

## **Frequently Asked Questions about:** **OTES/eTPES/OPES/TEIR 1**

*In an effort to provide consistent communication and best CH-UH practices with regards to OTES/eTPSE/OPES/TEIR 1, this FAQ document will be updated and available on our website at <http://www.chuh.org/staff/teacher-evaluation>.*

*Please submit questions to Paul Lombardo at [P\\_Lombardo@chuh.org](mailto:P_Lombardo@chuh.org) at any time.*

- 1) When looking at the graphic on the Teacher Performance side, it appears the evaluation system begins with student growth measures from the previous year. However, only a small percentage of teachers have student growth data (Value-Added) available going into the first year of implementation. What do the rest of the teachers use as the basis for their professional growth plan?**

In the first year of implementation, every teacher and principal starts on a professional growth plan (unless the teacher or principal is already on an improvement plan). If student growth data is available, it will be included as part of the plan. Completing the self-assessment enables teachers to identify professional goals in the initial and subsequent years. After the first year of implementation in 2013-2014, all teachers and principals will have a professional growth plan or improvement plan based on their student growth measures.

- 2) Do we have to submit our self-assessment on the eTPES?**

Although the law states that the self-assessment is optional for districts, the CH-UH ARC Committee has agreed to make it mandatory and believes it is an essential part of the professional growth of the staff. Therefore, before the eTPES system allows individuals to move on to establishing their professional goals, they must complete the self-assessment on the eTPES. NOTE: The evaluator will NOT have access to this document on the eTPES, just the notification that it has been completed.

- 3) After an observation, within how many days can I expect my principal/evaluator to schedule a post conference?**

CH-UH best practices state that this should be scheduled within a week of the observation if at all possible.

**4) What are the required forms?**

CH-UH will be using ALL state recommended forms, which can be found on the ODE website at the following link: <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Additional-Information>.

**5) How was the rubric developed?**

The scope of work for the Ohio Teacher Evaluation Writing Team during 2009-2010 included extensive study of model evaluation systems throughout the country. Many state systems were examined in depth (e.g., Delaware, New Mexico, Colorado, District of Columbia Public Schools) for a standards-based definition of teacher effectiveness. Research was supplemented by the work of Charlotte Danielson, Laura Goe, New Teacher Center, and Learning Point Associates. The writing team used the Ohio Standards for the Teaching profession as the foundation for determining areas to be included in the rubric. From this work, the rubric was developed. A review was then conducted by national experts. Input received during field testing and piloting further refined the rubric.

**6) Why does the rubric say “and/or” if all areas must be met? Do all indicators on the rubric have to be evaluated?**

All indicators on the rubric do not require evidence associated with them. However, it is important that the evaluator have enough evidence to make a determination of the rating for that teacher.

**7) How will the rubrics be used to focus professional development for teachers and administrators?**

At the beginning of the school year, the educator will complete a professional growth plan or have an improvement plan completed. In these plans, there should be areas determined for professional development. A self-assessment against the Ohio Standards for the Teaching Profession may be completed by the teacher prior to developing the professional growth plan to provide a complete picture of his/her teaching practice. Each

educator should engage in a post-conference. During that conference, the evaluator should offer area(s) of reinforcement and area(s) of refinement. These areas of refinement will guide improvement and professional development.

**8) Are the pre-conferences and post-conference required?**

Yes. CH-UH has elected to make this mandatory.

**9) Do both formal observations have to be scheduled/announced?**

Yes. If an emergency arises and the evaluator misses a scheduled observation, the evaluator **MUST** notify the teacher of the new time and date. There does not have to be another pre-conference scheduled.

**10) Do evaluators have to pass a test every year in order to evaluate?**

Based on current research we recognize the importance of re-calibration completed on a yearly basis to avoid many issues. We anticipate that starting in 2014-2015, every evaluator will need to complete an annual online re-calibration.

**11) Why do administrators have to take this training?**

The purpose of the training is to provide consistency across the state and to make sure that expectations for ratings are clear. This training is required so that common understanding across evaluation systems occurs.

**12) Do walkthroughs have to be announced and how long are they?**

They are **NOT** announced, and there is no set time limit. The recommendation is 5-10 minutes.