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CONTRACT BETWEEN THE

LICKING VALLEY LOCAL SCHOOL DISTRICT BOARD OF EDUCATION

and the

LICKING VALLEY EDUCATION ASSOCIATION

July 1, 2024 through June 30, 2027

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ARTICLE 1 - RECOGNITION

A. The Licking Valley Board of Education (hereinafter referred to as the Board) recognizes the Licking Valley Education Association (LVEA) (hereinafter referred to as the Association), an affiliated local of the Ohio Education Association (OEA) and the National Education Association (NEA), as the exclusive representative and bargaining agent for all bargaining unit members employed by the district.

B. **UNIT OF REPRESENTATION** - The bargaining unit shall consist of all full and part-time teachers (employed twenty [20] or more hours each week), including guidance personnel, nurses, librarians, speech and hearing therapists (regardless of hours employed). All other district employees shall be excluded from the bargaining unit.

C. The scope of Negotiations - shall be as allowed by ORC §4117.08.

ARTICLE 2 - NEGOTIATIONS PROCEDURE

A. **GENERAL**

1. A written request for negotiations shall be made no earlier than ninety (90) days or no later than sixty (60) days prior to the expiration of the current negotiated agreement.

2. All proposals shall be submitted in writing by both parties at the initial meeting. Thereafter, no new items shall be submitted without mutual agreement.

3. As negotiated items are agreed upon, they shall be reduced to writing and initialed by the chief negotiator for each party.

4. Tentative agreement on the negotiations package shall be reduced to writing and initialed by the representatives of each team, but such initialing shall not be construed as final agreement. The tentative agreement shall be submitted to the Association for a vote and then to the Board. After both approvals, it shall be legally binding on both parties.

B. **DISAGREEMENT**

1. If agreement is not reached within ninety (90) days from the first negotiations session, either party may declare impasse.

2. It is agreed by the Association and the Board that the terms of the existing agreement shall be extended throughout the impasse procedure period.

ARTICLE 3 - PROVISIONS CONTRARY TO LAW

If any provision of this document or any application of the document to any member of the unit of representation or the Board shall be found contrary to law, that provision or application shall be deemed invalid to the extent prohibited by law, but all other provisions shall continue in full force and effect.

ARTICLE 4 - GRIEVANCE PROCEDURE

A. DEFINITIONS

A grievance shall mean a complaint by any teacher or the LVEA involving the violation, interpretation, or inequitable application of the negotiations agreement.

B. INITIATION AND PROCESSING

1. Level One (Informal)

The grievant will first discuss the grievance with the immediate supervisor involved, with the objective of resolving the matter informally. Such discussion must take place within ten (10) days of the date on which the grievant knew or should have known about the issue giving rise to the grievance. If the matter is not resolved to the satisfaction of the grievant, within ten (10) days after this informal discussion, the grievance form (Appendix A) may be submitted to the immediate supervisor. If no grievance form is submitted within ten (10) days after informal discussion, it shall be presumed that the grievance is resolved.

2. Level Two

a. Within five (5) days of the submission of the grievance form, a meeting shall be held between the grievant, the LVEA grievance chairperson, legal counsel, if any, and the immediate supervisor involved in the grievance. By mutual agreement of the grievant and the immediate supervisor involved, this time factor may be otherwise arranged. Copies of the written grievance are to be sent by the grievant to the Superintendent.

b. The immediate supervisor shall communicate his/her decision in writing within five (5) days of the Level 2 hearing to the grievant, to all persons at the hearing, and to the Superintendent.

3. **Level Three**

a. Within five (5) days of receipt by the grievant of the decision rendered by the immediate supervisor, such decision may be appealed in writing to the Superintendent. The appeal shall include:

i. A copy of the Level 2 decision;
ii. The grounds for appeal;
iii. The names of all persons officially present at the hearing. Each person officially present at the hearing shall receive a copy of the appeal.

b. The appeal shall be heard by the Superintendent within five (5) days of the date of the written request. Two (2) days prior to the hearing, written notice of the time and place shall be given to the grievant, his/her legal counsel, if any, the LVEA grievance chairperson, and any administrator who has previously been involved in the grievance.

c. Within five (5) days of hearing the appeal, the Superintendent shall communicate to the grievant and all other parties officially present at the hearing, his/her written decision, including his/her supporting reasons. A copy of the decision shall be sent to the LVEA grievance chairperson.

4. **Level Four - Board of Education**

a. If the grievant is not satisfied with the Superintendent's decision, he or she may, within five (5) days of receipt of the decision rendered by the Superintendent, file with the Superintendent's office a written request that the grievance be submitted to the Board within ten (10) days.

b. Upon mutual agreement between the Board and the Association, the grievance may bypass Level 4 and proceed to Level 5.

c. The Board shall render its decision within ten (10) days after its next regular meeting. The Board's determination shall be communicated to the grievant and all other parties officially present at the hearing. A copy of the decision shall be sent to the LVEA grievance chairperson.

5. **Level Five – Arbitration**

If the grievance is not resolved at Level Four, it may be submitted to binding arbitration by the Association by submitting the grievance form to the Superintendent within five (5) days of the receipt of the Level Four decision, indicating on the form that the Association is appealing the grievance to Level Five. The grievance shall be heard by an arbitrator acceptable to both parties. If there is no agreement on the arbitrator within five (5) days, the selection will then be made from names submitted by the American Arbitration Association. Neither party shall be permitted to assert in such arbitration proceedings any grounds or

rely on any evidence not previously disclosed to the other. The Board, the Association, and the aggrieved shall be bound by the award of the arbitrator. The cost of any arbitration under this article shall be shared equally by the Board and the Association.

a. The arbitrator shall conduct the necessary hearing(s) and issue the decision within the time limit agreed by the Association, the Board, and the arbitrator.

b. The arbitrator shall have no power to add to, subtract from, disregard, alter, or modify any terms of the written provisions of this Agreement, nor shall he/she make any decisions contrary to law.

C. **GENERAL PROCEDURES**

1. Written requests by the grievant should state what the grievance is and how he/she thinks it should be resolved.

2. Failure at any step of this procedure to communicate the grievance decision in writing within the specified time limits shall permit the grievant to proceed to the next step. Failure at any step of this procedure to appeal a grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered at that step.

3. Copies should be made of each request for a hearing and of each decision and should be sent to the following:

   a. The Superintendent;
   b. The supervisor involved;
   c. The grievant;
   d. The LVEA grievance chairperson; and
   e. The LVEA president.

4. The LVEA may designate one (1) member as its grievance chairperson. He/she may attend any meetings, hearings, etc., involved in the steps.

5. Any party in interest may be represented at all stages of the grievance procedure by a person of his/her own choosing.

6. The Board of Education and the administration will cooperate with the Association in its investigation of any grievance, and will furnish the Association with such information as is requested for the processing of any grievance.

7. It will be the practice of all grievants and/or parties in interest to process grievances after the regular work day has ended or at other times which do not interfere with assigned duties. However, upon mutual agreement among the grievant, the Association, and the Board of Education that proceedings should be held during regular working hours, the grievant and the appropriate

Association representative will be released from assigned duties without loss of pay.

8. As used in this Article, the term "days" shall refer to calendar days during the summer months and shall refer to school days when school is in session.

ARTICLE 5 - ASSOCIATION RIGHTS

A. Rights granted in this section shall be granted only to the Licking Valley Education Association.

B. The Association, its agents, and affiliates shall be the only Teacher Association to have the right to use the school building(s) for meetings. Such meetings shall not interfere with, or interrupt normal instructional programs or school operations, and further, shall be in keeping with the provisions of the ORC. The Association, its agents and affiliates shall ask the district office for the building to be used for a meeting at least three (3) calendar days in advance of any meeting, except in cases of emergency.

The Association shall be the only Teacher Association to have the right to use facilities and equipment and shall be responsible for equipment when operated by a member of the Association on their own time. The Association shall reimburse the Board of Education for the cost of consumable supplies. After each use, the building principal or secretary shall be told:

1. The machine used;
2. Number of copies made;
3. Board materials used, if any; and
4. Name of user.

C. The cost of a substitute for one (1) LVEA delegate to attend the OEA Convention, for up to three (3) days, shall be approved by the Board of Education.

D. A copy of the Board agenda will be made available to the LVEA president when it is made available to the Board members. A copy of the official Board minutes will be made available to the LVEA president within three (3) working days after Board approval.

E. The LVEA agrees that it is a professional teachers association whose main concern is the education of Licking Valley students.

ARTICLE 6 - INDIVIDUAL RIGHTS

A. **MEMBER RIGHTS**

1. The Board of Education agrees that all members of the instructional staff are entitled to full rights of citizenship regardless of race, color, creed, sex, age, or place of origin.

2. The Board of Education further agrees that members of the instructional staff have the right to exercise their constitutional rights of political involvement without fear of reprisal or discipline in any form, as long as it doesn't interfere with their classroom instruction.

3. The Board of Education further agrees that the private and personal life of any teacher is not within the appropriate concern or attention of the Board of Education as either a condition of employment or renewed employment, as long as it does not interfere with his/her teaching duties as proved by the administration.

4. The Board of Education further agrees that members of the instructional staff may, while on school premises, wear insignias, pins, or other identification of membership in the Association or other civic or professional organizations.

5. The Board of Education further provides the right of due process to all members of the instructional staff.

6. The Board will agree to enroll the legally dependent children of bargaining unit members tuition free who do not reside in the District provided:

   a. The Licking Valley Local School District has in existence the required educational programs and staff to which the child(ren) must be assigned.

   b. The child(ren) comply with Board and Administrative policies, rules and regulations governing the conduct of students.

   c. The member provides their transportation.

   d. Employees' children will be subject to the district's open enrollment policy and will be considered prior to other applicants.

B. **COMPLAINTS AGAINST MEMBERS**

1. When a formal complaint is made, either orally or in writing, to the Board of Education, any of its members, or a school administrator by a person concerning a teacher's conduct or other activities that relate to the teacher's contract, using common sense judgment, the teacher shall be informed of the stated concern by the appropriate administrator. The appropriate administrator and/or teacher shall attempt to resolve the concern with the person.

2. Should the complainant still not be satisfied and bring the concern to a Board of Education meeting, the teacher shall be so informed and have the right to provide the Board of Education with information concerning the issue in executive session and with rights of representation and due process.

3. In no case shall such a complaint be grounds for action or reprimand or discipline against a teacher without the teacher having prior notice that would allow a reasonable period of time for the teacher to attempt to resolve the concern, be provided a hearing with representation if requested, or provide information on the issue to the administration.

4. This procedure will also be applied to complaints involving supplemental contracts.

C. **PERSONNEL FILES**

1. The Board of Education agrees to notify all professional employees of any records being kept on said employee pursuant to ORC 1347.01-09.

2. Bargaining unit members shall receive a copy of all items prior to their placement in their personnel files. All items placed in the file shall be signed and dated by the person placing the item in the file. Said employee shall have the right to attach to any document placed in his/her file, a rebuttal; and said employee shall have the right to request a hearing with the Board of Education on any material in his/her file that he/she deems incorrect or incomplete.

3. Anonymous items shall not be placed in personnel files.

ARTICLE 7 - CONTRACTS

A. The Board of Education shall provide each member of the instructional staff individual written contracts in keeping with the provisions of the Ohio Revised Code and Board-adopted policies.

B. The contract sequence shall be 1-1-2-3-5. A unit member eligible for a 3 or a 5 year contract may be given a one (1) or two (2) year contract with written reasons for professional improvement.

C. Teachers who are eligible for continuing contracts during the period of multi-year limited contract shall be considered for a continuing contract at the April Board meeting and may be granted continuing contract status at the beginning of the next school year. In order to be considered for a continuing contract, a teacher must provide written notice and proof (proper license/certificate) of eligibility to the Treasurer's Office not later than October 1 of the year prior to the April meeting when the Board will consider action upon the request.

D. The following procedures and/or actions by the Superintendent or Board are hereby expressly excluded from the foregoing:

1. Termination of contracts, which shall be governed by Section 3319.16 Ohio Revised Code.

2. Non-renewal of contracts, which shall be governed by Section 3319.11 Ohio Revised Code.

ARTICLE 8 - VACANCIES, TRANSFERS, PROMOTIONS

A. The administration shall post for a minimum of five (5) days, except in extenuating circumstances, to the certified staff any certified openings or new positions within the District so they may express an interest in being considered for such positions. “Posting” means the Board shall display a written list of all vacant positions in an email to all staff. Teachers interested in transfer or other jobs within the District should let the Superintendent know of this interest in writing.

B. The determination of assignments shall be made by the Superintendent considering the overall effect upon the school district, as well as the individual's wishes and qualifications.

C. If more than one (1) teacher has applied for a position, the teacher best qualified for that position shall be appointed and, qualifications being equal, seniority in the school system shall control.

D. Determination of "best qualified" lies with the Superintendent.

E. This policy shall not apply to contracts issued for a period of less than one (1) semester.

F. Prior to any involuntary transfer, the Superintendent will offer to meet with the teacher and, if the teacher requests a meeting, shall meet and explain the reasons for the transfer. The teacher may have a representative present if he/she chooses. If, by reason of illness or absence of the Superintendent or the teacher, the meeting cannot be held prior to the transfer, the transfer will take place.

G. All supplemental positions the Board determines to fill and that are not filled by the individual holding the position the prior school year, shall be posted internally for a period of not less than five (5) workdays. Hiring decisions shall be in the sole discretion of the Superintendent.

ARTICLE 9 - REDUCTION IN FORCE

A. When a reduction in the number of certified staff is deemed necessary because of return to duty of regular teachers after leaves of absence, including suspension of schools; territorial changes affecting the district; a decrease in student enrollment; changes in curriculum; financial reasons; changes in use of instructional personnel and for other reasons as identified by the Board and administration, the Superintendent shall determine the curricular area, subject, level or program that will lose staff positions, as well as the date that such reductions are needed. Notice of a potential reduction in force shall be given to the Association President by the end of the school year if possible and where not possible, thirty (30) calendar days before Board action to reduce staff.

B. The Superintendent shall utilize the RIF Rubric (Appendix C), jointly designed by the Board and the Association in September 2012 for such reductions in staff giving due consideration first to the best interests of the school district and in keeping with the provisions of this contract. At the request of the Superintendent, building administrators and teachers will complete the RIF Rubric for each staff member in the area(s) designated for reductions in force and submit the completed Rubrics to the Superintendent. The Superintendent will review the RIF Rubrics for each staff member, identifying for reduction in force staff members with the lowest scores on the Rubric relative to other staff members' scores in the same certification/licensure area(s). When a reduction in force action is to be taken, the Superintendent shall notify the staff it is necessary to suspend contracts. This notification will include the certification/licensure areas that might possibly be affected. Teacher(s) and the Association president will be notified in writing by the Superintendent prior to any Board of Education action.

C. Any RIF shall be in accordance with the seniority definition herein. Seniority shall be defined as continuous years of service in the district beginning with the date of contract approval by the Board of Education. RIF in areas of certification shall be in reverse order of greatest seniority.

D. If a teacher is to be suspended from a certification area and holds valid certification in another area, that teacher shall be given prime consideration in the other area.

E. If the teacher is not reassigned, he/she shall be given written reasons why not by the Superintendent.

F. Recall in areas of certification shall be in order of greatest seniority. Employees whose contracts are suspended for reasons of reduction in force shall be notified by certified mail if a vacancy for which they are certified occurs within eighteen (18) months of their non-renewal or suspension. If interested in the position, the employee shall be rehired for the job. If interested in being considered for the position, the teacher shall notify the Superintendent within ten (10) days. No employee new to the system shall be hired until all members who have been RIF'd are either hired back, or have declined employment in writing, or have not responded within the required period of time.

G. Teachers hired back or recalled from suspension shall return to duty with all rights and benefits under this contract. This provision does not apply to any teacher whose one (1) year limited contract was non-renewed.

ARTICLE 10 - WORKING CONDITIONS

A. Any days before the arrival of the students at the beginning of the school year or after the departure of the students at the end of the school year which teachers are asked to work, shall be paid work days.

B. Each teacher shall be provided a forty (40) minute lunch period each day unless a different number is agreed upon by a majority of staff members within an individual building. The length of the lunch period agreed upon by the teachers within a building will last for the length of the contract. Teachers will not be assigned supervisory duties during their lunch period.

C. Travel time, during the school day, shall not be considered lunch or conference time. Members of the teaching staff involved in travel from one building to another during the school day shall be reimbursed at the IRS rate that was effective on the previous July 1.

D. All extra duties beyond the normal work day will be voluntary except supervision of detention. Scheduled staff meetings that occur outside of the contracted school day shall not exceed nine (9) meetings per school year.

E. Teachers will call SUB CENTRAL or other person/service/operation designated by the Superintendent to notify the administration of their absence. It is up to the Board to secure substitutes.

F. The teacher year shall consist of no more than one hundred eighty-four (184) days. It is the statutory right of the Board to determine the school calendar.

The calendar will include two (2) full administration-directed professional development days, two (2) full records days, and two (2) shared Administration-directed professional development days/records days. (Three (3) hours administration-directed and four (4) hours teacher-directed on shared days.) The calendar shall include one (1) Inclusion day, two (2) Professional Development days, one (1) Staff Convocation day scheduled Thursday through Tuesday. The calendar will also include three (3) built in calamity make-up days in April and May. If more calamity make-up days are needed they may be scheduled at the end of the school year.

G. **PLANNING/CONFERENCE TIME**

1. Each teacher at the middle school (6-8) and high school (9-12) shall receive no less than two hundred (200) minutes of planning/conference time during the student day each week. Such planning/conference time shall be in no less than thirty (30) minute blocks.

2. Each teacher at the elementary level (K-5) shall receive no less than an average over the school year of: two hundred (200) minutes planning/ conference time each week.

H. As long as the Licking County and Newark City Health Boards' smoking regulations are legally in effect, do not have a restraining order against them, are not struck down by a court of competent jurisdiction, or are not facing any legal challenge such regulations shall be upheld by all bargaining unit members. Members will be responsible for any individual fine, but not for any district fine. Unit members shall

comply with federal law and Board policy prohibiting the use of tobacco in all school buildings and on school property.

The Board agrees to reimburse any bargaining unit member who submits evidence of expense, up to two (2) semester hours reimbursement under the tuition reimbursement procedure in Article 21 for any legitimate program to aid the member in quitting smoking. The member shall be reimbursed only once during the life of this contract.

I. Each bargaining unit member shall be given tentative notice of their building assignments for the next school year no later than teacher check out day. If there is a change in this assignment, the principal or Superintendent shall notify the teacher as soon as practical. If such notification is given within one (1) week of the beginning of the school year, the teacher shall be given two (2) days to prepare, unless the teacher waives this planning time.

J. **CLASS SIZE**

1. In the event the class size of an elementary school teacher, other than a teacher of music, art or physical education, exceeds twenty-six (26) students in grades K-2 or twenty-seven (27) students in grades 3-5, a meeting will occur between the teacher and the building principal to discuss the following options for addressing class size and option A shall be implemented unless the teacher and principal mutually agree otherwise:

    a. The teacher will be given additional compensation at the rate of two hundred fifty dollars ($250.00) per student for every student in excess of the student numbers in the preceding paragraph calculated as follows: at the end of the first and second semesters, the teacher will be given one hundred twenty-five dollars ($125.00) per student over the class-size numbers in the preceding paragraph if the classroom attendance exceeded such numbers for more than one-half (½) of the semester.

    b. Additional aide time will be allotted to the class;

    c. Additional teacher provided to divide the class or team teaching;

    d. The teacher will be given reduced duty time;

    e. The teacher will be given additional planning time; or

    f. Other appropriate mutually agreed to response to the teacher's class size.

2. In the event a teacher in grades 6-12, excluding teachers of band, vocal music and study halls, has the responsibility for providing instruction to more than twenty-nine (29) students per class per semester, a meeting will occur between the teacher and the building principal to discuss the following options for

addressing class size and option A shall be implemented unless the teacher and principal mutually agree otherwise:

a. The teacher will be given additional compensation at the rate of two hundred fifty dollars ($250) per student for every student in excess of twenty-nine (29) students per section calculated as follows: at the end of the first and second semesters, the teacher will be given one hundred twenty-five dollars ($125) per student over twenty-nine (29) if the classroom attendance exceeded twenty-nine (29) for more than one-half (1/2) of the semester.

b. Additional aide time will be allotted to the teacher;

c. Additional teacher provided to divide the classes or team teaching;

d. The teacher will be given reduced duty time;

e. The teacher will be given additional planning time; or

f. Other appropriate mutually agreed to response to the teacher's class size.

3. The class size for vocational agriculture and vocational home economics shall be in keeping with Ohio Law and State Minimum Standards.

K. 1. The student day in grades K-5 shall be six (6) hours and forty (40) minutes. The teacher day shall be seven (7) hours and ten (10) minutes. Teachers shall not be required to report to work earlier than fifteen (15) minutes prior to the student day nor remain longer than fifteen (15) minutes after the end of the student day.

2. The student day in grades 6-12 shall be six (6) hours and fifty (50) minutes. The teacher day shall be seven (7) hours and ten (10) minutes. Teachers shall not be required to report earlier than ten (10) minutes prior to the start of the student day nor remain longer than ten (10) minutes after the end of the student day.

L. Building Leadership Teams (BLT) shall be established to give teaching faculty a means of collaborating with building administrators on Building Instructional Core Plan development, implementation and Instructional Core Plan aligned building-level professional development activities. The composition of each BLT will be decided jointly by the LVEA building representative and the building administrator.

The BLT will meet monthly. Once annually, no later than May 15 each year, each building principal shall meet with the LVEA building representative and BLT (if the representative is not a member of the BLT) to assess the degree to which each BLT is contributing to the accomplishment of the Building Instructional Core Plan.

A Labor Management Committee (LMC) shall be established to address goals, plans, concerns and commitments for the District. Membership shall be comprised of one Association member and one Board representative from each BLT, in addition to the Superintendent and the LVEA President. The LMC shall meet twice per year.

In the event of the occurrence of an on-going remote learning situation or other catastrophe, the Administration and the LVEA leadership team will collaborate to reduce the impact on the teaching staff to the extent possible.

M. **IN HOUSE SUBSTITUTION**

1. When a teacher is absent from his/her assigned classroom duties, the Board shall make a reasonable effort to secure a substitute to carry on those duties.

2. Whenever a teacher is required to perform another teacher's assigned duties including study hall as a substitute because of the other teacher's absence from his/her classroom for part or all of the school day the substituting teacher shall be compensated at the rate of $20.00 per hour or any part thereof up to the current substitute rate per day.

3. In the event a teacher is absent and another teacher is forced to supervise his/her students, that teacher will be compensated at the in-house substitute rate per hour or any part thereof up to the current substitute rate per day. This subsection applies to study hall when student-teacher ratio exceeds 60 to 1.

4. All regular teachers who will be affected by the absence of a special teacher shall be notified promptly of the special teacher's absence.

N. If the principal and teacher agree that additional time is needed, special education teachers shall be granted one (1) additional release day to be used for the writing of IEP's.

ARTICLE 11 - EVALUATION

TEACHER EVALUATION PROCEDURE:

Licking Valley's evaluation system will be based upon the State Board of Education-approved OTES 2.0 model.

All teachers will be evaluated in accordance with the evaluation instruments and procedures agreed to by the evaluation committee which will be incorporated into this Agreement as Appendix B.

The evaluation committee shall consist of six (6) members appointed by the Superintendent and six (6) members appointed by the Association President. The evaluations committee will periodically review the evaluation instrument and procedures and make recommendations to the Board for modifications.

A. Upon agreement of the Superintendent and the Principal that a teacher on a continuing contract or employed under a multi-year contract is experiencing performance problems, the observation procedures set forth in the Evaluation Handbook at Appendix C may be instituted with prior written notice to the teacher. Such written notice must set forth the areas of concern.

B. The Board and Association agree that compliance with the evaluation procedure set forth in this negotiated agreement shall fully satisfy any and all requirements of law with respect to the adoption and implementation of evaluation procedures for members of the bargaining unit including, but not limited to, all of the requirements of Section 3319.111 ORC.

C. The timelines applicable to the year a teacher's contract is due to expire shall be extended by one (1) day for each day the teacher to be evaluated is absent. If the application of this rule does not allow for the final evaluation to be completed by April 20th, the member shall be renewed under a one- (1-) year limited contract.

ARTICLE 12 - SICK LEAVE

A. Granted as prescribed by Ohio Law. It is earned at the rate of one and one-fourth (1¼) days per month. Effective the 2002-2003 school year, maximum days accumulated are two hundred eighty (280).

For purposes of sick leave, the definition of immediate family is defined as father, mother, sister, brother, husband, wife, domestic partner, son, daughter, step-children, father-in-law, mother-in-law, daughter-in-law, son-in-law, grandchild, grandparents, or person or child in employee's custody and living in the same household. No deduction of less than one-half (½) day shall be made.

A teacher may use accumulated sick leave once each year for one (1) day for the death of individuals other than immediate family. Documentation of bereavement day must be listed on the leave form.

B. If a school employee is absent for reasons covered by sick leave before he/she has sufficient time to accumulate a sick leave balance, in an effort to avoid salary deductions, the following policy will prevail:

1. A deficit of not more than five (5) days may be debited against anticipated accumulated sick leave.

2. No debit will be for a period extending beyond August 31st.

3. If an employee's employment is terminated while he/she still has a sick leave debit, a deduction will be made from his/her final pay check to balance his/her sick leave account.

C. When absent and sick leave is requested, an employee shall complete a form - Statement of Sick Leave Usage - and turn it in to the Treasurer's Office.

D. Accumulated and unused sick leave may be used for the purposes of medical appointment, illness or injury due to pregnancy and childbirth.

This does not prohibit a teacher from using sick leave for other purposes allowed by law.

ARTICLE 13 – MATERNITY/PATERNITY/ADOPTION LEAVE

A. **Paid Leave**

1. Following childbirth, a teacher may use accumulated sick leave for absence from work during the period of six (6) consecutive calendar weeks from the date of birth.

2. If a physician submits written documentation that, due to pregnancy related illness or injury, additional time is needed, a teacher shall be able to use accumulated sick leave for absence from work.

3. Accumulated and unused sick leave may be used for paternity leave for up to ten (10) consecutive work days from the date of birth.

4. Accumulated and unused sick leave may be used for the adoption of a child (age birth through pre-school) beginning on the date of custody for six (6) consecutive calendar weeks.

B. **Unpaid Leave**

1. A teacher may, with Board approval, be granted unpaid leave for up to one school year after the birth or adoption of a child.

2. Maternity/adoption leave requests shall be filed not less than thirty (30) days before the effective date of such leave except in an emergency or an unusual situation as determined by the Superintendent. The thirty (30) day notification period may be waived when an adoptive parent receives less than a thirty (30) day notice from the adoption agency. The request shall state the anticipated beginning and ending date of such leave. The ending date normally shall be at the end of a semester or grading period. Unpaid leave may continue throughout the remainder of the school year for which the leave was granted but in no event shall said leave extend beyond the next school year.

3. Members on unpaid leave will be given the opportunity to continue with insurance coverage as required by COBRA.

4. An unpaid leave of absence shall not be granted for a period extending beyond the term of the member's contract.

5. Members on unpaid leave shall not receive regular or supplemental salary, accrue sick leave, nor shall said leave count toward experience level on the salary schedule upon return.

ARTICLE 14 - SICK LEAVE BANK

A. **ESTABLISHMENT**

Each staff member may contribute two (2) days of his/her accumulated sick leave to the sick leave bank during annual enrollment period which will be the start of the school year thru September 15th. Sick leave bank shall not have less than fifty (50) days or more than 300 days with the exception of teachers who have not previously contributed and new teachers being allowed to contribute within the first two weeks after beginning employment. Sick leave bank use shall not exceed a maximum of one hundred fifty (150) days per school year.

New teachers hired after the school year has commenced will have two weeks to enroll.

B. Grants from the sick leave bank will be limited to those individuals who have contributed to the bank.

1. A grant will be limited for the use of days for serious/catastrophic or life threatening injury or illness. A doctor's statement is required with the application in order to be considered for a grant.

2. A grant will be considered only after the individual has used all of his/her accumulated sick leave days and has used all possible advances of sick leave days under the Master Agreement.

3. All grants must be approved by the Sick Leave Bank Committee upon a majority vote of its members.

C. The maximum number of days that a person may borrow is twenty (20) days per request.

D. Sick Leave Bank Committee and Insurance Committee shall be one in the same.

E. In no case shall the sick leave pool prevent or prolong an employee from applying for and going on disability retirement.

F. A sick leave bank shall not be used as a means for increasing retirement compensation and/or severance pay.

ARTICLE 15 - PERSONAL LEAVE

Each staff member may be granted three (3) days of personal leave each year under these guidelines:

A. The principal or supervisor is notified in writing (completion of appropriate form) prior to the use of the day, or within twenty-four (24) hours after returning to work if the leave was requested for an emergency.

B. If personal leave is requested on the day before or after a holiday, vacation, first scheduled student day, or last scheduled student day, or the month of May, the teacher, with the approval of the building principal, must have a substitute scheduled prior to requesting the leave.

C. June 30th shall be considered the end of the personal leave year.

D. In May the teacher will notify the principal or supervisor in writing (completion of the appropriate form) three (3) days prior to the use of the day, or within twenty-four (24) hours after returning to work if the leave was requested for an emergency.

E. In addition to a loss of compensation, any teacher (employee) who is allowed a deduct day must also pay his/her share of the per diem cost of all insurance benefits (health, life, dental) that are paid by the Board. The per diem insurance share of all insurance benefits payments may be waived in special circumstances or for special circumstances at the discretion of the Superintendent.

F. Personal Leave days shall accumulate only for the purpose of retirement.

Upon notification from STRS of retirement, employees shall receive 25% of accumulated personal leave at current rate.

ARTICLE 16 - PROFESSIONAL LEAVE

A. Upon approval of the Superintendent, teacher initiated request for professional leave up to a maximum of three (3) days per school year may be granted for attending professional meetings.

B. Administration required attendance at a professional meeting will not count against the maximum of three (3) days of professional leave per staff member.

C. Teachers desiring to use professional leave shall submit a written request to the appropriate administrator no later than ten (10) work days prior to the date(s) of the leave. The Superintendent may waive this notification in cases of emergency.

D. Within seventy–two (72) hours of the Superintendent's receipt of the request for professional leave, the Superintendent or his/her designee will notify the applicant of approval or denial.

E. Professional leave may be used for:

1. Attendance at workshops, in-services or seminars related to building and/or district goals.

2. Attendance at workshops, in-services or seminars related to a staff member's individual professional development plan/goals.

3. Visitations to observe curriculum or teaching techniques.

F. Staff members attending coaching clinics or taking students to meetings, competitions, field trips, etc. with approval of the building principal and/or the Superintendent shall be considered performing contract duties. This shall not be considered professional leave.

G. Reimbursement for expenses/registration fees will be subject to approval by the Superintendent or his/her designee. Where a teacher is seeking approval for reimbursement of expenses, the application for professional leave will include an itemization of the costs for which reimbursement is being sought. If approval for reimbursement is given, itemized bills must be submitted for reimbursement on appropriate forms within five (5) work days of return from the professional leave.

1. A staff member may be granted approval to attend a professional meeting without the allocation of expense reimbursement funds.

H. No more than three (3) teachers in the district shall be granted professional leave on any one (1) day unless the teacher(s) are serving on a committee or approved by the Superintendent. No more than two (2) teachers shall be granted leave to attend the same workshop unless administratively determined otherwise.

I. Upon return from the professional leave, teachers may be asked to discuss the substance of the professional meetings with other staff members.

ARTICLE 17 - ASSAULT LEAVE

Assault leave with pay will be available to members of the bargaining unit who are unable to perform their contract duties because of injury or illness caused by an assault on said member while he/she is performing his/her contract duties. All such leaves will be subject to the following provisions:

A. Assault leave under this provision shall not be charged to sick leave.

B. Such paid leave will be limited to a maximum of twenty (20) working days per school year.

C. The teacher shall be required to provide a physician's statement describing the nature of the disability and its duration.

D. The teacher will be maintained on full pay status with fringe benefits during the period of paid assault leave.

E. If, upon the exhaustion of both sick leave and paid assault leave of twenty (20) days, the teacher is still unable to perform his/her contract duties, he/she shall be eligible for a disability leave of absence according to the provisions of this agreement.

F. The employee will return to the Board any worker's compensation income up to and/or equal to the daily rate of pay provided under assault leave for the twenty (20) day period.

ARTICLE 18 - SABBATICAL LEAVE

The Licking Valley School District will consider requests for Sabbatical Leave pursuant to the provisions herein stated and according to the provisions of the Ohio Revised Code §3319.131.

A member of the instructional staff, upon written request to the Board, may be granted a leave of absence with part pay for up to one (1) school year. The grounds for refusal of a Sabbatical shall be the filing of an insufficient plan of professional improvement as determined by the Superintendent and the Board, financial reasons, lack of a suitable replacement as determined by the Superintendent, and for other just cause as determined by the Board.

A. A member of the instructional staff shall have had five (5) years educational experience in the system.

B. A plan of professional improvement to be completed during the period the sabbatical leave is requested shall be submitted.

C. The part salary shall be the difference between the employee's regular salary and the cost of a substitute.

D. No more than five percent (5%) of the instructional staff shall be granted sabbatical leave at one time.

E. Additional sabbaticals shall be made available to members of the instructional staff after completion of five (5) additional years of teaching experience.

F. Members of the instructional staff returning from sabbatical leave shall be returned to the same assignment held prior to such leave or an equivalent position.

G. A teacher on sabbatical leave must return to the Licking Valley District for at least one (1) year or repay all benefits received.

H. Sabbatical leave must be applied for by June 1st of the year in which leave is requested.

ARTICLE 19 - UNPAID LEAVE

A unit member may request an unpaid leave of absence by submitting a written request with reasons to the Superintendent on or before May 1 of the year in which leave is requested. The request may be denied for lack of a suitable replacement, financial reasons or other just and good cause as determined by the Superintendent.

To be eligible for consideration, the unit member must have at least three (3) years of employment by the Licking Valley Board. A unit member will be eligible once every five years. Use of leave under Article 13 shall not count in determining eligibility.

On or before March 1st of the year in which the leave occurs, a unit member on unpaid leave must give the Superintendent written notice of intent to return or resign and not return the following year. Notice of intent to return must be honored by the unit member unless the Superintendent in his/her discretion grants a waiver.

The unit member shall return at the beginning of a semester and to the same contract status he/she had upon commencement of the unpaid leave (e.g., if the person completed the first year of a two-year contract upon commencement of the unpaid leave, he/she returns to the second year of the contract).

As a condition of being granted unpaid leave the unit member shall agree not to seek any service credit for the year of leave.

ARTICLE 20 – SEVERANCE PAY

In accordance with Ohio Law, the Licking Valley Local School District will pay severance pay upon retirement to eligible employees with no less than five (5) years service to the Licking Valley Local Schools.

The criteria are as follows:

A. The amount shall be one-fourth (¼) of the total accumulated sick leave, not to exceed: 51 days.

   The number of days times the daily rate of pay at the time of retirement equals the severance pay.

B. An employee must make a written request for severance pay and a written resignation for retirement purposes must be submitted to the Board of Education.

C. The state retirement board must certify to the district such retirement eligibility.

D. Severance pay will be received within sixty (60) days of the employee's retirement date.

ARTICLE 21 - TUITION REIMBURSEMENT

The Licking Valley Board of Education will reimburse each teacher one hundred fifty dollars ($150.00) for each quarter hour or one hundred eighty-five dollars ($185.00) per semester hour for any additional educational course work (not to exceed a district total of thirty-two thousand five hundred dollars [$32,500.00]) under the following conditions:

A. Teachers must agree to teach in the district for at least one (1) additional year following payment.

B. Courses reimbursed must be approved by the Superintendent at least ten (10) days prior to the first course meeting.

C. Each teacher will be limited to reimbursement of eighteen (18) quarter hours or twelve (12) semester hours each year (June through May). No teacher may be reimbursed for any more than nine (9) quarter hours or six (6) semester hours any given quarter or semester during the year. Teachers can request to be reimbursed only on a quarter or semester basis by each quarter or semester.

   If, at the end of May, there are funds remaining in the tuition reimbursement fund, members may petition for additional hours to be reimbursed. Should the number of requests exceed the available monies, the remaining funds shall be divided equally among the members requesting such additional reimbursement.

D. Reimbursement will be made within sixty (60) days under these conditions:

   1. All requirements in items A-C are met.

   2. The teacher submits proof of satisfactory completion of the course with a passing grade in the form of an official transcript or an official course grade card within three (3) months after completion of the course.

   Teachers shall not be reimbursed for more than the cost of the approved course.

ARTICLE 22 - INSURANCE

Beginning January 1, 2025, the Board will offer four (4) Health Insurance plans that an employee may enroll in. The monthly premium cost for Single and Family coverage will be shared between the Board and Employee as follows:

Health Insurance Plan	**Board's Share of Total Monthly Premium**	**Employee's Share of Total Monthly Premium**
Plan 1	55%	45%
Plan 2	60%	40%
Plan 3	70%	30%
Plan 4	80%	20%

The Board agrees to pay one hundred percent (100%) of a dental insurance plan for family coverage until the monthly cost exceeds thirty dollars ($30.00).

If the limit should be exceeded on the coverage, then the teacher will pay the remainder through payroll deductions.

Vision Insurance will be offered to eligible employees with the Board paying 75% of the monthly premium cost and employees paying 25% of the monthly premium cost.

The Board agrees to provide life insurance at a dollar value of twenty-five thousand dollars ($25,000) for each teacher.

There shall be a joint Association/Administration Insurance Committee composed of four (4) teachers, appointed by the Association President, and three (3) administrators. The purpose of this committee shall be to discuss insurance carriers, benefits, and cost management. The purpose of this committee shall only be to study the three (3) items listed above and make recommendations to their respective constituents on these matters. The committee shall meet at least two (2) times per year.

No changes in an insurance program, carrier, or benefit shall be made without negotiations and proper and legal ratification between the parties as delineated in Article 2 of this contract and in ORC §4117.

ARTICLE 23 - SUPPLEMENTAL SALARY

A. Years of experience will be defined as all years coaching in a specific sports area while employed at Licking Valley.

B. Upon initial employment, the Superintendent may grant years of experience earned in other districts and for full-time prior service as a volunteer under contract with the district.

C. The Supplemental Salary Schedule will be adjusted to reflect the same percentage to the BA Base each of the three years of the contract.

A. SCHEDULE EFFECTIVE JULY 1, 2024

Licking Valley Local School District
Supplemental Salary Schedule
Effective July 1, 2024 - June 30, 2025

+ 4%

	Category					
Years	1	2	3	4	5	6
0	$5,022	$3,266	$2,513	$2,262	$1,756	$1,044
1	$5,281	$3,456	$2,635	$2,363	$1,784	$1,078
2	$5,523	$3,640	$2,762	$2,456	$1,851	$1,113
3	$5,781	$3,831	$2,889	$2,563	$1,909	$1,152
4	$6,028	$4,024	$3,019	$2,666	$1,971	$1,197
5	$6,284	$4,207	$3,140	$2,762	$2,035	$1,231
6	$6,531	$4,398	$3,266	$2,867	$2,092	$1,273
7	$6,787	$4,580	$3,389	$2,963	$2,153	$1,317
8	$7,031	$4,772	$3,520	$3,065	$2,217	$1,359
9	$7,288	$4,958	$3,640	$3,164	$2,274	$1,404
10	$7,536	$5,154	$3,767	$3,266	$2,342	$1,452

B. SCHEDULE EFFECTIVE JULY 1, 2025

Licking Valley Local School District
Supplemental Salary Schedule
Effective July 1, 2025 - June 30, 2026

+ 3%

	Category					
Years	1	2	3	4	5	6
0	$5,173	$3,364	$2,588	$2,330	$1,809	$1,075
1	$5,439	$3,560	$2,714	$2,434	$1,838	$1,110
2	$5,689	$3,749	$2,845	$2,530	$1,907	$1,146
3	$5,954	$3,946	$2,976	$2,640	$1,966	$1,187
4	$6,209	$4,145	$3,110	$2,746	$2,030	$1,233
5	$6,473	$4,333	$3,234	$2,845	$2,096	$1,268
6	$6,727	$4,530	$3,364	$2,953	$2,155	$1,311
7	$6,991	$4,717	$3,491	$3,052	$2,218	$1,357
8	$7,242	$4,915	$3,626	$3,157	$2,284	$1,400
9	$7,507	$5,107	$3,749	$3,259	$2,342	$1,446
10	$7,762	$5,309	$3,880	$3,364	$2,412	$1,496

C. SCHEDULE EFFECTIVE JULY 1, 2026

Licking Valley Local School District
Supplemental Salary Schedule
Effective July 1, 2026 - June 30, 2027

+ 3%

	Category					
Years	1	2	3	4	5	6
0	$5,328	$3,465	$2,666	$2,400	$1,863	$1,107
1	$5,602	$3,667	$2,795	$2,507	$1,893	$1,143
2	$5,860	$3,861	$2,930	$2,606	$1,964	$1,180
3	$6,133	$4,064	$3,065	$2,719	$2,025	$1,223
4	$6,395	$4,269	$3,203	$2,828	$2,091	$1,270
5	$6,667	$4,463	$3,331	$2,930	$2,159	$1,306
6	$6,929	$4,666	$3,465	$3,042	$2,220	$1,350
7	$7,201	$4,859	$3,596	$3,144	$2,285	$1,398
8	$7,459	$5,062	$3,735	$3,252	$2,353	$1,442
9	$7,732	$5,260	$3,861	$3,357	$2,412	$1,489
10	$7,995	$5,468	$3,996	$3,465	$2,484	$1,541

D. SUPPLEMENTAL SALARY CATEGORIES

CATEGORY 1
Band Director
Basketball – Head Girls High School
Basketball – Head Boys
Football – Head Boys

CATEGORY 2
Baseball – Head
Basketball – HS Reserve Girls
Basketball – HS Reserve Boys
Computer Technical Support (4 positions)
Cross Country – Boys Varsity
Cross Country – Girls Varsity
Football – Varsity Assistant (3)
Golf – Boys Varsity
Golf – Girls Varsity
Soccer – Varsity Boys
Soccer – Varsity Girls
Softball – Varsity
Track – Varsity Boys
Track – Varsity Girls
Volleyball – Varsity Girls
Wrestling – Varsity

CATEGORY 3
Band Director – Assistant
Baseball – Freshman
Baseball – Reserve
Basketball – Boys Freshman
Basketball – Girls Freshman
Basketball – 8th Grade Boys
Basketball – 8th Grade Girls
Basketball – 7th Grade Boys
Basketball – 7th Grade Girls
Color Guard Coordinator
Football – Freshman
Football – Middle School
Golf – Boys Reserve
Golf – Girls Reserve
General Choir Director
Soccer – Boys Varsity Assistant
Soccer – Girls Varsity Assistant
Softball – Freshman High School
Softball – Reserve
Track – Middle School Girls
Track – Middle School Boys
Track – Boys Varsity Assistant
Track – Girls Varsity Assistant
Volleyball – 7th Grade Girls
Volleyball – 8th Grade Girls
Volleyball – Freshman
Volleyball – Reserve
Wrestling – Reserve
Varsity Assistant Wrestling
Varsity Assistant Volleyball
Varsity Assistant Baseball
Varsity Assistant Basketball – Boys
Varsity Assistant Basketball – Girls
Varsity Assistant Softball
Yearbook Advisor – High School (if only 1 advisor)
Cheerleader Advisor (1 Fall, 1 Winter)

CATEGORY 4
Advisor – Senior Class
Advisor – Junior Class
Cheerleader – Freshman
Cheerleader – Middle School
Cheerleader - Reserve
Choir Director/Secondary Musical (1 per year)
Cross Country – Boys Middle School
Cross Country – Girls Middle School
Football – Freshman Assistant (1)
Football – Middle School Assistant (3)
Play Director – High School/Drama (1 per year)
Play Director – High School Musical
Play Director – Middle School (1 spring, 1 fall)
Soccer – Reserve
Track – Middle School Boys Assistant
Track – Middle School Girls Assistant
Wrestling – Middle School
Weight Room Supervisor Boys (Sept. – Dec.)
Weight Room Supervisor Boys (Jan. – April)
Weight Room Supervisor Boys (May – Aug.)
Weight Room Supervisor Girls (Sept.-Dec.)
Weight Room Supervisor Girls (Jan. – April)
Weight Room Supervisor Girls (May – Aug.)
Yearbook Advisor – High School (if 2 advisors)

CATEGORY 5
Advisor – Sophomore Class
Band – Middle School
Indoor Track Boys Coach – Head
Indoor Track Girls Coach – Head
National Honor Society – HS
National Honor Society – MS
Newspaper – High School
Quiz Team
SADD Advisor
Scribbled Voices Advisor
STEM Advisor – Elementary
STEM Advisor – Middle School
Student Council Advisor – Middle School
Student Council Advisor – High School
Leo Club – Middle School
Leo Club – High School
Academic Challenge
Yearbook Advisor – Middle School

CATEGORY 6
Audio Visual Coordinator @ Elementary
Junior Olympics
Spanish Club Advisor and Foreign Language Advisor
Indoor Track Assistant – Boys
Indoor Track Assistant – Girls
Elementary Music Programs
2 Elementary Yearbook Advisors
8th Grade Trip Advisor
Elementary Art Show – This supplemental is split if 2 advisors

Job descriptions for each new position created under this contract must be approved by the Board of Education prior to filling any new position.

$1,000.00 per year for Renaissance Advisors (One contract per building)
1-Elementary, 1-Middle School, 1-High School

ARTICLE 24 - SALARY SCHEDULE

Effective July 1, 2024, the base salary shall be $42,609 (4.0%) on the current index or state minimum base on current index, whichever is greater.

Effective July 1, 2025, the base salary shall be $43,887 (3.0%) on the current index or state minimum base on current index, whichever is greater.

Effective July 1, 2026, the base salary shall be $45,204 (3.0%) on the current index or state minimum base on current index, whichever is greater.

The Board will offer bargaining unit members the right to participate in a premium only 125 plan.

A. SALARY SCHEDULE INDEX

STEP	NO-DEGREE	BA	150 HRS	MA	MA +30
0	0.8650	1.0000	1.0450	1.1000	1.1500
1	0.9000	1.0400	1.0900	1.1500	1.2000
2	0.9350	1.0800	1.1350	1.2000	1.2500
3	0.9700	1.1200	1.1800	1.2500	1.3000
4	1.0050	1.1600	1.2250	1.3000	1.3500
5	1.0400	1.2000	1.2700	1.3500	1.4000
6		1.2400	1.3150	1.4000	1.4500
7		1.2800	1.3600	1.4500	1.5000
8		1.3200	1.4050	1.5000	1.5500
9		1.3600	1.4500	1.5500	1.6000
10		1.4000	1.4950	1.6000	1.6500
11		1.4400	1.5400	1.6500	1.7000
12		1.4800	1.5850	1.7000	1.7500
13		1.5200	1.6300	1.7500	1.8000
14		1.5600	1.6750	1.8000	1.8500
15		1.6000	1.7200	1.8500	1.9000
16		1.6200	1.7425	1.8750	1.9250
18		1.6400	1.7650	1.9000	1.9500
20		1.6800	1.8100	1.9500	2.0000
22		1.7000	1.8330	1.9750	2.0250
24		1.7200	1.8550	2.0000	2.0500
25		1.7400	1.8780	2.0250	2.0750
27		1.7600	1.9000	2.0500	2.1000
30		1.7900	1.9300	2.0800	2.1300
33		1.8200	1.9600	2.1100	2.1600

B. SALARY SCHEDULE EFFECTIVE JULY 1, 2024

Licking Valley Local School District
Certified Salary Schedule
Effective July 1, 2024 - June 30, 2025

Year:	**2024 2025**
Base	**$42,609**

YRS.	BACHELOR		BACHELORS + 150		MASTERS		MASTERS + 30	
	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY
0	1.0000	$42,609	1.0450	$44,526	1.1000	$46,870	1.1500	$49,000
1	1.0400	$44,313	1.0900	$46,444	1.1500	$49,000	1.2000	$51,131
2	1.0800	$46,018	1.1350	$48,361	1.2000	$51,131	1.2500	$53,261
3	1.1200	$47,722	1.1800	$50,278	1.2500	$53,261	1.3000	$55,391
4	1.1600	$49,426	1.2250	$52,196	1.3000	$55,391	1.3500	$57,522
5	1.2000	$51,131	1.2700	$54,113	1.3500	$57,522	1.4000	$59,652
6	1.2400	$52,835	1.3150	$56,031	1.4000	$59,652	1.4500	$61,783
7	1.2800	$54,539	1.3600	$57,948	1.4500	$61,783	1.5000	$63,913
8	1.3200	$56,244	1.4050	$59,865	1.5000	$63,913	1.5500	$66,044
9	1.3600	$57,948	1.4500	$61,783	1.5500	$66,044	1.6000	$68,174
10	1.4000	$59,652	1.4950	$63,700	1.6000	$68,174	1.6500	$70,305
11	1.4400	$61,357	1.5400	$65,618	1.6500	$70,305	1.7000	$72,435
12	1.4800	$63,061	1.5850	$67,535	1.7000	$72,435	1.7500	$74,565
13	1.5200	$64,765	1.6300	$69,452	1.7500	$74,565	1.8000	$76,696
14	1.5600	$66,470	1.6750	$71,370	1.8000	$76,696	1.8500	$78,826
15	1.6000	$68,174	1.7200	$73,287	1.8500	$78,826	1.9000	$80,957
16	1.6200	$69,026	1.7425	$74,246	1.8750	$79,892	1.9250	$82,022
17	1.6200	$69,026	1.7425	$74,246	1.8750	$79,892	1.9250	$82,022
18	1.6400	$69,878	1.7650	$75,205	1.9000	$80,957	1.9500	$83,087
19	1.6400	$69,878	1.7650	$75,205	1.9000	$80,957	1.9500	$83,087
20	1.6800	$71,583	1.8100	$77,122	1.9500	$83,087	2.0000	$85,218
21	1.6800	$71,583	1.8100	$77,122	1.9500	$83,087	2.0000	$85,218
22	1.7000	$72,435	1.8330	$78,102	1.9750	$84,152	2.0250	$86,283
23	1.7000	$72,435	1.8330	$78,102	1.9750	$84,152	2.0250	$86,283
24	1.7200	$73,287	1.8550	$79,039	2.0000	$85,218	2.0500	$87,348
25	1.7400	$74,139	1.8780	$80,019	2.0250	$86,283	2.0750	$88,413
26	1.7400	$74,139	1.8780	$80,019	2.0250	$86,283	2.0750	$88,413
27	1.7600	$74,991	1.9000	$80,957	2.0500	$87,348	2.1000	$89,478
28	1.7600	$74,991	1.9000	$80,957	2.0500	$87,348	2.1000	$89,478
29	1.7600	$74,991	1.9000	$80,957	2.0500	$87,348	2.1000	$89,478
30	1.7900	$76,270	1.9300	$82,235	2.0800	$88,626	2.1300	$90,757
31	1.7900	$76,270	1.9300	$82,235	2.0800	$88,626	2.1300	$90,757
32	1.7900	$76,270	1.9300	$82,235	2.0800	$88,626	2.1300	$90,757
33	1.8200	$77,548	1.9600	$83,513	2.1100	$89,905	2.1600	$92,035

C. SALARY SCHEDULE EFFECTIVE JULY 1, 2025

Licking Valley Local School District
Certified Salary Schedule
Effective July 1, 2025 - June 30, 2026

Year:	**2025 2026**
Base	**$43,887**

YRS.	BACHELOR		BACHELORS + 150		MASTERS		MASTERS + 30	
	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY
0	1.0000	$43,887	1.0450	$45,862	1.1000	$48,276	1.1500	$50,470
1	1.0400	$45,643	1.0900	$47,837	1.1500	$50,470	1.2000	$52,664
2	1.0800	$47,398	1.1350	$49,812	1.2000	$52,664	1.2500	$54,859
3	1.1200	$49,154	1.1800	$51,787	1.2500	$54,859	1.3000	$57,053
4	1.1600	$50,909	1.2250	$53,762	1.3000	$57,053	1.3500	$59,248
5	1.2000	$52,664	1.2700	$55,737	1.3500	$59,248	1.4000	$61,442
6	1.2400	$54,420	1.3150	$57,711	1.4000	$61,442	1.4500	$63,636
7	1.2800	$56,175	1.3600	$59,686	1.4500	$63,636	1.5000	$65,831
8	1.3200	$57,931	1.4050	$61,661	1.5000	$65,831	1.5500	$68,025
9	1.3600	$59,686	1.4500	$63,636	1.5500	$68,025	1.6000	$70,219
10	1.4000	$61,442	1.4950	$65,611	1.6000	$70,219	1.6500	$72,414
11	1.4400	$63,197	1.5400	$67,586	1.6500	$72,414	1.7000	$74,608
12	1.4800	$64,953	1.5850	$69,561	1.7000	$74,608	1.7500	$76,802
13	1.5200	$66,708	1.6300	$71,536	1.7500	$76,802	1.8000	$78,997
14	1.5600	$68,464	1.6750	$73,511	1.8000	$78,997	1.8500	$81,191
15	1.6000	$70,219	1.7200	$75,486	1.8500	$81,191	1.9000	$83,385
16	1.6200	$71,097	1.7425	$76,473	1.8750	$82,288	1.9250	$84,483
17	1.6200	$71,097	1.7425	$76,473	1.8750	$82,288	1.9250	$84,483
18	1.6400	$71,975	1.7650	$77,461	1.9000	$83,385	1.9500	$85,580
19	1.6400	$71,975	1.7650	$77,461	1.9000	$83,385	1.9500	$85,580
20	1.6800	$73,730	1.8100	$79,436	1.9500	$85,580	2.0000	$87,774
21	1.6800	$73,730	1.8100	$79,436	1.9500	$85,580	2.0000	$87,774
22	1.7000	$74,608	1.8330	$80,445	1.9750	$86,677	2.0250	$88,871
23	1.7000	$74,608	1.8330	$80,445	1.9750	$86,677	2.0250	$88,871
24	1.7200	$75,486	1.8550	$81,411	2.0000	$87,774	2.0500	$89,968
25	1.7400	$76,363	1.8780	$82,420	2.0250	$88,871	2.0750	$91,066
26	1.7400	$76,363	1.8780	$82,420	2.0250	$88,871	2.0750	$91,066
27	1.7600	$77,241	1.9000	$83,385	2.0500	$89,968	2.1000	$92,163
28	1.7600	$77,241	1.9000	$83,385	2.0500	$89,968	2.1000	$92,163
29	1.7600	$77,241	1.9000	$83,385	2.0500	$89,968	2.1000	$92,163
30	1.7900	$78,558	1.9300	$84,702	2.0800	$91,285	2.1300	$93,479
31	1.7900	$78,558	1.9300	$84,702	2.0800	$91,285	2.1300	$93,479
32	1.7900	$78,558	1.9300	$84,702	2.0800	$91,285	2.1300	$93,479
33	1.8200	$79,874	1.9600	$86,019	2.1100	$92,602	2.1600	$94,796

D. SALARY SCHEDULE EFFECTIVE JULY 1, 2026

Licking Valley Local School District
Certified Salary Schedule
Effective July 1, 2026 - June 30, 2027

Year:	**2026-2027**
Base	**$45,204**

YRS.	BACHELOR		BACHELORS + 150		MASTERS		MASTERS + 30	
	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY
0	1.0000	$45,204	1.0450	$47,238	1.1000	$49,724	1.1500	$51,984
1	1.0400	$47,012	1.0900	$49,272	1.1500	$51,984	1.2000	$54,244
2	1.0800	$48,820	1.1350	$51,306	1.2000	$54,244	1.2500	$56,505
3	1.1200	$50,628	1.1800	$53,340	1.2500	$56,505	1.3000	$58,765
4	1.1600	$52,436	1.2250	$55,375	1.3000	$58,765	1.3500	$61,025
5	1.2000	$54,244	1.2700	$57,409	1.3500	$61,025	1.4000	$63,285
6	1.2400	$56,053	1.3150	$59,443	1.4000	$63,285	1.4500	$65,545
7	1.2800	$57,861	1.3600	$61,477	1.4500	$65,545	1.5000	$67,806
8	1.3200	$59,669	1.4050	$63,511	1.5000	$67,806	1.5500	$70,066
9	1.3600	$61,477	1.4500	$65,545	1.5500	$70,066	1.6000	$72,326
10	1.4000	$63,285	1.4950	$67,579	1.6000	$72,326	1.6500	$74,586
11	1.4400	$65,093	1.5400	$69,614	1.6500	$74,586	1.7000	$76,846
12	1.4800	$66,901	1.5850	$71,648	1.7000	$76,846	1.7500	$79,106
13	1.5200	$68,710	1.6300	$73,682	1.7500	$79,106	1.8000	$81,367
14	1.5600	$70,518	1.6750	$75,716	1.8000	$81,367	1.8500	$83,627
15	1.6000	$72,326	1.7200	$77,750	1.8500	$83,627	1.9000	$85,887
16	1.6200	$73,230	1.7425	$78,767	1.8750	$84,757	1.9250	$87,017
17	1.6200	$73,230	1.7425	$78,767	1.8750	$84,757	1.9250	$87,017
18	1.6400	$74,134	1.7650	$79,784	1.9000	$85,887	1.9500	$88,147
19	1.6400	$74,134	1.7650	$79,784	1.9000	$85,887	1.9500	$88,147
20	1.6800	$75,942	1.8100	$81,819	1.9500	$88,147	2.0000	$90,407
21	1.6800	$75,942	1.8100	$81,819	1.9500	$88,147	2.0000	$90,407
22	1.7000	$76,846	1.8330	$82,858	1.9750	$89,277	2.0250	$91,537
23	1.7000	$76,846	1.8330	$82,858	1.9750	$89,277	2.0250	$91,537
24	1.7200	$77,750	1.8550	$83,853	2.0000	$90,407	2.0500	$92,668
25	1.7400	$78,654	1.8780	$84,893	2.0250	$91,537	2.0750	$93,798
26	1.7400	$78,654	1.8780	$84,893	2.0250	$91,537	2.0750	$93,798
27	1.7600	$79,558	1.9000	$85,887	2.0500	$92,668	2.1000	$94,928
28	1.7600	$79,558	1.9000	$85,887	2.0500	$92,668	2.1000	$94,928
29	1.7600	$79,558	1.9000	$85,887	2.0500	$92,668	2.1000	$94,928
30	1.7900	$80,915	1.9300	$87,243	2.0800	$94,024	2.1300	$96,284
31	1.7900	$80,915	1.9300	$87,243	2.0800	$94,024	2.1300	$96,284
32	1.7900	$80,915	1.9300	$87,243	2.0800	$94,024	2.1300	$96,284
33	1.8200	$82,271	1.9600	$88,599	2.1100	$95,380	2.1600	$97,640

ARTICLE 25 - PAYROLL PRACTICES AND DEDUCTIONS

A. Teachers shall be paid twenty-four (24) times per year, by direct deposit, on the 10th and 25th of each month. If the 10th or 25th falls on a weekend or holiday, payroll will be processed on the preceding business day.

B. Deductions for LVEA dues shall be made from twenty (20) pays, beginning the second paycheck of October and transmitted to the Association according to a procedure agreed to by the Association and Board.

Teachers may, by September 30, sign and deliver to the Board an authorization form requesting deduction of membership dues and assessments of the recognized Association and its affiliates. Such authorization shall continue in effect until such a time said teacher gives written notice to the Clerk of the Board to discontinue such deductions or until employment with the Board terminates.

Such deductions shall be made in equal amounts, beginning the month after the authorization form is submitted to the Clerk of the Board. All money so deducted shall be remitted to the Treasurer of the Association monthly, accompanied by a list of teachers for whom the deductions are made and the amount deducted for each said teacher.

The Association President shall provide the Treasurer, by the 30th of each month, with a written list of those teachers requesting in writing to be withdrawn from continuous membership during the previous thirty (30) day period.

ARTICLE 26 - RETIREMENT BONUS

During the term of this agreement, all members eligible to retire (i.e., 34 or 35 years of service at any age or up to 65 years of age with a minimum of 5 years of service) shall be eligible for a $15,000 Retirement Bonus. Retirement under this plan must be completed no later than June 30th of the school year in which each individual member becomes eligible. The Superintendent shall receive written notification from any eligible member wishing to participate in the plan on or before April 1st (or the Monday following if April 1st is on a weekend). The member must fulfill all contractual duties for the school year to be eligible for the retirement bonus. Failure of a member to retire upon reaching the minimum years of STRS criteria will result in the total forfeiture of all rights to the $15,000 retirement bonus.

*This would include any purchased Service Credit.
Eligibility to retire is defined as confirmation from STRS of your retirement, and at least five (5) years service in the Licking Valley Local School District.

ARTICLE 27 - RESIDENT EDUCATOR PROGRAM

During the life of this contract, the State Department of Education Resident Educator Program and any and all changes in said program shall be mutually acceptable to both the Board and the Association.

ARTICLE 28 - SPECIAL EDUCATION

The purpose of the Special Education committees and sub-committees is to review the special education programs of the District, recommend improvements as necessary, and acknowledge and share best practices.

The District-wide committee will meet as requested by either party. Agendas will be developed collaboratively. The building level committees will meet as requested by either party.

The committees could consist of administrators, special education teachers, regular education teachers, and unified arts teachers. All teachers will be appointed by the LVEA president. Parents and paraprofessionals may be invited to join the committee, as well.

When the caseload for an Intervention Specialist exceeds current law, a meeting will be held between the building administration, Director of Student Services, and teacher(s) within ten (10) school days to determine the best option to provide additional support. The meeting will help determine the appropriate needs for the student(s) and support for the Intervention Specialist as agreed upon by all parties.

ARTICLE 29 - LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE (LPDC)

A. A committee comprised of three (3) members of the administration selected by the Superintendent and three (3) members of the Association selected by the President shall be formed to develop the LPDC(s) for the District.

B. The committee shall establish the LPDC(s) for the District, develop procedures and guidelines for the committee and perform any other duties related to the LPDC(s).

C. The committee will comply with all rules and regulations of state statute and the Ohio Department of Education in developing its guidelines and procedures.

    1. LPDC guidelines shall include CEU credit for work performed outside of the teacher day performed by teacher leaders and teachers who work with a student(s) for independent study or flexible credit projects.

D. Financial Compensation and Reimbursement

    1. Each LPDC member will receive a stipend of $1,000.

The stipend will be paid at the completion of each year in a separate check, no later than August 15th.

2. LPDC members and alternates will be reimbursed for mileage for activities outside the district.

3. LPDC members and alternates may apply for reimbursement for attendance at training and meetings by following the professional leave application procedures.

4. Any LPDC member who does not complete his/her term will be compensated at a prorated basis in accordance with LPDC attendance policies.

ARTICLE 30 - THREATENING BEHAVIOR TOWARD STAFF

Threatening conduct may take different forms, including but not limited to the following:

A. Encounters in which words are used that indicate to an employee that his/her safety and well-being, or another district employee's safety and well-being are in jeopardy;

B. Written communications that include comments toward the staff member and/or his/her family which are disparaging or would imply or state explicitly that the staff member and/or his/her family may be subject to some form of physical abuse or violence;

C. Written or spoken comments to a staff member which could subject him/her to blackmail or extortion;

D. Written or spoken communication and/or actions that would imply or explicitly state that some form of damage may be done to the property of a staff member or a member of his/her family.

Any staff member who believes that he/she is the victim of any of the above actions or has observed such actions taken by a student, parent, co-worker, supervisor, or other person associated with the District such as a vendor, contractor, volunteer, or school official should promptly take the following steps:

A. If the alleged perpetrator of the threat is the staff member's supervisor, the affected employee should, as soon as possible after the incident, contact the Superintendent.

B. If the alleged perpetrator of the threat is not the staff member's supervisor, the affected staff member should, as soon as possible after the incident, contact his/her supervisor.

C. If the perpetrator of the threat is a student of the District, the supervisor, if not the student's principal, should immediately inform the student's principal of the alleged threat.

The staff member may make initial contact either by a written report or by telephone or personal visit. During this contact, the reporting staff member should provide the name of the person(s) whom he/she believes to be responsible for the threat and the nature of the threatening incident(s). A written summary of each such report is to be prepared promptly by the staff member threatened after consultation with his/her supervisor or building principal and forwarded to the Superintendent.

Each report received by the supervisor, building principal, or Superintendent as provided above, shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

A. Protect the confidentiality of the staff member who files a complaint;

B. Encourage the reporting of any incidents of threat;

C. Protect the reputation of any party wrongfully charged with threatening conduct.

Investigation of a complaint shall include conferring with the parties involved and any named or apparent witnesses. Coercion, intimidation, retaliation, or discrimination against all staff members and others involved in filing a complaint or assisting in an investigation shall be prohibited.

If the investigation reveals that the complaint is valid, then prompt, appropriate remedial and/or disciplinary action will be taken immediately to prevent the continuance of the harassment or its recurrence.

This article shall not supersede the right of a bargaining unit member to contact law enforcement authorities.

STUDENT CODE OF DISCIPLINE
STAFF THREATS

First Offense: Automatic referral to the school counselor, parent notification and conference, and the option of a form of suspension and/or Saturday School, notification to civil authorities, and/or request for expulsion.

Second Offense: Request for expulsion, with the length of expulsion modified only through proof of the satisfactory completion of professional counseling and referral to Juvenile Court.

All regulations regarding the Individuals with Disabilities in Education Improvement Act (IDEIA) shall be observed.

ARTICLE 31 - DURATION

The duration of this contract shall be from 12:01 a.m. July 1, 2024 to 11:59 p.m. June 30, 2027.

For the Board:

SUPERINTENDENT

For the Association:

LVEA President

APPENDIX A – GRIEVANCE FORM

LICKING VALLEY EDUCATION ASSOCIATION
FORMAL WRITTEN GRIEVANCE ***GRV. NO.*** _____

GRIEVANT: _____ ***DATE:*** _____

SIGNATURE: _____ ***ARTICLE(S) ALLEGED TO BE VIOLATED:*** _____

_____ ***DATE OF VIOLATION:*** _____

BRIEF DESCRIPTION OF GRIEVANCE: _____

_____

_____

_____

RELIEF OR REMEDY SOUGHT: _____

_____

DATE OF INFORMAL DISCUSSION: _____ ***WITH WHOM:*** _____

DISPOSITION: _____

DISPOSITION REC'D BY: _____ ***DATE:*** _____

DATE APPEAL – LEVEL 2: _____ ***REC'D BY:*** _____

DATE LEVEL 2 HEARING: _____ ***BY:*** _____

DISPOSITION: _____

DISPOSITION REC'D BY: _____ ***DATE:*** _____

DATE APPEAL – LEVEL 3: _____ ***REC'D BY:*** _____

DATE LEVEL 3 HEARING: _____ ***BY:*** _____

DISPOSITION: _____

DISPOSITION REC'D BY: _____ ***DATE:*** _____

DATE APPEAL – LEVEL 4: _____ ***REC'D BY:*** _____

DATE LEVEL 4 HEARING: _____ ***BY:*** _____

DISPOSITION: _____

DISPOSITION REC'D BY: _____ ***DATE:*** _____

DATE APPEAL – LEVEL 5: _____ ***REC'D BY:*** _____

APPENDIX A – GRIEVANCE FORM

LICKING VALLEY EDUCATION ASSOCIATION
FORMAL WRITTEN GRIEVANCE ***GRV. NO.*** _____

GRIEVANT: _____ ***DATE:*** _____

SIGNATURE: _____ ***ARTICLE(S) ALLEGED TO BE VIOLATED:*** _____

_____ ***DATE OF VIOLATION:*** _____

BRIEF DESCRIPTION OF GRIEVANCE: _____

_____

_____

_____

RELIEF OR REMEDY SOUGHT: _____

_____

DATE OF INFORMAL DISCUSSION: _____ ***WITH WHOM:*** _____

DISPOSITION: _____

DISPOSITION REC'D BY: _____ ***DATE:*** _____

DATE APPEAL – LEVEL 2: _____ ***REC'D BY:*** _____

DATE LEVEL 2 HEARING: _____ ***BY:*** _____

DISPOSITION: _____

DISPOSITION REC'D BY: _____ ***DATE:*** _____

DATE APPEAL – LEVEL 3: _____ ***REC'D BY:*** _____

DATE LEVEL 3 HEARING: _____ ***BY:*** _____

DISPOSITION: _____

DISPOSITION REC'D BY: _____ ***DATE:*** _____

DATE APPEAL – LEVEL 4: _____ ***REC'D BY:*** _____

DATE LEVEL 4 HEARING: _____ ***BY:*** _____

DISPOSITION: _____

DISPOSITION REC'D BY: _____ ***DATE:*** _____

DATE APPEAL – LEVEL 5: _____ ***REC'D BY:*** _____

APPENDIX B – EVALUATION HANDBOOK

LICKING VALLEY LOCAL SCHOOLS

OTES 2.0-ALIGNED TEACHER EVALUATION HANDBOOK

LICKING VALLEY SCHOOLS

Every adult helping every child learn and grow every day!

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LICKING VALLEY SCHOOLS

Every adult helping every child learn and grow every day!

Teacher Observations and Evaluations:

A. Administrators have the right to visit and observe a teacher at any time. A formal or an informal conference may follow each observation.

B. Teachers may request observations at any time in order to address particular issues or share lessons of interest with an administrator.

C. Licensed administrators shall conduct all formal teacher observations and evaluations.

D. Each formal evaluation shall include two (2) formal teacher observations of not less than thirty (30) minutes, except as noted in item N below.

E. During a full evaluation year, one observation will be holistic with at least one observation on a focus area as well as at least two informal walkthroughs.

F. Teachers shall complete the self-assessment summary tool, develop and submit to their administrator annually a professional growth or improvement plan based on the State Board of Education Framework. Any teacher with a final rating of ineffective will be placed on an improvement plan. Evaluators may place a teacher on an improvement plan if they have an ineffective rating in any component of the teacher evaluation rubric.

G. Each announced, formal observation shall be preceded by the teacher submitting to the administrator a completed Pre-Observation Form.

H. A pre-observation conference shall occur prior to each announced formal observation.

I. Each formal observation will be documented on the Teacher Observation Form from the OTES 2.0 Framework, a copy to which the teacher will affix his/her signature and receive a copy. The administrator will retain one (1) copy and send one (1) copy to the district office.

- *The employee's signature shall indicate that he/she has read the details of the classroom observation, but not necessarily that he/she agrees with the information contained therein.*

J. After each formal observation, the teacher will submit to the administrator at/after the post-observation meeting a completed Post-Observation Form.

K. Teachers shall use at least two measures of high-quality student data that provide evidence of student learning. HQSD Instruments must 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. If value added data is available for the teacher, it must be used. Teachers shall use data 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 and adapting instruction to meet student need based upon the information gained from the data analysis
4. Measuring student learning (achievement and/or growth) and progress towards achieving state and local standards

L. Each complete formal evaluation shall be followed by a post-evaluation conference within ten (10) days of the second observation, at which time the teacher will receive a copy of a written evaluation report. Each evaluation report will include recognition of the teacher's strengths and recommendations regarding any improvements needed in the teacher's performance.

M. Except as noted below, each teacher will be formally evaluated at least twice each school year. The first formal evaluation shall be completed no later than January 15, and the teacher will have his/her post-evaluation conference, and receive the written evaluation report no later than January 25.

N. The final formal evaluation shall be completed on or before May 1, and the teacher shall receive the written evaluation report on or before May 10.

O. Teachers receiving effectiveness ratings of Accomplished on their most recent evaluation may be evaluated every three (3) years, and teachers receiving effectiveness ratings of Skilled on their most recent evaluation may be evaluated every two (2) years so long as the evaluator determines the teacher has made progress on that plan. Teachers who are not evaluated annually based on their effectiveness rating must have one observation and one conference in the years in which no formal evaluation is conducted.

P. Evaluations of teachers who are on limited or extended limited contracts pursuant to State law and are under consideration for nonrenewal shall, in the final contract year, include at least three (3) formal observations of at least 30 minutes each for their final evaluation, and classroom walkthroughs.

Q. Administrators may use the Issue Resolution Form at any time in any evaluation Track when areas of concern arise with a teacher, and the administrator wants to document the issue and pursue, with the teacher, its resolution.

R. Nothing in this section will be construed to limit the number of teacher observations and evaluations that an administrator may conduct.

LICKING VALLEY SCHOOLS

Every adult helping every child learn and grow every day!

Less Frequent Evaluation Cycle

Licking Valley teachers receiving effectiveness ratings of Accomplished or Skilled on their most recent evaluation carried out under this policy, and who will not have formal evaluations done for three (3) and two (2) years respectively, will be eligible to enter the less frequent evaluation cycle.

A. Teachers rated accomplished on the most recent evaluation, shall develop a self-directed Professional Growth Plan with one or more goals by October 15th. Teachers rated skilled on the most recent evaluation shall jointly develop a Professional Growth Plan with one or more goals with their evaluator. A teacher with a Final Holistic Rating of Developing will develop a Professional Growth Plan that is guided by the assigned credentialed evaluator.

B. Teachers qualified for the less frequent evaluation cycle will participate in two conferences with their evaluator: a planning conference and a summative conference to determine progress made on their professional growth plan.

- ❖ Planning Conference: During the planning conference, to be held no later than October 15th, the teacher and the administrator will mutually determine and agree upon the professional growth plan and focus area goal(s) for the year.

- ❖ Summative Conference: In the assessment conference, to be held no later than May 10, the teacher and the administrator will discuss the extent to which the indicators of success have been achieved and progress made on the Professional Growth Plan. Following this meeting, the teacher will write a brief reflection of the experience considering its impact on his or her professional growth, and the administrator will complete assessment on the Less Frequent Evaluation Cycle Planning and Assessment Form.

C. Teachers qualified for the less frequent evaluation cycle will be observed at least once. This may be an informal or formal observation.

D. Teachers shall use two measures of high-quality student data that provide evidence of student learning attributable to the teacher.

E. A teacher may choose to complete a mutually agreed upon project connected to their professional growth plan goal. Projects are viewed as a one-year option unless mutually agreed upon between administrator and teacher.

The following are options that may be mutually agreed upon between teachers and their administrator(s):

1. **Portfolio:** The teacher will assemble a teaching portfolio. A teaching portfolio is a standard documented history of a teacher's learning process against a set of teaching standards. More than a mere scrapbook, a portfolio is an individualized portrait of the teacher as a professional, reflecting on his or her philosophy and practice. This portrait is fully realized through the teacher's deliberate selection of artifacts and thoughtful reflections on those artifacts, which provides insight into the teacher's growth.

A. When selecting an artifact for a portfolio, a teacher should consider the following questions:
B. Why is this artifact better than others I could choose?
C. Does this artifact provide evidence of my growth and success against one or more OTES domains and criteria?
D. Can I rationalize the importance of this artifact to those viewing it out of context?
E. Is this artifact a result of my professional growth and accomplishments?
F. How does this artifact represent who I am as a teacher?

- ❖ Use the Less Frequent Evaluation Cycle Planning and Assessment Form to document this activity.

2. **Journal:** The teacher will keep a journal in which he or she regularly reflects on his or her teaching practice and experiences. Among the journal types are *Personal teaching journal* (focusing on personal experiences, both successes and challenges), *action research journals* (informal research on teaching methods to improve student learning), *professional growth journal* (focuses on learning, collaboration, and assessment), *staff development journal* (monitors the implementation process used by mentors).
   - ❖ Use the Less Frequent Evaluation Cycle Planning and Assessment Form (Form A) to document this activity.

4. **Principal Observations:** Three (3) formal observations as described above.
   - ❖ Use the Teacher Observation Form to document this activity.

5. **Peer Observations:** A minimum of two peer observations with feedback using the OTES Teacher Performance Evaluation Rubric. This is not a formal assessment and will not be a consideration for one's employment status. The peer observer will document the observations on the Teacher Observation Form, submitting a copy of the first observation (for verification of completion purposes only) to the building administrator no later than October 30th, and the second observation no later than April 30th.
   - ❖ Use the Teacher Observation Form to document this activity.

6. **Professional Growth Inquiry:** The teacher will undertake the investigation of a research-based teaching strategy (e.g., differentiation) by way of a literature review of the topic. The literature review will consist of the reading of either a book or ten (10) journal articles on the strategy, after which the teacher will summarize and disseminate his or her findings to the teaching staff. This option may also include observing another teacher who may be practicing the teaching methods for which the teacher may be inquiring. This inquiry may be done in conjunction with other formal higher education pursuits in which the teacher may be engaged.
   - ❖ Use the Less Frequent Evaluation Cycle Planning and Assessment Form (Form A) to document this activity.

7. **Data Analysis and Assessments:** The teacher will develop and implement a data analysis project to more effectively teach curriculum content. This may involve working on test-taking or study skills and working on individualized progress data so that one could identify skills that each student understands and which skills need to improve.
   - ❖ Use the Less Frequent Evaluation Cycle Planning and Assessment Form (Form A) to document this activity.

8. **School Improvement Project:** The teacher will develop a school project or refine a school process as part of a school improvement effort. Examples might include leading the process of reviewing and revising the student code of conduct, developing a proposed school-wide policy, or creating a student/parent informational guide.
    - ❖ Use the Less Frequent Evaluation Cycle Planning and Assessment Form to document this activity.

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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 the Instructional Core Plan. 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.

One goal required, additional goals may be added

Teacher Name: Evaluator Name: ☐ Self-Directed (Accomplished) ☐ Jointly Developed (Skilled) ☐ Evaluator Guided (Developing)

Choose the **Domain(s)** aligned to the goal(s).			
☐ Focus for Learning ☐ Knowledge of Students ☐ Lesson Delivery		☐ Classroom Environment ☐ Assessment of Student Learning ☐ Professional Responsibilities	
Goal Statement(s) Demonstrating Performance on ***Ohio Standards for the Teaching Profession***	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 the Instructional Core Plan:			
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

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Professional Growth Plan

Teacher Name: Evaluator Name:

School: Grade: Subject:

Teacher Contract Status:

Goal 1: SMART Goal statement demonstrating performance on Ohio Standards for the Teaching Profession	Relevant OTES Domain and Instructional Core Plan Connection:	Measurement:	Evidence of Achievement:

Goal 2: (Optional)		Measurement:	Evidence of Achievement:

Administrator Assessment:

By affixing my signature to this document, I am stating that I received a copy, and that I had an opportunity to read its contents, but not necessarily that I agree in total or in part with the contents.

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

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Improvement Plan

Teacher Name: Evaluator Name:

School: Grade: School Year:

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 ***Ohio Standards for the Teaching Profession***	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.

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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.

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TEACHER PRE-OBSERVATION FORM

Date of Observation: Time: Room Number: Number of Students:

Teacher Name: Evaluator Name:

School: Grade: Subject:

1. Briefly describe the students in this class, including those with special needs.

2. What are your goals for the lesson? What do you want the students to learn?

3. How do you plan to engage students in the content? What will you do? What will the students do? (include time estimates)

4. What instructional materials or other resources, if any, will you use?

5. How do you plan to check for student understanding and assess student achievement of the goals?

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TEACHER OBSERVATION FORM

Date of Observation: Time: Room Number: Number of Students:

Teacher Name: Evaluator Name:

School: Grade: Subject:

Teacher Contract Status:

Ohio Teacher Evaluation System **Assessment of Teacher Performance**

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**
FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) *Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans,*	**Use of High-Quality Student Data** Element 1.1 Element 1.2 Element 1.3 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). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.
	Evidence				

student surveys, common assessments	**Connections to prior and future learning** Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5	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 plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.
	Evidence				
	Connections to state standards and district priorities Element 2.3 Element 4.1 Element 4.7	The teacher's instructional plan does not reference Ohio's Learning Standards.	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.	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.	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. The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.
	Evidence				

KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication) *Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys*	**Planning instruction for the whole child** Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4	The teacher's instructional plan makes no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.	The teacher's instructional plan makes minimal connections to student experiences, culture, developmental characteristics or student backgrounds.	The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.	The teacher's instructional plan reflects consistent 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.
	Evidence				

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication)	**Communi-cation with students** Element 2.2 Element 4.3 Element 4.6 Element 6.1	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. The teacher does not demonstrate content knowledge by using content-specific, developmentally	The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals. The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and	The teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals, expectations for mastery and models of exemplary performance to students. The teacher consistently demonstrates content knowledge by using content-specific, developmentally	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. The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and

Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review		appropriate language or content-specific strategies. There is no student engagement. The teacher does not give students feedback.	limited content-specific strategies. Students demonstrate little engagement in the lesson. Feedback to students is general, occasional or limited and may not always support student learning.	appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking. The teacher gives students substantive, specific and timely feedback to support their learning.	content-specific strategies to engage students. The teacher's communication strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions. 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.
	Evidence				
	Monitoring student understanding Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	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.	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.
	Evidence				
LESSON DELIVERY *(continued)*	**Student-centered learning** Element 3.5	Learning is entirely teacher directed. Students are not participating in learning activities.	Learning is primarily teacher directed. Students participate in whole class learning activities.	Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their	Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as

	Element 4.5 Element 4.6 Element 5.3 Element 5.4	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.	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.	knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning. 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.	developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning. 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.
	Evidence				

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
CLASSROOM ENVIRONMENT (Standard 1: Students,	**Classroom routines and procedures** Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident.	The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task

Standard 5: Learning Environment) *Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review, student surveys*		instructional time and frequent off-task behavior.	behavior is sometimes evident. The teacher makes decisions about classroom operations.	Students assume appropriate levels of responsibility for effective operation of the classroom.	behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.
	Evidence				
	Classroom climate and cultural competency Element 1.4 Element 5.1 Element 5.2	There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher. 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.	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. 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.	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. 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 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. 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.
	Evidence				

ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) *Possible Sources of Evidence: pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference*	**Use of assessments** Element 3.1 Element 3.2 Element 3.3 Element 3.4	The teacher does not use varied assessments. The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs. The teacher does not share evidence of student learning with students.	The teacher makes limited use of varied assessments. The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs. The teacher shares evidence of student learning with students.	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. 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 shares evidence of student learning with parents and students to plan instruction to meet student needs.	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 assessment choices to meet the full range of student needs. The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs. The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.
	Evidence				
	Evidence of student learning 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.
	Evidence				

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ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) *Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review*	**Communication and collaboration with families** Element 6.1 Element 6.2	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development.	The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development.	The teacher uses multiple effective and appropriate communication and engagement strategies with individual 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.
	Evidence				
	Communication and collaboration with colleagues Element 6.3	The teacher does not communicate and/or collaborate with colleagues.	The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	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.	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.
	Evidence				
	District policies and professional responsibilities	The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.

	Element 7.1	the Licensure Code of Professional Conduct for Ohio Educators.	Professional Conduct for Ohio Educators.	Professional Conduct for Ohio Educators.	The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.
	Evidence				
	Professional learning Element 7.2 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.
	Evidence				

Observation Summary:

_____
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By affixing my signature to this document, I am stating that I have received a copy, and that I had an opportunity to read its contents, but not necessarily that I agree in total or in part with the contents.

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.

Teacher Comments:

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TEACHER OBSERVATION FORM

Date of Observation: Time: Room Number: Number of Students:

Teacher Name: Evaluator Name:

School: Grade: Subject:

Teacher Contract Status:

Focus for Learning

Use of High Quality Student Data

Connections to prior and future learning

Connections to state standards and district priorities

Knowledge of Students

Planning instruction for the whole child

Lesson Delivery

Communication with students

Monitoring student understanding

Student-centered learning

Classroom Environment

Classroom routines and procedures

Classroom climate and cultural competency

Assessment of Student Learning

Use of assessments

Evidence of student learning

Professional Responsibilities

Communication and collaboration with families

Communication and collaboration with colleagues

District policies and professional responsibilities

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Professional learning

_____
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Observation Summary:

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By affixing my signature to this document, I am stating that I have received a copy, and that I had an opportunity to read its contents, but not necessarily that I agree in total or in part with the contents.

Teacher's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

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Post-Observation Form

Date of Observation: Time:

Teacher Name: Evaluator Name:

School: Subject:

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently? Why?

Additional comments:

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Post-Observation Reflection

Date of Observation: Time: Room Number: Number of Students:

Teacher Name: Evaluator Name:

School: Grade: Subject:

Teacher Contract Status:

Ohio Teacher Evaluation System **Assessment of Teacher Performance**

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**
FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) *Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys,*	**Use of High-Quality Student Data** Element 1.1 Element 1.2 Element 1.3 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). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.
	Comments				

common assessments	**Connections to prior and future learning** Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5	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 plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.
	Comments				
	Connections to state standards and district priorities Element 2.3 Element 4.1 Element 4.7	The teacher's instructional plan does not reference Ohio's Learning Standards.	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.	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.	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. The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.
	Comments				

KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication) *Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys*	**Planning instruction for the whole child** Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4	The teacher's instructional plan makes no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.	The teacher's instructional plan makes minimal connections to student experiences, culture, developmental characteristics or student backgrounds.	The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.	The teacher's instructional plan reflects consistent 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.
	Comments				

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication) *Possible Sources of Evidence: pre-conference,*	**Communi-cation with students** Element 2.2 Element 4.3 Element 4.6 Element 6.1	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. The teacher does not demonstrate content knowledge by using content-specific, developmentally appropriate language or	The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals. The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students	The teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals, expectations for mastery and models of exemplary performance to students. The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and	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. The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to

post-conference, formal observation, classroom walk-throughs/informal observations, peer review		content-specific strategies. There is no student engagement. The teacher does not give students feedback.	demonstrate little engagement in the lesson. Feedback to students is general, occasional or limited and may not always support student learning.	content-specific strategies to engage students. The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking. The teacher gives students substantive, specific and timely feedback to support their learning.	engage students. The teacher's communication strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions. 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.
	Comments				
LESSON DELIVERY *(continued)*	**Monitoring student understanding** Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	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.	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.
	Comments				
	Student-centered learning Element 3.5 Element 4.5 Element 4.6	Learning is entirely teacher directed. Students are not participating in learning activities.	Learning is primarily teacher directed. Students participate in whole class learning activities.	Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate.	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

	Element 5.3 Element 5.4	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.	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.	The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning. 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.	students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning. 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.
	Comments				

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment)	**Classroom routines and procedures** Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and	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	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of	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

Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review, student surveys		frequent off-task behavior.	decisions about classroom operations.	responsibility for effective operation of the classroom.	responsibility for effective operation of the classroom.
	Evidence				
	Classroom climate and cultural competency Element 1.4 Element 5.1 Element 5.2	There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher. 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.	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. 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.	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. 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 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. 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.
	Comments				
ASSESSMENT OF STUDENT LEARNING (Standard 1: Students,	**Use of assessments** Element 3.1 Element 3.2	The teacher does not use varied assessments.	The teacher makes limited use of varied assessments.	The teacher selects, develops and uses multiple assessments, including routine use of various	The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and

Standard 3: Assessment) *Possible Sources of Evidence: pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference*	Element 3.3 Element 3.4	The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs. The teacher does not share evidence of student learning with students.	The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs. The teacher shares evidence of student learning with students.	diagnostic, formative and summative assessments. 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 shares evidence of student learning with parents and students to plan instruction to meet student needs.	summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs. The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs. The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.
	Comments				
	Evidence of student learning 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.
	Comments				

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ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) *Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review*	**Communication and collaboration with families** Element 6.1 Element 6.2	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development.	The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development.	The teacher uses multiple effective and appropriate communication and engagement strategies with individual 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.
	Comments				
	Communication and collaboration with colleagues Element 6.3	The teacher does not communicate and/or collaborate with colleagues.	The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	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.	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.
	Comments				
	District policies and professional responsibilities Element 7.1	The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.

		Professional Conduct for Ohio Educators.			The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.
	Comments				
	Professional learning Element 7.2 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.
	Comments				

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Walkthrough Observation Form

Teacher: **Date:**

Student Orientation to Work

Students on task/engaged
- o All
- o Most
- o Few
- o None

Instruction
(Mark all that apply)
- o Lecture
- o Small Group
- o Whole group interaction
- o Individual
- o Active student participation

Level of Work
- o Knowledge Level
- o High-level application

Assessment
Evidence of:
- o Formative Assessment
- o Summative Assessment
- o Not observed

Curriculum Content

- o Learning targets posted
- o Learning targets not posted

Context
- o Agenda posted
- o Agenda not posted

Content aligned to state curriculum
- o Yes
- o No
- o Not observed

Content presented is accurate and grade level appropriate.
- o Yes
- o No
- o Not observed

Walls that Teach
(Mark all that apply)
- o Student work displayed
- o Posters/projects visible
- o Evidence of recent content
- o None observed

Classroom Management

Evidence of:
- o Discipline Plan
- o Directions and procedures clear to students
- o Teacher moving around the room
- o Effective use of instructional time

Learning Environment
(Mark all that apply)

Evidence of positive:
- o Teacher to student relationships
- o Student to student relationships
- o Not observed

Comments/questions:

Evaluator Signature: _____

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Walkthrough Observation Form

Teacher Name: **Grade(s)/Subject Area(s):** **Date:**

Evaluator Name: **Time Walkthrough Begins:** **Time Walkthrough Ends:**

Directions: This form serves as a record of a walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation, nor is this an exhaustive list of evidence that may be observed. This record, along with records of additional informal observations, will be used to inform the holistic evaluation of the teacher.

EVALUATOR OBSERVATIONS	
☐ Teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals	☐ Communication strategies and questioning techniques check for understanding and encourage higher-level thinking
☐ Instructional time is used effectively	☐ Information is presented in multiple formats
☐ Teacher combines collaborative and whole class learning opportunities	☐ Routines, procedures and transitions are consistent, effective and maximize instructional time
☐ Rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher are evident	☐ Feedback is substantive, specific, timely and supports student learning
☐ Lesson makes clear and coherent connections with student prior learning and future learning	☐ Teacher selects, develops and uses multiple assessments
☐ Teacher demonstrates content knowledge and uses content-specific language and strategies to engage students	☐ Teacher uses differentiated instructional strategies and resources for groups of students
☐ Other:	☐ Other:

Identified Focus Area(s) and Aligned Evidence, if Applicable:

Evaluator Summary Comments:

Evaluator Signature: _____ ☐ **Photocopy to Teacher**

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Walkthrough Observation Form

Teacher Name: **Grade(s)/Subject Area(s):** **Date:**

Evaluator Name: **Time Walkthrough Begins:** **Time Walkthrough Ends:**

OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature: _____ ☐ **Photocopy to Teacher**

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OFF YEAR PLANNING AND ASSESSMENT FORM

Teacher Name: Evaluator Name:

School: Grade:

Teacher Contract Status:

Project Option:	Professional Growth Goal for this Option:	Indicators of Success:

Teacher Signature_____ Date_____

Administrator Signature_____ Date_____

Administrator's Assessment:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

By affixing my signature to this document, I am stating that I received a copy, and that I had an opportunity to read its contents, but not necessarily that I agree in total or in part with the contents.

Teacher Signature_____ Administrator Signature_____
Date_____ Date_____

*Teacher must submit a brief written reflection of the experience considering its impact on his or her professional growth.
Teacher Comments:

ISSUE RESOLUTION FORM

Date:

Teacher Name: Evaluator Name:

School: Teacher Contract Status:

Area of Concern:

Goal(s) for Improvement:

Teacher's Means of Achieving Goal:

Supervisor Assistance:

How Will Goal Achievement be Measured?

Evaluation of Progress:

Teacher Signature_____ Administrator Signature_____

Date_____ Date_____

APPENDIX C – RIF RUBRIC

Licking Valley Local Schools
Reduction in Force Rubric

Name: _____ Date: _____

Location: _____

Subject of Instruction: _____

Administrator Completing Rubric: _____

CRITERIA AND MEASURE	Point Value	Data Source	Total Pts.
TEACHER EVALUATION			
For evaluation rating of **Accomplished** on most recent formal teacher evaluation	60 pts.		
For evaluation rating of **Skilled** on most recent formal teacher evaluation	45 pts.		
For evaluation rating of **Developing** on most recent formal teacher evaluation	30 pts.		
For evaluation rating of **Ineffective** on most recent formal teacher evaluation	0 pts.		
		Sub Total	
EDUCATIONAL LICENSURE AND CREDENTIALS			
Highly Qualified in Subject Assigned	10 pts.		
Highly Qualified in Multiple Subject Areas of Instruction	15 pts. per each subject matter of instruction for which Highly Qualified up to a maximum of 45 pts.		
Bachelor's Degree + 150 Graduate Hours	5 pts.		
Master's Degree	10 pts.		
Master's Degree + 30 Graduate Hours	10 pts.		
Doctorate	15 pts. per degree up to a maximum of 30 pts.		
Other Advanced Degrees	5 pts. per degree up to a maximum of 15 pts.		
National Board Certification	10 pts.		
		Sub Total	

PARTICIPATION IN EXTRACURRICULAR/SUPPLEMENTAL PROGRAMS			
List supplemental contracts held for separate supplemental programs over the past five years			
	2 pts.		
	2 pts.		
	2 pts.		
	2 pts.		
	2 pts.		
		Sub Total	
SCHOOL/DISTRICT LEADERSHIP ACTIVITIES			
List all applicable from within the last 5 years			
	3 pts.		
	3 pts.		
	3 pts.		
	3 pts.		
	3 pts.		
		Sub Total	
AWARDS/COMMENDATIONS			
List up to 5 earned during employment in the LVLS			
	5 pts.		
	5 pts.		
	5 pts.		
	5 pts.		
	5 pts.		
		Sub Total	
UNIQUE SKILLS/QUALIFICATIONS/TRAINING			
List skills/qualifications/training that the employee has demonstrated and can be documented in his/her work in the LVLS that make him/her uniquely valuable to the school district (e.g., advanced technology skills, curriculum mapping expertise)			
	2 pts.		
	2 pts.		
	2 pts.		
	2 pts.		
	2 pts.		
		Sub Total	

ATTENDANCE			
Certified employees' attendance will be reflected and calculated. Family Medical Leave Act (FMLA) leave, maternity/adoption leave and assault leave will be excluded when calculating the percentage. The point factor is based on percentage of attendance for the most recent 3 year period. Employees must achieve a 93% attendance rate in the following formula: (552 - # of absences) / 552	10 pts.		
DOCUMENTED PATTERN OF ABSENCES/ABUSE OF LEAVE (e.g., documented pattern of absences on Fridays, Mondays, days adjacent to holidays/scheduled days off, etc.)	-5 pts.	Sub Total	
DOCUMENTED HABITUAL TARDINESS	-5 pts.		
		Sub Total	
PROFESSIONAL STANDARDS AND CONDUCT			
Each documented offense in violation of the Licensure Code of Professional Conduct for Ohio Educators	-50 pts.		
Two (2) or more Issue Resolutions (Form C) on file within the past 5 years	-20 pts.		
Each documented reprimand in the teacher's personnel file	-20 pts.	Sub Total	
TIE BREAKER			
Ventures for Excellence Form B Teacher Screener Interview Score: If the two employees have scores on file, those scores will be utilized, teachers who do not have scores on file will be given the screener and the teacher achieving the highest score will gain the additional point (1) for the tie breaker.	1 pt.		
If the Ventures scores are equal, the teacher with the highest point value awarded for teacher evaluation shall be awarded 1 point to break the tie. If the teachers have equal point values for teacher evaluation, the teacher with the earliest hire date shall be awarded 1 point to break the tie.	1 pt.		
SCORE			
		Total	

Licking Valley School Counselor Evaluation System (LVSCES)

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Component	Description of Component	Timeline/Reference
Pre-Observation Conference	Before each formal observation, the school counselor will meet with the evaluator and complete the Pre-Observation Conference. This conference serves as an opportunity for the school counselor to discuss with the evaluator what activities will be observed and provide rationale for the activities/services being delivered.	Fall Pages 88-89
Formal and Informal Observations	The school counselor will have at least two informal observations that are brief in nature and meant to be a snap-shot of regular activity and two formal observations that are scheduled with the evaluator. During the formal observations, the evaluator will gather evidence on the School Counselor Performance Evaluation Rubric that supports the rating for each of the standards. One formal and informal observation will be completed followed by a Mid-Evaluation Conference. The final formal and informal observations will follow the Mid-Evaluation Conference.	Fall/Winter For informal observation, pages 90-91 For formal observations, pages 92-108
Mid-Evaluation Conference	This meeting between the school counselor and evaluator should serve as the post-observation conference for the first formal and informal observations, as well as the pre-observation conference for the second formal observation. The school counselor and evaluator will discuss the first formal and informal observations. This conference is meant to be a meaningful conversation where the evaluator presents one area of reinforcement and one area of refinement. The school counselor will also be given the opportunity to present additional related evidence of his or her work on the standards. The school counselor and evaluator will then look ahead to discuss the upcoming formal observation, the activity that will be observed and the rationale for the activities/services being delivered. The school counselor and evaluator may agree to split the mid-evaluation conference into separate post-observation and pre-observation conferences if it is more convenient for them. The intent of the combined conference is to limit the amount of required meetings.	Fall/Winter Post-Observation Conference Pages 109-112 Pre-Observation Conference Pages 88-89
Final Evaluation Conference	After the completion of the informal and formal observation process and the counselor's portfolio, the school counselor will meet with the evaluator to discuss the final evaluation. During this time, areas of reinforcement and refinement will be reviewed. The school counselor will be provided with a copy of all forms completed in the evaluation process.	Late Winter/Early Spring Pages 107-112
Professional Growth Plan/Improvement Plan	School counselors with a final summative rating of Accomplished, Skilled, and Developing will develop a professional growth plan. School counselors with a final summative rating of Ineffective will develop an improvement plan with their evaluator.	Late Winter/Early Spring Pages 113-116

This tool is based upon the Ohio School Counselor Evaluation System (OSCES) developed by the Ohio School Counselor Association (OSCA). While some changes have been made with input from the Licking Valley school counselors and administration, this tool is largely reflective of the OSCES.

The tool has been developed to focus on the American School Counseling Association National Model and OSCA standards for school counselors. When using this evaluation tool, the school counselor will develop a portfolio with a section dedicated to each of the six standards listed in this tool. The counselor will include evidence of work in each standard and be prepared to present the portfolio to their evaluator at the Final Evaluation Conference. The evaluator will also complete two formal and two informal observations throughout the year. Evidence collected during these evaluations will be added to the evidence presented by the counselor in the portfolio and the counselor's ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness. The rankings will be noted on the School Counselor Performance Evaluation Rubric Record of Evidence for each standard and the evaluator will attach an evaluation narrative noting at least one area of reinforcement and one area of refinement.

Guidelines for Conducting a Pre-Observation Conference

Planning and observation of the activity

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

- Activity objective(s)
- Prior learning experiences of the participants/students
- Characteristics of the environment of the activity
- Strategies that will be used to meet the objectives
- Participant/student activities and materials
- Differentiation based on needs of participants/students
- Assessment (data) collected to demonstrate effectiveness

Pre-Observation Planning and Activity Reflection Resource Questions

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

Standard 1: Comprehensive School Counseling Program

- Discuss ways you implement a guidance curriculum to meet the needs of all students.
- Discuss ways you implement responsive services to meet student needs.
- Discuss ways you meet the needs of students through individual planning.
- Discuss the ways you meet the needs of students through systems support.
- What data was examined to plan this activity?
- How do you determine what questions to include on an assessment?
- What knowledge will students acquire based upon your lessons?

Standard 2: Direct Services

- How will you help students develop skills for academic success?
- How will you help students explore skills for career development?
- How will you help students develop skills for personal/social success?
- What data was examined to plan this activity?
- How do you determine what questions to include on an assessment?
- What knowledge will students acquire based upon your lessons?

Standard 3: Indirect Services

- Discuss how you advocate for students.
- In what ways do you interact and communicate with parents/guardians?
- What methods do you use to communicate with the community?
- In what situations do you recommend referrals to other resources?

Standard 4: Evaluation and Data

- What data do you plan to collect that monitors student progress?
- How will you know that students demonstrate positive outcomes as a result of your work with them?

Standard 5: Leadership and Advocacy

- How does the school environment support all students?
- How do you collaborate with colleagues?
- How will you share this information with other stakeholders?

Standard 6: Professional Responsibility, Knowledge, and Growth

- How do you apply knowledge gained from other experiences into your counseling?
- Discuss ways you analyze and reflect on your counseling.
- What are some proactive ways you further your own professional growth?

Guidelines for Conducting an Informal Observation

An informal observation is a:

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

An informal observation is not a(n):

- Formal observation;
- "Gotcha" opportunity for supervisors or evaluators;
- Isolated event; or
- Shortcut to the observation protocol required as part of the school counselor evaluation process.

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

Informally Observe All School Counselors
All school counselors benefit from informal observations of non-confidential activities.

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

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

Follow-Up
Follow-up communication to informal observations is a critical component. Follow-up should be provided to the counselor in writing after the informal observation by giving the school counselor a copy of the evaluation notes. The evaluator and school counselor will discuss the informal observations at the mid-evaluation and final evaluation conferences.

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

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

Informal Observation Form

School Counselor Name: _____ **Grade(s)**: _____ **Date:** _____

Evaluator Name: _____ **Time Observation Begins:** _____ **Time Observation Ends:** _____

DESCRIPTION OF OBSERVATION

EVIDENCE SUPPORTING STANDARDS

EVALUATOR SUMMARY COMMENTS

Evaluator Signature: _____ ☐ **Photocopy to School Counselor**

Guidelines for Conducting a Formal Observation

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

During the activity observation, the evaluator documents specific information related to school counselor performance for the school counselor standards, using the School Counselor Performance Evaluation Rubric: Record of Evidence and the Formal Observation Evaluator Notes form. The rubric is based on the Framework for 21st Century Learning and the Ohio Standards for the School Counseling Profession. It is designed to promote effective leadership, quality instruction and guidance, and student learning while enhancing professional practice. This instrument for evaluation and its accompanying processes, as well as other materials, are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

Not all evidence for the School Counselor Performance Evaluation Rubric will be gathered during the formal observation. Due to the holistic nature of the rubric, which is designed to complement a comprehensive, developmental school counseling program, some evidence will be discussed during the counselor and evaluator meetings. Additional evidence will be provided in the counselor's final portfolio. This information and evidence can and should be noted on the rubric. The evaluator should focus on collecting evidence related to the school counseling standards. Due to the nature of the activity being presented, some standards may not be applicable. The school counselor should not be responsible for submitting evidence or documentation to address and support all standards during an observation.

After the formal observation, the evaluator will provide the counselor with a copy of their evaluation notes. The results of each formal observation are reviewed with the school counselor during the post-observation conference. Formal observations will not include videotaping or sound recordings, except with the written permission of the school counselor.

Once all formal and informal observations are complete, the counselor's portfolio has been submitted, and the metrics of student outcomes have been analyzed, the evaluator should assess which level (Ineffective, Developing, Skilled, or Accomplished) provides the best overall description of the school counselor's performance. All ratings should take into consideration district/school specific job responsibilities of the school counselor.

Formal Observation Evaluator Notes

School Counselor Name: _____ **Grade(s)**: _____ **Date:** _____

Evaluator Name: _____ **Time Observation Begins:** _____ **Time Observation Ends:** _____

DESCRIPTION OF OBSERVATION

EVIDENCE SUPPORTING STANDARDS OF FOCUS

EVALUATOR SUMMARY COMMENTS

Evaluator Signature: _____ ☐ **Photocopy to School Counselor**

School Counselor Performance Evaluation Rubric Record of Evidence

Standard 1: Comprehensive School Counseling Program Plan

School counselors collaboratively **envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school's goals and mission**.

Examples of Evidence: **Comprehensive, Developmental School Counseling Program, Data Collection, Community Contacts, Lesson and Unit Plans, Counseling Department Calendar**

School Counselor: _____ Evaluator: _____

Date of Observation: _____

As a part of program planning and implementation, evaluators will address the above standard. The counselor will update the list of evidence throughout the year and provide supporting documentation in their portfolio. The evaluator will complete the Evaluator Observation Evidence with evidence collected during formal and informal observations during the year. The evaluator will give the counselor a final ranking at the Final Evaluation Conference based on evidence provided by the counselor in their portfolio and evidence collected by the evaluator during formal and informal observations. Additional evidence can be listed on a separate sheet if needed.

Counselor Provided Evidence	Evaluator Observation Evidence	Ineffective	Developing	Skilled	Accomplished
		The school counselor cannot articulate components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation.	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.
		The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school's goals and mission when a comprehensive school	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed and suggests

		The school counselor identifies no resources to implement the program.	counseling program is being designed. The school counselor identifies resources needed to partially implement the program.	The school counselor identifies resources to fully implement the program.	enhancements and adjustments for the program based on needs and results. The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.

Standard 1 Final Performance Rating (Completed at Final Evaluation Conference):

Ineffective **Developing** **Skilled** **Accomplished**

School Counselor Performance Evaluation Rubric Record of Evidence

Standard 2: Direct Services for Academic, Career and Social/Emotional Development

School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.

Examples of Evidence: **Program Calendar, Action/Lesson Plans, Data Collection, Student Academic Scheduling, Group Counseling Plans**

School Counselor: _____ Evaluator: _____

Date of Observation: _____

As a part of program planning and implementation, evaluators will address the above standard. The counselor will update the list of evidence throughout the year and provide supporting documentation in their portfolio. The evaluator will complete the Evaluator Observation Evidence with evidence collected during formal and informal observations during the year. The evaluator will give the counselor a final ranking at the Final Evaluation Conference based on evidence provided by the counselor in their portfolio and evidence collected by the evaluator during formal and informal observations. Additional evidence can be listed on a separate sheet if needed.

Counselor Provided Evidence	Evaluator Observation Evidence	Ineffective	Developing	Skilled	Accomplished
		The school counselor lacks knowledge of the academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals.	The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.
		The school counselor does not deliver developmentally appropriate counseling, activities, and/or	The school counselor inconsistently or ineffectively provides developmentally appropriate counseling,	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students'	The school counselor plans and delivers effective comprehensive counseling, activities

		experiences that build students' awareness of Ohio-specific college, career and education options and resources. The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.	activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources. The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed. The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.	and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed. The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.

Standard 2 Final Performance Rating (Completed at Final Evaluation Conference):

Ineffective **Developing** **Skilled** **Accomplished**

School Counselor Performance Evaluation Rubric Record of Evidence

Standard 3: Indirect Services: Partnerships and Referrals

School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.

Examples of Evidence: **Community Partnerships**, **Referral Sources**, **Parent Meetings**, **School Committees**, **IAT, IEP, ETR, RTI Meetings, Test Coordination**

School Counselor: _____ Evaluator: _____

Date of Observation: _____

As a part of program planning and implementation, evaluators will address the above standard. The counselor will update the list of evidence throughout the year and provide supporting documentation in their portfolio. The evaluator will complete the Evaluator Observation Evidence with evidence collected during formal and informal observations during the year. The evaluator will give the counselor a final ranking at the Final Evaluation Conference based on evidence provided by the counselor in their portfolio and evidence collected by the evaluator during formal and informal observations. Additional evidence can be listed on a separate sheet if needed.

Counselor Provided Evidence	Evaluator Observation Evidence	Ineffective	Developing	Skilled	Accomplished
		The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.
		The school counselor does not coordinate school and community resources to support students and promote their success.	The school counselor attempts to coordinate school and community resources to support students and promote	The school counselor coordinates school and community resources to support students and promote their success.	The school counselor coordinates school and community resources, and positively influences the types of services the

			their success, but has limited success.		partners provide to support students and promote their success.
		The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate.

Standard 3 Final Performance Rating (Completed at Final Evaluation Conference):

Ineffective **Developing** **Skilled** **Accomplished**

School Counselor Performance Evaluation Rubric Record of Evidence

Standard 4: Evaluation and Data

School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and

School Counselor: _____ Evaluator: _____

Date of Observation: _____

As a part of professionalism, evaluators will address the above standard. The counselor will update the list of evidence throughout the year and provide supporting documentation in their portfolio. The evaluator will complete the Evaluator Observation Evidence with evidence collected during formal and informal observations during the year. The evaluator will give the counselor a final ranking at the Final Evaluation Conference based on evidence provided by the counselor in their portfolio and evidence collected by the evaluator during formal and informal observations. Additional evidence can be listed on a separate sheet if needed.

Counselor Provided Evidence	Evaluator Observation Evidence	Ineffective	Developing	Skilled	Accomplished
		The school counselor does not monitor student performance and progress.	The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self-monitoring.
		The school counselor does not monitor effectiveness of the program.	The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses	The school counselor effectively uses data to conduct program monitoring, assesses implementation and	The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation

			implementation and effectiveness, and makes adjustments for program improvement accordingly.	effectiveness, and makes adjustments for program improvement accordingly.	and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly.

Standard 4 Final Performance Rating (Completed at Final Evaluation Conference):

Ineffective **Developing** **Skilled** **Accomplished**

School Counselor Performance Evaluation Rubric Record of Evidence

Standard 5: Leadership and Advocacy

School counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.

Examples of Evidence: **Bullying/Climate Surveys**, **School Improvement Plan**, **Building/Student Safety**, **School-Wide Programming, Collaboration with Classroom Teachers, Parent Meetings, District and Building Committees, Community Partnerships**

School Counselor: _____ Evaluator: _____

Date of Observation: _____

As a part of professionalism, evaluators will address the above standard. The counselor will update the list of evidence throughout the year and provide supporting documentation in their portfolio. The evaluator will complete the Evaluator Observation Evidence with evidence collected during formal and informal observations during the year. The evaluator will give the counselor a final ranking at the Final Evaluation Conference based on evidence provided by the counselor in their portfolio and evidence collected by the evaluator during formal and informal observations. Additional evidence can be listed on a separate sheet if needed.					
Counselor Provided Evidence	**Evaluator Observation Evidence**	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
		The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.
		The school counselor does not advocate for nor respond to the needs of diverse populations.	The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an	The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on	The school counselor effectively advocates for practices within and outside of the school community and proactively addresses

			inclusive, responsive and safe school environment for its diverse members.	practices that promotes an inclusive, responsive and safe school environment for its diverse members.	the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members.
		The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students.
		The school counselor does not promote the program or the role of the school counselor in achieving the school's mission and student success.	The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success, and contributes to the advancement of the school counseling profession.

Standard 5 Final Performance Rating (Completed at Final Evaluation Conference):

Ineffective **Developing** **Skilled** **Accomplished**

School Counselor Performance Evaluation Rubric Record of Evidence

Standard 6: Professional Responsibility, Knowledge and Growth

School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis.
Sources of Evidence: **SC Self Assessment**, **Professional Development Plan**, **Code of Ethics, ASCA Legal, Ethical & Professional Standards, Professional association membership/activities**, **Conference presentations/attendance**, **Publications**, **Research and continuing education, Participation in district and building professional development, Membership and participation in the Licking County Counselors' Association**

School Counselor: _____ Evaluator: _____

Date of Observation: _____

As a part of professionalism, evaluators will address the above standard. The counselor will update the list of evidence throughout the year and provide supporting documentation in their portfolio. The evaluator will complete the Evaluator Observation Evidence with evidence collected during formal and informal observations during the year. The evaluator will give the counselor a final ranking at the Final Evaluation Conference based on evidence provided by the counselor in their portfolio and evidence collected by the evaluator during formal and informal observations. Additional evidence can be listed on a separate sheet if needed.

Counselor Provided Evidence	Evaluator Observation Evidence	Ineffective	Developing	Skilled	Accomplished
		The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.	The school counselor has limited adherence to the American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to the American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to the American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.
		The school counselor does not engage in self-reflection of practice,	The school counselor engages in limited self-reflection of practice,	The school counselor engages in thoughtful self-reflection of practice,	The school counselor engages in thoughtful and ongoing self-reflection of

		review data to set goals for improvement or participate in professional learning.	reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.	reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.	practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.
		The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.	The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.	The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.	The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.

Standard 6 Final Performance Rating (Completed at Final Evaluation Conference):

Ineffective **Developing** **Skilled** **Accomplished**

School Counselor Performance Evaluation Rubric Record of Evidence

Metric(s) of Student Outcomes School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains.
Evidence				

Final Summative Rating of School Counselor Effectiveness (Completed at Final Evaluation Conference):

Standard 1: Comprehensive School Counseling Program Plan

Ineffective **Developing** **Skilled** **Accomplished**

Standard 2: Direct Services for Academic, Career and Social/Emotional Development

Ineffective **Developing** **Skilled** **Accomplished**

Standard 3: Indirect Services: Partnerships and Referrals

Ineffective **Developing** **Skilled** **Accomplished**

Standard 4: Evaluation and Data

Ineffective **Developing** **Skilled** **Accomplished**

Standard 5: Leadership and Advocacy

Ineffective **Developing** **Skilled** **Accomplished**

Standard 6: Professional Responsibility, Knowledge and Growth

Ineffective **Developing** **Skilled** **Accomplished**

Metrics of Student Outcomes

Ineffective **Developing** **Skilled** **Accomplished**

Area of Reinforcement: _____ **Area of Refinement: _____**

Evaluator Comments (The evaluator may attach an evaluation narrative.)**:**
Final Summative (Overall) Rating

Ineffective **Developing** **Skilled** **Accomplished**

_____ Improvement Plan Recommended

Counselor Comments (The counselor may attach additional pages.)**:**

Evaluator Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Guidelines for Conducting a Formal Post-Observation Conference

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

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

When choosing an area of reinforcement and refinement from the rubric, evaluators should ask themselves several guiding questions to ensure that a school counselor's professional growth will have the maximum impact on the achievement of his/her students. Examples of these questions can be found on page 89.

Hints and Questions for Choosing Reinforcement and Refinement Objectives

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

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

Post-Observation Conference Introduction

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

Reinforcement Plan

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

Refinement Plan

1. **Refinement objective**. Use specific language from the rubric to develop the area of refinement. The evaluator may choose an entire standard or portion of a standard on a specific rubric depending on the needed development of the school counselor.
2. **Self-analysis question**. Ask a specific question to prompt the school counselor to talk about what you, as the observer, want him/her to improve. Utilize a question that includes specific language from the rubric which can lead the school counselor to reflect on the standard area you have identified as his/her area of refinement.
3. **Identify specific examples from script about what to refine**. It is critical that the observer leading the post-conference provides specific examples from the observation to support the area being refined. This is the most important element of the plan.
4. **Recommendation.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the example is strong and how it will improve student learning.

Share the Performance Ratings

1. Connect the rating to specifics from the rubric.

Post-Observation Planning and Activity Reflection Resource Questions

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

Standard 1: Comprehensive School Counseling Program Plan

- Talk about how you implement a guidance curriculum to meet the needs of all students.
- Talk about how you implement responsive services to meet student needs.
- Talk about how you meet the needs of the students through individual planning.
- Talk about how you meet the needs of the students through systems support.
- What data was examined to plan this activity?
- What knowledge will students acquire based upon your lesson?

Standard 2: Direct Services for Academic, Career and Social/Emotional Development

- How did you help students develop skills for academic success?
- How did you help students explore skills for career development?
- How did you help students develop skills for personal/social success?
- What data was examined to plan this activity?
- How do you determine what questions to include on an assessment?
- How will you share this information with other stakeholders?
- What knowledge will students acquire based upon your lessons?

Standard 3: Indirect Services: Partnerships and Referrals

- What strategies did you use to advocate for students?
- In what ways do you interact and communicate with parents/guardians?
- What methods did you use to communicate with the community?
- In what situation did you recommend referrals to other resources?
- How do you determine what questions to include on an assessment?
- How will you share this information with other stakeholders?

Standard 4: Evaluation and Data

Standard 5: Leadership and Advocacy

- How does the school environment support all students?
- How do you collaborate with colleagues?
- How do you determine what questions to include on an assessment?
- How will you share this information with other stakeholders?

Standard 6: Professional Responsibility, Knowledge and Growth

- How do you apply knowledge gained from other experiences into your counseling?
- Discuss ways you analyze and reflect on your counseling.
- What are some proactive ways you further your own professional growth?

Four Key Elements of the Instructional Post-Observation Conference

1. Introduction/Greeting/Establish length
    - Review conference process
    - General impression question; how do you think the lesson went?
2. Reinforcing the school counselor's skill
    - Identify an area of reinforcement (only one area)
    - Ask self-analysis question
    - Provide evidence from notes
3. Refining the school counselor's skill:
    - Identify an area of refinement (ONLY one area)
    - Ask self-analysis question
    - Provide evidence from notes
    - Give a recommendation for future practice
4. Present evidence and rating connected to the rubric

Professional Growth Plan Form

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 his/her 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).

☐ **Self-Directed** ☐ **Collaborative**

Annual Focus These are addressed by the evaluator as appropriate for this school counselor.	**Date** Record dates when discussed	**Areas for Professional Growth** **supports needed, resources, professional development** Comments during conference with school counselor and evaluator are made appropriate to the needs of the school counselor.
Goal 1*:* *Goal Statement:* *Evidence Indicators:*		
Goal 2 *:* *Goal Statement:* *Evidence Indicators:*		

Evaluator Signature **Date** **School Counselor Signature** **Date**

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

Improvement Plan Form

Counselor Name: _____ Grade Level: _____

School year: _____ Building: _____ Date of Improvement Plan Conference: _____

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

Section 1: Improvement Statement - List specific areas for improvement as related to the *Ohio Standards for the School Counseling Profession*. 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 will be measured for each goal.

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

Improvement Plan Form (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the school counselor to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.	
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 Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

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

Improvement Plan: Evaluation of Plan

Name: _____ Level: _____

School year: _____ Building: _____ Date of Evaluation: _____

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

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

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

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

School Counselor Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

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

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