

Mid-Term Report for CSP 904912

PROJECT:	ODE Teacher Evaluation System (OTES) Pilot
CLIENT REFERENCE NUMBER:	CSP 904912
MGT PROJECT NUMBER:	03-17-47-5150
MGT PROJECT MANAGER:	Susan Zoller
CONTRACT START DATE:	November 2011
PERIOD OF PERFORMANCE:	November – February 2012
DATE OF REPORTS:	February 22, 2012

1.0 Overview of Research Project

MGT of America Inc. is conducting a comprehensive, mixed-methods evaluation study of the four teacher evaluation options in the Ohio Teacher Evaluation System (OTES) Pilot Program during the 2011-2012 school year. The evaluation examines the implementation and impacts of the four OTES option to inform further refinement of the OTES model and strategies for scaling up valid and reliable teacher evaluation approaches that are relevant and useful to teachers and principals at the LEA level as well as informative to the overall Ohio Human Capital Management System for educating today's youth.

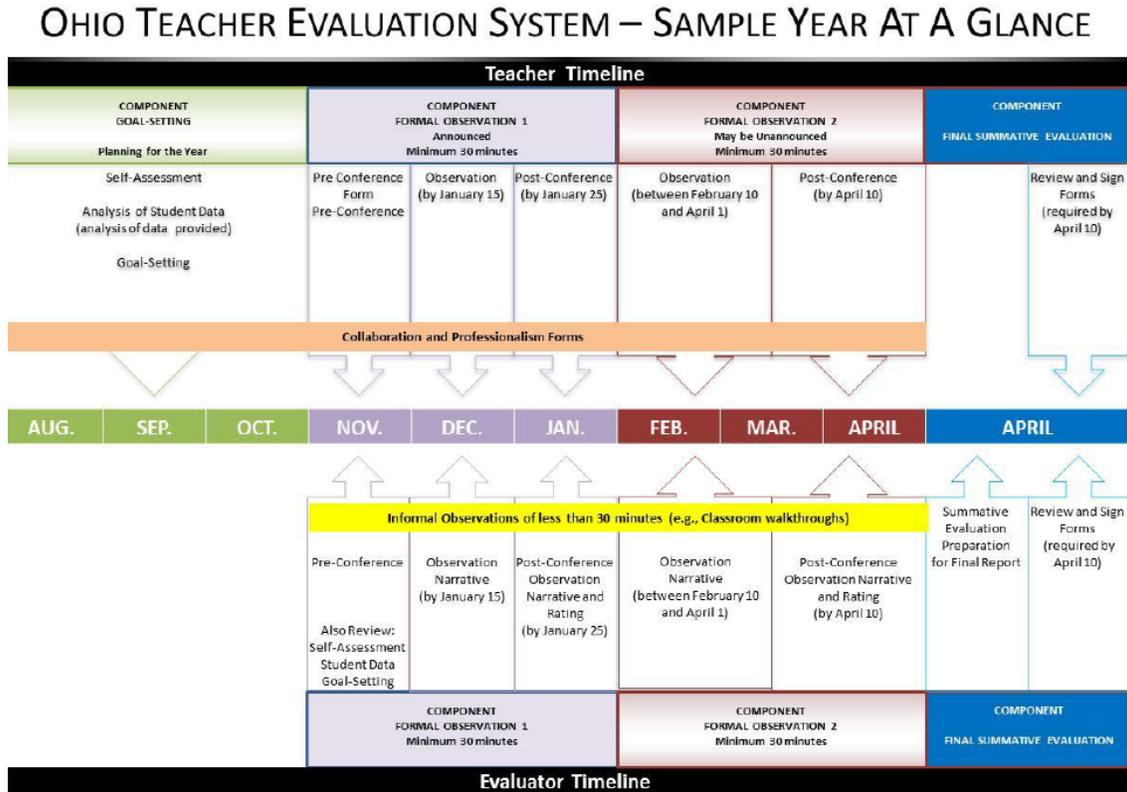
The evaluation examines the relevance and usefulness of the OTES model for guiding LEAs and the Ohio Department of Education (ODE) in implementation of high-quality teacher evaluation approaches aligned to the Ohio Standards for the Teaching Profession and best practices in measuring teacher quality. The evaluation uses the Ohio Standards for the Teaching Profession as the basis for defining effective teaching and examines the impacts of using OTES options on teachers' professional growth and development, administrative behavior and school/LEA processes. This report focuses on the results of the mid-year survey conducted in early February gathered data about how teachers, teacher evaluators, principals and other OTES pilot team members are implementing the components of OTES (Research Question 1) according to one of these four options within the pilot and formative impacts (Research Questions 2 and 4):

1. OTES goal setting, teacher performance, communication and professionalism
2. OTES goal setting, teacher performance communication and professionalism with locally developed student growth measures
3. Local evaluation system alignment to OTES model (e.g. Danielson, Marzano, other)
4. Local evaluation system alignment to OTES model (e.g. Danielson, Marzano, other) with locally developed student growth measures.

The evaluation activities and timeline align with the implementation of the four OTES options and the components of the model outlined in *Figure 1*. MGT of America recognizes that implementation at

individual LEAs may diverge from the model in *Figure 1*. The evaluation is designed to identify and describe how implementation actually occurs within participating pilot schools and to compare implementation approaches to the model in *Figure 1*.

Figure 1
OTES Model Components and Sample Implementation Timeline



The formative and summative feedback from the evaluation will identify and describe accomplishments, impacts and challenges of the OTES Pilot Program options that LEAs piloted during the 2011-2012 school year.

1.1 RESEARCH QUESTIONS

This mid-year report includes data and preliminary findings from some of the research questions as outlined below.

1. **Implementation:** Review the ongoing implementation of the pilot in the selected schools to identify successes and areas in need of improvement. This includes sub-questions such as:
 - a. To what extent were teachers, administrators and union leaders involved in the design and implementation?
 - b. What is the fidelity in relation to the project plan?
 - c. To what extent were comprehensive communication plans developed and successfully utilized?
 - d. What were the best practices of the most effective implementers?

2. **Impact on Teacher Effectiveness and Behavior:** Report the pilot program’s impact on effectiveness and behavior as measured by student achievement and value-added measures. This includes changes in individual instructional practices and levels of embedded change within LEAs. This includes sub-questions such as:
 - a. What student achievement and growth measures were used?
 - b. What were the intended and unintended consequences on instructional practices?

3. **Impact on Student Achievement:** Please note: Data pertaining to this question are not part of this report.

4. **Impact on Administrative Behavior and School/LEA Processes:** Examine impact at the school and LEA level. Questions may include:
 - a. Have LEA policies and procedures changed?
 - b. To what extent has the pilot evaluation model impacted professional development?
 - c. What is the nature and degree of alignment of organizations’ process and performance outcomes across school and LEA?

5. **Sustainability:** Please note: Data pertaining to this question are not part of this report.

6. **Best Practices:** Please note: Data pertaining to this question are not part of this report.

1.2 METHODOLOGY: ONLINE SURVEY TOOLS

MGT of America conducted a mid-year survey of all participants in the OTES Pilot Program. All of the participants from 139 LEAs were surveyed. This is a report of the results of the formative mid-year survey that emphasized answering the research questions for implementation with some attention to impacts on teacher effectiveness and administrative behaviors. A follow up survey is planned to further address the research questions not fully addressed in this report.

MGT analyzed the survey data using descriptive statistics in SPSS and Excel. Two open-ended questions about successes and obstacles to implementing the OTES were analyzed using qualitative coding, which identified common trends and concerns among pilot LEAs. The spring follow up survey will use indicators from the coding to gather quantitative data to further examine the trends and concerns that emerged in the mid-year survey data.

The data from the mid-year survey includes the role of the respondents, teachers' perceptions about the level of knowledge among principals about the new evaluation methods, the amount and source of training about the new methods, and the range of teacher evaluation tasks that have been completed to date. These survey findings are formative in nature and will be compared with summative findings from a follow up survey sent to pilot participants later in the spring.

The design of the survey questions was informed by analysis of the new Ohio teacher evaluation criteria and methods, the ODE's fall 2011 training survey results, and a literature review of best practices in teacher evaluation. The data gathered from the survey included a differentiated set of questions based on the role of the respondent. The survey was intended to provide baseline information for evaluation of the OTES pilot project as well as background information needed for the selection of case study districts. The survey was designed to gather information from each of the 139 LEAs in the pilot to ensure that each participating principal, teacher, district and union representative at each site had an opportunity for input and feedback. The following results provide background information regarding the model of OTES being implemented, the number and grade levels of teachers involved in the pilot, and mid-year successes with and obstacles to implementation.

2.0 Preliminary Findings

CHARACTERISTICS OF SURVEY RESPONDENTS

MGT of America administered the online survey to all participants in the pilot LEAs. An email request to complete the survey was sent by the Ohio Department of Education (ODE) to all identified participants. The survey was available for completion from January 30 to February 3, 2012. In total, 325 or 49% of approximately 659 pilot participants completed the survey. Of the 139 districts participating in the OTES pilot, at least one person from 123 or 89% of those districts completed the mid-year evaluation survey. Approximately 59% of survey respondents work in rural school districts, 25% in suburban districts, and 17% in urban settings.

RESEARCH QUESTION 1: IMPLEMENTATION

The mid-year survey evaluated the formative implementation of the OTES process, including training of LEA Teacher Evaluators and Teachers, participants' participation designing and implementing components of the OTES process, and extent to which actual implementation follows the OTES method. The survey examined implementation of the pilot in the selected schools to identify successes and areas in need of improvement.

1.a To what extent were teachers, administrators, and union leaders involved in the design and implementation?

The survey asked: "What is your role in the OTES project?" Building principals account for 45% of the 325 who answered the mid-year survey. Of these 147 building principals, 145 or 99% indicated that they are actively involved in implementing OTES. Some 138 or 95% of the building principals who are actively involved in implementing OTES are serving as "primary evaluator" of teachers. Twenty principals or 15% are serving multiple roles as "an implementation support/resource guide" and 10 of these principals or 7% said they are also serving as "professional development coach" for teachers in their buildings. Two principals or 1% are only serving as a professional development coach and two principals or 1% are only serving as an implementation support/resource guide. Three assistant principals also answered the survey, one of whom is serving as the OTES evaluator.

Some 57 or 18% of those who answered the survey were district administrators, 9 who serve as both district administrator and building principal and 3 who serve as the OTES evaluator. Some 100 or 31% of those who answered the survey were teachers, 19 of whom also serve as the union leader and one of whom serves as a professional growth coach and one as the RTTT lead teacher. In addition, 17 or 6% of people who answered the survey serve at least one of the following roles: LPDC chairperson, Special Education Supervisor, TIF Coordinator, ESC supervisor, Reading Specialist, School Improvement Coordinator or Music/Band Teacher, RTTT lead teacher or union leader.

The survey asked: "How much training have you received about the new teacher evaluation model?"

Some 274 or 84% of those participating in the survey said they attended the Day 1 introduction training

and 189 or 58% said they received Day 2 and Day 3 training. About 13% said they received information from someone who attended the ODE trainings. In total, 96% said they received training from the Ohio Department of Education representatives and 23% also indicated receiving training from another source at the local level, such as a building principal or coach.

The survey asked: “Rate the extent to which each of the following has been involved in the design of the OTES pilot within your school/district.” *Exhibit 1* shows that building principals are the most involved, although district administrators, classroom teachers and union leaders are also taking an active part in the design of the pilot evaluation in their districts.

**EXHIBIT 1
LEVEL OF INVOLVEMENT BASED ON ROLE**

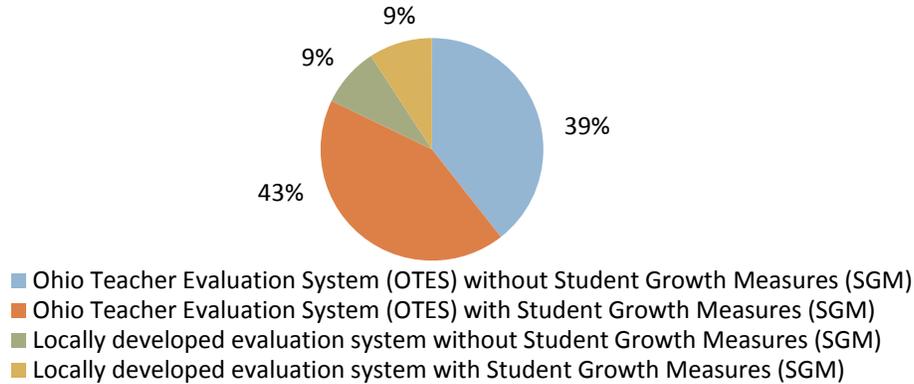
LEA ROLES	NOT INVOLVED	SOMEWHAT INVOLVED	VERY INVOLVED	DON'T KNOW
District Administration N=57	9.7%	35.5%	49.1%	5.7%
Building Principal N=147	2.8%	15.1%	80.1%	1.9%
Classroom Teachers N=100	6.3%	54.4%	38.6%	0.6%
Union Leaders N=19	13.0%	43.2%	37.2%	6.6%
Other N=17	28.8%	21.3%	12.5%	37.5%

Source: MGT OTES Survey 2012.

1.b What is the fidelity in relation to the project plan?

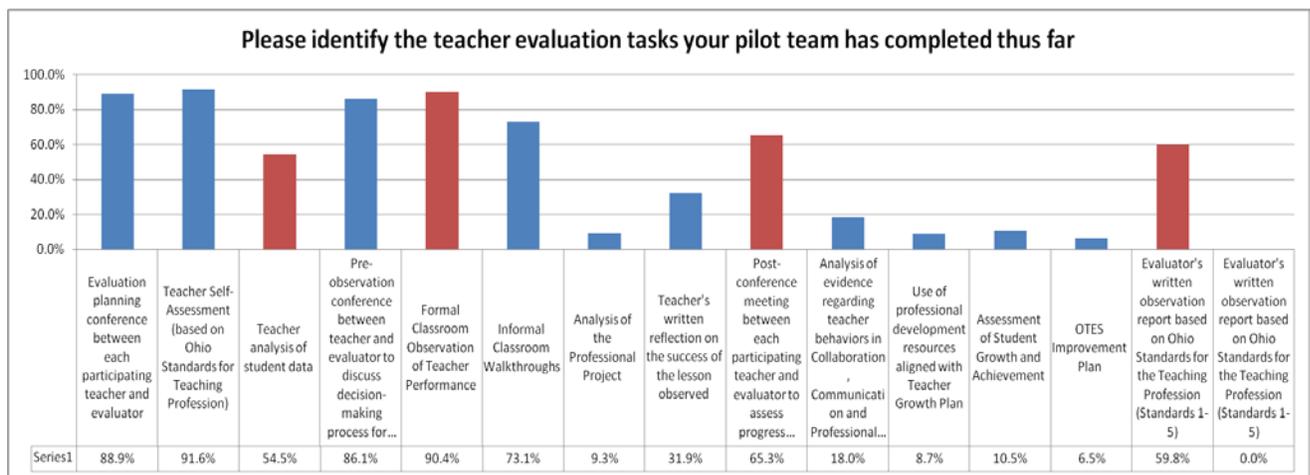
The survey asked: “Which model of teacher evaluation are you implementing?” The distribution shows that the OTES model is the most common, with 82% of those who completed the survey reporting its implementation. *Exhibit 2* shows the percent of participants reporting the teacher evaluation option that has been implemented in their schools.

**EXHIBIT 2
PERCENT IMPLEMENTING TEACHER EVALUATION MODELS**



The survey asked: “What teacher evaluation tasks has your pilot team completed thus far?” At this point in time, it is not expected that LEAs have implemented all evaluation tasks. But there is an expectation that they follow through on tasks initiated. For example, these data indicate that most of the LEAs implemented the evaluation planning, teacher self-assessment, pre-observation conference and formal classroom observation components. However, there was a discrepancy between the 90% who conducted formal classroom observation and the 65% who conducted the post- observation conference meeting and the 60% of evaluators who provided written observation reports based on Ohio Standards. *Exhibit 3* shows the distribution of tasks implemented at participating LEAs. The exhibit also indicates that only 55% of those participating included teacher analysis of student data in their initial implementation efforts. These trends suggest that LEAs could benefit from incentives or reinforcements to support fidelity of implementation for the new teacher evaluation methods.

**Exhibit 3
Teacher Evaluation Tasks Completed**



Source: MGT OTES Survey 2012.

The survey asked: “Which of the following OTES tools did you or your school/district use during the 2011-12 pilot year?” ODE has developed several tools and provided training in their use during the three days of training provided to date. *Exhibit 4* shows that the *Standards for the Teaching Profession for Self-Assessment Tool* is by far the most widely used tool and the *Ohio Continuum of Teacher Development Resource Tool* is the least used OTES tool.

Exhibit 4
Usage Rates for OTES Tools

OTES TOOLS	PERCENT N=310
Standards for the Teaching Profession for Self-Assessment Tool	88%
Ohio Continuum of Teacher Development Resource Tool	39%
Data Collection Tool for Communication and Professionalism	52%
Self-Assessment Summary Tool	69%

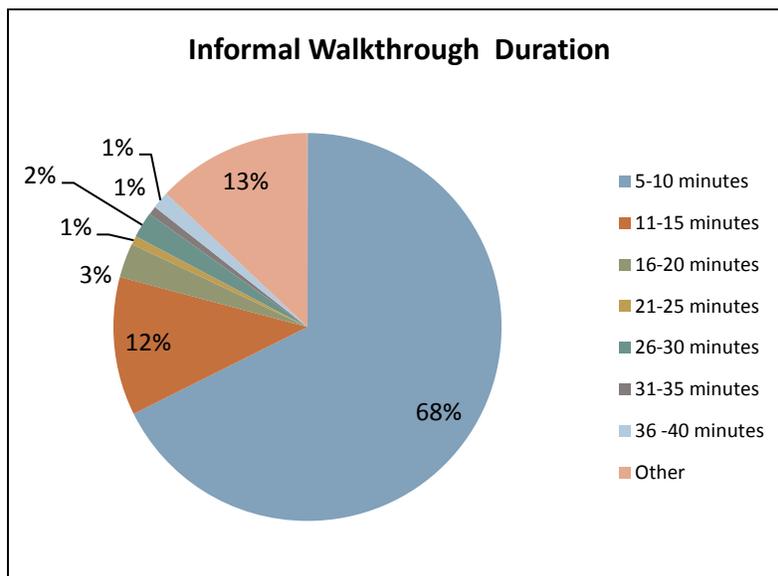
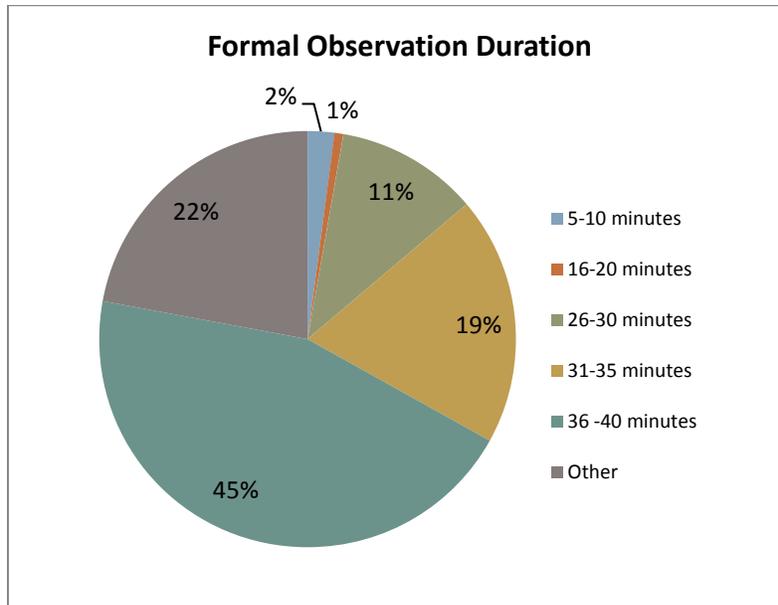
The survey asked primary evaluators: “What was the duration of formal classroom observation and informal walkthroughs conducted thus far?” *Exhibit 5* shows that there was relatively the same number of formal and informal observations reported with most of the informal walkthroughs lasting 5-10 minutes and most of the formal observations lasting 36-40 minutes.

Exhibits 5 and *6* compare the duration of formal observations with the duration of informal walkthroughs in a data table and a graphic format. These data indicate that the majority of LEAs are conducting formal classroom observations that are longer than the required 30-minute OTES model. Forty-five percent of observations are 36-40 minutes and 22% range in duration from 41 to 120 minutes with an average of 59 minutes. The majority of informal classroom walkthroughs more closely adheres to the 5-minute OTES model; however, 17% of LEAs reported that informal walkthroughs last more than 25 minutes and some last as long as 150 minutes. These data indicate that clarification is needed with regard to the scope of each type of classroom visit and the intention behind the recommended duration.

Exhibit 5
Duration of Formal Observations and Informal Walkthroughs

Duration	FORMAL PERCENT REPORTING N = 145	INFORMAL PERCENT REPORTING N = 139
	5-10 minutes	2%
11-15 minutes	---	12%
16-20 minutes	1%	3%
21-25 minutes	---	1%
26-30 minutes	11%	2%
31-35 minutes	19%	1%
36 -40 minutes	45%	1%
Other	22%	13%

Exhibit 6
Duration of Formal Classroom Observations and Informal Walkthroughs



Source: MGT OTES Survey 2012.

The survey asked primary evaluators: “Please identify the frequency of formal classroom observations and informal classroom walkthroughs you have been involved with thus far during the 2011-12 school year.” As of the end of January 2012, the 145 LEA teacher evaluators had conducted 120 formal classroom observations during the first semester and 48 during the second semester. In addition, the 145 LEA teacher evaluators had conducted a total of 176 informal classroom walkthroughs by the end of January 2012. These data indicate a high level of classroom visits during initial program implementation.

1.c To what extent were comprehensive communication plans developed and successfully utilized?

About 52% of survey respondents indicated that they are using the *Data Collection Tool for Communication and Professionalism* developed by ODE. In addition, 18% indicated that they have analyzed evidence of learning community collaboration, communication and professionalism to meet Standards 6 and 7. More data to answer this question will be included in the case study design and spring follow-up survey.

RESEARCH QUESTION 2: IMPACT ON TEACHER EFFECTIVENESS AND BEHAVIOR

The survey gathered some data regarding the impact of OTES on teacher effectiveness and behavior. More complete data on this research question will be gathered during the site visits and spring follow-up survey.

The survey asked: “In your opinion, how knowledgeable are teachers in your school/district about the components of OTES or your LEA-developed evaluation system?” Data shown in *Exhibit 7* indicate that two-thirds of district administrators and building principals rated teachers only somewhat knowledgeable about the components of the new teacher evaluation methods. These data indicate a need for more training and experience with the methods before causality regarding performance and behaviors could be attributed to the new teacher evaluation methods.

Exhibit 7
Teachers’ Knowledge of the New Evaluation Methods

Teachers’ Knowledge Level	District Administrators N=54	Building Principals N=145
Not at all knowledgeable	18%	16%
Somewhat knowledgeable	67%	64%
Knowledgeable	15%	15%
Very knowledgeable	0%	3%
Other	0%	1%
I don’t know	0%	1%

Source: MGT OTES Survey 2012.

The survey asked: “In your opinion, how adequately do the new teacher evaluation methods provide relevant assessment and useful feedback to teachers that lead to professional growth.” As shown in *Exhibit 8*, the new teacher evaluation methods are perceived to be most adequate for teachers’ planning and delivering effect instruction, creating an environment that promotes student learning, and for assuming responsibility for professional growth and performance in a learning community.

Exhibit 8
Adequate Areas of Teacher Professional Growth

N=318	VERY INADEQUATE	SLIGHTLY INADEQUATE	SLIGHTLY ADEQUATE	VERY ADEQUATE	DON'T KNOW
Understanding student learning and development, including respect for diversity of the students	2.2%	10.0%	45.0%	38.8%	4.1%
Knowing the content areas for which teachers have instructional responsibility	2.2%	5.6%	39.2%	49.5%	3.4%
Using varied assessments to inform instruction and evaluate student learning	2.5%	7.8%	38.9%	48.0%	2.8%
Planning and delivering effective instruction that advances the learning of each individual student	2.8%	6.0%	36.1%	53.0%	2.2%
Creating an environment that promotes high levels of student learning and achievement for all	2.5%	5.0%	35.6%	53.3%	3.5%
Collaborating and communicating with students, parents, other teachers, administrators	2.8%	11.0%	40.1%	42.0%	4.1%
Assuming responsibility for professional growth and performance in a learning community.	2.5%	6.0%	35.2%	53.5%	2.8%

Source: MGT OTES Survey 2012.

2.a What were the student achievement and growth measures used?

The survey asked respondents: “Please identify the types of student data used in your school/LEA for goal setting and reflection about students’ instructional needs.” The results in *Exhibit 9* show that district/building report cards, individual classroom grades for subject areas, and attendance rates are the most commonly used types of student data for goal setting and reflection about students’ instructional needs.

Exhibit 9
Frequency of Student Data Types Used for Instructional Goal-Setting

TYPES OF STUDENT DATA	PERCENT
Student age ranges	34%
Student attendance rates	46%
School/district graduation rates	32%
Classroom sociograms	14%
School working conditions survey	7%
Aggregate classroom grades for subject areas	39%
Subgroup classroom grades for subject areas	39%
Individual classroom grades for subject areas	50%
District/building report card	72%
EMIS classroom report	22%

Source: MGT OTES Survey 2012.

The survey asked teachers: “Did you receive a teacher-level value-added report from Battelle for Kids in fall 2011?” 26% said yes. Of those who did receive a value-added report, 14 indicated that they are using the value-added report as part of their evaluation plan during the 2011-2012 pilot year.

2.b What were the intended and unintended consequences on instructional practices?

The survey asked pilot participants the open-ended question: “What successes have you (your school/your district) experienced as a result of implementing the new teacher evaluation method thus far?” Two-hundred and ten people or 65% of those answering the survey responded to this question. They reported experiencing success in the following eight categories of educational practice:

- ◆ 33% said that the new teacher evaluation methods foster more reflective practice among teachers. This was a viewpoint held in common among teachers, principals and district administrators.
- ◆ 21% said the new methods foster more meaningful communication around evaluation of classroom practices. This view was held predominately by building principals and district administrators involved in conducting teacher evaluations.
- ◆ 15% said they have gained an increased understanding of how to align local practices to OTES requirements, a view reported mostly by principals and district administrators.
- ◆ 11% said the new evaluation methods reinforce accountability for standards. This view was shared among teachers, principals and district administrators.

- ◆ 10% said the measurement tools used during the evaluation process were better than previous measurement tools. This view was reported predominately by principals and district administrators.
- ◆ 7% said the new methods were successful in helping them use data in the instructional decision-making process, a view shared by teachers and principals.
- ◆ 5% said the pilot has enabled them to plan better for the future in terms of meeting professional development needs, a view reported by building principals and teachers.
- ◆ 3% said the new teacher evaluation methods are having a positive impact on instructional practices. This was reported predominately by teachers.

RESEARCH QUESTION 4: IMPACT ON ADMINISTRATIVE BEHAVIOR AND SCHOOL/LEA PROCESSES

The mid-year survey investigated the impacts of the OTES process on participants' perceptions of effectiveness and the level of adoption of the OTES related to perceptions of its fairness and credibility. The survey identified components of the OTES that support informed decision-making and barriers to reaching system goals for equitable distribution of effective teachers.

4.a Have LEA policies and procedures changed?

Results of a paper-pencil survey conducted by the Ohio Department of Education during fall 2011 training show that about 26% of LEAs who participated in the training reported changing LEA policies and procedures. The case studies and spring follow-up survey will provide more data about the impact of OTES on LEA policies and procedures.

4.b To what extent has the pilot evaluation model impacted professional development?

The case studies and spring follow-up survey will address this question.

4.c What is the nature and degree of alignment of organizations process and performance outcomes across school and LEA?

The survey asked LEA pilot participants: "Rate the extent to which you agree with the statements about the new teacher evaluation methods being implemented in your school/district." As shown in *Exhibit 10*, the vast majority of those who responded to the survey agreed that the methods align well with Ohio Standards for the Teaching Profession, the evaluator's feedback is relevant and useful, and the methods foster reflective teaching practice. However, 29% said they do not agree that the new teacher evaluation methods are fair to teachers in all classrooms, content areas and grade levels and 54% disagree that the new teacher evaluation methods are user-friendly and easy to implement.

Exhibit 10
Rating of Usefulness and Relevance of New Teacher Evaluation Methods

N= 322	STRONGLY DISAGREE	SLIGHTLY DISAGREE	SLIGHTLY AGREE	STRONGLY AGREE	DON'T KNOW
Our new teacher evaluation methods are fair to teachers in all classrooms, content areas and grade levels.	10.9%	18.0%	38.2%	28.6%	4.3%
Our new teacher evaluation methods are useful for helping teachers improve student learning.	0.9%	5.3%	36.3%	56.2%	1.2%
Our new teacher evaluation methods are relevant to teachers' instructional support needs.	3.7%	6.5%	43.0%	45.5%	1.2%
Our new teacher evaluation methods are adaptable to my school's specific context.	3.4%	11.1%	42.4%	39.9%	3.1%
Our new teacher evaluation methods are user-friendly and easy to implement.	24.0%	32.1%	30.5%	11.8%	1.6%
Our new teacher evaluation methods align with Ohio Standards for the Teaching Profession.	0.3%	1.9%	17.8%	75.7%	4.4%
The evaluation criteria used in the new teacher evaluation methods are relevant and useful.	2.2%	9.6%	39.6%	46.7%	1.9%
The evidence indicators used in the new teacher evaluation methods are relevant and useful.	1.5%	12.1%	41.8%	42.1%	2.5%
The evaluator's written and verbal feedback and suggestions are relevant and useful.	1.2%	4.0%	34.9%	55.5%	4.4%
The new teacher evaluation methods foster reflective teaching practice.	1.2%	5.3%	32.3%	58.4%	2.8%

Source: MGT OTES Survey 2012.

The mid-year survey asked pilot participants the question: “What obstacles have you (your school/your district) encountered as a result of implementing the new teacher evaluation method thus far?” Two-hundred and fifty-five or 79% of the respondents identified and described obstacles in response to this open-ended question. They reported encountering obstacles in the following categories of educational practice:

- ◆ 58% said that the new teacher evaluation methods are overwhelmingly time consuming and therefore not feasible to fully implement without the creation of full-time evaluation staff at the building level, especially for those working in rural or small districts. Several estimated OTES takes the evaluator nine meetings per teacher per year, about 5-6 hours per observation including the lengthy evaluation report (running up to 40 pages), which does not include walkthroughs or use of value-added student data. Pilot schools are struggling to find release

time resources for teachers and principals to do the required evaluation conferences and paperwork.

- ◆ 40% said the method and the criteria are not adaptable enough or universal enough to fit multiple classroom contexts, e.g. types of lessons, content areas, learner characteristics. The respondents raised concerns about alignment with unidentified measures of student growth, consistency of valid measure of student growth for all teachers and support staff across classrooms, buildings, districts and the state as a standard for evaluation. There is also concern about the lack of alignment of methods with the work flow of the school, concerns about inconsistencies in the rubric criteria, a lack of criteria for fostering teacher leaders, over-emphasis on areas of weakness even for exemplary teachers, and confusion about how a summative rating is determined.
- ◆ 12% said the new evaluation method creates a need for more individualized or small group professional development at the local level to address differences in teacher needs. They also said that teachers need more training for how to disaggregate and use student data.
- ◆ 3% explicitly referred to a “lack of buy-in” or some “push-back” from teacher unions with regard to the OTES requirements and opposed the use of the OTES teacher evaluation data for hiring and salary decisions due to the many unknowns in the current OTES model.

The survey asked the question: “In your opinion, how effective is the new teacher evaluation method for informing decisions about teacher retention, dismissal, tenure, promotion and compensation?”

Exhibit 11 shows the results from this survey question. The majority of those answering the survey *did not* rate the new teacher evaluation methods highly effective in any of these five categories.

Respondents were most concerned about using the teacher evaluation data to make decisions about teacher compensation.

Exhibit 11
Perceived Effectiveness of New Evaluation Method for Informing Decision-Making

N=315	VERY INEFFECTIVE	SLIGHTLY INEFFECTIVE	SLIGHTLY EFFECTIVE	VERY EFFECTIVE	DON'T KNOW
Teacher retention	6.0%	11.1%	40.5%	30.4%	12.0%
Teacher dismissal	9.2%	15.5%	33.2%	24.1%	18.0%
Teacher tenure	10.2%	11.1%	35.9%	21.6%	21.3%
Teacher promotion	9.5%	10.5%	31.1%	23.5%	25.4%
Teacher compensation	19.6%	15.5%	21.5%	11.1%	32.3%

Source: MGT OTES Survey 2012.

3.0 Preliminary Recommendations and Next Steps

The following preliminary recommendations and next steps are outlined for each of the identified research questions.

3.1 IMPLEMENTATION

Survey respondents reported a high level of engagement and participation in the design and implementation of the new teacher evaluation methods. Some 99% of building principals are actively involved and 95% of them serve as the primary teacher evaluator. They reported focusing mostly on implementing the teacher performance component, which is only 50% of the new evaluation methods. Most had not yet addressed the other 50% of the evaluation criteria pertaining to value-added student data. They expressed concern about the standardized use of student data for all teachers, content areas and student levels.

Most of the participating LEAs reported conducting formal classroom observation in accordance with the OTES implementation timeline, however, only about two-thirds of them had conducted the post-observation conference meeting or provided a written observation report. They also reported that the new teacher evaluation methods are overwhelmingly time consuming and therefore not feasible to fully implement without the creation of full-time evaluation staff at the building level, especially for those working in rural or small districts. These results suggest the need to make modifications to OTES so that it is more adaptable to school culture.

3.2 IMPACT ON TEACHER EFFECTIVENESS

Approximately 65% of those who answered the survey reported successes as a result of implementing the new teacher evaluation method. The biggest successes included gaining an appreciation for the how the new teacher evaluation methods foster more reflective practice among teachers and enhanced communication between teachers and evaluators, who in most cases are building principals. These successes help focus instructional practices on Smart Goals and more accountability for meeting standards and new teacher evaluation criteria. Pilot sites also reported some success with improving evaluation measurement tools and uses of data in the instructional decision-making process. These types of successes can have a positive impact on instructional practices and student learning.

The next steps in the evaluation will further examine the pilot program's impact on teacher effectiveness and behavior in terms of changes in individual instructional practices and levels of embedded change within LEAs through case studies and the spring follow-up survey.

3.3 IMPACT ON STUDENT ACHIEVEMENT

The case studies and spring follow-up survey will investigate the extent to which LEAs have been able to identify impacts of the new teacher evaluation on student achievement.

3.4 IMPACT ON LEA PROCESSES

Survey respondents see value in the “theory” behind OTES, but are concerned about its current design which is perceived to be too complex and time consuming, two factors that make it difficult to roll-out in its current format. They generally think the teacher performance component, which constitutes 50% of the criteria, is valuable; however, some components of the rubric are difficult to interpret. Many question the validity of using 50% student growth and have unanswered questions about how to measure student growth in a fair and reliable manner for all teachers in a building or district. Some principals serving as evaluators do not agree with the teacher evaluation results when they apply the criteria. They said the results do not ring true for them. The case studies and spring follow-up survey will ask questions to drill down on specifics with regard to problems with the complexity of the method, inconsistencies in the criteria, and suggestions for modifications to make the OTES more user-friendly to implement within the schools.

3.5 SUSTAINABILITY

Those responding to the survey expressed wide-spread concern for the complexity of the evaluation process and the length of time needed to complete forms, which indicates a need to simplify the method and make it more user-friendly. Suggestions for improving sustainability include:

- a. Adjusting the process to better match the daily work flow of principals and teachers.
- b. Simplifying steps to reduce the time between steps to provide more timely feedback.
- c. Simplifying the forms to reduce paperwork.
- d. Considering different levels of evaluation for different teachers, i.e. suggestions of using the piloted method for only teacher whose performance is marginal or problematic.
- e. Aligning the criteria more closely with teachers “areas of influence”, e.g. content areas aligned with valid student assessments for all teachers.
- f. Delineating student-control factors from teacher-control factors.

The spring follow-up survey will further address how LEAs implemented the new teacher evaluation methods and evaluate the sustainability of the evaluation system with recommendations for improvement and scalability of the project. Case studies will provide insight into the best practices for successful implementation as well as more in-depth analysis of the challenges or barriers to sustainability.

3.6 BEST PRACTICES

The April 2012 interim report will include the review of research and best practices review, an update on case study implementation, and preliminary analysis of case study data as well as the design of the spring follow-up survey to all sites participating in the 2011—2012 OTES pilot.

REFERENCES FOR MIXED-METHODS APPROACH USED IN THIS EVALUATION STUDY

Tashakkori, A., & Teddlie, C. (2003 Eds.). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage.

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