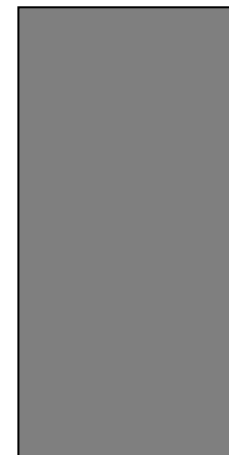
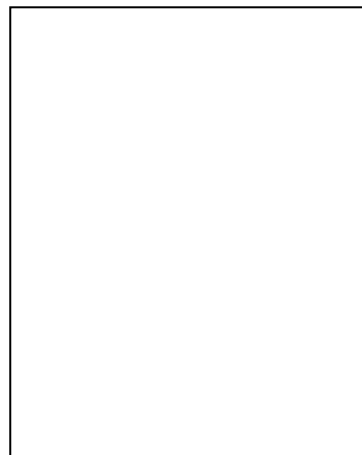
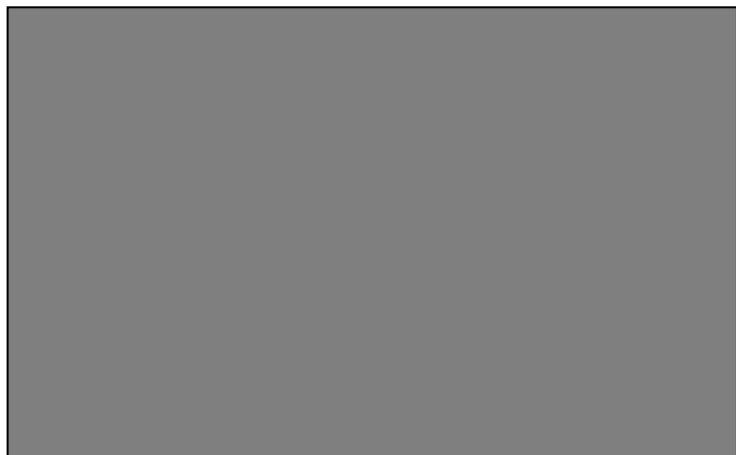


Ohio Teacher Evaluation System



Model Packet

2011



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Additional Packets

Resource Packet (Optional forms that may be used for Steps 2-6 above)

Summative Evaluation Rubric Packet (Required rubrics/ forms that are used for the Summative Evaluation –Steps 7-8 above)

Preface

Over the past decade, Ohio has made important education policy advances, with a focus on student learning and achievement, standards and accountability, which together have moved Ohio's kindergarten through 12th grade system forward in several important ways. Ohio is serious about its commitment to quality schools. The report of the Governor's Commission on Teaching Success was followed by the passage of Senate Bill 2 in 2004, which mandated the creation of the Educator Standards Board. The Board was charged with the creation of the *Ohio Standards for the Teaching Profession*, the *Ohio Standards for Principals* and the *Ohio Standards for Professional Development*.

House Bill 1 in 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 was collaboratively developed by Ohio teachers, school administrators, higher education faculty, and representatives from Ohio's professional associations, in collaboration with national experts in the area of teacher evaluation. The scope of work of the Ohio Teacher Evaluation Writing Team during 2009-2011 included extensive study of model evaluation systems throughout the country. Many well-recognized state and district systems were examined in depth, including the District of Columbia Public Schools, Delaware, New Mexico, North Carolina, and Colorado. The nationally recognized work of Charlotte Danielson, Laura Goe, the New Teacher Center, and Learning Point Associates/American Institutes for Research (AIR) was utilized. This research and the collaboration of these national experts informed the components, processes, and tools included in the OTES. 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.

It is anticipated that as districts design or revise their teacher evaluation system, the OTES will be used as a model. For Race to the Top districts, the model will be followed closely; Race to the Top districts are required to evaluate all teachers annually. For others, OTES is not a prescription but instead a resource model made available to districts to use as they find appropriate as they implement the requirements of House Bill 153. The teacher evaluation as required in HB153:

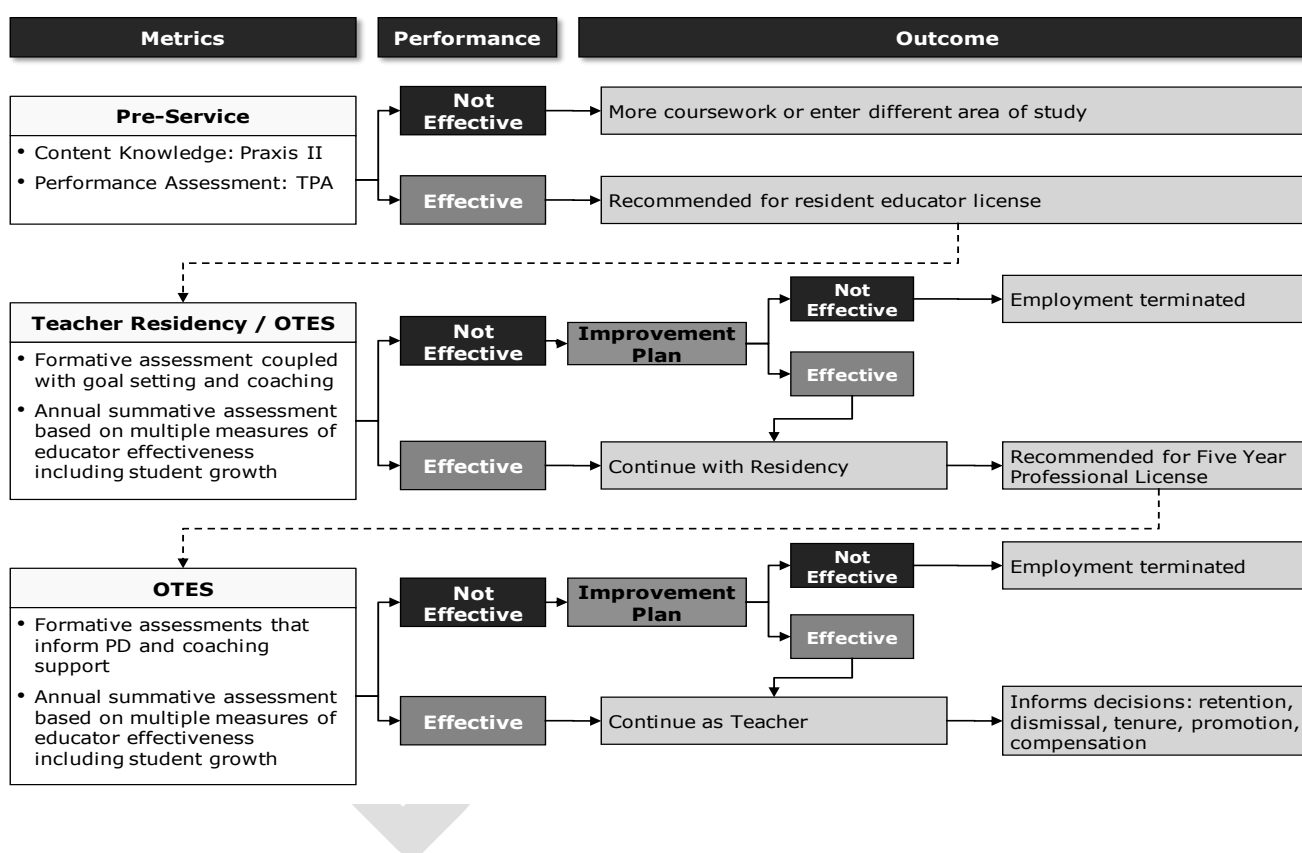
- Provides for multiple evaluation factors, including student academic growth which shall account for fifty percent of each evaluation;
- Is aligned with the standards for teachers adopted under section 3319.61 of the Revised Code;
- Requires observation of the teacher being evaluated, including at least two formal observations by the evaluator of at least thirty minutes each and classroom walkthroughs;
- Assigns a rating on each evaluation conducted under sections 3319.02 and 3319.111 of the Revised Code in accordance with the following levels of performance: accomplished, proficient, developing, or ineffective.
- Requires each teacher to be provided with a written report of the results of the teacher's evaluation;
- Identifies measures of student academic growth for grade levels and subjects for which the value-added progress dimension prescribed by section 3302.021 of the Revised Code does not apply;
- Provides for professional development to accelerate and continue teacher growth and provide support to poorly performing teachers; and
- Provides for the allocation of financial resources to support professional development.

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.

Ohio's Comprehensive Educator Accountability System

The Ohio Teacher Evaluation System (OTES) is to be put in place in a statewide system of educator accountability that includes specific supports for pre-service teachers and resident educators, as well as educators across the full continuum of experience, skill, and knowledge in their profession.

Ohio Comprehensive System of Educator Accountability



Principles of the Evaluation System

What It Is:

The Ohio Teacher Evaluation System (OTES) is a research-based model for the evaluation of teachers. 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 provides options for Race to the Top districts, which are required to evaluate all teachers annually.

What It Is Based Upon:

OTES is aligned with:

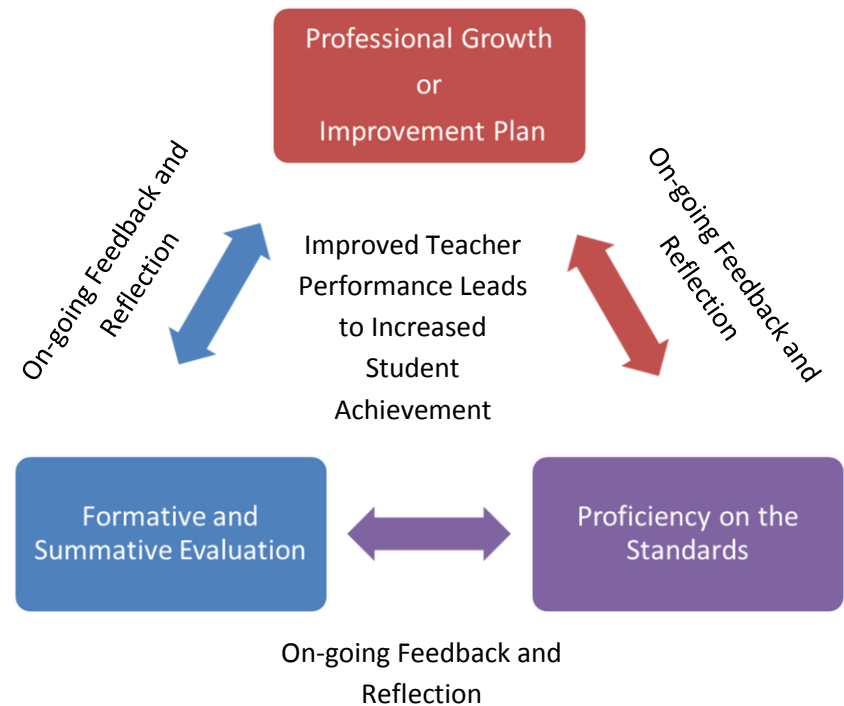
- The Ohio Standards for the Teaching Profession
- Current evidence and new findings on assessing effective teaching
- Research linking teaching to student achievement and learning
- Current research on the use of formative assessment

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
- Customize teacher evaluation to a teacher's level of experience
- 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 (allowing 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)



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 Goe, 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.

Framework for the Ohio Teacher Evaluation System

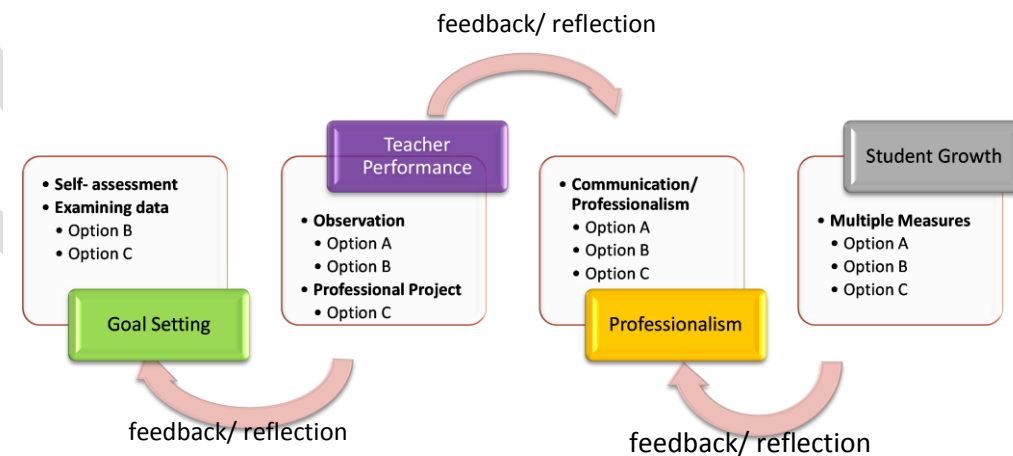
Teacher quality/effectiveness is the most important school-based factor impacting student learning. However, the dimensions of teacher quality that mean the most, and the ways they might be measured, are part of a national debate taking place in the offices and conference rooms of policy makers, researchers, and education practitioners. In the past, most teacher quality studies focused on inputs, such as a teachers' certification or expertise, rather than what teachers actually do in the classroom. In addition, past teacher rating systems have not been particularly meaningful or informative. Research reported by the New Teacher Project shows that 99 percent of teachers are all rated the same, and most teacher rating systems don't factor in student achievement.

More emphasis is now appropriately being placed on measuring teacher effectiveness based on practices that they apply in their classroom and how much students actually learn. Ohio now has the necessary data to develop growth models in combination with performance assessment as a means to measure teacher effectiveness. Part of the state's work will be around testing multiple measures of teacher effectiveness and determining which ones are valid to create a credible system of evaluation. Assessment results should be a tool to inform employment and dismissal decisions, opportunities for advancement and organizational improvement. The Ohio Teacher Evaluation System was designed to develop teacher expertise and effectiveness over time with an emphasis on multiple student outcomes as a measure of teacher quality.

The Ohio Teacher Evaluation System (OTES) Model

Identifying Roles and Responsibilities (for Options A, B, and C)

- ✓ The Goal Setting Process
 - Self-Assessment (for Options A, B, and C)
 - Analysis of Student Data (for Options A, B, and C)
- ✓ Assessment of Teacher Performance
 - The Formal Observation Process (for Options A and B)
 - The Professional Project (for Option C)
- ✓ Evidence of Communication and Professionalism (for Options A, B, and C)
- ✓ Assessment of Student Growth (for Options A, B and C)
- ✓ Summative Evaluation of Teacher Effectiveness (for Options A, B and C)
- ✓ Professional Development for Growth Plan (for Options A, B and C)
- ✓ *The OTES Improvement Plan (as needed)*



*The details of the student growth and performance data system are still being determined.
In the initial implementation of OTES, teachers will not be evaluated based on student growth data.

Weighting in the System

Weighting of Standards

Some standards-based evaluation systems include weighting of specific standards (e.g., some standards carry greater importance). The Ohio Teacher Evaluation System does not include a weighting factor for standards as it is believed that all of the seven standards described in the *Ohio Standards for the Teaching Profession* are critical in determining teacher effectiveness. All standards are evaluated in the self-assessment process. The first five are evaluated in the observation process. The last two standards are evaluated in the tools for evaluating communication and professionalism.

Weighting of Evidence

The Ohio Teacher Evaluation System increases expectations for teacher performance as teachers gain experience and expertise. In OTES, student growth measures along with observations of teachers' practice, goal-setting with evidence/artifacts of teaching and learning, and evaluation of teachers' professionalism determine the level of teacher effectiveness.

The Ohio Teacher Evaluation System (OTES) is a standards-based integrated model that is designed to foster the professional growth of teachers in knowledge, skills and practice. In OTES, student growth measures (50%) combined with evaluation of the teacher's proficiency on the standards (50%) determine the level of effectiveness. Proficiency on the standards includes professional goal-setting, teacher performance as demonstrated through observations or project, and communication and professionalism. The OTES model provides tools for assessing and monitoring performance in these components:

Measure	Weight
Proficiency on Standards	50%
1. Professional Goal-Setting	*
2. Formative Assessment: Teacher Performance	*
3. Communication and Professionalism	*
Measures of Student Academic Growth-per legislation	50%

* Weighting of 1, 2, 3 above can be determined locally and must be applied consistently to all teachers in the district.

Structure of the Evaluation System

The OTES model recognizes that teachers at different levels of their careers may be evaluated differently on an annual basis and so includes three options.

- **OPTION A** Beginning Teacher – Resident Educator
- **OPTION B** Career/Continuing Teacher
- **OPTION C** Career/Continuing Teacher – Project-based

Option A and B are observation-based models. Option A is for beginning teachers (Resident Educator licensure), and Option B incorporates goal-setting with formal observations and is designed for experienced teachers. Option C replaces formal observation with a professional project. In all options, teachers will be assessed formatively throughout the academic year. These formative assessments and varied data on teacher performance will be combined at year end to form the summative evaluation.

OTES MODEL – OPTION A BEGINNING TEACHER- RESIDENT EDUCATOR														
GOAL SETTING*					TEACHER PERFORMANCE					COMMUNICATION/ PROFESSIONALISM	STUDENT GROWTH			
Self- Assessment	+	Student Data Analysis	→	Goal-Setting Process	Announced Observation #1	Announced Observation #2	→	Cumulative Observation Rating	+	Communication/ Professionalism	+	Student Growth/Student Performance Data	=	Summative Evaluation
*completed with mentor; not part of evaluation					classroom walkthroughs									

OTES MODEL – OPTION B CAREER/ CONTINUING TEACHER															
GOAL SETTING						TEACHER PERFORMANCE					COMMUNICATION/ PROFESSIONALISM		STUDENT GROWTH		
Self- Assessment	+	Student Data Analysis	→	Goal- Setting Process	+	Announced Observation #1	Unannounced Observation #2	→	Cumulative Observation Rating	+	Communication/ Professionalism	+	Student Growth/Student Performance Data	=	Summative Evaluation
						classroom walkthroughs									

OTES MODEL – OPTION C CAREER/ CONTINUING TEACHER													
GOAL SETTING						TEACHER PERFORMANCE			COMMUNICATION/ PROFESSIONALISM		STUDENT GROWTH		
Self- Assessment	+	Student Data Analysis	→	Goal- Setting Process	+	Professional Project Individualized and based on Project Rubric		+	Communication/ Professionalism	+	Student Growth/Student Performance Data	=	Summative Evaluation
						classroom walkthroughs							

Identifying Roles and Responsibilities

An effective teacher evaluation system depends upon the collaborative nature of the assessment and the ongoing communication between the teacher and his/her evaluator. The goal of the teacher evaluation system is that both teachers and, as a result, students increase levels of performance and achievement. The evaluator plays an essential role in helping teachers identify their professional strengths and areas for growth. Expectations for both teachers and evaluators are described here.

OTES Model—Option A Expectations

Expectations for Teachers

- Participation in a planning conference with the evaluator to establish plans, evaluation criteria and evidence indicators for the evaluation period.
- Thoughtful completion of the self-assessment tools and the student data analysis.
- Participation in a minimum of two observations with the evaluator, following the OTES protocols for observations and the timeline determined by the local collective bargaining agreement.
- Receptiveness to the feedback from the evaluator and willingness to engage in professional development to foster professional growth.

Expectations for the Evaluator*

- Initial meeting with all new teachers and those new to the evaluation system to explain the evaluation process and components.
- Participation in a planning conference with each teacher to establish plans and determine evaluation criteria and evidence indicators for the evaluation period.
- Formal observation of the teacher at two scheduled points during the academic year, following the OTES protocols for observations and the timeline determined by the local collective bargaining agreement.
- Written feedback within/after each observation conference cycle.
- Provision of appropriate, timely feedback; targeted resources; and guidance to assist the teacher in continuing in professional growth.
- A summative evaluation report at the end of each year to be completed no later than the 10th day of April (see *Due Process*, page XX).

OTES Model—Option B Expectations

Expectations for Teachers

- Participation in a planning conference with the evaluator to establish goals, plans, evaluation criteria and evidence indicators for the evaluation period.
- Thoughtful completion of the self-assessment tools and the student data analysis and goal-setting process.
- Participation in a minimum of two observations with the evaluator, following the OTES protocols for observations and the timeline determined by the local collective bargaining agreement.
- Scheduled conferences for professional conversations and insights related to goals, which may include discussion of action plans, evidence/artifacts, and outcomes.
- Receptiveness to the feedback from the evaluator and willingness to engage in professional development to foster professional growth.

Expectations for the Evaluator*

- Participation in a planning conference with each teacher to establish goals and plans and determine evaluation criteria and evidence indicators for the evaluation period.
- Formal observation of the teacher at two scheduled points during the academic year, following the OTES protocols for observations and the timeline determined by the local collective bargaining agreement.
- Written feedback within/after each observation conference cycle.
- Scheduled conferences for professional conversations and insights related to goals, which may include discussion of action plans, evidence/artifacts, and outcomes.
- Provision of appropriate, timely feedback; targeted resources; and guidance to assist the teacher in achieving professional goals and continuing in professional growth.
- A summative evaluation report at the end of each year to be completed no later than the 10th day of April.

OTES Model—Option C Expectations**Expectations for Teachers**

- Participation in a planning conference with the evaluator to establish goals, plans, evaluation criteria and evidence indicators for the evaluation period.
- Collection and sharing of artifacts of teaching and learning as they relate to the teacher's goals, student growth, professionalism or professional development.
- Scheduled conferences for professional conversations and insights related to goals and the professional project, which may include discussion of action plans, evidence/artifacts, and outcomes.
- A final conference with the evaluator conducted no later than the 10th day of April, to review and reflect on progress, achievements/outcomes in the performance period, and continued professional growth and development.
- Receptiveness to the feedback from the evaluator and willingness to adjust professional goals and engage in professional development to foster professional growth.

Expectations for the Evaluator*

- Participation in a series of planning conference with the teacher to establish goals, plans, evaluation criteria and evidence indicators for the evaluation period.
- Analysis of the teacher's data related to goal-setting, student growth, professionalism and professional development.
- Scheduled conferences for professional conversations and insights related to goals and the professional project, which may include discussion of action plans, evidence/artifacts, and outcomes.
- Provision of appropriate, timely feedback; targeted resources and guidance to assist the teacher in achieving professional goals and continued professional growth.
- A summative evaluation report at the end of each year to be completed no later than the 10th day of April which reviews and reflects on the teacher's progress, achievements, and outcomes in the performance period, and recommends opportunities for continued professional growth and development.

* Evaluator refers to an administrator, consultant, or peer conducting the observation.

The Goal-Setting Process (Options B and C)

The OTES goal-setting process is intended as a way for career and continuing teachers (Options B and C) to enhance or improve specific aspects of their teaching. Clear professional goals provide focus and direction to improving practice and have a direct impact on student learning. Meaningful goals help stretch teachers to higher levels of performance and effectiveness. Professional goal-setting should complement the IPDP process.

Goals should be developed using multiple sources of data, including self-assessment based on the standards, student learning data, and district/ school goals. To positively impact instruction and achievement, goals must be based on an accurate assessment of teacher performance and student learning needs. Goals should meet SMART criteria.

- | | |
|------------|---|
| S – | Specific (What do I want to measure?) |
| M – | Measurable (How am I going to measure it?) |
| A – | Attainable (Is this a reasonable goal?) |
| R – | Results-oriented (What will goal look like when reached?) |
| T – | Time-Bound (When will I reach my goal?) |

Through the goal-setting process, it is assumed that teachers will meet with their evaluators at least three times—(1) to set goals, (2) to assess progress, and (3) to reflect on the work at the end of the academic year. These discussions can occur during scheduled times for the pre-conference, post-conference and end of the year Summative Evaluation conference or as the evaluator determines is necessary.

Initial Goal-Setting Conference/Pre-Conference: Part 1 (*Goal-Setting and Planning*; Parts 1.1 and 1.2 for Goals 1 and 2 found in the Summative Evaluation Packet) of the **Professional Goal-Setting Tool** is intended for the first conference. Teachers will want to complete Part 1 (*Goal-Setting and Planning*; Parts 1.1 and 1.2 for Goals 1 and 2) prior to the meeting, with the plan of collaboratively reviewing Part 1 with their evaluators and then jointly finalizing the data sources, goals, outcomes, and timelines. At the end of the first meeting, the teacher and evaluator should determine the date for the next meeting—the mid-point progress check.

Second Conference – Mid-Point Progress: Prior to the meeting, the teacher should complete Part 2 (*Mid-Year Progress Check*) in the **Professional Goal-Setting Tool**. The teacher should also bring any relevant data or artifacts to demonstrate progress towards the goals. At the conference, the teacher and evaluator should discuss progress toward the goals. The evaluator should complete the evaluator portion of Part 2 (*Mid-Year Progress Check*). The evaluator may wish to discuss next steps. The evaluator should review the **Professional Goal-Setting Rating** form together and discuss the teacher's performance to date. At the end of the second meeting, the teacher and evaluator should determine the date for the final meeting.

Third Conference/ Summative Conference – Evaluation and Reflection: Prior the third, and final, meeting, the teacher should complete Part 3 (*End-of-Year Evaluation and Reflection*) in the **Professional Goal-Setting Tool**. The teacher should also bring any relevant data or artifacts to demonstrate progress towards the goals. At the conference, the teacher and evaluator should discuss the teacher's success towards meeting the goals, and the evaluator should complete the evaluator section of Part 3 (*End-of-Year Evaluation and Reflection*). Then, the evaluator and teacher should review the **Professional Goal-Setting Rating** form and discuss a recommended rating for the teacher's goal-setting process.

NOTE: The OTES document includes suggestions for effective questioning in teacher-evaluator conferences. Please consult the Resource Packet for additional guidance in planning and carrying out effective teacher-evaluator conferences.

Self-Assessment

Once teachers and evaluators understand their roles and responsibilities in the evaluation system and have held their first formal conversation or meeting together, the next step in the Ohio Teacher Evaluation System (OTES) is for all teachers, regardless of which option of the OTES model they are following, to reflect on their teaching practice. Reflective practice is a way for teachers to consider what they know and are able to do, thereby identifying areas of strength and areas that need to be further developed.

Districts may decide which of the following tools help their teachers engage in the process of reflection and self-assessment. The following three tools may be used in whole or part.

- 2.1 At the broader level, the tool **Using the Standards for the Teaching Profession for Self-Assessment** will help teachers begin to reflect on their practice, knowledge, and skills against the benchmark of the *Ohio Standards for the Teaching Profession*. This tool uses guiding questions at the element level to probe teacher's level in each standard area.
- 2.2 As a second option, teachers may wish to reflect more deeply on their practice using the **Ohio Continuum Tool for Teacher Self-Assessment**. The *Ohio Continuum of Teacher Development* was developed to support Ohio's educators as they develop the skills and knowledge to provide the highest quality education to Ohio students. The *Continuum* is based on the *Ohio Standards for the Teaching Profession* and describes teachers' development throughout the course of their careers, and includes a column for recording supporting evidence. (See Resource Packet)
- 2.3 Finally, after one or both of the above tools have been used for self-assessment, the **Self-Assessment Summary Tool** is provided to help the teacher focus on areas of strength and areas for growth, think about sources of evidence and establish two overall priorities for professional growth.

Analysis of Student Data (for Options A, B, and C)

Effective teachers regularly review evidence of their students' learning to assess the current level of performance against a set of desired learning goals. By examining student work teachers have the opportunity to assess the impact of their own teaching on student progress, identify specific learning needs, and consider how to adjust instruction in response to those needs. It is important that teachers examine a range of data types and sources so as to ensure they have a comprehensive understanding of what their students know and are able to do to support the design and implementation of appropriate and relevant learning activities to foster the growth of students over time. A variety of sources should be examined in order to create a comprehensive picture of the students they teach.

- Demographic data about their students and school/district (age ranges, SES, attendance or graduation rates)
- Student learning needs, academic performance, and student progress
- Perception data (such as from students, parents, school working conditions survey)

To gather this data, teachers and district personnel may consult these resources:

- District and Building Local Report Card
- EMIS report for class or class period
- Other data sources as needed and/or available

Formative Assessment of Teacher Performance

All teachers, at all stages of their careers, will be assessed on their expertise and performance—in the classroom and at setting and meeting their professional goals and plans.

This step in OTES differs for new teachers and for more experienced teachers and by the annual evaluation cycle.

Option A: Beginning Teacher

Teachers will engage in the Formal Observation Process only.

Option B: Career/Continuing Teacher

Teachers will engage in the Goal-Setting Process and the Formal Observation Process.

Option C: Career/Continuing Teacher

Teachers will engage in the Goal-Setting Process and complete a Professional Project.

The Formal Observation Process (Options A and B)

Observations of teaching provide important evidence when assessing a teacher's performance and effectiveness. As an evaluator* observes a teacher engaging students in learning, valuable evidence may be collected on multiple levels. As part of the formal observation process, on-going communication and collaboration between evaluator and teacher help foster a productive professional relationship that is supportive and leads to a teacher's professional growth and development.

Planning and observation of classroom teaching and learning

A planning tool is used to help the teacher and evaluator prepare for the observation. At the Pre-Conference, the evaluator and teacher discuss what the evaluator will observe during the classroom visitation. Important information is shared about the characteristics of the learners and learning environment. Specific information is also shared about the objectives of the lesson, and the assessment of student learning. During the classroom observation, the evaluator documents specific information related to teaching and learning.

Reflection and formative assessment of the classroom observation

Following the lesson, the teacher reflects on the lesson and how well the student learning outcomes were met. Professional conversations during the Post-Conference will provide the teacher with feedback on the observed lesson, and may identify additional strategies and resources. The evaluator will make recommendations and commendations which may become part of the teacher's professional development plan.

Note that in OTES, the observation process includes guidelines for formal observations. The specific terms used to describe this type of observation will vary by district, dependent upon the local contract. Some districts may refer to the OTES formal observation as a clinical observation. The Formal Observation is one in which the evaluator spends an extended period of time (at least 30 minutes) observing the delivery of a complete lesson or unit of study and makes notes across various elements of the teacher's performance.

The Ohio Department of Education expects that this terminology will vary by district, but expects these elements to be in place in a comprehensive evaluation system. The expectation in OTES is that resident educators will be evaluated in part on two announced formal observations, which follow the OTES protocol. Teachers following Option B, in local contract evaluation years, will also be evaluated in part on the basis of two observations. Classroom walkthroughs will be conducted for all teachers.

Pre-Conference

Tool: Pre-Observation Planning and Lesson Reflection Form

A pre-observation conference is held prior to each formal observation. The teacher completes the left side of the Pre-Observation Planning and Lesson Reflection Form when preparing for the pre-observation conference with the evaluator*. The purpose of the Pre-Observation Planning Form is to serve as a discussion guide to focus conversation on the teacher's decision-making process in planning the lesson to be observed. The conference will also give the teacher an opportunity to identify areas in which she/he would like focused feedback from the evaluator during the classroom observation. The communication takes place during a formal meeting and a record of the date(s) must be kept. The purpose of the pre-observation conference is to provide the evaluator with an opportunity to discuss the following:

- Lesson or unit objective(s)
- Prior learning experiences of the students
- Characteristics of the learners/learning environment
- Instructional strategies that will be used to meet the lesson objectives
- Student activities and materials
- Differentiation based on needs of students
- Assessment (data) collected to demonstrate student learning

NOTE: The teacher and evaluator should set a time for the formal observation to take place, and re-negotiate this scheduled date and time as necessary if the observation is not conducted as planned.

Formal Observation

Tool: Observation Narrative Form

Teachers following Option A or Option B will participate in a minimum of two formal observations, following OTES protocols. A formal observation consists of a visitation of a class period or the viewing of a class lesson. The observation should be conducted for an entire class period, lesson, or a minimum of 30 minutes. A formal observation narrative completed by the evaluator must be used to document each formal observation. The results of each formal observation are reviewed with the teacher during the post-observation conference. Formal observation records may include a written script or summary based on Standards 1-5 and "next steps" for both the teacher and evaluator. Formal observations will not include videotaping or sound recordings except with the written permission of the teacher.

Classroom walkthroughs are informal observations less than 30 minutes. These may occur frequently and unannounced.

The Formal Observation Process (continued)

Lesson Reflection

Tool: Pre-Observation Planning and Lesson Reflection Form

Reflection is an on-going process and important to the growth and development of the teacher. Each lesson should be evaluated on effective teaching and student learning. The teacher must reflect on the success of the lesson—what worked and what might need to be modified. Typically, lesson design is improved through this process. Immediately following the lesson, the teacher should write his/her thoughts on the right side of the form. A copy of this form is taken to the post-observation conference, and shared with the evaluator.

Post-Conference

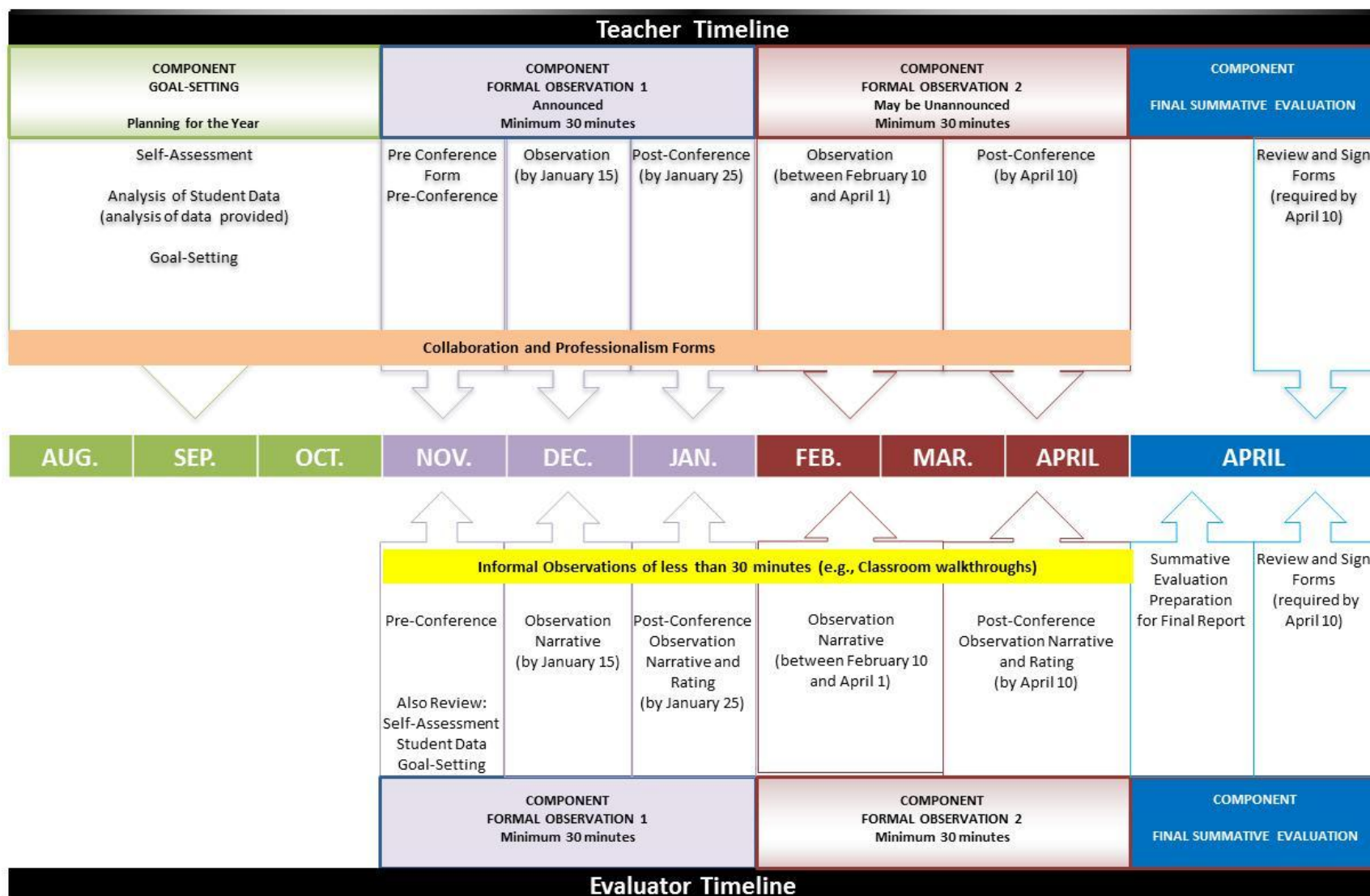
Tool: Observation Narrative Form & Professionalism Form

The purpose of the post-observation conference is to provide reflection and feedback on the observed lesson and to identify strategies and resources for the teacher to incorporate in lessons to increase effectiveness. In general, the discussion needs to focus on how successful the lesson was, and if the students learned what the teacher had planned for them to learn. For students who had difficulty learning the content, the teacher may modify the lesson and/or develop a plan with activities for remediation. Teachers may bring additional evidence or artifacts to share with the evaluator at the conference. The evaluator may consider these as evidence of student learning or evidence to support the teacher's performance. During the conference, the evaluator may identify the next steps in terms of professional development or assistance to help the teacher move forward. The evaluator may also include commendations/areas of strength.

Please refer to local contract procedures which address the communication and explanation of the observation process to be used with teachers.

* Evaluator refers to an administrator, consultant, or peer conducting the observation

OHIO TEACHER EVALUATION SYSTEM – SAMPLE YEAR AT A GLANCE



DRAFT: 8/10/11

The Professional Project (Option C)

In OTES, experienced teachers who perform at the accomplished level may choose to complete a professional project as part of the annual evaluation.

This project will be data-based and should connect with one or both of the goals identified during the professional goal-setting process. This project may take many forms, and may be completed individually or with other teachers as a group project, perhaps in the form of a grade-level, subject-area, or school-based professional learning community.

This project will go beyond what teachers are expected to do as part of their regular teaching and professional responsibilities. Ideally, the professional project will be link to building and district goals, and will be one which will inform the larger school community.

Teachers engaged in the professional project will:

- identify the data and evidence that suggests the need for the project,
- determine the project work,
- identify expected outcomes in terms of professional growth and student learning,
- determine the evidence indicators and artifacts that will be collected to evaluate the project's impact,
- communicate these to their evaluator as part of the OTES process,
- analyze evidence and draw conclusions about lessons learned, and
- share findings with the larger school community.

The professional project should be determined by the teacher, in consultation with his or her evaluator. The following list provides some examples:

- Development of curricular materials aligned with the *Common Core State Standards*;
- Collaborative development of formative classroom assessments by grade level and/or subject area;
- Creation and delivery of professional development for building and/or district;
- Successful application for National Board Teacher Certification.

Communication and Professionalism (Standards 6 and 7)

All teachers—whether they complete Option A, B, or C in OTES—are expected to meet standards for effective collaboration, communication, and professionalism.

As delineated in Standard 6 (Collaboration and Communication) and Standard 7 (Professional Responsibility and Growth) in the *Ohio Standards for the Teaching Profession*, Ohio teachers must collaborate within the professional learning community and communicate effectively in order to build relationships with students, parents, other educators and administrators. In addition, teachers must understand, uphold and follow professional ethics, policies and legal codes of professional conduct and take responsibility for professional growth and development throughout their careers. Professionalism also involves serving as a role model for students while adhering to state and district policies (e.g., Code of Professional Conduct), maintaining good attendance, being reliable and timely in actions and communication, maintaining confidentiality and adhering to record keeping and reporting guidelines (e.g., grades, behavior referrals, reports), and being respectful to students, parents, community members, colleagues and others in all interactions.

Because OTES includes both formative assessments of teacher's ongoing performance and summative evaluations at year end, teachers and their evaluators should communicate throughout the year about the teacher's performance in the areas of collaboration, communication, and professionalism.

To aid in this ongoing communication, a data collection tool, **Data Collection Tool: Communication and Professionalism**, will be helpful to use formatively throughout the year to document and monitor related activities. These tools include:

This form and accompanying artifacts should be submitted to the evaluator at a mid-year conference for discussion before the summative evaluation period. This mid-year conference does not need to be a separate conference. This discussion can be combined with one of the teacher-evaluator meetings around the formal observation or goal-setting process. This form and artifacts will also contribute at the end-of-year to the summative evaluation (see the Summative Evaluation rating tools) following the district/school schedule.

Assessment of Student Growth

Currently, an ODE cross-agency team is developing this section.

House Bill 153: The teacher evaluation as required in HB153:

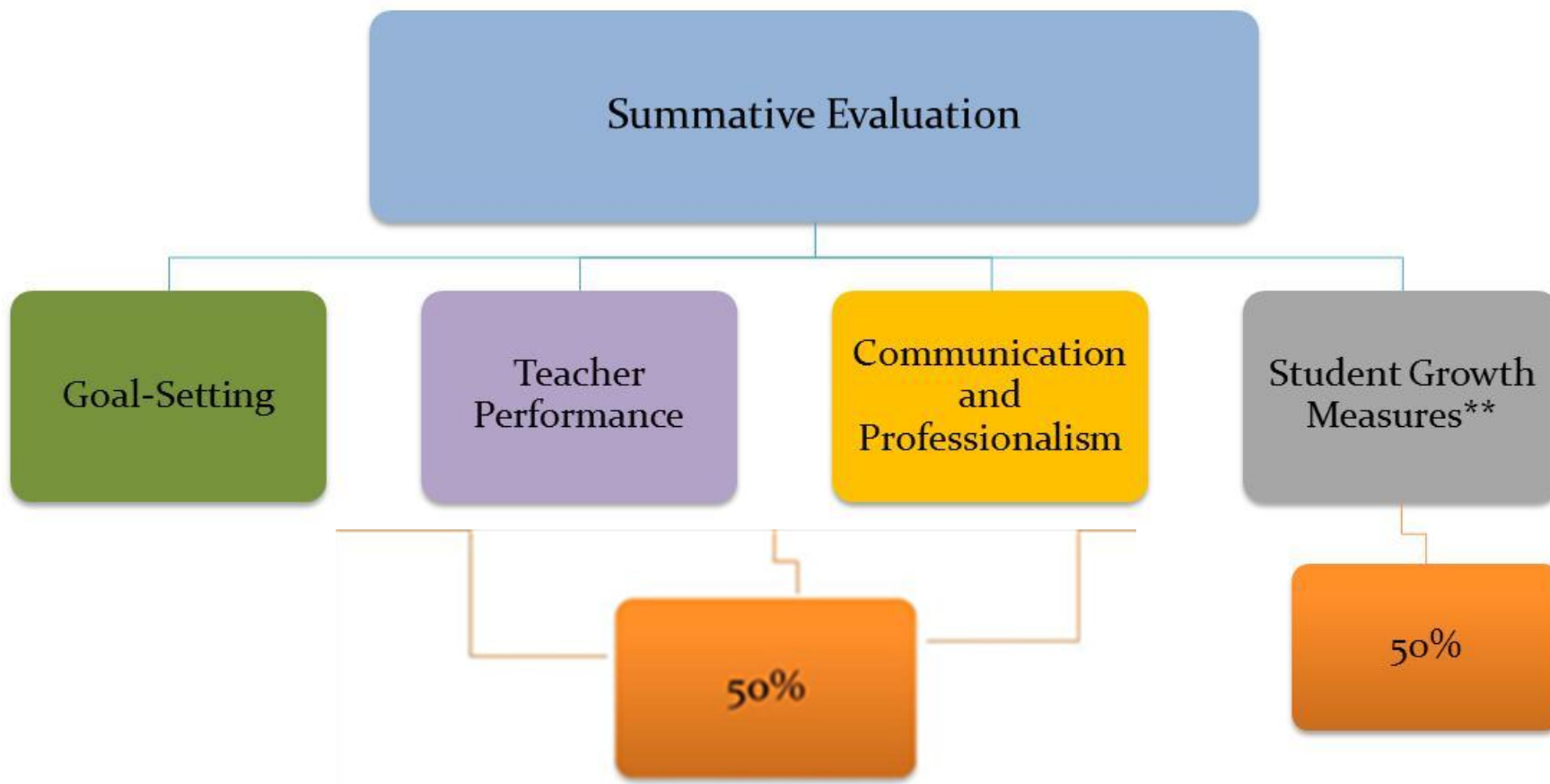
- Provides for multiple evaluation factors, including student academic growth which shall account for fifty percent of each evaluation;
- Is aligned with the standards for teachers adopted under section 3319.61 of the Revised Code;
- Identifies measures of student academic growth for grade levels and subjects for which the value-added progress dimension prescribed by section 3302.021 of the Revised Code does not apply;

ORC 3319.111 (B) When using measures of student academic growth as a component of a teacher's evaluation, those measures shall include the value-added progress dimension prescribed by section 3302.021 of the Revised Code. For teachers of grade levels and subjects for which value-added progress dimension is not applicable, the board shall administer assessments on the list developed under section (B) (2) of section 3319.112 of the Revised Code.

ORC 3319.112 (A)(1) Not later than December 31, 2011, the state board of education shall develop a standards-based state framework for the evaluation of teachers. The framework shall establish an evaluation system that does the following: (1) provides for multiple evaluation factors, including student academic growth which shall account for fifty per cent of each evaluation.

Summative Evaluation Process

The Summative Evaluation occurs at the end of the evaluation cycle and determines the teacher's overall performance rating. The teacher's evaluation cycle will follow the ORC timeline or the local contract. Each teacher's Summative Evaluation is based on his/her performance in several areas, which differ by which OTES option has been followed, as shown below.



***The details of the student growth measures are still being determined. In the initial implementation of OTES, teachers will not be evaluated based on student growth measures.*

During the final conference, the teacher and evaluator should:

- Review and discuss all formative assessments and summative forms;
- Share, discuss, and sign the Summative Evaluation forms;
- Discuss goals and professional development for the upcoming year; and
- Discuss and document an Improvement Plan (if required).

Summative Rating Matrix: SAMPLE

Ohio Teacher Evaluation System		STUDENT GROWTH				
		5	4	3	2	1
PROFICIENCY ON STANDARDS	Accomplished	SAMPLE				
	Proficient					
	Developing					
	Ineffective					

Final Summative Rating Matrix includes:

Measure	Weight
Proficiency on Standards	50%
1. Professional Goal-Setting	*
2. Formative Assessment: Teacher Performance	*
3. Communication and Professionalism	*
Measures of Student Academic Growth-per legislation	50%

Professional Development for Growth Plan

Purpose: To help teachers focus on areas of professional development that will enable them to improve their practice. Teachers are accountable for the implementation and completion of the plan and may use the plan as a starting point for goal-setting the next school year.

Processes: A growth plan is developed as part of the summative evaluation process. It includes feedback from the evaluator as well as the teacher's assessment of progress toward goals, and the support needed to further his/her continuous growth and development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas for growth as identified in the teacher's evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial). The growth plan must include:

1. Identification of area(s) for future professional growth;
2. Specific resources and opportunities to assist the teacher in enhancing skills, knowledge and practice;
3. Outcomes that will enable the teacher to increase student learning and achievement.

Conferences: As the teacher and evaluator work collaboratively during the formative assessment process, scheduled conferences will take place several times during the year. By the end of the year, the evaluator and teacher should discuss opportunities for professional development that evolve naturally as a result of the evaluation process.

Improvement Plan (as needed)

Improvement Plans are developed and implemented with a teacher in response to concerns about performance. While the Improvement Plan is intended to identify specific areas for improvement of performance it is also for the purpose of identifying guidance and support needed to help the educator improve. A plan of improvement may be initiated at any time during the evaluation cycle by the evaluator based on concerns about performance as documented by formal and informal observations or lack of progress on professional goals. District collective bargaining unit agreements should be consulted to determine additional conditions under which improvement plans are instituted. When an improvement plan is initiated by an administrator, it is the responsibility of the administrator to:

- Identify, in writing, the specific area(s) for improvement to be addressed in relationship to the Ohio Standards for the Teaching Profession;
- Specify, in writing, the desired level of performance that is expected to improve and a reasonable period of time to correct the deficiencies;
- Develop and implement a written plan for improvement that will be initiated immediately and includes resources and assistance available;
- Determine additional education or professional development needed to improve in the identified area(s);
- Gather evidence of progress or lack of progress.

A reassessment of the educator's performance shall be completed in accordance with the written plan (multiple opportunities for observation of performance). Upon reassessment of the educator's performance, if improvement has been documented at an acceptable level of performance*, the regular evaluation cycle will resume. If the teacher's performance continues to remain at an ineffective level, the supervising administrator may reinstate the improvement plan with additional recommendations for improvement or take the necessary steps to recommend dismissal.

*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.