

# OHIO TEACHER EVALUATION SYSTEM

Engage – 3 words

Explore - KWL

Explain - Evidence

Elaborate – Rubric

Evaluate - Assess



# **ENGAGE: ELEMENTS OF AN EFFECTIVE LESSON**

**When you walk out of a lesson that you deem to be effective, what were the elements that led you to that decision?**



# **EXPLORE: KWL**

**K** now about OTES?

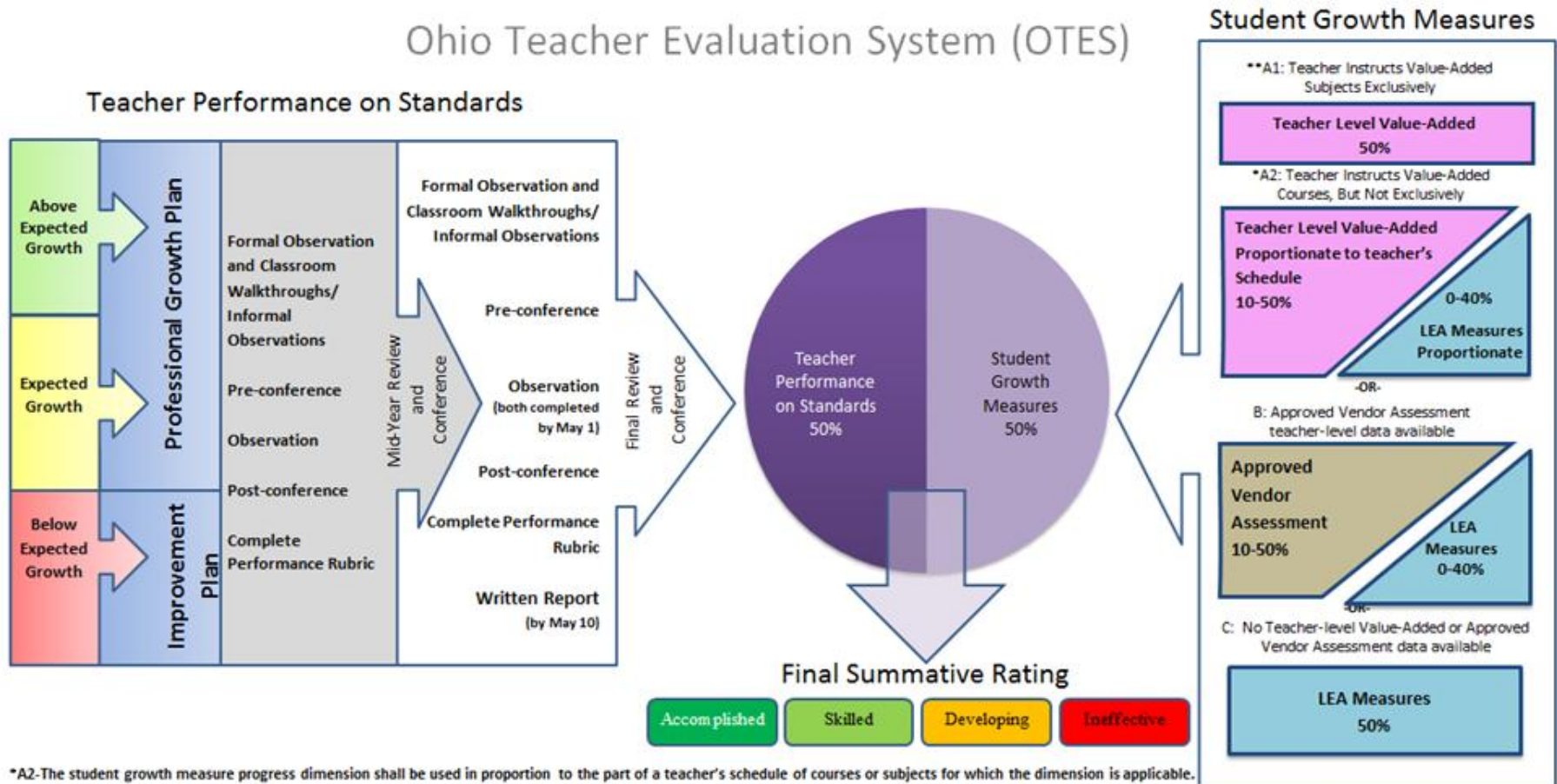
**W** ant to know about OTES?

**L** earned about OTES?



# EXPLAIN: OTES MODEL

## Ohio Teacher Evaluation System (OTES)



\*A2-The student growth measure progress dimension shall be used in proportion to the part of a teacher's schedule of courses or subjects for which the dimension is applicable.

\*\*A1- If a teacher's schedule is comprised only of courses or subjects for which value-added progress dimension is applicable:

Until June 30, 2014, the majority (>25%) of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation shall be based on the value-added progress dimension.

# **EXPLAIN: OTES MODEL**

## **Teacher Performance on Standards**

- **Multiple Measures**
- **Two Formal Observations**
- **Walkthroughs**
- **Ratings**
- **Written Results**



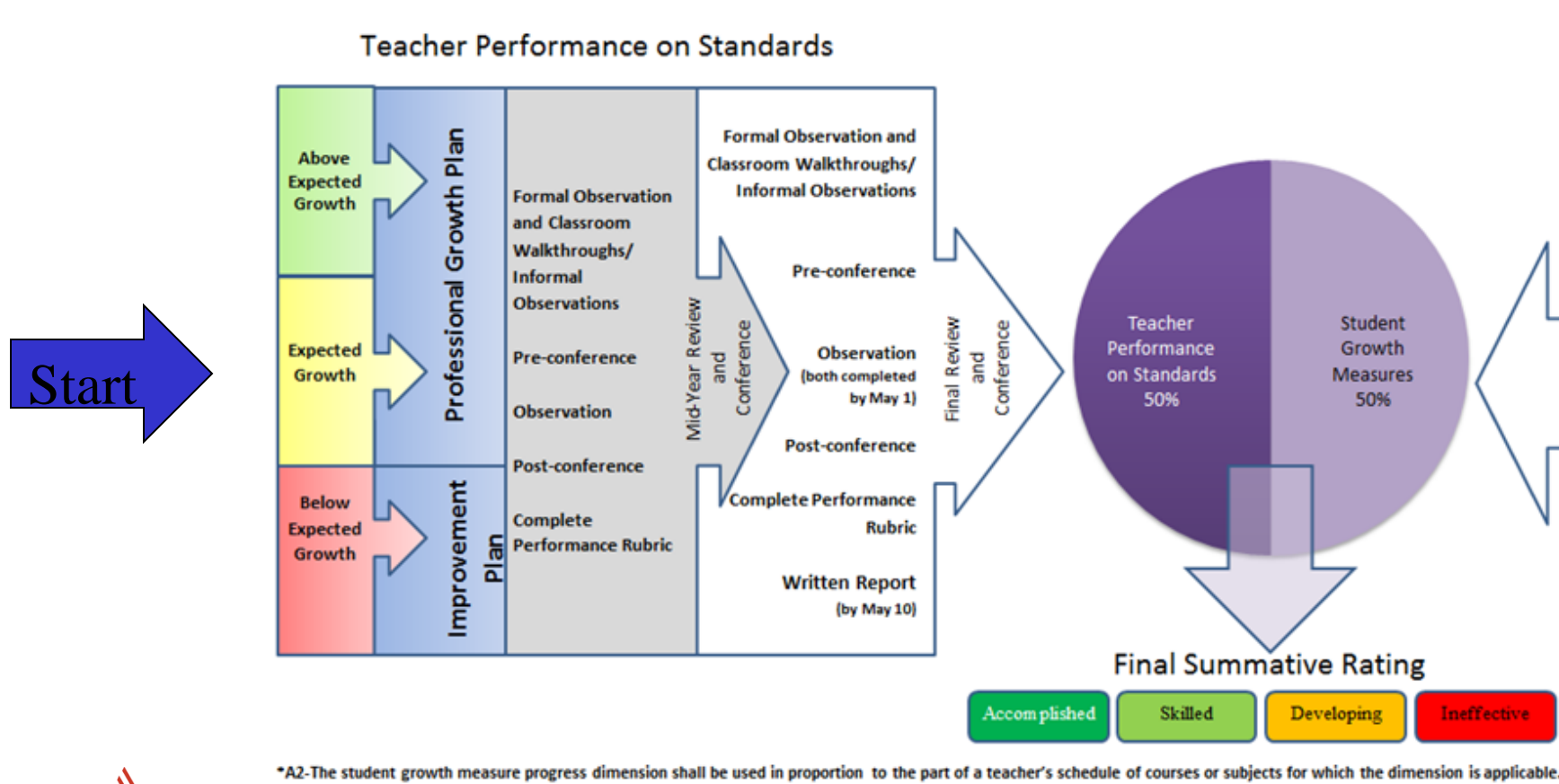
# **EXPLAIN: OTES MODEL**

## **RATINGS**

- **Accomplished**
- ~~Proficient~~ Skilled
- **Developing**
- **Ineffective**



# EXPLAIN: OTES MODEL



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\*\*A1- If a teacher's schedule is comprised only of courses or subjects for which value-added progress dimension is applicable:

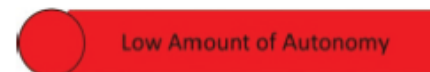
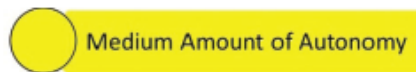


**Ohio**

**Department  
of Education**

# EXPLAIN: OTES MODEL

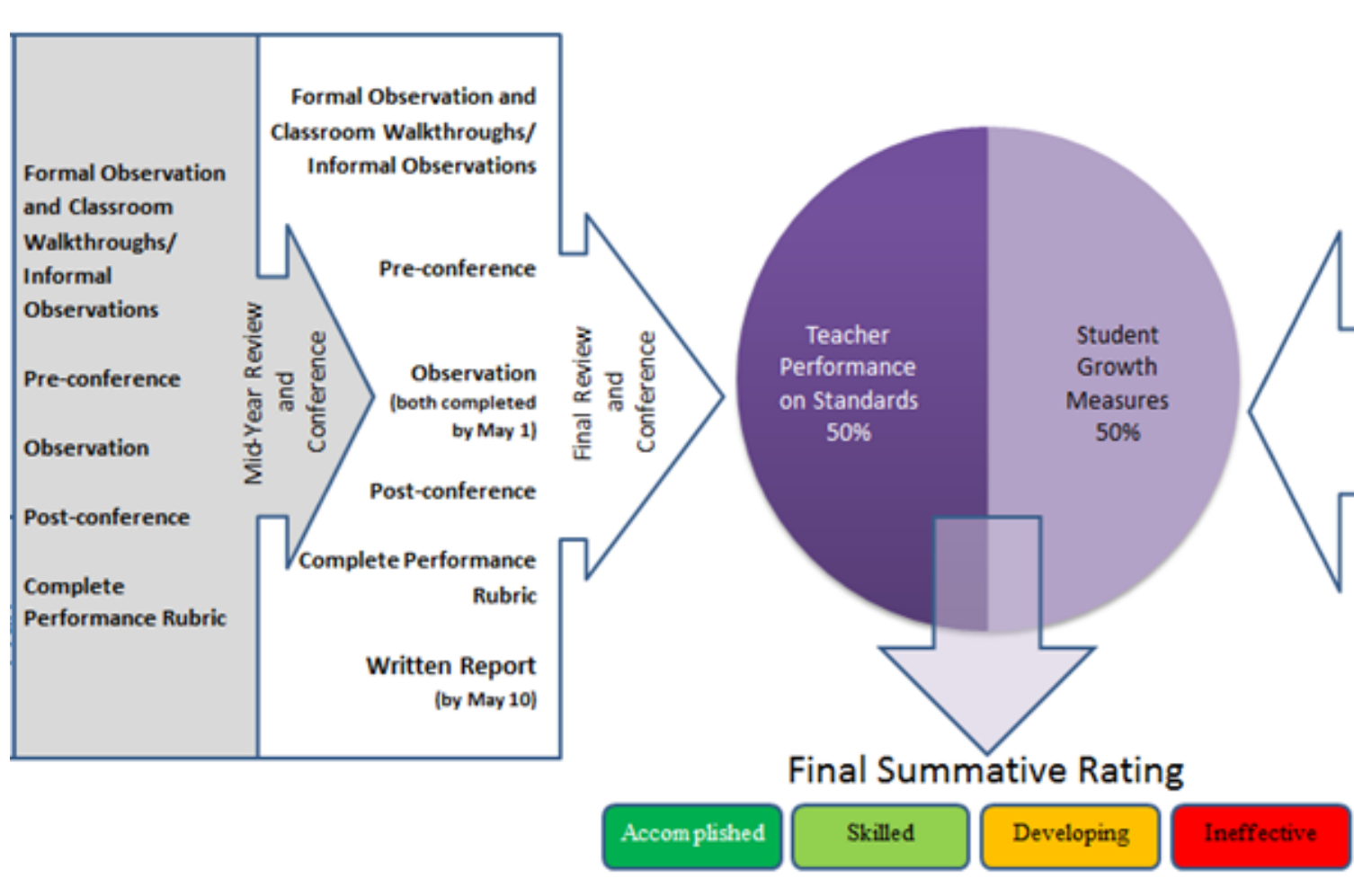
Above Expected Growth	Expected Growth	Below Expected Growth	Description of Requirements for Professional Growth or Improvement Plan
✓	✓		Growth Plan
		✓	Improvement Plan
✓			Self-Directed by Teacher
	✓		Collaborative – Teacher and Evaluator
		✓	Directed by the Evaluator
✓	✓	✓	Professional Conversations
✓	✓	✓	Mid-Year Progress Check
✓	✓	✓	End-of-Year Evaluation



Department  
of Education



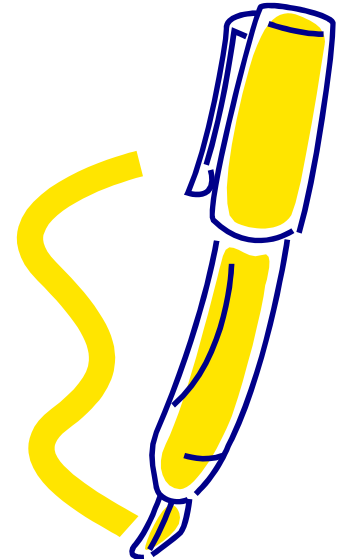
# EXPLAIN: OTES MODEL



# ELABORATE: SKILLED RATING

## Activity #1

With a partner,  
highlight or underline the  
key descriptive words for  
“**Skilled**” rating on rubric



# EVALUATE: ASSESS

## Evidence:

- What the teacher says
- What the teacher does
- What the students say
- What the students do



# EVALUATE: ASSESS

## Activity #2

- Observe a teacher
- Jot down evidence for your assigned indicator
- Be prepared to share your evidence and rating



# **EVALUATE: SELF-ASSESS**

What rating describes your practices?

What evidence will you need?

What are your areas of growth for your growth plan?



# EXPLAIN: OTES MODEL

		Teacher Performance			
		4	3	2	1
Student Growth Measures	Above	Accomplished	Accomplished	Skilled	Developing
	Expected	Skilled	Skilled	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective



# **EXPLORE: KWL**

**K** now about OTES?

**W** ant to know about OTES?

**L** earned about OTES?

