

WHAT'S CHANGING IN OHIO EDUCATION

Educator Evaluations

As Ohio implements new learning standards and tests to raise academic achievement levels for all its students, it is more important than ever to have high-quality teaching in every classroom and excellent leadership for every school.

But current teacher and principal evaluation systems around the state are inconsistent and do not provide enough information to help teachers truly improve their teaching.

For more information visit:
evaluation.education.ohio.gov

What is changing? And why?

Under state law and the Race to the Top (RttT) standards, Ohio is implementing new teacher and principal evaluation systems that identify how well teachers and principals are performing, then provide specific feedback and support to those who need help being more effective. The new system relies on two key evaluation components, each weighted at 50 percent: a rating of performance, based on multiple observations and other factors; and a rating of student academic growth, or how much the teacher's students are growing in knowledge during the year. The performance rating rubrics are based on the *Ohio Standards for Principals* and the *Ohio Standards for the Teaching Profession* and will be used to determine ratings on each of the standards.

When will the change happen?

All of Ohio's school districts and community schools that are participating in RttT must adopt teacher and principal evaluation policies that align with the state adopted framework and legislation by July 1, 2013. More than 70 districts already are using new educator evaluation systems. Most of Ohio's remaining districts will implement the system beginning in the 2013-14 school year.

How will it work?

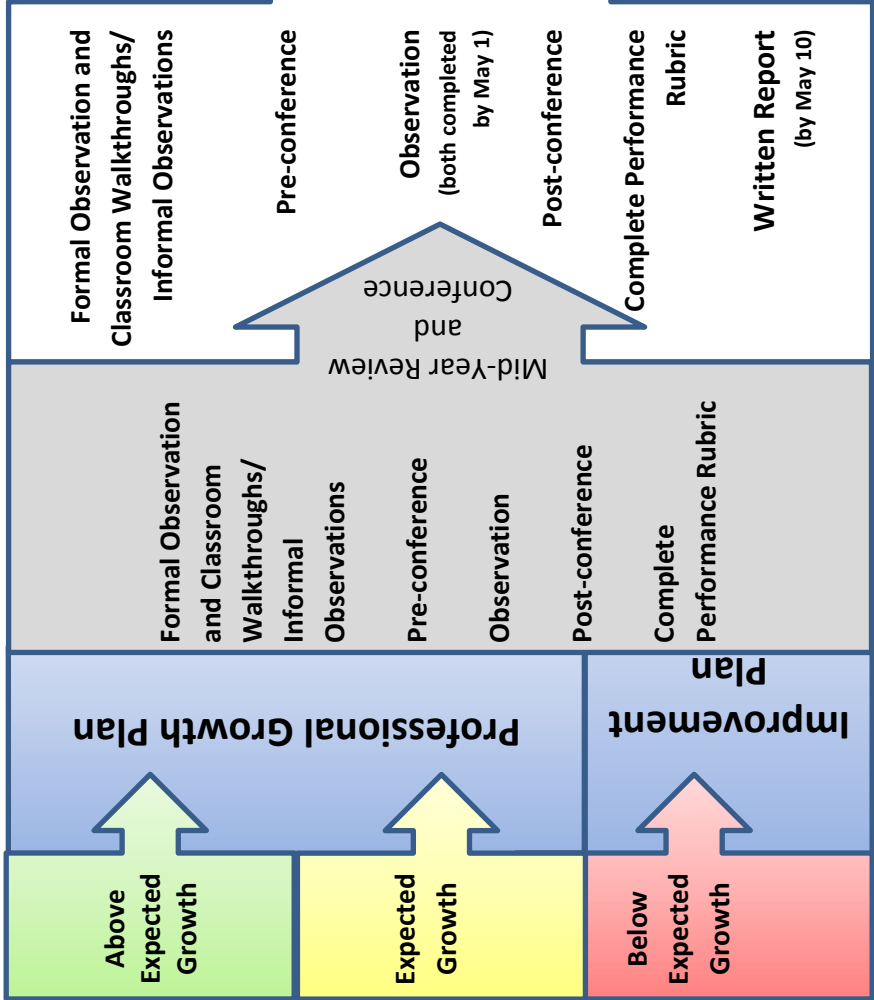
Teachers will be evaluated on multiple components in both performance and student growth. This includes collaboration and communication with parents and colleagues as well as professionalism. Performance and student growth will each count for 50 percent of the teacher's final evaluation rating, which will be Accomplished, Proficient, Developing or Ineffective.

In the classroom, teachers will be observed by state-credentialed evaluators, usually their principals or trained peer evaluators, based on the seven *Ohio Standards for the Teaching Profession*. Each teacher with Above Expected or Expected levels of student growth from the previous year will start the year with a professional growth plan that is written in partnership with his or her evaluator. The evaluator will write a professional improvement plan for each teacher with Below Expected levels of student growth from the previous year. Progress will be monitored during formal conversations throughout the year.

Principal evaluation is based on 50 percent performance as described in the *Ohio Standards for Principals*, and 50 percent on student growth measures. Principals' final evaluation ratings will be Accomplished, Proficient, Developing or Ineffective. Proficiency on the standards includes professional goal setting, communication and professionalism, and skills and knowledge.

Ohio Teacher Evaluation System (OTES)

Teacher Performance on Standards



Final Summative Rating



***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.

*Student Growth Measures

