



# Implementation Support for OTES 2.0

## July 2023

### INTRODUCTION

OTES 2.0 is a professional growth model that is intended to be used to continually assist educators in enhancing teacher performance. Ohio's public preschools already implement Step Up to Quality (SUTQ) which includes elements that address professional growth of teachers as well. The purpose of this document is to support preschool administrators and preschool teachers to streamline implementation of OTES 2.0 with SUTQ and address other preschool specific considerations for implementing OTES 2.0. OTES 2.0 timeframes may not align with SUTQ requirements. Staff must be mindful that SUTQ standards are annual requirements. The chart below lists how OTES requirements can be streamlined to meet SUTQ requirements.

OTES 2.0 documents	SUTQ related standards	SUTQ annual requirements
Optional self-assessment	IE 1	<ul style="list-style-type: none"><li>• <b>Must be completed annually to meet SUTQ requirements</b></li><li>• <b>Must assess the quality of the classroom environment and staff/child interactions that are developmentally appropriate for each age group served</b></li><li>• <b>Must be completed through a preschool lens, including preschool space and furnishings, whole environment, materials, interactions, personal care routines, program structure, activities, language development, etc.</b></li><li>• <b>Evidence in the comments section of the OTES self-assessment must align with preschool requirements (for example, developmentally appropriate materials were available and accessible to children)</b></li></ul>



<b>Professional Growth Plan – goals and professional development</b>	<b>SM 2</b> <b>SM 3</b> <b>SM 5</b>	<ul style="list-style-type: none"><li>• <b>Must be created within 30 days of hire</b></li><li>• <b>May be used to meet the requirement for the Professional Development Plan for the SUTQ process if it includes details about planned professional development (PD) to support the goals</b></li><li>• <b>Must include a written statement of goals the professional wants to attain, action steps to accomplish the goal and outcomes for advancing staff members learning</b></li><li>• <b>3-star requirement must have two goals listed, including a personal goal and goal based on formal observation including documentation of PD opportunities considered and completed</b></li><li>• <b>Extra points may be obtained by adding a third goal based on the completed classroom self-assessment and PD opportunities considered and completed</b></li></ul>
<b>Formal observation process</b>	<b>SM 1</b> <b>SM 6</b>	<ul style="list-style-type: none"><li>• <b>New staff must have one formal observation within 30 days of hire</b></li><li>• <b>Walk-throughs may be considered a formal observation</b></li><li>• <b>All preschool staff must have one formal observation annually</b></li><li>• <b><a href="#">Ohio Classroom Observation Tool (OCOT)</a> indicators may be completed in conjunction with the OTES rubric to show preschool specific content</b></li><li>• <b>Extra points may be obtained by completing two formal observations annually, at least 90 days apart</b></li></ul>



## FAQ SECTION

### **Who should be evaluated with the OTES?**

Any person who is employed under a teacher license or under a professional or permanent teacher's certificate issued under former section 3319.222 of the Revised Code, and who spends at least fifty percent of the time employed providing student instruction.

### **Are itinerant teaching staff, such as Intervention Specialist, included in OTES 2.0?**

Itinerant teaching staff who spend less than 50 percent of their time providing student instruction are not required to participate in OTES 2.0. Instead, local districts should provide an alternative evaluation process. A tool that could be useful to administrators supervising itinerant early childhood intervention specialists is the [PIECES: Performance Indicators for Itinerant Early Childhood Education Specialists](#).

### **Does a long-term substitute teacher need to be included in the OTES 2.0?**

No. Substitute teachers are not required to be evaluated with OTES 2.0, regardless of how long they are in one specific classroom. Administrators may find it helpful to provide an alternative evaluation for good practice. SUTQ rules state that any substitute that is in program for 90 or more calendar days must meet all SUTQ requirements, including formal observations and professional development plans.

### **What are high-quality student data instruments for preschool?**

The high-quality student data instrument(s) used for preschool is a local decision. Types of high-quality student data should be value-added and district-determined instruments using the criteria listed on the [High Quality Student Data webpage](#). Ohio's Early Learning Assessment (ELA) could be used as a high-quality student data instrument, but it is not required.

### **How does OTES 2.0 align with SUTQ requirements?**

There are components of the SUTQ requirements that correspond to many of the OTES evidence levels. A [crosswalk](#) between the Teacher Performance Evaluation Rubric for OTES 2.0 and the Step Up to Quality Framework will help teachers and administrators identify where data could be used to meet requirements for both. This alignment can be found on the Ohio Department of Education Step Up to Quality page under Resources.