

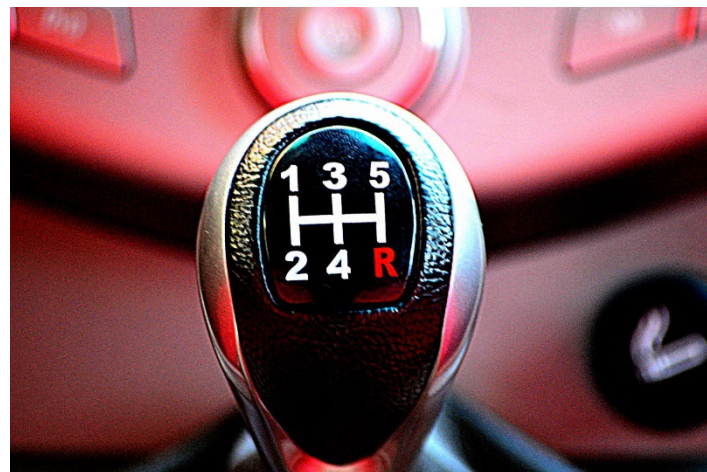
OTES 2.0 Overview



Developed by the ESC of Central Ohio
Updated August 2022

Goals

- Understand the similarities between OTES 1.0 and OTES 2.0
- Be able to identify the “shifts” involved with OTES 2.0



OTES 1.0 and OTES 2.0

Some things remain the same...



Who should be evaluated?

- Any person employed under a teaching license **and**
- Who spends at least 50 percent of the time employed providing student instruction



Are there circumstances when a district CAN choose not to evaluate a teacher?

Districts may choose not to evaluate a teacher who

- has been approved for retirement by Dec. 1;
- has been on leave at least 50% of the year;
- instructs less than 50% of their time employed;
- is participating in RESA for the first time.



Timeline

- August 11 – OhioES opens for district set-up (eTPES is now retired and off-line)
- October 14 – LEA set-up completed
- May 1 - All observations completed
- May 10 - Written report of Final Summative/Final Holistic Rating to teachers
- June 15 – OhioES closes

Rationale for Changes

- Educator Standards Board
- Law





Educator Standards Board Recommendations

- Update OTES rubric
- Embed Student Growth Measures into the OTES 2.0 rubric
- Embed the Alternative Framework components as sources of evidence in the OTES 2.0 rubric



Educator Standards Board Recommendations

- Observations tailored to meet the needs of teachers in order to focus on improvement and growth
- Provide a professional growth process for teachers rated Accomplished and Skilled




What Changes did Law Bring to OTES?



Ohio Revised Code 3319.111



Ohio Revised Code 3319.112



Ohio Revised Code 3319.111 Updates

- By July 1, 2020 (*deadline extended to September 1, 2020*), districts had to update teacher evaluation policy to conform to the OTES 2.0 Framework
- Measures of high-quality student data must be used in teacher evaluations (Exception for 2021-22; no exception for 2022-23)

ORC 3319.111...Less Frequent Evaluation Cycle

Accomplished

3 years

Self-directed PGP based on the most recent evaluation and observations

One observation and one conference to discuss progress on PGP

Progress on the PGP

Skilled

2 years

Jointly developed PGP based on the most recent evaluation and observations

One observation and one conference to discuss progress on PGP

Progress on the PGP



ORC 3319.112 Updates

- The Framework shall include at least two measures of high-quality student data (HQSD) to provide evidence of student learning
- HQSD must
 - be attributable to the teacher
 - include value-added when applicable and one other measure of HQSD

ORC 3319.112 Updates

- Prohibits shared attribution
- Prohibits the use of Student Learning Objectives (SLOs)
- Professional Growth Plan (PGP) or Improvement Plan (IP) based on results of evaluation *and* aligned to any building and/or district improvement plan(s)

HQSD--What's Changed?

OTES 1.0

Growth model

50% Teacher Performance
50% Student Growth Measures *or*
Alternative Framework option

2 Formal Observations
2 Walkthroughs

Teachers categorized as A, B, C

eTPES

OTES 2.0

Renewed emphasis on growth

No more 50/50
HQSD embedded in rubric
No Alternative Framework

2 Formal Observations
2 Walkthroughs
Focused to Support Growth

Teacher categories no longer
required

OhioES

OTES 2.0 Framework

Ineffective

Developing

Skilled

Accomplished

Components of the Full Evaluation Cycle

- Professional Growth/Improvement Plan
- Formal Holistic Observation Followed by Conference
- Classroom Walkthroughs
- Formal Focused Observation-Emphasis on Focus Area(s)
- Final Summative Conference

Components of the Optional Less Frequent Evaluation Cycle

- Professional Growth Plan
- One Observation
- One Conference with Discussion of Progress on PGP

Suggested Sequence
To Enhance Growth



Must vs May

Musts:

Ohio Revised Code

OTES 2.0 Framework

- Includes components and procedures that *must* be followed

Mays:

OTES 2.0 Model

- Includes guidance, document templates, and recommended best practices that *may* be followed



OTES 2.0 Framework

Teacher's Final Holistic Rating based on

- combination of two formal and informal observations (walkthroughs)
- supporting evidence, using the Teacher Performance Evaluation Rubric



Full Evaluation Cycle

Required components of full evaluation include:

- PGP or IP
- formal holistic observation #1 followed by a required conference
- at least two classroom walkthroughs
- formal FOCUSED observation #2
- Final summative conference

Suggested sequence to enhance growth



Shifting the Focus

- One Formal *Holistic* Observation followed by a required conference
- Walkthroughs – *focused* on specific area(s) to support growth *when applicable*
- One Formal *Focused* Observation – focused on specific area(s) needing support



Less Frequent Evaluation Cycle

Required components of less frequent evaluation cycle include:

- Professional Growth Plan or Improvement Plan
- One observation
- One conference with discussion of progress on PGP

Professional Growth Plan

Teacher Name:

Evaluator Name:

Self-Directed (Accomplished)
 Jointly Developed (Skilled)
 Evaluator Guided (Developing)

Choose the **Domain(s)** aligned to the goal(s).

- Focus for Learning
- Knowledge of Students
- Lesson Delivery

- Classroom Environment
- Assessment of Student Learning
- Professional Responsibilities

Goal Statement(s) Demonstrating Performance on Ohio's Standards for the Teaching Profession	Action Steps & Resources to Achieve Goal(s)	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)	Dates Discussed
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Describe the alignment to district and/or building improvement plan(s):

Comments:

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.



Rubric Domain Aligned to Goals

Current OTES 1.0 Standard Areas	Revised Draft OTES 2.0 Domains
Focus for Learning	Focus for Learning
Assessment Data	Knowledge of Students
Prior Content Knowledge...	Lesson Delivery
Knowledge of Students	Classroom Environment
Lesson Delivery	Assessment of Student Learning
Differentiation	Professional Responsibilities
Resources	
Classroom Environment	
Assessment of Student Learning	
Professional Responsibilities	



Professional Growth Plan

OTES 2.0 Goals for PGP

- Make the PGP a living document
- Support teacher growth to enhance practice
- Offer opportunities for teacher self-reflection
- Provide professional development and supports that are individualized to the needs of the teacher and his or her students

What supports might you need to assist you in setting clear, measurable goals?

What obstacles might present themselves in the PGP process and how can they be overcome?



What are SMART Goals?

Specific, strategic

Measurable

Attainable

Results-oriented

Time-bound



Workbook p. 34

OTES 2.0 Teacher Performance Rubric





OTES 2.0 Rubric

OTES 1.0 Rubric	OTES 2.0 Rubric
Aligned to the OSTP	Aligned to the OSTP
Uses 4 teacher performance levels	Maintains the same 4 performance levels
10 Standard Areas	6 Domains
SGM not included	Use of HQSD embedded
50% of calculated rating	No calculation



Rubric Domain Aligned to Goals

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Lesson Delivery	Assessment of Student Learning
Differentiation	Professional Responsibilities
Resources	
Classroom Environment	
Assessment of Student Learning	
Professional Responsibilities	



Performance Levels

- Accomplished
- Skilled
- Developing
- Ineffective

What distinguishes an Accomplished teacher from a Skilled teacher?

Performance Rating Definitions

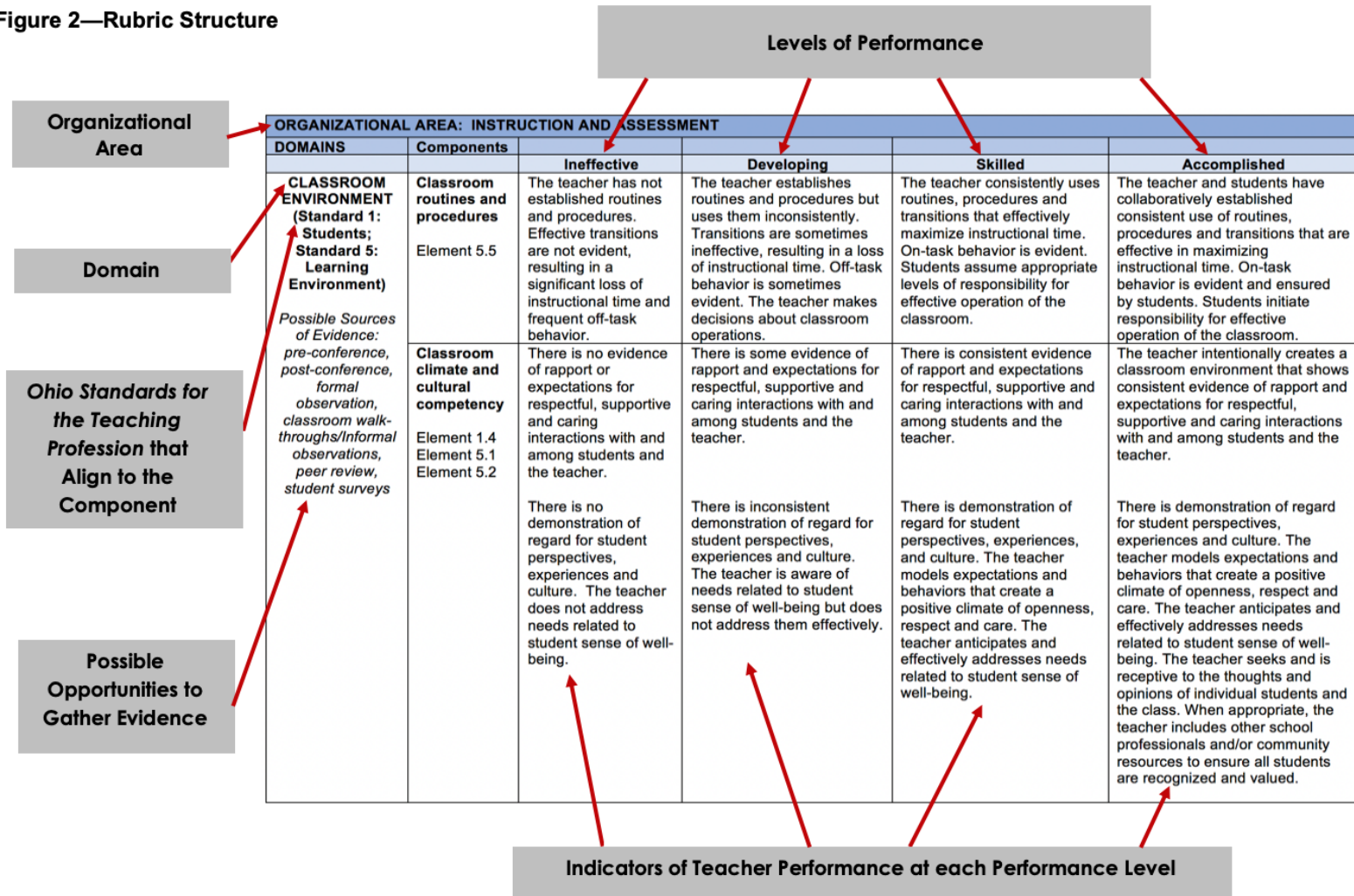
<p>Ineffective: This rating indicates the teacher fails to demonstrate minimum performance expectations.</p> <p>A rating of Ineffective indicates the teacher consistently fails to demonstrate competency. The teacher is not effectively meeting the needs of his or her students. The teacher requires immediate assistance through ongoing intensive support.</p>	<p>Developing: This rating indicates the teacher is working to utilize his or her growing knowledge and skills.</p> <p>A rating of Developing indicates the teacher demonstrates competency in some of the teaching standards but needs improvement in others. The teacher attempts to meet the needs of the whole group. The Developing teacher is in the process of refining his or her skills and abilities. The teacher strives to improve his or her instructional and professional practice. The teacher may be making progress, but performance requires ongoing professional support for necessary growth to occur.</p>	<p>Skilled: This rating is the rigorous and expected performance level.</p> <p>A rating of Skilled indicates the teacher consistently meets expectations for performance and fully demonstrates competency in most of the teaching standards. The teacher addresses the needs of groups of students. The Skilled teacher integrates knowledge, skills and abilities needed for effective classroom instruction. The teacher consistently strives to improve his or her instructional and professional practice. The Skilled teacher demonstrates purposefulness, flexibility and consistency.</p>	<p>Accomplished: This rating is the highest level of achievement.</p> <p>A rating of Accomplished indicates the teacher consistently meets expectations for performance and fully demonstrates competency in most or all of the teaching standards. The teacher addresses the needs of individual students. The Accomplished teacher uses a strong foundation of knowledge, skills and abilities to innovate and enhance their classroom, building and potentially the profession. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school, building or district through the development and support of colleagues. The Accomplished teacher is a leader who empowers and influences others.</p>
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The OTES 2.0 Teacher Performance Evaluation Rubric

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) <i>Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments</i>	Use of High-Quality Student Data Element 1.1 Element 1.2 Element 1.3 Element 3.3	The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).	The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate.	The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).	The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.
	Connections to prior and future learning Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5	The teacher plans lessons that demonstrate no connections to student prior learning or future learning.	The teacher plans lessons that attempt to make connections with student prior learning or future learning. These connections are not clear.	The teacher plans lessons that intentionally make clear and coherent connections with student prior learning and future learning and includes strategies that communicate the connections to students.	The teacher plans lessons that intentionally make clear and coherent connections with student prior and future learning and includes strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences. The teacher plans lessons that use the input and

Rubric Structure

Figure 2—Rubric Structure



Rubric Language

THREE ORGANIZATIONAL AREAS

Instructional Planning

Instruction and Assessment

Professionalism

INSTRUCTIONAL PLANNING

2 Domains - 4 Components

FOCUS FOR LEARNING

Use of High Quality Student Data

Connections to Prior and Future Learning

Connections to State Standards and District
Priorities

KNOWLEDGE OF STUDENTS

Planning Instruction for the Whole Child

INSTRUCTION AND ASSESSMENT

3 Domains- 7 Components

LESSON DELIVERY

Communication with Students

Monitoring Student Understanding

Student-Centered Learning

CLASSROOM ENVIRONMENT

Classroom Routines and Procedures

Classroom Climate and Cultural Competency

ASSESSMENT OF STUDENT LEARNING

Use of Assessments

Evidence of Student Learning

PROFESSIONALISM

1 Domain - 4 Components

PROFESSIONAL RESPONSIBILITIES

- Communication and Collaboration with Families
- Communication and Collaboration with Colleagues
- District Policies and Professional Responsibilities
- Professional Learning



OTES Rubric Activity

In your group, review the indicators for your assigned domains/components.

Discuss & highlight key words for the “Skilled” performance level.

Note the differences from “Accomplished,” “Developing,” and “Ineffective.”

Handout 4

Looks Like / Sounds Like

Teacher Teacher behaviors/actions	Student Student behaviors/actions
Evidence Potential sources of evidence	Essence Essence of the component



High-Quality Student Data



HQSD allows for a great deal of local control

Collecting Student Data

What types of data can teachers use to help guide instruction and improve student learning?

Types of Available Data

There are many types of data that can be used to support student learning and to provide a broader picture of the whole child.

- Demographic data
- Attendance data, graduation rate, discipline reports
- Social-emotional needs, learning styles
- Perception data from students, parents, community, and staff
- Academic data: student achievement and growth

Sources of Available Data

To gather data, teachers and district personnel may consult many sources:

- District / building Ohio School Report Cards
- EMIS reports for a grade level or a class period
- Student, parent, community, staff surveys
- Testing data (formative, summative, diagnostic)
- Other sources as needed or as available

More Than Just Test Scores

- It is recognized that there are many types of data that can be used to support student learning, and the data include much more than just test scores.
- *These types of data and their uses are all important and should continue to be used to guide instruction and support the needs of the whole child but may not meet the definition of HQSD for the purpose of teacher evaluation.*



Defining High-Quality Student Data

The high-quality student data instrument used must have been rigorously reviewed by locally determined experts in the field of education to meet *all* of the following criteria:

- Align to learning standards
- Measure what is intended to be measured
- Be attributable to the specific teacher for course(s) and grade level(s) taught
- Demonstrate evidence of student learning (achievement and/or academic growth)
- Follow protocols for administration and scoring
- Provide trustworthy results
- Not offend or be driven by bias



What instruments can be used?

- Teacher level VA if available MUST be used as one measure
- ODE will continue to post the Approved Vendor Assessment list
- District-determined instruments
 - Portfolios
 - Performance-based assessments
 - District approved assessments

What Instruments Are Needed?

- Consider doing an assessment audit.
- Determine what instruments that you already have in place will meet the criteria for sources of HQSD.
- Where are the gaps and missing pieces?
- Are there opportunities for creating new locally-developed assessments?
- Don't reinvent the wheel.



Using High-Quality Student Data

The teacher must use the data generated from the high-quality student data instrument by:

- Accurately reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class as well as individual students
- Informing instruction, adapting instruction to meet student needs based upon the information gained from the data analysis
- Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards

OTES 2.0 and HQSD

- Previously in OTES 1.0, student growth measures (SGMs) accounted for 50% of an educator's evaluation.
- HQSD has replaced SGMs in the Framework. The use of data is embedded in the rubric. It has no greater weight in the overall evaluation than any other component in the rubric.
- Although still important, the “score” is no longer the major focus. The focus is on *the teacher's use of the data to enhance practice and improve student learning.*

Where are Data and Data Use Indicated in the Rubric?

Remember

1. HQSD is only noted in two components in the OTES 2.0 rubric.
2. Other data sources/types can be used in multiple components in the rubric.



High-Quality Student Data

- HQSD may be used as evidence in any component of the evaluation
- HQSD Guidance Tool focuses on the *criteria for the instrument* and the teacher's *use of the data* generated from the instrument
- HQSD must
 - Be attributable to the teacher
 - Include VA when applicable **and** one other measure of HQSD

DISTRICT
RESPONSIBILITIES

- Establish decisions around developing PGPs
- Determine how you will roll out the OTES 2.0 Rubric and the HQSD Guidance Tool with evaluators and teachers
- Determine who will be the “experts in the field of education” for this process
- Identify HQSD instruments already in place
- Identify where the gaps may be in relation to HQSD





Considerations for OTES 2.0 Implementation in 2021-2022

- Adopt OTES 2.0 Framework in board policy by Sept. 1, 2020; new negotiated agreements must include OTES 2.0
- Maintain evaluation cycles
- Provide sufficient planning time for “shifts”
- Teachers must have **two** measures of high-quality student data (if value added, it’s one measure)
- Evaluators attend OTES 2.0 Bridge/New Evaluator Training (virtual / in-person offered by ESCs)
- Evaluators complete online credentialing through Insight ADVANCE

Considerations for OTES 2.0 Implementation in 2022-23

- OTES 2.0 must be fully implemented
- OPES 2.0 must be fully implemented
- OSCES remains unchanged
- All evaluation data transfers automatically to OhioES

Reflection and Growth

Are there opportunities for teacher growth in designing high-quality assessments?

ODE's Learning Management System has a course on Assessment Literacy.

Reflection and Growth

Are there opportunities for teacher growth in data literacy?

OTES 2.0 shifts the focus to the teacher's use of the data to enhance instruction and improve student learning.

Teachers must be able to understand, analyze, and use the data generated by the HQSD instruments to make instructional decisions.

Role of the ESC in Transition

How does the ESC support our districts' efforts as they make the transition to OTES 2.0 and OPES 2.0 in the coming months?

Assessment Literacy

Data Literacy

Instructional Coaching

Coaching Conversations

Other – External Evaluators

For More Information about OTES 2.0

Go to education.ohio.gov



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