

PHILOSOPHY

The Ross Local School District Board of Education and the administration of the Ross Schools have a responsibility to create and maintain a positive, favorable climate in which all professional staff can best perform their duties and meet their responsibilities to the students of the district. A principal means of fulfilling this responsibility is by use of the Instructional Management System.

Even though the utilization of the Instructional Management System is linked to those times in a professional career when contractual decisions must be made, the Ross Instructional Management System has other equally important objectives:

1. To create common professional language that promotes dialogue on teaching and learning.
2. To continually improve the quality of instruction.
3. To cooperatively develop educational goals.
4. To encourage professional growth and in-service training.
5. To promote self-evaluation, self-discipline, and self-improvement.

PROCESS

The Ross Instructional Management System consists of three phases of evaluation. Phase One consists of an annual Comprehensive Review. Phase Two consists of a Comprehensive Review every other year, and Phase Three consists of a Comprehensive Review every five years. All teachers will participate in goal setting annually regardless of their evaluation phase.

Goal Setting

All teachers regardless of phase or level in the IMS will annually participate in the goal setting process. Goal setting may take place between April 1st and September 30th of consecutive school years. Each evaluator will schedule a Goal Setting Conference with the teacher during this time span. At the Goal Setting Conference form IMS - 1 will be completed for each goal to be worked on for the coming school year. A goal is a performance objective that is set for the school year. A minimum of two verifiable goals must be established. While typically a goal may be developed collaboratively by the evaluator and the teacher, a goal may be set by the evaluator. For teachers who are on Comprehensive Review, progress on goal accomplishment will be evaluated at the Mid-year Evaluation Meeting and at the Final Evaluation Meeting. All other teachers will meet with their evaluator by May 31st to assess goal accomplishment.

Phase One

All teachers with less than three consecutive years of experience in the Ross Local School District will be in Phase One evaluation. Entry level teachers and teachers with less than three years experience from another district will start at level one. Teachers with three or more years of experience from another district will start at level two.

Comprehensive Review in Phase One consists of three observations and two evaluations. The first observation will involve IMS Domains B and C only. It must be completed by October 31st. The second and third observations involve all four domains in the IMS. The second observation and mid-year evaluation must be completed by January 15th and the third observation and final evaluation must be completed by April 1st. Once a teacher has completed level three of Phase One, they must have an aggregate evaluation rating of 46 or higher in order to move to Phase Two. The teacher will remain at level three until a rating of 46 or higher is obtained in subsequent Comprehensive Reviews.

Phase Two

In Phase Two the teacher will participate in Comprehensive Review at levels five and seven only. Comprehensive Review in Phase Two consists of two observations and two evaluations. Both observations involve all four domains of the IMS. The first observation and mid-year evaluation must be completed by January 15th and the second observation and final evaluation must be completed by April 1st. Once a teacher has completed level seven of Phase Two they must have an aggregate evaluation rating of 55 or higher and not receive a score of 1.0 on any one criterion in order to move to Phase Three. The teacher will remain at level seven until a rating of 55 or higher and no score of 1.0 is obtained in subsequent Comprehensive Reviews.

Phase Three

In Phase Three the teacher will participate in Comprehensive Review every five years following completion of Phase Two. Comprehensive Review in Phase Three consists of two observations and two evaluations. Both observations involve all four domains of the IMS. The first observation and mid-year evaluation must be completed by January 15th and the second observation and final evaluation must be completed by April 1st. At the end of each Comprehensive Review the teacher must have an aggregate evaluation rating of 58 or higher and not receive a score lower than 2.0 on any one criterion in order to complete that level. The teacher will remain on Comprehensive Review at that particular level until a rating of 58 or higher and no score lower than 2.0 on any one criterion is obtained in subsequent Comprehensive Reviews.

Evaluator Training

First year evaluators must be trained and certified in Pathwise by October 31st of the first year that they would be involved in conducting evaluations using the Instructional

Management System. Every two years the district's administrative team must participate in in-service training to help develop consistency among the evaluators in rating teacher performance.

PROCEDURES FOR COMPREHENSIVE REVIEW

Group Orientation

Each building principal will schedule a group orientation meeting for all teachers who will participate in Comprehensive Review during the current school year. A full explanation of the process and procedures will be given along with the necessary forms. The orientation meeting must be completed by September 10th.

Pre-Observation Conference

Prior to an observation, a pre-observation conference will be held between the teacher and the evaluator. The evaluator will provide the teacher with a five day window within which an observation must be scheduled. At least one day prior to the conference the teacher is to complete form IMS - 2 and submit it to the evaluator.

Observations

Each observation conducted by an evaluator will be a minimum of 40 minutes in length. A written report of the observation will be given to the teacher on form IMS - 3 within three working days after the observation. A minimum of three observations must be made in Phase One and a minimum of two observations must be made in Phases Two and Three. The evaluator may make as many more observations as he/she feels necessary. In addition to the designated evaluator, other principals or assistant principals, central office administrative personnel, and/or educational consultants may also participate in the observation process. A teacher may request additional observations by the designated evaluator and/or by another district evaluator. The formal classroom observation identified here is but part of the ongoing comprehensive evaluation.

Post-Observation Conference

Following an observation, a post-observation conference will be held between the teacher and the evaluator. This conference shall be held at least one day after the teacher has received form IMS - 3 from the evaluator. Form IMS - 4 will be completed during this conference.

Mid-year Evaluation Meeting

Each evaluator is to schedule a Mid-year Evaluation Meeting with each teacher on Comprehensive Review. This Mid-year Meeting will be used to review progress to date on goal accomplishment and to complete form IMS - 5 which will record the ratings for

each domain of the IMS. Adjustments in goals should be made at this time based on any "unsatisfactory" rating listed on IMS - 5 or on any goal. A written remediation plan that could lead to a correction of the deficiency should be developed. Deficiencies regarding the teacher's failure to adhere to work rules or other documented deficiencies not noted during formal observations must be put in writing and provided to the teacher within a reasonable period of time of the discovery of such conduct. Where feasible such a deficiency shall be addressed in the written remediation plan. The deadline for the Mid-year Evaluation Meeting is January 15th.

Final Evaluation Meeting

Each evaluator is to schedule a Final Evaluation Meeting with each teacher on Comprehensive Review. This Final Evaluation Meeting will be used to complete form IMS - 6 which contains the evaluator's final ratings for each domain of the IMS and a final recommendation to the superintendent regarding the teacher's contract status. This meeting will also be used to arrive at a final assessment of the level of accomplishment on the teacher's goals for the school year. The deadline for the Final Evaluation Meeting is April 1st.

Filing of Evaluation Forms

All forms used in the IMS process are to be prepared in triplicate with the evaluator and teacher signing and dating all three (3) copies of each form. Disposition of the IMS forms is as follows:

- Original Copy - Placed in the teacher's permanent record file in the Superintendent's Office
- Second Copy - retained by the building principal
- Third Copy - retained by the teacher

Domain A

Organizing Content Knowledge for Student Learning

Criterion A1

Becoming familiar with relevant aspects of students' background knowledge and experiences.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher demonstrates a lack of understanding of why it is important to become familiar with students' background experiences, does not know how to find this information, and lacks familiarity with students' background experiences.		The teacher demonstrates some understanding of why it is important to become familiar with students' background experiences, does not know how to find this information, and lacks familiarity with students' background experiences.		The teacher demonstrates a comprehensive understanding of why it is important to become familiar with students' background experiences, describes several procedures used to obtain this information, and demonstrates a clear understanding of students' background knowledge and experiences.	

Criterion A2

Articulating clear learning goals for the lesson that are appropriate to the students.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher does not articulate clear learning goals, or the teacher has chosen goals that are inappropriate for the students.		The teacher articulates clear learning goals that are appropriate for the students.		The teacher articulates clear learning goals and provides a well-thought-out explanation of why they are appropriate for the students, or the teacher articulates clear learning goals that are appropriate to the students and are differentiated for groups or individual students in the class.	

Criterion A3

Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher does not explain how the content of this lesson relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate.		The teacher accurately explains how the content of this lesson relates to the content of previous and/or future lessons.		In addition to the requirements for level 2.0, the teacher accurately explains how the content of this lesson fits within the structure of the discipline, and when appropriate across disciplines and real life.	

Criterion A4

Creating or selecting teaching methods, learning activities, and instructional materials* or other resources including technology, that are appropriate to the students and that are aligned with the goals of the lesson.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher chooses methods, activities, or materials* that are unrelated to the goals of the lesson, or the methods, activities, or materials* are clearly not appropriate to the students.		The teacher chooses methods, activities, and materials* that are aligned with the goals of the lesson and that are appropriate to the students in general.		In addition to the requirements for level 2.0, the teacher chooses methods, activities, and materials* that allow a differentiated learning experience for individuals or groups of students, or the teacher provides a sound explanation of why the single teaching method or learning activity in the lesson is appropriate for all students.	

"Materials" includes all resources that the teacher might use. If the lesson requires no materials, there is no penalty to the teacher for not using them.

Criterion A5

Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher has not provided for systematically evaluating student learning, or the evaluation planned is clearly inappropriate either to the goals of the lesson or to the students.		The teacher has a plan for systematically evaluating student learning that is aligned with the goals of the lesson and is appropriate to the students.		In addition to the requirements for level 2.0, the teacher can describe how he or she will use the results of the evaluation in planning future instruction.	

Criterion A6

Demonstrating knowledge of content and pedagogy.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher lacks understanding of one or more of the following: subject content, district course of study, Ohio Academic Content Standards, and/or pedagogy.		The teacher demonstrates solid understanding of the subject content, district course of study, Ohio Academic Content Standards and their prerequisite relationships and connection with other disciplines and real life. The teacher's instructional practices reflect current pedagogical knowledge.		In addition to the requirements for level 2.0, the teacher continually searches for improved practice.	

Domain B

Creating an Environment for Student Learning

Criterion B1

Creating an environment of respect and rapport.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher's interactions with students are generally appropriate and free from conflict but may be characterized by occasional inconsistencies.		The teacher demonstrates general warmth and caring, and is respectful of the cultural and developmental differences among groups of students.		Classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring toward individuals. The students themselves encourage high levels of civility among members of the class.	

Criterion B2

Establishing a culture for learning.

Scoring

1.0	1.5	2.0	2.5	3.0	
The classroom environment reflects only a minimal culture for learning with only modest or inconsistent expectations for student achievement.		The classroom environment reflects a developing culture for learning with modest expectations for student achievement, adequate teacher commitment to the student, and average commitment to the subject.		Students assume much of the responsibility for establishing a culture for learning in the classroom by being committed to their work, initiating improvements to their products, and holding the work to the highest standard. The teacher demonstrates a passionate commitment to the subject.	

Criterion B3

Communicating challenging learning expectations to each student.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher communicates explicitly or implicitly to individuals, to groups within the class, or to the class as a whole that they are incapable of learning or that the teacher's expectations for their learning are low.		The teacher occasionally encourages students to meet challenging learning expectations.		The teacher actively encourages students to meet challenging learning expectations.	

Criterion B4

Establishing and maintaining consistent standards of classroom behavior.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher makes no attempt to respond to disruptive behavior, or the teacher's response to disruptive behavior does not demonstrate respect for the students.		The teacher makes appropriate attempts to respond to disruptive behavior in ways that demonstrate respect for the students, or some students may display minor misbehavior but it does not disrupt the class.		In addition to the requirements for level 2.0, the teacher responds to disruptive behavior or minor misbehavior consistently and with reasonable success, in ways that demonstrate respect for students, or students behavior during the lesson is consistently appropriate.	

Criterion B5

Making the physical space as safe and conducive to learning as possible.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher allows the physical space to be unsafe, or the teacher allows the physical space that is safe to interfere with learning.		The teacher creates a physical space that is safe and does not interfere with learning.		The teacher uses the physical space as a resource to facilitate learning. Provisions are made to accommodate all students, including those with special needs. If the teacher does not control the physical space, he or she effectively adjusts the activities to the existing physical space.	

Domain C

Teaching for Student Learning

Criterion C1

Making learning goals and instructional procedures clear to students.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher provides the students with no information, confusing information, or inaccurate information about the learning goals or the instructional procedures for the lesson.		The students receive accurate information about the learning goals. The teacher provides the students with clear, accurate information about the instructional procedures for the lesson, and most of the students seem to understand.		In addition to the requirements for level 2.0, the students seem to understand the learning goals fully. The teacher ensures that all students, including those who may initially have trouble, understand and can carry out the instructional procedures for the lesson.	

Criterion C2

Engaging students in learning.

Scoring

1.0	1.5	2.0	2.5	3.0	
Few students are intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.		Students are intellectually engaged for the most part, throughout the lesson with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.		Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.	

Criterion C3

Encouraging students to extend their thinking.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher does not encourage or may even discourage students from thinking independently, creatively, or critically.		The teacher encourages students to think independently, creatively, or critically in the context of the content being studied.		The teacher uses activities that are specifically designed to actively encourage students to think independently, creatively, or critically about the content being taught.	

Criterion C4

Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher makes no attempt to determine whether students are understanding and gives them no feedback.		The teacher monitors the students' understanding of the content. The students receive feedback as necessary.		The teacher monitors students' understanding of the content through a variety of means and makes appropriate instructional adjustments if necessary. If appropriate, students receive substantive and specific feedback.	

Criterion C5

Using instructional time effectively.

Scoring

1.0	1.5	2.0	2.5	3.0	
Substantial amounts of instructional time are spent on activities of little instructional value, or the pacing of the lesson is inappropriate to the content and/or the students.		The pacing of the lesson is appropriate for most of the students. Non-instructional procedural matters do not occupy an excessive amount of time.		The teacher provides students with activities of instructional value for the entire instructional time and paces them appropriately. Any necessary non-instructional procedures are performed efficiently.	

Domain D Teacher Professionalism

Criterion D1

Reflecting on the extent to which the learning goals were met.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher cannot accurately identify strengths and weaknesses of the lesson in relation to the learning goals.		The teacher accurately describes the strengths and weaknesses of the lesson in relation to the learning goals and describes in general terms how he or she could use the experience from this lesson in future instruction.		In addition to the requirements for level 2.0, the teacher supports his or her judgments with specific evidence from the observed lesson.	

Criterion D2

Growing and developing professionally.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher does not participate in annual professional development activities or the teacher's participation in professional development activities is limited to those that are required and/or convenient.		The teacher seeks opportunities for annual professional development to enhance content knowledge and pedagogical skill and shares this knowledge.		The teacher seeks opportunities for annual professional development to enhance content knowledge and pedagogical skills and uses this knowledge to provide leadership and impact change.	

Criterion D3

Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher demonstrates no knowledge of resources available through colleagues in the school or district, or the teacher is aware of such resources, but does not attempt to use them, despite an obvious need.		The teacher demonstrates knowledge of resources and attempts to consult with colleagues when necessary on matters related to learning and instruction.		In addition to the requirements for level 2.0, the teacher provides evidence of collaboration with colleagues outside of his or her own classroom to coordinate learning activities or to address other concerns related to teaching.	

Criterion D4

Communicating with parents or guardians about student learning.

Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher demonstrates no knowledge of forms of communication that she or he can use to communicate with parents or guardians, or the teacher makes no attempt to communicate with parents or guardians, even when it is clearly necessary to do so.		The teacher attempts to communicate with parents or guardians when it is clearly necessary to do so.		The teacher provides evidence and/or describes frequent attempts to communicate with parents or guardians for a variety of purposes.	

Criterion D5
 Demonstrating professionalism.
 Scoring

1.0	1.5	2.0	2.5	3.0	
The teacher demonstrates a low level of professionalism.		For the most part, the teacher observes district policies and procedures, maintains accurate records, reports to work regularly and punctually, and is appropriately groomed and attired.		The teacher consistently observes district policies and procedures, maintains accurate records, reports to work regularly and punctually, and is appropriately groomed and attired.	