		Inactive Task		Manual Summary	
Split		Inactive Task		Start-only	
Milestone		Inactive Milestone		Finish-only	
Summary		Inactive Summary		Progress	
Project Summary		Manual Task		Deadline	
External Tasks		Duration-only			
External Milestone		Manual Summary Rollup			

ID		Task Name	Duration	Start	Finish	Pred	Resource Names
64		SPRINT 19	20 days	Mon 2/4/13	Fri 3/1/13	63	Contractor
65		SPRINT 20	20 days	Mon 3/4/13	Fri 3/29/13	64	Contractor
66		SPRINT 21	20 days	Mon 4/1/13	Fri 4/26/13	65	Contractor
67		**Deliver Iteration #7 - FINAL Version**	**1 day**	**Mon 4/29/13**	**Mon 4/29/13**	**66**	**Contractor**
68		**Closing**	**9 days**	**Tue 4/30/13**	**Fri 5/10/13**		**Marcus Roberto**
69		Close Project	5 days	Tue 4/30/13	Mon 5/6/13	67	Marcus Roberto
70		Close Procurements	4 days	Tue 5/7/13	Fri 5/10/13	69	Marcus Roberto



Project: RTTT-T-PES_3-15-2011
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Task		Inactive Task		Manual Summary	
Split		Inactive Task		Start-only	
Milestone		Inactive Milestone		Finish-only	
Summary		Inactive Summary		Progress	
Project Summary		Manual Task		Deadline	
External Tasks		Duration-only			
External Milestone		Manual Summary Rollup			

Supplement 5

Current Account Volume

The Information provided below is an estimated number of user accounts that will be required for the Teacher/Principal Evaluation System. As the number of school districts using this system increases, the number of Superintendent, Principal, and Teacher accounts will increase.

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Polly Fox Academy Community School	**000125**	**Community School**	0	1	9	10
Phoenix Academy Community School	**000130**	**Community School**	0	1	22	23
Pathway School of Discovery	**000138**	**Community School**	0	1	34	35
Alliance Academy of Cincinnati	**000139**	**Community School**	0	1	21	22
Victory Academy of Toledo	**000140**	**Community School**	0	1	8	9
George A. Phillips Academy	**000143**	**Community School**	0	0	7	7
Hope Academy East Campus	**000195**	**Community School**	0	0	18	18
Wildwood Environmental Academy	**000222**	**Community School**	0	0	16	16
Ohio Connections Academy, Inc	**000236**	**Community School**	1	2	65	68
Quaker Digital Academy	**000241**	**Community School**	1	1	49	51
Scholarts Preparatory and Career Center for Children	**000277**	**Community School**	0	0	5	5
Auglaize County Educational Academy	**000288**	**Community School**	0	0	15	15
Bridges Community Academy	**000311**	**Community School**	0	0	12	12
Constellation Schools: Westpark Community Middle	**000316**	**Community School**	0	1	12	13
Constellation Schools: Madison Community Elementary	**000319**	**Community School**	0	1	19	20
Constellation Schools: Lorain Community Middle	**000320**	**Community School**	0	1	11	12
Constellation Schools: Old Brooklyn Community Middle	**000321**	**Community School**	0	1	11	12
Horizon Science Academy Toledo	**000338**	**Community School**	0	0	25	25
Miamisburg Secondary Digital Academy	**000360**	**Community School**	0	0	40	40
Findlay Digital Academy	**000402**	**Community School**	0	0	36	36
Buckeye On-Line School for Success	**000417**	**Community School**	0	0	62	62
Columbus Bilingual Academy	**000420**	**Community School**	0	0	12	12
Manchester Local	**000442**	**Public District**	1	2	57	60
General Chappie James Leadership Academy	**000445**	**Community School**	0	0	4	4
Constellation Schools: Puritas Community Middle	**000534**	**Community School**	0	1	10	11
Constellation Schools: Outreach Academy for Students with Di	**000541**	**Community School**	0	1	9	10
Pinnacle Academy	**000543**	**Community School**	0	1	32	33

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Winterfield Venture Academy	000546	Community School	0	1	29	30
Columbus Humanities, Arts and Technology Academy	000553	Community School	1	0	20	21
A+ Arts Academy	000556	Community School	0	1	16	17
Columbus Arts & Technology Academy	000557	Community School	0	0	24	24
Columbus Preparatory Academy	000558	Community School	0	0	34	34
Orion Academy	000559	Community School	0	1	31	32
Apex Academy	000560	Community School	0	2	31	33
Virtual Schoolhouse, Inc.	000564	Community School	0	2	19	21
Hope Academy Northwest Campus	000575	Community School	0	0	19	19
King Academy Community School	000576	Community School	0	0	11	11
Emerson Academy	000577	Community School	0	1	30	31
FCI Academy	000585	Community School	0	2	27	29
Wickliffe Progressive Community School	000590	Community School	0	0	30	30
Five R'S Academy	000652	Community School	0	0	1	1
Life Skills Center of Columbus Southeast	000664	Community School	0	0	9	9
New Day Academy Boarding & Day School	000677	Community School	1	0	17	18
Zenith Academy	000725	Community School	0	1	23	24
Pschtecin Public School	000743	Community School	0	1	5	6
Maritime Academy of Toledo, The	000770	Community School	0	1	16	17
Educational Academy at Linden	000777	Community School	1	0	6	7
Educational Academy for Boys & Girls	000779	Community School	1	0	1	2
Midnimo Cross Cultural Community School	000780	Community School	1	0	4	5
Cincinnati Speech & Reading Intervention Center	000781	Community School	0	0	16	16
Horizon Science Academy-Cincinnati	000804	Community School	0	0	17	17
Horizon Science Academy-Dayton	000808	Community School	0	0	12	12
Life Skills Center of Dayton	000813	Community School	0	0	9	9
Horizon Science Academy-Springfield	000825	Community School	0	1	19	20
Horizon Science Academy-Denison Middle School	000838	Community School	0	0	21	21
Bennett Venture Academy	000843	Community School	0	1	33	34

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Stambaugh Charter Academy	000855	Community School	0	1	23	24
Horizon Science Academy-Cleveland Middle School	000858	Community School	0	1	14	15
Westside Academy	000875	Community School	0	0	9	9
Interactive Media & Construction (IMAC)	000905	Community School	0	1	8	9
V L T Academy	000909	Community School	1	2	38	41
Academic Acceleration Academy	000912	Community School	0	0	11	11
Cleveland Entrepreneurship Preparatory School	000930	Community School	0	0	20	20
Promise Academy	000936	Community School	0	1	12	13
Premier Academy of Ohio	000938	Community School	0	1	12	13
Academy of Arts and Humanities	007982	Community School	0	0	14	14
Youngstown Academy of Excellence	007984	Community School	1	0	12	13
Cleveland Arts and Social Sciences Academy	007995	Community School	1	0	18	19
Charles School at Ohio Dominican University	007999	Community School	0	2	14	16
Mansfield Preparatory Academy	008000	Community School	0	0	10	10
Arts and Science Preparatory Academy	008061	Community School	1	0	15	16
Life Skills Center of North Akron	008063	Community School	0	0	9	9
Academy of Arts and Sciences	008064	Community School	0	0	9	9
Lion of Judah Academy	008066	Community School	1	0	7	8
Noble Academy-Cleveland	008278	Community School	0	0	19	19
Noble Academy-Columbus	008280	Community School	0	0	17	17
South Scioto Academy	008281	Community School	0	1	10	11
Life Skills Center of Columbus North	008282	Community School	0	0	8	8
Harvard Avenue Community School	008286	Community School	0	1	22	23
Columbus Collegiate Academy	009122	Community School	1	0	6	7
Great Lakes Environmental Academy	009147	Community School	0	0	13	13
Zanesville Community School	009148	Community School	0	0	0	0
Constellation Schools: Westside Community School of the Arts	009149	Community School	0	1	15	16
Cincinnati Leadership Academy	009154	Community School	0	0	9	9
Bridge Academy of Ohio	009162	Community School	0	0	5	5

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
C.M. Grant Leadership Academy	009163	Community School	0	0	9	9
Central Academy of Ohio	009164	Community School	0	0	5	5
Gahanna Alternative Community School	009165	Community School	0	0	73	73
Star Academy of Toledo	009171	Community School	0	0	11	11
Romig Road Community School	009178	Community School	0	1	16	17
Horizon Science Academy Columbus Middle School	009179	Community School	0	0	12	12
Foundation Academy	009192	Community School	0	0	14	14
Dayton Early College Academy, Inc	009283	Community School	0	0	29	29
Constellation Schools: Mansfield Visual & Performing Arts	009909	Community School	0	0	7	7
Harrisburg Pike Community School	009954	Community School	0	1	26	27
Klepinger Community School	009957	Community School	0	0	16	16
Sciotoville Elementary Academy	009964	Community School	0	0	10	10
Dixon Early Learning Center Conversion Community School	009970	Community School	0	0	6	6
Ashland County Community Academy	009971	Community School	0	0	4	4
Western Reserve Kindergarten Learning Academy	009983	Community School	0	0	2	2
Horizon Science Academy Elementary School	009990	Community School	0	0	18	18
Mahoning County High School	009996	Community School	0	0	5	5
Horizon Science Academy Cleveland Elementary School	010005	Community School	0	0	12	12
Knight Academy	010006	Community School	1	0	11	12
Horizon Science Academy Denison Elementary School	010007	Community School	0	0	15	15
Cesar Chavez College Preparatory School	010036	Community School	0	0	4	4
Mount Auburn International Academy	010180	Community School	0	0	34	34
L. Hollingworth School for Talented and Gifted	010205	Community School	0	0	8	8
Village Preparatory School	011291	Community School	0	0	17	17
Greater Summit County Early Learning Center	011381	Community School	0	0	2	2
Bella Academy of Excellence	011390	Community School	0	1	16	17
Providence Academy for Student Success	011439	Community School	0	0	12	12
WinWin Academy Community	011440	Community School	0	0	0	0
Rushmore Academy	011444	Community School	0	0	5	5

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Falcon Academy of Creative Arts	**011487**	**Community School**	0	1	10	11
Dayton Regional STEM School	**011506**	**STEM**	0	0	3	3
Achieve Career Preparatory Academy	**011507**	**Community School**	0	1	15	16
North Central Academy	**011511**	**Community School**	0	0	0	0
Horizon Science Academy Lorain	**011533**	**Community School**	0	0	15	15
Horizon Science Academy Dayton High School	**011534**	**Community School**	0	0	18	18
Graham Exp. Middle School	**011972**	**Community School**	0	0	5	5
Akron City	**043489**	**Public District**	1	51	1606	1658
Ashtabula Area City	**043513**	**Public District**	1	6	322	329
Barberton City	**043539**	**Public District**	1	9	250	260
Beachwood City	**043554**	**Public District**	1	4	131	136
Bellefontaine City	**043588**	**Public District**	1	6	201	208
Bellevue City	**043596**	**Public District**	1	5	134	140
Belpre City	**043604**	**Public District**	1	2	62	65
Berea City	**043612**	**Public District**	1	10	475	486
Bexley City	**043620**	**Public District**	1	4	148	153
Brooklyn City	**043653**	**Public District**	1	3	88	92
Brunswick City	**043661**	**Public District**	1	10	421	432
Bryan City	**043679**	**Public District**	1	5	148	154
Cambridge City	**043695**	**Public District**	1	5	149	155
Canton City	**043711**	**Public District**	1	22	623	646
Celina City	**043729**	**Public District**	1	5	194	200
Centerville City	**043737**	**Public District**	1	14	454	469
Cincinnati City	**043752**	**Public District**	1	56	1855	1912
Circleville City	**043760**	**Public District**	1	6	141	148
Cleveland Municipal	**043786**	**Public District**	1	116	3233	3350
Cleveland Heights-University Heights City	**043794**	**Public District**	1	16	518	535
Columbus City School District	**043802**	**Public District**	1	115	3231	3347
Conneaut Area City	**043810**	**Public District**	1	3	121	125

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Coshocton City	043828	Public District	1	4	122	127
Dayton City	043844	Public District	1	34	985	1020
Deer Park Community City	043851	Public District	1	3	71	75
Delaware City	043877	Public District	2	8	291	301
Delphos City	043885	Public District	1	4	71	76
East Cleveland City School District	043901	Public District	1	13	261	275
Eaton Community City	043935	Public District	1	4	127	132
Euclid City	043950	Public District	1	10	433	444
Findlay City	043984	Public District	1	14	372	387
Franklin City	044008	Public District	1	7	173	181
Fremont City	044016	Public District	1	9	240	250
Galion City	044024	Public District	1	4	117	122
Gallipolis City	044032	Public District	1	7	137	145
Geneva Area City	044057	Public District	1	5	134	140
Grandview Heights City	044073	Public District	1	3	76	80
Winton Woods City	044081	Public District	1	6	218	225
Hamilton City	044107	Public District	1	13	489	503
Jackson City	044156	Public District	1	5	170	176
Kent City	044164	Public District	1	9	268	278
Kenton City	044172	Public District	1	7	128	136
Kettering City	044180	Public District	1	11	508	520
Lockland Local	044230	Public District	1	4	45	50
Logan-Hocking Local	044248	Public District	1	7	229	237
London City	044255	Public District	1	4	124	129
Lorain City	044263	Public District	1	20	465	486
Maple Heights City	044305	Public District	1	6	235	242
Marietta City	044321	Public District	1	6	157	164
Marion City	044339	Public District	1	8	300	309
Martins Ferry City	044347	Public District	1	4	87	92

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Maumee City	044362	Public District	1	8	177	186
Miamisburg City	044396	Public District	1	7	334	342
Middletown City	044404	Public District	1	11	394	406
Mt Healthy City	044412	Public District	1	7	200	208
Mount Vernon City	044420	Public District	1	8	253	262
New Boston Local	044461	Public District	1	2	41	44
New Lexington City	044479	Public District	1	4	127	132
New Philadelphia City	044487	Public District	1	7	198	206
North College Hill City	044511	Public District	1	3	84	88
Norwood City	044578	Public District	1	5	157	163
Oakwood City	044586	Public District	1	4	134	139
Oberlin City Schools	044594	Public District	1	4	78	83
Oregon City	044602	Public District	1	7	226	234
Painesville City Local	044628	Public District	1	5	190	196
Parma City	044636	Public District	1	19	685	705
Piqua City	044644	Public District	1	9	192	202
Port Clinton City	044651	Public District	1	5	124	130
Princeton City	044677	Public District	1	9	344	354
Reading Community City	044693	Public District	1	4	97	102
St Bernard-Elmwood Place City	044719	Public District	1	3	61	65
Shaker Heights City	044750	Public District	1	9	384	394
Shelby City	044776	Public District	1	5	127	133
Sidney City	044784	Public District	1	7	201	209
South Euclid-Lyndhurst City	044792	Public District	1	7	287	295
Springfield City	044818	Public District	1	16	460	477
Steubenville City	044826	Public District	1	5	144	150
Toledo City	044909	Public District	1	52	1624	1677
Toronto City	044917	Public District	1	3	63	67
Troy City	044925	Public District	1	9	254	264

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Upper Arlington City	**044933**	**Public District**	1	7	409	417
Urbana City	**044941**	**Public District**	2	6	149	157
Van Wert City	**044966**	**Public District**	1	4	136	141
Washington Court House City	**045013**	**Public District**	1	6	128	135
Wellston City	**045021**	**Public District**	1	3	96	100
West Carrollton City	**045054**	**Public District**	1	7	223	231
Whitehall City	**045070**	**Public District**	1	5	181	187
Wickliffe City	**045088**	**Public District**	1	3	99	103
Willard City	**045096**	**Public District**	1	4	126	131
Willoughby-Eastlake City	**045104**	**Public District**	1	13	551	565
Wilmington City	**045112**	**Public District**	1	5	167	173
Worthington City	**045138**	**Public District**	1	18	630	649
Xenia Community City	**045153**	**Public District**	2	10	302	314
Zanesville City	**045179**	**Public District**	1	7	208	216
Ada Exempted Village	**045187**	**Public District**	1	2	63	66
Amherst Exempted Village	**045195**	**Public District**	1	6	237	244
Bluffton Exempted Village	**045211**	**Public District**	1	3	64	68
Bradford Exempted Village	**045229**	**Public District**	1	2	39	42
Chagrin Falls Exempted Village	**045286**	**Public District**	1	4	125	130
Clyde-Green Springs Exempted Village	**045302**	**Public District**	2	6	138	146
Coldwater Exempted Village	**045310**	**Public District**	1	3	96	100
Columbiana Exempted Village	**045328**	**Public District**	1	3	65	69
Crooksville Exempted Village	**045351**	**Public District**	1	3	75	79
Fairport Harbor Exempted Village	**045369**	**Public District**	1	2	31	34
Georgetown Exempted Village	**045377**	**Public District**	1	3	56	60
Gibsonburg Exempted Village	**045385**	**Public District**	1	3	71	75
Granville Exempted Village	**045393**	**Public District**		4	151	155
Greenfield Exempted Village	**045401**	**Public District**	1	5	113	119
Hicksville Exempted Village	**045419**	**Public District**	1	2	76	79

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Leetonia Exempted Village	**045443**	**Public District**	1	2	63	66
Lisbon Exempted Village	**045450**	**Public District**	1	2	78	81
Loudonville-Perrysville Exempted Village	**045468**	**Public District**	1	4	86	91
Marysville Exempted Village	**045476**	**Public District**	1	8	318	327
Mentor Exempted Village	**045492**	**Public District**	1	13	518	532
Milford Exempted Village	**045500**	**Public District**	1	9	344	354
Milton-Union Exempted Village	**045518**	**Public District**	1	3	104	108
Mount Gilead Exempted Village	**045534**	**Public District**	1	3	86	90
Paulding Exempted Village	**045575**	**Public District**	1	4	102	107
Perrysburg Exempted Village	**045583**	**Public District**	1	6	249	256
Tipp City Exempted Village	**045617**	**Public District**	1	5	161	167
Wauseon Exempted Village	**045641**	**Public District**	1	4	139	144
Allen East Local	**045757**	**Public District**	1	2	70	73
Elida Local	**045773**	**Public District**	1	3	147	151
Spencerville Local	**045807**	**Public District**	1	2	66	69
Grand Valley Local	**045864**	**Public District**	1	3	79	83
Jefferson Area Local	**045872**	**Public District**	1	4	110	115
Pymatuning Valley Local	**045880**	**Public District**	1	3	77	81
New Bremen Local	**045955**	**Public District**	1	3	62	66
New Knoxville Local	**045963**	**Public District**	1	2	43	46
Fayetteville-Perry Local	**046045**	**Public District**	1	3	51	55
Western Brown Local	**046060**	**Public District**	1	4	157	162
Ripley-Union-Lewis-Huntington Local	**046078**	**Public District**	1	2	71	74
Fairfield City	**046102**	**Public District**	1	10	482	493
Lakota Local	**046110**	**Public District**	1	20	849	870
Ross Local	**046144**	**Public District**	1	4	153	158
Talawanda City	**046151**	**Public District**	1	5	184	190
Brown Local	**046177**	**Public District**	1	2	47	50
Triad Local	**046201**	**Public District**	1	3	78	82

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
West Liberty-Salem Local	046219	Public District	1	2	94	97
Greenon Local	046235	Public District	1	5	107	113
Tecumseh Local	046243	Public District	1	7	182	190
Northeastern Local	046250	Public District	2	7	213	222
Batavia Local	046300	Public District	1	4	169	174
Goshen Local	046342	Public District	1	4	156	161
Crestview Local	046433	Public District	1	3	84	88
Ridgewood Local	046474	Public District	1	3	74	78
River View Local	046482	Public District	1	6	131	138
Cuyahoga Heights Local	046557	Public District	1	4	56	61
Orange City	046581	Public District	1	3	170	174
Richmond Heights Local	046599	Public District	1	3	60	64
Ansonia Local	046623	Public District	1	2	57	60
Mississinawa Valley Local	046672	Public District	1	2	54	57
Tri-Village Local	046680	Public District	1	2	51	54
Central Local	046714	Public District	1	3	75	79
Northeastern Local	046722	Public District	1	4	98	103
Big Walnut Local	046748	Public District	1	5	154	160
Buckeye Valley Local	046755	Public District	2	5	133	140
Olentangy Local	046763	Public District	1	17	898	916
Kelleys Island Local	046797	Public District	1	0	5	6
Margaretta Local	046805	Public District	1	2	81	84
Liberty Union-Thurston Local	046888	Public District	1	3	84	88
Pickerington Local	046896	Public District	1	14	562	577
Walnut Township Local	046904	Public District	1	2	43	46
Miami Trace Local	046920	Public District	1	3	146	150
Canal Winchester Local	046946	Public District	1	5	211	217
Groveport Madison Local	046979	Public District	1	9	321	331
Reynoldsburg City	047001	Public District	1	11	262	274

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Hilliard City	047019	Public District	1	22	883	906
Dublin City	047027	Public District	1	20	887	908
Archbold-Area Local	047043	Public District	1	3	118	122
Evergreen Local	047050	Public District	1	4	119	124
Fayette Local	047068	Public District	1	2	70	73
Pettisville Local	047076	Public District	1	2	47	50
Pike-Delta-York Local	047084	Public District	1	5	142	148
Cardinal Local	047175	Public District	1	4	75	80
Kenston Local	047191	Public District	1	5	199	205
Ledgemont Local	047209	Public District	1	3	45	49
Newbury Local	047217	Public District	1	2	48	51
West Geauga Local	047225	Public District	1	4	121	126
Beavercreek City	047241	Public District	3	10	453	466
Bellbrook-Sugarcreek Local School District	047274	Public District	1	4	135	140
Rolling Hills Local	047308	Public District	2	5	112	119
Finneytown Local	047332	Public District	1	3	101	105
Northwest Local	047365	Public District	1	14	516	531
Oak Hills Local	047373	Public District	1	9	404	414
Arcadia Local	047415	Public District	1	2	44	47
Arlington Local	047423	Public District	1	2	60	63
Cory-Rawson Local	047431	Public District	1	3	53	57
Liberty-Benton Local	047449	Public District	1	3	88	92
Vanlue Local	047472	Public District	1	1	23	25
Ridgemont Local	047506	Public District	1	2	40	43
Riverdale Local	047514	Public District	1	2	75	78
Liberty Center Local	047589	Public District	1	3	94	98
Bright Local	047613	Public District	1	2	50	53
Fairfield Local	047621	Public District	1	2	49	52
West Holmes Local	047696	Public District	0	7	140	147

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Monroeville Local	047712	Public District	1	2	49	52
South Central Local	047738	Public District	1	2	69	72
Centerburg Local	047829	Public District	1	2	86	89
Danville Local	047837	Public District	1	3	61	65
East Knox Local	047845	Public District	1	3	75	79
Fredericktown Local	047852	Public District	1	2	81	84
Fairland Local	047936	Public District	1	5	102	108
Rock Hill Local	047944	Public District	1	3	125	129
Johnstown-Monroe Local	047985	Public District	1	4	93	98
Licking Heights Local	048009	Public District	1	5	205	211
Northridge Local	048033	Public District	1	4	96	101
Southwest Licking Local	048041	Public District	1	5	258	264
Benjamin Logan Local	048074	Public District	1	5	130	136
Indian Lake Local	048082	Public District	2	5	141	148
Riverside Local	048090	Public District	1	2	72	75
Avon Lake City	048124	Public District	1	7	222	230
Clearview Local	048132	Public District	1	4	86	91
Keystone Local	048165	Public District	1	3	92	96
Ottawa Hills Local	048215	Public District	1	2	76	79
Springfield Local	048223	Public District	1	6	211	218
Jefferson Local	048256	Public District	1	3	72	76
Jonathan Alder Local	048264	Public District	1	5	124	130
Madison-Plains Local	048272	Public District	1	4	88	93
Canfield Local	048314	Public District	1	6	183	190
Jackson-Milton Local	048322	Public District	1	2	66	69
Sebring Local	048355	Public District	1	2	55	58
Western Reserve Local	048397	Public District	1	3	57	61
Buckeye Local	048470	Public District	1	5	128	134
Cloverleaf Local	048488	Public District	1	5	162	168

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Highland Local	048496	Public District	1	5	164	170
Eastern Local	048512	Public District	1	3	71	75
Meigs Local	048520	Public District	1	4	122	127
Southern Local	048538	Public District	1	3	51	55
Marion Local	048553	Public District	0	2	61	63
Fort Recovery Local	048595	Public District	1	3	60	64
Bethel Local	048611	Public District	1	2	66	69
Miami East Local	048629	Public District	1	3	88	92
Trotwood-Madison City	048694	Public District	1	5	163	169
Mad River Local	048702	Public District	1	8	243	252
New Lebanon Local	048710	Public District	1	3	89	93
Northmont City	048728	Public District	1	8	340	349
Valley View Local	048744	Public District	1	4	133	138
Huber Heights City	048751	Public District	1	10	399	410
Morgan Local	048777	Public District	1	5	141	147
Highland Local	048801	Public District	1	4	113	118
Northmor Local	048819	Public District	1	5	69	75
East Muskingum Local	048835	Public District	1	5	133	139
Franklin Local	048843	Public District	1	5	140	146
Maysville Local	048850	Public District	1	3	177	181
Tri-Valley Local	048876	Public District	1	8	157	166
West Muskingum Local	048884	Public District	1	4	118	123
Noble Local	048900	Public District	1	3	63	67
Benton Carroll Salem Local	048926	Public District	1	5	115	121
Danbury Local	048934	Public District	1	4	47	52
Genoa Area Local	048942	Public District	1	2	78	81
North Bass Local School District	048967	Public District	0	0	0	0
Put-In-Bay Local	048975	Public District	1	0	16	17
Antwerp Local	048991	Public District	1	2	44	47

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Wayne Trace Local	049031	Public District	1	3	64	68
Northern Local	049056	Public District	1	6	154	161
Southern Local	049064	Public District	1	2	60	63
Scioto Valley Local	049130	Public District	1	3	84	88
Aurora City	049171	Public District	1	4	169	174
National Trail Local	049270	Public District	1	3	76	80
Columbus Grove Local	049312	Public District	1	2	72	75
Continental Local	049320	Public District	1	2	60	63
Jennings Local	049338	Public District	1	2	39	42
Kalida Local	049346	Public District	1	2	57	60
Leipsic Local	049353	Public District	1	2	67	70
Miller City-New Cleveland Local	049361	Public District	1	3	38	42
Ottawa-Glandorf Local	049379	Public District	1	3	92	96
Ottoville Local	049387	Public District	1	2	36	39
Clear Fork Valley Local	049411	Public District	1	5	117	123
Crestview Local	049429	Public District	1	3	81	85
Lexington Local	049437	Public District	1	5	151	157
Lucas Local	049445	Public District	1	2	38	41
Madison Local	049452	Public District	1	6	229	236
Plymouth-Shiloh Local	049460	Public District	1	2	60	63
Adena Local	049494	Public District	1	3	79	83
Union-Scioto Local	049536	Public District	1	4	131	136
Bloom-Vernon Local	049593	Public District	1	2	65	68
Green Local	049619	Public District	1	2	45	48
Northwest Local	049635	Public District	1	3	115	119
Wheelersburg Local	049668	Public District	1	3	89	93
Bettsville Local	049692	Public District	1	0	28	29
Anna Local	049759	Public District	1	3	75	79
Botkins Local	049767	Public District	1	2	37	40

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Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Fairlawn Local	049775	Public District	1	1	33	35
Fort Loramie Local	049783	Public District	1	2	59	62
Jackson Center Local	049809	Public District	2	2	41	45
Russia Local	049817	Public District	1	1	35	37
Canton Local	049833	Public District	1	5	125	131
Jackson Local	049858	Public District	1	6	315	322
Lake Local	049866	Public District	1	7	213	221
Marlington Local	049882	Public District	1	5	153	159
Minerva Local	049890	Public District	1	5	113	119
Northwest Local	049908	Public District	1	4	114	119
Plain Local	049932	Public District	2	9	328	339
Tuslaw Local	049957	Public District	1	4	81	86
Coventry Local	049999	Public District	1	5	137	143
Manchester Local	050005	Public District	1	3	83	87
Green Local	050013	Public District	1	6	240	247
Hudson City	050021	Public District	1	6	320	327
Nordonia Hills City	050047	Public District	1	6	217	224
Revere Local	050054	Public District	2	4	165	171
Springfield Local	050062	Public District	1	5	136	142
Twinsburg City	050070	Public District	1	5	221	227
Bloomfield-Mespo Local	050096	Public District	1	2	33	36
Brookfield Local	050120	Public District	1	3	81	85
Indian Valley Local Schools	050286	Public District	1	4	110	115
Tuscarawas Valley Local	050302	Public District	1	4	88	93
North Union Local	050336	Public District	1	3	88	92
Crestview Local	050351	Public District	1	1	63	65
Vinton County Local	050393	Public District	0	6	250	256
Wayne Local	050468	Public District	1	3	92	96
Frontier Local	050492	Public District	1	4	54	59

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Warren Local	**050500**	**Public District**	1	4	136	141
Wolf Creek Local	**050518**	**Public District**	1	2	45	48
Southeast Local	**050583**	**Public District**	1	6	107	114
Edon-Northwest Local	**050625**	**Public District**	2	2	44	48
Millcreek-West Unity Local	**050633**	**Public District**	1	2	59	62
North Central Local	**050641**	**Public District**	1	2	57	60
Stryker Local	**050658**	**Public District**	1	1	33	35
North Baltimore Local	**050708**	**Public District**	1	1	53	55
Otsego Local	**050724**	**Public District**	1	4	91	96
Adams County/Ohio Valley Local	**061903**	**Public District**	1	8	254	263
Gallia County Local	**065680**	**Public District**	1	7	146	154
Springfield Acad Of Excellence	**132787**	**Community School**	0	1	17	18
Life Skills Center-Springfield	**132795**	**Community School**	0	0	7	7
Life Skills Center-Middletown	**132803**	**Community School**	0	0	9	9
Miami Valley Academies	**132944**	**Community School**	1	1	13	15
Constellation Schools: Lorain Community Elementary	**132951**	**Community School**	0	1	11	12
Constellation Schools: Elyria Community Elementary	**132969**	**Community School**	0	1	16	17
Youthbuild Columbus Community	**132985**	**Community School**	0	1	10	11
Constellation Schools: Westpark Community Elementary	**132993**	**Community School**	0	1	18	19
Intergenerational School, The	**133215**	**Community School**	0	1	20	21
Lighthouse Comm & Prof Dev	**133223**	**Community School**	0	1	6	7
Constellation Schools: Parma Community	**133256**	**Community School**	0	2	60	62
Dohn Community	**133264**	**Community School**	0	1	6	7
Richard Allen Preparatory	**133348**	**Community School**	0	1	11	12
Electronic Classroom Of Tomorrow	**133413**	**Community School**	1	4	231	236
Graham School, The	**133421**	**Community School**	1	3	36	40
Cornerstone Academy Community	**133439**	**Community School**	0	0	21	21
Dayton Leadership Academies-Dayton View Campus	**133454**	**Community School**	0	1	27	28
Life Skills Of Trumbull County	**133488**	**Community School**	0	0	11	11

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Phoenix Community Learning Ctr	**133504**	**Community School**	0	0	18	18
Citizens Academy	**133520**	**Community School**	0	1	25	26
Millennium Community School	**133561**	**Community School**	0	0	22	22
Horizon Science Acad Cleveland	**133629**	**Community School**	0	0	38	38
Horizon Science Academy Columbus	**133660**	**Community School**	0	0	23	23
Riverside Academy	**133678**	**Community School**	0	0	14	14
Richard Allen Academy	**133736**	**Community School**	0	2	10	12
The ISUS Institute of Construction Technology	**133744**	**Community School**	0	1	17	18
New Choices Community School	**133769**	**Community School**	0	1	12	13
Life Skills Ctr Of Cincinnati	**133785**	**Community School**	0	0	10	10
Life Skills Ctr Of Youngstown	**133801**	**Community School**	0	0	11	11
Hope Academy Lincoln Park	**133819**	**Community School**	0	0	16	16
Life Skills Ctr Of Cleveland	**133835**	**Community School**	0	0	12	12
Hope Academy Canton Campus	**133850**	**Community School**	0	0	18	18
Life Skills Center Of Akron	**133868**	**Community School**	0	0	8	8
Dayton Leadership Academies-Dayton Liberty Campus	**133959**	**Community School**	0	1	33	34
Youngstown Community School	**134072**	**Community School**	0	1	27	28
Constellation Schools: Old Brooklyn Community Elementary	**134098**	**Community School**	0	1	17	18
Autism Model School	**134122**	**Community School**	0	0	16	16
Hope Academy Broadway Campus	**134189**	**Community School**	0	0	22	22
Hope Academy Chapelside Campus	**134197**	**Community School**	0	0	21	21
Hope Academy Cathedral Campus	**134205**	**Community School**	0	0	23	23
Hope Academy University	**134213**	**Community School**	0	0	18	18
Hope Academy Brown St Campus	**134221**	**Community School**	0	0	12	12
City Day Community School	**134247**	**Community School**	0	0	9	9
East End Comm Heritage School	**134288**	**Community School**	0	0	7	7
Monroe Local School District	**139303**	**Public District**	1	4	131	136
Life Skills Center Canton	**142901**	**Community School**	0	0	23	23
Life Skills Center of Elyria	**142919**	**Community School**	0	0	7	7

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Focus Learning Academy of Southwest Columbus	**142927**	**Community School**	1	1	9	11
Focus Learning Academy of Southeastern Columbus	**142935**	**Community School**	1	1	11	13
Focus Learning Academy of Northern Columbus	**142943**	**Community School**	1	2	14	17
Ohio Virtual Academy	**142950**	**Community School**	0	1	185	186
Hope Academy Northcoast	**142968**	**Community School**	0	0	13	13
Mound Street IT Careers Academy	**143115**	**Community School**	1	0	6	7
Mound Street Military Careers Academy	**143123**	**Community School**	1	0	4	5
Mound Street Health Careers Acadmy	**143131**	**Community School**	1	0	7	8
Life Skills Center Of Hamilton County	**143164**	**Community School**	0	0	8	8
International Acad Of Columbus	**143172**	**Community School**	0	0	11	11
Legacy Acad For Leaders & Arts	**143180**	**Community School**	0	0	5	5
The Autism Academy Of Learning	**143297**	**Community School**	0	0	9	9
Treca Digital Academy	**143305**	**Community School**	1	0	56	57
Hope Academy Cuyahoga Campus	**143313**	**Community School**	0	0	20	20
The ISUS Institute of Manufacturing	**143347**	**Community School**	0	0	14	14
The ISUS Institute of Health Care	**143354**	**Community School**	0	0	14	14
Granville T Woods Comm Shule	**143370**	**Community School**	0	1	7	8
Alternative Education Academy	**143396**	**Community School**	0	0	49	49
Crittenton Community School	**143412**	**Community School**	0	1	6	7
Marcus Garvey Academy	**143461**	**Community School**	0	0	12	12
Constellation Schools: Puritas Community Elementary	**143479**	**Community School**	0	1	13	14
Constellation Schools: Stockyard Community Elementary	**143487**	**Community School**	0	2	18	20
Constellation Schools: Mansfield Community Elementary	**143495**	**Community School**	0	1	11	12
Lake Erie Academy	**143503**	**Community School**	0	0	9	9
North Dayton School Of Science & Discovery	**143529**	**Community School**	0	1	30	31
Virtual Community School Of Ohio	**143537**	**Community School**	1	1	40	42
Toledo Preparatory Academy	**143545**	**Community School**	0	1	7	8
Eagle Academy	**143552**	**Community School**	0	0	15	15
Richard Allen Academy II	**143560**	**Community School**	0	1	25	26

Race to the Top Information Tracking

Ohio LEA	Ohio IRN#	Org Type	# Supt.	# Principals	# Teachers	Total # RTTT Teacher-Principal Evaluation System Accounts required
Richard Allen Academy III	**143578**	**Community School**	0	1	16	17
Hamilton Cnty Math & Science	**143602**	**Community School**	0	0	21	21
Arts & College Preparatory Academy	**143610**	**Community School**	1	1	18	20
W C Cupe Community School	**143636**	**Community School**	1	0	7	8
Sciotoville	**143644**	**Community School**	0	2	30	32
Franklin Local Community School	**148932**	**Community School**	0	1	7	8
Tomorrow Center	**148981**	**Community School**	0	0	6	6
Mahoning Unlimited Classroom	**148999**	**Community School**	0	0	15	15
Goal Digital Academy	**149047**	**Community School**	1	0	23	24
Akron Digital Academy	**149054**	**Community School**	0	2	38	40
Fairborn Digital Academy	**149088**	**Community School**	0	0	32	32
Life Skills Center Of Toledo	**149302**	**Community School**	0	0	10	10
Foxfire Center For Student Success	**149328**	**Community School**	0	0	4	4
Southwest Licking Digital Acad	**149336**	**Community School**	0	0	36	36
West Central Learning Academy II	**151175**	**Community School**	0	0	23	23
Life Skills Ctr Of Lake Erie	**151183**	**Community School**	0	0	12	12
Life Skills Center Of Summit County	**151191**	**Community School**	0	0	7	7
Life Skills Of Northeast Ohio	**151209**	**Community School**	0	0	11	11
			Supt	**Treas**	**Teachers**	**Total**
		Totals	362	2,107	67,115	69,584

Supplement 6

Service Level Requirements and Liquidated Damages

Service Level Requirements and Liquidated Damages.

The State, in its sole discretion, may assess the following liquidated damages if the Contractor fails to perform at the stated service levels. Any liquidated damages assessed by the State will be subject to the offset section of this Contract.

SLR response times are for Monday through Saturday 8:00 AM to 5:00 PM.

Implementation Deadline. The Contractor must ensure that the system is implemented within the required eighteen (18) months. If the Contractor fails to meet the required date, the State may assess liquidated damages as follows:

a. $1,000.00 per business day, or any part thereof, for each of the first ten business days;

b. $2,000.00 per calendar day, or any part thereof, for each of the next 30 calendar days; and

c. $3,000.00 per calendar day, or any part thereof, for each additional day.

Systems and Servers

System	Service Measure	Performance Target	Expected SLR Performance %
Production Systems and Servers	Availability per System	Monday – Saturday 8:00 a.m. to 5:00 p.m. Eastern Time	99.5%
Training & Test Systems supporting contract activities	Availability per System	Mon–Friday: 8:00 a.m. – 5:00 p.m. Eastern Time	98%
	Formula	Availability (%) = 100% – Unavailability (%) Where Unavailability is defined as: (Total Outage Duration x 100%) ÷ (Schedule Time – Planned Outage)	
	Measurement Interval	Measure Monthly with details for each day, Sunday through Saturday; Report Monthly Application availability metrics will be measured/reported monthly beginning upon implementation. The Contractor must provide a report or other verifiable proof of meeting this requirement.	
	Measurement Tool	Defined by Contractor	
Liquidated Damages		**$1,000.00 per percentage point below the requirement, per month.**	

Application Platform Online Response Time SLRs

DEFINITION	Online response time. Online response time is measured as the elapsed time from when a request enters the system until the request has been satisfied (completed to the customer's satisfaction). This timing includes both application and database processing time. The definition of a transaction is any system action that requires data transactions, screen to paint, refresh and/or system update to complete during normal operations. Transactions mutually agreed to will be excluded from measurement.

APPLICATION PLATFORM ONLINE RESPONSE TIME SLRs			
Application Platform	**Service Measure**	**Performance Target**	**SLR Performance %**
Production Environment	Online Response Time	95% of transactions complete ≤2.0 seconds 99% of transactions complete ≤5.0 seconds	See performance target
	Formula	Count the total number of transactions during the measurement period: TOTAL Count the total number of transactions less than or equal to the applicable threshold as NBRTXNS Calculate percentage of transactions that meet the threshold: TARGET% TARGET% = NBRTXNS / TOTAL	
	Measurement Interval	Normal business hours. Collected monthly beginning upon implementation, Weekly, Report Monthly. The Contractor must provide a report or other verifiable proof of meeting this requirement.	
	Measurement Tool	Contractor proposed.	
Liquidated Damages		**$500.00 per percentage point below the requirement, per month.**	

General Administrative Functions SLRs

DEFINITION	Routine Hosting functions that are required to meet the State's requirements.

GENERAL ADMINISTRATIVE FUNCTIONS SLRs			
General Administration Task	**Service Measure**	**Performance Target**	**SLR Performance %**
Set Up/Modify User ID	Response Time 1–5 User IDs 6–10 Users IDs >10 User IDs	2 business days 3 business days per agreed-upon time	97.0%

GENERAL ADMINISTRATIVE FUNCTIONS SLRs			
Notification of Urgent/High-Priority outage to project representative or designee and Contractor Help Desk	Response Time	10 minutes of discovery (i.e., immediate notification) via phone and/or pager	100%
Notification of Medium/Low-Priority outage to project representative or designee and Contractor Help Desk	Response Time	2 hours of discovery via e-mail	100%
	Formula	Number of requests or outages completed within Performance Target - Total of all requests (outages) occurring during Measurement Interval	
	Measurement Interval	Measure Weekly; Report Monthly The Contractor must provide a report or other verifiable proof of meeting this requirement.	
	Measurement Tool	Contractor incident tracking System	
Liquidated Damages		**$500.00 per occurrence.**	

Backup and Restore Requirements

Contractor will implement and maintain backup and restoration capabilities for all data, applications and component configurations. Contractor will perform incremental backups, full backups and full archive backups according to the Backup Schedule presented below. Recovery procedures will be capable of restoring service delivery for failed data, applications and component configurations according to the Services Level Restoration (SLR) listed below.

Backup Schedule and SLRs					
Type of Backup	**Backup Frequency**	**Storage Site**	**Retention/Purge Period Standard**	**Target**	**SLR Performance %**
Incremental	Daily	On Site	7 days	Backup Frequency	99%
Full (Backup)	Weekly	Off Site	5 weeks	Backup Frequency	99%
Full (Archive)	Monthly	Off Site	3 months	Backup Frequency	99%
All				Quarterly Test of each type of Backup/Restore process	99%

Restoration Services Table			
Restoration Type	**Service Measure**	**Performance Target**	**SLR Performance %**
Production data that is 1 week old or less, as requested by the State.	Response Time	<6 hours from the State's request	100% of the time
	Formula	Number of requests completed within Performance Target Total of all requests occurring during Measurement Interval	
	Measurement Interval	Measure Weekly; Report Monthly. The Contractor must provide a report or other verifiable proof of meeting this requirement.	
	Measurement Tool	Contractor Proposed	
Liquidated Damages		**$1,000.00 per occurrence.**	

Help Desk Services

DEFINITION	Service levels for IVR and Help desk support for Teacher and Principal Evaluation System

Help Desk Services SLRs			
Help Desk Performance	**Service Measure**	**Performance Target**	**SLR Performance %**
Total Calls	Help Desk Services	Answer all calls within 30 seconds measured over a calendar month.	92%
	Formula	Number of calls answered within Performance Target -Total of all calls occurring during Measurement Interval	
	Measurement Interval	Monthly The Contractor must provide a report or other verifiable proof of meeting this requirement.	
	Measurement Tool	Contractor incident tracking system, IVR and Call center reporting	

Help Desk Services SLRs			
Liquidated Damages	**Answer 92% all calls within 30 seconds of call answered. Note: A call automatically placed on hold prior to being answered does not meet the definition of —answered.**	**$200.00 percentage point missed per month.**	
Help Desk Performance	**Service Measure**	**Performance Target**	**SLR Performance %**
Total Calls Hold Time	Total Calls	95% of the calls may not be put on hold for longer than 2 minutes.	95%
	Formula	Number of calls placed on hold -Total of all calls placed on hold that exceed 2 minutes during Measurement Interval	
	Measurement Interval	Monthly The Contractor must provide a report or other verifiable proof of meeting this requirement.	
	Measurement Tool	Contractor incident tracking system, IVR and Call center reporting	
Liquidated Damages	**95% of the calls may not be put on hold for longer than 2 minutes.**	**$1000.00 per month**	
Help Desk Performance	**Service Measure**	**Performance Target**	**SLR Performance %**
Help Desk Availability	Help Desk Availability	95% Availability	95%
	Formula	Total number of availability hours – total number of hours help desk was unavailable.	
	Measurement Interval	Monthly The Contractor must provide a report or other verifiable proof of meeting this requirement.	
	Measurement Tool	Contractor incident tracking system, IVR and Call center reporting	
Liquidated Damages	**Help Desk services must be available 95% of the performance target time.**	**$1000.00 per month**	

Data Files – The Contractor must pay the State:

a. $1,000 per file for each business day that the Contractor fails to transmit a file or transmits a file that cannot be processed by the State.

Defect Resolution – Liquidated Damage

a. $5,000 per day for failure to rectify defects classified as urgent within 1 business day unless an extension is approved by the State. Severity 1 defects are defined as defects that affect core functionality and threaten the completion of critical processes (i.e. complete system failure).

b. $1,000 per day for failure to rectify defects classified as high within 2 business days unless an extension is approved by the State. Severity 2 defects are defined as defects that affect core functionality, but do not threaten the completion of critical processes and no workaround exists for non-critical processes.

c. $500 per day for failure to rectify defects that are classified as medium within 30 business days unless an extension is approved by the State. Severity 3 defects are defined as defects that affect core functionality and workarounds exists for non-critical processes (i.e., On-Line Pull Application failure.)

Production Reports – The Contractor must pay the State:

a. $1,000 per day, per report, for failure to produce accurate report(s) on the business day they are scheduled to be available.

SUPPLEMENTAL INFORMATION TRAILER

This page is the last page of supplemental information for this competitive document. If you received this trailer page, all supplemental information has been received.

Note: portions of the supplemental information provided may or may not contain page numbers. The total number of pages indicated on the cover page does not include the pages contained in this supplement.