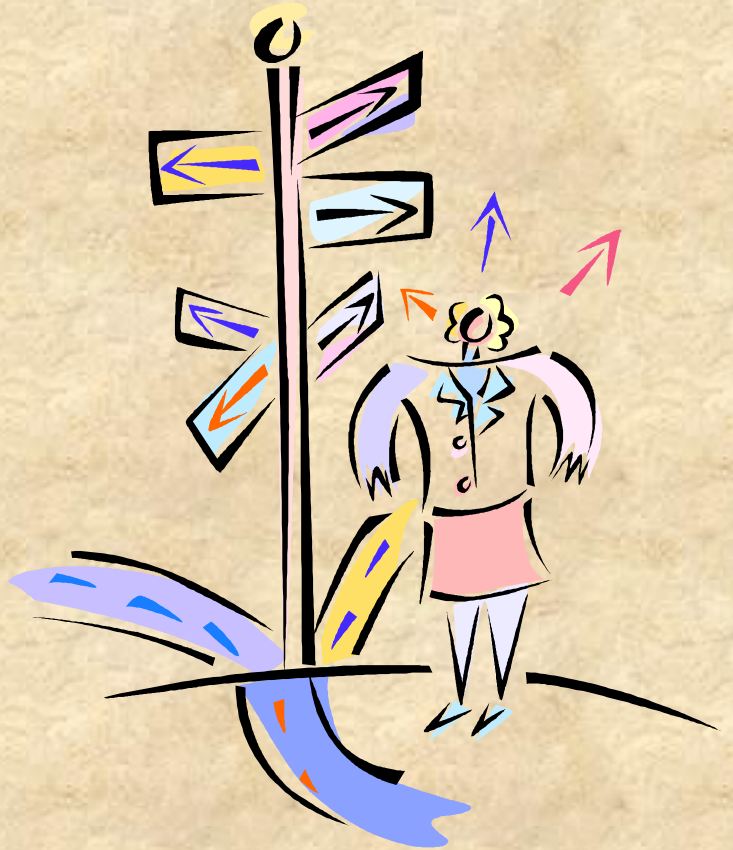
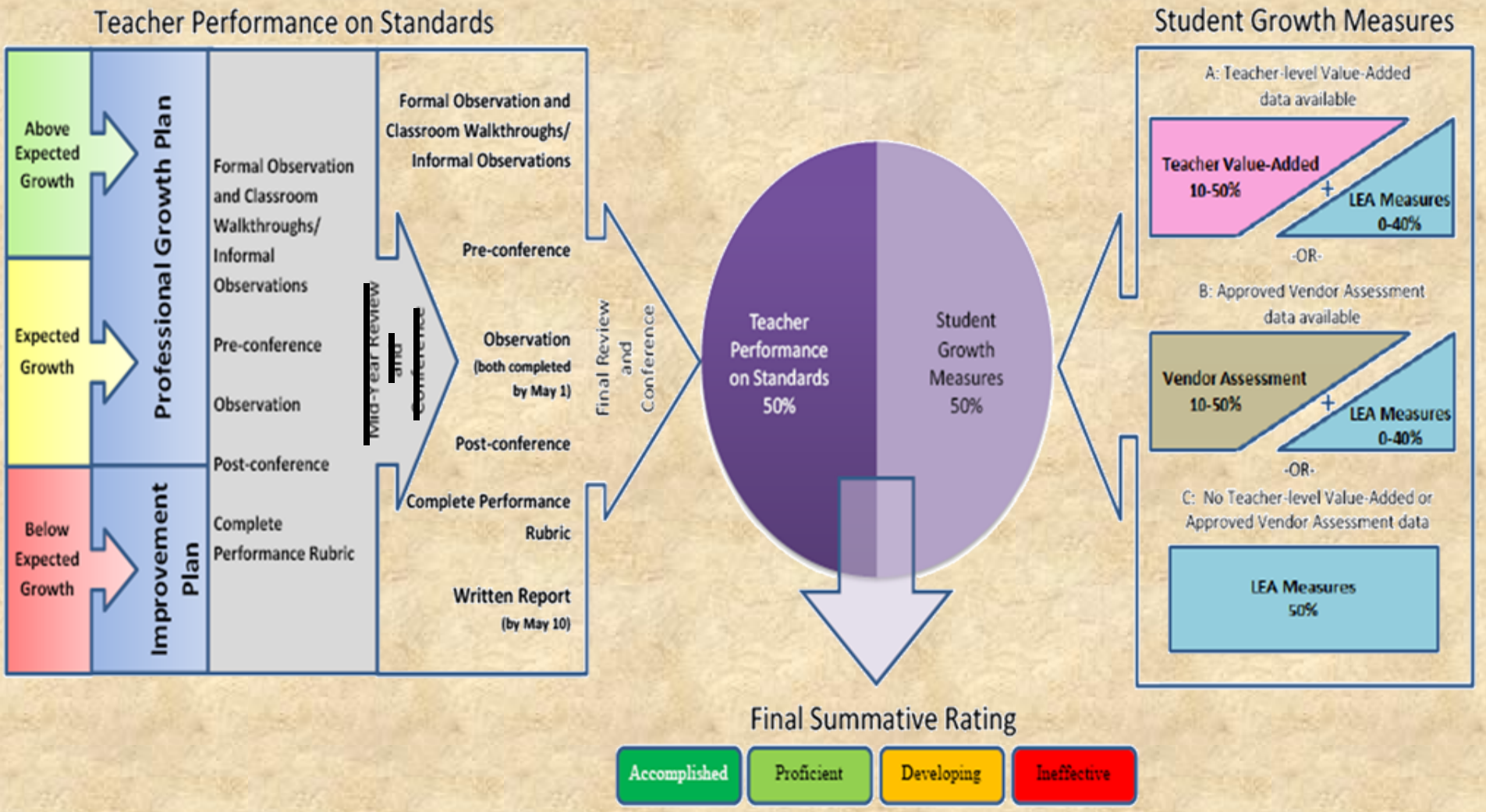
How Did We Arrive at OTES?



- 2004 Governor's Commission on Teaching Success
- 2005 Ohio Standards for Teachers/Principals (Handout #1)
- 2009 HB1 Model Evaluation System
- 2009-2011 Ohio Teacher Evaluating Writing Team
- Race-To-The-Top (RttT)
- HB153 Teacher Evaluation and Ranking System

Ohio Teacher Evaluation System (OTES)

(Handout #2)



Teacher Observation: 50% Observation Instrument

(Handout #3)

Accomplished Proficient Developing Ineffective

Student Growth Measures: 50%

(Handout #2)

Determining Teacher Category: A, B, C

Category A: Value-Added: 10% - 50% and/or
LEA Measures: 0% - 50%

Category B: Vendor Assessment: 10% - 50%
(Handout #4)
LEA Measures: 0% - 40%

Category C: LEA Measures: 50%

Approved Vendor Assessments

(Handout #4)

Assessment Name / Vendor Name	Grade(s) / Subject(s)	Vendor provided evidence and guidance on using assessment results for student growth measures	Services Summary
STAR Early Literacy Renaissance	PK-3 ELA	X	Renaissance Learning STAR.pdf
STAR Math Renaissance	G1-3, 9-12 Math	X	Renaissance Learning Math.pdf
STAR Reading Renaissance	G1-3, 9-12 Reading	X	Renaissance Learning Reading.pdf
Stanford 10 Pearson	K-12 Math, English Language Arts, Social Studies and Science	X	Pearson Stanford 10.pdf
Stanford Aprenda 3 Pearson	K-12 Math Science, Social Studies, Solution 2	X	Pearson Aprenda 3.pdf
Terra Nova 3 CTB	K-12, 1-12 ELA, Math, Science, Social Studies	X	CTB McGraw-Hill.pdf
Iowa Assessments Riverside	K-12 ELA, Math, Science, Social Studies	X	Riverside Iowa Assessments.pdf

Student Learning Objectives
SLOs

(Handout #5)

Definition: measurable, long term academic growth targets that a teacher or a group of teachers sets at the beginning of the year for all students or subgroups of students

What: aligned with standards
used for assessments to measure student progress
cover a specific period of time
note expected student growth
provide rationale for the expected growth

Resource: ODE
Begin process so that all SLOs are in place prior to the expiration of the current contract

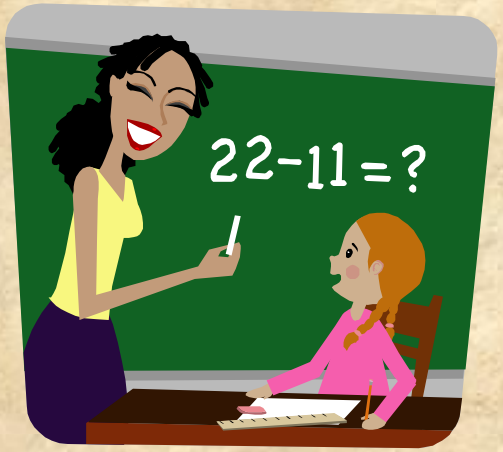
Examples Demonstrating Teacher Category

***Example #1*: A 6th-grade mathematics teacher in Category A, based on LEA decisions, might utilize a stepped approach so that:**

Year 1: 10% Teacher Value-Added (1 year) + 40% LEA Measures

Year 2: 25% Teacher Value-Added (2-year average) + 25% LEA Measures

Year 3: 50% Teacher Value-Added (3-year average)



Examples Demonstrating Teacher Category

Example #2: **A 7th-grade social studies teacher works in a district that implements the Stanford 10, which is on the ODE-Approved Vendor List. This teacher would be in Category B. A stepped approach could include:**

Year 1: 10% Vendor Assessment + 40% LEA Measures
Year 2: 25% Vendor Assessment + 25% LEA Measures
Year 3: 40% Vendor Assessment + 10% LEA Measures

Examples Demonstrating Teacher Category

***Example #3*: A high school music teacher without Value-Added or Vendor Assessment data would be in Category C, and will utilize relevant Student Learning Objectives as LEA measures:**

Year 1: 50% LEA Measures

Examples Demonstrating Teacher Category

***Example #4*: A new teacher in a state-tested grade may not have Value-Added data in the short-term, therefore might temporarily be in a different category. For example, a new 4th-grade reading teacher could be in Category C for a year until relevant Value-Added data is available which would then move the teacher to Category A:**

Year 1: 50% LEA Measures

Year 2: 10% Teacher Value-Added (1 year) + 40% LEA Measures

Year 3: 20% Teacher Value-Added (2-year average) + 30% LEA Measures

Year 4: 25% Teacher Value-Added (3-year average) + 25% LEA Measures

Final Summative Rating Chart

(Handouts #2 and #6)

Teacher Performance

Student Growth	Accomplished	Proficient	Developing	Ineffective
Above	Accomplished	Accomplished	Proficient	Developing
Expected	Proficient	Proficient	Developing	Developing
Below	Developing	Developing	Ineffective	Ineffective

Impact of Growth Designation

Above Expected Growth

- Teacher chooses his/her credentialed evaluator
- Writes own professional development plan

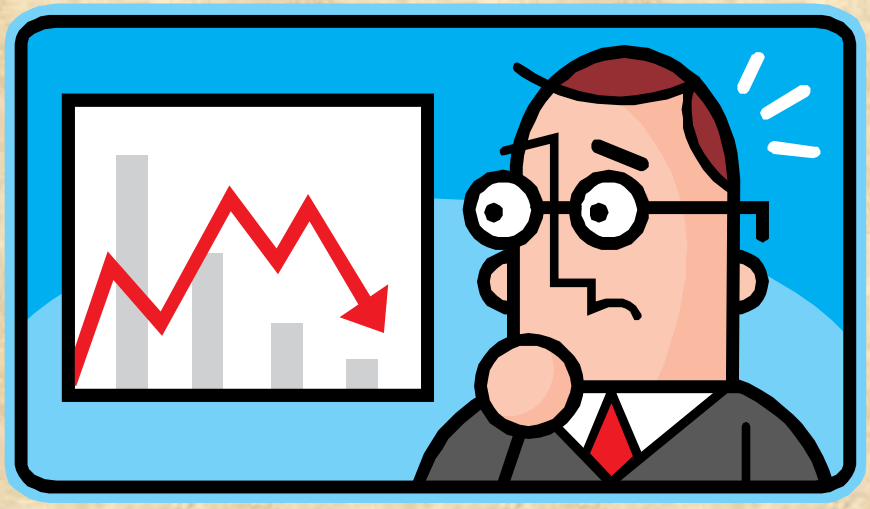
Expected Growth

- Teacher collaboratively chooses his/her credentialed evaluator with input of principal, superintendent or lead teacher
- Writes professional development plan with input from credentialed evaluator

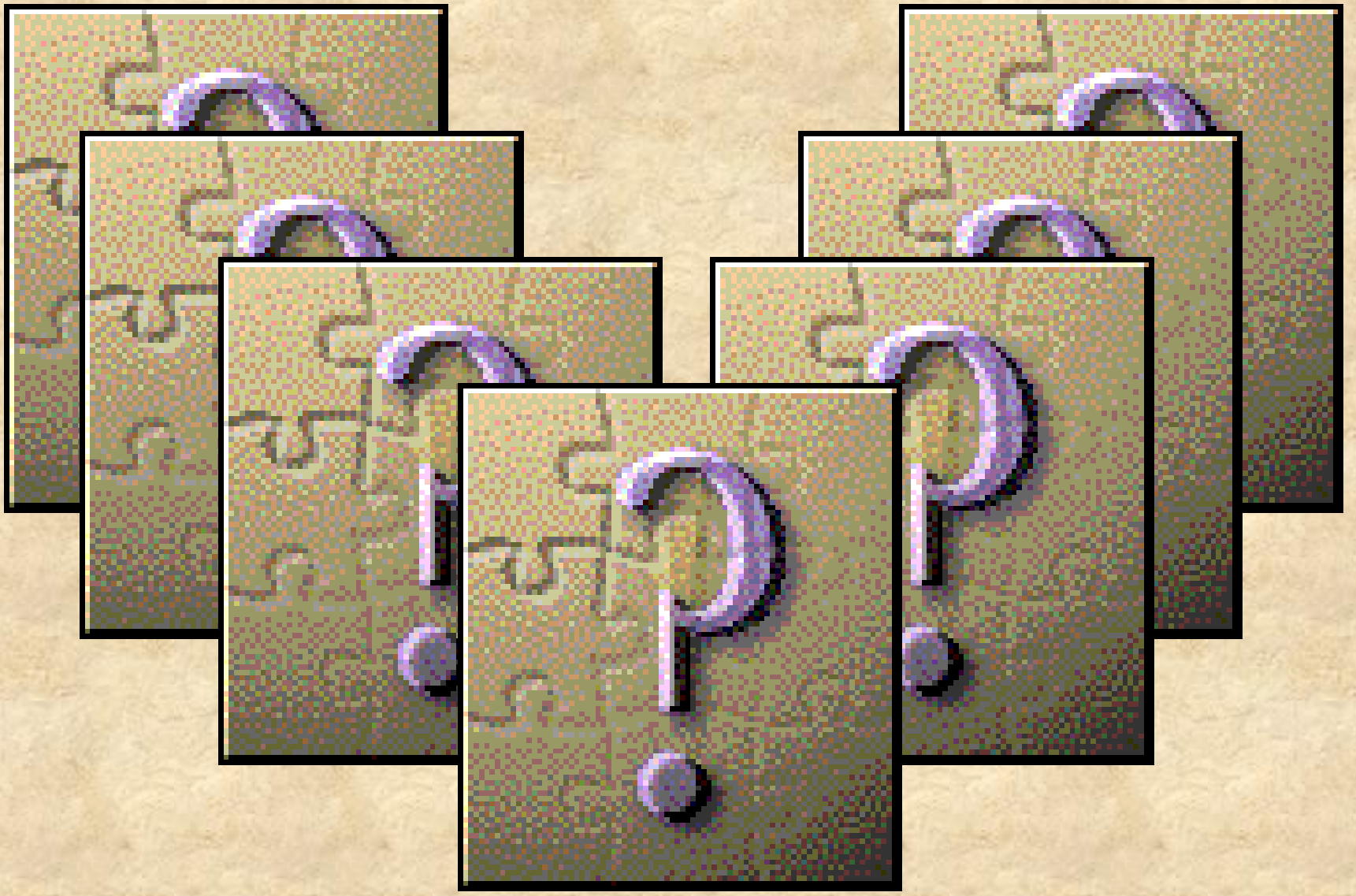
Impact of Growth Designation

<u>Below Expected Growth</u>

- Teacher will have credentialed evaluator assigned
- Teacher improvement plan will be directed by the evaluator
- Plan may be initiated at anytime during the school year when serious deficiencies in performance are noted and documented



Final Points

- ✓ OTES mandates are NOT negotiable once the current contract expires
- ✓ OTES negates seniority if two teachers have comparable evaluations
- ✓ Retention and dismissal of staff is a local decision and each LEA determines how the evaluation ranking impact staffing decisions
- ✓ Evaluators undergo 3-day training and take on-line assessment test; will be recalibrated yearly to maintain reliability of scoring

Questions