

# OTES 2.0 Overview



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# Please Note...

This document should be considered informational only and should not be construed as supplanting existing collective bargaining agreement language, the Ohio Revised Code or House Bill 197, House Bill 164 or House Bill 404 of the 133<sup>rd</sup> General Assembly.

For further information see [Educator Evaluation Systems](#) on ODE's Reset and Restart page.

# Goals

- Discuss similarities between OTES 1.0 and OTES 2.0
- 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 1 (mid-August this year)
  - eTPES and OhioES open for district setup
- May 1
  - All evaluations completed
- May 10
  - Written report of Final Holistic Rating to teachers
- Mid-June
  - OhioES close

# What Changes did Law Bring to OTES?



Ohio Revised Code 3319.111



Ohio Revised Code 3319.112



# Ohio Revised Code 3319.111 Updates

Measures of high-quality student data (HQSD)  
must be used in teacher evaluations

# 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

## 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)

# What's Changed?

## OTES 1.0

Growth Model

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

2 Formal Observations  
2 Walkthroughs

Teachers categorized as A, B, C

eTPES

## OTES 2.0

Renewed emphasis on  
professional 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

# Pause and Reflect...

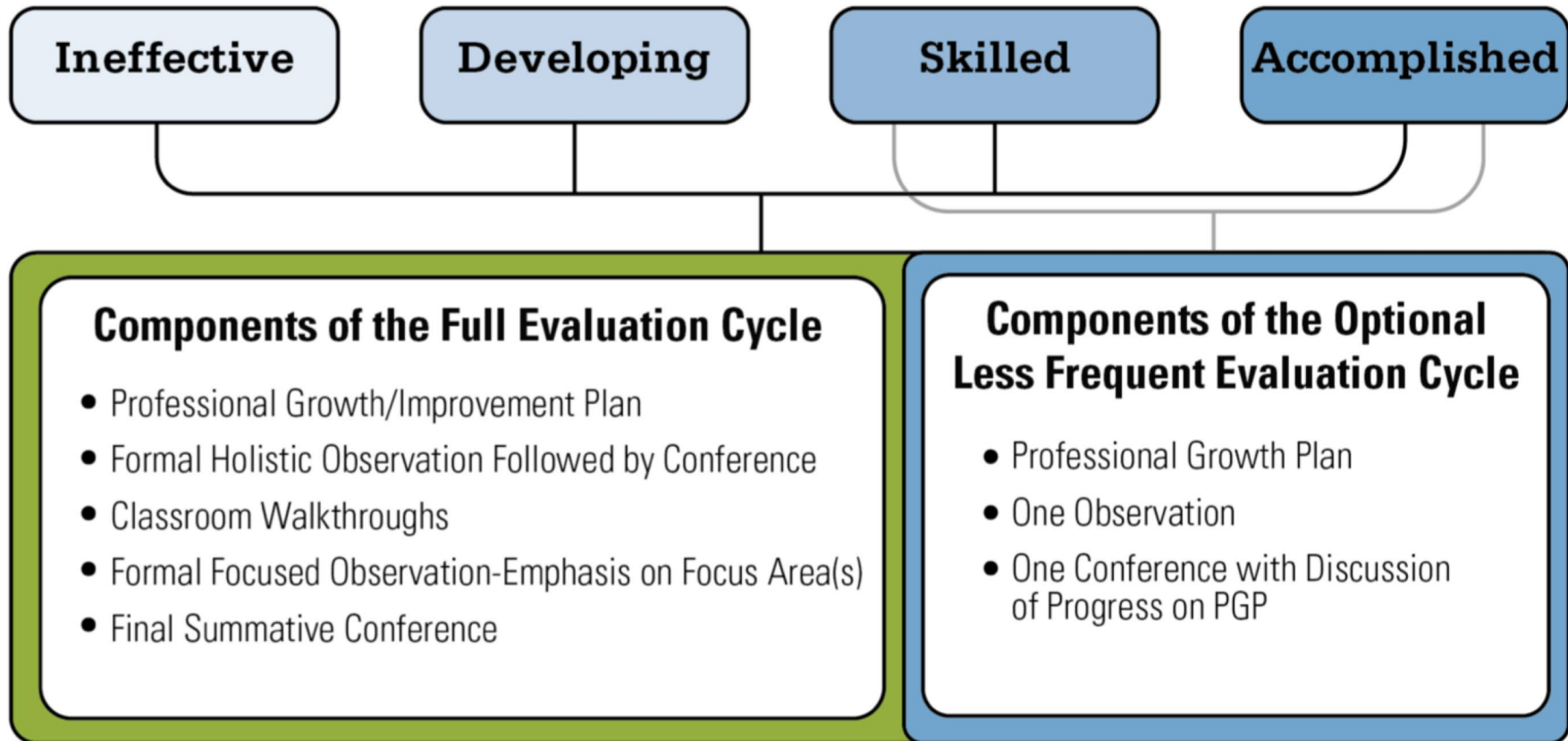
In the chat box, type  
one significant  
change from OTES  
1.0 to OTES 2.0



# OTES 2.0 Framework

## (Handout #1)

*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 observations
- supporting evidence using the Teacher Performance Evaluation Rubric

# 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

# Full Evaluation Cycle

Required components of full evaluation include:

- PGP or IP
- formal observation #1 *followed by a required conference*
- at least two classroom walkthroughs
- formal observation #2
- Final Summative Conference

*Suggested sequence to enhance growth*

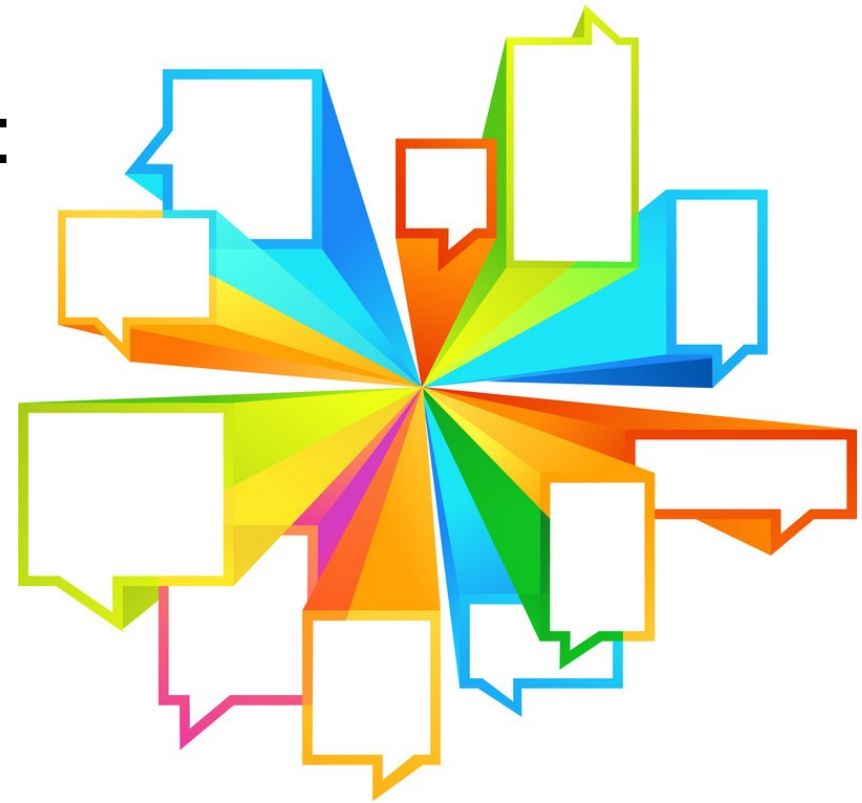
# Shifting the Focus

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

# Pause and Reflect...

In the chat box, respond to the following question:

How will shifting the focus of observations help support educator growth?



# Professional Growth Plan

- The driving force of the OTES 2.0 process
- Individualized to the needs of the teacher
- Goals focused on teacher behaviors
- Goals must be aligned to any building or district improvement plans
- Removed the recommendation that goals be written in SMART format



# OTES 2.0 Intent for Professional Growth Plan

- Annually, teachers must create a Professional Growth Plan or an Improvement Plan
- Offer opportunities for teacher self-reflection
- Support teacher growth to enhance practice
- Make the PGP a living document

# Professional Growth Plan

## (Handout #2)

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.



# Pause and Reflect...

In the chat box, respond to the following questions:

What supports might teachers need to assist them in setting clear goals?

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



# OTES 2.0 Teacher Performance Evaluation Rubric (Handout #3)



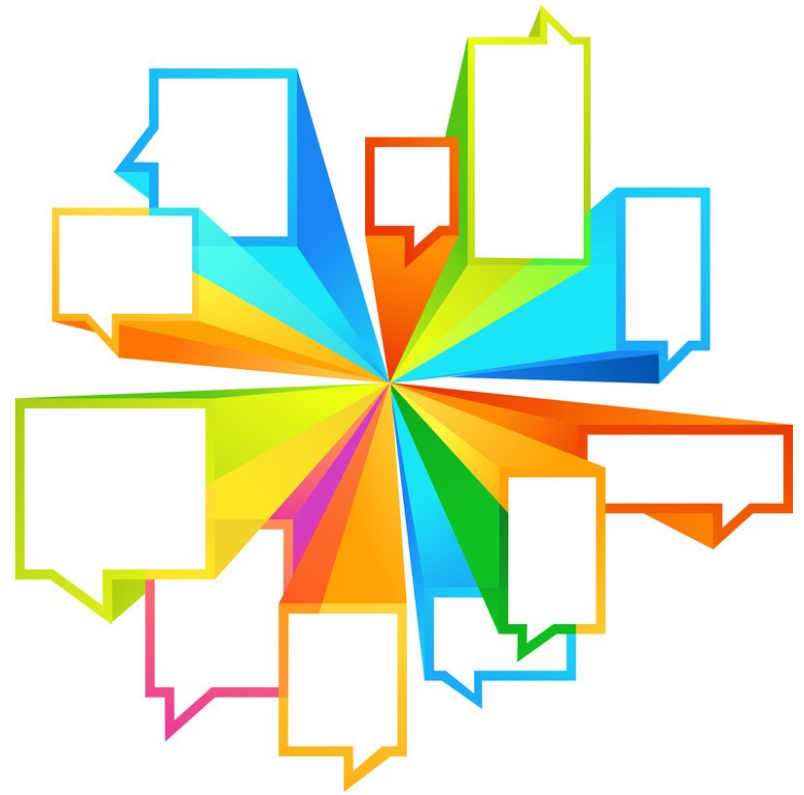
# OTES 2.0 Rubric

| 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                          |

\*Ohio Standards for the Teaching Profession

# Pause and Reflect

- Review the Skilled and Accomplished columns on the rubric
- In the chat box, type key words and phrases that distinguish an Accomplished teacher from a Skilled teacher



# Teacher Performance Rating Definitions

## (Handout #4)

|   |   |   |   |
|---|---|---|---|
| <p><b>Ineffective:</b><br/>This rating indicates the teacher fails to demonstrate minimum performance expectations.</p> <p>A rating of <b>Ineffective</b> 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><b>Developing:</b><br/>This rating indicates the teacher is working to utilize his or her growing knowledge and skills.</p> <p>A rating of <b>Developing</b> 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><b>Skilled:</b><br/>This rating is the rigorous and expected performance level.</p> <p>A rating of <b>Skilled</b> 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><b>Accomplished:</b><br/>This rating is the highest level of achievement.</p> <p>A rating of <b>Accomplished</b> 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> |
|---|---|---|---|

# High-Quality Student Data

## (Handout #5)



HQSD allows for a great deal of local control

# In a Typical Year, Ohio Law and the Framework Would Say...

- Measures of high-quality data must be used in teacher evaluations
- 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 VA when applicable **and** one other measure of HQSD

# Temporary Ohio Law

- A school district board of education ***may not use*** Value-Added, high-quality student data or any other student academic growth data to measure student learning attributable to a teacher or principal while conducting evaluations.
- However, a district board ***may consider*** as part of the educator evaluation how a teacher or principal collects, analyzes and uses student data, including student academic growth data, to adapt instruction to meet individual student needs or improve practice.



# HQSD in Teacher Performance Evaluation Rubric OTES 2.0

| ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING   |   |  |   |  |   |
|---|---|--|---|--|---|
| Domains   | Components  |  |   |  |   |
|   |   | Ineffective  | Developing  | Skilled  | Accomplished  |
| <b>FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction)</b><br><br><i>Possible Sources of Evidence: Pre-conference, artifacts, portfolios, analysis of student</i> | <b>Use of High-Quality Student Data</b><br><br>Element 1.1<br>Element 1.2<br>Element 1.3<br>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).<br><br>The teacher plans for the facilitation of developmentally and strategies to assist in student goal setting and progress monitoring. |

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT                                      |  |   |  |  |  |
|--|--|---|--|--|--|
| Domains  | Components   |   |  |  |  |
|  |  | Ineffective   | Developing   | Skilled  | Accomplished   |
| <b>ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment)</b> | <b>Evidence of student learning</b><br><br>Element 1.3 | The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students | The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students. | The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students. | The teacher used at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students. |

# Perfect Time for a Trial Run

How might your team work within the boundaries of the law to go ahead and try out high-quality student data?



# OTES 2.0 and HQSD

- Previously, with OTES 1.0 student growth measures (SGMs) accounted for 50% of an educator's evaluation
- HQSD has replaced SGMs and is now 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 a major focus; the focus now is on *the teacher's use of data to enhance practice and improve student learning*

# High-Quality Student Data Guidance Tool

High-Quality Student Data Guidance Tool involves two sets of criteria:

- The first set of criteria focuses on the *instrument*
- The second set of criteria addresses the *teacher's use* of the data.

# 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

# HQSD Guidance Tool Clarifications

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:

- The word *instrument* is used intentionally to indicate that the HQSD instrument does not have to be a traditional paper/pencil assessment

# HQSD Guidance Tool Clarifications

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:

- HQSD instruments are to be reviewed and approved locally. Teachers are experts in their content area and instructional practices; however, not all have received training in assessment design. As such, districts may want to consider staff who have received training in assessment literacy and high-quality assessment design.

# HQSD Guidance Tool Clarifications

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:

- Reviewers must ensure locally approved HQSD instruments meet all the criteria listed on the guidance tool.



# 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
- Department will continue to post the Approved Vendor Assessment list
- District-determined instruments
  - Portfolios
  - Performance-based assessments
  - District approved assessments

# Common Questions

- How long should the length of instruction be?
- Can formative assessments be used as HQSD?
- Can a pre-test and post-test be used to measure growth?
- Can the same vendor assessment be used for both measures of HQSD?

# Remember...

High-Quality Student Data involves two sets of criteria:

- We've only focused on the criteria the *instrument* must meet thus far
- The second set of criteria addresses the *teacher's use* of the data

# Data Use

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

Teachers must be able to analyze, reflect on and make instructional decisions based on the data generated by the HQSD instrument

The HQSD Guidance Tool specifies the manner in which teachers must use this data

# Defining 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 need based upon the information gained from the data analysis
- Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards

# Much More Than Just Test Scores

- It is recognized 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 important and should continue to be used to guide instruction and address the needs of the whole child but may not meet the definition of high-quality student data for the purpose of teacher evaluation.*

# Analysis of Available Data

## OTES 2.0

- It is important for teachers to examine a range of data types and sources to ensure they have a comprehensive understanding of what their students know and can do.
- This supports teachers in designing and implementing appropriate learning activities that foster students' growth over time.
- They must analyze at least two sources of high-quality student data, then use that data to support student learning and enhance instructional practices.



# Analysis of Available Data

## OTES 2.0

In addition to HQSD, there are many kinds of data to support student learning and provide a broader picture of the whole child. These include:

- Demographic data about students and their schools and districts.
- Attendance rate, graduation rate, discipline reports
- Social-emotional needs
- Perception data drawn from students, parents or a school-working conditions survey
- Student learning needs, academic performance and progress, as demonstrated in addition to the HQSD measures

# Other Uses of Data in the OTES 2.0 Rubric

| DOMAIN                | COMPONENT                                | SKILLED INDICATOR(S)   |
|-----------------------|--|--|
| KNOWLEDGE OF STUDENTS | Planning instruction for the whole child | The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, backgrounds, skills, language proficiency and interests. |

# Other Uses of Data in the OTES 2.0 Rubric

| DOMAIN          | COMPONENT                 | SKILLED INDICATOR/S   |
|-----------------|---------------------------|---|
| LESSON DELIVERY | Student-Centered Learning | Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students. |

# Other Uses of Data in the OTES 2.0 Rubric

| DOMAIN                | COMPONENT                                 | SKILLED INDICATOR/S  |
|-----------------------|---|--|
| CLASSROOM ENVIRONMENT | Classroom climate and cultural competency | <p>There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher.</p> <p>There is demonstration of regard for student perspectives, experiences and culture...</p> |

# Other Uses of Data in the OTES 2.0 Rubric

| DOMAIN                           | COMPONENT   | SKILLED INDICATOR/S   |
|----------------------------------|---|---|
| PROFESSIONAL<br>RESPONSIBILITIES | Communication and<br>collaboration with<br>colleagues | The teacher effectively<br>communicates and<br>collaborates with colleagues<br>to examine instructional<br>practice and analyze<br>patterns in student work<br>and student data to identify<br>and implement targeted<br>strategies for improving<br>professional practice. |

# Analysis of Available Data

## OTES 2.0

To gather data, teachers and district personnel can consult:

- District and building Ohio School Report Cards;
- Education Management Information System reports for a class or class period;
- Student and parent surveys;
- Test data; and
- Other data sources as needed or as available.

# Why All the Fuss About Data Anyway?

- Teachers use data daily in planning, instruction and assessment
- The data is only as good as the instrument used to generate it
- When teachers are basing instructional decisions on data, there is a need to ensure *all* instruments (formative, summative, class activity, etc.) are aligned to the expectations of the standard

# Assessment Literacy Course in the Learning Management System



This course will introduce educators to the essential components of assessment design and make connections to the High-Quality Student Data that is required in the implementation of the Ohio Teacher Evaluation System 2.0.



# Assessment Literacy LMS

## Course Overview

**Participants will explore the following topics:**

- Assessment literacy and its connection to High-Quality Student Data
- The concepts of assessment literacy including alignment, reliability and bias
- Webb's Depth of Knowledge (DOK) and how it relates to instruction and assessment
- How to analyze and design individual items for alignment to content, skills, appropriate item type and cognitive rigor
- Teacher's use of data to enhance instruction and improve student learning

# Possible Activity: Data Competency Survey

For an opportunity to reflect on how data is being used in your district, school and classroom, consider administering and completing a Data Competency Survey

*Sample surveys, “District Data Competency” and “Teacher Data Competency”*

# Reflection and Growth

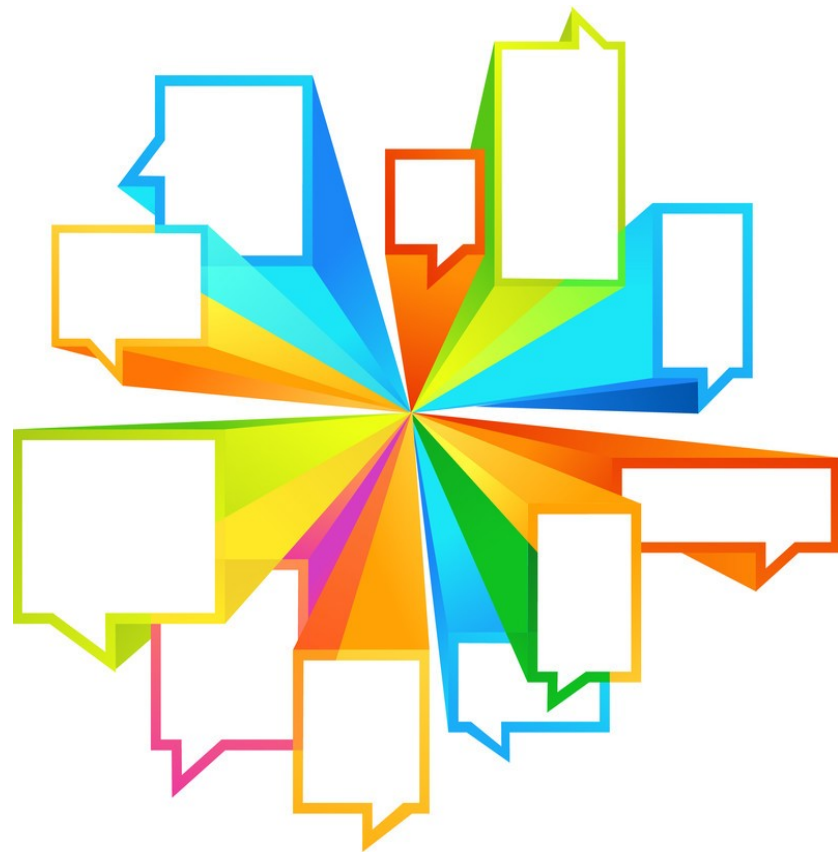
What are some opportunities for growth in

- data analysis
- data use
- data-driven instruction

# Pause and Reflect...Opportunities

Respond to the following question in the chat box:

What is one advantage of moving from SGMs to HQSD?



# OTES 2.0 Resources

Go to [education.ohio.gov](http://education.ohio.gov)

Search “OTES 2.0”

- OTES 2.0 overview voiceover  
PowerPoint
- Forms
- HQSD FAQs
- OhioES help page



Questions?



# Contact Information

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# Join the Conversation



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