



AGENDA – MARCH 15, 2013

- **Pre-assessment**
- **Norms and Purpose**
- **OTES**
- **SLOs**
- **OIP**
- **Communication Planning**



TRAINING NORMS

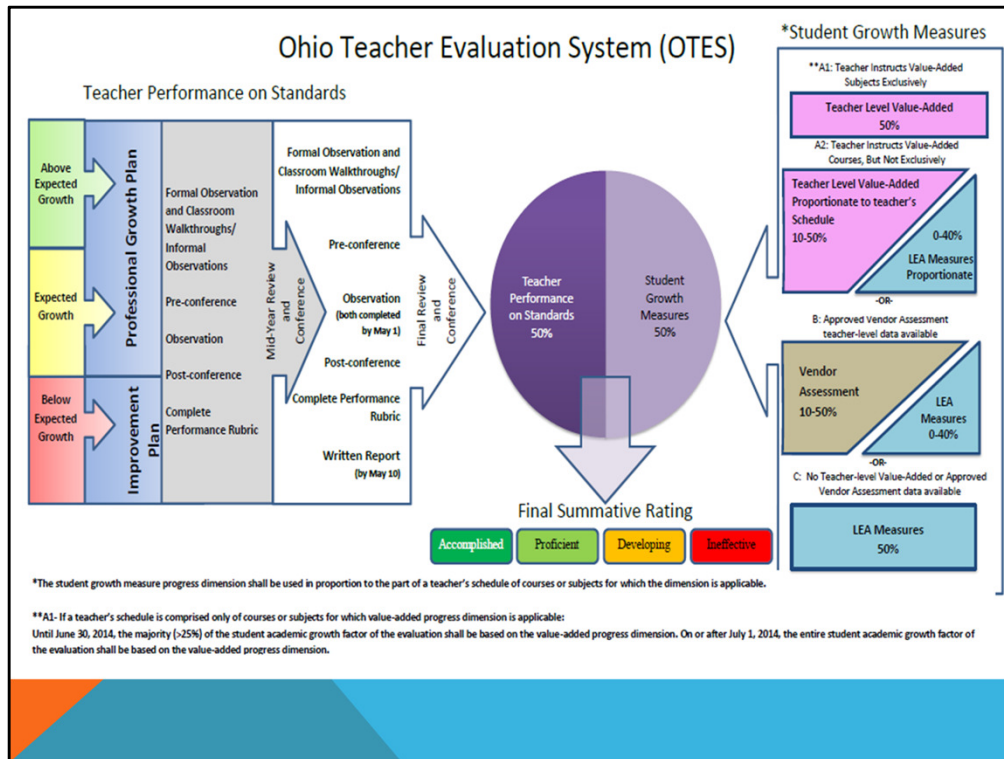
- **Be present.**
- **Actively participate in activities.**
- **Respect time boundaries.**
- **Recognize the need for quiet while working.**
- **Use electronics respectfully and appropriately when prompted.**
- **Return to large group attention when signaled.**

WHO WILL BE EVALUATED UNDER OTES?

Any person who is employed under a teaching license or under a professional or permanent teacher's certificate and who spends at least 50 percent of his/her time employed providing student instruction.

This usually excludes:

- Speech pathologists, occupational therapists
- Nurses, psychologists, guidance counselors



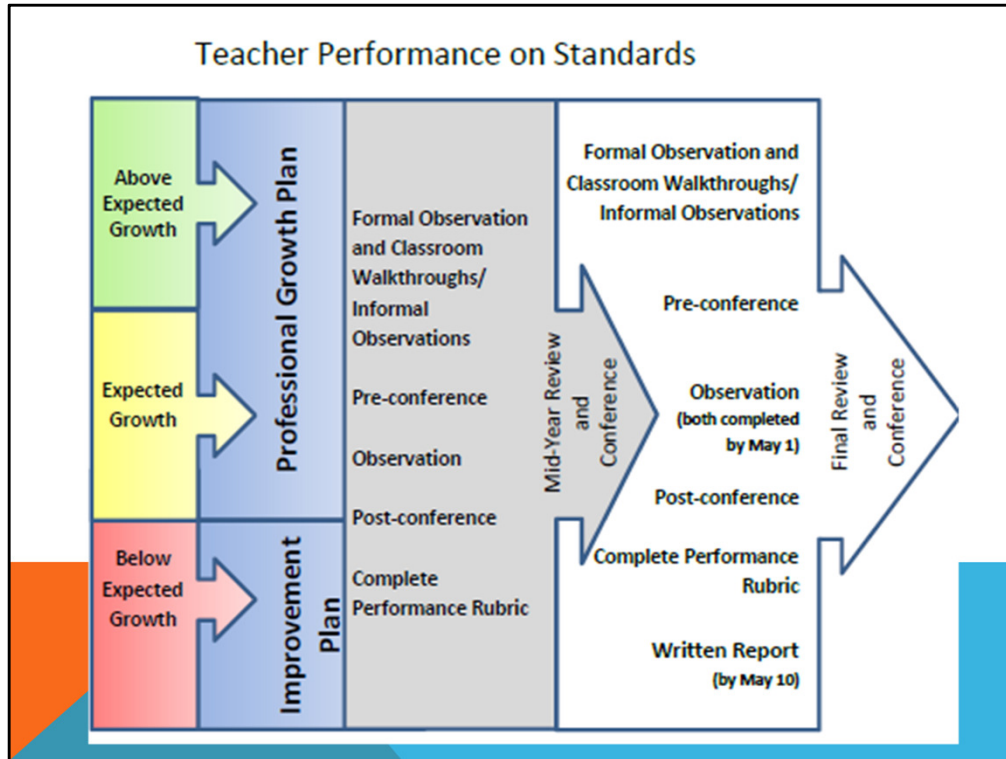
Start in middle:

Left side – Teacher Performance

-process is similar to Tier 1 Danielson model

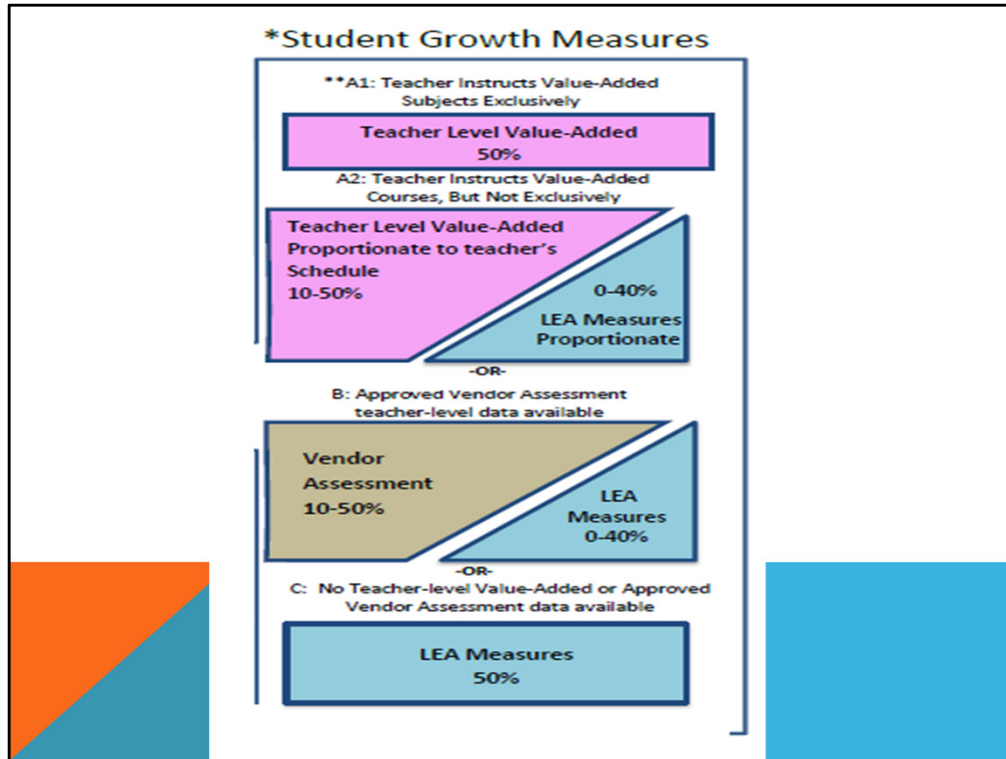
Right side – Student Growth

-mandated by state



Far left:

- Everyone has to make a professional growth plan at the beginning of the year. For teachers at risk of non-renewal for performance it will be an improvement plan (similar to tier 1). Part of the basis for the two plans will be a self-assessment.
- Gray area – includes all those parts listed. Walk-throughs are being defined so they can provide descriptive feedback.
- Rubric is on the ODE website
- Ohio Teacher Standards make up the basis of this area (student, learning environment, content, assessment, instruction, collaboration/communication, professional responsibility and growth).
- White area – notice deadlines



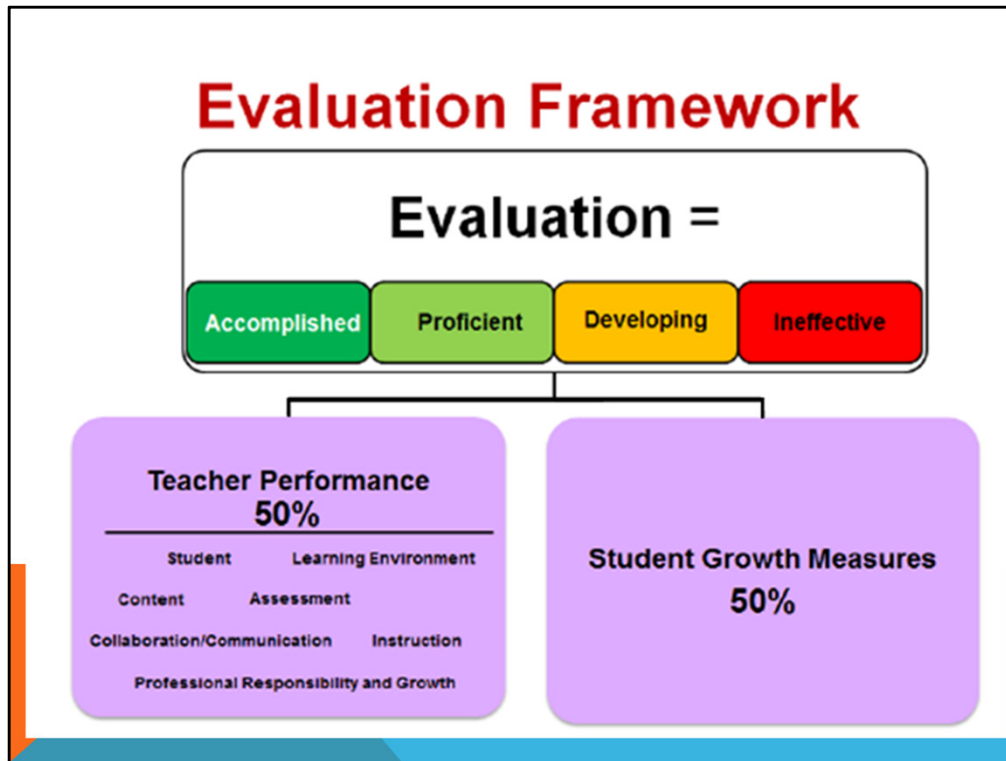
Define terms

-Teacher Value added: Reading and Math grades 3-8

-LEA measures: Local Education Agency (the school district) – include Student Learning Objectives (SLOs), might include other tests or common assessments that may be teacher developed, and more (perhaps).

-teachers level value-added proportionate to teacher's schedule: 2 periods of math and 3 periods of social studies make the teacher 40% (2 out of 5 classes) Value added for this half of the evaluation.

-In the brown: Vendor assessments might be end of course exams or other assessments that are bought that are on the state approved list. The 10-50% will be determined by the district. Right now the ARC committee is recommending 10% for vendor assessments.



Black box – district information will all go into a state run system that spews out a rating by teacher using some unknown formula. It is meant to take into consideration each student's growth based on how they have performed in the past based on several data points.

DEFINITION OF STUDENT GROWTH

For the purpose of use in Ohio's evaluation systems, student growth is defined as *the change in student achievement for an individual student between two or more points in time.*

Excerpted from Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer

WHAT ARE STUDENT LEARNING OBJECTIVES?

An SLO is:

A goal that demonstrates a teacher's impact on student learning within a given interval of instruction.

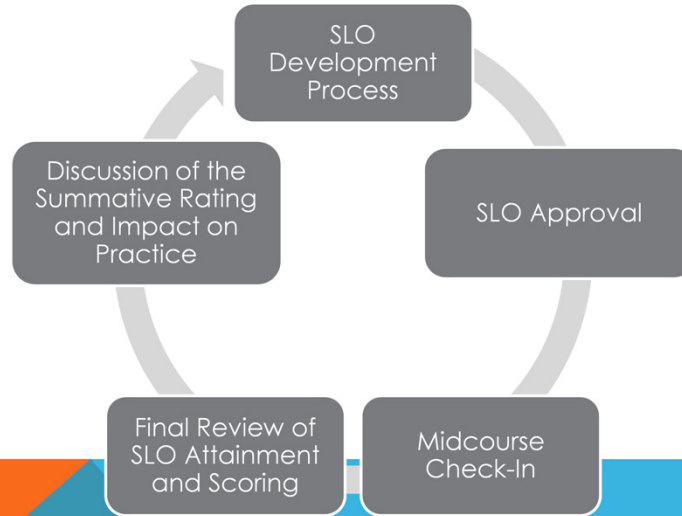
A measurable, long-term academic target written by an individual teacher or a teacher team.

WHY IMPLEMENT SLOS?

SLOs...

- **Reinforce promising teaching practices and connect teacher practice to student learning**
- **Can be used in all subjects and content areas**
- **Are adaptable**
- **Encourage collaboration**
- **Provide teachers some ownership of how they are evaluated**

SLO EVALUATION CYCLE



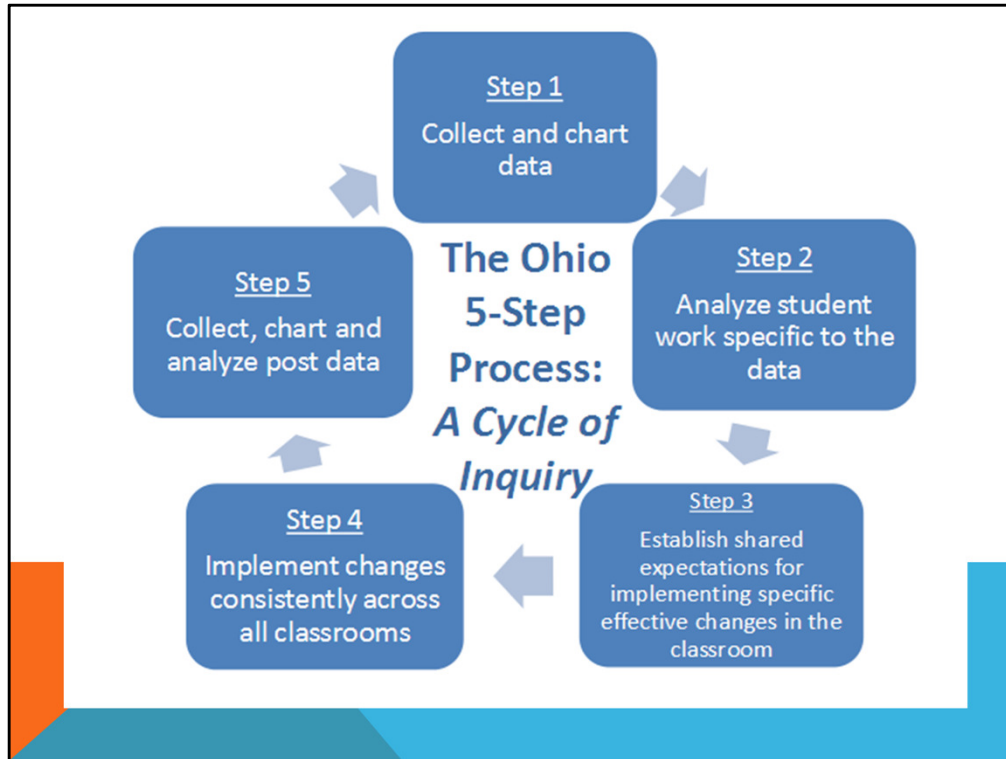
TIMELINE FOR SLO IMPLEMENTATION 2013-2014 AND BEYOND

Early Fall- Write and submit SLOs for approval

November – Receive feedback on the SLO and,
if necessary, revise

January – April – Gather evidence of student
progress

By May 1 – Complete final submission form and
meet with the evaluator to discuss the final
review and scoring of the SLO



This is not new for many teacher PLCs

A more detailed graphic is available online through CHTU.ORG under the RESOURCE tab click EVALUATION.

A rubric is in development.

COMMUNICATION PLAN

- How can you best share what you learned today with your staff by May?
- What resources will be helpful to teachers in your building?
- In your TAP minutes, please include how you shared this information with your staff.