

Region 14 Conference
August 1, 2011

Teacher Success

= Student Success

OTES Writing Team 2009-11

Completed their work on the model
Spring, 2011

- Developed procedures, processes,
instruments
- Designed a Gap Analysis & Planning
Tool
- Collaborated and coordinated work with
Educator Standards Board

Field-Testing 2010-2011

- Three phases of field-testing by 36 districts in the state were completed by the end of April, 2011
- Focus Groups and surveys from these districts are providing valuable feedback
- Feedback will impact training on the use of the model, and revisions to instruments.

Field-Testing 2010-11

Three training sessions for field testing (reliability of tools)

- Self-Assessment/Analysis of Student Learning & Goal-Setting
- Observation Protocols
- Communication & Professionalism

Current Status of OTES

The OTES Model was presented to the SBOE Capacity Committee in April, 2011

Outside Review and Evaluation – August, 2011

Training for RttT districts is planned for 2011-2012 pending SBOE approval

Timeline for districts:

- RttT Scope of Work – year 2 Training, year 3 Pilot, year 4 Implementation

OTES Timeline 2011-12

- By July 1, 2013, district BOE adopt a standards-based teacher evaluation policy that conforms with the framework under ORC 3319.112
- ODE provides on-going technical assistance to RttT districts
- ODE develops training modules and conducts training for State Trainers
- State Trainers train and credential evaluators using the model

Race to the Top

1. Establish clear approaches to measuring student growth and measure it for each individual student
2. Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals
3. Conduct annual evaluations of teachers and principals that include timely and constructive feedback and provide teachers and principals with data on student growth for their students, classes and schools
4. Use evaluation results to inform decisions

Goals for OTES

- Fair, credible and evidence-based
- Aligned to Ohio Standards for the Teaching Profession
- Uses multiple measures, including student growth and performance data for assessing the knowledge and skills of educators

Goals for OTES

- Delineates a clear set of goals with action steps and evidence indicators
- Supports professional growth and development over time
- Designed at the local level

Guidelines 2009

DRAFT -Not approved by the State Board of Education

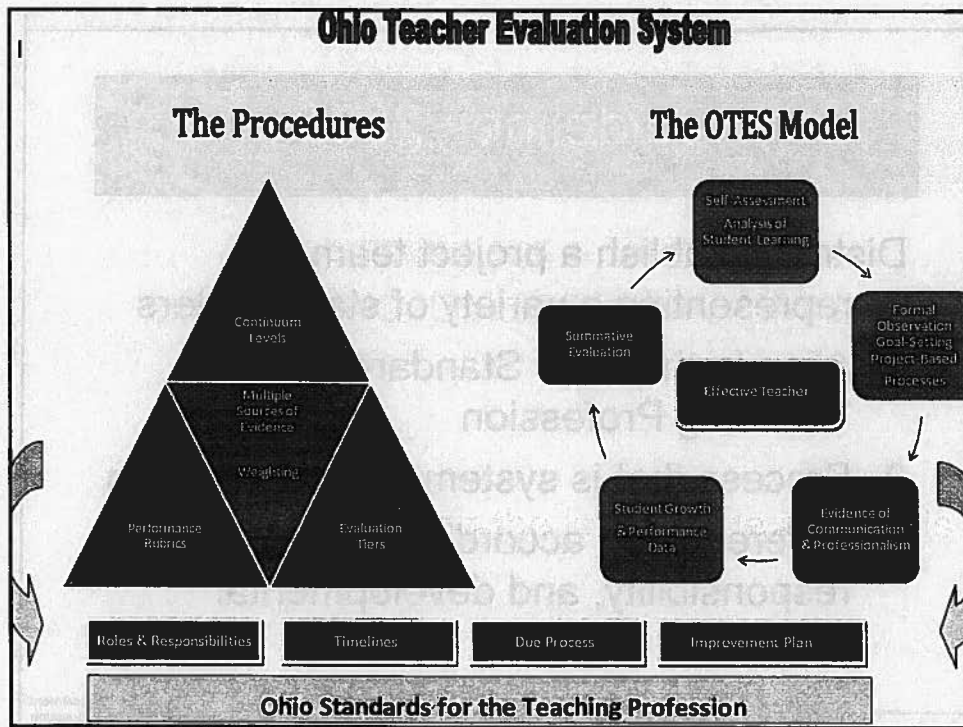
District establish a project team representing a variety of stakeholders

1. Align to the Ohio Standards for the Teaching Profession
2. Process that is systematic and ongoing
3. Differentiated according to skill, responsibility, and developmental stage

Guidelines 2009 -Draft

4. Variety of evidence and multiple measures of student academic progress
5. Clearly defined levels of performance
6. Data used to identify areas for coaching, professional development, recommendation for employment status

Ohio Teacher Evaluation System



Continuum Levels

Developed to support Ohio's educators as they develop skills & knowledge throughout the course of their careers

- Developing
- Satisfactory
- Effective/Proficient
- Highly Effective/Accomplished
- Distinguished

Definition of Teacher Effectiveness

The scope of work of the Ohio Teacher Evaluation Writing Team during 2009-2010 included extensive study of model evaluation systems throughout the country. Many state systems were examined in depth (e.g., District of Columbia Public Schools, Delaware, New Mexico, Colorado) for a standards-based definition of teacher effectiveness. Research was supplemented by the work of Charlotte Danielson, Laura Spig, New Teacher Center, and Learning Point Associates.

After conducting extensive research, the following definition of teacher effectiveness was developed by educational practitioners in Ohio and is reinforced by Ohio's Standards for the Teaching Profession. Clearly the research supports the direct connection between effective teaching and high student achievement. Inherent in this definition is the expectation that all students will demonstrate a minimum of one year of growth based on standard and reliable measures.

Effective teachers:

- Understand student learning and development, respect the diversity of the students they teach, and hold high expectations for all students to achieve and progress at high levels;
- Know and understand the content areas for which they have instructional responsibility;
- Understand and use varied assessments to inform instruction, and evaluate and ensure student learning;
- Plan and deliver effective instruction that advances the learning of each individual student;
- Create a learning environment that promotes high levels of student learning and achievement for all students;
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning; and
- Assume responsibility for professional growth and performance as an individual and as a member of a learning community.

Ohio Teacher Evaluation System **Principles**

The Principles of the Evaluation System

The evaluation system is designed to be used to assess the performance of Ohio teachers. It is not prescriptive but instead a resource model to guide districts in the design and implementation of high quality teacher evaluation systems. It is our hope that districts and boards of education across the state will find this model useful in improving the assessment of teachers and in strengthening their professional growth.

What It Is:
 The OTES is a research-based model for the evaluation of teachers which is aligned with:

- The Ohio Standards for the Teaching Profession
- Current evidence and new findings on assessing effective teaching
- Research linking teaching to student achievement and learning
- Current research on the use of formative assessment

What the System Is Created To Do:

- Encourage ongoing dialogue between teachers and their evaluators
- Foster the professional growth of teachers in terms of increased knowledge and skills
- Propel schools to higher levels of effectiveness as a result of improved teacher performance
- Improve student learning and increase student achievement

WHAT the System Is Designed to Be:

- Fair and equitable
- Understandable and easy to use for both teachers and their evaluators
- Adaptable to local conditions and needs (allows for tailoring work and targets of performance to the wide variety of contexts throughout the state—in terms of type of school, job assignment, career stage, type of community, and so forth)
- Formative (developmental) and summative (evaluative)

Ohio Teacher Evaluation System **Structure**

The Structure of the Evaluation System

The Ohio Teacher Evaluation System (OTES) was collaboratively developed by Ohio teachers, school administrators, higher education faculty, and representatives from Ohio's professional associations. It 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.

The OTES is comprised of components which serve as a model for districts to use in developing their own rigorous, fair and meaningful evaluation systems that standards based, are consistent with the state's definition of highly effective teachers, differentiate teacher effectiveness across performance levels, and provide meaningful feedback to inform professional development and improved practice.

In the OTES model, teachers will be assessed formatively several times over the course of the evaluation cycle. These formative assessments, along with other measures of teacher effectiveness, including student growth and achievement, will inform the summative evaluation.

OTES MODEL— ANNUAL EVALUATION CYCLE

Formative Assessment				Summative Evaluation										
Self-Assessment	+	Student Data Analysis/ Perception Data	→	Formal Observation #1	→	Formal Observation #2	→	Cumulative Observation Rating	+	Student Growth/Student Performance Data	+	Communication / Professionalism	=	Summative Evaluation

Processes & Instruments

- Self-assessment on *Ohio Standards for the Teaching Profession & Analysis of Student Learning*
- Formal Observation Protocol
- Goal-setting Process & Professional Project
- Communication & Professionalism
- Student Growth & Performance Data
- Written Summative Evaluation

Self-Assessment

Self-Assessment

An active and conscious process that involves a deliberate pause to examine beliefs, goals or practices in order to gain new or deeper understanding that leads to actions to improve teaching effectiveness and student learning.

Reflection



Self-Assessment Summary Tool

Name: _____

Date: _____

Directions: Teachers should briefly describe strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify top priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students <ul style="list-style-type: none"> Knowledge of how students learn and of student development Understanding of what students know and are able to do High expectations for all students Respect for all students Identification, instruction and intervention for special populations 			
Standard 2: Content <ul style="list-style-type: none"> Knowledge of content Use of content-specific instructional strategies to teach concepts and skills Knowledge of school and district curriculum priorities and Ohio academic content standards Relationship of knowledge within the discipline to other content areas Connections of content to life experiences and career opportunities 			
Standard 3: Assessment <ul style="list-style-type: none"> Knowledge of assessment types Use of varied diagnostic, formative and summative assessments Analysis of data to monitor student progress and to plan, differentiate, and modify instruction Communication of results Inclusion of student self-assessment and goal-setting 			

Professional Goal-Setting Tool (Part 1.1 for Goal 1)

Teacher Name: _____

(Part 1.1 of Goal 1 is a planning tool to be completed by the teacher and administrator at the beginning of the year.)

Date of Goal-Setting and Planning Conference: _____

Data Sources that Indicate Need for Action (from Data Measures Inventory as relevant)

- 1.
- 2.
- 3.

Standard for Goal 1 (circle one):

Students, Content, Assessment, Instruction, Learning Environment, Collaboration & Communication, Professional Responsibility and Growth

SMART (specific, measurable, attainable, relevant, and time-bound) Goal 1:

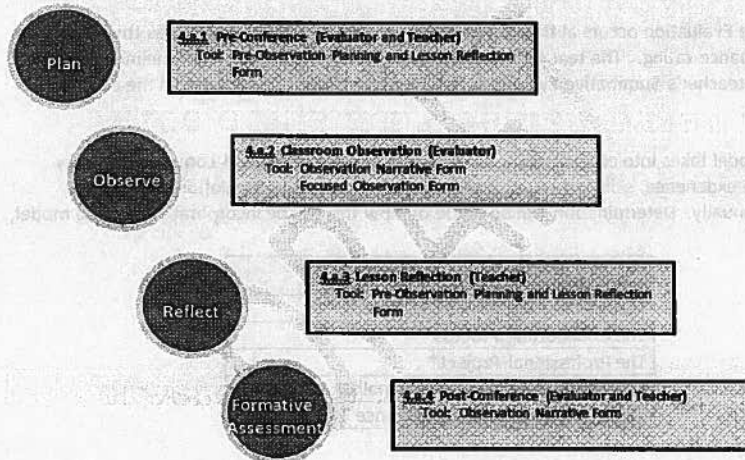
Action Steps for Goal 1	Evidence Indicators	Evidence/Artifacts to Collect	Timeline

Formal Observation Process

- Pre-Conference
- Observation Narrative
- Reflection
- Post-Conference



The Formal Observation Process



Ohio Teacher Evaluation System		Timeline
A Sample Timeline for Developing a Teacher Evaluation System		
The timeline delineated below will assist district project teams as they work to design or redesign their teacher evaluation system.		
Year One Activities		Timeline
1. Staff from the district (union leadership and administrators) should attend an Ohio Teacher Evaluation System Information and Orientation Meeting (provided by Ohio Association of School Personnel Association, or ODE) to determine their readiness for change. Indicate interest in being an "early adopter" of OTES and work directly with the state.		Summer
2. Establish a project team according to collective bargaining agreement (teachers, administrators, human resource personnel, superintendent designee) to: <ul style="list-style-type: none"> Study the OTES model and compare the model to current practice using District Analysis and Planning Tool Examine the option and of pilot schools for year two and identify Conduct an analysis of current teacher evaluation system using the District Analysis and Planning Tool Identify a set of recommendations for change/redesign and obtain input from the teacher union, and district administrators Superintendent presents a plan for proposed changes to Board of Education for feedback 		Fall (Sept. – October)
3. Project team determines levels of support needed (e.g., technical assistance from outside consultant, ESC, state) and begin system design, providing ongoing – frequent communication.		Nov. – March
4. Project team: <ul style="list-style-type: none"> Present final recommendations to district union and administrative teams for feedback Make modifications based on feedback Follow collective bargaining process (fall of year two) and/or ORC requirements/timeline* 		April/June
Year Two Activities		
1. Project Team: <ul style="list-style-type: none"> Develop training and credentialing program for evaluators (administrators and peers)* Conduct training and certify evaluators <p><i>* Note ODE will have a training and credentialing program to support the Ohio Teacher Evaluation System model. Districts using this model will not need to develop a local training program.</i></p>		June – Fall
2. Implement System and gather data of system components that work well versus issues and concerns		Fall – Spring
3. Make any system modifications and finalize through required district process		Spring

Teacher Success = Student Success

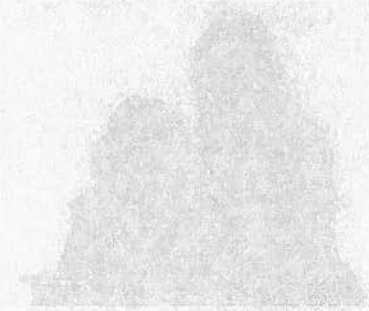
“The one clear, abiding hallmark of effective teaching is student learning.”



Qualities of Effective Teachers
James H. Stronge

OTES Contact Information

- **Julia Simmerer**
Center for the Teaching Profession
Director, Educator Standards Board
614- 466-6066
julia.simmerer@ode.state.oh.us
- **Carol King**
Center for the Teaching Profession
614-644-6816
carol.king@ode.state.oh.us



"The one clear
mark
of effective teaching
is student learning."

Qualities of Effective Teachers
James H. Stigler