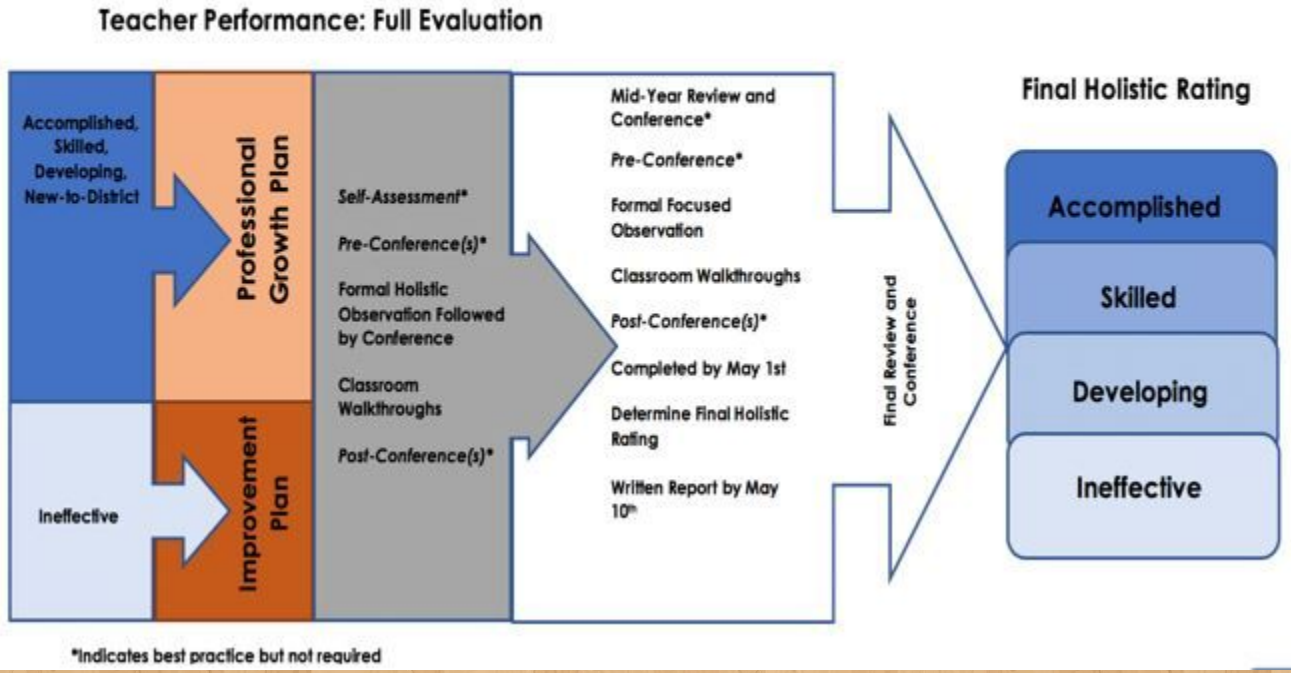
WCS
OTES 2.0 Overview

District Professional Development

August 16, 2021

Full Evaluation Cycle



What's Changed?

OTES 1.0	OTES 2.0
Growth model	Renewed emphasis on growth
50% Teacher Performance 50% Student Growth Measures *or* Alternative Framework option	No more 50/50 HQSD embedded in rubric No Alternative Framework
2 Formal Observations 2 Walkthroughs	2 Formal Observations 2 Walkthroughs Focused to Support Growth
Teachers categorized as A, B, C	Teacher categories no longer required
eTPES	OhioES

OTES 2.0 Domains

OTES 2.0 Framework

INSTRUCTIONAL PLANNING

- Focus for Learning
- Knowledge of Students

INSTRUCTION AND ASSESSMENT

- Lesson Delivery
- Classroom Environment
- Assessment of Student Learning

PROFESSIONALISM

- Professional Responsibilities

Domain Comparisons: Instructional Planning

OTES 1.0	OTES 2.0
FOCUS FOR LEARNING	**FOCUS FOR LEARNING** • Use of High Quality Student Data • Connections to Prior and Future Learning • Connections to State Standards and District Priorities
ASSESSMENT DATA	
PRIOR CONTENT KNOWLEDGE/SEQUENCE/CONNECTIONS	
KNOWLEDGE OF STUDENTS	**KNOWLEDGE OF STUDENTS** • Planning Instruction for the Whole Child

Domain Comparisons: Instruction & Assessment

OTES 1.0	OTES 2.0
LESSON DELIVERY	LESSON DELIVERY • Communication with Students • Monitoring Student Understanding • Student Centered Learning
DIFFERENTIATION	
RESOURCES	
CLASSROOM ENVIRONMENT	CLASSROOM ENVIRONMENT • Classroom Routines and Procedures • Classroom Climate and Cultural Competency
ASSESSMENT OF STUDENT LEARNING	ASSESSMENT OF STUDENT LEARNING • Use of Assessments • Evidence of Student Learning

Domain Comparisons: Professional Responsibilities

OTES 1.0	OTES 2.0
PROFESSIONAL RESPONSIBILITIES	PROFESSIONAL RESPONSIBILITIES • Communication and Collaboration with Families • Communication and Collaboration with Colleagues • District Policies and Professional Responsibilities • Professional Learning

Evaluation Procedure Overview

Self-Assessment

There is a self-assessment summary tool that is highly recommended for teachers to use.

This tool is available for teachers to:

- ➔ Record evidence to indicate strengths and areas for growth for each domain.
- ➔ This will help teachers guide them in identifying two priorities for the upcoming school year.

Full Year Cycle Observation

1. The teacher completes a professional growth plan (PGP)/Improvement Plan
2. The teacher participates in a minimum of two formal observations.
3. The teacher participates in a pre and post conference for each formal observation.
4. The teacher participates in a minimum of two (2) informal observations (walkthroughs).

Two Types of Formal Observations

1. First Observation is the Holistic Observation
2. Second Observation is the Focused Observation

There should be a minimum of one Domain selected for a Focus Area. All components under the Domain will be included. The evaluator may provide feedback in all Domains throughout the evaluation process.

“Off Year” Cycle Observation

1. The teacher completes a professional growth plan (PGP)
2. The teacher participates in one scheduled informal observation or, at the teacher’s request a formal observation.
3. The teacher participates in a post conference observation.

Professional Growth Plans
PGP's

Professional Growth Plans

1. Teachers rated Accomplished will develop a self-directed professional growth plan and provide it to their evaluator between May 1 of the current school year and September 15 of the following school year.
2. Teachers rated Skilled will develop a professional growth plan collaboratively with the credentialed evaluator and provide it to their evaluator between May 1 of the current school year and September 15 of the following school year.
3. Teachers with a summative rating of Developing will develop a Professional Growth Plan that is guided by the assigned credentialed evaluator and provide it to their evaluator between May 1 of the current school year and September 15 of the following school year.

PGP's

Will include not more than 2 Achievable Goals:

1. Must Align to the District and/or Building Improvement Plans
2. At least one goal must connect to academics and/or instruction.

Pre-Conferences

Pre-Conferences

1. Should be scheduled within five (5) work days of the each observation.
2. The teacher shall provide the evaluator with the lesson plan.
3. There is an optional pre-conference question document for the teacher to complete to help guide their planning and provide evidence for the evaluator.
4. Teachers will have access to sample questions and the rubric linked in the staff portal.

Formal Observations

Formal Observations

1. In a full year cycle two formal observations will be required.
2. Each formal observation shall be at least 30 continuous minutes.
3. The first formal observation will be completed by Dec 10th.
4. The teacher participates in a minimum of two (2) informal observations (walkthroughs).

Post-Conferences

Post-Conferences

1. A post conference shall be held within five (5) work days after each formal observation.
2. Each formal observation shall be at least 30 continuous minutes.
3. Teachers should complete the adopted post-conference form.

High Quality Student Data
HQSD

Required Uses of HQSD

The teacher must use the data generated from the HQSD 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, 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/local standards.

HQSD 2021-2022

- High quality student data (i.e. local-determined data that provides evidence of student learning attributable to the teacher being evaluated) will not be utilized in evaluations during the 2021- 2022 school year to the extent prohibited by law.

Throughout the upcoming school year we will work within a district committee to identify approved assessments and process to approve pieces of HQSD for every teacher.

HQSD 2022 and Beyond

1. At least two measures of high-quality student data are used as evidence of student learning attributable to the teacher being evaluated
2. Where applicable, high-quality student data will include value-added progress dimension data.

HQSD Purpose

Teachers will utilize high-quality student data in the following ways:

1. Critically analyze and reflect upon results to support improvement and enhancement of student learning;
2. Assess student learning needs and styles, including the strengths and weaknesses of an entire class as well as individual students in each class;
3. Inform and adapt instruction to meet student needs; and
4. Measure student learning achievement and growth, as well as progress toward achieving state and local standards.

HQSD Qualification

High quality student data will be reviewed and approved by a district committee. It will meet the following criteria:

1. Align to learning standards;
2. Measure what is intended to be measured;
3. Be attributable to a specific teacher for course(s) and grade level(s) taught;
4. Demonstrate evidence of of student learning (achievement and/or academic growth);
5. Follow protocols for administration and scoring;
6. Provide trustworth results; and
7. Not offend or be driven by bias.