



CENTRAL OHIO CURRICULUM LEADERS NETWORK

January 25, 2019

Ohio | Department
of Education



2018-19 Ohio Teacher Evaluation Update

Ohio Teacher Evaluation System

Staying the same for 2018-19 and 2019-20

OTES Timeline

- 1) Prototype: Spring 2019
- 2) Training for Pilot: Summer 2019
- 3) Pilot: 2019-2020
- 4) Implementation 2020-2021

*Existing CBA Language

evaluation@education.ohio.gov

SB 216

Not later than July 1, 2020

- Update evaluation to conform with revised framework
- Evidence must include “High-Quality Student Learning Data”
- Emphasis on professional growth plan
- Full Observation & Focused Observation

ESB Recommendations

1. Update OTES Rubric
2. Embed Student Growth Measures
3. Eliminate Shared Attribution
4. Eliminate the Alternative Framework
5. Align Structure and Timing Observations to Focus on Improvement and Growth
6. Continue Less Frequent Evaluation with Opportunity for Focused Professional Growth

Recommendations 1 & 2

- Make distinctions between performance levels clearer
- Reduce redundancy and clarify descriptors
- Keep OTES ratings as holistic
- Embed SGM as sources of evidence within domains/indicators
- Use available data as evidence
- “High-quality student learning data”

Rubric Updates and Shifts

- Increased emphasis on parent/student voice
- Emphasis on individualized, differentiated instruction in “Accomplished”
- Addition of “Cultural Competency” components
- Licensure Code of Conduct added
- Emphasis on data analysis to inform instruction and professional growth

OTES Prototype

- All ESCs were invited to participate
- Each ESC was asked to select a district to partner with and serve as lead
- To-date 40 of the 52 ESCs across the state have partnered with a local district

OTES Prototype Goals

- Shape the OTES system to better inform professional growth
- Develop and refine guidance materials
- Support effective, scalable statewide implementation of OTES revisions
- Gather preliminary feedback prior to the 2019-2020 pilot
- Inform changes to the revised OTES model
- Provide input and assistance in developing training for the model to LEAs across the state beginning with the 2019-2020 pilot

OTES Prototype Planning

Day 1

- Review of OTES; History and Data from OTES
- Rationale for changes
- Goals of the Prototype Project
- Review of Proposed Framework
- Review Proposed OTES Rubric
- Conduct observation and feedback
- Professional Growth Plan Review

Day 2

- Revisions to the OTES Framework
- Revisions to the OTES Rubric based upon feedback
- Introduction of High Quality Data and Tools
- Conduct an informal focused observation using the proposed rubric; complete feedback form
- Conduct a data conference using proposed data tools; complete feedback form

Day 3

- Review OTES Framework and Processes including the professional growth and/ or improvement plans
- Revisions to High Quality Data Tools
- Suggestions for Training beginning in 2019-2020



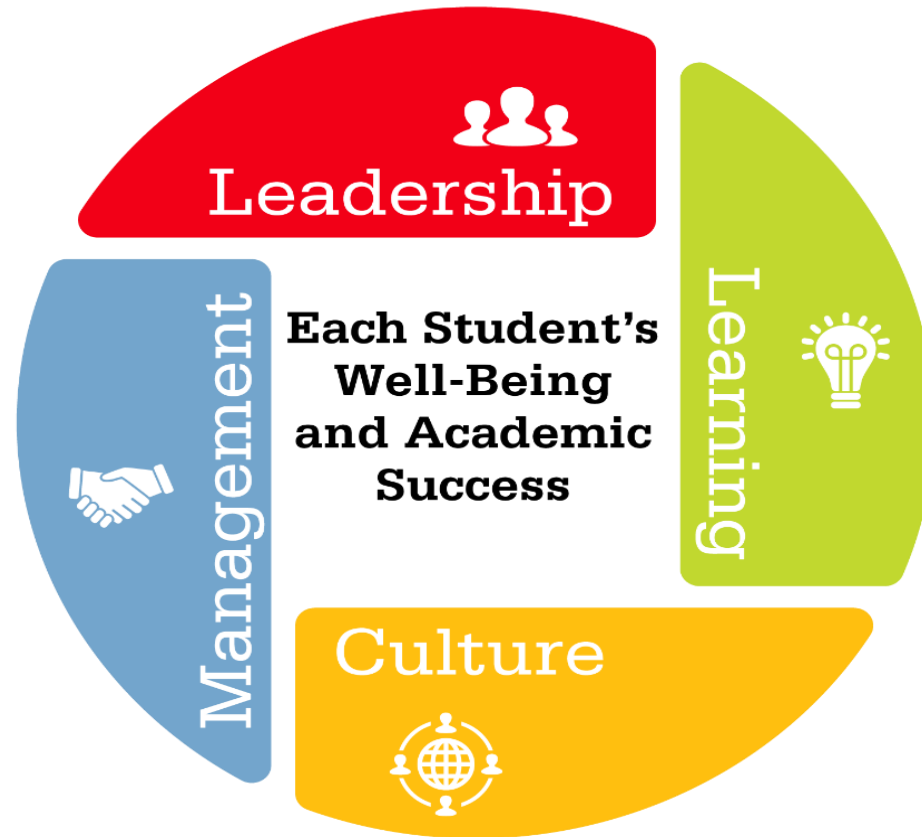
2018 Ohio Standards for Principals Update

Why Now?

- Previous standards created 2005
- Recommendation from “Strengthening Educational Leader Supports”
- Significant gaps with national standards
- Influence and duty of today’s principal
- Research and best practice



OSP Revision Framework



Organizational Structure

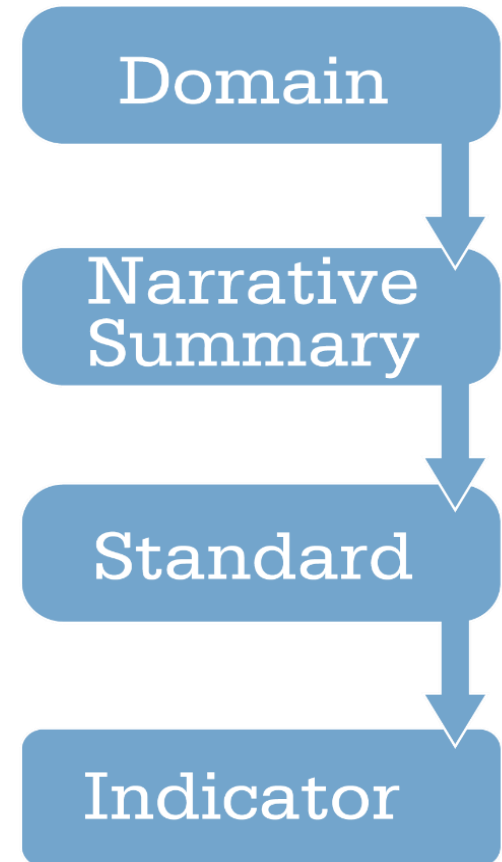
Domain: Overarching theme

Narrative Summary:

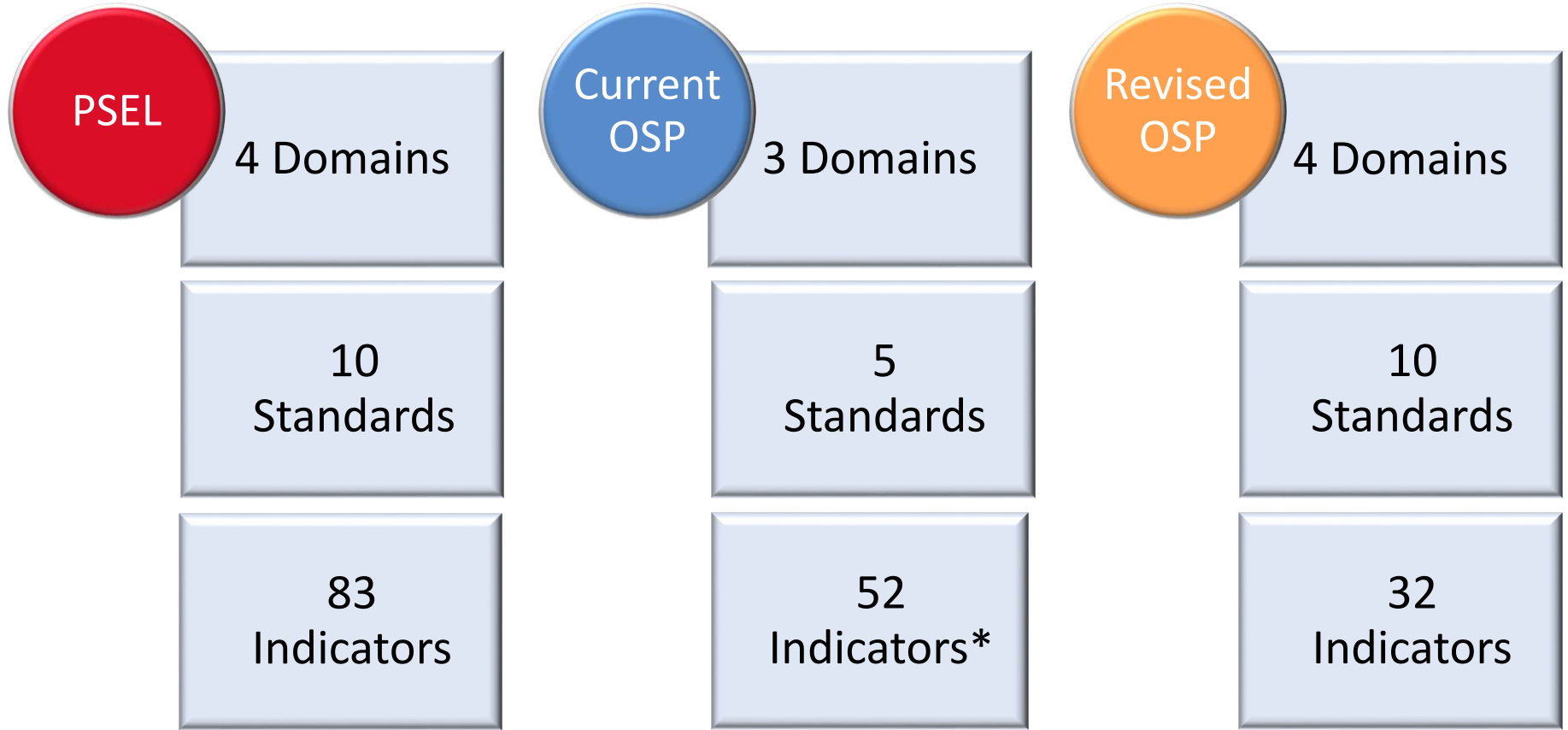
Describes the content and rationale for the domain

Standard: Definable goal or area of responsibility

Indicator: Knowledge and skills, observable or measurable



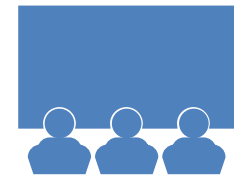
Standard Comparison



* Denotes "Accomplished" rating

OSP Shifts

- Promote each student's well-being and academic success
- Focus on equity and meaningful engagement of community/families
- Greater emphasis on instructional leadership in addition to managing
- Supportive community of growth and well-being for students AND staff
- No reference to time-bound or program specific strategies



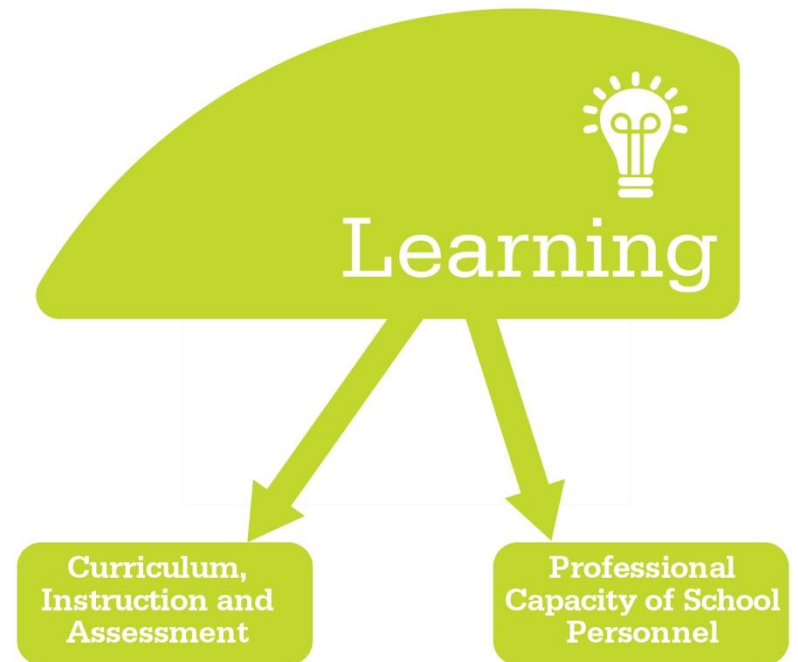
Domain 1: Leadership

The effective educational leader acts ethically as an agent of continuous improvement and fosters a shared mission, vision and core values to promote each student's well-being and academic success.



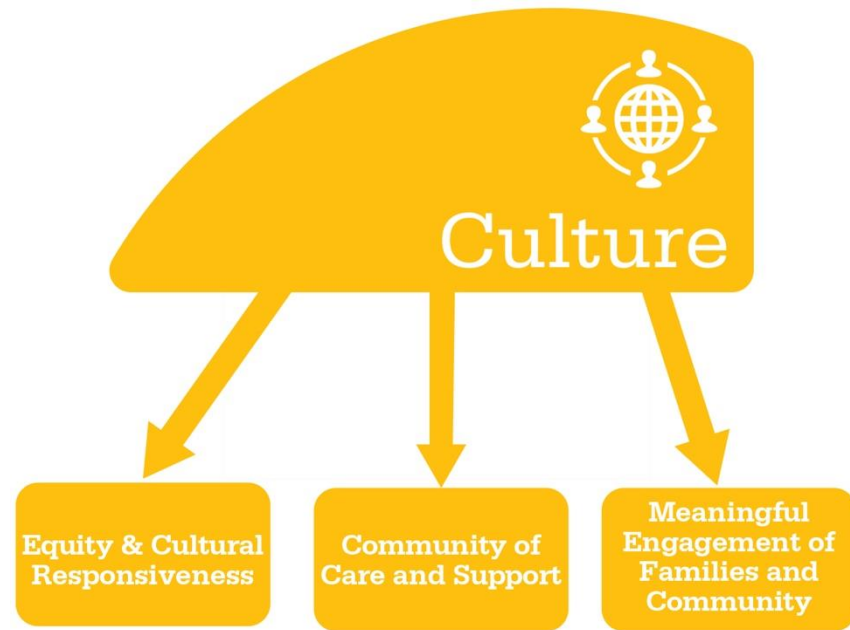
Domain 2: Learning

The effective educational leader fosters a professional learning environment of evidence-based instructional practices to promote each student's well-being and academic success.



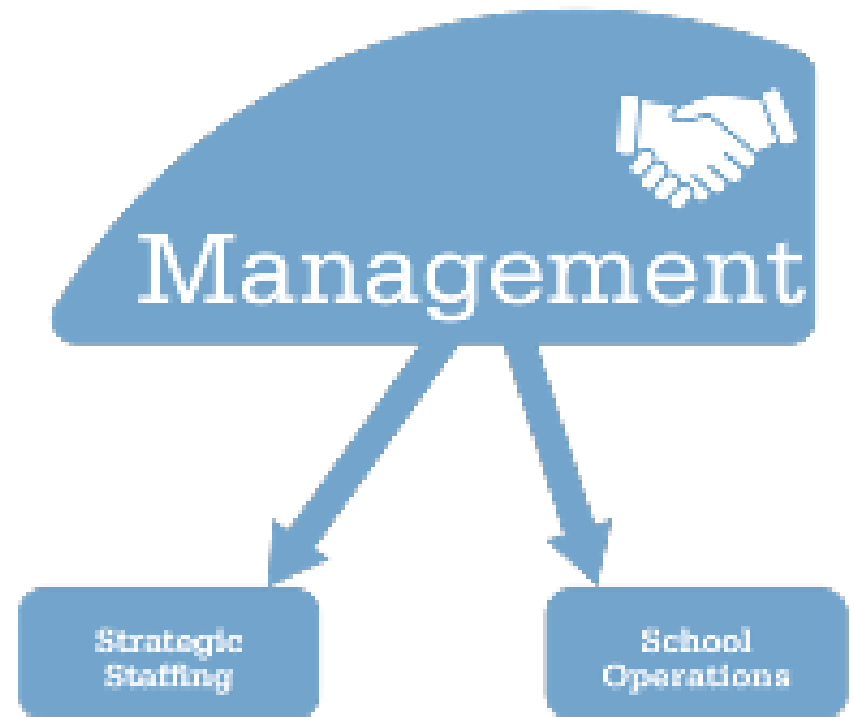
Domain 3: Culture

The effective educational leader cultivates an environment defined by culturally responsive practices, equity and commitment to students, staff and stakeholders through sustained partnerships reflective of the unique profile of its surrounding community to promote each student's well-being and academic success.



Domain 4: Management

The effective educational leader maximizes the human capital, operational, policy and fiscal systems to promote each student's well-being and academic success.



Looking Forward

- **OTES Prototype Project**
Winter and Spring 2019
- **Summer 2019**
Training for full Statewide Pilot
- **2019-2020**
Statewide OTES Pilot
- **2020-2021**
Revised OTES Implementation
- **Winter and Spring 2019 OPES Rubric Revision and Review**

Regional Support Specialists

Technical support and staff development:

- Assessment design/revision
- Depth of Knowledge
- Standards Alignment
- Problem-Based Learning
- Growth Mindset
- Teacher Leadership
- OTES Administration Calibration
- SLO Committee Calibration
- OTES Connections for Teachers

#EachChildOurFuture

In Ohio, each child is *challenged*, *prepared* and *empowered*.



Vision

In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

Four Learning Domains



Foundational Knowledge & Skills

Literacy, numeracy and technology



Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.



Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics



Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making



One Goal



Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles



Equity



Partnerships



Quality Schools

10 Priority Strategies

- 1 Highly effective teachers & leaders
- 2 Principal support
- 3 Teacher & instructional support
- 4 Standards reflect all learning domains
- 5 Assessments gauge all learning domains
- 6 Accountability system honors all learning domains
- 7 Meet needs of whole child
- 8 Expand quality early learning
- 9 Develop literacy skills
- 10 Transform high school/provide more paths to graduation



ODE Reorganization

Performance: Chris Woolard, Senior Exec. Director
Strategies 5 and 6

Student Supports: Stephanie Siddens, Senior Exec. Director
Strategies 4, 7, 8 and 10

Teaching, Leading and Learning: Julia Simmerer, Senior Exec. Director
Strategies 1, 2, 3, 4, 9 and 10

Continuous Improvement: Marva Jones, Senior Exec. Director
Quality Schools (core principle)

Teaching, Leading and Learning

Julia Simmerer, Senior Executive Director

- Learning and Instructional Strategies
- Educator Effectiveness
- Educator Licensure
- Professional Conduct
- Career Technical Education
- Integrated Student Supports
 - Literacy, STEAM, Personalized Learning, etc.

Regional Support Specialists

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Join the Conversation



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