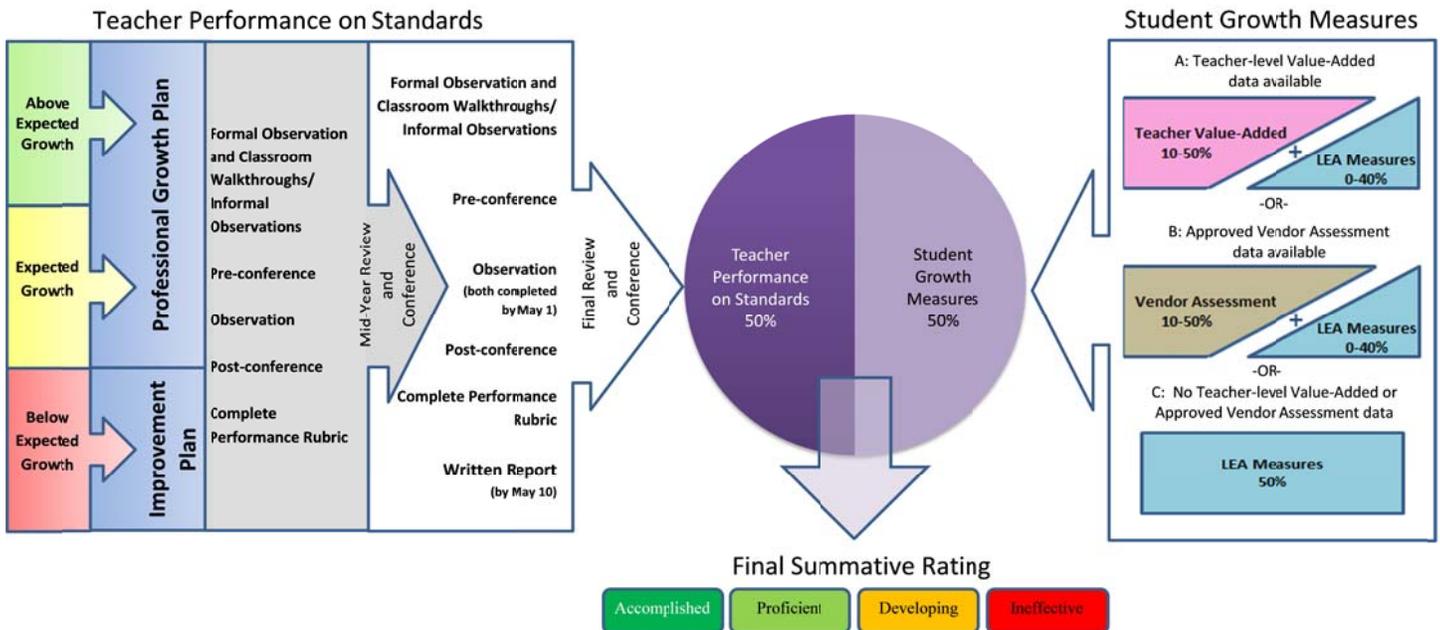


Teacher Evaluation System Frequently Asked Questions

In accordance with Ohio Revised Code and State Board of Education Framework

Ohio's Teacher Evaluation Model



The OTES model is designed to provide support for the implementation of the Ohio State Board Of Education approved framework. It is representative of three years of committee work that includes a field test and pilot. This model is a professional growth model and is intended to be used to continually assist educators in improving teacher performance. This process is to be collaborative and in support of the standards of the teacher.

Teacher performance is determined by using a rating rubric (**Teacher Performance Evaluation Rubric**) consisting of indicators based on the *Ohio Standards for the Teaching Profession*. The evaluation process requires the evaluator to use evidence gathered in a variety of avenues (professional growth or improvement plan, observations, walkthroughs, and conferences) to determine a teacher performance rating.

- **50% Teacher Performance** based on Teacher Performance Evaluation Rubric
- **50% Student Growth Measures**

Teachers with above expected levels of student growth will develop a professional growth plan and may choose their credentialed evaluator for the evaluation cycle.

Teachers with expected levels of student growth will develop a professional growth plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the evaluation cycle from a list approved by the local board.

Teachers with below expected levels of student growth will develop an improvement plan with their credentialed evaluator. The administration will assign the credentialed evaluator for the evaluation cycle and approve the improvement plan.

Teacher Evaluation Implementation

Q: If our LEA is not in Race to the Top, School Improvement Grant or Teacher Incentive Fund, what work should we be doing?

A: ORC 3319.111 – Working on adopting a policy for your district

Not later than July 1, 2013, the board of education of each school district, in consultation with teachers employed by the board, shall adopt a standards-based teacher evaluation policy that conforms with the framework for evaluation of teachers developed under section 3319.112 of the Revised Code.

Q: Our district will adopt a policy for educator evaluation by July 1, 2013. When do we have to implement the evaluation system? Our bargaining agreement will not expire until after 2013.

A: The LEAs are required to fully implement standards-based teacher and principal evaluation systems that are aligned to the state and federal criteria.

RttT Participating LEAs

2013-2014 or earlier per RttT LEA approved Scope of Work and timelines

LEAs with grants such as the Teacher Incentive Fund (TIF) or School Improvement Grants (SIG)

2013-2014 or earlier per grant timelines

Traditional public schools not receiving RttT funds

If the bargaining agreement was entered into prior to September 2012, then the evaluation system must become operative at the expiration of that bargaining agreement.

Community Schools

2013-2014 for Community Schools participating in RttT; this does not apply to community schools not participating in RttT.

Evaluation Model: Teacher Performance on the Standards

Q: What are the required forms?

A: There are no required forms. LEAs are required to align to the state framework, the performance rubric, and report aggregate ratings to ODE.

Q: Why are certain things included in the rubric? How was it determined what would go into this rubric?

A: 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. The writing team used the Ohio Standards for the Teaching profession as the foundation for determining areas to be included in the rubric. From this work, the rubric was developed. A review was then conducted by national experts. Input received during field testing and piloting further refined the rubric.

Q: If an LEA does not use OTES and wants to use its own evaluation system, what steps do they have to take to be able to use their own evaluation system?

A: All evaluators in Ohio, regardless of the evaluation system they use, will have to complete state sponsored training and pass an online assessment. Their performance rubric will need to be aligned with the OTES rubric. The LEA will need to complete the alignment tool found in the eTPES as well as report their ratings in the electronic system.

Q: Why does the rubric say “and/or” if all areas must be met? Do all indicators on the rubric have to be evaluated?

A: All indicators on the rubric do not have to have evidence associated with them. However, it is important that the evaluator have enough evidence to make a determination of the rating for that teacher.

Q: How will the rubrics be used to focus professional development for teachers and administrators?

A: At the beginning of the school year, the educator will complete a professional growth plan or have an improvement plan completed. In these plans, there should be areas determined for professional development. A self-assessment against the Ohio Standards for the Teaching Profession may be completed by the teacher prior to developing the professional growth plan to provide a complete picture of their teaching practice. Each educator should engage in a post-conference. During that conference, the evaluator should offer area(s) of reinforcement and area(s) of refinement. These areas of refinement will guide improvement and professional development.

Q: Are the pre-conferences and post-conference required?

A: No, they are considered best practice. Growth comes from the conversations about practice between observer and teacher.

Q: Do both formal observations have to be scheduled/ announced?

A: This would be an LEA decision.

Q: Does the evaluator have to script during the observation?

A: The scripting provides concrete evidence for the evaluator to cite in the evaluation documentation and supports the rating provided. However, scripting is not required.

Q: Does the local collective bargaining agreement supersede the law?

A: SB 316 states, “Notwithstanding any provision to the contrary in Chapter 4117, of the Revised Code, the requirements of this section prevail over any conflicting provisions of a collective bargaining agreement entered into on or after the effect date of this amendment.” So, no, the bargaining agreement does not supersede this law.

Evaluation Model: Student Growth Measures for Teachers

Q: If I am a teacher with no value-added data, will my district need to purchase one of the vendor assessments?

A: No.

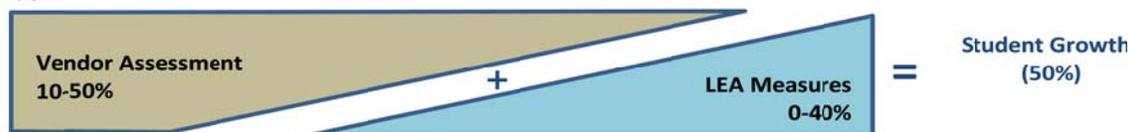
Districts are not required to purchase vendor assessments. If a teacher has vendor assessment data, then that data will need to be used in the student growth measures calculation. If a teacher has value-added data, then the value-added data must be used in the student growth measures calculation. For teachers without value-added or vendor assessment data, local student growth measures will be used.

See the options listed below in categories A, B, and C. teachers will be assigned to a category based upon data availability.

A: Teacher-level Value-Added data available



B: Approved Vendor Assessment data available



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



Q: What are locally developed student growth measures?

A: The **Student Learning Objectives (SLOs)** process is for using measures that are specific to relevant subject matter. Measures for SLOs must be district-approved and may include:

- District-approved, locally developed assessments
- Pre/Post assessments
- Interim assessments
- Performance-based assessments
- Portfolios

SLOs demonstrate a teacher's impact on student learning within a given interval of instruction, and as a secondary outcome, SLOs contribute to distinguishing between effective and ineffective teaching. Ohio will offer clear guidance and rubrics to LEAs this summer and fall on how to develop, approve, and score SLOs. Look for more information on this topic on the Ohio Department of Education (ODE) evaluation website.

Q: I share teaching responsibilities with another teacher in an inclusion setting. How are student growth measures determined for me?

A: In this inclusion situation, the measures will depend on the availability of data. Depending on the grade and subject, you *may* receive a Value-Report report. If you teach in a grade and subject that does not receive Value-Added reports, but your LEA utilizes an assessment off the Approved Vendor list, then you should use data from those assessments. If neither are available, you will utilize an SLO process with measures specific to your instructional setting.

Q: I need more information on student growth measures. Where do I find that information?

A: There is a link on the ODE website that includes an overview of student growth measures, the ODE approved list of assessments, student learning objectives information and tools, and steps for designing local student growth plans for evaluation. Additional information is added to this part of our website regularly.

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1230&ContentID=1257>

42

Credentialing

Q: Who needs to attend the Ohio Teacher Evaluation System (OTES) state-sponsored training?

A: Every evaluator of teachers must attend the state-sponsored training and pass the online assessment in order to become credentialed and conduct teacher evaluations.

Credentialed Evaluators

- Possess the proper certification/licensure to be an evaluator or are LEA trained and approved peer evaluators
- Have been approved as an evaluator by the local board of education
- Have completed state-sponsored OTES training
- Have passed the online assessment using the OTES Performance Rubric.

The state sponsored training is intended for evaluators of teachers. Training for teachers will be offered this fall through online modules.

Q: Will there be state-sponsored training held in my area?

A: Yes.

State-Sponsored Training

- State Trainers will conduct training sessions regionally for all persons who will be evaluating teachers. This training will consist of three days face-to-face training, and an online credentialing process.
- Evaluators may use STARS to sign-up for training beginning April 2, 2012.
- Training sessions will be available locally. Locations for all training sessions are listed by date and location in STARS.
- Training sessions are limited to 50 participants each so it is important to be registered for the training.
- The training is offered at no cost through September 30, 2013.
- There is capacity to train over 15,000 individuals within the 2012-2013 school year, beginning in June 2012.

Q: What if my district is not using the OTES rubric for evaluation? Do I still have to go through the state-sponsored training?

A: Yes. All districts will need to either use the Ohio Teacher Evaluation System (OTES) rubric or align to the Ohio Standards for Educators and the OTES rubric. Because of this, the training will allow for reliability and consistency with teacher evaluations across Ohio. ODE will be providing an electronic tool for LEAs to use in order to align non-OTES rubrics. This tool should be available to Local Education Agencies (LEAs) in June 2012.

Q: If teachers are allowed to choose who evaluates them, what happens if they all choose the same person? One person may not be able to get it done. A teacher with above expected student growth may choose his or her own evaluator. Does the evaluator have to be within the building or district? Must the evaluator agree if asked?

A: The LEA will determine the list of evaluators the teacher may choose and the procedures for selecting the evaluator.

Q: Do evaluators have to pass a test every year in order to evaluate?

A: Based on current research we recognize the importance of re-calibration completed on a yearly basis to avoid many issues including rater drift. We anticipate that starting in year 2014-2015 every evaluator will need to complete an on-line re-calibration annually.

Q: What is a 3rd party evaluator?

A: SB 316 states that an evaluator may be a person who is employed by an entity contracted by the board to conduct evaluations and who holds a license designated for being a superintendent, assistant superintendent, principal, vocational director, administrative specialist or supervisor in any educational area issued under section 3319.22 of the Revised Code or is qualified to conduct evaluations. The words “3rd party evaluator” no longer appears in legislative language.

Q: Can there be more than one evaluator for the teacher?

A: SB 316 states that each evaluation conducted pursuant to this section shall be conducted by one or more of the following persons who hold a credential established by the department of education being an evaluator. The language says one or more so, yes, there can be more than one evaluator for a teacher.

Q: Why do administrators have to take this training? Principals and other administrators already have earned degrees and have coursework in supervision, isn't that enough?

A: This training does not replace graduate coursework. The purpose of the training is to provide consistency across the state and to make sure that expectations for ratings are clear. This training is required so that common understanding across evaluation systems occurs.

Q: In the OTES training, there are only training videos of intermediate grade level teachers. Why aren't there videos of high school teachers?

A: The training uses intermediate grade level teachers so that all evaluators can apply the information in the training. If high school only teachers were shown in the training, this may not meet the needs of the primary grade evaluator. Likewise, if a primary grade teacher video was used, it would not meet the needs of a secondary evaluator. The videos chosen allow the evaluators to focus on using the tools of the evaluation instrument in order to build understanding of the system. Once the evaluator has completed the training, there are practice videos and online assessment videos for various grade levels available on the online portal. The evaluator may choose to view any grade level band they wish at that time.

Q: Why is there emphasis on “scripting” in the training?

A: The training is emphasizing the importance of capturing objective evidence during observations. Scripting is a tool used by the evaluator to capture evidence. This evidence is needed and important to use when assigning a rating to the observation. As the evaluator becomes more familiar with the evaluation system, the evaluator will likely develop his/her own methods for collecting evidence during the observation.

eTPES: Electronic System

Q: Is there an electronic tool to use when conducting observations and evaluations?

A: Yes.

The electronic system, Ohio eTPES (Ohio electronic Teacher and Principal Evaluation Systems), is a Web-based educator evaluation system for statewide use by Ohio school districts. The system will enable evaluators to collect and store evidence, artifacts and documented observations to determine educator performance based upon defined rubrics. The electronic system will include multiple measures of performance (50%) and student academic growth (50%). The Ohio eTPES products are under development by contractor RandA Solutions. The Ohio eTPES system will be available September 2012. This system will be available to all LEAs at no charge.

The information contained in eTPES will follow the information in the Ohio Teacher and Principal Evaluation Systems. Prior to using the eTPES, LEAs must align any locally developed or purchased teacher evaluation rubric to the OTES rubric.

The eTPES will be used by all LEAs to report teacher and principal effectiveness ratings. eTPES will include help screens and tutorials to assist LEAs in its use.

Q: What is required to be reported? How will this be done?

A: At a minimum, districts will be required to enter each teacher's and each principal's performance rating and student growth measures rating into the Ohio electronic Teacher and Principal Evaluation Systems (eTPES) after completing alignment to the Ohio Standards for Educators and the Ohio Teacher Evaluation System (OTES) rubric. eTPES will then determine the Final Summative Rating from the look-up matrix.

More Information

Q: Will individual teacher's ratings be made public?

A: No, the districts will only report to ODE the aggregate ratings. Just like previous evaluation systems, there can be public records requests for teacher evaluations.

Q: How does OTES support a teacher's IPDP?

A: Ideally, the 5-year goal in a teacher's IPDP should be supported through the yearly goals set for evaluation. However, it is not a requirement that they align.

Q: What are the plans to evaluate certificated personnel that are not in a classroom? (counselors, nurses, & librarians)?

A: This would be a local decision and determined through the local negotiated agreement. The new teacher evaluation system applies to any person who is employed under a teaching license or a under a professional or permanent teacher's certificate and who spends at least 50% of the time employed providing student instruction. The new teacher evaluation does not apply to a person employed as a substitute.

Q: What will be the expectation for this process as it relates to preschool programs?

A: Public preschool programs in public schools are expected to have teachers evaluated under the new teacher evaluation system.

Q: Can we videotape or record teachers during the observation?

A: This would be determined in your LEA negotiated agreement.

Q: How will teachers be trained in this model? How will the teacher become educated with this new process? Is that up to the local district or will ODE hold workshops/seminars in addition to online modules?

A: ODE is preparing an online module created specifically for teachers. This online module will be available in early October 2012. Additionally, evaluators who have completed the credentialing process have access to already developed professional development resources through the NIET portal. This access is leveled for elementary, middle and high school and is segmented into either a half day or full day session.

Q: Is Higher Ed on board? What is being done with colleges and universities to align programs with these new evaluation expectations?

A: Higher education representatives have been participating on various ODE committees and study groups for the past three years. Beginning with the Resident Educator program, staff from IHEs have served on the RE Writing Team, serve as state trainers for mentors, and serve on an Education Service Center Consortia, working with districts on teacher training. In addition, all fifty-one institutions in the state have participated in a pilot of the pre-service teacher performance assessment (pre-service TPA), and continue to work to field test a Summative TPA for candidates graduating from teacher preparation programs. In the first two years of the Teacher Evaluation Writing Committee (2009-2011), higher education representatives participated in the development of the Ohio Teacher Evaluation System model. During the 2011-12 year, ODE staff worked with a higher education group to develop metrics for measuring the success of teacher preparation programs, "Teacher Preparation Quality Measurements." The purpose of this data is to gauge the success of their graduates during the first three years of their teaching career, and report information to the university/college teacher preparation programs. This information and data will be used to evaluate courses within the preparation programs, and modify/revise requirements as needed.

Q: Where can I find updates and the latest information regarding teacher evaluation?

A: Go to the Ohio Department of Education website and enter keyword search –OTES (or OPES). You may access the site directly at:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=521&ContentID=108217>