



### Ohio Teacher Evaluation System Performance Rubric Indicators

The tables below represent the indicators contained in the OTES Performance Rubric.

#### Focus for Learning

Performance Level	Indicator
Ineffective	The teacher does not demonstrate a clear focus for student learning
	Develops learning objectives that are too general and/or do not reflect the Ohio standards
Developing	Does not demonstrate measurable goals
Proficient	Demonstrates a focus for student learning by setting measurable goals that align with the Ohio standards
	Demonstrates the importance and appropriateness of the goal
Accomplished	Establishes challenging goals that align with the Ohio standards and that reflect a range of learner needs
	Demonstrates how learning goals are incorporated into broader unit, course, and school goals



**Assessment Data**

<b>Performance Level</b>	<b>Indicator</b>
Ineffective	Does not use student data to plan lessons
	Does not use or only uses one measure of student performance to assess student learning
Developing	Does not consistently incorporate a variety of assessments (i.e. diagnostic, formative, summative) into lesson planning
	Does not vary assessment approaches or has difficulty analyzing data to inform instruction and delivery
Proficient	Incorporates a variety of assessments (i.e. diagnostic, formative, summative) into lesson planning
	Employs formal and informal assessments of students to inform instruction and delivery
Accomplished	Purposefully plans assessments to match student needs, abilities and learning styles
	Uses student data to accurately identify student strengths and areas for growth

**Prior Content Knowledge/ Sequence/ Connections**

Performance Level	Indicator
Ineffective	Does not connect lessons with students' prior knowledge or future learning or that connection is inaccurate
Developing	Attempts to connect lessons to students' prior knowledge and future learning but is not completely successful
Proficient	Connects lessons to students' prior knowledge and future learning
	Instructional plans and sequences include important content, concepts and processes in Ohio standards and school/district curriculum
Accomplished	Use information from outside sources—families, colleagues and other professionals—to support each learner's development
	Connect lessons, content and content application with other disciplines and real-world experiences
	Explains how lessons fit into the structure of the discipline

**Knowledge of Students**

<b>Performance Level</b>	<b>Indicator</b>
Ineffective	Demonstrates a lack of familiarity with students' background and does not attempt to find this information
	Instructional plans do not demonstrate an understanding of student data (student development, readiness for learning, learning styles, background and experiences)
Developing	Demonstrates some familiarity with students' background and experiences
	Uses one way to obtain information on students' background and experiences
	Instruction uses a partial analysis of student data (student development, readiness for learning, learning styles, background and experiences) and/or the plan is inappropriate for the students
Proficient	Demonstrates familiarity with students' background and experiences
	Describes multiple ways to obtain information on students' background and experiences
	An analysis of student data (student development, readiness for learning, learning styles, background and experiences) informs instructional planning
Accomplished	Demonstrates an understanding of the purpose and value of learning about students' backgrounds and experiences
	Plans and articulates specific strategies and content for individual students based on student data (student development, readiness for learning, learning styles, background and experiences)

**Lesson Delivery**

<b>Performance Level</b>	<b>Indicator</b>
Ineffective	Explanations are unclear or inaccurate and generally ineffective
	Uses language that fails to engage students, is inappropriate and/or discourages independent or creative thinking
	Does not attempt to correct student confusion or misunderstandings and questioning techniques are ineffective
	The lesson is almost entirely teacher-directed
Developing	Students' questions about content or instructions for learning activities may not be fully clarified
	Some language may be inappropriate for students
	Does not always provide alternative ways of explanation
	Questioning techniques sometimes lead to further confusion
	Lessons are primarily teacher-directed
Proficient	Provides clear, accurate explanations during lessons
	Uses developmentally appropriate strategies and language during lessons
	Encourages independent, creative and critical thinking during lessons
	Addresses confusion and employs appropriate questioning techniques
	Employs appropriate balance between teacher-directed instruction and student-led learning
Accomplished	Uses questions and discussion techniques that are well-timed, individualized and developmentally appropriate
	Anticipates confusion by clarifying content and presenting information in multiple formats
	Lessons are student-led

### Differentiation

Performance Level	Indicator
Ineffective	Lessons are inaccessible to students or inappropriate
	Lessons do not challenge students
Developing	Instruction is accessible to most students but relies on a single strategy or set of materials
	Some students are not challenged
Proficient	Supports learning needs of all students through varying strategies, materials, and/or pacing
	Lessons are challenging for students
Accomplished	Matches strategies, materials, and/or pacing to make learning accessible and challenging to individual students
	Uses independent, collaborative, and whole-class instruction to support individual learning goals
	Provides options for students to demonstrate mastery

**Resources**

Performance Level	Indicator
Ineffective	Instructional materials and resources are irrelevant to the lesson or inappropriate for students
Developing	Instructional materials are appropriate but may not meet individual learning styles or needs
	Students may not be actively engaged in learning
Proficient	Instructional materials and resources are aligned to instructional purposes
	Instructional materials and resources are appropriate and engages students in the lesson
Accomplished	Instructional materials and resources vary based on student ability levels
	Instructional materials and resources engage students in the ownership of their learning

**Classroom Environment**

Performance Level	Indicator
Ineffective	Little or no evidence of a positive rapport between teachers and students
	No evidence of routines and procedures and students are confused about what they should be doing
	Transitions are inefficient and instructional time is lost
	The learning environment allows for little or no engagement with families
	Behavior expectations are unclear or are not monitored
Developing	Establishes basic rapport with students
	Teacher may inappropriately prompt or direct students if the students are confused or idle
	Some instructional time is lost during transitions
	Family communication is welcomed and responded to in a timely manner
	Some student expectations are unclear and behavior is inconsistently monitored
Proficient	Establishes a positive rapport with students and demonstrates respect and interest in all students
	Establishes routines, procedures and transitions to run smoothly and students assume appropriate levels of responsibility
	Employs varied learning situations (whole class, cooperative learning, small group and independent work)
	Engages in two-way communication and offers opportunities and activities for families that support student learning
	Employs an appropriate and responsive classroom management system

	Establishes clear expectations for student behavior and consistently monitors that behavior
Accomplished	Students initiate responsibility for the efficient operation of the classroom
	Maximizes instructional time by making transitions seamless and combining independent, collaborative and whole-class learning situations
	Uses student input to design, implement and adjust a classroom management system
	Students are encouraged to take responsibility for their actions
	Uses research-based strategies to manage behavior

### Assessment of Student Learning

Performance Level	Indicator
Ineffective	Does not routinely use assessments to measure student mastery
	Rarely or never checks for student understanding and fails to adjust instruction in response to student confusion
	Persists in using a particular strategy even when data shows the strategy to be ineffective
	Does not provide students with feedback about their learning
Developing	Instruction is not differentiated based on student data
	Instruction adjusts may cause additional confusion
	Students receive occasional or limited feedback on their performance
Proficient	Gathers and uses assessment data to identify student strengths/needs and differentiates instruction accordingly
	Checks for understanding, makes adjustments and responds to misunderstandings at key moments
	Provides substantive, specific, and timely feedback of student progress to students, parents, and other personnel while maintaining confidentiality
Accomplished	Examines assessment data to identify classroom trends for individuals and groups and anticipates learning obstacles
	Adjusts quickly to use an alternative was of explaining a concept when students do not immediately understand a concept
	Uses a variety of student data to adapt instruction for individual students
	Allows students to engage in self-assessment and uses that self-assessment to reflect and adjust teaching strategies and behaviors

**Professional Responsibility**

<b>Performance Level</b>	<b>Indicator</b>
Ineffective	Fails to communicate clearly with students and families or collaborate effectively with colleagues
	Does not understand and follow regulations, policies and agreements
	Fails accurately self-assess performance and does not appropriately identify areas for professional development
Developing	Communication with students and families may not always be appropriate or effective
	Understands and follows district policies and state and federal regulations at a minimum level.
	Areas of strengths and weaknesses are identified to establish professional growth goals
Proficient	Effectively communicates with students and families
	Works effectively with colleagues to analyze student work, examine problems and target instructional strategies
	Meets ethical and professional responsibilities with integrity and honesty
	Models and upholds district policies and state and federal regulations
	Sets data-based short- and long-term professional development goals and takes action to meet them
Accomplished	Collaborate with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other learning activities
	Helps colleagues access and interpret laws and policies and their implications in the classroom
	Sets and regularly modifies short- and long-term professional development goals based on self-assessment and analysis of student learning evidence