

Ohio Teacher Evaluation System Overview



May 8, 2013

Why OTES?

- **House Bill 1** (2009) directed the Educator Standards Board to recommend model evaluation systems for teachers and principals to the State Board of Education for their review and adoption.
- The Ohio Teacher Evaluation System (OTES) was created in response to this mandate and designed to be used to assess the performance of Ohio teachers.
- The OTES is designed to be research-based, transparent, fair and adaptable to the specific contexts of Ohio's districts (rural, urban, suburban, large, and small). The evaluation system builds on what we know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice.

HB 153 (Budget Bill) Requirements:

Ohio Teacher Evaluation System Framework

Nov. 15, 2011

- State Board of Education (SBOE) adopted the Ohio Teacher Evaluation System (OTES) framework.

HB 153 Requirements:

HB 153

- Mandates that the board of education of each school district, in consultation with its teachers, adopt a standards-based teacher evaluation policy by July 1, 2013.

Ohio Revised Code 3319.112

Framework shall establish a system that includes:

1. Multiple Evaluation factors:
Student Academic Growth (50%) & Teacher Performance (50%);
2. Alignment with the *Ohio Standards for the Teaching Profession* (adopted October 2005; ORC 3319.61);
3. At least two formal observations (30 minutes each) and classroom walkthroughs;
4. A final rating;
5. Written reports of results; and
6. Professional development to accelerate growth and provide support for poorly performing teachers.

Ohio Standards for the Teaching Profession

Standard #1: Students

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

Standard #2: Content

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

Standard #3: Assessment

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

Standard #4: Instruction

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

Standard #5: Learning Environment

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

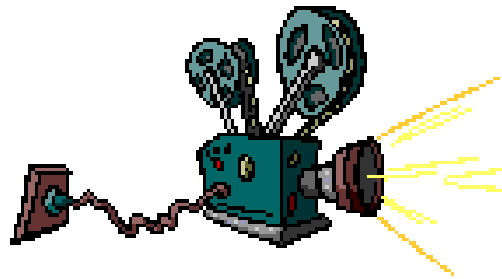
Standard #6: Collaboration and Communication

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

Standard #7: Professional Responsibility and Growth

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

ODE - Ohio's Teacher Evaluation System - What's Changing?



Evaluation Framework

Evaluation =

Accomplished

Proficient

Developing

Ineffective

Student Growth Measures
50%

Teacher Performance
50%

Student

Learning Environment

Content

Assessment

Collaboration/Communication

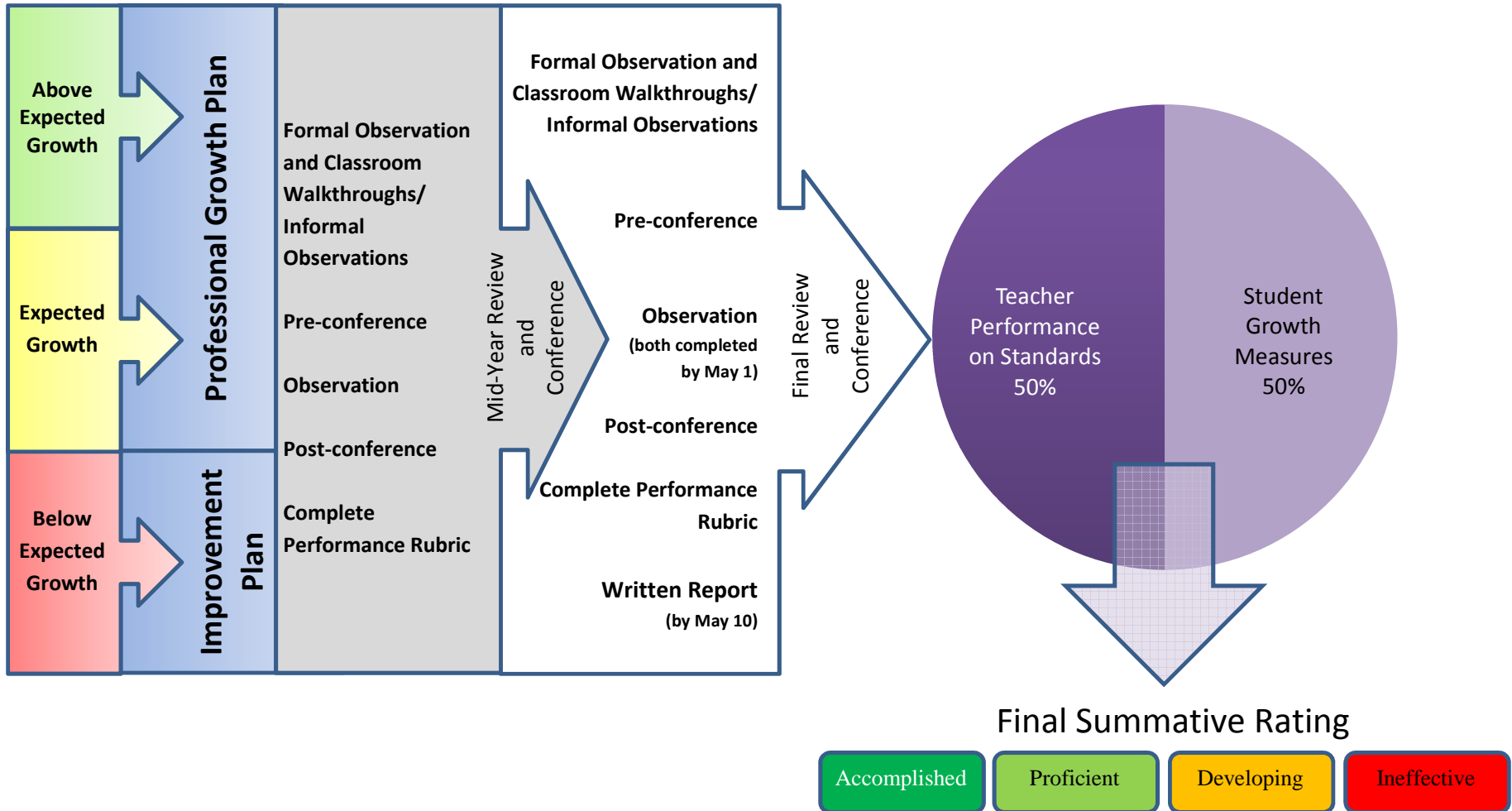
Instruction

Professional Responsibility and Growth

Ohio Teacher Evaluation System

Teacher Performance

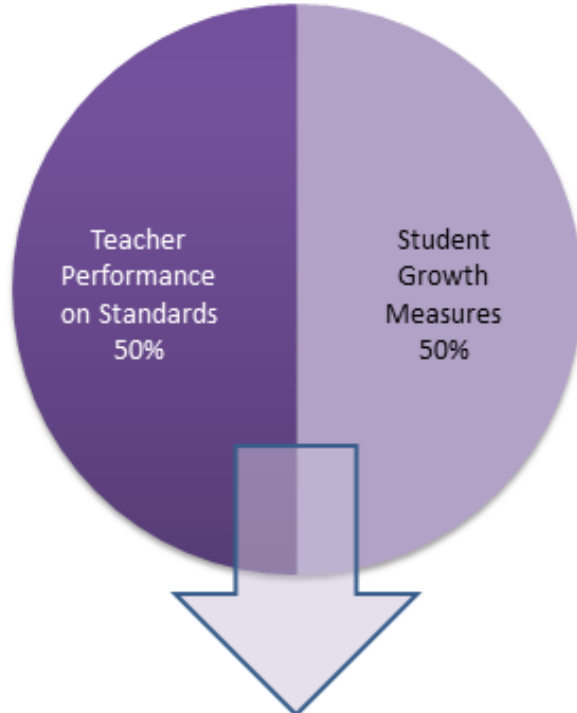
Teacher Performance on Standards



ODE - Teacher Performance in Evaluation - How Will This Work?



*Student Growth Measures



- Accomplished
- Proficient
- Developing
- Ineffective

****A1: Teacher Instructs Value-Added Subjects Exclusively**

Teacher Level Value-Added 50%

A2: Teacher Instructs Value-Added Courses, But Not Exclusively

Teacher Level Value-Added Proportionate to teacher's Schedule 10-50%

0-40% LEA Measures Proportionate

-OR-

B: Approved Vendor Assessment teacher-level data available

Vendor Assessment 10-50%

0-40% LEA Measures

-OR-

C: No Teacher-level Value-Added or Approved Vendor Assessment data available

LEA Measures 50%

ODE - Student Growth Measures in Evaluation - How Will This Work?

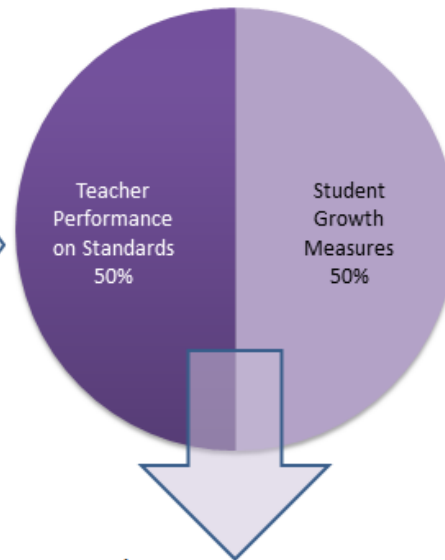
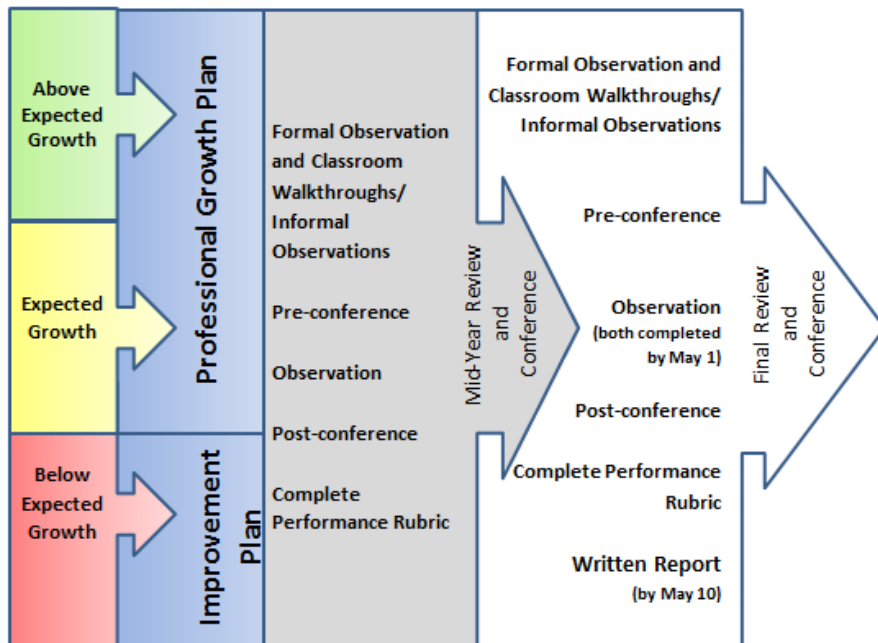


Ohio Teacher Evaluation System

Combining Teacher Performance and Student Growth Measures

Ohio Teacher Evaluation System (OTES)

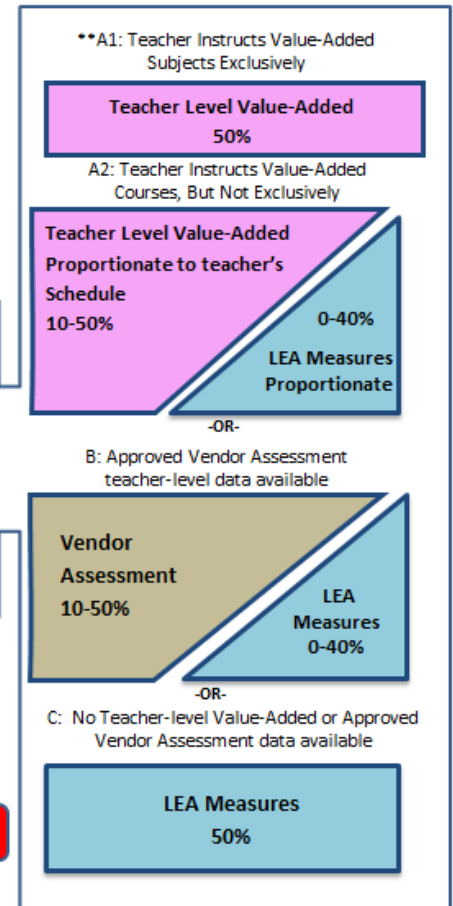
Teacher Performance on Standards



Final Summative Rating

- Accomplished
- Proficient
- Developing
- Ineffective

*Student Growth Measures

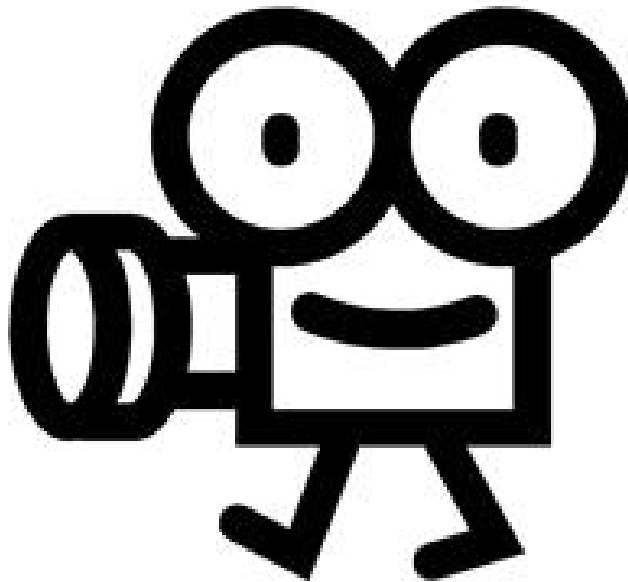


*The student growth measure progress dimension shall be used in proportion to the part of a teacher's schedule of courses or subjects for which the dimension is applicable.

**A1- If a teacher's schedule is comprised only of courses or subjects for which value-added progress dimension is applicable:

Until June 30, 2014, the majority (>25%) of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation shall be based on the value-added progress dimension.

ODE - Teacher Ratings in Evaluation - How Will These Be Used?



Ohio Teacher Evaluation System

A Holistic Approach

			Accomplished:
		Proficient:	A rating of Accomplished indicates that the teacher is a leader and model in the classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes at the school or district level. Student growth measures are above expected growth.
	Developing:	A rating of Proficient indicates that the teacher consistently meets expectations for performance and fully demonstrates most or all competencies. Student growth measures are at or above expected growth. This rating is the rigorous, expected performance level for most experienced teachers.	
Ineffective: A rating of Ineffective indicates that the teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. Student growth measures are below expected growth. The teacher requires an improvement plan.	A rating of Developing indicates that the teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. Student growth measures are below or at expected growth. The teacher is making progress but requires ongoing professional support for necessary growth to occur.		

Professional Growth

Growth Plan

- Accelerate/continued teacher growth
- Individualized
- Related to area(s) of refinement
- Self-directed or collaborative

Improvement Plan

- Below expected student growth measures
- Overall INEFFECTIVE rating
- Identify specific deficiencies
- Growth through PD and targeted support
- If corrective actions not made within specified time, dismissal or continuation of plan

Evaluation Matrix

		Teacher Performance			
		4 Accomplished	3 Proficient	2 Developing	1 Ineffective
Student Growth Measures	Above	Accomplished	Accomplished	Proficient	Developing
	Expected	Proficient	Proficient	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

Proficient is good!



THANK YOU FOR YOUR ATTENTION!



Spanish



Hebrew



Hindu



Portuguese



French



Greek



Arabic



English