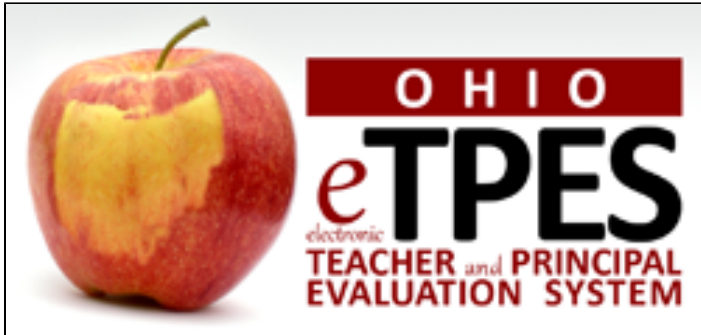


Ohio eTPES Teacher User Guide



Ohio Electronic Teacher and Principal Evaluation System

Software Version 4

(2015-2016 Academic Year)

November 2015

Teacher: Table of Contents

1. Introduction		3
a.	Activation Email	4
b.	Name Changes	4
c.	Logging In	5
d.	Trouble Logging In	6
	Forgot Username	6
	Forgot Password	8
e.	Logging Off	10
2. Home Tab		11
3. User Profile		13
a.	View Your PIN	14
b.	Generate New PIN	14
c.	Change Password	15
d.	Change Email Address	15
e.	Staff Assignment	16
f.	Staff Assignment Removal	17
g.	Evaluator Credentials	17
4. Evaluations Tab		
	Evaluation Screen General Information	18
	View Previous Years' Evaluations	20
	Download/Print All Completed Forms	20
	Evaluation Forms List	22
	Evidence and Artifacts	23
	Evaluation Forms General Information	25
	Evaluation Forms	27
	Optional Self-Assessment	27
	Step 1: Professional Growth Plan and Improvement Plans	29
	Step 2: Formative Assessment	35
	Step 3: Student Growth Measures (SGM)	44
	Step 4: Summative Evaluation	44
5. Reports Tab		
a.	Download/Print All Completed Forms	45
6. Help Tab		46

Teacher: Introduction to eTPES

In May 2009, the Ohio Principal Evaluation System framework was approved by the State Board of Education, and in November 2011, the framework for the Ohio Teacher Evaluation System was approved. Ohio's electronic Teacher and Principal Evaluation System (eTPES) was named as a project in Ohio's Race to the Top Grant (2010), and made possible through RtT funds. Work began on the design and development of the project with the vendor, RANDA Solutions, in November 2011.

The goal of the eTPES project is to automate the Teacher and Principal evaluation frameworks using Web-based technology. Ohio eTPES will follow the adopted framework components. The electronic system will allow Evaluators and Educators secure access to document, store evidence and complete the evaluation process in a standard Web browser. Steps will lead Evaluators through the process and determine Educator performance based on performance rubrics. A final summative rating (based on the components) for Principals and Teachers will be generated through the system.

Teacher: Access to eTPES

Activation Email

Initially, Teachers are sent an activation email from their Principal.



Existing users of eTPES will not need an activation email every year. They will use their username and password from the previous year.

If this is the first time accessing eTPES, use the activation email to set up your account. The activation email will be from no-reply@ohiotpes.com. The email contains a link to activate the eTPES account and set up the password. In addition, the activation email will contain your eTPES username.

If you did not receive an activation email, contact your Principal. Activation emails may take 10-15 minutes before the email arrives. Be sure to check your junk or spam folders.

Below is an example of the activation email.

Welcome to eTPES,

The electronic Teacher and Principal Evaluation System (eTPES) is now available for your account activation and password creation at <LINK>.

Please use <https://www.ohiotpes.com/> for site access after your initial account activation is complete. Navigate to the secure website listed above, enter your new username, setup your password and begin the evaluation process.

Once you log into eTPES, click on the HELP tab to access links to videos, user guides and customer support. Additional help resources are posted on ODE's website at the following link: <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/District-Educator-Evaluation-Systems/eTPES-Help>

eTPES is a product developed through funding from the Race To The Top Grant by the Ohio Department of Education. eTPES is hosted and maintained outside of ODE's computing environment. It was designed to streamline the teacher and principal evaluation process, and it is available to your district at no cost.

If you have eTPES technical questions, please contact us at: support@OhioTPES.com

If you have policy questions regarding OTEs and OPES in the eTPES system, please contact us at: eTPES@education.ohio.gov

Thank you

Name Changes

In order to change a first or last name in eTPES, the teacher must make the change in ODE's SAFE system. Once the name is updated in the ODE (CORE Educator Profile and SAFE) systems, the name will automatically change in the eTPES system the following day. Email eTPES support at support@ohiotpes.com if you would like to have your username updated.

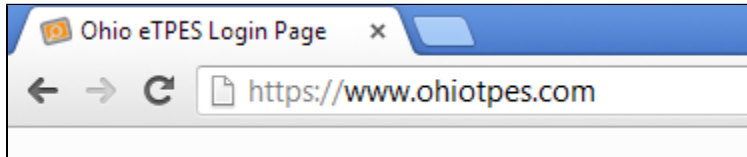
Logging In

To login to the electronic Teacher and Principal Electronic System (eTPES), access the browser from the desktop and go to the eTPES site, www.ohiotpes.com.

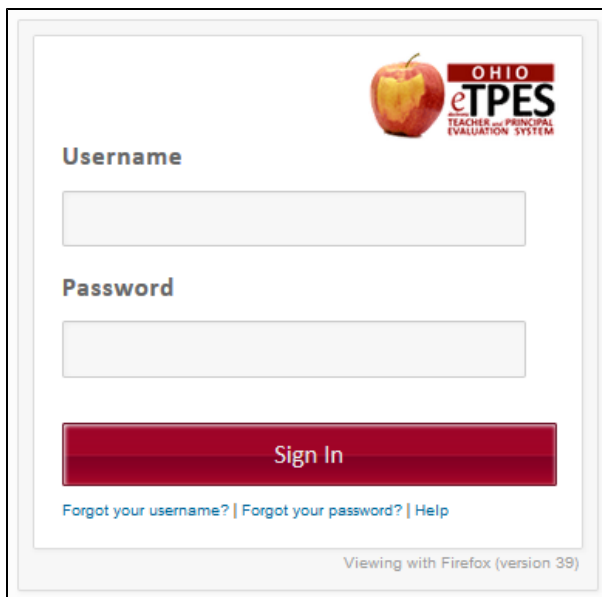


eTPES is currently supported on the following browsers:

- **Google Chrome - most current version - auto updated by provider unless disabled**
- **Firefox - most current version - auto updated by provider unless disabled**
- **Safari 6 (or higher)**
- **Microsoft Internet Explorer 10 (or higher)**



The login page below will appear.



Username

Password

Sign In

[Forgot your username?](#) | [Forgot your password?](#) | [Help](#)

Viewing with Firefox (version 39)

Enter username and password and click **Sign In** to proceed.

Trouble Logging In

	TEACHER INSTRUCTIONS
Do I need an Activation Email?	<p>Existing eTPES users do not need an activation email each year. They will use their username and password from the previous year even when assigned to a different district or building.</p>
	<p>New eTPES users will be sent an activation email by their Principal. The activation email will allow an account and password to be set up.</p>
	<p>I did not receive an activation email. What should I do? It may take 10-15 minutes before the email arrives. Be sure to check your junk or spam folders. The email will be from no-reply@ohiotpes.com.</p> <p>If allotted time has passed, contact your Principal.</p>
I Forgot my Username and/or Password?	<p>Use the Forgot your username? or Forgot your password? links on the login screen to retrieve your username or reset your password. You will need to enter your state id and email address.</p>
	<p>What email address should I enter? Enter the email address stored for you in eTPES. Typically this is your work email address. If you do not know what email address to enter, check with your principal.</p>
	<p>What is my state id? Use the following link to search for your state id: https://coreprodint.ode.state.oh.us/CORE2.3/ODE.CORE.EducatorProfile.UI/EducatorSearch.aspx (link displayed on Forgot Username/Password screen).</p>
	<p>I didn't receive the email. What should I do? It may take 10-15 minutes before the email arrives. Be sure to check your junk or spam folders. The email will be from no-reply@ohiotpes.com.</p> <p>If allotted time has passed, contact your Principal.</p>

FORGOT USERNAME

Use the **Forgot your username?** link on the login page to retrieve your username.

Enter your State ID to locate your eTPES account. If you do not know your State ID, you can click on the following link:

<https://coreprodint.ode.state.oh.us/CORE2.3/ODE.CORE.EducatorProfile.UI/EducatorSearch.aspx>.

Account Recovery

i If you forget your username, you can retrieve it in an e-mail message.

Please enter your State ID to help us locate your account.
 If you don't know your State ID, you can find it here:
<https://coreprodint.ode.state.oh.us/core2.3/ode.core.EducatorProfile.UI/EducatorSearch.aspx>

State ID:

The name and date of birth associated with the State ID entered will be displayed. If this is not your name and date of birth, please use the link above to find your correct State ID.

Below is the name and date of birth associated with the state id entered. If this is not your name and date of birth, verify your state id using the link above and re-enter.

Name:

Date of Birth:

Please enter the email address associated with your eTPES account (typically this is your work email address).

Email:

Next, enter the email address associated with your eTPES account (typically this is your work email address) and click on **Request Email**.

Below is the name and date of birth associated with the state id entered. If this is not your name and date of birth, verify your state id using the link above and re-enter.

Name:

Date of Birth:

Please enter the email address associated with your eTPES account (typically this is your work email address).

Email:

If the email address entered is not associated with your eTPES account you will receive an error message. Enter a different email address, or contact your Principal to confirm your email address in eTPES. Note: The eTPES Helpdesk cannot change your email address or provide the email address to you.

Below is the name and date of birth associated with the state id entered. If this is not your name and date of birth, verify your state id using the link above and re-enter.

Name:

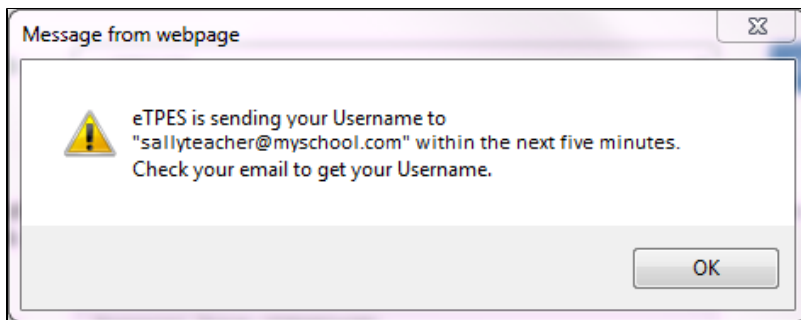
Date of Birth:

Please enter the email address associated with your eTPES account (typically this is your work email address).

Email:

The email address provided does not match the email address for this State ID as configured in eTPES. Please try a different email address, or contact your Administration or Principal to confirm your email address in eTPES. The eTPES Helpdesk cannot change your email address or provide the email address to you.

You will receive the following message when the email containing your username has been sent.



If you did not receive the email, be sure to check your junk or spam folders. The email will be from no-reply@ohiotpes.com. In addition, it may take 10-15 minutes before the email arrives. If the allotted time has passed, contact your principal.

FORGOT PASSWORD

Use the **Forgot your password?** link on the login page to reset your password.

Enter your State ID to locate your eTPES account. If you do not know your State ID, you can click on the following link: <https://coreprodint.ode.state.oh.us/CORE2.3/ODE.CORE.EducatorProfile.UI/EducatorSearch.aspx>

Account Recovery

i If you forget your password, you can reset it using a website link that we provide in an e-mail message.

Please enter your State ID to help us locate your account.
If you don't know your State ID, you can find it here:
<https://coreprodint.ode.state.oh.us/core2.3/ode.core.EducatorProfile.UI/EducatorSearch.aspx>

State ID:

The name and date of birth associated with the State ID entered will be displayed. If this is not your name and date of birth, please use the link above to find your correct State ID.

Below is the name and date of birth associated with the state id entered. If this is not your name and date of birth, verify your state id using the link above and re-enter.

Name:

Date of Birth:

Please enter the email address associated with your eTPES account (typically this is your work email address).

Email:

Next, enter the email address associated with your eTPES account (typically this is your work email address) and click on **Request Email**.

Below is the name and date of birth associated with the state id entered. If this is not your name and date of birth, verify your state id using the link above and re-enter.

Name:

Date of Birth:

Please enter the email address associated with your eTPES account (typically this is your work email address).

Email:

If the email address entered is not associated with your eTPES account you will receive an error message. Enter a different email address, or contact your Principal to confirm your email address in eTPES. Note: The eTPES Helpdesk cannot change your email address or provide the email address to you.

Below is the name and date of birth associated with the state id entered. If this is not your name and date of birth, verify your state id using the link above and re-enter.

Name:

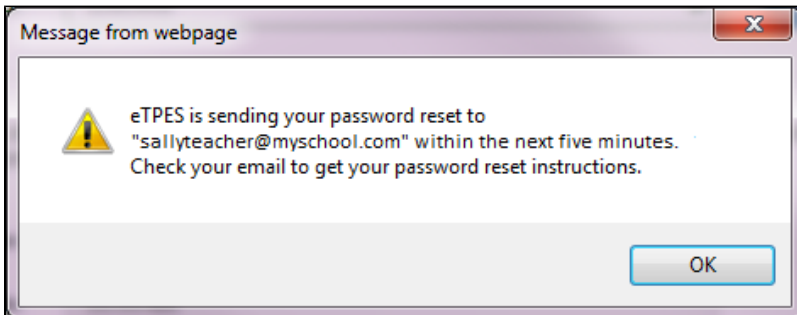
Date of Birth:

Please enter the email address associated with your eTPES account (typically this is your work email address).

Email:

The email address provided does not match the email address for this State ID as configured in eTPES. Please try a different email address, or contact your Administration or Principal to confirm your email address in eTPES. The eTPES Helpdesk cannot change your email address or provide the email address to you.

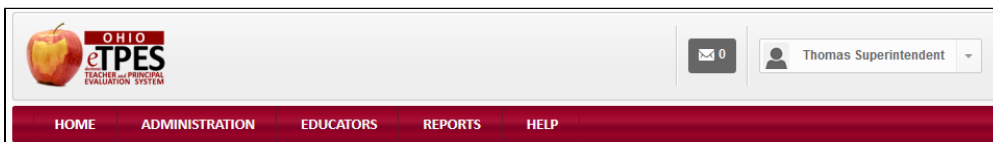
You will receive the following message indicating the email containing your password reset link has been sent. You should receive the email within ten to fifteen minutes. The email will be from no-reply@ohiotpes.com. If you do not see it, check your junk or spam folders.



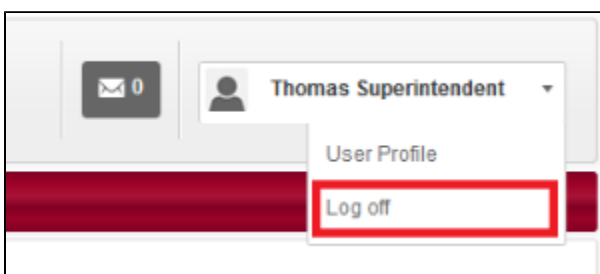
If you did not receive the email, be sure to check your junk or spam folders. The email will be from no-reply@ohiotpes.com. In addition, it may take 10-15 minutes before the email arrives. If the allotted time has passed, contact your principal.

Logging Off

To log off of eTPES, click the name in the top right hand corner of any screen.



A drop-down menu will populate. Click **Log Off**.



Teacher: Home Tab

The **Home** tab is the landing page for eTPES upon logging into the system. Each of the highlighted items shown in the image below are explained in the following section.

The screenshot shows the eTPES Home Tab interface. At the top left is the logo for OHIO eTPES (TEACHER and PRINCIPAL EVALUATION SYSTEM). To the right of the logo is a notification icon and a user profile dropdown menu showing 'Mary Teacher'. Below the logo is a navigation bar with 'HOME', 'EVALUATIONS', 'REPORTS', and 'HELP'. The main content area is titled 'Home > My Dashboard'. It contains several sections: 'Announcements' with a date 'Dec 08, 2013' and text about viewing evaluations; 'Quick Help' with links to various guides and models; 'Evaluator Credentials' with a table showing no history for OPES and OTES credentials; and 'Current Staff Assignments' with a table showing one assignment for a teacher at Lake Erie West School.

LEA	Building	Role
Lake Erie West ESC (900009)	Lake Erie West School (700009)	Teacher

At the top right corner of the screen will be the user-specific notification inbox and user's name.

This close-up screenshot shows the top right corner of the eTPES interface. It features the OHIO eTPES logo on the left, a notification icon in the center, and a user profile dropdown menu on the right displaying 'Mary Teacher'.

The name will have an arrow that will, when selected, populate a drop-down list.

Three options will appear when the drop-down arrow is selected:

- **User Profile**
- **Forgot My PIN**
- **Log off**

This screenshot shows the user profile dropdown menu. At the top, it displays a user icon and the name 'Mary Teacher' with a downward arrow. Below this, a white menu box is open, containing three options: 'User Profile', 'Forgot my PIN', and 'Log Off'.

Announcements

This section will assist ODE and the LEA in communicating to all eTPES users of release dates, special announcements and deadlines that may be approaching. You will also be notified when an LEA Setup is incomplete, as well as completed.

Quick Help

The Quick Help section will allow quick access to links with important resources that are available within the eTPES site.

Evaluator Credentials

The Evaluator Credentials section displays the status of the Teacher and Principal Evaluator Credentialing, which is imported from NIET. There is a link in the top right corner to view re-calibration details. If it is believed that the Teacher or Principal Evaluator credentialing information is incorrect, log in to the NIET website and verify the credentialing information. If the NIET website is correct and eTPES is incorrect, contact the eTPES Support Team.

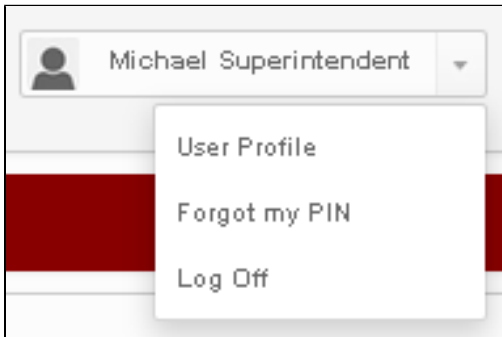
Current Staff Assignments

Current Staff Assignments will give a listing of the active locations and roles that have been assigned to by an Administrator. Clicking on the **View Details** link on this item will open the user-specific **User Profile: Staff Assignments** page.

Teacher: User Profile

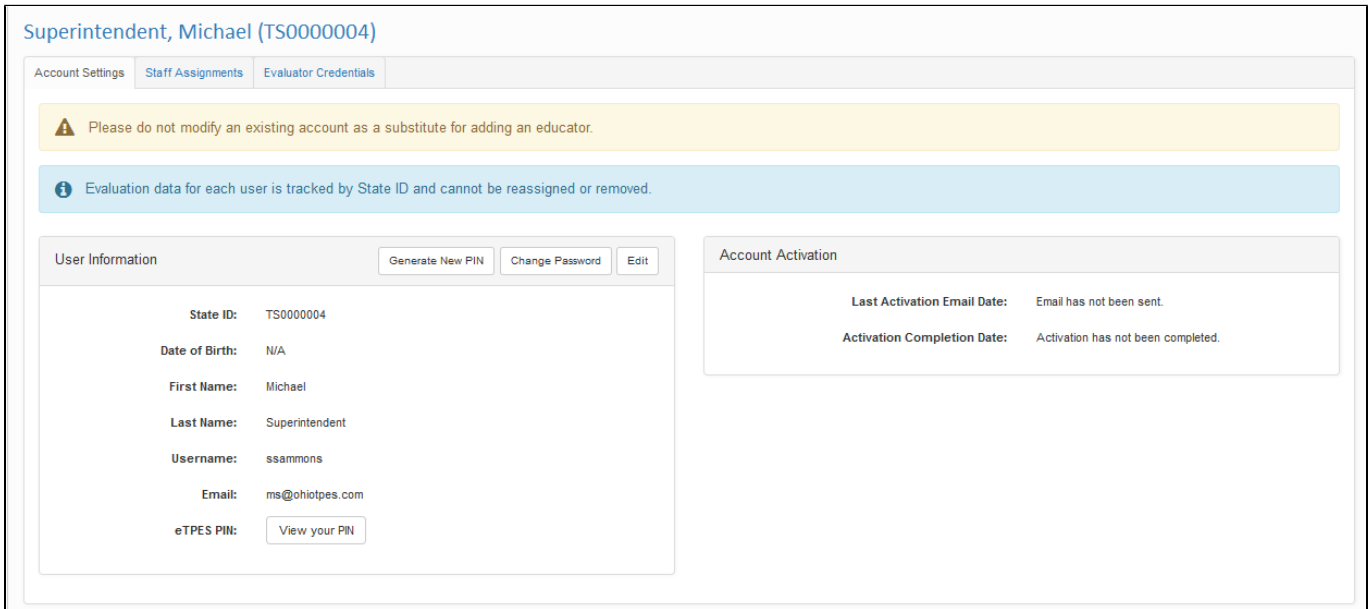
The **User Profile** feature allows users to review personal settings in eTPES and apply changes to an account.

To access, click the drop-down arrow next to the user's name and select **User Profile**.



Common tasks that can be completed within this feature are:

- Generate new PIN
- Change password
- Change email address
- View personal eTPES 4-digit PIN for completion of evaluation forms
- View personal staff assignments by year, location and role
- View personal OTES and OPES Evaluator credentialing information
- Request removal from a current staff assignment (not available for Superintendent/Designee roles)



View your PIN

A PIN will be used to signify completion of a form. To view the PIN, access the **User Profile: Account Settings** screen.

Click on **View PIN** link, as shown below.

Superintendent, Michael (TS0000004)

Account Settings | Staff Assignments | Evaluator Credentials

⚠ Please do not modify an existing account as a substitute for adding an educator.

ℹ Evaluation data for each user is tracked by State ID and cannot be reassigned or removed.

User Information Generate New PIN Change Password Edit

State ID: TS0000004

Date of Birth: N/A

First Name: Michael

Last Name: Superintendent

Username: ssammons

Email: ms@ohiotpes.com

eTPES PIN: View your PIN

Account Activation

Last Activation Email Date: Email has not been sent.

Activation Completion Date: Activation has not been completed.

The pop-up shown below will appear. Click on **Show PIN** to view the PIN.

PIN Close x

Show PIN

Generate New PIN

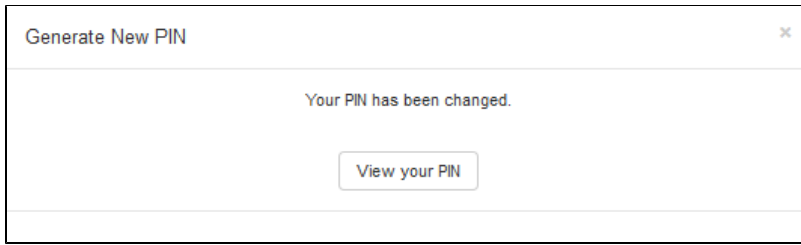
To generate a new PIN, access the **User Profile: Account Settings** page and click on the **Generate New PIN** button. The pop-up shown below will appear.

Generate New PIN x

Click the "Generate New PIN" button below to create a new PIN for your user profile.

Generate New PIN

Click on **Generate New PIN**. The pop-up shown below will appear indicating your PIN has been changed.



Click on **View your PIN** to view your new PIN.

Change password

To change the password, access the **User Profile: Account Settings** page and click on **Change Password**. The pop-up shown below will appear.

Enter the old password. Enter the new password twice. Click **Submit** to apply the new password.

Change email address

The email address in eTPES is used to send completion notifications and the Forgot Username and/or Password emails.

Click on **Edit** to change your email address.

User Information

Generate New PIN Change Password **Edit**

State ID: MT0000004

Date of Birth: 02/10/1970

First Name: Mary

Last Name: Teacher

Username: mt4

Email: mary.teacher@myschool.com

eTPES PIN:

Enter the correct email address and click on **Submit** to save the change.

Edit Teacher, Mary (MT0000004) ×

Email:

✓ email is available

Staff Assignments

To view the history, current location, and role assignments recorded in eTPES, open the **Staff Assignments** tab in the **User Profile** screen as shown below.

Account Settings **Staff Assignments** Evaluator Credentials

The table below lists all staff assignments for the eTPES account by selected academic year. You cannot make changes to previous academic year information.

Academic Year: 2015-2016

Staff Roster Assignments

LEA	Building	Role	Status	Last Modified	Action
Training District 4 (900004)	Training School 4 (700004)	Principal	Active	8/7/2015	request removal

Showing 1 record(s)

The **User Profile: Staff Assignments** information will be displayed. The table shows the list of all staff assignments for the current academic year regardless of the status. A status of **Active** will be displayed for staff assignments that have been set up by an Administrator. To view previous years' staff assignments, click on the **Academic Year** dropdown and change the year. Please note that all data for prior academic year

assignments is read only and cannot be modified.



Only one active assignment is permitted for a single location. Two roles cannot be held at the LEA level or for a specific building. It is possible to have different roles for different locations.

Staff Assignment Removal

Click the **request removal** link under the **Action** column to report to the LEA or Building Administrator that employment is no longer accurate at a location or if an incorrect assignment is listed. The staff assignment will then change to **Pending Removal** status for follow up by the Superintendent, Superintendent Designee, HR Administrator, or Principal. If the request has been confirmed and needs to be canceled, click the **cancel request** link that appears for any pending removal requests.

If a staff assignment has been removed by the Administrator, the **Status** column will display **Removed** to indicate an inactive assignment.



Superintendent and Superintendent Designee assignments will not include the request removal link. Changes to these assignments must be made in the OEDS system.

The screenshot shows a web interface with tabs for Account Settings, Staff Assignments, and Evaluator Credentials. A message states: "The table below lists all staff assignments for the eTPES account by selected academic year. You cannot make changes to previous academic year information." Below this is a dropdown menu for "Academic Year" set to "2015-2016". The main table is titled "Staff Roster Assignments" and has columns: LEA, Building, Role, Status, Last Modified, and Action. One row is visible for Training District 4 (900004) at Training School 4 (700004) as a Principal, Active, last modified 8/7/2015. The "request removal" link in the Action column is highlighted with a red box. Below the table, it says "Showing 1 record(s)".

LEA	Building	Role	Status	Last Modified	Action
Training District 4 (900004)	Training School 4 (700004)	Principal	Active	8/7/2015	request removal

Evaluator Credentials

The **Evaluator Credentials** tab allows you to view the credential details and gives you a link to the Re-Calibration Details. This link will explain the re-calibration process.

The screenshot shows the "Evaluator Credentials" tab for Superintendent, Jane (TS0000001). It has tabs for Account Settings, Staff Assignments, and Evaluator Credentials. The main table lists credentials with columns: Credential Name, Credential Date, and Expiration Date. A "Re-Calibration Details" link is visible in the top right. Two credentials are listed: OPES Credential (7/15/2013 to 7/15/2015) and OTES Credential (7/12/2013 to 7/12/2015).

Credential Name	Credential Date	Expiration Date
OPES Credential	7/15/2013	7/15/2015
OTES Credential	7/12/2013	7/12/2015

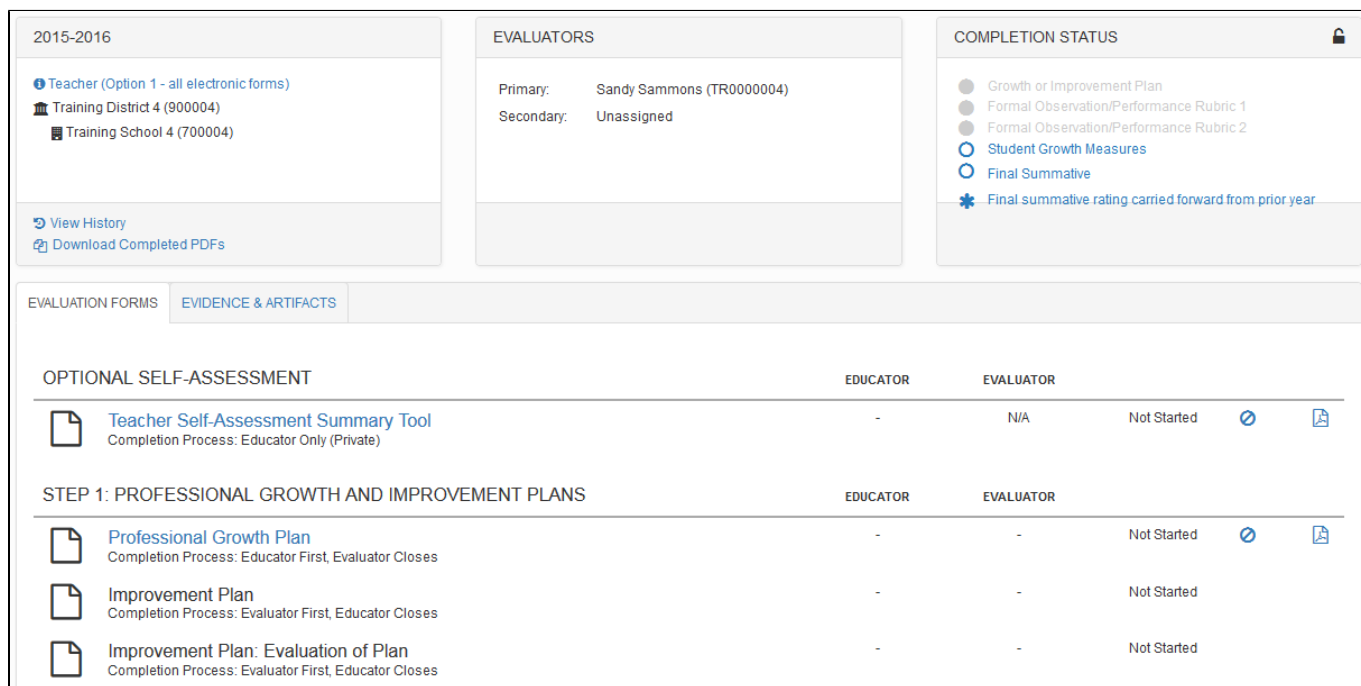
Teacher: Evaluations Tab




To access your evaluation data, click on the **Evaluations** tab on the menu at the top of the screen.








Evaluation Screen Information

The evaluation screen displays the steps of your evaluation and the forms within each step.



OPTIONAL SELF-ASSESSMENT		EDUCATOR	EVALUATOR			
	Teacher Self-Assessment Summary Tool Completion Process: Educator Only (Private)	-	N/A	Not Started		

STEP 1: PROFESSIONAL GROWTH AND IMPROVEMENT PLANS		EDUCATOR	EVALUATOR			
	Professional Growth Plan Completion Process: Educator First, Evaluator Closes	-	-	Not Started		
	Improvement Plan Completion Process: Evaluator First, Educator Closes	-	-	Not Started		
	Improvement Plan: Evaluation of Plan Completion Process: Evaluator First, Educator Closes	-	-	Not Started		

There are three informational boxes at the top of the screen.

General Information Box:

The first box displays general information regarding your Evaluation.

- The academic year being viewed is displayed at the top of the box.
- Next, the type of evaluation (teacher or principal) and the type of setup is displayed. Click on the blue hyperlink to view which forms are required by the Ohio Revised Code and eTPES.
- Your assigned district and building is also displayed.
- The **View History** blue hyperlink allows access to view previous years' evaluations.
- The **Download Completed PDFs** blue hyperlink allows downloading/printing of all completed forms.

<p>2015-2016</p> <p>Teacher (Option 1 - all electronic forms)</p> <p>Training District 4 (900004)</p> <p>Training School 4 (700004)</p> <p>View History</p> <p>Download Completed PDFs</p>	<p>EVALUATORS</p> <p>Primary: Michael Superintendent (TS0000004)</p> <p>Secondary: Unassigned</p>	<p>COMPLETION STATUS </p> <ul style="list-style-type: none"> <input type="radio"/> Growth or Improvement Plan <input type="radio"/> Formal Observation/Performance Rubric 1 <input type="radio"/> Formal Observation/Performance Rubric 2 <input type="radio"/> Student Growth Measures <input type="radio"/> Final Summative <input checked="" type="radio"/> Final summative rating carried forward from prior year
--	---	---

Evaluator Information Box:

The second box displays your Evaluator information.

Your Primary and Secondary Evaluators are displayed.

<p>2015-2016</p> <p>Teacher (Option 1 - all electronic forms)</p> <p>Training District 4 (900004)</p> <p>Training School 4 (700004)</p> <p>View History</p> <p>Download Completed PDFs</p>	<p>EVALUATORS</p> <p>Primary: Michael Superintendent (TS0000004)</p> <p>Secondary: Unassigned</p>	<p>COMPLETION STATUS </p> <ul style="list-style-type: none"> <input type="radio"/> Growth or Improvement Plan <input type="radio"/> Formal Observation/Performance Rubric 1 <input type="radio"/> Formal Observation/Performance Rubric 2 <input type="radio"/> Student Growth Measures <input type="radio"/> Final Summative <input checked="" type="radio"/> Final summative rating carried forward from prior year
--	---	---

Completion Status Box:

The third box displays the Completion Status information.

The **completion status circles** are filled in when the form is completed. Some of the circles may be gray if one of the following conditions apply:

- the LEA is set up to use Option 3 (not using the electronic forms).
- the final summative rating is being carried forward from the previous year.
- the evaluation is closed due to retirement or leave or another reason.

The last item in the box may also display one of the following:

- Not completing due to retirement - Per House Bill 362, a board of education may elect not to conduct an evaluation of a teacher who has submitted notice of retirement on or before December 1 of the current school year.
- Not completing due to leave - Per House Bill 362, a board of education may elect not to contact an evaluation of a teacher who was on leave for 50 percent or more of the current school year.
- Not completing due to other reason - This option is used when the Educator's evaluation is not going to be completed for a reason other than the reasons above. **Using this evaluation type will result in the evaluation being reported to the Ohio Department of Education as "not completed".**

<p>2015-2016</p> <p>Teacher (Option 1 - all electronic forms)</p> <p>Training District 4 (900004)</p> <p>Training School 4 (700004)</p> <p>View History</p> <p>Download Completed PDFs</p>	<p>EVALUATORS</p> <p>Primary: Michael Superintendent (TS0000004)</p> <p>Secondary: Unassigned</p>	<p>COMPLETION STATUS </p> <ul style="list-style-type: none"> <input type="radio"/> Growth or Improvement Plan <input type="radio"/> Formal Observation/Performance Rubric 1 <input type="radio"/> Formal Observation/Performance Rubric 2 <input type="radio"/> Student Growth Measures <input type="radio"/> Final Summative <input checked="" type="radio"/> Final summative rating carried forward from prior year
--	---	---

View Previous Years' Evaluations

To view previous years' evaluations, click on the **View History** blue hyperlink.

2015-2016

- Teacher (Option 1 - all electronic forms)
- Training District 4 (900004)
 - Training School 4 (700004)

[View History](#)

[Download Completed PDFs](#)

EVALUATORS

Primary: Sandy Sammons (TR0000004)

Secondary: Unassigned

[Change Primary Evaluator](#)
[Add/Remove Secondary Evaluators](#)

COMPLETION STATUS

- Growth or Improvement Plan
- Formal Observation/Performance Rubric 1
- Formal Observation/Performance Rubric 2
- Student Growth Measures
- Final Summative (carried forward from prior year)

Not completing due to retirement/leave/other reason?

Click on the **Evaluation** link for the appropriate academic year.

My Evaluations

Click on the **View Evaluation** link(s) below to view evaluation forms for a specific LEA and evaluation type for the selected academic year.

Academic Year	LEA	Building(s)	Evaluation Type	Completion Status	
2015-2016	Training District 4 (900004)	Training School 4 (700004)	OTES (online forms)	<input type="radio"/> GAP <input type="radio"/> O1 <input type="radio"/> O2 <input checked="" type="radio"/> SGM <input checked="" type="radio"/> FS	Evaluation
2014-2015	Training District 4 (900004)	Training School 4 (700004)	OTES (online forms)	<input type="radio"/> GAP <input type="radio"/> O1 <input type="radio"/> O2 <input checked="" type="radio"/> SGM <input checked="" type="radio"/> FS	Evaluation
2013-2014	Training District 4 (900004)	Training School 4 (700004)	OTES (summative only)	<input type="radio"/> N/A <input type="radio"/> N/A <input type="radio"/> N/A <input checked="" type="radio"/> SGM <input checked="" type="radio"/> FS	Evaluation
2012-2013	Training District 4 (900004)	Training School 4 (700004)		<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	N/A

Your evaluation for that year will display.

Download/Print All Completed Forms

To download and/or print all completed forms for a specific academic year, go to the appropriate academic year and click on **Download Completed PDFs**.

To change the academic year, follow the instructions above in the section titled **View Previous Years' Evaluations**.

Teacher, Mary (MT0000004)

2015-2016

- Teacher (Option 1 - all electronic forms)
- Training District 4 (900004)
 - Training School 4 (700004)

[View History](#)

[Download Completed PDFs](#)

EVALUATORS

Primary: Sandy Sammons (TR0000004)

Secondary: Unassigned

COMPLETION STATUS

- Growth or Improvement Plan
- Formal Observation/Performance Rubric 1
- Formal Observation/Performance Rubric 2
- Student Growth Measures
- Final Summative (carried forward from prior year)

You will receive the following popup message indicating the PDF files are being created. An email will be sent to you when the download of the files is available in eTPES in the Downloads section of the Reports tab. The email will be from no-reply@ohiotpes.com.

20

Note: Ensure your email address is correct in eTPES by checking your User Profile. See the section titled **User Profile** for instruction.

Batch Request Confirmation

Your batch request has been received and an email will be sent to you when the download is available in eTPES in the Downloads section on the Reports tab.

It is highly recommended that downloaded files and personnel information be kept secure according to your LEA's data handling policies. Files will be available in eTPES for 7 calendar days from the date of request in order to avoid referencing out of date information. Please generate a new request, if necessary, for updates to previously retrieved information.

Close

When you receive the email, go to the **Reports** tab. The **Status** will indicate the process has completed.

Click on **Zip** to unzip the completed files.

The files will be available in eTPES for seven calendar days in order to avoid referencing out of date information.


























The screenshot shows the eTPES interface. At the top left is the logo for OHIO eTPES (TEACHER PERSONNEL EVALUATION SYSTEM). A red arrow points to a download icon. The navigation bar includes HOME, EVALUATIONS, REPORTS, and HELP. The current page is 'Reports', with a sub-header 'My Downloads'. A message states: 'Reports are not available based on your active staff assignments.' Below this is a table with the following data:

Request Date	Academic Year	Educator Type	Location(s) / Educator	Type	Status	Download	Expiration Date	Refresh
10/30/2015 1:00:56 PM	2014-2015		Teacher, Mary (MT0000004)	Completed Educator Forms	Completed	Zip	11/6/2015 1:00:56 PM	

Two red arrows point to the 'Status' and 'Download' columns of the table row.

There will be a file for each completed form and a **Readme** file that will give information about the files downloaded.

Evaluation Forms

EVALUATION FORMS		EVIDENCE & ARTIFACTS		
OPTIONAL SELF-ASSESSMENT				
	Self-Assessment A Completion Process: Educator Only (Private)	-	N/A	Not Started
	Self-Assessment B Completion Process: Educator Only (Private)	-	N/A	Not Started
STEP 1: PROFESSIONAL GROWTH AND IMPROVEMENT PLANS				
	Professional Growth Plan Completion Process: Educator First, Evaluator Closes	-	-	Not Started  
	Improvement Plan Completion Process: Evaluator First, Educator Closes	-	-	Not Started   
	Improvement Plan: Evaluation of Plan Completion Process: Evaluator First, Educator Closes	-	-	Not Started   
STEP 2: FORMATIVE ASSESSMENT, OBSERVATION AND EXAMINATION OF ARTIFACTS				
		EDUCATOR	EVALUATOR	 FORMAL OBSERVATION  INFORMAL OBSERVATION
	Formal Observation/Examination of Artifacts (1) Completion Process: Evaluator First, Educator Closes	Pending	7/24/2015	Completed 
	Informal Observation (1) Completion Process: Evaluator First, Educator Closes	-	-	Not Started   
STEP 3: PERFORMANCE RATING RUBRIC				
	Performance Rating Rubric Completion Process: Evaluator First, Educator Closes	-	Pending	Not Started   

Form Completion Process: beneath each form name, the form completion process is listed.

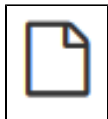
Professional Growth Plan Completion Process: Educator First, Evaluator Closes
--

Educator and Evaluator Completion Dates: the date the educator and evaluator completed the form is displayed in the Educator and Evaluator columns.

EDUCATOR	EVALUATOR
Pending	7/24/2015

Form Status: the status of the form is displayed (not started, in process, completed) next to the Evaluation completion date column.

In addition, the following icons are displayed:



Form not started or in progress



Form completed

Accessing electronic Forms: click on the form's title in blue text to open the form. This is referred to as the hyperlink. If the form's title is in black text, it is not ready for you to access.

Uploading PDF in place of electronic form: If your LEA is set up using option 2, you will have access to upload a PDF file in place of an electronic form. Click on the paperclip icon (displayed below) to utilize this feature. Uploading a PDF file will automatically complete the form.



Viewing/Printing Forms: PDF versions of the forms are available by clicking the PDF button on the far right of the form's row, as well as clicking on the form's title (icon displayed below). Forms can be printed at any time.



Skipping Forms: some forms are optional and can be skipped. Click on the icon (displayed below) to skip the form.



Restoring Skipped Forms: a form that is skipped can be restored. Click on the arrow icon (displayed below) to restore the form for use.



Evidence and Artifacts

The evidence and artifacts section allows the Educator and Evaluator to upload evidence and artifacts they would like to have on record regarding the evaluation. These files must be in PDF format.

Click on the Evidence and Artifacts tab to access the feature.

2015-2016

- Teacher (Option 1 - all electronic forms)
- Training District 4 (900004)
- Training School 4 (700004)

[View History](#)

[Download Completed PDFs](#)

EVALUATORS

Primary: Michael Superintendent (TS0000004)

Secondary: Unassigned

COMPLETION STATUS 🔒

- Growth or Improvement Plan
- Formal Observation/Performance Rubric 1
- Formal Observation/Performance Rubric 2
- Student Growth Measures
- Final Summative
- Final summative rating carried forward from prior year

EVALUATION FORMS
EVIDENCE & ARTIFACTS

OPTIONAL SELF-ASSESSMENT	EDUCATOR	EVALUATOR		
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"></div> <div> <p>Teacher Self-Assessment Summary Tool</p> <p><small>Completion Process: Educator Only (Private)</small></p> </div> </div>	-	N/A	Not Started	🔄 🗑️

Click on **Add Attachment**. Select the file, enter a description and select the attachment type (standard). Click on the **Attach** button.

EVALUATION FORMS
EVIDENCE & ARTIFACTS

EVIDENCE & ARTIFACTS	DESCRIPTION	OWNER	STANDARD	DATE	
There are no evidence or artifacts attached to this evaluation.					
					<div style="border: 2px solid red; padding: 2px; display: inline-block;">+ ADD ATTACHMENT</div>

The attachment can be removed by the owner (the individual who uploaded the document) by clicking on the red circle on the right of the screen.

Evaluation Form General Information

This section will detail the common features of all forms. The screen displayed below is the Teacher Formal Observation/Performance Rubric. We will use this form as an example to explain the common features of the forms.

Teacher Formal Observation / Performance Rubric

[Back to Evaluation](#)

[View PDF](#) [View Full Rubric PDF](#) [Suggested Guidelines](#)

Instructions: Evaluators may use the scripting box as a method of collecting evidence during the formal classroom observation. A formal observation consists of a classroom visitation of a minimum of 30 minutes, but can be an entire lesson, or class period. Evidence is then categorized on the *Teacher Performance Evaluation Rubric*, and scored holistically. This means that evaluators will assess which level provides the best overall description of the teacher. The scoring process is expected to occur upon completion of each observation cycle. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, as well as informal observations (classroom walkthroughs).

When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

NOTE: This form is editable by the Evaluator only. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks on the completion button, the Evaluator will be notified.

Formal Observation

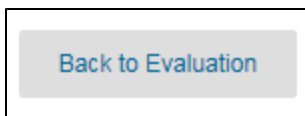
Date of Observation: (Required)

Beginning Time: (Required)
 [Now](#)

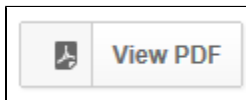
Ending Time: (Required)
 [Now](#)

Subject:

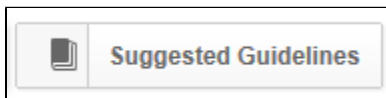
Back to Evaluation: Click on the **Back to Evaluation** button to go back to the Evaluation screen.



View/Print: Each form can be printed by clicking on **View PDF**. This will bring up a new screen displaying the document in a PDF format.



Suggested Guidelines: Click on **Suggested Guidelines** to view the guidelines from the framework.



Instructions: this section will explain how to complete the form.

Notes: this section will explain the flow of the form, who has access and when.

Saving: When an answer is entered, whether by typing text or clicking on a button/box, the answer is automatically saved. The form will save all items entered, therefore users can enter and exit the form as necessary without losing data.

Required Answers: Questions that must have an answer entered are noted.

Character Limitation in Text Boxes: All text boxes have the capability of accepting an unlimited number of characters.

Completing Forms: After the questions have been answered on the form, go to the bottom of the screen, enter your PIN and click on the **Complete Form** button. If you do not remember your PIN, click on the **Forgot your PIN** hyperlink. When your PIN is entered notifications will be sent to both parties indicating the form has been completed and, if applicable, viewing or editing will be enabled for the other party. See the notes on each specific form regarding who will be able to view/edit the form.

PIN Completion

Evaluator must complete form first

Enter Evaluator PIN below and click "Complete Form" to confirm.

Evaluator PIN:

Complete Form

[Forgot your PIN?](#)

Collaborative Completion of Forms - Forms that require both Evaluator and Educator signatures support collaborative meetings. The Evaluator and Educator can both enter their PIN from the Evaluator's screen when conducting a collaborative meeting.

Reopening Forms: Forms can be reopened for additional editing. The forms can be reopened by the person who created the form. To reopen a form, go to the bottom of the form and click on the **Reopen for Editing** button. If there is no button, then access to reopen is not available.

Performance Evaluation Forms

Teacher Self-Assessment Summary Tool

The first form on the Teacher Evaluation screen is the **Self-Assessment**.

This form is for the **Teacher Only (Private)**, meaning it can only be accessed by the teacher.

This form is optional in eTPES. Your administration will inform you if they would like you to complete this form. The form can be skipped by selecting the circle highlighted below:

To access the form, click on the form title or hyperlink to open the form.

There will be a list of statements under each of the seven standards. Select whether each statement is an area of strength or an area of growth. Each standard will be in the same format shown below with the ability to add evidence.

Standard 1: Students

1.1 Knowledge of how students learn and of student development

Area of Strength Area of Growth [clear selection](#)

1.2 Understanding of what students know and are able to do

Area of Strength Area of Growth [clear selection](#)

1.3 High expectations for all students

Area of Strength Area of Growth [clear selection](#)

1.4 Respect for all students

Area of Strength Area of Growth [clear selection](#)

1.5 Identification, instruction and intervention for special populations

Area of Strength Area of Growth [clear selection](#)

1.6 Evidence to support rating:

The last part of the form is the **Priorities** section. Select two priorities (standards) for the upcoming academic year.

8. Priorities

8.1 Identify two priorities (standards) for the upcoming year:

- Standard 1: Students
- Standard 2: Content
- Standard 3: Assessment
- Standard 4: Instruction
- Standard 5: Learning Environment
- Standard 6: Collaboration and Communication
- Standard 7: Professional Responsibility and Growth

Note

This form is private and only accessible by the Teacher. The Evaluator cannot view or edit this form. Upon completion, the Evaluator will be notified the form is complete but will not be able to view or edit the form.

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.








Upon completion, the evaluator will be notified the form is completed but will not be able to view or edit the form. Once the teacher has completed the form, click on the **Back to Evaluation** button to be directed back to the **Evaluation** page.

Step 1: Professional Growth and Improvement Plans

Step 1 of the evaluation process is the Professional Growth Plan and Improvement Plan. One of these plans is required and must be completed for Step 1.

i If the **Improvement Plan** requirement was indicated at the end of the last academic year, the **Professional Growth Plan** will not be available to the Teacher.

The **Professional Growth Plan** is completed by the teacher and the **Improvement Plan** is completed by the Evaluator.

STEP 1: PROFESSIONAL GROWTH AND IMPROVEMENT PLANS		EDUCATOR	EVALUATOR	
	Professional Growth Plan <small>Completion Process: Educator First, Evaluator Closes</small>	-	-	Not Started  
	Improvement Plan <small>Completion Process: Evaluator First, Educator Closes</small>	-	-	Not Started
	Improvement Plan: Evaluation of Plan <small>Completion Process: Evaluator First, Educator Closes</small>	-	-	Not Started

Professional Growth Plan

w The **Professional Growth Plan** is first completed by the teacher. Upon teacher PIN entry, the evaluator will be sent a notification and have access to review and edit the form. Upon evaluator completion, the teacher will be sent a notification.

To complete the **Professional Growth Plan**, click on the form title (or hyperlink) to open the form.

A blank **Professional Growth Plan** is displayed below.

1. Type of Growth Plan

1.1 Select the type of Growth Plan: (Required)

Self-Directed Collaborative [clear selection](#)

2. Annual Focus

These are addressed by the Evaluator as appropriate for this Teacher.

Goal 1 Area: Student Achievement/Outcomes for Students

2.1 Goal 1: Statement (Required)

 A rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link.

2.2 Goal 1: Evidence indicators (Required)

 A rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link.

2.3 Goal 1: Areas for Professional Growth (Supports needed, resources, professional development)

Comments during conference with Teacher and Evaluator are made appropriate to the needs of the Teacher.

Rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link. Below the toolbar is a large empty text area for input.

Goal 2 Area: Teacher Performance on the Ohio Standards for the Teaching Profession

2.4 Goal 2: Statement (Required)

Rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link. Below the toolbar is a large empty text area for input.

2.5 Goal 2: Evidence indicators (Required)

Rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link. Below the toolbar is a large empty text area for input.

2.6 Goal 2: Areas for Professional Growth (Supports needed, resources, professional development)

Comments during conference with Teacher and Evaluator are made appropriate to the needs of the Teacher.

Rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link. Below the toolbar is a large empty text area for input.

3. Dates

3.1 Record dates when discussed:

Rich text editor toolbar with icons for undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, subscript, superscript, text color, and link. Below the toolbar is a large empty text area for input.

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Improvement Plan

i For those teachers on an Improvement plan, the **Improvement Plan** and **Evaluation of Plan** forms will be locked to the teacher until the evaluator has completed the forms.

To view the **Improvement Plan**, click on the form title (or hyperlink). A blank **Improvement Plan** form is displayed below.

1. Improvement Statement

List specific areas for improvement as related to the Ohio Standards for the Teaching Profession. Attach documentation.

1.1 Performance standard(s) addressed in this plan: (Required)

← → ✂ 📄 📁 **B** *I* U Ⓢ x₂ x² A ▾ *I*_x

1.2 Date(s) improvement area or concern observed: (Required)

← → ✂ 📄 📁 **B** *I* U Ⓢ x₂ x² A ▾ *I*_x

1.3 Specific statement of the concern: Areas of improvement: (Required)

← → ✂ 📄 📁 **B** *I* U Ⓢ x₂ x² A ▾ *I*_x

2. Desired Level of Performance

List specific measurable goals to improve performance. Indicate what will be measured for each goal.

2.1 List Goals: (Required)

← → ✂ 📄 📧 **B** *I* U ~~S~~ x₂ x² A ▾ *I*_x

2.2 Level of Performance: Specifically describe successful improvement target(s): (Required)

← → ✂ 📄 📧 **B** *I* U ~~S~~ x₂ x² A ▾ *I*_x

2.3 Beginning Dates: (Required)

← → ✂ 📄 📧 **B** *I* U ~~S~~ x₂ x² A ▾ *I*_x

2.4 Ending Dates: (Required)

← → ✂ 📄 📧 **B** *I* U ~~S~~ x₂ x² A ▾ *I*_x

Cut

3. Specific Plan of Action

Describe in detail specific plans of action that must be taken by the Teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the Improvement Plan.

3.1 Actions to be taken: (Required)

← → ✂ 📄 📧 **B** *I* U ~~S~~ x₂ x² A ▾ *I*_x

3.2 Sources of evidence that will be examined: (Required)

← → ✂ 📄 📧 **B** *I* U ~~S~~ x₂ x² A ▾ *I*_x

4. Assistance and Professional Development

4.1 Describe in detail specific supports that will be provided as well as opportunities for Professional Development: **(Required)**

← → ✂ 📄 📎 **B** *I* U ☰ ×₂ ×² A ▾ *I*_x

5. Dates

5.1 Date of Improvement Plan conference: **(Required)**

📅

5.2 Date for this Improvement Plan to be evaluated: **(Required)**

📅

After reviewing the information, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Note: Entering your PIN indicates you have been advised of your performance status; it does not necessarily imply that you agree with the information.

Improvement Plan: Evaluation of Plan

 For those teachers on an Improvement plan, the **Improvement Plan** and **Evaluation of Plan** forms will be locked to the teacher until the evaluator has completed the forms.

To view the **Improvement Plan: Evaluation of Plan**, click on the form title (or hyperlink).

1. Improvement Plan

1.1 This Evaluation refers to the Improvement Plan Conference dated: **(Required)**

2. Justification for recommendation

2.1 Provide justification for the recommendation indicated below and attach evidence to support the recommended course of action. **(Required)**

↶ ↷ ✂ 📄 📁 **B** *I* U 🔗 x_2 x^2 A ▼ *I*

3. Recommendation

3.1 The improvement plan has been evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken: **(Required)**

Improvement is demonstrated and performance standards are met to a satisfactory level of performance.**

The Improvement Plan should continue for time specified.

Dismissal is recommended.

[clear selection](#)

** The acceptable level of performance varies depending on the teacher's years of experience. Teachers in residency—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced teachers—with five or more years of experience—are expected to meet the Proficient level or above.

3.2 If Improvement Plan is to be continued for a specific time, enter dates below:

↶ ↷ ✂ 📄 📁 **B** *I* U 🔗 x_2 x^2 A ▼ *I*

4. Conference Date

4.1 Evaluation of Improvement Plan conference date: **(Required)**

After reviewing the information, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Note: Entering your PIN indicates you have been advised of your performance status; it does not necessarily imply that you agree with the information.

Step 2: Formative Assessment

Step 2: Formative Assessment is made up of the observation cycle forms and the professional project form.










The observation cycle forms include the following:

- **Pre-conference**
- **Informal Observation**
- **Formal Observation/Performance Rubric**

- **Post-conference Planning**

You may have multiple observation cycles on your evaluation screen. This is set up by your Evaluator.

Teacher Professional Project: The board may elect, by adoption of a resolution, to require only one formal observation of a teacher who received a rating of accomplished on the teacher’s most recent evaluation conducted under this section, provided the teacher completes a project that has been approved by the board to demonstrate the teacher’s continued growth and practice at the accomplished level.

STEP 2: FORMATIVE ASSESSMENT		EDUCATOR	EVALUATOR		
Observation & Examination of Artifacts (1)					
	Pre-Conference Completion Process: Educator First, Evaluator Closes	-	-	Not Started	 
	Informal Observation (1) Completion Process: Evaluator First, Educator Closes	-	-	Not Started	
	Formal Observation / Performance Rubric Completion Process: Evaluator First, Educator Closes	-	-	Not Started	
	Post-Conference Planning Completion Process: Evaluator Only (Private)	N/A	-	Not Started	
Teacher Professional Project					
	Teacher Professional Project Completion Process: Educator First, Evaluator Closes	-	-	Not Started	 

Observation Cycle Forms

Pre-Conference

Click on the form title, or hyperlink, to open the form.

The teacher will complete the form first. Upon Teacher completion, the Evaluation will be notified and have access to review/respond to the form. Upon Evaluator completion, the Teacher will be notified.

Use of the form will depend on district directives.

The questions provided are to guide thinking and conversation. Not every question needs to be answered. The purpose is to give your Evaluator information about the classroom observation.

Teacher Pre-Conference

[Back to Evaluation](#)

[View PDF](#) [Suggested Guidelines](#)

Instructions: The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation. Teachers may choose to write responses or discuss their responses during the conference. Principals may want to enter notes as a record of their conversation with the teacher.

NOTE: This form is editable by the Teacher and Evaluator. The Teacher will review/complete the form first. Upon Teacher completion, the Evaluator will be notified and have access to review/respond to the form. Upon Evaluator completion, the Teacher will be notified.

1. Instructional Planning

FOCUS (Standard 4: Instruction)
What is the focus for the lesson?
What content will students know/understand? What skills will they demonstrate?
What standards are addressed in the planned instruction?
Why is this learning important?

ASSESSMENT DATA (Standard 3: Assessment)
What assessment data was examined to inform this lesson planning?
What does pre-assessment data indicate about student learning needs?

PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS (Standard 1: Students, Standard 2: Content and Standard 4: Instruction)
What prior knowledge do students need?
What are the connections to previous and future learning?
How does this lesson connect to students' real-life experiences and/or possible careers?
How does it connect to other disciplines?

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Informal Observation

Click on the form title, or hyperlink, to open the form.

The **Informal Observation** form is locked to the teacher until completed by the evaluator. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks on the completion button, the Evaluator will be notified.

<p>1. Observation Information</p> <hr/> <p>1.1 Date of walkthrough:*</p> <p>12/26/2013</p> <p>1.2 Beginning time:*</p> <p>9:00 PM</p> <p>1.3 Ending time:*</p> <p>9:00 PM</p> <p>1.4 Subject</p> <p><i>(Read Only) This item has not been answered</i></p> <p>2. Evaluator Observations</p> <hr/> <p><i>Check all items that apply or enter observation notes.</i></p> <p>FOCUS ON LEARNING (Standard 4: Instruction)</p> <p><i>Learning outcomes and goals are clearly communicated to students</i></p> <p>ASSESSMENT DATA (Standard 3: Assessment)</p> <p><i>Teacher employs a variety of formal and Informal assessment techniques</i></p> <p><i>Multiple methods of assessment of student learning are utilized to guide instruction</i></p> <p>PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Content presented is accurate and grade appropriate</i></p> <p>KNOWLEDGE OF STUDENTS (Standard 1: Students)</p> <p><i>Teacher demonstrates familiarity with students' background knowledge and experiences</i></p> <p>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</p> <p><i>(Read Only) This item has not been answered</i></p> <p>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)</p> <p><i>Instruction and lesson activities are accessible and challenging for students</i></p> <p>RESOURCES (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Varied instructional tools and strategies reflect student needs and learning objectives</i></p> <p><i>Instructional materials and resources are aligned to instructional purposes</i></p> <p>CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p> <p><i>Routines support learning goals and activities</i></p> <p>ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)</p> <p><i>Teacher provides students with timely and responsive feedback</i></p> <p>Observation Notes:</p> <p><i>notes</i></p>

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Formal Observation /Performance Rubric

Click on the form title, or hyperlink, to open the form.

The **Formal Observation/Performance Rubric** form is locked to the Teacher until completed by the Evaluator. Upon Evaluator completion, the Teacher will be notified and have access to view the form. After the Teacher enters the PIN and clicks on the completion button, the Evaluator will be notified.

Professionalism				
	Ineffective	Developing	Skilled	Accomplished
<p>PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)</p> <p><i>Sources of Evidence:</i> Professional Growth Plan or Improvement Plan, Pre-Conference, Post-Conference, daily interaction with others</p>	<p>The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p>The teacher fails to understand and follow regulations, policies and agreements.</p> <p>The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p>	<p>The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p>The teacher understands and follows district policies and state and federal regulations at a minimal level.</p> <p>The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work and identify targeted strategies.</p> <p>The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.</p> <p>The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.</p>	<p>The teacher communicates effectively with students, families and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>
EVIDENCE				

This shows only the **Professionalism** section of the **Professionalism Rubric**. The view will also include the **Instructional Planning**, **Instruction and Assessment**, and **Overall Rating** sections as well.



At the end of the **Formal Observation/Performance Rubric**, a rating can be given for each observation cycle. All evidence will be used on the rubric to support the rating. The ratings from Cycle 1 and Cycle 2 (and any additional observations) will populate the Final Summative Rating section. At that time, the evaluator will determine the Final Performance Rating.


To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Post Conference Planning

The **Post Conference Planning** form is locked to the teacher and only viewable by the evaluator. This form is used by the evaluator to plan for the post-conference and document areas for reinforcement and areas for refinement. This information will be shared with the teacher during the post-conference.

Teacher Professional Project

Click on the form title, or hyperlink, to open the form.

 For accomplished teachers, the Teacher Professional Project is an option in lieu of the second observation. This is determined by local board policy. If this option is available to the teacher, the teacher begins the form, and submits the plan to the evaluator who then gets board approval.


The Teacher must complete his or her portion of the form first. Upon Teacher completion, the Evaluator will be notified and have access to complete his or her portion the form. Upon Evaluator completion, the Teacher will be notified.

There are four sections of this form. The Teacher should complete the second section, Approval Considerations. The other sections will be completed by the Evaluator.

The first section is **Important Dates**. The Evaluator will complete this section.


1. Important Dates

1.1 Date of initial conference. **(Required)**




1.2 Additional conference dates for project progress:

1.3 Project approval date: **(Required)**



1.4 Project evaluation date: **(Required)**



The second section is the **Approval Considerations** section which will be completed by the Teacher.

Approval Considerations

2.1 Proposed Project: Describe the scope of your proposed Professional Growth Project. Which Standards for the Teaching Profession are you focusing on for this project?

This section is entered by the Teacher and describes the project.

2.2 Timeline: What is the anticipated timeline for completion of this project?

This section is entered by the Teacher and states the timeline.

2.3 Data Collection: What evidence and artifacts will you collect to demonstrate progress on this project?

This section is entered by the Teacher and describes the evidence and artifacts collected.

0%

2.4 Anticipated Impact: Describe how your involvement in this project will contribute to your professional growth and to student learning.

This section is entered by the Teacher and describes how the project contributes to the Teacher's professional growth and to student learning.

2.5 Resources: Describe what human and material resources will be utilized to support this project.

This section is entered by the Teacher and describes the human and material resources utilized.

2.6 Evidence: Using data collection and evidence, what final assessment will constitute successful completion of this project? Projects that extend beyond one school year should include interim objectives that will provide evidence of progress toward project completion.

This section is entered by the Teacher and describes what constitutes successful completion of the project.

0%

2.7 Results: Describe the results of this project.

This section is entered by the Teacher and describes the results of the project

2.8 Dissemination: How will you share the results of this project with the larger school community? What method will you use to share information?

This section is entered by the Teacher and describes how the Teacher will share the results with the school community.

2.9 Impact: Make recommendations on how the work of this project might be extended to have greater impact on teacher growth and student learning.

This section is entered by the Teacher and makes recommendations on how the work might be extended to have a greater impact on growth and student learning.

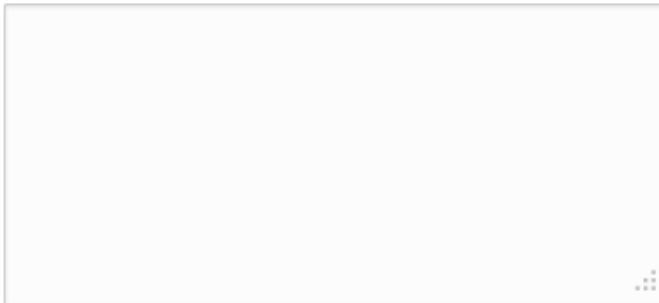
The third section is the **Evaluations Considerations** which should be completed by the Evaluator. This section includes comments and the performance rubric.

3. EVALUATION CONSIDERATIONS:

Evaluator: As you evaluate this project, please address some or all of the following points in your comments.

- *Standards or standard area of the rubric that apply for this teacher*
- *Relevance of project to teacher*
- *Interest and effort demonstrated by the teacher in this project*
- *Outcomes that benefit student learning*
- *Impact of project on school, district, community*

3.1 Comments



3.2 Evaluator Rating

Once the project has been completed, the project will be evaluated in accordance with Standard 7: Professional Responsibility and Growth, and any other applicable standards from the Ohio Standards for the Teaching Profession. The Project Fabric (below) and the evaluator's comments should be used to determine the rating. This rating will be holistically combined with the Observation Rating for the Final Summative Rating.

	Skilled	Accomplished
7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	<ul style="list-style-type: none"> The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations. 	<ul style="list-style-type: none"> The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom. The teacher helps shape policy at the local or state level.
7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.	<ul style="list-style-type: none"> The teacher participates in relevant professional development activities and incorporates what he/she learns into instruction. The teacher knows and uses the Ohio Standards for Professional Development. The teacher works collaboratively to determine and design appropriate professional development opportunities. The teacher sets data-based short- and long-term professional goals and takes action to meet these goals. 	<ul style="list-style-type: none"> The teacher uses professional literature, professional dialogue, collaboration with colleagues and other resources to support his/her development as a teacher and leader. The teacher analyzes his/her content knowledge and instructional strengths and weaknesses and presents and implements targeted ideas for professional growth. The teacher pursues advanced degrees and/or National Board for Professional Teaching Standards (NBPTS) certification. The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.
7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality school improvements and student achievement.	<ul style="list-style-type: none"> The teacher participates in team or departmental decision making. 	<ul style="list-style-type: none"> The teacher is actively involved in professional and community organizations that advance teaching and learning. The teacher takes a leadership role in department, school, district, state, and professional organizations' decision-making activities, such as curriculum development, staff development or policy design. The teacher facilitates the development of efficacy – the belief that teachers can impact the achievement of all students – among other teachers in their school district.
EVIDENCE		

The last section is the **Project Rating**.

4. Project Rating

-

Skilled
 Accomplished
 clear selection

To complete the form, enter your PIN and click on the **Complete Form** button. Your PIN can be found on the **User Settings** page or by clicking on the **Forgot your PIN?** link.

Step 3: Student Growth Measures (SGM)

This feature will be updated and available in the Spring of 2016.

Step 4: Summative Evaluation

This feature will be updated and available in the Spring of 2016.

Teacher: Reports Tab



To print/download all completed forms for an academic year or one specific evaluation form, refer to the Evaluations Tab section.

Teacher: Help Tab

To access the **Help** page, click on the **Help** tab on the tool bar.

The **Help** page, displayed below, includes how to contact support, obtain documents regarding the OPES/OTES framework, and the electronic system and a link to the Ohio Department of Education eTPES web page. Also included are the User Manuals and Training Videos.

Help

Ohio Department of Education Links

- [eTPES Help](#)
- [Student Growth Measures for Teachers](#)
- [Student Growth Measures for Principals](#)

Support Contact Information

[Release Notes](#)

If you have OTES or OPES policy questions, please contact us at:	etpes@education.ohio.gov
If you have SLO or Student Growth Measure policy questions, please contact us at:	sgm@education.ohio.gov
If you have eTPES technical questions, please contact us at:	Online Support Request support@OhioTPES.com or call 1-877-314-1412
If you have NIET evaluator credentialing questions, please contact us at:	support@niet.org

Teacher Evaluation System - Resources

- [eTPES Teacher User Guide \[PDF\]](#)
- [OTES Model \[PDF\]](#)
- [OTES Resources \[PDF\]](#)
- [Ohio Standards for Teachers \[PDF\]](#)
- [OTES Understanding and Using the Standards \[PDF\]](#)
- [Sample Professional Growth Plan \[PDF\]](#)
- [OTES Forms List / Options 1 and 2 \[PDF\]](#)
- [OTES Forms List / Option 3 \[PDF\]](#)

Principal Evaluation System - Resources

- [eTPES Principal User Guide \[PDF\]](#)
- [OPES Model \[PDF\]](#)
- [OPES Resources \[PDF\]](#)
- [Ohio Standards for Principals \[PDF\]](#)
- [OPES Understanding and Using the Standards \[PDF\]](#)
- [OPES Forms List / Options 1 and 2 \[PDF\]](#)
- [OPES Forms List / Option 3 \[PDF\]](#)

Superintendent/Designee - Resources

- [eTPES Superintendent/Designee User Guide \[PDF\]](#)
- [LEA Setup Help \[PDF\]](#)
- [Quick guide for setting Primary Evaluators \[PDF\]](#)
- [Option 3 Process and Access \[PDF\]](#)

Training Videos [YouTube/Vimeo]

- 2014-15 eTPES Updates including Legislative Changes (5 videos)
- [Student Growth Measures Video #1: Teacher Framework and LEA SGM default percentages](#)
- [Student Growth Measures Video #2: Entry of SGM data](#)

Support Contact Information

To receive the quickest response to support questions, it is important to contact the correct support team. The options are listed on the Help tab and below.

Release Notes are now available to view for details pertaining to new features in the eTPES System,

Support Contact Information

[Release Notes](#)

If you have OTES or OPES policy questions, please contact us at: etpes@education.ohio.gov

If you have SLO or Student Growth Measure policy questions, please contact us at: sgm@education.ohio.gov

If you have eTPES technical questions, please contact us at: [Online Support Request](#)
support@OhioTPES.com
or call 1-877-314-1412

If you have NIET evaluator credentialing questions, please contact us at: support@niet.org

For policy questions, contact etpes@education.ohio.gov.

For technical questions regarding the eTPES website, click on the **Online Support Request** link, email support@ohiotpes.com, or call 1-877-314-1412. For the fastest most efficient response, fill out the Online Request form by clicking the link provided.

For questions regarding evaluator credentialing, email support@niet.org.

Resources and Training Videos

There are a number of help documents, user guides and other resources, including training videos, available to review.

Click on any link to access the related resource.

Teacher Evaluation System - Resources

- [eTPES Teacher User Guide \[PDF\]](#)
- [OTES Model \[PDF\]](#)
- [OTES Resources \[PDF\]](#)
- [Ohio Standards for Teachers \[PDF\]](#)
- [OTES Understanding and Using the Standards \[PDF\]](#)
- [Sample Professional Growth Plan \[PDF\]](#)
- [OTES Forms List / Options 1 and 2 \[PDF\]](#)
- [OTES Forms List / Option 3 \[PDF\]](#)

Principal Evaluation System - Resources

- [eTPES Principal User Guide \[PDF\]](#)
- [OPES Model \[PDF\]](#)
- [OPES Resources \[PDF\]](#)
- [Ohio Standards for Principals \[PDF\]](#)
- [OPES Understanding and Using the Standards \[PDF\]](#)
- [OPES Forms List / Options 1 and 2 \[PDF\]](#)
- [OPES Forms List / Option 3 \[PDF\]](#)

Superintendent/Designee - Resources

- [eTPES Superintendent/Designee User Guide \[PDF\]](#)
- [LEA Setup Help \[PDF\]](#)
- [Quick guide for setting Primary Evaluators \[PDF\]](#)
- [Option 3 Process and Access \[PDF\]](#)

Training Videos [YouTube/Vimeo]

- 2014-15 eTPES Updates including Legislative Changes (5 videos)
- Student Growth Measures Video #1: Teacher Framework and LEA SGM default percentages
- Student Growth Measures Video #2: Entry of SGM data