

## Memorandum of Understanding

This Memorandum of Understanding is entered into by and between the Celina Board of Education (Board) and the Celina Education Association (Association this \_\_\_\_ day of May, 2021.

WHEREAS, the Board and Association have entered into a Collective Bargaining Agreement (CBA) which is effective from September 1, 2018 through August 31, 2021.

WHEREAS the parties intend to amend their current CBA as set forth hereinafter, and further intend that all remaining sections of the CBA, that are not inconsistent herewith, shall remain in full force and effect;

NOW THEREFORE, IT IS HEREBY AGREED by and between the Board and the Association that the following language shall constitute their Agreement as it relates to this matter:

1. Article 1.02 Duration of Agreement  
The Master Agreement shall be in full effect from September 1, 2018 through August 31, 2022. No provision of the agreement shall discriminate against any staff member in regard to membership or non-membership in the association.
  
2. Article 23.10 Hero Pay  
A one-time payment equivalent to 3.5 percent of the individual teacher's column and step salary of each current employee who worked during the 2020-2021 school year for Celina City Schools, and continues to work for Celina City Schools in the 2021-2022 school year, shall be awarded with the December 10, 2021 payroll.
  
3. Article 11.00  
The attached Evaluation Committee work on OTES 2.0 will be incorporated for the 2021-2022 school year. This includes the new OCES and OTES forms in the Appendix.
  
4. The attached Memorandums of Understanding will remain in effect through August 31, 2022

Article 3.03 Added Social Worker (dated June 30, 2020)

Article 14.01.1 – School year and 14.04.5 and 14.04.6 Virtual Learning Days (dated February 2021) with a couple modifications

Article 16.02.7 Pay to cover another teacher's class during their preparation period (dated October 16, 2020) With modification on school year and expiration date now August 31, 2022.

Article 27.02 Open enrollment period for insurance sign-up (dated December 17, 2018)

Article 31.01, 31.02, and 31.03 – last paragraph (dated January 11, 2019)

Article 35 Regarding Tri Star Teachers (dated July 19, 2019)

The Master Agreement shall be in full effect from September 1, 2018 through August 31, 2022. No provision of the agreement shall discriminate against any staff member in regard to membership or non-membership in the association.

For the Association

For the Board of Education

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## ARTICLE 11.00 – TEACHER PERFORMANCE APPRAISAL PROCEDURE

### 11.01 Evaluation Procedure Defined

The evaluation procedure established in this agreement conforms to the framework for the evaluation of teachers developed pursuant to Sections 3319.111, 3319.112, and 3319.113 of the Ohio Revised Code.

### 11.02 Evaluation Committee

Evaluation of personnel is clearly a management right provision and shall be conducted accordingly. Suggested changes in the assessment program will come from the Evaluation Committee. The Evaluation Committee will be comprised of the Association President or his/her designee and two (2) Association members selected by the President. In addition, the Superintendent or his/her designee and two (2) administrators selected by the Superintendent. Changes agreed upon by the Evaluation Committee will be recommended to the Association President and the Superintendent for inclusion in this Article. Any changes must be ratified by the Board and Association

### 11.03 Definitions

“OTES” -- Stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education ~~in 2011~~, or as otherwise modified by the State Board of Education.

“Teacher” - For purposes of this policy, “teacher” means licensed instructors who spend at least fifty percent (50%) of his/her time providing content-related student instruction and who is working under one of the following:

- A. A license issued under R.C. 3319.22, 3319.26, 3319.222, or 3319.226; or
- B. A permanent certificate issued under R.C. 3319.222 as it existed prior to September, 2003; or
- C. A permanent certificate issued under R.C. 3319.222 as it existed prior to September, 2006; or
- D. A permit issued under R.C. 3319.301.

Pursuant to O.R.C. 3319.16, it is the responsibility of each teacher to maintain current certification/license in the field of instruction and to maintain all current teaching certification/license areas.

Substitute teachers and teachers not meeting this definition are not subject to evaluation under this policy. Full-time bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures of the collective bargaining agreement in effect between the Board and the CEA.

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The Superintendent, Treasurer, ~~Assistant Superintendent~~, and any “other administrators” as defined by R.C. 3319.02 are not subject to evaluation under this policy.

“**Credentialed Evaluator**” -- For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:

- A. meets the eligibility requirements under R.C. 3319.111(D); and
- B. holds a credential established by the Ohio Department of Education for teacher evaluation; and
- C. has completed State-sponsored evaluation training and has passed an online credentialing assessment.

The Board shall authorize the Superintendent/designee to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

“**Core Subject Area**” – Means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

“**Student Growth**” - ~~Measure~~ ~~For the purpose of the District’s evaluation policy, student growth~~ Is defined as the change in student achievement for an individual student between two (2) or more points in time

~~“Student Learning Objective” (SLOs) — Include goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time.~~

~~“Shared Attribution Measures” — Student growth measures that can be attributed to a group.~~

“**Value-Added**” – Refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the District and school level based on each student’s scores on State issued standardized assessments.

“**Vendor Assessment**” – Student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.

“**Evaluation Cycle**” – Is the period of time for the completing of the evaluation procedure. The evaluation cycle is completed when ~~student growth measures are combined with~~ the teacher performance ~~to~~ is assigned a ~~summative evaluation~~ final holistic rating.

“**Evaluation Factors**” – Refers to the multiple measures that are required by law to be used in the teacher evaluation procedure. ~~The two (2) factors, which are weighted equally, are student growth measures at fifty percent (50%) and teacher performance at fifty percent (50%).~~

**“Evaluation Framework”** – Means the document created and approved by the Ohio Department of Education (ODE) in accordance with R.C. 3319.111(A) that establishes the standards-based framework for the evaluation of teachers developed under R.C. 3319.112.

**“Evaluation Instruments”** – Refers to the forms used by the teacher’s evaluator. Those forms, developed by the ODE, are located in the Appendix to this policy.

**“Evaluation Procedure”** – The procedural requirements set forth in this policy are intended to provide specificity to the statutory obligations established under R.C. 3319.111 and R.C. 3319.112 and to conform to the framework for the evaluation of teachers developed under R.C. 3319.112.

**“Evaluation Rating”** – Means the final summative evaluation holistic rating level that is assigned to a teacher pursuant to terms of this policy. The evaluation rating is assigned at the conclusion of the evaluation cycle. ~~when the teacher performance rating is combined with the results of student growth measures where fifty percent (50%) of the evaluation rating is based on student growth measures as provided for in this policy and fifty percent (50%) the evaluation rating is based on a teacher performance rating as provided for in this policy.~~ Each completed evaluation will result in the assignment of one (1) of the following evaluation ratings to Accomplished, Skilled, Developing, or Ineffective.

**“Teacher Performance”** – Is the assessment of a teacher’s performance, resulting in a performance rating. As an evaluation factor, ~~the~~ teacher performance ~~dimension~~ is based on direct observations of a teacher’s practice (including materials and other instructional artifacts) and walkthroughs that are performed by a credentialed evaluator. ~~Teacher performance results are reported as a teacher performance rating that may be coded as “1” indicating lowest performance to “4” indicating highest performance.~~

**“Teacher-Student Data Linkage” (TSDL)** – Refers to the process of connecting the teacher(s) of record (based upon above definition) to a student and/or defined group of students’ achievement scores ~~for the purpose of attributing student growth to that teacher.~~

**“Self-Assessment Summary Tool”** – Is provided to help the teacher identify areas of strength and areas for growth, think about sources of evidence, and establish overall priorities to enhance practice. The priorities that are established through this process should be used to aid in the development of goals for the Professional Growth Plan, as well as provide guidance to teacher and evaluator on the selection of the focus areas(s).

#### 11.04 Criteria for Performance Assessment

Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based ~~in equal part~~ upon teacher performance ~~and student growth~~.

Each teacher evaluation will result in an effectiveness rating of:

1. Accomplished;
2. Skilled;
3. Developing; or

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#### 4. Ineffective

##### 11.05 Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and at least two (2) informal observations also known as “classroom walkthroughs” occurring prior to the summative- final holistic rating. OTES 2.0 requires one (1) formal holistic observation, followed by a conference; at least two (2) walkthroughs (informal observations) and one (1) formal focused observation, both with an emphasis on identified focus areas, when applicable; and one (1) summative conference. Teachers who are not being considered for non-renewal will receive a minimum of two (2) formal observations. Teachers who are being considered for non-renewal and have a limited or extended-limited contract will receive a minimum of three (3) formal observations.

During the first formal observation, the evaluator documents all observed areas on the Teacher Performance Evaluation rubric as well as information collected through the pre-conference. A post-conference between the teacher and the evaluator occurs after the formal holistic observation to determine the identified area of focus. The focus may be an area of strength, an area for improvement, or both.

This first observation allows teachers with a final holistic rating of “accomplished” to select their own focus area. Teachers with a final holistic rating of “skilled” select the focus area in collaboration with their evaluator. Teachers with a final holistic rating of “developing” receive guidance from their evaluator to determine the focus area. Evaluators select the focus area for teachers with a final holistic rating of “ineffective.”

The second formal focused observation and classroom walkthroughs are focused on identified focus area(s). However, during walkthroughs and the formal focused observation, evaluators are not limited to collecting evidence on the identified focus areas.

- A. The purpose of performance evaluations is to identify strengths of employees, to discover areas in which employees may have difficulties, to determine and provide what help the employee may require to be successful, and to document the circumstances that lead to the decision.
- B. Performance evaluations will be done openly with the full knowledge of the employee, and will be carried out in a fair, reasonable and objective manner.
- C. All observations and evaluation will be conducted by the building principal/designee as long as designee has regular contact with the employee, and is properly certified to perform evaluations.

##### 11.06 Walkthroughs Procedure

- A. The walkthrough shall be less than thirty (30) minutes but shall not constitute a formal observation.
- B. Data gathering from a walkthrough for evaluation purposes must be documented.



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### 11.07 General Procedures for Evaluations

- A. The first formal holistic classroom observation must be completed on or before January 20 and the second observation must be completed by May 1.
- B. A teacher who has been granted a continuing contract by the Board of Education and who receives a final holistic rating of “Accomplished” on his/her most recent evaluation shall be evaluated once every three (3) school years, ~~so long as the teacher’s academic growth measures for the most recent school year for which data is available is average or higher, as determined by the Department of Education.~~
- C. The Board may evaluate each teacher who received a final holistic rating of “skilled” on the teacher’s most recent evaluations once every two (2) years, ~~so long as the teacher’s student growth measure, for the most recent school year for which data is available is average or higher, as determined by the Department of Education.~~
- D. For skilled and accomplished teachers not evaluated under B and C above, the following evaluation procedure applies: a credentialed evaluator may hold a pre-conference; conduct at least one observation, as defined in law on the standards in performance and be at least thirty (30) consecutive minutes and hold at least one conference with the teacher and must coincide with the observation. Additionally, the post-conference shall be held prior to May 10.
- E. Teachers new to the District will start the full OTES cycle regardless of previous OTES Summative Ratings in a prior district.
- F. The Board may elect not to conduct an evaluation of a teacher who meets one of the following requirements:
  - 1. The teacher was on leave from the District fifty percent (50%) or more of the school year, as calculated by the Board;
  - 2. The teacher has submitted notice of retirement, and that notice has been accepted by the Board not later than December 1<sup>st</sup> of the school year in which the evaluation is otherwise scheduled to be conducted;
  - 3. The teacher is participating in the teacher residency program established under O.R.C. 3319.223 for the year during which that teacher takes, for the first time, at least half of the performance-based assessments prescribed by the State Board of Education for resident educators.

### 11.08 Formal Observations Procedure

- A. All formal observations, at the teacher’s and/or evaluator’s request, may be preceded by a conference (pre-conference) between the evaluator and the teacher in order for the teacher to explain plans and objectives for the work situation to be

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observed. The conference shall be held no more than ten (10) workdays prior to the observation.

- B. Formal observations shall be for a duration of at least thirty (30) consecutive minutes.
- C. Within ten (10) workdays of each formal observation, the evaluator shall provide the bargaining unit member with the first written observation report (in the Appendix). Within fifteen (15) workdays of the formal observation, the evaluator shall meet ~~with the teacher~~ to discuss the observation, at the request of the teacher and/or evaluator.

### 11.09 High Quality Student Data (HQSD)

Choosing and using High Quality Student Data to guide instructional decisions and meet student learning needs is key in making sound instructional decisions for students. The teacher evaluation will use at least two (2), but no more than four (4), measures of district-determined HQSD to provide evidence of student learning attributable to the teacher being evaluation. When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable.

- A. Teachers will demonstrate how they use data to:
  - 1. Plan instruction based on data
  - 2. Adjust instruction in response to data
  - 3. Reflect upon the effectiveness of instruction as evidenced in the data
- B. Teachers must use the data generated from the HQSD instrument by:
  - 1. Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning.
  - 2. Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class as well as individual students.
  - 3. Informing instruction, adapting instruction to meet student needs based upon the information gained from data analysis.
  - 4. Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards.

AND

- C. Examples of HQSD
  - 1. ODE approved vendor assessments
  - 2. Locally defined measures
    - a. Classroom assessments
    - b. Performance tasks / rubrics
  - 3. Value-added (EVAAS)
- D. Any locally defined measure used must be rigorously reviewed to meet all of the following criteria:



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1. Align to learning standards
  2. Is directly attributable to the teacher being evaluated for course(s) and grade level(s) taught
  3. Demonstrate evidence of student learning (achievement and/or academic growth)
  4. Follow protocols for administration and scoring
  5. Measure what is intended to be measured
  6. Is fair and unbiased
  7. Provide trustworthy results
- E. HQSD Verification Form (found in the Appendix of this negotiated agreement)
1. Designate two (2), but no more than four (4), sources of HQSD that will be used in the given evaluation year.
  2. Teacher submits HQSD verification form to evaluator no later than twenty (20) calendar days after the start of the course to which the HQSD verification form applies.

#### **11.09 ~~Criteria for Student Growth Measures~~**

- A. ~~Student growth measures shall account for fifty percent (50%) of a teacher's evaluation.~~
- B. ~~In determining student growth measures, the Board adopts the Ohio Department of Education's Ohio Teacher Evaluation System (OTES), which calculates student growth by assessing achievement for an individual student occurring between two points in time. It is important to note that a student who has forty-five (45) or more unexcused absences for the school year will not be included in the determination of student academic growth.~~
- C. ~~The following categories shall be used to determine this aspect of a teacher's evaluation, depending upon the instructor involved:~~
- ~~Category B — Approved teacher level vendor assessment data is available. The percentage of vendor assessment used will be established by each building's Building Leadership Team (BLT).~~
- ~~Category C — No teacher level vendor assessment data is available.~~
- D. ~~While state mandated test results are required in law as part of a teacher's evaluation cycle, the state mandated test results will not be the sole or the majority used for any recommendation for teacher non-renewal.~~
- E. ~~The Building Leadership Team (BLT) will approve SLOs using the SLO rubric.~~
- F. ~~When using SLOs as one of the Student Growth Measures (SGM), the teacher shall submit the SLO template to the BLT for approval of the SLO no later than~~

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~~twenty (20) calendar days after the start of the course to which the SLO applies. Any unapproved SLO must be returned for formal approval within ten (10) days of receipt.~~

~~G. Teachers who are required to submit an SLO need to submit at least one (1) and no more than four (4).~~

### 11.10 Finalization of Evaluation

- A. Each teacher's performance rating will ~~be combined with the assessment of student growth measures to~~ produce the summative final holistic evaluation rating, ~~based upon the OTES "Evaluation Matrix".~~
- B. The evaluating administrator/designee will schedule and meet with the teacher for the final evaluation conference within ~~fifteen (15)~~ twenty-five (25) workdays of the second formal observation. This timeline will be extended if the bargaining unit member or evaluator is absent.
- C. The evaluation report shall be signed by the evaluator. The evaluation report should then be signed by the teacher, electronically or on paper, to verify notification to the teacher that the evaluation will be placed on file, but the teacher's signature should not be construed as evidence that the teacher agrees with the contents of the evaluation report. This will be signed by May 10.
- D. A teacher shall have the right and opportunity to submit a written statement for attachment to the written evaluation placed in the member's personnel file.
- E. If the evaluation is not completed due to the absence of the teacher, the evaluation shall be deemed completed based upon the portion of the evaluation procedure completed.

### 11.11 Professional Growth Plan and/or Professional Improvement Plan

Either a Professional Growth Plan or an Improvement Plan will be developed annually. Each plan will be based upon the results of the evaluation and will be aligned to any existing school district or building improvement plan. Professional Growth Plans cannot replace Individual Professional Development Plans (IPDP), nor can Individual Professional Development Plans replace Professional Growth Plans.

#### Professional Growth Plans

- A. Professional Growth Plans help teachers ~~focus on identify~~ areas of professional development that will enable them to ~~improve~~ enhance their practice.
- B. Teachers rated Accomplished, Skilled or Developing ~~will develop a professional growth plan collaboratively with the credentialed evaluator~~ are accountable for implementing and completing the plan and should use it as a starting point for the school year.

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- C. A teacher who is new to the profession or district develops a Professional Growth Plan collaboratively with the evaluator. A teacher with a Final Holistic Rating of “Accomplished” develops a self-directed Professional Growth Plan annually. A teacher with a Final Holistic Rating of “Skilled” develops a Professional Growth Plan annually, working jointly with the evaluator. A teacher with a Final Holistic Rating of “Developing” annually develops a Professional Growth Plan guided by the evaluator.
- CD. Professional growth plans for a school year shall be developed no later than October 1, and may be developed as early as the spring of the preceding school year.
- DE. Professional growth plans shall describe the specific performance expectations, resources, and assistance to be provided.
- EF. The Board shall provide for the allocation of financial resources to support professional development.

#### **11.12. Improvement Plans**

- A. A professional improvement plan is a clearly articulated, written assistance program for a teacher who has a final ~~summative-holistic~~ rating of ineffective. A teacher with a Final Holistic Rating of Ineffective will be placed on an Improvement Plan developed by the assigned credentialed evaluator. The district has the discretion to place any teacher on an Improvement Plan at any time based on any individual deficiency in the evaluation system.
- B. The professional improvement plan shall include:
1. Specific performance expectations, deficiencies, goals, resources, and assistance to be provided.
  2. The District will provide for the allocation of financial resources to support professional development for a teacher on an improvement plan.
- C. The evaluator involved shall assist the teacher in correcting identified deficiencies. The primary responsibility for improvement rests with the teacher.
- D. The District may provide the teacher with trained mentors/coaches as appropriate. If mentors/coaches are prescribed in the improvement plan, release time to allow for meetings/observations with the teacher under an improvement plan will be provided.
- E. Once a teacher receives a rating of Developing or higher, the teacher will no longer be under an improvement plan.

#### **11.123 Due Process**

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A grievance may be filed for procedural errors, fraudulent and/or inaccurate data or information.

### 11.134 Evaluation of Non-OTES Teachers

- A. The Board must evaluate any teacher on a limited contract or an extended limited contract in any school year in which the Board may wish to non-renew said teacher.
1. The evaluation process requires:
    - a. At least two (2) evaluation cycles shall be conducted in the school year in which the teacher is being evaluated. Each evaluation cycle shall contain at least one formal observation (not less than thirty (30) minutes in duration);
    - b. The first observation(s) must be conducted and completed no later than January 20 using the Observation Form for Professional Staff;
    - c. The teacher must receive a written report of the evaluation results no later than January 30 using the Evaluation Form;
    - d. A second observation must be conducted and completed on or after January 21 and be completed no later than May 1. Either party may elect a third observation, which can occur in a year in which nonrenewal is being considered. If the employee requests a third observation, such request must be made by April 15;
    - e. The teacher must receive a written report (Evaluation Form) no later than May 10;
    - f. The written report of the evaluation 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.
- B. The evaluator must be a credentialed evaluator.
- C. The observation and evaluation forms for non-classroom teachers are found in the Appendix.

### 11.145 Conferences

Unless otherwise mutually agreed to, all conferences between the Administration and a bargaining unit member shall be held during the workday.

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11.156 This section does not apply to teachers subject to evaluation procedures under O.R.C. §§3319.01 and 3319.02 or to any teacher employed as a substitute for less than one hundred twenty (120) days during a school year pursuant to O.R.C. §3319.10.

11.167 All forms used in the evaluation process are found in the Appendix of this negotiated agreement.

**11.178 State Mandated Testing**

A. Teachers shall have access to all state mandated test results for their students.

B. Teachers shall be given reasonable notice when students are to be out of their classroom for state mandated testing, tutoring or intervention.

11.189 The parties intend this procedure shall supersede the evaluation requirements of O.R.C. §§3319.11 and 3319.111.

**11.1920 School Counselors**

School counselors shall be evaluated in accordance with the requirements of O.R.C. 3319.113. The school counselors shall be evaluated using ODE ~~Rubric and Evaluation~~ forms. Any changes to the ODE forms during a school year will be incorporated at the beginning of the next school year. The forms will be included in the Appendix.



## Memorandum of Understanding Social Worker

This Memorandum of Understanding is entered into by and between the Celina Board of Education (Board) and the Celina Education Association (Association) this 30<sup>th</sup> day of June, 2020.

WHEREAS, the Board and Association have entered into a Collective Bargaining Agreement (CBA) which is effective from September 1, 2018 through August 31, 2021;

WHEREAS, the Celina City Schools will add a Social Worker as a certified employee.

WHEREAS, the parties intend to amend their current CBA as set forth hereinafter, and further intend that all remaining sections of the CBA, that are not inconsistent herewith, shall remain in full force and effect;

NOW THEREFORE, IT IS HEREBY AGREED by and between the Board and the Association that the following language shall constitute their Agreement as it relates to this matter:

1. 3.03 Recognition of the Association  
3.03.1 The Board recognizes the Association as the sole and exclusive bargaining representative for certified regular teaching personnel. Included in this category are:
  8. Social Workers.
2. The Social Worker's supervisor shall use Appendix D and Appendix E for the Social Worker's evaluation for the 2020-2021 school year.

*and 2021-2022*

For the Association

BY: Annie Homan

BY: Tressie Sigmond

For the Board of Education

BY: Brian Sell

**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered into on this the 20<sup>th</sup> day of April, 2019, by and between the Celina City School District Board of Education ("Board") and the Celina Education Association ("CEA")

**WHEREAS**, the Board and the Association are parties to a Master Agreement effective from September 1, 2018 through August 31, 2021; and *and 2021-2022*

**WHEREAS**, the parties desire and intend through the Memorandum of Understanding to amend the Negotiated Agreement.

**NOW, THEREFORE, THE PARTIES AGREE TO THESE CHANGES FOR THE 2018-2019 SCHOOL YEAR ONLY:**

1. Amend Article 14.01.1 – to read: *and 2021-2022*

The school calendar is to be based upon a maximum of one hundred eighty-six (186) days. These days shall include the one hundred eighty (180) student days, two (2) teacher orientation/in-service days prior to the opening of school, (2) professional development days and one (1) teacher records day at the end of the school year. In addition, each teacher shall be required to participate in two (2) teacher inservice days with input from the Association and five (5) hours to be used to do records.

*with input from the Association*

2. Amend Article 14.04.5

Should the Board determine that a make-up day should be scheduled, teachers will not receive additional compensation for working the make-up day. No teacher will be asked to work more than the contractual number of one hundred eighty-six days without receiving additional compensation. ~~No teacher will be asked to work a make-up day that is not a student make-up day.~~

IN WITNESS THEREOF, the parties have entered into this agreement on the date first set forth above.

**FOR THE BOARD:**

Cal Allen 4-29-19  
Board President Date

Dr. Kelly Schmidt 4/29/19  
Superintendent Date

**FOR THE ASSOCIATION**

Annie Homan 4-26-19  
Annie Homan Date

Tressie Sigmond 4-26-19  
Tressie Sigmond Date

## Memorandum of Understanding

This Memorandum of Understanding is entered into on the day of February, 2021 by and between the Celina City School District Board of Education (Board) and the Celina Education Association ("CEA").

WHEREAS, the Board and the Association are parties to a Master Agreement effective from September 1, 2018 through August 31, 2021; and

WHEREAS, the parties desire and intend through the Memorandum of Understanding to amend the Negotiated Agreement.

WHEREAS, the parties intend to temporarily modify Section 14.04 of their current Master Agreement as set forth hereinafter, and further intend that all remaining sections of the Master Agreement, that are not inconsistent herewith, shall remain in full force and effect.

NOW THEREFORE, IT IS HEREBY AGREED by and between the Board and the CEA that the following shall constitute their Agreement as it relates to this matter:

2021 -  
2022 1. After the five (5) calamity days and the three (3) eDays/~~Blizzard bag days~~ have been utilized during the ~~2020-2021~~ school year, teachers shall report to work by their building's two-hour delay schedule on any additional calamity days caused by weather, or similar reasons, and will be dismissed at their contractual ending time. If the Mercer Co. Sheriff declares a level 2 or 3 weather emergency, no members of the teaching staff will be expected to report to their building and instead should work remotely. These days will count as contractual days.

~~2. If the School or District would be placed on shutdown due to COVID Protocols, the staff would report to school during their normal contractual working hours. Teachers are expected to continue to use their Google Classroom accounts. In many ways, these days will look similar to our eDays/Blizzard bag days.~~

or as determined by the building administrator.

3. Students will be counted as being in attendance if they are logged in with their teacher online and/or if they complete their assignment within two weeks of the declared calamity day. (We are aware of those students who do not have internet access at their homes and those who do not have electronic devices to access.) Students who do not complete their work should receive a grade in the teacher's grade book which is commensurate with that teacher's regular grading practice.

4. All other provisions of the Master Agreement, shall remain in full force and effect except as modified by this Memorandum of Understanding.

and 2021-2022

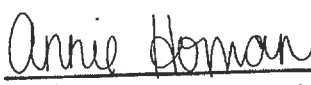
5. This Memorandum of Understanding shall remain in effect for the 2020-2021 school year and shall not continue in effect beyond June 30, ~~2021~~ **2022** unless expressly agreed to by all parties.

IN WITNESS THEREOF, the parties have entered into this agreement on the date first set forth above.

FOR THE BOARD:


FOR THE ASSOCIATION

  
\_\_\_\_\_  
Craig Flack, Board President

  
\_\_\_\_\_  
Annie Homan, Co-President

3-4-21  
\_\_\_\_\_  
Date

2/25/2021  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Ken Schmiesing, Superintendent  
Co-President

  
\_\_\_\_\_  
Tressie Sigmond,

3/4/21  
\_\_\_\_\_  
Date

2-25-2021  
\_\_\_\_\_  
Date



## Memorandum Of Understanding

This Memorandum of Understanding ("MOU") is entered into this 16 day of October, 2020, by and between the Celina City School District ("District") Board of Education ("Board") and the Celina Education Association ("Association").

WHEREAS, the Board and the Association are parties to a Negotiated Agreement, effective September 1, 2018 through August 31, 2021 ("Negotiated Agreement"), which governs the wages, hours, and other terms and conditions of the employment of the District's teaching staff; and

WHEREAS, the Negotiated Agreement governs the rate teachers will be compensated for covering the class of another teacher during their preparation period; and

WHEREAS, in view of the substitute teacher shortage due to the Coronavirus pandemic or other exigencies, the Board and the Association desire to address this matter as set forth herein.

NOW THEREFORE, the parties agree to the following:

Section 1: The following shall be the revision of the Negotiated Agreement as Article 16.02.7 during the 2020-2021 school year only:  
↳ and 2021 - 2022

Teachers who are asked by their building principal(s) to cover the class of another teacher during their preparation period will be paid at the following rate: High School and Middle School teachers shall be compensated at the rate of twenty dollars (\$20) per class period. Elementary and Intermediate teachers shall be compensated at the rate of twenty dollars (\$20) per class period.

This provision is voluntary and does not require the teacher to give up their preparation time.

Section 2: Except as modified by the MOU, all other terms and conditions of the Negotiated Agreement and other applicable provisions of law remain in full force and effect. This MOU represents the entire agreement of the parties with respect to the subject matter, may be executed in multiple counterparts, and shall only be amended by a signed writing.

**Section 3: Upon Ratification by the Association and authorization by the Board, this MOU shall be incorporated into the Negotiated Agreement and will commence beginning with the date it is signed, and will expire on August 31, ~~2024~~ 2022.**

IN WITNESS WHEREOF, the parties hereto have entered into this MOU on the date set forth above.

CELINA CITY SCHOOL  
DISTRICT BOARD OF EDUCATION

By:

  
President

By:

  
Superintendent

By:

  
Treasurer

CELINA EDUCATION  
ASSOCIATION

By:

  
Co-President

By:

  
Co-President

**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered into on the 17<sup>th</sup> date of December, 2018, by and between the Celina City School District Board of Education (“Board”) and the Celina Education Association (“CEA”)

**WHEREAS**, the Board and the Association are parties to a Master Agreement effective from September 1, 2018 through August 31, 2021; and *and 2021-2022*

**WHEREAS**, the parties desire and intend through the Memorandum of Understanding to amend the Negotiated Agreement.

**NOW, THEREFORE, THE PARTIES AGREE:**

1. Amend Article 27.02 – last paragraph to read:


During each open enrollment period every member of the employee group will be required to complete re-enrollment forms to maintain, change or decline the benefit plan(s). Selection will be required for medical/prescription and dental coverage.

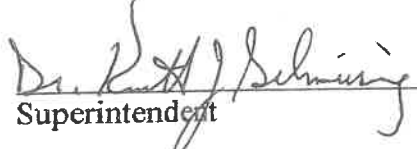
**IN WITNESS THEREOF**, the parties have entered into this agreement on the date first set forth above.

**FOR THE BOARD:**

**FOR THE ASSOCIATION**

  
\_\_\_\_\_  
Board President                      12-17-18  
Date

  
\_\_\_\_\_  
Annie Homan                      12/17/18  
Date

  
\_\_\_\_\_  
Superintendent                      12/17/18  
Date

  
\_\_\_\_\_  
Tressie Sigmond                      12-17-18  
Date

**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered into on the 11<sup>th</sup> date of January, 2019, by and between the Celina City School District Board of Education ("Board") and the Celina Education Association ("CEA")

**WHEREAS**, the Board and the Association are parties to a Master Agreement effective from September 1, 2018 through August 31, 2021; and *and 2021-2022*

**WHEREAS**, the parties desire and intend through the Memorandum of Understanding to amend the Negotiated Agreement.

**NOW, THEREFORE, THE PARTIES AGREE:**

1. Amend Article 31.01, 31.02 and 31.03 – last paragraph to read:

\* Teachers new to the District shall receive an additional Three Hundred Dollars (\$300.00) in their first year for use in establishing a classroom environment. \*\* Teachers with ~~an~~ *and* educational specialist's degree will receive an additional \$1,000. *on*

**IN WITNESS THEREOF**, the parties have entered into this agreement on the date first set forth above.

**FOR THE BOARD:**

Carl G. Miller                      2-11-19  
Board President                      Date

Dr. K. Selman                      2/12/19  
Superintendent                      Date

**FOR THE ASSOCIATION**

Annie Homan                      2/11/19  
Annie Homan                      Date

Tressie Sigmond                      2/11/19  
Tressie Sigmond                      Date

**MEMORANDUM OF UNDERSTANDING**  
Between  
**THE CELINA CITY SCHOOL DISTRICT**  
**BOARD OF EDUCATION**  
And  
**THE CELINA EDUCATION ASSOCIATION**

This Memorandum of Understanding (“MOU”) is entered into this 19<sup>th</sup> day of July, 2019, by and between the Celina City School District (“District” or “Celina City Schools”) Board of Education (“Board”) and the Celina Education Association (“Association”).

WHEREAS, the Board and the Association are parties to a Negotiated Agreement, effective September 1, 2018 through August 31, 2021 (“Negotiated Agreement”), which governs the wages, hours, and other terms and conditions of the employment of the District’s teaching staff; and  
*and 2021-2022*

WHEREAS, the District, along with the Coldwater Exempted Village School District (“Coldwater”) and the St. Marys City School District (“St. Marys”), in addition to Fort Recovery, Marion Local, New Knoxville, New Bremen, St. Henry and Minster school boards, are members of, and share in the cost of funding, the Tri Star Career Compact (“Tri Star”), for which the District serves as Fiscal Agent; and

WHEREAS, to provide the option for teachers currently employed by Coldwater and St. Marys to become employees of the District, the Board and the Association agree to modify the Negotiated Agreement, to the extent set forth in this MOU;

NOW THEREFORE, the parties hereby agree to the following:

**Section 1:** The terms and conditions of this MOU are applicable only to those employees of Coldwater and St. Marys who leave employment with their respective school districts following the conclusion of the 2018-2019 school year, and become employees of the Board beginning with the 2019-2020 school year, serving as teachers at Tri Star (“Tri Star Teachers”), and to Tri Star Teachers employed by Celina as of July 15, 2019 (“Celina Tri Star Teachers”).

**Section 2:** For the 2019-2020 school year, a Tri Star Teacher shall be placed at the Step on the District’s Salary Schedule which is nearest in compensation, without being less than the annual salary that such teacher would have earned, based on his or her training/education and years of experience under the Salary Schedule effective at Coldwater or St. Marys, as applicable, had he or she continued in employment at such school district during the 2019-2020 school year. The initial placement for all Tri Star Teachers shall be as set forth on “Appendix A” of this MOU. A Tri Star Teacher may advance Steps on the District’s Salary Schedule in subsequent school years in accordance with the Negotiated Agreement, the terms of this MOU, and Ohio Law.

**Section 3:** Any Tri Star Teacher shall be able to progress on the District’s Salary Schedule using the Alternate License (Plan B) route as follows:



### **Salary Schedule for Alternate License (Route B)**

**BA:** Teachers will be eligible for placement on BA of the salary schedule by the following criteria: Eligibility for a four-year Resident Educator license according to the provisions of the Ohio Department of Education, which includes five (5) years of approved trade experience or a combination of professional-technical education and approved trade experience. All work experience or education must be directly related to the specific career and technical education field in which the person is to teach.

**5 YEAR:** Teachers will be eligible for placement on 5 YEAR of the salary schedule with the completion of twenty-five (25) additional semester hours of approved course work after employment at Tri Star.

**MA:** Teachers will be eligible for placement on MA of the salary schedule with the possession of a degree applicable to their career field, classroom teaching, or area of licensure and the possession of a five-year license.

*(Licensure would include, but not be limited to, industry credentials, journeyman card, etc. Should equate to twenty-five (25) semester hours. A semester hour equates to thirty-seven and one-half (37.5) clock hours. A teacher could have a combination of semester and clock hours.)*

**MA+30:** Teachers will be eligible for placement on the MA+30 of the salary schedule for MA+30 with the possession of a five-year license and possession of a degree related to the career field, classroom teaching, or an area of licensure PLUS fifteen (15) semester hours of coursework obtained AFTER placement on the MA level *(or combination of semester and clock hours.)*

**Section 4:** A Tri Star Teacher coming from St. Marys shall be credited at Celina City School District for all accrued but unused sick leave days earned while at St. Marys.

**Section 5:** A Tri Star teacher coming from St. Marys shall be eligible to receive supplemental severance pay, in accordance with the following:

Full time teachers who notify the Board of Education by April 1 that they intend to begin the STRS service retirement no later than the start of the succeeding school year, and who begin their STRS service retirement at the start of their first full year of retirement eligibility, shall be eligible to receive an additional forty-five (45) days of severance pay to which the teacher would not otherwise be entitled due to sick leave accumulation and will be paid to the teacher with his/her regular severance pay. For the purpose of this policy, the school year shall be deemed to start on September 1.

To be eligible for this supplemental severance payment, the retiring teacher must have completed at least ten (10) years or its equivalent of regular, full time employment at St. Marys and/or Celina City Schools, and must complete all obligations under his/her contract

for the current school year through the end of May. In other words, a teacher who begins his/her service retirement during the school year and prior to June 1 is not eligible for a supplemental severance payment under this program.

Teachers will be eligible for a supplemental severance under this program only once-at their first year of STRS service retirement eligibility. The determination of STRS retirement shall include any retirement credit which the employee is eligible to purchase, but has not yet purchased.

It shall be the employee's responsibility to provide acceptable written verification that his/her retirement date will indeed be the first time he/she will be eligible for STRS service retirement.

This supplemental severance payment for full time teachers shall be prorated for part time teachers in proportion to their current percentage of a full time contract.

**Section 6:** A Tri Star Teacher coming from St. Marys City Schools shall be entitled to severance payment, if eligible, in accordance with the terms and conditions of the Negotiated Agreement between the Board and the Association. For the purpose of severance calculations, total sick days shall include all accrued but unused sick days earned while at St. Marys, and all sick days accrued but unused while at Celina.

**Section 7:** A Tri Star Teacher coming from Coldwater shall accumulate sick leave, as follows:

One and one-fourth (1-1/4) days of sick leave shall be granted full time teaching employees for each completed month of service, up to fifteen (15) days per year. (Sick Leave record will be maintained to reflect the total unused accumulation.) Employees newly hired by the Coldwater E.V.S.D. before July 1, 1998, shall be entitled to accumulate a maximum of three hundred twenty-five (325) days of sick leave. However, employees newly hired by the Coldwater E.V.S.D. between July 1, 1998 and June 30, 2014, shall be entitled to accumulate a maximum of two hundred fifteen (215) days of sick leave. Likewise, employees newly hired by the Coldwater E.V.S.D. on and after July 1, 2014, shall be entitled to accumulate a maximum of one hundred eighty (180) days of sick leave.

Such teacher shall be credited at Celina City Schools for all accrued but unused sick leave days earned while at Coldwater.

**Section 8:** A Tri Star Teacher coming from Coldwater shall be eligible to receive severance pay, in accordance with the following:

An employee, hired by Coldwater before July 1, 2014, at the time of his/her retirement from service with the Celina City Schools, and notification by the State Teachers Retirement System that the employee is eligible and is participating in the Retirement System, shall be paid thirty-five percent (35%) of his/her unused accumulated sick leave at the daily rate of his/her basic contract in the year of his/her retirement, if he/she submits his/her letter of resignation for retirement purposes to the Superintendent no later than April

1 of each year for retirement effective that same calendar year. If a letter of resignation for retirement purposes is submitted to the Superintendent after April 1 of each year for retirement effective that same calendar year, the payment shall be reduced to thirty percent (30%) of his/her unused accumulated sick leave.

An employee, hired by Coldwater on or after July 1, 2014, at the time of his/her retirement from service with the Celina City Schools, and notification by the State Teachers Retirement System that the participating employee is eligible, shall be paid twenty-five percent (25%) of his/her unused accumulated sick leave at the employee's current teacher per diem contract rate if he/she submits his/her letter of resignation for retirement purposes to the Superintendent no later than April 1 of the current school year. If a letter of resignation for retirement purposes is submitted to the Superintendent after April 1 of the current school year, the payment shall be reduced to twenty percent (20%) of his/her unused accumulated sick leave.

The Superintendent and Board of Education can waive the April 1 deadline for extenuating circumstances.

To be eligible for such severance payment, the employee must have been employed by Coldwater E.V.S.D. and/or Celina City Schools for the immediate preceding ten (10) years. Severance payment will cancel all unused sick leave. Severance payment shall be paid within nine (9) months of date of retirement.

In addition, as it relates to unused accrued personal leave prior to July 1, 2004, the CTO CBA provision (Article IV, Section C) to reimburse the staff member at the time of severance for one half (1/2) day for each year no personal leave is used will be continued by the Celina Board until calculations through June 30, 2004 are exhausted.

**Section 9:** The following provisions shall apply to all Tri Star Teachers.

- A. **WORK YEAR:** Article 14.01.1 of the Negotiated Agreement will apply, except Celina City Schools currently uses seven (7) scheduled two- (2) hour days. Due to Tri Star serving nine (9) school districts, with nine (9) different calendars, the Tri Star Director (designee) may choose to modify any two- (2) hour delay day(s) to a normal student day(s). The Tri Star Director (designee) may modify any two- (2) hour delay day(s) to an early release day(s).
- B. **EXTRA SERVICES:** Coaches and other activity advisors are paid extra for services rendered after the school day, on weekends, and during the summer.
- C. **TRISTAR EXTENDED TIME:** Extended time can be used for teachers assigned to Tri Star during the school year after hours and on weekends or during the summer time. Extended time will only be granted when work outside the regular day exists. Extended time will not be added or removed as an incentive, bonus, or penalty to future or current employees. However, extended days may be added or reduced on the same basis as for other bargaining unit positions.

**Section 10:** Tri Star teachers will be integrated into the Master Agreement seniority list based upon their date of hire in their former district and current credentials.

**Section 11:** Tri Star teachers will be Celina Employees covered by the Negotiated Agreement covering the other Association employees and entitled to what they are entitled to unless provided a different benefit by this MOU.

**Section 12:** For all Tri Star Teachers, the Tri Star Vocational Clubs will be compensated at the Class VIII level.

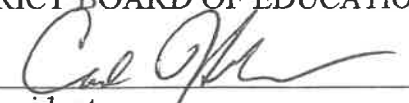
**Section 13:** Except as modified by this MOU, all other terms and conditions of the Negotiated Agreement and other applicable provisions of law remain in full force and effect. This MOU represents the entire agreement of the parties with respect to the subject matter, may be executed in multiple counterparts, and shall only be amended by a signed writing. The Board and the Association acknowledge and agree that other unanticipated Tri Star-related issues may arise after the execution of this MOU. In the interest of resolving such transitional issues efficiently and in the best interests of all parties, the Superintendent will contact the Association President (or vice versa) regarding any such issues, and the parties will meet within ten (10) working days to address the matter. If the parties do not reach a mutual resolution within five (5) days of the meeting, the Association will have the right to initiate a grievance at step 1 and/or pursue other available remedies.

**Section 14:** This MOU is subject to ratification pursuant to the Association's governance procedures. Upon ratification, this MOU shall be incorporated into the Negotiated Agreement and any subsequent Negotiated Agreements between the parties, unless the parties expressly agree to a change.

**Section 15:** Upon ratification of this MOU, Unfair Labor Practice Charge 2019-ULP-03-0062 filed by the Association and the grievance filed by Annie Homan dated July 10, 2019 shall be withdrawn.

IN WITNESS WHEREOF, the parties hereto have entered into this Memorandum of Understanding on the date set forth above.

CELINA CITY SCHOOLS  
DISTRICT BOARD OF EDUCATION

By:   
President

By:   
Superintendent

By:   
Treasurer

CELINA EDUCATION  
ASSOCIATION

By: 

By: 

**APPENDIX A: Initial Year Placement for Coldwater and St. Marys Tri Star Teachers**  
**[Subject to verification]**

| NAME            | FORMER DISTRICT | 2019-2020 COLDWATER STEP PLACEMENT | 2019-2020 CELINA STEP PLACEMENT | 2019-2020 CELINA SALARY AMOUNT         | NUMBER OF EXTENDED DAYS FOR 2019-2020 and 2020-2021 <u>and</u> 2021-2022 SCHOOL YEARS** |
|-----------------|-----------------|------------------------------------|---------------------------------|--|---|
| Kenny Platfoot  | Coldwater       | Step 13 BA/BS                      | Step 13 5 YEAR                  | \$ 60,661.00                           | 45  |
| Mike Seibert    | Coldwater       | Step 11 MA+30                      | Step <del>13</del> 16 MA+30     | <del>\$ 70,071.00</del><br>\$66,228.00 | KA AH 7/18/19<br>42   |
| Rob Menker      | St. Marys       | Step 29 MA+15                      | Step 20 MA+30                   | \$72,010.00                            | 7/18/19   |
| Jerry Kohnen    | St. Marys       | Step 27 MA+15                      | Step 20 MA+30                   | \$72,010.00                            |   |
| Brenda Speck    | St. Marys       | Step 13 BA+150                     | Step 12 5 Year                  | \$58,937.00                            |   |
| Brent Tippie    | St. Marys       | Step 16 BA                         | Step 11 BA                      | \$54,088.00                            |   |
| Annette Albers  | St. Marys       | Step 11 BA                         | Step 11 BA                      | \$54,088.00                            |   |
| *Keith Westrick | St. Marys       |                                    | Step 10, MA+30                  | \$31,156.50<br>(½ time)                | 14  |
|                 |                 |                                    |                                 |  |   |
|                 |                 |                                    |                                 |  |   |

\* Keith Westrick is a re-employed retiree. According to Celina Contract 29.04, he is to be placed on Step 10 at current degree Level. Mr. Westrick is also one-half time, as he only teaches the morning session.

\*\* These are the extended days the teacher will be granted for the 2019-20 and 2020-21 school years. A different number of extended days may be awarded after the 2020-2021 school year per Section 9.C. of this Agreement.

*and 2021-2022*

**APPENDIX B: Dates of Hire - Tri Star Teachers**

**[To be completed and verified; for use in mutually-agreed Seniority List]**

| NAME                          | DATE OF HIRE               |
|-------------------------------|----------------------------|
| Kenny Platfoot<br>(Coldwater) | 3/1/2017                   |
| Mike Siebert<br>(Coldwater)   | 6/28/ <del>2017</del> 2007 |
| Rob Menker<br>(St. Marys)     | 5/19/1999                  |
| Jerry Kohnen<br>(St. Marys)   | 6/13/2001                  |
| Brenda Speck<br>(St. Marys)   | 5/13/2015                  |
| Keith Westrick<br>(St. Marys) | 5/10/2017                  |
| Brent Tippie<br>(St. Marys)   | 6/13/2018                  |
| Annette Albers<br>(St. Marys) | 7/11/2018                  |
| (Celina)                      |                            |
| (Celina)                      |                            |
| (Celina)                      |                            |
| (Celina)                      |                            |
| (Celina)                      |                            |
| (Celina)                      |                            |
| (Celina)                      |                            |
| (Celina)                      |                            |
| (Celina)                      |                            |
| (Celina)                      |                            |
| (Celina)                      |                            |
| (Celina)                      |                            |
| (Celina)                      |                            |

K/A 7/18/19  
AH 7/18/19

### Professional Growth Plan

The Professional Growth Plan helps the teacher identify areas of professional development that will enable the teacher to enhance practice. The teacher is accountable for implementing and completing the plan. The plan must align to any district and/or building improvement plan(s). The Professional Growth Plan is developed annually. It is to be reviewed regularly and updated as necessary based on collaborative conversations between the evaluator and the teacher.

The Professional Growth Plan should reflect the evidence available and focus on the most recent evaluation and observations. The Professional Growth Plan should be individualized to the needs of the teacher. The school or district should provide for professional development opportunities and support the teacher by providing resources (e.g., time, financial). The Professional Growth Plan must be clear and comprehensive. It is aligned to the most recent evaluation results and proposes a sequence of appropriate activities leading to progress toward the goals.

Teacher Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Self-Directed (Accomplished)    
  Jointly Developed (Skilled)    
  Evaluator Guided (Developing)

|  |   |  |                 |
|--|---|--|-----------------|
| Choose the <b>Domain(s)</b> aligned to the goal(s).  |   |  |                 |
| <input type="checkbox"/> Focus for Learning  |   | <input type="checkbox"/> Classroom Environment   |                 |
| <input type="checkbox"/> Knowledge of Students   |   | <input type="checkbox"/> Assessment of Student Learning  |                 |
| <input type="checkbox"/> Lesson Delivery   |   | <input type="checkbox"/> Professional Responsibilities   |                 |
| Goal Statement(s) Demonstrating Performance on <b>Ohio Standards for the Teaching Profession</b> | Action Steps & Resources to Achieve Goal(s) | Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s) | Dates Discussed |
| Describe the alignment to district and/or building improvement plan(s):                          |   |  |                 |
| Comments:  |   |  |                 |

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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



## Improvement Plan

Teacher Name:

Grade Level/ Subject:

School year:

Building:

Date of Improvement Plan Conference:

A written Improvement Plan is to be developed when an educator has a Final Holistic Rating of **Ineffective**. However, districts have discretion to place any teacher on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system. The notice requirements for being placed on an Improvement Plan, the components of the plan and the implementation process for the plan may be subject to the terms of a collective bargaining agreement.

The purpose of the Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take corrective actions in the timeline specified in the Improvement Plan, the evaluator may recommend the teacher be dismissed or continue working under the plan.

**Section 1: Improvement Statement**—List specific area(s) for improvement related to the **Ohio Standards for the Teaching Profession**. Attach documentation.

| Performance Standard(s) Addressed in this Plan | Date(s) Improvement Area(s) or Concern(s) Observed | Specific Statement of the Concern(s): Area(s) of Improvement |
|--|--|--|
|  |  |  |

**Section 2: Desired Level of Performance**—List specific goal(s) to improve performance. Indicate what will be measured for each goal.

| List Goal Statement(s) Indicating Performance on <b>Ohio Standards for the Teaching Profession</b> | Beginning Date | Ending Date | Level of Performance: Specifically Describe Successful Improvement Target(s) |
|--|----------------|-------------|--|
|  |                |             |  |

**Section 3: Specific Plan of Action**—Describe in detail specific actions the teacher must take to improve performance. Indicate the sources of evidence the evaluator will use to document the completion of the Improvement Plan.

| Actions to be Taken | Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s) |
|---------------------|--|
|                     |  |

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

|  |
|--|
|  |
|--|

**Section 5: Alignment to District and/or Building Improvement Plan(s)**— Describe the alignment to district and/or building improvement plan(s).

|  |
|--|
|  |
|--|

**Comments:**

Date for Improvement Plan to be evaluated: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

**Improvement Plan: Evaluation of Plan**

Teacher Name: \_\_\_\_\_ Grade Level/ Subject: \_\_\_\_\_

School year: \_\_\_\_\_ Building: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

The Improvement Plan will be evaluated at the end of the time specified in the plan. Outcomes from the Improvement Plan will be one of the following.

- Improvement is demonstrated and performance standards are met to a satisfactory level of performance.
- The Improvement Plan should continue for time specified: \_\_\_\_\_.
- Dismissal is recommended.

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

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

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*The evaluator's signature on this form verifies the proper procedures as detailed in the local contract have been followed.*

## Final Holistic Rating of Teacher Effectiveness—Full Evaluation

|  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Formal Holistic Observation</b> (followed by conference)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Formal Focused Observation</b>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Focus Area(s):</b>  |                          |                          |                          |                          |                          |
| <input type="checkbox"/> Focus for Learning  |                          |                          |                          |                          |                          |
| <input type="checkbox"/> Knowledge of Students   |                          |                          |                          |                          |                          |
| <input type="checkbox"/> Lesson Delivery   |                          |                          |                          |                          |                          |
| <input type="checkbox"/> Classroom Environment   |                          |                          |                          |                          |                          |
| <input type="checkbox"/> Assessment of Student Learning  |                          |                          |                          |                          |                          |
| <input type="checkbox"/> Professional Responsibilities   |                          |                          |                          |                          |                          |
| <b>Professional Growth Plan (or Improvement Plan) Goal(s):</b><br>(Goal prepopulates from the earlier entry) |                          |                          |                          |                          |                          |
| <b>Evaluator Comments:</b>   |                          |                          |                          |                          |                          |
| <b>Teacher Comments:</b>   |                          |                          |                          |                          |                          |
| <b>Final Holistic (Overall) Rating</b>   | <b>INEFFECTIVE</b>       | <b>DEVELOPING</b>        | <b>SKILLED</b>           | <b>ACCOMPLISHED</b>      |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Check here if Improvement Plan has been recommended.

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_

## High-Quality Student Data Verification Form

**Teacher Name:** Click or tap here to enter text.**Evaluator Name:** Click or tap here to enter text.

**Content Area(s):** Click or tap here to enter text.**Grade Level(s):** Click or tap here to enter text.

List sources of High-Quality Student Data used to inform instruction. Value-added data must be used as one source if available.

1. Click or tap here to enter text.
2. Click or tap here to enter text.

**The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:**

- Align to learning standards
- Measure what is intended to be measured
- Be attributable to a specific teacher for course(s) and grade level(s) taught
- Demonstrate evidence of student learning (achievement and/or growth)
- Follow protocols for administration and scoring
- Provide trustworthy results
- Not offend or be driven by bias

**AND**

**The teacher must use the data generated from the high-quality student data instrument by:**

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class as well as individual students
- Informing instruction, adapting instruction to meet student need based upon the information gained from the data analysis
- Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards

**Comments:** Click or tap here to enter text.

**Teacher Signature:**

**Date:** Click or tap to enter a date.

**HQSD Approval Signature:**

**Date:** Click or tap to enter a date.

FINAL March 27, 2020



## Teacher Performance Evaluation Rubric

The *Teacher Performance Evaluation Rubric* is to be scored holistically. This means evaluators will assess which level provides the best overall description of the teacher. The rating process is to occur on completion of each 30-minute observation and post-conference. To determine the rating for each 30-minute observation, the evaluator is to consider evidence gathered during the pre-conference, observation, post-conference and classroom walkthroughs, if applicable. Note that when completing the performance rubric, evaluators are not expected to gather evidence on all *indicators* for each observation cycle. Likewise, teachers may, but are not required to, bring additional pieces of evidence to address all *indicators*. The professionalism section of the rubric may use evidence collected during the pre-conferences and post-conferences as well as information from the Professional Growth and/or Improvement Plan, if applicable.

| ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING   |   |   |   |  |   |                                  |
|---|---|---|---|--|---|----------------------------------|
| Domains   | Components  | Ineffective   | Developing  | Skilled  | Accomplished  |                                  |
| <b>FOCUS FOR LEARNING</b><br>(Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction)<br><br>Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments | <b>Use of High-Quality Student Data</b><br><br>Element 1.1<br>Element 1.2<br>Element 1.3<br>Element 3.3 | The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).                      | The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate. | The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). | The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).                                 |                                  |
|   |   | <b>Evidence</b><br><br><b>Connections to prior and future learning</b><br><br>Element 1.2<br>Element 2.1<br>Element 2.2<br>Element 2.4<br>Element 2.5 | Click or tap here to enter text.  | Click or tap here to enter text.   | Click or tap here to enter text.  | Click or tap here to enter text. |
|   |   | The teacher plans lessons that demonstrate no connections to student prior learning or future learning.   | The teacher plans lessons that attempt to make connections with student prior learning or future learning. These connections are not clear.   | The teacher plans lessons that intentionally make clear and coherent connections with student prior learning and future learning and includes strategies that communicate the connections to students.                                 | The teacher plans lessons that intentionally make clear and coherent connections with student prior and future learning and includes strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences. The teacher |                                  |

**ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING**

| Domains                             | Components   | Ineffective   | Developing   | Skilled   | Accomplished  |
|-------------------------------------|--|---|--|---|---|
|                                     | <p><b>Evidence</b></p> <p><b>Connections to state standards and district priorities</b></p> <p>Element 2.3<br/>Element 4.1<br/>Element 4.7</p> | <p>Click or tap here to enter text.</p> <p>The teacher's instructional plan does not reference Ohio's Learning Standards.</p> | <p>Click or tap here to enter text.</p> <p>The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards.</p> | <p>Click or tap here to enter text.</p> <p>The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.</p> | <p>Click or tap here to enter text.</p> <p>The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.</p> <p>The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.</p> |
| <p><b>KNOWLEDGE OF STUDENTS</b></p> | <p><b>Evidence</b></p> <p><b>Planning instruction for</b></p>  | <p>Click or tap here to enter text.</p> <p>The teacher's instructional plan makes</p>   | <p>Click or tap here to enter text.</p> <p>The teacher's instructional plan makes minimal</p>  | <p>Click or tap here to enter text.</p> <p>The teacher's instructional plan reflects connections to</p>   | <p>Click or tap here to enter text.</p> <p>The teacher's instructional plan reflects consistent</p>   |



| ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING   |  |   |   |   |  |
|---|--|---|---|---|--|
| Domains   | Components   | Ineffective   | Developing  | Skilled   | Accomplished   |
| <p><b>(Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)</b></p> <p><i>Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys</i></p> | <p><b>the whole child</b></p> <p>Element 1.2<br/>Element 1.4<br/>Element 1.5<br/>Element 4.2<br/>Element 4.4<br/>Element 6.4</p> | <p>no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.</p> | <p>connections to student experiences, culture, developmental characteristics or student backgrounds.</p> | <p>student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.</p> | <p>connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources.</p> |
|   | <b>Evidence</b>  | Click or tap here to enter text.  | Click or tap here to enter text.  | Click or tap here to enter text.  | Click or tap here to enter text.   |

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT  |  |   |   |  |  |
|--|--|---|---|--|--|
| Domains  | Components   | Ineffective   | Developing  | Skilled  | Accomplished   |
| <p><b>LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication)</b></p> <p><i>Possible Sources of Evidence: pre-conference, post-conference,</i></p> | <p><b>Communication with students</b></p> <p>Element 2.2<br/>Element 4.3<br/>Element 4.6<br/>Element 6.1</p> | <p>The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance to students. Students cannot discern learning goals. Differentiated learning goals are not used.</p> | <p>The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals.</p> | <p>The teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals, expectations for mastery and models of exemplary performance to students.</p> | <p>The teacher is consistent and effective in communicating differentiated learning goals (such as needs based, interest based, strength based), expectations for mastery and models of exemplary performance to students through multiple communication techniques.</p> |
|  |  | <p>The teacher does not demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific</p>   | <p>The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students</p>                | <p>The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students.</p>                 | <p>The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication</p>   |

**ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT**

| Domains  | Components   | Ineffective   | Developing   | Skilled  | Accomplished   |
|--|--|---|--|--|--|
| <p><i>formal observation, classroom walk-throughs/informal observations, peer review</i></p>                               |  | <p>strategies. There is no student engagement.</p>  | <p>demonstrate little engagement in the lesson.</p>  | <p>The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking.</p>  | <p>strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions.</p>  |
|  | <p><b>Evidence</b></p>   | <p>The teacher does not give students feedback.</p>   | <p>Feedback to students is general, occasional or limited and may not always support student learning.</p>   | <p>The teacher gives students substantive, specific and timely feedback to support their learning.</p>   | <p>The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.</p> |
|  | <p><b>Monitoring student understanding</b></p> <p>Element 3.2<br/>Element 3.3</p>                    | <p>The teacher fails to monitor and address student confusion and misconceptions.</p>                   | <p>The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.</p>  | <p>The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.</p>  | <p>The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.</p>   |
| <p><b>Evidence</b></p>   | <p>Click or tap here to enter text.</p>  | <p>Click or tap here to enter text.</p>   | <p>Click or tap here to enter text.</p>  | <p>Click or tap here to enter text.</p>  |  |
| <p><b>Student-centered learning</b></p> <p>Element 3.5<br/>Element 4.5<br/>Element 4.6<br/>Element 5.3<br/>Element 5.4</p> | <p>Learning is entirely teacher directed. Students are not participating in learning activities.</p> | <p>Learning is primarily teacher directed. Students participate in whole class learning activities.</p> | <p>Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole</p> | <p>Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines</p> |  |

**LESSON DELIVERY**  
*(continued)*

**ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT**

| Domains | Components      | Ineffective  | Developing   | Skilled  | Accomplished  |
|---------|-----------------|--|--|--|---|
|         |                 | <p>There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.</p> | <p>There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources.</p> | <p>Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students.</p> | <p>Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.</p> |
|         | <b>Evidence</b> | Click or tap here to enter text.   | Click or tap here to enter text.   | Click or tap here to enter text.   | Click or tap here to enter text.  |

**ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT**

| DOMAINS  | Components   | Ineffective  | Developing   | Skilled   | Accomplished   |
|--|--|--|--|---|--|
| <p><b>CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment)</b></p> <p>Possible Sources of Evidence: pre-conference, post-conference,</p> | <p><b>Classroom routines and procedures</b></p> <p>Element 5.5</p> | <p>The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior.</p> | <p>The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.</p> | <p>The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.</p> | <p>The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.</p> |



**ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT**

| DOMAINS   | Components   | Ineffective   | Developing  | Skilled  | Accomplished  |
|---|--|---|---|--|---|
| <p><i>formal observation, classroom walk-throughs/informal observations, peer review, student surveys</i></p> | <p><b>Evidence</b></p>   | <p>Click or tap here to enter text.</p>   | <p>Click or tap here to enter text.</p>   | <p>Click or tap here to enter text.</p>  | <p>Click or tap here to enter text.</p>   |
|   | <p><b>Classroom climate and cultural competency</b></p> <p>Element 1.4<br/>Element 5.1<br/>Element 5.2</p> | <p>There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is no demonstration of regard for student perspectives, experiences and culture. The teacher does not address needs related to student sense of well-being.</p> | <p>There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is inconsistent demonstration of regard for student perspectives, experiences and culture. The teacher is aware of needs related to student sense of well-being but does not address them effectively.</p> | <p>There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being.</p> | <p>The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.</p> |
| <p><b>ASSESSMENT OF STUDENT LEARNING</b><br/>(Standard 1: Students, Standard 3: Assessment)</p>               | <p><b>Use of assessments</b></p> <p>Element 3.1<br/>Element 3.2<br/>Element 3.3<br/>Element 3.4</p>        | <p>Click or tap here to enter text.</p> <p>The teacher does not use varied assessments.</p>   | <p>Click or tap here to enter text.</p> <p>The teacher makes limited use of varied assessments.</p>   | <p>Click or tap here to enter text.</p> <p>The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments.</p>  | <p>Click or tap here to enter text.</p> <p>The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated</p>   |

**ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT**

| <b>DOMAINS</b>  | <b>Components</b> | <b>Ineffective</b>   | <b>Developing</b>  | <b>Skilled</b>   | <b>Accomplished</b>  |
|---|-------------------|--|--|--|--|
| Possible Sources of Evidence: pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference |                   | The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs.    | The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs.   | The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students.                       | The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs.                    |
|   | <b>Evidence</b>   | The teacher does not share evidence of student learning with students.   | The teacher shares evidence of student learning with students.   | The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.   | The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.  |
| <b>Evidence of student learning</b><br>Element 1.3  |                   | The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students. | The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students. | The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students. | The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students. |
|   | <b>Evidence</b>   | Click or tap here to enter text.   | Click or tap here to enter text.   | Click or tap here to enter text.   | Click or tap here to enter text.   |

**ORGANIZATIONAL AREA: PROFESSIONALISM**

| <b>Domains</b>                       | <b>Components</b>                                    | <b>Ineffective</b>   | <b>Developing</b>  | <b>Skilled</b>   | <b>Accomplished</b>   |
|--------------------------------------|--|--|--|--|---|
| <b>PROFESSIONAL RESPONSIBILITIES</b> | <b>Communication and collaboration with families</b> | The teacher does not communicate with students and families. | The teacher inconsistently or unsuccessfully uses communication and engagement strategies with | The teacher uses effective communication and engagement strategies | The teacher uses multiple effective and appropriate communication and engagement strategies with individual |

**ORGANIZATIONAL AREA: PROFESSIONALISM**

| Domains  | Components  | Ineffective   | Developing  | Skilled   | Accomplished  |
|--|---|---|---|---|---|
| <p><b>(Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth)</b></p> <p><i>Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review</i></p> | <p>Element 6.1<br/>Element 6.2</p>  |   | <p>students and families. These do not contribute adequately to student learning, well-being and development.</p>   | <p>with students and families, resulting in partnerships that contribute to student learning, well-being and development.</p>   | <p>students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development.</p>   |
|  | <p><b>Evidence</b></p> <p><b>Communication and collaboration with colleagues</b><br/>Element 6.3</p>  | <p>Click or tap here to enter text.</p> <p>The teacher does not communicate and/or collaborate with colleagues.</p>   | <p>Click or tap here to enter text.</p> <p>The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.</p>                | <p>Click or tap here to enter text.</p> <p>The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.</p> | <p>Click or tap here to enter text.</p> <p>The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession.</p> |
| <p><b>Evidence</b></p> <p><b>District policies and professional responsibilities</b><br/>Element 7.1</p>   | <p>Click or tap here to enter text.</p> <p>The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.</p> | <p>Click or tap here to enter text.</p> <p>The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.</p> | <p>Click or tap here to enter text.</p> <p>The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.</p> | <p>Click or tap here to enter text.</p> <p>The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.</p>   |   |
| <p><b>Evidence</b></p>   | <p>Click or tap here to enter text.</p>   | <p>Click or tap here to enter text.</p>   | <p>Click or tap here to enter text.</p>   | <p>Click or tap here to enter text.</p> <p>The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.</p>  |   |



| ORGANIZATIONAL AREA: PROFESSIONALISM |  |  |   |  |   |
|--------------------------------------|--|--|---|--|---|
| Domains                              | Components   | Ineffective  | Developing  | Skilled  | Accomplished  |
|                                      | <b>Professional learning</b><br>Element 7.2<br>Element 7.3 | The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals. | The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals. | The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals. | The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices. |
|                                      | <b>Evidence</b>  | Click or tap here to enter text.   | Click or tap here to enter text.  | Click or tap here to enter text.   | Click or tap here to enter text.  |



# Ohio School Counselor Evaluation System

## Professional Growth Plan

### Professional Growth Plan

On an annual basis, a school counselor will develop two goals for professional growth and development; one in relation to the six standard areas, and the second in relation to the Metric of Student Outcomes area. Professional development should be individualized to meet the needs of the school counselor and specifically relate to the identified areas of refinement as identified in the school counselor's evaluation. The development of the plan can be informed by self-assessment, previous evaluation results, or other relevant data that will assist the school counselor in setting appropriate goals for professional growth. The evaluator should recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

School Counselor Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Self-Directed  Collaborative

|   |   |  |                     |
|---|---|--|---------------------|
| Choose the <b>Standard(s)</b> aligned to the goal. These are addressed by the evaluator as appropriate for this school counselor. |   |  |                     |
| Goal One  | <input type="checkbox"/> Comprehensive School Counseling Program Plan                           | <input type="checkbox"/> Evaluation and Data                             | Evidence Indicators |
|   | <input type="checkbox"/> Direct Services for Academic, Career, and Social/Emotional Development | <input type="checkbox"/> Leadership and Advocacy                         |                     |
|   | <input type="checkbox"/> Indirect Services  | <input type="checkbox"/> Professional Responsibility, Knowledge & Growth |                     |
| Goal Statement Demonstrating Performance on Standards   | Action Steps & Resources to Achieve Goal  |  | Dates Discussed     |

|  |   |  |                     |
|--|---|--|---------------------|
| Choose the domain(s) aligned to the Metric of Student Outcomes goal. |   |  |                     |
| Goal Two   | <input type="checkbox"/> Academic <input type="checkbox"/> College/Career <input type="checkbox"/> Social/Emotional |  |                     |
|  | Goal Statement Demonstrating Ability to Produce Positive Student Outcomes   | Action Steps & Resources to Achieve Goal | Evidence Indicators |
|  |   |  | Dates Discussed     |

Comments:

School Counselor: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

# Ohio School Counselor Evaluation System

## Improvement Plan

### Improvement Plan

Written improvement plans are to be developed when a school counselor receives an overall ineffective rating. In addition, districts have discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

School Counselor Name:  
School Year:

Date of Improvement Plan Conference:  
Building:

**Section 1: Improvement Statement** - List specific areas for improvement as related to the *Ohio Standards for School Counselors*. Attach documentation.

| Performance Standard(s) Addressed in this Plan | Date(s) Improvement Area or Concern Observed | Specific Statement of the Concern: Areas of Improvement |
|--|--|---|
|  |  |   |

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

| Goal(s) | Level of Performance<br>Specifically Describe Successful Improvement Target(s) | Starting Date | Ending Date |
|---------|--|---------------|-------------|
|         |  |               |             |

# Ohio School Counselor Evaluation System

## Improvement Plan

### Improvement Plan (continued)

#### Section 3: Specific Plan of Action

Describe in detail specific plans of action that the school counselor must take to improve his or her performance. Indicate the sources of evidence that the evaluator will use to document completion of the improvement plan.

| 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 Plan to Be Evaluated:

School Counselor's Signature: \_\_\_\_\_

Date:

Evaluator's Signature: \_\_\_\_\_

Date:

# Ohio School Counselor Evaluation System

## Improvement Plan

### Improvement Plan: Evaluation of Plan

School Counselor Name:  
School Year:

Date of Evaluation:  
Building:

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

- Improvement demonstrated and professional standards met a satisfactory level of performance.
- Continue with the Improvement 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.*

School Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* The level of performance varies depending on school counselor's years of experience.

# Ohio School Counselor Evaluation System

## Informal Observations

Informal Observation: Open-Ended Form

School Counselor Name:

Activity Observed:

Date:

Evaluator Name:

Time Informal Observation Begins:

Time Informal Observation Ends:

*Directions: This form serves as a record of an informal walkthrough by the school counselor's evaluator. The evaluator will likely not observe all areas of the performance rubric in one informal observation. This record, along with additional informal and formal observations, will be used to inform the summative evaluation of the school counselor.*

| TIMES | OBSERVATIONS |
|-------|--------------|
|       |              |
|       |              |
|       |              |
|       |              |
|       |              |

Evaluator Summary Comments:

Evaluator Signature \_\_\_\_\_

Photocopy to School Counselor

**Final Summative Rating of School Counselor Effectiveness**

Once you determine a rating for each of the rubric areas, based on the available evidence from multiple interactions, look at the larger picture of performance across all areas of the rubric. Although all areas are important for effective school counseling practice, you may find it appropriate to more strongly weight patterns of behavior in one area over another. The key point is that the evaluator should consider no one area in isolation, but should analyze each in relation to all other areas of performance. Determine which of the four performance levels is most appropriate for the school counselor based on this holistic process.

| <b>Rubric Areas</b>  | <b>INEFFECTIVE</b>         | <b>DEVELOPING</b> | <b>SKILLED</b> | <b>ACCOMPLISHED</b> |
|--|----------------------------|-------------------|----------------|---------------------|
| <b>Standard 1: Comprehensive School Counseling Program Plan</b>                          |                            |                   |                |                     |
| <b>Standard 2: Direct Services for Academic, Career and Social/Emotional Development</b> |                            |                   |                |                     |
| <b>Standard 3: Indirect Services: Partnerships and Referrals</b>                         |                            |                   |                |                     |
| <b>Standard 4: Evaluation and Data</b>   |                            |                   |                |                     |
| <b>Standard 5: Leadership and Advocacy</b>   |                            |                   |                |                     |
| <b>Standard 6: Professional Responsibility, Knowledge and Growth</b>                     |                            |                   |                |                     |
| <b>Metrics of Student Outcomes</b>   |                            |                   |                |                     |
| <i>Area of reinforcement:</i>  | <i>Area of refinement:</i> |                   |                |                     |
| <b>Final Summative (Overall) Rating</b>  | <b>INEFFECTIVE</b>         | <b>DEVELOPING</b> | <b>SKILLED</b> | <b>ACCOMPLISHED</b> |
|  |                            |                   |                |                     |

Check here if Improvement Plan has been recommended.

School Counselor Signature \_\_\_\_\_

Date \_\_\_\_\_

**Evaluator Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

05/12/2016