



Educator Evaluation – What’s on the horizon?

Carolyn Everidge-Frey Director, Office of Educator Effectiveness

Jill Grubb, Assistant Director, Office of Equity and Talent

November 2015

Two Key Components of OTES

1

- Teacher Performance
- Student Growth Measures

Ohio Teacher Evaluation System

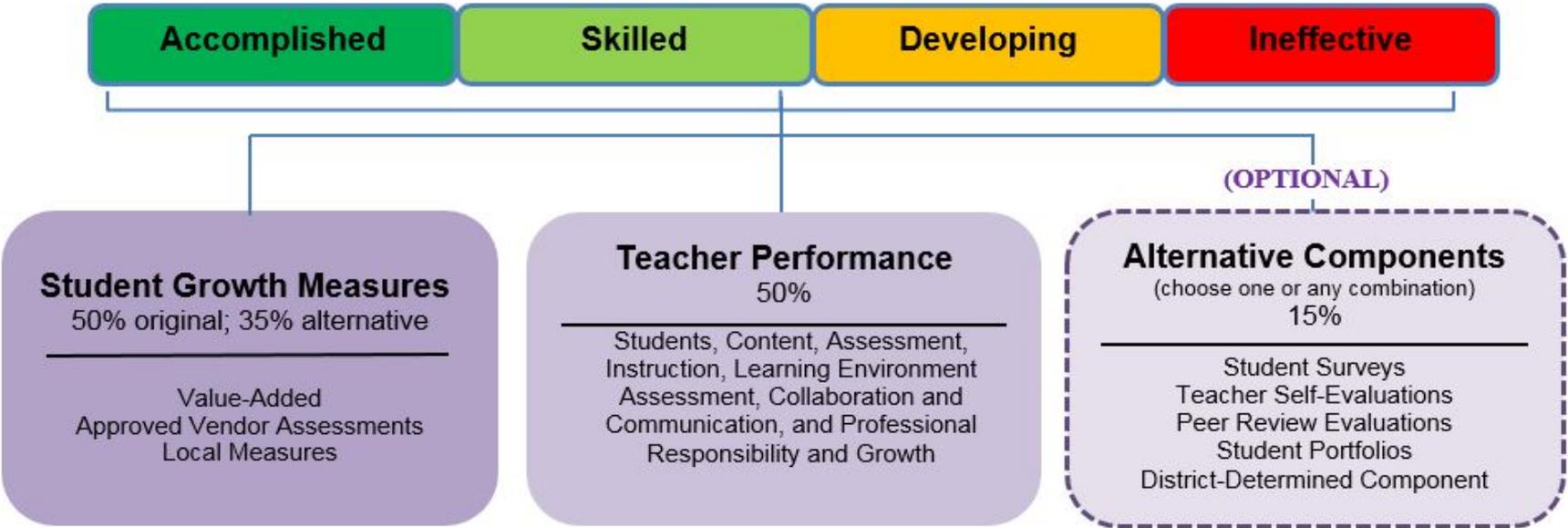


**Powerful vehicle to
support improved
practice**

**Research-based,
transparent, fair
and adaptable**

State Board Approved Evaluation Framework for Teachers

Final Summative Evaluation Rating



Draft Framework

Teacher and Principal Evaluator Credentialing

2

Over
22,000 evaluators
have been
credentialed

Evaluation Credentialing

Initial

Requires attendance at 3-day OTES and/or 2-day OPES training(s)

Complete initial credentialing test online

Expires after two years

Re-Calibration

Requires participation in online modules

Complete re-calibration test online

Required every two years

Teacher Performance - 50%

3

Required	Recommended by OTES Model
2 formal thirty-minute observations	Pre-conference
Walkthroughs	Post-conference
Align to the State Board approved Evaluation Framework	Mid-year review
Professional Growth or Improvement Plan	

Who should be evaluated?

Any person employed under a teacher license and

Who spends at least 50 percent of the time employed providing student instruction.



ORC 3319.111

Student Growth Measure: 50% or 35%

4

Type of Student Growth Measure Available	Category of Educator
Value- Added	A1 Exclusive Value-Added data A2 Value-Added and other growth measures
ODE-Approved Vendor Assessment	B
Local Measures	C

Value-Added

(HB 64 – MOU needed to utilize VA in evaluation for 15-16 and 16-17)

State Assessments

Roster Verification process (Linkage)

15-16 - One year composite

Multiple measures

Approved Vendor Assessments



**Request for
Qualifications:**
Updated annually

Approved list posted
annually on
department's webpage

Approved Vendor Assessments

Approved vendors must provide a 1-5 growth score for teachers.

Districts choosing to utilize an approved vendor assessment must use the data as part of the student growth measure.

Locally Determined Measures

Shared Attribution

Vendor Assessments

Student Learning
Objectives



Student Growth Scoring

Descriptive Rating	Numerical Rating
Most Effective	5
Above Average	4
Average	3
Approaching Average	2
Least Effective	1

} Average Growth or Higher

} Below Expected Growth

Professional Growth Plan

Above Expected Growth:

Self-directed plan

Expected Growth: Collaborative plan

Improvement Plan

Below Expected Growth:

Directed plan by the evaluator.

*It is a local decision to place an educator on an improvement plan as needed for additional reasons other than student growth.

Accomplished Evaluation Options

Evaluate annually.

Evaluate every two years:

No observation, conference or Student Growth Measures.

Requires Board Policy by May 10, 2014.

Evaluate every three years:

Requires an observation, a conference and Student Growth Measures of average or higher.

Skilled Evaluation Options

Evaluate annually.

Evaluate every two years:

Requires an observation, a conference and Student Growth Measures of average or higher.

Less Frequent Evaluations

Any teacher who does not have student growth measures is **NOT eligible for the less frequent** evaluation cycle and must be fully evaluated.

House Bill 64 Changes

5

Alternative Framework Changes

Usage of Value-Added Data

Safe Harbor

Alternative Framework

50% Teacher Performance

35% Student Growth Measures

15% Alternative Components

- Added an additional District Determined Component
- Allows for use of more than one component by the district

Safe Harbor and Value-Added

House Bill 64 eliminates the use of Value-Added for teacher and principal evaluations for two years

Memorandum of Understanding required in order to use value-added

Safe Harbor and Value-Added

May use Value-Added for student growth measures with an MOU

May use Value-Added as a shared attribution

Exception – A1 teachers will use their value-added rating for their full SGM and A2 teachers will use their value-added rating for a percentage of their SGM.

Ohio Electronic System

Web-based system to automate the teacher and principal evaluation systems

Districts are required to use eTPES for reporting to the Ohio Department of Education





How can I be a better educator tomorrow than I was today?

Alterations

The RE Program shall be a four-year entry-level program for classroom teachers that shall include:

Mentoring by teachers **for the first two years of the program (note caveat here)**

Counseling as determined necessary by the school district or school to ensure participants receive needed professional development

Measures of appropriate progress which includes the performance-based summative assessment in the third year of the program

OTES and Resident Educator

Commonalities:

- Ohio Standards for the Teaching Profession
- Self-Assessment
- Goal Setting
- Assessment of Student Learning
- Reflection on Practice
- Feedback Related to Professional Growth
- Targeted Professional Development

HB 64 and School Counselors



HB 64 Requires

School counselor standards

Standard-based framework for evaluation

Standards

What counselors are expected to know and do at all stages of their careers

Knowledge of academic, personal, and social counseling for students

Education options that provide flexibility for earning high school credit and college credit

Ohio-specific knowledge of career counseling

Principles to implement an effective school counseling program

Alignment with American School Counselor Association standards

Evaluation

Demonstrates positive student outcomes

Designates personnel that may conduct evaluations

Requires written report of results

Provides professional development

Aligned with standards

Assigns a rating: accomplished, skilled, developing, and ineffective

Requires evaluations with options for high performing individuals

Timeline

April 2015:
Began
developing
standards

August 2015:
Planned for
members & timeline
for Evaluation
System

October 2015:
Standards
approved by
State Board

June 2015:
Standards finalized;
ESB recommended
to State Board

September 2015:
Standards presented to
Capacity Committee

Timeline

**September –
December 2015:**
Writing team designs
evaluation system

April 2016:
Framework to State
Board Capacity
Committee

September 2016:
Districts adopt policy

Implementation
2016-2017

January 2016:
School Counselor
Evaluation pilot begins

May 2016:
Evaluation Framework
presented to State Board

Evaluation Framework
presented to ESB for
recommendations

School Counselor Writing Team

- Collaborated with state associations to identify representatives:
 - Rural, small town, suburban, urban, ESC, JVSD
- Team largely consists of practicing school counselors

Challenges

Meet needs of school counselors across Ohio's districts

Determine options for metrics for student outcomes

Communicate standards & evaluation systems for 2016-17 implementation

Ensure capacity and efficacy with school counselors & evaluators

Regional Field Staff

**OTES
Mailbox**

All Regions

evaluation@education.ohio.gov

Tom Rounds
and
Eric Sikora

Northeast

Thomas.rounds@esc-cc.org

Eric.sikora@esc-cc.org

Tom Musgrave

Central and
Southeast

tom.musgrave@fcesc.org

Apryl Ealy

Northwest

apryl.ealy@esc-cc.org

Cathryn
Everidge-Shaw

Southwest

cathryn.shaw@fcesc.org

Carolyn Everidge-Frey

carolyn.everidge-frey@education.ohio.gov

Jill Grubb

jill.grubb@education.ohio.gov

Questions

education.ohio.gov

Social Media

facebook

Ohio Families and Education
Ohio Teachers' Homeroom

Linked in

ohio-department-of-education

Storify

storify.com/ohioEdDept

twitter

@OHEducation
@suptrichardross

You Tube

OhioEdDept

Guidance on Safe Harbor July 2015

The General Assembly directed the Ohio Department of Education to transition to new tests for the 2015-2016 school year in mathematics and English language arts. As part of the transition to new tests, the legislature extended and modified a number of safe harbor provisions.

Safe harbor gives schools, teachers and students time to adjust to the new tests. In most cases, there will no longer be consequences tied to the results of the state tests given in the 2014-2015 and 2015-2016 school years. In some instances, this safe harbor extends to the results of state tests given in the 2016-2017 school year. The consequences of state tests usually impact the following school year. Depending on the provision of safe harbor, this could extend through the 2017-2018 school year.

As part of safe harbor, the Ohio School Report Card will not have an overall letter grade until the report card released in 2018 (using results from the 2017-2018 school year). All other results and letter grades will be reported on the Ohio School Report Card, just like previous years. While the consequences of state tests are suspended in most cases, the test results and report card are still reported to help inform educators of areas of success and areas for improvement. Address questions about the report card to accountability@education.ohio.gov.

This document goes into detail on how safe harbor impacts districts, schools, principals, teachers and students. Most notably, during safe harbor:

- Eligibility for scholarship programs, community school closure and other district interventions are paused;
- Educator evaluations will not include results from state tests; and
- State test scores cannot count against students' grades.

Safe harbor for school districts:

School districts can become eligible for certain programs or interventions based on their report card performance. Safe harbor for school districts means the following programs or interventions will be suspended:

- **Community School Closure:** Community schools receive one of two report card types. The majority of community schools receive the same traditional report card as other public schools. Community schools that are not performing as expected can be closed in two different ways. First, the community school's sponsor (the entity responsible for the community school) can close the school if it believes the school is underperforming. Most community schools are closed in this manner. The second way community schools can be closed is by meeting certain criteria on the report card. Safe harbor means that the grades published on 2014-2015, 2015-2016 and 2016-2017 report cards will not be used to judge whether a community school should be automatically closed using the method in law. These years will not reset the clock on closure. Safe harbor does not affect a sponsor's ability to close a charter school on its own. Sponsors may still consider the grades from any report card in their decisions. Address questions to frank.stoy@education.ohio.gov.
- **Challenged School District Designation:** When a school district is designated as a "challenged" school district, new startup community schools are allowed to open within the district's boundaries. Safe harbor for these designations means no new school districts will be designated as challenged school districts until the 2018 report card is released. Instead, school districts with this designation will continue to hold their current designation through the 2017-2018 school year.
- **Educational Choice Scholarship Program:** Low-income students and students attending persistently poor performing school buildings can become eligible for vouchers to pay the cost of attending private schools. Safe harbor means that no new public school buildings will be included in the program until the 2019-2020 school year. However, buildings that were eligible in the 2015-2016 school year, based upon grades from the 2013-2014 school year, will continue to be eligible until that time. Results from the test

given in school years 2014-2015, 2015-2016 and 2016-2017 will not be used to identify new public schools for eligibility. Students in all school buildings and school districts will still be eligible for scholarships based on their families' income levels. Address questions to edchoice@education.ohio.gov.

- **School Restructuring:** When traditional public schools receive low report card grades, there are several laws that require them to restructure or even close. Safe harbor means that no new school buildings will be required to restructure because of state law based on the 2015, 2016 or 2017 report cards. However, there are restructuring requirements included in federal law that are not covered by safe harbor. This portion of safe harbor will likely only affect a few schools.
- **Columbus Parent Trigger Pilot Project:** The parent trigger pilot applies to any school in the Columbus City School District that also is in the bottom 5 percent of achievement statewide. Parents at one of these schools can vote to take over the school and implement a new turnaround model. Safe harbor for the pilot means that no new schools will be eligible for the pilot program based on the 2015, 2016 or 2017 report cards.

The safe harbor for academic distress commissions was not extended. These commissions are formed to help improve the poorest performing school districts in the state. They are formed after three consecutive years of poor results on the report card. There was only a one-year safe harbor for commissions.

This means that the 2015 report card will not be used as part of the three years. However, it will not count as a gap in the consecutive years. The 2015 report card will simply not factor in at all. However, the 2016 report card and after will count toward the three consecutive years.

Safe harbor for teachers and principals:

Student growth makes up a significant portion of an evaluation for teachers and principals. State tests are one of the ways to calculate this student growth. Because of the transition to new state tests, the General Assembly extended and modified the safe harbor for a small group of educators.

Due to the transition of new assessments, teachers and principals will not use value-added ratings from state tests for the 2014-2015 and 2015-2016 school years as part of their evaluations or when making decisions regarding dismissal, retention, tenure or compensation.

Safe harbor only applies to educators that use value-added ratings from state tests. Safe harbor does not apply to teachers or principals exclusively using vendor tests or other local student growth measures. More than 90 percent of teachers will fully implement the evaluation system with student growth measures in the 2015-2016 and 2016-2017 school years.

Value-added ratings will continue to be generated for state tests so that these educators can benefit from the diagnostic reports. Teachers and principals will not use value-added results for evaluation until results from the state tests administered in the 2016-2017 school year are incorporated into the evaluation ratings in the spring of 2018.

Districts have three options for addressing the student growth measure for any of their teachers or principals who use state value-added results:

- 1) Districts and educators may enter into a memorandum of understanding (MOU) to allow the continued use of value-added results based on state tests for evaluation;
- 2) Districts may decide to use student growth measures other than value-added results for evaluations, including approved vendor assessments and student learning objectives (SLOs), to replace value-added results from state tests; or
- 3) Districts may choose not to use or replace value-added results and:
 - a. For educators exclusively using value-added results from state tests, only use the educator performance measure to determine the overall evaluation rating; or

- b. For educators partially using value-added results from state tests, only include the remaining student growth measures and the educator performance measure to determine the overall evaluation rating.

The department encourages districts to utilize an option that includes student growth for the evaluation and to analyze the value-added results for diagnostic purposes during these safe harbor years.

The department will be posting more information on recent changes to the teacher evaluation system on the [teacher evaluation Web pages](#). Address questions about safe harbor to SGM@education.ohio.gov.

Safe harbor for students:

After creating a safe harbor for school districts and teachers, the General Assembly passed House Bill 7 that outlines several ways students may not be impacted by the 2014-2015 state tests. The General Assembly recently extended student safe harbor for another two years to cover the results from the tests given in the 2015-2016 and 2016-2017 school years.

Schools may not use the results from the tests given during the student safe harbor school years (2014-2015, 2015-2016 and 2016-2017) in any decision to grant credit to a student. The law also ensures that a student's score report from these tests is only released to the school district, the student and the student's family. Finally, schools may not use the results from the tests given during the student safe harbor school years as a factor to promote or deny a student's promotion to a higher grade level.

The only exception to this safe harbor provision is the Third Grade Reading Guarantee. Students still will be required to reach the promotion score on the state's reading test or an alternative test if they are not exempt from retention. For more information on the Third Grade Reading Guarantee, please visit the department's [website](#). Address questions to ThirdGradeGuarantee@education.ohio.gov.

Safe harbor does not apply to graduation requirements. The Ohio Graduation Tests are not part of the testing transition and students in the graduating classes of 2017 and earlier must pass these tests to graduate. The graduating classes of 2018 and after are taking end-of-course tests to earn graduation points. A student's performance on these tests will impact a student's graduation. However, safe harbor allows any student to retake any end-of-course tests at a future date. Furthermore, students have other opportunities to earn graduation points on other tests and have access to two other graduation options in order to earn a high school diploma. For more information on [graduation requirements](#), please visit the department's website. Address questions to brian.roget@education.ohio.gov.

State law requires a student using a voucher to attend a nonpublic school to take state tests in order to continue using the voucher. However, there is a one-year safe harbor for students that means students will be able to renew their scholarships even if they do not take the state test in the 2014-2015 school year. This provision under safe harbor was not extended beyond 2014-2015. Students still must meet all remaining renewal eligibility criteria to receive awards for the 2015-2016 school year. Students previously required to pass the Ohio Graduation Tests who attend nonpublic high schools still must pass those tests to graduate; however, participation in the test will not be considered a requirement for the renewal of scholarships. Additionally, school districts will not lose funding for students who do not take the state tests in the 2014-2015 school year.

Ohio Resident Educator Program

Program Revisions for 2015-2016

In response to feedback from the field, findings from an external program review and revised legislation, the Ohio Department of Education is working to create new documents for Ohio’s four-year Resident Educator program requirements. This program is evolving into a more integrated professional development program of induction. The original program requirements compared to those beginning in 2015-2016 follow:

Area of Focus	2014-2015 Requirements	2015-2016 Requirements
Self-Assessment	<ul style="list-style-type: none"> Complete Resident Educator Self-Assessment Complete Self-Assessment Summary Review and complete the Formative Progress Review 	Annually complete Ohio Teacher Evaluation System (OTES) Self-Assessment
Goal-Setting	<p>Engage with mentor to:</p> <ul style="list-style-type: none"> Set teaching goal(s) Review goals mid-year Review and reflect on goals at end of year 	Annually, resident educators use the same professional growth plan <u>or</u> improvement plan for teacher evaluation as well as the Resident Educator Program.
Instructional Planning	<p>Study a variety of lessons to identify best practices. Provide evidence of collaborative conversations through:</p> <ul style="list-style-type: none"> Collaborative conversation templates; Collaborative logs; Interactive journals; District generated collaborative tools; <p>Provide evidence of instructional cycles:</p> <ul style="list-style-type: none"> Complete first instructional cycle Complete second instructional cycle Complete third instructional cycle 	During the mentoring in program years 1 and 2, reflect on teacher work that shows the continual implementation of the “Plan, Teach, Assess, Reflect, Revise” teaching-learning cycle by completing a collaborative log <u>or</u> interactive journal (or other locally developed collaborative tools).
Observations for Learning	<ul style="list-style-type: none"> Provide evidence of two mentor formal observations of each resident educator that include a pre-conference, observation and post-conference. Conduct ongoing informal, reciprocal peer observations 	During the mentoring in program years 1 and 2, mentors annually complete one (1) formal observation.
Assessment of Student Learning	<ul style="list-style-type: none"> Examine Data Measures Inventory Synthesize student data <u>and</u> assemble a class profile Determine instructional grouping Monitor student learning Examine student work 	During the mentoring in program years 1 and 2, use the state’s Gathering and Synthesizing Data Tool (or other locally developed data tool) to analyze student work.
Summative Performance Assessment	<ul style="list-style-type: none"> Take the Resident Educator Summative Assessment (RESA) 	Take the Resident Educator Summative Assessment (RESA) in program year 3.
District or School Determined Activities	<ul style="list-style-type: none"> Complete leadership online module in year 4 Complete two to three leadership activities 	Engage in optional activities as determined by the district or school in program year 4.

Goals for enhancing and revising the Resident Educator Program

- *Strengthen the understanding of the value, philosophy and purpose of the Resident Educator Program among all involved educators.*
- *Streamline program materials.*
- *Refresh mentor training with a focus on instructional mentoring.*
- *Move to collaborative, differentiated mentoring structures at the local level.*
- *Enhance understanding of the Resident Educator Program and its relationship to instructional improvement and other initiatives such as the Ohio Teacher Evaluation System and Professional Learning Teams.*

The Ohio Department of Education is currently working to address these key areas in mentor trainings and support materials provided on the department's [Resident Educator Web pages](#). Check back for these updates as they occur during summer 2015. Note that no changes to the Resident Educator Program affect the 2014-2015 school year cycle; all enhancements and revisions apply to the 2015-2016 school year and beyond.

Thank you for your continued support of the Resident Educator Program as we continue to develop teachers for tomorrow.