



Make sure that you get the evaluation that you deserve!

Whether you are undergoing an annual evaluation or a credentialing evaluation to obtain a continuing contract or lead teacher credentials, you can take some basic steps to ensure that you receive an evaluation that accurately reflects your teaching practices.

1. Read over the Teacher Performance Evaluation Rubric and make sure that you have an understanding of the language contained at the various levels. It is also important to identify, in the far left column, the source from which the evidence can be gathered. When the source of evidence is pre-conference, these are also sections where teachers can upload evidence into OhioES at any time during the evaluation process. Determine - in advance - how evidence of these indicators might be present in your evaluation process. Regular implementation of rubric-aligned practices in your classroom will make the observation process more comfortable for you and your students.
2. Make sure that the announced observation, preconference and post conference are collaboratively scheduled so that you have time to prepare to share your evidence. See CFT *Announced Observation Process* handout.
3. After the evaluator completes an observation and **before** you receive his/her report back, you should use the teacher Evaluation Performance Rubric to reflect on the lesson and document the evidence that was present while it is still fresh in your mind.
4. When you receive an observation report and narrative/script back from your evaluator, carefully read over the evidence that is documented. Remember that your final teacher performance score will be based on the preponderance (most) of the evidence collected. Repeat this process after each subsequent observation, and you will be able to determine where the preponderance of your evidence falls.
5. Since this is an evidence-based system, the evidence contained in the report must support the scores given. It is important that you analyze your scores in each element after each observation. If you do not agree that the evidence was properly documented and/or supports the rating that was given, you should write a rebuttal to the observation. A rebuttal is a reasoned argument why the **evidence** does not support the score given. Situations such as you weren't feeling well or experiencing a difficulty in your personal life are not recognized reasons for a rebuttal. In these types of situations, it would be better for you to stay home and give yourself the time you need to get better. The deadlines to submit paperwork, in a credentialing evaluation, are extended when you are off work. On the next page more information on writing a rebuttal and an example are provided.
6. There are a couple of ways for teachers to challenge their teacher performance results. They can upload a **rebuttal** for a specific observation as an attachment in OhioES. This rebuttal will be attached as evidence to the evaluation documentation and should be taken into account when the final scores are given. Likewise, it can serve as evidence your evaluator uses to revise the observation report in question. Teachers may also **appeal** their Final Holistic Rating by sending a written Request for Review to Human Resources (Brad Dillman) **within ten working days of receiving their final scores**. The Peer Review Panel (five teachers and five administrators) will review the evidence and act on the appeal.
7. Attending a CFT Evaluation Help Session can help you better understand the process and your responsibilities with the evaluation. Look for opportunities to register and attend a free help session announced in the CFT Weekly Updates.

To write a rebuttal:

- a. Gather the evidence (chronological script of the observation)
- b. Align the gathered evidence with the correct OTES standard
- c. Sort the script by standard
- d. Based on the preponderance of evidence gathered for the evaluation, assign a holistic level of performance (accomplished, skilled, developing or ineffective)
- e. Have someone proofread your rebuttal. This document will be a representation of your professionalism as a teacher. Take precautions to avoid grammatical and/or editing errors.

Below is an example of the way a rebuttal could be organized:

To: Evaluator

Re: 9/16 Observation Rebuttal

Date: 9/27/15

After reviewing the scripted observation sheet and comparing it to the Teacher Performance Evaluation Rubric, I found that in Classroom Environment there are discrepancies between the rating of Developing that you assigned and the evidence provided.

The difference between the language of Skilled and Developing is "incorporating student responsibility". To me, this language means that students are able to function independently in the classroom and complete routine procedures without direction from the teacher.

I believe that the following evidence shows that my students have incorporated responsibility for classroom procedures. Line 41 in the script states "When students completed the assignment they put their papers in a box labeled "to be graded". Line 47 states "students moved without individual permission to sharpen their pencils and retrieve or return various materials.

I look forward to hearing from you regarding this feedback.