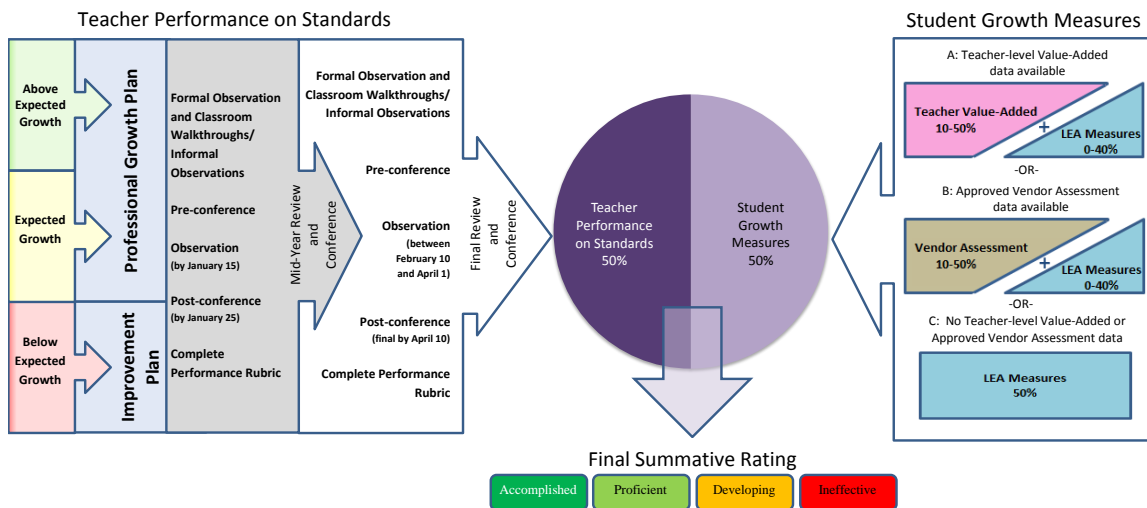


Teacher Evaluation System Myth vs. Fact

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

Ohio's Teacher Evaluation Model

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



1 Myth: The state is telling us what to do in local evaluations.

Fact: The state is simply providing the tools for both student and teacher growth. The state's role is to create fair, reliable, consistent tools, which are best implemented by local districts. The new evaluation system:

- Aligns to the *Ohio Standards for Educators*;
- Allows teachers who make above-expected growth to choose their credentialed evaluator;
- Creates improvement plans for teachers who make below expected growth with students;
- Uses student growth measures for 50 percent of the evaluation and has two 30-minute observations and classroom walk-throughs for each teacher (the local board of education can decide to evaluate teachers with an Accomplished rating every other year) for the other 50 percent of the evaluation.

The local board of education has the flexibility to determine:

- The actual evaluation instrument(s);
- The pool of evaluators for the school/district (all have to be credentialed with state training and pass an online assessment);
- The professional growth plan and improvement plan formats;
- The percentages within the given range for student growth measures for the teachers in that district;
- Any particular forms or procedures that the district wants to use in the evaluation process.

2 Myth: This is just a way to fire teachers.

Fact: The Ohio Teacher Evaluation System (OTES) model aims to help all teachers grow. The resources and tools used in the evaluation help to reinforce the things that a teacher does well and offer ideas to “refine” areas that need to be improved. The rubric for the observation should always be shared with teachers so they know what is expected – there should be no surprises. The OTES model expects that the evaluator and the teacher have conversations and work together to improve instruction.

Struggling teachers will be given an improvement plan and support so that the teacher has ample opportunity to improve. Only those who fail to improve over time would be dismissed.

3 Myth: One test in the spring will determine my fate.

Fact: The evaluation consists of multiple measures, both from observation and data, gathered over time. Student growth on state tests is only one element, and multiple years of data are used to track performance. Historically, teacher performance reviews were based on the observations and opinions of their principal – making these evaluations completely subjective. In some districts criteria for observations may be unclear. By aligning evaluation systems to *The Ohio Standards for Educators*, the systems across the state will be more consistent and will use multiple observations and walk-throughs as 50 percent of the evaluation.

Using student growth data for 50 percent of the evaluation makes the evaluation more objective. Student growth measures are used because an important element of successful teaching is to demonstrate actual gains in student learning over time. We all agree that teachers make a difference and help students learn and improve during the school year.

Multiple measures will be used in the student growth component of the evaluation. It is a district choice to determine the percentage of growth measures from various types of tests for different subjects and grade levels. The district will develop an overall plan, (with input from teachers) to determine the percentages of student growth measures from the different categories of tests.

4 Myth: The new evaluation system punishes teachers who receive students performing below grade level.

OR

Myth: The system is unfair because gifted students cannot demonstrate growth – they are already at the top.

Fact:

Teachers can't control what their students know when they show up on the first day of school, but effective educators can demonstrate their ability to improve student learning. The new system measures progress once the student enters the classroom at the start of the year and it doesn't punish teachers whose students are not at grade level. In fact, measuring progress and growth may benefit teachers who teach low-performing students and students with disabilities and the most.

Fact: Growth is different than achievement. Achievement measures a student after a process is over; growth refers to how he/she has moved across the continuum. For example, using a gifted student's passing level on a state test likely shows little about a gifted student's growth in a given year. Many gifted students enter school near, at, or above that passing level. For these reasons, student growth measures make more sense to objectively look at gains over time.

5 Myth: The state has not done enough work on this system – there are too many unanswered questions.

Fact: During the 2011-2012 school year, significant time, resources and analysis were devoted to the new evaluations. Pilot projects already have taken place, and training of evaluators is underway.

Because Ohio is a local control state, there are many decisions that have to be made at the school district level. It is important the local school district understands the requirements of the law and the new evaluation system so that these decisions can be made and implemented by the 2013-2014 school year.

6 Myth: "Value-Added" is a mysterious formula and is too volatile to be trusted.

Fact: "Value-Added" is a reliable indicator of performance; is the product of nearly three decades of research by leading academics and economists and has been used by states and school districts since the 1990s. Value-Added predicts future student success and contains controls for students' past academic performance and demographic factors.

7 Myth: The current process for evaluating teachers is fine just as it is.

Fact: Last year, 99.7 percent of teachers around the country earned a “satisfactory” evaluation, yet many students didn’t make a year’s worth of progress in reading and are not reading at grade level. This is not satisfactory for our students.

8 Myth: Most principals (or other evaluators) don’t have time to do this type of evaluation, so many will just report that teachers are proficient.

Fact: Most principals are true professionals who want the teachers in their buildings to do well. Principals are completing rigorous state-sponsored training and passing the online assessment so that they are credentialed evaluators in Ohio. For those who think they may “game” the system and not accurately report teacher ratings, there are system checks in place.

There will be random audits of teacher and principal evaluations by ODE, as well as analysis by a research organization of how the teacher performance ratings match with the student growth measures. Finally, part of the principal evaluation is based on how well the principal evaluates the teachers.

9 Myth: This new evaluation system is like building the plane while we’re flying it.

Fact: Just as the Wright brothers built a plane, tried it by flying it, landed it, and then refined the plane they built, the new evaluation system was built, tried and revised. Rather than write a new evaluation system and then expect schools to use it, the Ohio Department of Education (ODE) worked with researchers, the Educator Stands Board and field-tested the new evaluation system. In the fall of 2011, ODE conducted a pilot with more than 250 schools. During this pilot, ODE gathered feedback from the participants and again made revisions to the system. The new evaluation system is being used by some schools in Ohio now.

10 Myth: It will be easy to implement the new teacher evaluation system.

Fact: The new evaluation system requires time for teachers and principals to work together, adds student growth measures into the teacher evaluation, and uses educator standards. All of these things will require effort and time to learn and to implement.