



This document is intended to provide additional information for preschool teachers being evaluated under the OTES 2.0 system and their supervising administrators. There are components of the Step Up to Quality requirements that correspond to the evidence collected in OTES 2.0. This Crosswalk is meant to support teachers to be more efficient in collecting data for both OTES 2.0 and Step Up to Quality.

A Review of the Teacher Performance Evaluation Rubric

The Teacher Performance Evaluation Rubric describes teacher performance in three organizational areas:

- Instructional Planning;
- Instruction and Assessment; and
- Professionalism.

It also looks at teacher performance through six domains of teacher practice:

- Focus for Learning;
- Knowledge of Students;
- Lesson Delivery;
- Classroom Environment;
- Assessment of Student Learning; and
- Professional Responsibilities.

These organizational areas and domains align with the ***Ohio Standards for the Teaching Profession***. The rubric helps evaluators do comprehensive reviews of teacher practices and interactions in and outside the classroom. The rubric also helps evaluators consider patterns of evidence and performance trends throughout the school year. The rubric contains detailed descriptions of practice at four performance levels — **Ineffective, Developing, Skilled and Accomplished** — and offers guidance on likely sources of evidence related to performance in each domain.

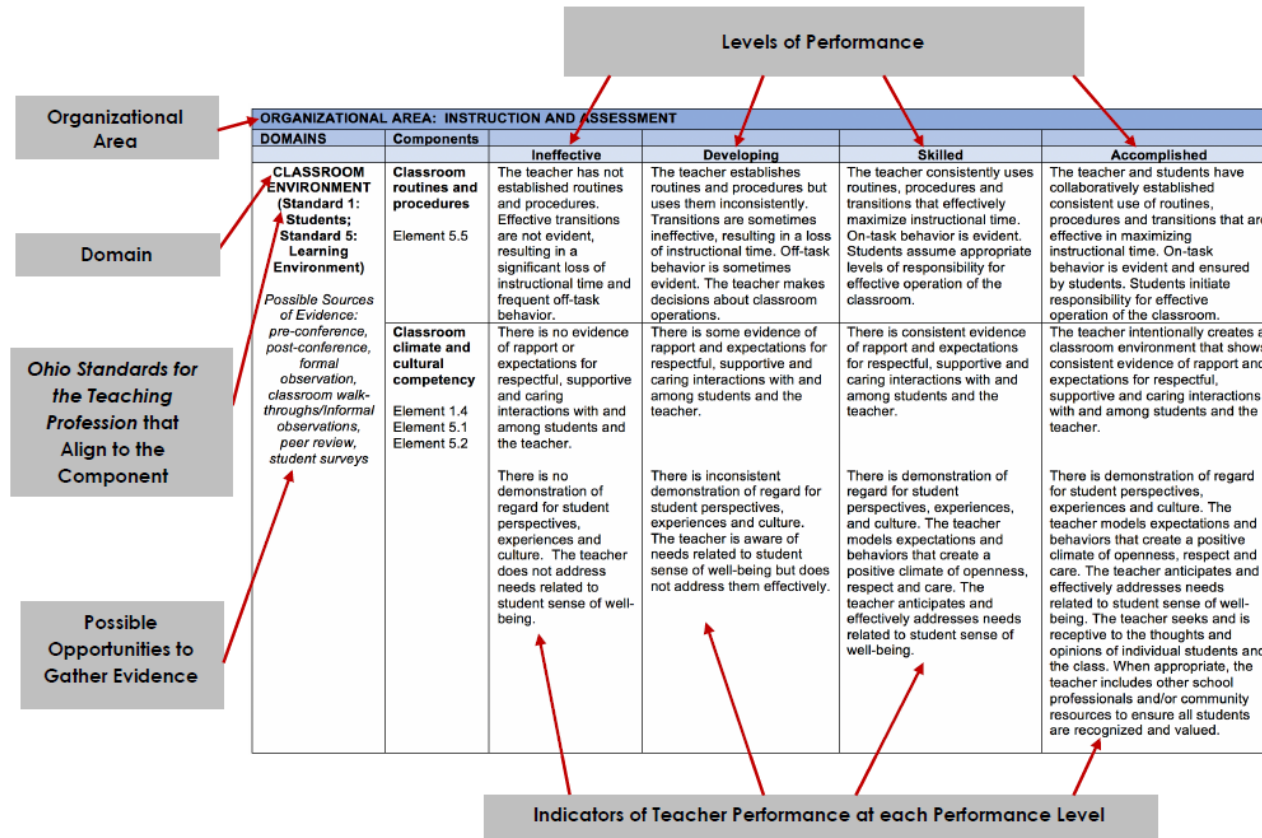
A Review of the Step Up to Quality Standards

The Step to Quality programs standards are organized in four domains:

- Learning and Development
- Administrative and Leadership Practices
- Staff Qualifications and Professional Development
- Family and Community Partnerships



Each domain has sub-domains which are listed in the Step Up to Quality Framework (figure 2). The sub-domains have an abbreviation listing the program standard number in this document. For example, CP1 refers to Curriculum and Planning (CP) in the Learning and Development Domain.





STEP UP TO QUALITY FRAMEWORK

Learning and Development Domain

Curriculum and Planning (CP)

Curriculum

Teacher Access to Standards

Activity Plans

Child Screening and Assessment (CSA)

Child Screening

Child Assessment

Child Educational and Developmental Goals

Interaction and Environment (IE)

Classroom Self-Assessment

Ohio's Classroom Observation Tool

Administrative and Leadership Practices Domain

Staff Supports (SS)

Staff Supports and Wage Structure

Program Administration (PA)

Program Self-Assessment

Formal Observations

Continuous Improvement Plan

Staff Management (SM)

Professional Development Plan

Staff Qualifications and Professional Development Domain

Staff Education (SE)

Staff Education

Professional Development (PD)

Professional Development

Ohio Professional Registry

Family and Community Partnerships Domain

Transitions (T)

Children's Records Transferred

Transition Plan

Communication and Engagement (CE)

Communication

Health Screening

Community Engagement/Parent Resources



ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING

SUTQ Standards that may be used for evidence:

CP1 *The program implements a written, research based, comprehensive curriculum aligned with the Early Learning and Development Standards and demonstrates its alignment to the child assessment. Each teacher has daily access to a copy of the curriculum. Each lead teacher has available and can access in the classroom the Early Learning and Development Standards.*

CP2 *Teachers use a written dated plan of activities for all hours of instructional time.*

CP3 *Lead teachers plan intentional and purposeful activities and experiences for all hours of instructional time, that meet the needs, interests, and abilities of children across the following domains: Approaches Toward Learning, Social/Emotional Development, Cognitive and General Knowledge, Physical Well-Being and Motor Development, and Language and Literacy Development in the Early Learning Development Standards and/or Common Core Standards; or the K-12 Standards for school age children in areas chosen by the program that best matches the philosophy.*

CP4 *Teachers support children's active engagement through opportunities for exploration and learning.*

CSA 3 *The program assesses all children enrolled (except school-age children) using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families.*

CSA4 *The program and parents work collaboratively to create two written developmental and educational goals within sixty days of enrollment for children and updated annually.*

CSA 5 *On-going child assessment results are used to make, adjust, and refine instructional decisions and to evaluate child progress.*



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 a source of high-quality student data and attempts to analyze trends and patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate.	The teacher correctly and thoroughly 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 goals.	The teacher leads data collection efforts and, in collaboration with students and/or others (i.e., parents, colleagues), correctly and thoroughly 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 goals.
	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 connection 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 include 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 include strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences. The teacher plans lessons that utilize the input and contributions of families, colleagues, and/or other professionals in understanding each student's prior knowledge, while supporting the student's development.



Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
	<p>Connections to state standards and district priorities</p> <p>Element 2.3 Element 4.1 Element 4.7</p>	<p>The teacher's instructional plan does not reference Ohio's Learning Standards.</p>	<p>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.</p>	<p>The teacher's instructional plan incorporates activities, assessments, and resources, including technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.</p>	<p>The teacher's instructional plan incorporates activities, assessments, and resources, including technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.</p> <p>The teacher participates in studying and evaluating advances in content and provides input on school and district curriculum.</p>
<p>KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)</p> <p><i>Possible Sources of Evidence: Analysis of Student Data, Pre-Conference, Artifacts, Student Surveys</i></p>	<p>Planning instruction for the whole child</p> <p>Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4</p>	<p>The teacher is not familiar with student experiences, culture, developmental characteristics, or backgrounds.</p>	<p>The teacher's instructional plan makes no connection to student experiences, culture, or developmental characteristics even though the teacher is familiar with the students' backgrounds.</p>	<p>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.</p>	<p>The teacher's instructional plan draws upon input from school professionals and outside resources and reflects connections to student experiences, culture, and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency, and interests.</p>



ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT

SUTQ Standards that may be used for evidence:

CP2 Teachers use a written dated plan of activities for all hours of instructional time.

CP3 Lead teachers plan intentional and purposeful activities and experiences for all hours of instructional time, that meet the needs, interests, and abilities of children across the following domains: Approaches Toward Learning, Social/Emotional Development, Cognitive and General Knowledge, Physical Well-Being and Motor Development, and Language and Literacy Development in the Early Learning Development Standards and/or Common Core Standards; or the K-12 Standards for school age children in areas chosen by the program that best matches the philosophy.

CP4 Teachers support children's active engagement through opportunities for exploration and learning.

CSA3 The program assesses all children enrolled (except school-age children) using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families. Programs serving school-age children and stand-alone school-age programs are only required to complete informal assessments with school-age children.

CSA4 The program and parents work collaboratively to create two written developmental and educational goals within sixty days of enrollment for children and updated annually.

CSA5 On-going child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress.

IE3 The program supports each child's development by providing well-structured learning environments and positive interactions among staff and children.



Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
<p>LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication)</p> <p><i>Possible Sources of Evidence: Pre-Conference, Post-Conference, Formal Observation, Classroom Walk-Throughs/Informal Observations, Peer Review</i></p>	<p>Communication with students</p> <p>Element 2.2 Element 4.3 Element 4.6 Element 6.1</p>	<p>The teacher does not communicate learning goals and expectations for mastery and does not model skilled performance with students. Students are not able to discern learning goals. Differentiated learning goals are not used.</p> <p>The teacher does not demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific strategies.</p> <p>There is no student engagement.</p> <p>The teacher does not provide students with feedback.</p>	<p>The teacher inconsistently communicates learning goals, expectations for mastery, and models of skilled performance with students. There is limited use of differentiated learning goals.</p> <p>The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and uses limited content-specific strategies.</p> <p>Students demonstrate little engagement in the lesson.</p> <p>Feedback to students is general, occasional, or limited and may not always support student learning.</p>	<p>The teacher is consistent and effective in communicating appropriate, needs-based differentiated learning goals, expectations for mastery, and models of skilled performance with students.</p> <p>The teacher demonstrates content knowledge by consistently using content-specific, developmentally appropriate language and content-specific strategies to engage students.</p> <p>The teacher's communication strategies and questioning techniques check for understanding and encourage higher level thinking.</p> <p>Substantive, specific, and timely feedback is given to students to support student learning.</p>	<p>The teacher is consistent and effective in communicating differentiated learning goals (needs based, interest based, strength based, etc.), expectations for mastery, and models of skilled performance with students through multiple communication techniques.</p> <p>The teacher demonstrates content knowledge by consistently using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques engage students in critical and creative thinking and stimulate student-to-student interactions.</p> <p>Substantive, specific, and timely feedback is given to support individual student learning. The teacher provides opportunities for students to engage in self-assessment, provide feedback to one another, and reflect on their own strengths and challenges.</p>



Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
	<p>Monitoring student understanding</p> <p>Element 3.2 Element 3.3</p>	<p>The teacher fails to monitor and address student confusion and misconceptions.</p>	<p>The teacher inconsistently monitors and addresses student confusion and misconceptions.</p>	<p>The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as challenges are perceived.</p>	<p>The teacher consistently monitors, addresses, articulates, and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as challenges are perceived.</p>
<p>LESSON DELIVERY <i>(continued)</i></p>	<p>Student-centered learning</p> <p>Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4</p>	<p>The learning is entirely teacher directed. Students are not participating in learning activities.</p> <p>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.</p>	<p>The learning is primarily teacher directed. Students participate in whole-class learning activities.</p> <p>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.</p>	<p>The learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning.</p> <p>Teacher provides 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.</p>	<p>The learning is self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills. The students persist in the learning tasks. The teacher effectively combines independent, collaborative, and whole class learning opportunities to maximize student learning.</p> <p>Teacher routinely promotes opportunities for students to actively participate in developing goals toward mastery, and students are responsible for decision-making 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.</p>



ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT

SUTQ standards that may be used for evidence:

CP3 *Lead teachers plan intentional and purposeful activities and experiences for all hours of instructional time, that meet the needs, interests, and abilities of children across the following domains: Approaches Toward Learning, Social/Emotional Development, Cognitive and General Knowledge, Physical Well-Being and Motor Development, and Language and Literacy Development in the Early Learning Development Standards and/or Common Core Standards; or the K-12 Standards for school age children in areas chosen by the program that best matches the philosophy.*

IE3 *The program supports each child's development by providing well-structured learning environments and positive interactions among staff and children.*

CSA3 *The program assesses all children enrolled (except school-age children) using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families. Programs serving school-age children and stand-alone school-age programs are only required to complete informal assessments with school-age children.*

CSA5 *On-going child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress.*

CSA6 *Program provides at least two ways to explain to families the child assessment process used and data collected, and how families can review and contribute to the education plan of their child.*



DOMAINS	Components				
		Ineffective	Developing	Skilled	Accomplished
<p>CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment)</p> <p><i>Possible Sources of Evidence: Pre-Conference, Post-Conference, Formal Observation, Classroom Walk-Throughs/Informal Observations, Peer Review, Student Surveys</i></p>	<p>Classroom routines and procedures</p> <p>Element 5.5</p>	<p>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.</p>	<p>The teacher establishes but inconsistently uses routines and procedures. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. Teacher makes decisions around classroom operations.</p>	<p>The teacher consistently uses routines, procedures, and transitions that are effective in maximizing instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for the effective operation of the classroom.</p>	<p>The teacher and students have collaboratively established the 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 the effective operation of the classroom.</p>
	<p>Classroom climate and cultural competency</p> <p>Element 1.4 Element 5.1 Element 5.2</p>	<p>There is no evidence of rapport or expectations for respectful interactions with and among students and the teacher.</p> <p>There is no demonstration of regard for student perspectives, experiences, and culture. The teacher does not address student needs relating to student sense of well-being.</p>	<p>There is some evidence of rapport and expectations for respectful interactions with and among students and the teacher.</p> <p>There is inconsistent demonstration of regard for student perspectives, experiences, and culture. The teacher is aware of student needs relating to student sense of well-being but does not effectively address them.</p>	<p>There is consistent evidence of rapport and expectations for respectful interactions with and among students and the teacher.</p> <p>There is a 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 student needs relating to student sense of well-being.</p>	<p>There is consistent evidence of rapport and expectations for respectful interactions with and among students and the teacher. The teacher creates a classroom environment in which students demonstrate care and respect for one another.</p> <p>There is a 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 student needs relating to student sense of well-being. The teacher seeks out and is receptive to the thoughts and opinions of individual students and the class. When appropriate,</p>



DOMAINS	Components				
		Ineffective	Developing	Skilled	Accomplished
					the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.
ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment) <i>Possible Sources of Evidence: Pre-Conference, Formal Observation, Classroom Observation, Classroom Walk-Throughs/Informal Observations, Assessments, Student Portfolios, Post-Conference</i>	Use of assessments Element 3.1 Element 3.2 Element 3.3	<p>The teacher does not use varied assessments.</p> <p>The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs.</p>	<p>The teacher makes limited use of varied assessments.</p> <p>The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs.</p>	<p>The teacher selects, develops and uses multiple assessments including routine use of various diagnostic, formative, and summative assessments.</p> <p>The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles and modify instruction and differentiate to meet the needs of groups of students.</p>	<p>The teacher intentionally and strategically selects, develops and uses multiple assessments including routine use of various diagnostic, formative, and summative assessments. The teacher provides assessment choices to meet the full range of student needs.</p> <p>The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs.</p>
	Evidence of Student Learning Element 3.3 Element 3.4	<p>The teacher's assessment data demonstrates no evidence of academic growth and/or achievement over time for most of the teacher's students.</p> <p>The teacher does not share evidence of student learning with students.</p>	<p>The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate academic growth and/or achievement over time for some of the teacher's students.</p> <p>The teacher shares evidence of student learning with students.</p>	<p>The teacher uses at least two sources of high-quality student data to demonstrate academic growth and/or achievement over time showing clear evidence of expected growth and/or achievement for most students.</p> <p>The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.</p>	<p>The teacher uses at least two sources of high-quality student data to demonstrate academic growth and/or achievement over time showing clear evidence of above expected growth and/or achievement for most students.</p> <p>The teacher shares evidence of student learning with colleagues, parents, and students to collaboratively plan instruction to meet individual student needs.</p>



ORGANIZATIONAL AREA: PROFESSIONALISM

SUTQ standards that may be used for evidence:

CSA 5 *On-going child assessment results are used to make, adjust, and refine instructional decisions and to evaluate child progress.*

CE2 *The program communicates with families using at least two different modes of communication; and at least one mode promotes two-way communication.*

CE3 *The program provides families with combined or separate information on at least one health topic and one child development topic annually that are appropriate to all age groups served at the program.*

CE4 *The program offers at least one opportunity for all families to engage in activities annually.*

CE5 *The program offers at least one educational training, workshop or event to support families' engagement in children's learning and development annually for each age group served.*

CE8 *The program uses a formal model or process to enhance family engagement strategies.*

PA2 *The program completes an annual continuous improvement plan using results from the current annual program self-assessment, which includes a minimum of two goals and at least two action steps towards completing the goals. Input from staff and families is also included in developing the continuous improvement plan.*

IE1 *The program completes an annual classroom self-assessment tool(s) that addresses the quality of the classroom environment and staff/child interactions that is developmentally appropriate to age groups served.*

SM2 *Administrators, lead teachers and assistant teachers have annual professional development plans.*



Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) <i>Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, Pre-Conference, Post-Conference, Artifacts, Self-Assessment, 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 uses inconsistent and/or ineffective communication and engagement strategies with students and families that do not adequately contribute to student learning, well-being, and development.	The teacher uses effective and appropriate communication and engagement strategies with students and families resulting in the development of partnerships that contribute to student learning, well-being, and development.	The teacher uses multiple means of effective and appropriate, two-way, ongoing communication and engagement strategies with individual students and families resulting in active participation and development of partnerships that contribute to each student's learning, well-being, and development.
	Communication and collaboration with colleagues Element 6.3	The teacher fails to communicate and/or collaborate with colleagues.	The teacher ineffectively 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 to analyze trends and patterns of student work and student data, to identify and implement targeted strategies for improvement of professional practice.	The teacher initiates effective communication and collaboration with colleagues beyond the classroom resulting in the improvement of 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 regard for and understanding of 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 their classroom. The teacher helps shape policy at the school, district or state level.



Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
	Professional learning Element 7.2 Element 7.3	The teacher sets short- and long-term professional goals but fails to monitor progress or take action to meet the goals.	The teacher sets and monitors short- and long-term professional goals but fails to take appropriate action to meet the goals.	The teacher sets short- and long-term professional goals and monitors progress in meeting these goals based on self-reflection and analysis of data. The teacher takes appropriate action to meet the goals.	The teacher consistently pursues best practices and sets, monitors, and reflects on progress in meeting short- and long-term professional goals based on analysis of data to impact student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices.