



Madison-Champaign Educational Service Center

OTES 2.0 Handbook



Standards Based Teacher Evaluations

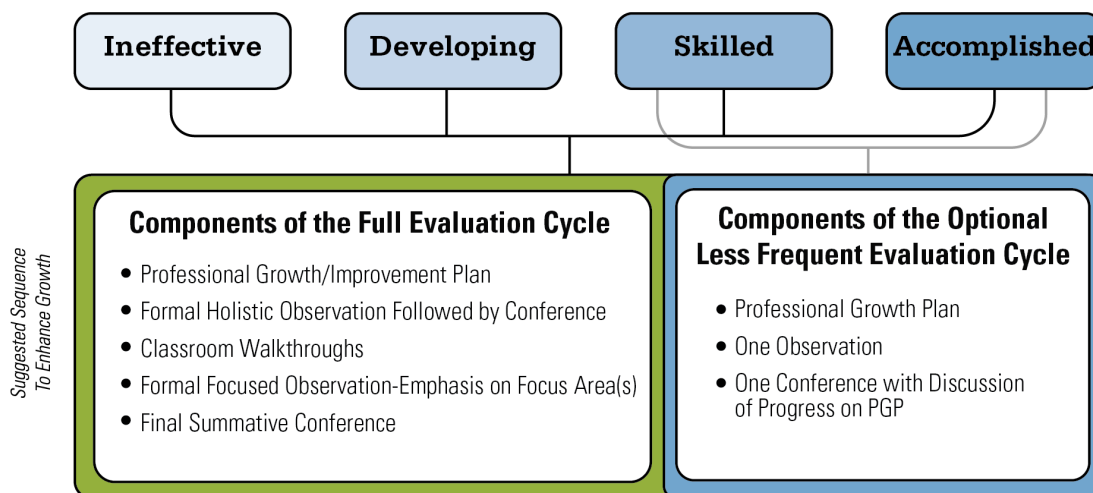
The Madison-Champaign ESC follows the newly-adopted Ohio Teacher Evaluation System (OTES 2.0) Framework* as required by ORC 3319.111.

The following general procedures are to be followed:

- Formal observations must be at least 30 minutes in length
- Informal classroom observations (walkthroughs) should last at least 3 minutes. Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment. Data gathered from the walkthrough shall be incorporated into the overall evaluation. A final debriefing and completed form shall be shared with the employee within a reasonable amount of time.

OTES 2.0 is a professional growth model and is intended to be used to continually assist educators in enhancing teacher performance. The growth model considers a teacher's instructional strengths, while supporting identified areas for improvement according to the profile of each educator. This process is collaborative, ongoing and supportive of the professional growth of the teacher.

Each teacher will be evaluated according to Ohio Revised Code and the Ohio Teacher Evaluation Framework, which is aligned with the Ohio Standards for the Teaching Profession adopted under state law. Using multiple factors set forth in the Framework, the teacher's Final Holistic Rating will be based upon a combination of informal and formal observations and supporting evidence using the Teacher Performance Evaluation Rubric.



Essential Components

Essential components of a Professional Growth Plan or Improvement Plan, two required conferences, two formal observations and at least two classroom walkthroughs.

- One Formal Holistic Observation, followed by a conference;
- Walkthroughs -- *with an emphasis on identified focus area(s) when applicable*;
- One Formal Focused Observation -- *with an emphasis on identified focus area(s)*; and
- One Summative Conference.
- Three observations for a contract year -- *the evaluator can determine if the observation is focused or holistic, dependent upon the needs of the teacher.*

Professional Growth and Improvement Plans

Either a Professional Growth Plan or an Improvement Plan will be developed annually. Each plan will be:

- Based upon the results of the evaluation;
- The teacher's self-reflection results;
- Connected to previous year's evaluation.

Any teacher rated **Accomplished** on their most recent evaluation shall be evaluated once every three years, provided the teacher submits a self-directed Professional Growth Plan to the evaluator, and the evaluator determines the teacher is making progress on that plan. The Professional Growth Plan shall focus on the most recent evaluation and observations. Less frequent evaluations shall include:

- Two focus areas;
- One formal observation*; and
- One Post Conference.

Teachers with ratings of **Accomplished** will be evaluated by their assigned supervisor.

Each teacher rated **Skilled** on the teacher's most recent evaluation shall be evaluated once every two years, provided the teacher and evaluator jointly develop a Professional Growth Plan for the teacher, and the evaluator determines the teacher is making progress on that plan. The Professional Growth Plan shall focus on the most recent evaluation and observations. Less frequent evaluations shall include:

- Two focus areas;
- One formal observation*; and
- One Post Conference.

Teachers with ratings of **Skilled** will be evaluated by their assigned supervisor.

A teacher with a Final Holistic Rating of **Developing** will develop a Professional Growth Plan that is guided by the assigned credentialed evaluator.

A teacher with a Final Holistic Rating of **Ineffective** will be placed on an Improvement Plan developed by the assigned credentialed evaluator.

Figure 1—Selecting an Appropriate Plan

Accomplished Final Holistic Rating	Skilled Final Holistic Rating	Developing Final Holistic Rating	Ineffective Final Holistic Rating	No Previous Rating	Professional Growth or Improvement Plan Guidance	
•	•	•		•	Growth Plan	High Level of Autonomy
			•		Improvement Plan	
•					Self-directed by Teacher	Moderate Level of Autonomy
	•			•	Jointly Developed by Teacher and Evaluator	Low Level of Autonomy
		•			Guided by Evaluator	
			•		Developed by Evaluator	
•	•	•	•	•	Professional Conversations	
•	•	•	•	•	Focused Observation with Professional Conversation and Support Based on Previous Holistic Observation	
•	•	•	•	•	Mid-Year Progress Check	
•	•	•	•	•	End-of-Year Evaluation	

High-Quality Student Data to Inform Instruction and Enhance Practice

The teacher evaluation will use at least two measures of high-quality student data to **provide evidence of student learning attributable to the teacher** being evaluated. When applicable to the grade level or subject area taught by the teacher, HQSD shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable.

The high-quality student data instrument used must be 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 a specific teacher for course(s) and grade level(s) taught
- ☐ Demonstrate evidence of student learning (achievement and/or growth)
- ☐ Follow protocols for administration and scoring
- ☐ Provide trustworthy results
- ☐ Not offend or be driven by bias

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

- ☐ Critically 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 and 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 and local standards

The assigned evaluator shall determine if the teacher meets the above criteria from the discussions had during conferences.

Additional Elements of the Evaluation

Teachers must be provided with a written report of the results of their evaluation.

Teachers who have been board approved for retirement by December 1 shall not be evaluated.

Teachers on board-approved leave for more than 50% of the school year shall not be evaluated.

Teachers on a limited or extended limited contract under consideration for non-renewal will participate in at least three formal observations. This shall be communicated and implemented via this handbook, assigned supervisor, and contract sheets used to help determine status. The evaluator may determine if the observation is focused or holistic, dependent upon the needs of the teacher.