

Ohio Interactive Continuum for Teacher Development

OTES 2.0
supports

Ohio Interactive Continuum for Teacher Development



The Ohio Interactive Continuum for Teacher Development was developed by state trainers of both the Ohio Teacher Evaluation System and Resident Educator Mentor programs. This tool was developed to enhance teacher development through leveraging various state provided resources, which include but are not limited to: The [Ohio's Standards for the Teaching Profession](#), the [Ohio Continuum of Teacher Development](#), and the [Ohio Teacher Evaluation System \(OTES 2.0\) Rubric](#).

The Ohio Interactive Continuum for Teacher Development can be utilized for the following:

- Improve self-reflection and analysis around Ohio's Standards for the Teaching Profession
- Develop Professional Growth Plan goals tailored to meet the unique needs of the teacher and appropriately aligned to domain areas within the Ohio Teacher Evaluation System (OTES) 2.0 rubric
- Identify resources/support aligned to meet the unique needs of the teacher
- Promote professional conversations and dialogue among educators (i.e., teachers, administrators, and instructional coaches)



Click to Play Video: An Introduction to the Ohio Interactive Continuum for Teacher Development



Click to Play Video: How to Use the Ohio Interactive Continuum for Teacher Development

The Ohio Interactive Continuum for Teacher Development can be utilized in various ways to support the unique needs of the district, building, and teachers in their self-assessment and professional growth efforts. Two protocols illustrating potential uses of the interactive tool are provided below. While these protocols begin with self-assessment or review of areas for growth from the Ohio Teacher Evaluation System (OTES) 2.0, educators should triangulate and leverage multiple sources of information when selecting areas for growth.

Protocol 1	Protocol 2
Beginning with the Self-Assessment	Beginning with Area(s) for Growth from the Ohio Teacher Evaluation System (OTES) 2.0
1) Complete the self-assessment to reflect upon the Ohio Standards for the Teaching Profession to identify areas of strength and for growth.	1) Review information from your prior OTES final summative rating and/or holistic observations to identify focused areas of strength and for growth.
2) Review the self-assessment summary in this interactive tool. Click on an element area (for growth) to review the Ohio Continuum for Teacher Development.	2) Review the OTES rubric in this interactive tool. Find the domain and component areas that best reflect area(s) for growth. Note areas to be included within the Professional Growth Plan goal(s).
3) Identify and reflect upon progressions within the element area. Determine the knowledge and skills that have been secured as well as those for growth. Note areas to be included within the Professional Growth Plan goal(s).	3) Click on the corresponding element areas within the OTES rubric to review the Ohio Continuum for Teacher Development and select the element area that most aligns to areas for growth.
3) Click on the hyperlinks within the Ohio Continuum for Teacher Development to identify potential professional resources to support growth in this area and note the information to be included within the Professional Growth Plan.	4) Reflect upon progressions within the element area in the Ohio Continuum for Teacher Development. Determine the knowledge and skills secured as well as those for growth. Note areas to be included within the Professional Growth Plan goal(s).
4) Review the Ohio Teacher Evaluation System domain and component areas aligned to the standard and element area. Click on the component areas to review the rubric. Note areas to be included to help refine the Professional Growth Plan goal(s).	5) Click on the hyperlinks within the Ohio Continuum for Teacher Development to identify potential professional resources to support growth in this area and note the information to be included within the Professional Growth Plan.
5) Utilize information to draft your Professional Growth Plan.	6) Utilize information to draft your Professional Growth Plan.
If utilizing the self-assessment protocol: START HERE	If utilizing the evaluation/feedback protocol: START HERE



GROW **SHARE**
PROFESSIONAL **PROGRESS**
REFLECT **MONITOR**
EXPLORE **PLAN**
CREATE **LEARN**
COLLABORATE



Review the standards and essential questions to determine areas of strength and growth. Click on the element area(s) for growth to more deeply assess secured knowledge and skills within the Ohio Continuum for Teacher Development, identify supporting professional resources, and determine alignment to the Ohio Teacher Evaluation System (OTES) 2.0 Rubric.

Ohio Standards for the Teaching Profession

Standard	Essential Question	Element Areas
Standard 1: Students <i>Teachers understand student learning and development, and respect the diversity of the students they teach</i>	<i>Do you understand your students' backgrounds and learning styles and needs, and expect that all of your students can achieve?</i>	1.1: Knowledge of how students learn and of student development 1.2: Understanding of what students know and are able to do 1.3: High expectations for all students 1.4: Respect for all students 1.5: Identification, instruction and intervention for special populations
Standard 2: Content <i>Teachers know and are able to understand the content area for which they have instructional responsibility.</i>	<i>Do you have a deep understanding of the content you teach?</i>	2.1: Knowledge of content 2.2: Use of content- specific instructional strategies to teach concepts and skills 2.3: Knowledge of school and district curriculum priorities and Ohio's Learning Standards 2.4: Relationship of knowledge within the discipline to other content areas 2.5: Connection of content to life experiences and career opportunities

Standard	Essential Question	Element Areas
Standard 3: Assessment <i>Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</i>	<i>Do you understand and effectively use varied assessments?</i>	3.1: Knowledge of assessment types 3.2: Use of varied diagnostic, formative and summative assessments 3.3: Analysis of data to monitor student progress and to plan, differentiate, and modify instruction 3.4: Communication of results 3.5: Inclusion of student self-assessment and goal-setting
Standard 4: Instruction <i>Teachers plan and deliver effective instruction that advances the learning of each individual student.</i>	<i>Do you plan and deliver effective instruction that advances the learning of each individual student?</i>	4.1: Alignment to school and district priorities and Ohio's Learning Standards 4.2: Use of student information to plan and deliver instruction 4.3: Communication of clear learning goals 4.4: Application of knowledge of how students learn to instructional design and delivery 4.5: Differentiation of instruction to support learning needs of all students 4.6: Use of activities to promote independence and problem-solving 4.7: Use of varied resources to support learner needs

Standard	Essential Question	Element Areas
Standard 5: Learning Environment	<i>Have you created a learning environment that promotes learning and high achievement?</i>	5.1: Fair and equitable treatment of all students 5.2: Creation of a safe learning environment 5.3: Use of strategies to motivate students to work productively and assume responsibility for learning 5.4: Creation of learning situations for independent and collaborative work 5.5: Maintenance of an environment that is conducive to learning for all students
<i>Teachers create learning environments that promote high levels of learning and achievement for all students.</i>		
Standard 6: Collaboration & Communication	<i>Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community?</i>	6.1: Clear and effective communication 6.2: Shared responsibility with parents/caregivers to support student learning 6.3: Collaboration with other teachers, administrators, school and district staff 6.4: Collaboration with local community agencies
<i>Teachers collaborate and communicate with other educators, administrators, parents and the community to support student learning.</i>		

Standard	Essential Question	Element Areas
Standard 7: Professional Responsibility and Growth	<i>Do you assume responsibility for your professional performance and development?</i>	7.1: Understanding of and adherence to professional ethics, policies and legal codes 7.2: Engagement in continuous, purposeful professional development 7.3: Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement
<i>Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.</i>		

Ohio Continuum for Teacher Development

Standard 1: Students

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

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

Knowledge of Human Development

Click link(s) to view supporting resources.

[Return to Self-Assessment](#)

Element 1.1	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	Teachers demonstrate an understanding of research on human (student) development (physical , social , emotional , cognitive , and linguistic). They demonstrate understanding that student development (physical , social , emotional , cognitive and linguistic) influences learning and plan instruction accordingly.	...and Teachers examine student development (physical, social , emotional , cognitive , and linguistic) to identify student readiness in order to design instruction.	...and Teachers demonstrate their knowledge of how learning occurs , understand how students acquire skills and develop disciplinary thinking processes, and create learning activities and select appropriate instructional strategies for students' ages, abilities and learning styles.	...and Teachers analyze individual and group performance in order to design instruction that meets a range of learner needs .	...and Teachers provide leadership to colleagues on utilizing research on cognitive, social and emotional development to establish differentiated goals that meet the needs of each student.
OTES 2.0 Rubric Alignment to Domain and Component Areas	Domain Area(s)				
	Component Area(s)- Click Link(s) to View OTES Alignment				
	Focus For Learning	Use of High-Quality Student Data			

Understanding of Students' Knowledge and Skills

[Return to Self-Assessment](#)

Click link(s) to view supporting resources.

Element 1.2	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.	Teachers identify instructional activities that reflect an understanding of students' abilities, talents, experiences, and prior knowledge .	...and Teachers gather and use information about students' prior learning and abilities to plan and deliver appropriate instruction .	...and Teachers present concepts and principles at differentiated levels of complexity to reflect varied levels of student knowledge and skills. They deliver instruction that demonstrates their understanding of how development in one area informs performance in other areas.	...and Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed to accommodate student learning.	...and Teachers lead colleagues in the analysis of student work and the design and implementation of responsive, differentiated strategies to assess individual student abilities, learning styles and needs.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Focus for Learning	Use of High-Quality Student Data			
	Focus for Learning	Connections to Prior and Future Learning			
	Knowledge of Students	Planning Instruction for the Whole Child			

Understanding Expectations

Click link(s) to view supporting resources.

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Element 1.3	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers expect that all students will achieve to their full potential.	Teachers establish and clearly communicate high expectations for all students.	...and Teachers model a belief that all students can learn and persist in efforts to help all students achieve to their full potential.	...and Teachers set specific and challenging expectations for each individual student and each learning activity.	...and Teachers demonstrate their ability to influence student progress and persist in seeking approaches for students who have difficulty learning.	...and Teachers create challenging expectations for their students and assist other educators in their school and district in setting high expectations for all students.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Focus for Learning	Use of High-Quality Student Data			
	Assessment of Student Learning	Evidence of Student Learning			

Respect for Diversity

Click link(s) to view supporting resources.

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Element 1.4	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED						
Teachers model respect for students' diverse cultures, language skills and experiences.	Teachers value and demonstrate knowledge of the interests and cultural heritage of groups of students. They respect individuals and individual differences. They access information about the values and norms of diverse cultures and communities.	...and Teachers build relationships with students by establishing and maintaining rapport and valuing each student as an individual. They avoid the use of bias, stereotypes and generalizations in their classrooms.	...and Teachers foster a classroom learning community in which individual differences and multiple perspectives are respected. They respect and value the languages and dialects of their students and demonstrate an awareness of English Language Learners' needs by incorporating instructional strategies and resources that support language acquisition.	...and Teachers support student participation in creating and maintaining a respectful and responsible learning culture. They analyze their own cultural perspectives and biases and develop strategies to diminish the impact of those biases. They implement instructional strategies that support English Language Learners and the use of Standard English in speaking and writing in the classroom.	...and Teachers challenge disrespectful attitudes by modeling behavior for others and working to ensure that all students are recognized and valued.						
OTES 2.0 Rubric Alignment to Domain and Component Areas	<table><tr><th>Domain Area(s)</th><th>Component Area(s)- Click Link(s) to View OTES Alignment</th></tr><tr><td>Knowledge of Students</td><td>Planning Instruction for the Whole Child</td></tr><tr><td>Classroom Environment</td><td>Classroom Climate and Cultural Competency</td></tr></table>					Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment	Knowledge of Students	Planning Instruction for the Whole Child	Classroom Environment	Classroom Climate and Cultural Competency
Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment										
Knowledge of Students	Planning Instruction for the Whole Child										
Classroom Environment	Classroom Climate and Cultural Competency										

Ability to Meet All Students' Needs

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Element 1.5	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	Teachers demonstrate understanding of the needs of students with disabilities and gifted students by understanding laws* and identifying appropriate strategies and resources to serve those students. <i>*laws (cont'd)</i>	...and Teachers follow laws and policies regarding gifted students, students with disabilities and at-risk students and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs). They identify and refer students for screening and assessment when appropriate.	...and Teachers adapt curriculum and instruction to meet the needs of those students whose performance is advanced or below level. They seek and use support from specialists and other sources of expertise to enhance student learning.	...and Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students.	...and Teachers advocate within the school, district and the broader community to ensure that all students have access to all appropriate learning opportunities and resources.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- <i>Click Link(s) to View OTES Alignment</i>			
	Knowledge of Students	Planning Instruction for the Whole Child			

Ohio Continuum for Teacher Development

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

Essential Question: Do you have a deep understanding of the content you teach?

Knowledge of Content

Click link(s) to view supporting resources.

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Element 2.1	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.	Teachers demonstrate knowledge of the core concepts, facts, academic vocabulary, procedures and skills significant to the content they teach. They identify the need to link instruction with prior knowledge and future learning goals.	...and Teachers use their knowledge and understanding of content specific concepts, assumptions of learning, and skills in their planning and instruction. They apply their understanding of relevant research, principles, theories and debates significant to the content they teach.	...and Teachers seek out opportunities to enhance and extend their content knowledge. They utilize their understanding to link the developmental sequence of learning in their content area to current instruction with students' prior knowledge and future learning.	...and Teachers integrate different viewpoints, theories and processes of inquiry to guide their thinking and instructional planning. They plan and sequence instruction in ways that reflect an understanding of the prerequisite relationships among topics and concepts.	...and Teachers continue to deepen their knowledge of content through new learning and use it to support the growth of other educators.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)		Component Area(s)- Click Link(s) to View OTES Alignment		
	Focus for Learning	Connections to Prior and Future Learning			

Use of Content-Specific Instructional Strategies

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Click link(s) to view supporting resources.

Element 2.2	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED						
Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	Teachers identify instructional strategies appropriate to their content areas.	... and Teachers develop instruction that includes content specific strategies that are supported by research.	... and Teachers demonstrate understanding of how students’ conceptual frameworks and common misconceptions can influence learning. They engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the content area. They use multiple representations and explanations of concepts that capture key ideas in the discipline.	... and Teachers anticipate and adjust learning experiences to address common misconceptions of the discipline that impede learning. They incorporate content-specific learning strategies to enable students to analyze, build and adapt new understandings.	...and Teachers evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.						
OTES 2.0 Rubric Alignment to Domain and Component Areas	<table><tr><th>Domain Area(s)</th><th>Component Area(s)- Click Link(s) to View OTES Alignment</th></tr><tr><td>Focus for Learning</td><td>Connections to Prior and Future Learning</td></tr><tr><td>Lesson Delivery</td><td>Communication with Students</td></tr></table>					Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment	Focus for Learning	Connections to Prior and Future Learning	Lesson Delivery	Communication with Students
Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment										
Focus for Learning	Connections to Prior and Future Learning										
Lesson Delivery	Communication with Students										

Knowledge and Use of Standards

Click link(s) to view supporting resources.

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Element 2.3	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED				
Teachers understand school and district curriculum priorities and the Ohio academic content standards.	Teachers articulate the important content and concepts in the Ohio academic content standards .	...and Teachers use multiple resources to develop plans aligned with the Ohio academic content standards. They demonstrate understanding of the important content, concepts and processes in the school or district curriculum priorities relevant to the grade level and content area(s).	...and Teachers plan targeted instruction based on a prioritization of school and district curriculum priorities and the Ohio academic content standards.	...and Teachers collaborate with colleagues in using a wide range of materials and methods to plan and implement instructional activities that promote students’ deep understanding of content and enable them to demonstrate the knowledge and skills embedded in state standards. They extend and enrich curriculum by integrating school and district curriculum priorities with Ohio’s academic content standards and national content standards.	...and Teachers serve in leadership roles to study and evaluate advances in content and recommend changes to revise school and district curriculum.				
OTES 2.0 Rubric Alignment to Domain and Component Areas	<table><tr><th>Domain Area(s)</th><th>Component Area(s)- Click Link(s) to View OTES Alignment</th></tr><tr><td>Focus for Learning</td><td>Connections to State Standards and District Priorities</td></tr></table>					Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment	Focus for Learning	Connections to State Standards and District Priorities
Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment								
Focus for Learning	Connections to State Standards and District Priorities								

Interdisciplinary

Click link(s) to view supporting resources.

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Element 2.4	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers understand the relationship of knowledge within the discipline to other content areas.	Teachers understand the importance of linking interdisciplinary experiences .	... and Teachers make relevant content connections between disciplines .	...and Teachers collaboratively construct interdisciplinary learning strategies that make connections between content areas.	...and Teachers design projects that require students to integrate knowledge and skills across several content areas .	...and Teachers lead collaborative efforts to share knowledge and model interdisciplinary instruction.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Focus for Learning	Connections to Prior and Future Learning			

Real-Life Connections

Click link(s) to view supporting resources.

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Element 2.5	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers connect content to relevant life experiences and career opportunities.	Teachers understand the importance of linking content to real-life/real-world experiences.	...and Teachers engage students in applying disciplinary knowledge to real-life/real-world problems.	...and Teachers use a variety of resources to enable students to experience, connect and practice real-life/real-world and career applications, through activities such as solving real-world problems and participating in service learning.	...and Teachers design innovative learning activities that replicate real-life/real-world and workplace activities.	...and Teachers model for other educators the integration of content –area classroom experiences with real-life/real- world and workplace situations.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- <i>Click Link(s) to View OTES Alignment</i>			
	Focus for Learning	Connections to Prior and Future Learning			

Ohio Continuum for Teacher Development

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Essential Understanding: Do you understand and effectively use varied assessments?

Knowledge of Assessment

Click link(s) to view supporting resources.

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Element 3.1	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers are knowledgeable about assessment types, their purposes and the data they generate.	Teachers demonstrate an understanding that assessment is a means of evaluating student learning and is essential to effective instruction .	... and Teachers apply an understanding of the characteristics, uses and limitations of various types of diagnostic, formative and summative assessments .	... and Teachers demonstrate an understanding of reasons for selecting and integrating varied assessment types into the instructional cycle .	... and Teachers demonstrate an understanding of assessment-related issues (validity , reliability , bias , consistency and scoring) when using assessments and their resulting data .	... and Teachers serve as building and district leaders in establishing and evaluating district and state assessment programs .
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Assessment of Student Learning	Use of Assessments			

Use of Varied Assessments

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Self-Assessment

Click link(s) to view supporting resources.

Element 3.2	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers select, develop and use a variety of diagnostic, formative and summative assessments.	Teachers are aware of the importance of aligning classroom assessments with curriculum and instruction and use a variety of diagnostic, formative and summative assessments .	... and Teachers align classroom assessments with curriculum and instruction. They use a variety of formal and informal assessment techniques (observations, questioning, technology based, and curriculum-based assessment) to collect evidence of students' knowledge and skills.	... and Teachers purposely plan and differentiate assessments (by modifying assessments and/or testing conditions) to meet the full range of student needs, abilities and learning styles for all students.	... and Teachers select and develop assessments using a variety of tools including technology, to identify individual student strengths, promote student growth and maximize access to learning opportunities. They collaboratively seek innovative ways to employ and select technology to support assessment practice.	... and Teachers work with other educators to design and revise assessment policies and procedures as appropriate. They enhance other educators' knowledge of best practices in assessment.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Lesson Delivery	Monitoring Student Understanding			
	Assessment of Student Learning	Use of Assessments			

Analysis of Assessment Data

Click link(s) to view supporting resources.

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Element 3.3	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED								
Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.	Teachers understand the importance of and demonstrate ability to utilize assessment data to identify students’ strengths and needs, and modify instruction.	... and Teachers use data to monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards. They maintain accurate and complete assessment records as needed for data-based decision making.	... and Teachers interpret data and use this analysis to differentiate learning for and tailor instructional goals to individual students. They examine classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles.	... and Teachers work independently and collaboratively to use student assessment results to reflect on their own impact on student learning and appropriately modify their instruction.	... and Teachers promote the use of student data to inform curriculum design. They lead efforts promoting the use of student data to implement targeted strategies for instruction.								
OTES 2.0 Rubric Alignment to Domain and Component Areas	<table><tr><th>Domain Area(s)</th><th>Component Area(s)- Click Link(s) to View OTES Alignment</th></tr><tr><td>Focus For Learning</td><td>Use of High-Quality Student Data</td></tr><tr><td>Lesson Delivery</td><td>Monitoring Student Understanding</td></tr><tr><td>Assessment of Student Learning</td><td>Use of Assessments</td></tr></table>					Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment	Focus For Learning	Use of High-Quality Student Data	Lesson Delivery	Monitoring Student Understanding	Assessment of Student Learning	Use of Assessments
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Focus For Learning	Use of High-Quality Student Data												
Lesson Delivery	Monitoring Student Understanding												
Assessment of Student Learning	Use of Assessments												

Communication of Assessment Results

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Click link(s) to view supporting resources.

Element 3.4	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers collaborate and communicate student progress with students, parents and colleagues.	Teachers understand that students’ progress must be shared with students , parents, caregivers and colleagues .	... and Teachers identify learning standards, align assessment criteria and communicate these clearly to students. They provide substantive, specific and timely feedback of student progress to students, parents and other school personnel while maintaining confidentiality.	... and Teachers use a variety of means to communicate student learning and achievement.	... and Teachers design and share resources to communicate with students and parents to facilitate their understanding of student learning and progress.	... and Teachers lead collaborative efforts to create common assessments among grade-level and/or content-area teachers, and share assessment results with colleagues to plan instruction that will best meet individual student needs.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Assessment of Student Learning	Use of Assessments			

Integration of Self-Assessment

Click link(s) to view supporting resources.

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Element 3.5	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.	Teachers practice using strategies for students' to self- assess their learning and set goals.	... and Teachers provide students with opportunities to self-assess and articulate the knowledge and skills they have gained .	... and Teachers prepare student self-assessment tools and strategies, regularly monitor their use and monitor student goal-setting.	... and Teachers organize opportunities for students to articulate how they learn and what learning strategies are most effective for them. They create a learning environment in which students develop their own self-improvement plans and measure their own progress .	... and Teachers support the improvement of colleagues' abilities to facilitate student self-assessment and goal setting.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Lesson Delivery	Student-Centered Learning			

Ohio Continuum for Teacher Development

Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

Essential Question: Do you plan and deliver effective instruction that advances the learning of each individual student?

Alignment of Standards and Instruction

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Click link(s) to view supporting resources.

Element 4.1	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.	Teachers understand the Ohio academic content standards and the importance of aligning instruction with standards .	...and Teachers purposefully select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic content standards.	...and Teachers select, prioritize, sequence and group concepts and processes to provide a continuous, articulated curriculum aligned with school and district priorities and state academic content standards.	..and Teachers work with colleagues to prioritize, develop and implement school and district curriculum initiatives focused on improving student performance and closing the achievement gap.	...and Teachers work in concert with other educators to revise and improve district, region and state curriculum priorities .
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Focus for Learning	Connections to State Standards and District Priorities			

Instruction Based on Student Needs

Click link(s) to view supporting resources.

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Element 4.2	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED				
Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.	Teachers demonstrate an understanding of the importance of using performance data to plan appropriate instruction.	...and Teachers use pre-assessment data and information they have gathered about students’ learning needs and performance to develop appropriate learning activities .	...and Teachers adjust instruction based on student learning and development (physical, social, emotional, cognitive, and linguistic) level They identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan instruction accordingly.	...and Teachers monitor the performance gaps of students within their classrooms and develop interventions that close those gaps . They make curriculum and instructional decisions that respond to the immediate teaching context and student needs .	..and Teachers reflect critically on their own and others’ instructional practices to make appropriate curriculum and instructional decisions based on the teaching context and student needs.				
OTES 2.0 Rubric Alignment to Domain and Component Areas									
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Domain Area(s)	Component Area(s)- <i>Click Link(s) to View OTES Alignment</i>								
Knowledge of Students	Planning Instruction for the Whole Child								

Communication of Learning Goals

Click link(s) to view supporting resources.

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Element 4.3	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.	Teachers clearly communicate learning goals to students.	...and Teachers set goals, plan appropriate activities and clearly communicate these to students.	...and Teachers establish and communicate challenging individual learning goals based on the needs of each student.	...and Teachers create instructional environments where students actively and independently set, articulate and internalize learning goals.	...and Teachers empower students to independently define short- and long-term learning goals and monitor their personal progress
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Lesson Delivery	Communication with Students			

Instruction for Learning

Click link(s) to view supporting resources.

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Element 4.4	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers apply knowledge of how students think and learn to instructional design and delivery.	Teachers understand the cognitive processes associated with learning , and use this understanding to plan instruction.	...and Teachers use research-based instructional strategies. They implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.	...and Teachers articulate a logical and appropriate rationale for the sequence of learning activities. They link the content of each learning activity to the content of previous and future learning experiences and provide scaffolds for students' next levels of development.	...and Teachers prepare learning activities with clear structures that allow for content review, student reflection and different pathways, depending on student needs.	...and Teachers lead colleagues in the design and implementation of research-based strategies to teach students new knowledge and skills.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Knowledge of Students	Planning Instruction for the Whole Child			

Differentiated Instruction

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Click link(s) to view supporting resources.

Element 4.5	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED				
Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.	Teachers identify strategies for differentiated instruction .	...and Teachers gather and use student data to choose appropriate instructional strategies for groups of students They use appropriate and flexible grouping during instruction to support the learning needs of all students.	...and Teachers recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students. They differentiate instruction to meet individual student’s learning needs. They appropriately adapt instructional methods and materials and pace learning activities to meet the needs of individual students. They incorporate tools of language development into planning and instruction for English language learners.	...and Teachers and students create and use innovative methods, strategies and materials to accomplish individual learning goals. They provide varied options for how students will demonstrate mastery	...and Teachers lead colleagues in analysis of student work and/or performances to design responsive and differentiated instructional activities that meet individual student needs and ensure success. They create professional development opportunities for colleagues to study research-based methodologies and design materials that support students’ individual learning needs.				
OTES 2.0 Rubric Alignment to Domain and Component Areas	<table><tr><th>Domain Area(s)</th><th>Component Area(s)- <i>Click Link(s) to View OTES Alignment</i></th></tr><tr><td>Lesson Delivery</td><td>Student Centered Learning</td></tr></table>					Domain Area(s)	Component Area(s)- <i>Click Link(s) to View OTES Alignment</i>	Lesson Delivery	Student Centered Learning
Domain Area(s)	Component Area(s)- <i>Click Link(s) to View OTES Alignment</i>								
Lesson Delivery	Student Centered Learning								

Instruction for Independence

Click link(s) to view supporting resources.

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Element 4.6	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.	Teachers understand the cognitive processes associated with various kinds and levels of learning (e.g., taxonomies of learning) to develop independent learners.	...and Teachers choose learning activities that support the development of students' cognitive abilities .	...and Teachers employ effective, purposeful questioning techniques that promote critical thinking during instruction. They help students develop high- level questioning skills that promote critical thinking and independent learning .	...and Teachers provide complex, creative, open-ended learning opportunities for students. They encourage students' critical thinking by asking challenging questions about disciplinary content.	...and Teachers lead colleagues in analyzing and implementing innovative instructional methods within and across disciplines .
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Lesson Delivery	Communication with Students			
	Lesson Delivery	Student-Centered Learning			

Use of Resources

Click link(s) to view supporting resources.

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Element 4.7	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers use resources effectively, including technology, to enhance student learning.	Teachers use resources and technology appropriate to their disciplines .	...and Teachers access appropriate materials, services, and resources, including human and technological resources, to support instructional goals and meet students' needs. They support student use of technology.	...and Teachers select and prioritize teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness in representing particular ideas and concepts and for meeting individual student's needs. They develop students' abilities to access, evaluate and use technology.	...and Teachers work collaboratively to create and select varied instructional materials, including interactive technology, to engage students (locally and globally) to meet their individual learning needs	...and Teachers initiate research efforts with colleagues to identify, select and modify resources that ensure success for each student. They assist their colleagues in understanding and integrating technology into instruction.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Focus for Learning	Connections to State Standards and District Priorities			

Ohio Continuum for Teacher Development

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Essential Question: Have you created a learning environment that promotes learning and high achievement?

Development of a Respectful Learning Environment

[Return to Self-Assessment](#)

Click link(s) to view supporting resources.

Click link(s) to view supporting resources.

Element 5.1	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED				
Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.	Teachers demonstrate caring and respect in their interactions with all students. They acknowledge incidents of unfairness and disrespect.	..and Teachers use strategies to promote positive relationships, cooperation and collaboration among students. They develop and teach expectations for respectful interactions to students . They use specific strategies to respond to unfairness and/or disrespect.	...and Teachers collaborate with students to develop shared values and expectations for respectful interactions , and individual and group responsibility to create a positive learning climate of mutual respect, support and care.	...and Teachers foster students' participation in creating and maintaining a fair and respectful school climate ; support students in developing skills to understand varied perspectives; and respond to inequity and disrespect.	...and. Teachers model expectations and behaviors that create a positive school and district climate of respect, support and caring.				
OTES 2.0 Rubric Alignment to Domain and Component Areas	<table><tr><th>Domain Area(s)</th><th>Component Area(s)- Click Link(s) to View OTES Alignment</th></tr><tr><td>Classroom Environment</td><td>Classroom Climate and Cultural Competency</td></tr></table>					Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment	Classroom Environment	Classroom Climate and Cultural Competency
Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment								
Classroom Environment	Classroom Climate and Cultural Competency								

Development of a Safe Learning Environment

Click link(s) to view supporting resources.

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Element 5.2	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers create an environment that is physically and emotionally safe.	Teachers maintain established rules for classroom management.	...and Teachers provide a safe learning environment that accommodates all students .	...and Teachers make decisions and adjustments that support positive behavior, enhance social behavior and increase student motivation and engagement .	...and Teachers work with colleagues to establish common expectations for student behavior that promote a supportive and caring school climate.	...and Teachers create classrooms in which students take active roles in maintaining an enriching environment that is conducive to learning.
	They acknowledge and reinforce positive behavior and respond appropriately to disruptive behavior within or outside the classroom.	They clarify standards of conduct for all students and communicate clear age- appropriate expectations for behavior within and outside the classroom. They use a variety of strategies to respond to appropriate and inappropriate behavior.		They consistently, effectively and respectfully anticipate and respond to the behavior of students	They advocate for school-wide improvements in organizational and management systems that equitably reinforce expectations and consequences . They collect and analyze data on student behaviors to inform decisions that will strengthen the learning environment.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Classroom Environment	Classroom Climate and Cultural Competency			

Development of Students' Personal Responsibility

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Click link(s) to view supporting resources.

Element 5.3	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED				
Teachers motivate students to work productively and assume responsibility for their own learning.	Teachers identify strategies to increase student motivation and interest in topics of study.	...and Teachers use strategies to engage students and foster curiosity about their learning. They encourage students to share in responsibility for their own learning and establish methods for recognition of students either individually or in groups.	...and Teachers encourage self-directed learning by motivating, engaging and teaching students specific skills essential to self-directed learning (such as outlining tasks and defining short- and long-term timelines). They establish methods for recognition of students and relate recognition to specific student achievement, either individually or in groups.	...and Teachers vary their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs.	...and Teachers collaborate with other educators to support the design of independent learning experiences for students, such as service- learning activities and cooperative learning groups. They engage students in extending learning through goal-setting based on their curiosity and motivation				
OTES 2.0 Rubric Alignment to Domain and Component Areas									
	<table><tr><th>Domain Area(s)</th><th>Component Area(s)- Click Link(s) to View OTES Alignment</th></tr><tr><td>Lesson Delivery</td><td>Student-Centered Learning</td></tr></table>					Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment	Lesson Delivery	Student-Centered Learning
Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment								
Lesson Delivery	Student-Centered Learning								

Development of a Collaborative Learning Environment

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Click link(s) to view supporting resources.

Element 5.4	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.	Teachers can articulate reasons for having students work independently, collaboratively and as a whole group. They recognize the importance of peer relationships in establishing a climate of learning.	...and Teachers use flexible learning situations, such as independent, small group, and whole class.	...and Teachers articulate a rationale and develop guidelines for using specific learning models, such as cooperative learning, inquiry learning, self-directed or project-based learning. They engage students in opportunities to independently practice and reflect on new concepts and skills.	...and Teachers vary their roles in the instructional process as instructor, facilitator, coach and audience. They employ cooperative learning activities, and help students develop specific skills and strategies for working productively and cooperatively in project teams.	...and Teachers create environments where students initiate purposeful learning groups and take responsibility for the group’s productivity. They model and assist other teachers in implementing a variety of flexible learning situations.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- <i>Click Link(s) to View OTES Alignment</i>			
	Lesson Delivery	Student-Centered Learning			

Development of an Environment Conducive to Learning

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Click link(s) to view supporting resources.

Element 5.5	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers maintain an environment that is conducive to learning.	Teachers understand that an ordered and structured environment is conducive to learning.	...and Teachers transition between learning activities and use instructional time effectively. They begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive.	...and Teachers organize, allocate, and manage the resources of time, space, and attention to actively and equitably engage students in learning. They maximize instructional time (purposefully and effectively begin class, introduce activities, maintain focus and transition between activities). They collaborate with students to set and monitor classroom norms, expectations, and routines to assure access for all students.	...and They use a variety of methods to engage students in evaluating the learning environment and reviewing classroom routines and they collaborate with students to make appropriate adjustments.	...and Teachers lead colleagues in the design and implementation of research-based strategies that promote positive and focused environments for learning at the classroom and school levels. They influence the establishment of district-wide policies to maximize the amount of class time spent learning (such as daily scheduling, district calendar, textbooks and technology enhancements).
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)		Component Area(s)- Click Link(s) to View OTES Alignment		
	Classroom Environment	Classroom Routines and Procedures			

Ohio Continuum for Teaching Development

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Essential Question: Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community?

Communication Skills

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Click link(s) to view supporting resources.

Element 6.1	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers communicate clearly and effectively.	Teachers use clear, correct spoken and written language , and use age-appropriate language when speaking with students.	...and Teachers use effective communication strategies (such as adjusting language for audience), ask questions and stimulate classroom discussion .	...and Teachers listen and respond to speakers using communication strategies that may include paraphrasing to ensure understanding, questioning for clarification , extending an idea for further discussion or suggesting additional viewpoints or possibilities to be considered.	...and Teachers tailor communications to the specific setting, purpose and audience.	...and Teachers model effective verbal, non-verbal and media communication techniques and support positive changes in colleagues' communication abilities and styles.
	They listen and ask questions for clarification.	They communicate in ways that demonstrate respect for, acknowledgement of, and responsiveness to the cultural backgrounds and modes of communication of students and families.		They employ a range of communication tools, including technology and media tools, to maximize communication .	
OTES 2.0 Rubric Alignment to Domain and Component Areas					

Communication with Families

Click link(s) to view supporting resources.

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Element 6.2	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED				
Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	Teachers understand the importance of communication with families and caregivers. They understand and respect the need for confidentiality and professionalism.	...and Teachers use a variety of strategies to communicate with parents and caregivers about student learning. They welcome communication from parents and reply in a timely manner. They maintain appropriate confidentiality in all communications with parents and caregivers.	...and Teachers offer a variety of volunteer opportunities and activities for families to support students’ learning. They form partnerships with parents and caregivers to better understand each student’s present and future development and support student learning..	...and Teachers communicate and provide appropriate techniques and materials to support and enrich student learning at home.	...and Teachers model and provide guidance to colleagues in the creation of classroom, school and district learning environments in which parents and caregivers are active participants in students’ learning and achievement.				
OTES 2.0 Rubric Alignment to Domain and Component Areas	<table><tr><th>Domain Area(s)</th><th>Component Area(s)- <i>Click Link(s) to View OTES Alignment</i></th></tr><tr><td>Professional Responsibilities</td><td>Communication and Collaboration with Families</td></tr></table>					Domain Area(s)	Component Area(s)- <i>Click Link(s) to View OTES Alignment</i>	Professional Responsibilities	Communication and Collaboration with Families
Domain Area(s)	Component Area(s)- <i>Click Link(s) to View OTES Alignment</i>								
Professional Responsibilities	Communication and Collaboration with Families								

Collaboration with Colleagues

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Click link(s) to view supporting resources.

Element 6.3	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers collaborate effectively with other teachers, administrators and school and district staff.	Teachers consult with and learn from faculty, peers, and cooperating teachers in planning and implementing instruction..	...and Teachers establish productive relationships with professional colleagues and other school staff to promote student growth and development.	...and Teachers engage in teaming efforts with colleagues to examine problems of practice, analyze student work and identify targeted strategies. They consult with and learn from colleagues in planning and implementing their own instruction. They use effective collaboration skills in their work and with others in the school community	...and Teachers learn from one another by engaging in professional dialogue , peer observation and feedback, peer coaching and other collegial learning activities.	...and Teachers advocate for and initiate increased opportunities for teamwork to support school goals and promote student achievement . They organize ongoing, sustained school-wide and district-wide efforts and serve as a resource for others.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)		Component Area(s)- <i>Click Link(s) to View OTES Alignment</i>		
	Professional Responsibilities		Communication and Collaboration with Colleagues		

Teacher-Community Collaboration

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Click link(s) to view supporting resources.

Element 6.4	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED				
Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	Teachers gain an understanding of local and community resources .	...and Teachers involve community members in classroom activities as appropriate. They are a part of an instructional team that identifies when and how to access appropriate services to meet learning needs and implement referrals appropriately.	...and Teachers, as part of a team, collaborate with local community agencies about issues that affect student learning and achievement They use various medical, social and academic service providers in the community to support students’ mental health and well-being.	...and Teachers build partnerships with the local community and community agencies in response to identified needs of students.	...and Teachers lead colleagues, family, and community in the development and implementation of educational improvement efforts and assume increased leadership to advance reform initiatives at the school, district, state, and national levels. They serve as advocates for the local school system and communicate the value of their work within the community.				
OTES 2.0 Rubric Alignment to Domain and Component Areas	<table><tr><th>Domain Area(s)</th><th>Component Area(s)- Click Link(s) to View OTES Alignment</th></tr><tr><td>Knowledge of Students</td><td>Planning Instruction for the Whole Child</td></tr></table>					Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment	Knowledge of Students	Planning Instruction for the Whole Child
Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment								
Knowledge of Students	Planning Instruction for the Whole Child								

Ohio Continuum for Teacher Development

Standard 7: Professional Responsibility & Growth

Teachers assume responsibility for professional growth, performance and involvement as an individual as a member of a learning community.

Essential Question: Do you assume responsibility for your professional performance and development?

Meeting Professional Codes of Conduct

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Click link(s) to view supporting resources.

Element 7.1	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	Teachers demonstrate an understanding of the Licensure Code of Professional Conduct for Ohio Educators (LCPCOE).	...and Teachers understand and follow district policies and state and federal regulations. They separate their personal beliefs from their professional interactions with students and families.	...and Teachers meet their ethical and professional responsibilities with integrity, honesty, fairness and dignity.	...and Teachers help colleagues access and interpret laws and policies and understand their implication for the classroom. They participate in dialogue regarding new regulations, requirements and implications for classroom teaching and learning.	...and Teachers help shape policy at the local or state level. They assume increased leadership to advance policy and reform agendas at the school, district and state levels.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Professional Responsibilities	District Policies and Professional Responsibilities			

Ongoing Professional Development

Click link(s) to view supporting resources.

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Element 7.2	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers take responsibility for engaging in continuous, purposeful professional development.	Teachers develop an understanding of the Ohio Standards for Professional Development .	...and Teachers identify their content knowledge and instructional strengths and areas for growth, to develop and implement targeted goals for professional growth. They participate in relevant professional development activities and incorporate what they learn into their instruction. They know and use Ohio's Standards for Professional Development.	...and Teachers construct and implement short- and long-term professional development goals based on student needs. They use professional literature, professional dialogue, and collaborate with colleagues and other resources to support their development as teachers and leaders. They work collaboratively to determine and design appropriate professional development opportunities for themselves.	...and Teachers regularly modify short- and long-term professional goals based on an analysis of and reflection upon evidence of student learning and self-assessments of professional teaching practice. They initiate continual research, based upon reflective classroom observations and ongoing professional learning, and apply research findings to support student success.	...and Teachers lead standards-based professional learning activities for colleagues, families and the community that support quality implementation of educational improvement initiatives. They pursue advanced credentials, degrees and/or National Board for Professional Teaching Standards (NBPTS) certification.
OTES 2.0 Rubric Alignment to Domain and Component Areas					
	Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment			
	Professional Responsibilities	Professional Learning			

Teachers as Change Agents

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Click link(s) to view supporting resources.

Element 7.3	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED				
Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.	Teachers observe team department or grade level meetings to gain an understanding of effective decision-making processes .	...and Teachers participate in team or departmental decision-making .	...and Teachers engage with colleagues and other stakeholders to implement initiatives that enhance teaching and learning	...and Teachers are actively involved in professional and community organizations that advance teaching and learning	...and Teachers take leadership roles in department, school, district, state and professional organizations' decision-making activities, such as curriculum development, staff development or policy design. They facilitate the development of efficacy- the belief that teachers can impact the achievement of all students- among other teachers in their school and district.				
OTES 2.0 Rubric Alignment to Domain and Component Areas									
	<table><tr><th>Domain Area(s)</th><th>Component Area(s)- Click Link(s) to View OTES Alignment</th></tr><tr><td>Professional Responsibilities</td><td>Professional Learning</td></tr></table>					Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment	Professional Responsibilities	Professional Learning
Domain Area(s)	Component Area(s)- Click Link(s) to View OTES Alignment								
Professional Responsibilities	Professional Learning								

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.

Click link(s) to view element areas to promote a deeper self-assessment through use of the Ohio's Continuum of Teacher Development.

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) <i>Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments</i>	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.
	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.
	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.
KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication) <i>Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys</i>	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.

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) <i>Possible Sources of Evidence:</i> <i>pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review</i>	Communication 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 inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals.	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 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 does not demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific strategies. There is no student engagement.	The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students demonstrate little engagement in the lesson.	The teacher consistently demonstrates content knowledge by using content-specific, developmentally 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 consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and 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 does not give students feedback.	Feedback to students is general, occasional or limited and may not always support student learning.	The teacher gives students substantive, specific and timely feedback to support their learning.	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.

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.
	Student-centered learning Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4	Learning is entirely teacher directed. Students are not participating in learning activities. 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.	Learning is primarily teacher directed. Students participate in whole class learning activities. 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.	Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole 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.	Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines 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.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	Components	Ineffective	Developing	Skilled	Accomplished
CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment) <i>Possible Sources of Evidence:</i> <i>pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review, student surveys</i>	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 frequent off-task behavior.	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.	The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.
	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.

ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) <i>Possible Sources of Evidence:</i> <i>pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference</i>	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 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.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) <i>Possible Sources of Evidence:</i> <i>Professional Growth Plan or Improvement Plan,</i> <i>pre-conference,</i> <i>post-conference,</i> <i>artifacts,</i> <i>self-assessment,</i> <i>peer review</i>	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.
	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.
	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 Professional Conduct for Ohio Educators.	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. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.

	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.
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