Ohio Teacher Evaluation System Resource Guide

Ohio | Department of Education

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Part 1: Professional Development Activities

The purpose of this guide is to provide educators with resources that help clarify and deepen their understanding of the Ohio Teacher Evaluation System process. Part 1 offers professional development activities for use by educators.

In this section you will find multiple activities designed for educator professional development. These activities range in implementation from approximately one hour to a full day.

Activity 1 – The Ohio Teacher Evaluation System in Practice

What Teacher Evaluation Looks and Sounds Like in Teaching Practice

PURPOSE: This exercise provides a rich opportunity for conversation and processing to increase understanding of the Ohio Teacher Evaluation System in daily practice. The dialogue of this activity helps participants develop a mental picture of how to teach using the instructional planning, instruction and assessment aspects of the evaluation system rubric.

DURATION: 30-60 minutes

This activity also can be divided into two sessions: one in which participants talk about instructional planning; and a subsequent session in which they discuss instruction and assessment.

POSSIBLE AUDIENCES: Building-level administrators and teaching staff; building-level administrators and small teams; central office administration with building-level administrators.

MATERIALS/RESOURCES NEEDED: Each participant needs a copy of the handout *What Teacher Evaluation Looks and Sounds Like in Teaching Practice*.

FACILITATOR: Share copies of the handout with participants. Have them form small groups, then pose a question such as: "As you are thinking about instructional planning and assessment, what might be some priorities?" Or, "What might be some insights and observations you are making in teaching practice?" Instruct participants to discuss within their small groups ideas and discoveries they can put into action in their teaching. Then, appoint a person to share the group's thinking with the larger group. Schedule additional collaborative discussions to extend discussions as needed.

Ohio Teacher Evaluation System Description of Teaching Standard (Instructional planning activities at left are those representative of a teacher-rated skilled.)	
INSTRUCTIONAL PLANNING	**LOOKS AND SOUNDS LIKE IN YOUR TEACHING**
Focus For Learning: The teacher demonstrates a focus for student learning with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	
Assessment Data: The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	
Prior Content Knowledge/Sequence/ Connections: The teacher makes clear and coherent connections with students' prior knowledge and future learning – both explicitly to students and within the lesson. The teacher plans and sequences instruction to include the important content, concepts and processes in school and district curriculum priorities and in state standards.	

Ohio Teacher Evaluation System Description of Teaching Standard	
(Instructional planning activities at left are those representative of a teacher-rated skilled.)	
INSTRUCTIONAL PLANNING	**LOOKS AND SOUNDS LIKE IN YOUR TEACHING**
Knowledge Of Students: The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information. The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and background and prior experiences.	
INSTRUCTION AND ASSESSMENT (SKILLED)	
Lesson Delivery: Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative and critical thinking. The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.	
Differentiation: The teacher supports the learning needs of students through a variety of strategies, materials and/or pacing that make learning accessible and challenging for the group.	
Resources: Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	

Activity 2: Staff Professional Development: Get Started

PURPOSE: These resources from the National Institute for Excellence in Teaching are designed to provide either a full-day or half-day site-based overview of the Ohio Teacher Evaluation System model. There are trainings available that are specifically created for elementary school, middle school and high school.

DURATION: One half day or one full day

POSSIBLE AUDIENCES: District and/or building staff members

MATERIALS/RESOURCES NEEDED:

☐ Access to the Get Started page on the National Institute of Excellence in Teaching/Ohio website. To access the Get Started information under Staff Professional Development, educators will need to set up an account login.

☐ Projector for presenting a PowerPoint presentation.

☐ Downloadable handouts printed for participants.

FACILITATOR: Locate and preview modules before implementing with staff; note different resources that are available.

Activity 3: Educator Effectiveness

Battelle for Kids Ohio Student Progress Portal

PURPOSE: Examine effectiveness of teachers, schools and/or districts by asking five key questions:

1. What is an effective educator? (Define)
2. Does my district have effective educators? (Identify)
3. How does my district grow and develop more effective educators? (Develop)
4. How does my district best utilize its effective educators? (Utilize)
5. How does my district share stories of effective practices leading to student success? (Communicate)

Educators find responses to questions tailored to the individual needs of teachers and school and district leaders. Links to other sources, including Standards for Ohio Educators, are included.

DURATION: 30-60 minutes

POSSIBLE AUDIENCES: Educators at any grade level

MATERIALS/RESOURCES NEEDED: Access to the Battelle for Kids Ohio website on educator effectiveness

FACILITATOR: Provide an environment where educators have Internet access. Point participants to the website above for exploration of the tabbed categories and connected links. Ask each person to search for a most important take-away from the information being reviewed. Next, have a short conversation about the most important take-away with an elbow partner. Finally, share insights with the larger group and conduct dialogue around the topic of educator effectiveness.

Activity 4: Preparing our Students for their Futures

Battelle for Kids Ohio Student Progress Portal

PURPOSE: This activity supports participant understanding about changes in education that directly affect curriculum, instruction, assessment and accountability, and emphasizes the need for thinking differently.

DURATION: 30-60 minutes

POSSIBLE AUDIENCES: Educators at any grade level

MATERIALS/RESOURCES NEEDED: Provide an environment where educators have Internet access

WEBSITE: Battelle for Kids Ohio Student Progress Portal

FACILITATOR: Develop a process for participants to work in groups of approximately the same size and review each of the four areas of the Battelle for Kids online puzzle graphic. The titles of the puzzle pieces are:

- What teachers teach;
- How teachers teach and students respond;
- Evidence of educator effectiveness; and
- Evidence of student learning.

After working interactively with the puzzle topics, ask educators to meet with others who examined the same puzzle piece for group dialogue. Ask each group to share important insights. Then, discuss as a full group making connections about each of the areas to current and planned actions in your district. Follow up with continued reflective conversations to provide a holistic understanding of educational change in Ohio.

Activity 5: Student Growth Measures in Ohio

PURPOSE: Learn about student growth measures in the Ohio Teacher Evaluation System at this Battelle for Kids Ohio Student Progress portal. Access information regarding selection of growth measures; Value-Added information in Ohio; and a link to the Ohio Department of Education's Web pages for the teacher evaluation system.

DURATION: 30-60 minutes

POSSIBLE AUDIENCES: Teachers and administrators

MATERIALS/RESOURCES NEEDED: Provide an environment where educators have Internet access

WEBSITE: Educators need to access their individual accounts on the Battelle for Kids Ohio Student Progress portal

FACILITATOR: Ask educators to explore resources accessible from this site to increase understanding of details about student growth measures. Have participants work in pairs to explore the website. Through dialogue with their partners, have them determine what they believe to be the most important connection to daily practice. Then, have the pairs share with another pair (in groups of four). Finally, facilitate a full-group dialogue about insights gained that support teaching practice and provide helpful next steps for continuous professional learning.

Part II: External Evaluation Resources

The purpose of this guide is to provide educators with resources that help clarify and deepen their understanding of the Ohio Teacher Evaluation System process. While the first section provides professional development activities, Part II points to resources for reading and dialogue. In this section you will find valuable resources regarding Ohio's New Learning Standards about evaluation, teacher performance, evaluation methodology and student growth measures.

Resources that Support Ohio's New Learning Standards

WEBSITES:

Alberti, Sandra. "Making the Shifts." *Educational Leadership* - ASCD. Dec. 2013-Jan. 2014.

Discussion of the shifts in education stemming from the implementation of Common Core. Provides an overview of the most important shifts for the language arts, literacy and mathematics standards.

Leo, Sheri F. and Croggshall, Ph.D. Jane G. "Creating Coherence: Common Core State Standards, Teacher Evaluation and Professional Learning." *American Institute of Research*. Oct. 2013.

Guide for implementing Common Core standards, teacher evaluation standards and professional learning systems. Provides resources to help state education agencies and support providers by outlining a step-by-step framework on how to approach these changes.

Calkins, Lucy, Mary Ehrenworth and Christopher Lehman. *Pathways to the Common Core: Accelerating Achievement.* Portsmouth, NH. Heinemann, 2012.

Complete overview of Common Core standards and a step-by-step guide to their implementation.

"Read the Common Core Standards." *Common Core State Standards Initiative*. 03 Feb. 2014. Web.

Complete Web archive of the Common Core standards (original text).

The System for Teacher and Student Advancement or the TAP Teaching Standards. "Preparing Teachers for Common Core: Aligning Standards for Teaching with Standards for Learning." *National Institute for Excellence in Teaching (NIET).* Aug. 2013. Web.

Exploration of National Institute for Excellence in Teaching's TAP Teaching Standards and its methods that seek to enable teachers to more effectively teach content following the Common Core standards. Provides an overview of the standards and an explanation of effective teaching practices.

MULTIMEDIA:

Steal These Tools." Student Achievement Partners. Feb. 2014. Web.

Interactive tool where a user can find tools available for immediate use that are appropriate for his or her teaching position, grade level and a desired subject. The free content is designed to help educators understand and implement the standards.

"Inspirational Teaching Videos: Covering Common Core, Math, Science, English and More." *Teaching Channel.* 03 Feb. 2014. Web.

Collection of lesson plan ideas built around the Common Core standards in video format. Topics include: student learning objectives, curriculum design, teaching methodology, etc.

EduCore. ASCD. Feb. 2014. Web.

Website that offers interactive instructional tools and professional development resources for districts implementing Common Core standards.

Teacher Performance Resources

Caskey, Micki M., Ph.D. "Improving Teacher Effectiveness through Structured Collaboration: Education Resources Information Center." Research in Middle Level Education. 2007. Web.

This case study illustrates how a professional learning community supports teacher effectiveness. The report provides a general outline about how teamwork and collaboration within buildings can impact student achievement.

The New Teacher Project. *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools.*

This executive summary of a larger report highlights the need to address the issue of low retention rates among high-performing teachers. The summary provides a brief outline of the problem as well as recommendations for addressing it.

BOOKS:

Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. S.l.: Routledge, 2011. Print.

Research-backed guide on how to implement visible learning and teaching models in the classroom. These methods are the result of years of research and have been shown to improve teacher impacts on learning.

Marzano, Robert J. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print.

Discussion of the importance of balancing research-based data with understanding the attributes of individual students in developing instruction plans. The book, organized as a guide, provides charts and rubrics to help educators develop instruction plans in alignment with Marzano's framework.

Stronge, James H. *Qualities of Effective Teachers*. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print.

Discussion of the characteristics and skills of effective teachers. Stronge provides research that identifies specific teacher behaviors that contribute to gains in student achievement and explains how teachers can align their own instruction to these traits. It also provides an expansive list of additional resources.

Evaluation Methodology Resources

WEBSITES:

Ho, Andrew D. and Thomas J. Kane. "The Reliability of Classroom Observations by School Personnel." *MET Project*. Bill and Melinda Gates Foundation, Jan. 2013. Web.

Study of the effectiveness and reliability of common classroom observation methods. The study provides key findings that should be taken into consideration when designing and implementing an observation system.

MET Project. "Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains." Bill and Melinda Gates Foundation, Jan. 2012. Web.

Study of five observation instruments: Framework for Teaching, Classroom Assessment Scoring System, Protocol for Language Arts Teaching Observations, Mathematical Quality of Instruction, and UTeach Teacher Observation Protocol. The results of the study serve as a general framework on how new teacher evaluation systems should be designed and implemented.

Wellman, Bruce. *Learning-Focused Supervision*. 2009. Web. NESA Center.

Overview of the shift from teacher-focused supervision to learning-focused supervision. The resource is a guide to implementing a more holistic practice that spans multiple lessons, units and time in order to develop a more comprehensive picture of a teacher's effectiveness.

Mihaly, Kata, Daniel F. McCaffrey, et al. "A Composite Estimator of Effective Teaching." Dartmouth College, Hanover. 8 Jan. 2013. Web.

This report is an in-depth analysis of composite indicators of teacher effectiveness. It concludes that composites framed around state policies are correlated to teacher contributions to achievement on state tests.

Weisberg, Daniel, Susan Sexton, et al. The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness. Brooklyn, NY: New Teacher Project. 2009. Web.

Through case studies involving multiple school districts across the U.S., the website analyzes teacher evaluation systems. Key observations included that evaluation systems establish "excellent" ratings as the norm. Through the research, specific methods are provided about implementing an effective evaluation system.

BOOKS:

Costa, Arthur L., Robert J. Garmston, Diane P. Zimmerman. *Cognitive Capital: Investing in Teacher Quality*. Teachers College, 2013. Print.

This text discusses the importance of individualization in evaluating a teacher. It also notes that a teacher's accumulated knowledge and skills may impact performance.

Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013. Print.

This latest version of the original 1996 publication is updated to include the implementation of Common Core standards. The book discusses how to create an effective evaluation system around the standards and provides example rubrics and designs for evaluators.

Lipton, Laura, Bruce Wellman. *Learning-focused Supervision: Developing Professional Expertise in Standards-driven Systems*. 1st ed. MiraVia, 2013. Print.

This text discusses effective strategies to implement a learning-focused supervision model. The book includes exercises and templates for group activities aimed at supporting teacher learning and instructional leadership capacity.

Marzano, Robert J., and Michael Toth. *Teacher Evaluation That Makes a Difference: A New Model for Teacher Growth and Student Achievement.* Association for Supervision & Curriculum Development, 2013. Print.

> *This general framework presents implementation of new teacher evaluation systems based on rubrics, different types of data, student growth measures and the notion of multiple measures. This resource provides ideas on both how to develop a system and how to implement it successfully.*

Stronge, James H. *Evaluating Teaching: A Guide to Current Thinking and Best Practice.* Thousand Oaks, CA: Corwin, 2005. Print.

> *Discusses the various ways in which evaluation systems can also be designed to further the development of teachers.*

Student Growth Measure Resources

WEBSITES:

Scott, Marion, and Katie Buckley. Approaches and Considerations for Incorporating Student Performance Results From "Non-Tested" Grades and Subjects Into Educator Effectiveness Determinations. Harvard University, 7 Sept. 2011. Web. 30 July 2014.

> *This text looks at designing systems that effectively measure student growth by using student learning objectives in non-tested grades. The report stresses the importance of a "theory of action" to generate valid measurements.*

Herman, Joan L., Margaret Heritage, and Pete Goldschmidt. *Developing and Selecting Assessments of Student Growth for Use in Teacher Evaluation Systems. University of California, Los Angeles.* Assessment and Accountability Comprehensive Center, 2011. Web.

> *Offers general guideline on how to develop and implement assessments measuring student growth in ways that can accurately gauge teacher performance.*

Battelle for Kids. Selecting Growth Measures: A Guide for Education Leaders. Bill and Melinda Gates Foundation, 2011. Web.

> *Complete analysis of Student Growth Measures – from design to evaluation. Discusses the impact of student growth measures and how to maximize effectiveness in evaluation systems.*

"New Learning Standards." *Ohio Department of Education.* Feb. 2014. Web.

> *Explanation of the New Learning Standards, approved in June 2010, with full implementation occurring in 2014-2015. Official Ohio Department of Education resources and models available for educators.*

"Value-Added Resources." *Ohio Department of Education*. Feb. 2014. Web.

Explanation of Value-Added and its methodology. Provides further resources for educators and administrators.

"Student Growth Measures for Teachers." *Ohio Department of Education*. Feb. 2014. Web.

Overview of student growth measures. The site provides explanations and resources regarding the use of growth measures, their purpose and their impact on the classroom. It also provides updates regarding changes to the evaluation framework.

"Educator Evaluation Overview." *Ohio Department of Education*. Feb. 2014. Web.

This resource page for evaluation systems explains the complete process.

MULTIMEDIA:

Battelle for Kids: Ohio Student Progress Portal. Battelle for Kids. Feb. 2014. Web.

Through collaboration with the Ohio Department of Education, Battelle for Kids provides an expansive resource for teachers and administrators, covering everything from Value-Added data to teacher effectiveness. Resources include reports, lesson plans, online courses, etc.

Ohio Department of Education Resources

"Common Core State Standards Videos." *Ohio Department of Education*. Feb. 2014. Web.

Ohio Department of Education videos regarding Common Core implementation in the state.

"Teacher Evaluation Videos." *Ohio Department of Education*. Feb. 2014. Web.

These modules explain the components of the Ohio Teacher Evaluation System and the implementation process.

Ohio Department of Education. "Additional Information." 4 June 2013. Web.

The page contains additional resources about student growth measures including several videos, reports and presentations. The videos explain the purpose of growth measures and how to design them.

"OLAC." *Ohio Leadership Advisory Council*. Ohio Department of Education and the Buckeye Association of School Administrators. 2014. Web.

This collection of leadership development resources for educators and education administrators includes a variety of modules, assessment tools and frameworks for collaborative development at various levels.

Part 3: Coaching Resources

This section points to resources to help foster and develop impactful coaching practices.

Coaching Framework Resources

WEBSITES:

Boyd, Julie. "Coaching in Context." *Department of Education and Early Childhood Development*. Victoria, 30 Jan. 2008. Web.

Report presents an overview of various approaches to coaching and provides a broad framework for implementing coaching in the classroom.

Brown, Carol J., Heather R. Stroh, Jeffrey T. Fouts, and Duane B. Baker. "Learning to Change: School Coaching for Systemic Reform." *Seattle Pacific University*. Bill & Melinda Gates Foundation, Feb. 2005. Web.

Discussion of various theoretical frameworks for coaching. Provides a series of in-depth case studies – the successes and shortcoming of each. Also provides a list of example coaching organizations that can be consulted for further information.

Cornett, Jake, and Jim Knight. "Research on Coaching." Instructional Coach. Center for Research on Learning: The University of Kansas, 15 July 2008. Web.

Discussion of three models of coaching in education that provides a basic set of conclusions that can be drawn from studies of each model. The paper highlights how, regardless of the specific model, coaching led to a noticeable improvement in teacher job satisfaction and skill transfer.

Johnson, Ben. "The Power of Educational Coaching." *Edutopia*. The George Lucas Educational Foundation, 31 Jan. 2013. Web.

Brief overview of the importance and implications of coaching in the education field.

Neufeld, Barbara, and Dana Roper. "Coaching: A Strategy for Developing Instructional Capacity." *Education Matters*. The Aspen Institute Program on Education, June 2003. Web.

A complete overview and guide to implementing a coaching framework. Provides detailed information on all aspects of coaching – from preparing coaches to ensuring the proper conditions for success. The research is extremely valuable in developing a coaching model. It also provides information about external organizations that specialize in coaching, as well as a condensed list of key points for coaching.

Rock, Marcia L., Naomi P. Zigmond, Madeleine Gregg, and Robert A. Gable. "The Power of Virtual Coaching." *Educational Leadership* 69.2 (201): 42-48. Educational Leadership. ASCD, Oct. 2011. Web.

Discussion of coaching in a virtual environment. The article presents an analysis of an actual virtual coaching session and the conclusions and strategies that could be drawn therein.

Scherer, Marge. "Perspectives / The Art of Changing Minds." *Educational Leadership* 69.2 (2011): 7. Educational Leadership. ASCD, Oct. 2011. Web.

Provides a brief overview of the coaching process, its implications and its uses. Includes references to other resources used to support key points.

Williamson, Ronald. Coaching Teachers: An Important Principal Role. Issue brief. Education Partnerships Inc., Feb. 2012.

Provides an overview of how coaching ties into a principal's role as an evaluator. Also, provides a framework for instructional coaching, as well as discusses the factors that allow for success.

BOOKS:

Fletcher, Sarah, and Carol A. Mullen. *The SAGE Handbook of Mentoring and Coaching in Education.* London: SAGE, 2012.

Exhaustive review of international literature and research regarding coaching in education institutions. Provides blueprints, theoretical frameworks and practical recommendations

Successful Coaching Resources

WEBSITES:

Aguilar, Elena. "Coaching Teachers: What You Need to Know." *Education Week.* Editorial Projects in Education, 16 Feb. 2011.

The article provides a brief overview on coaching teachers. Written by an actual teacher coach, it provides a list of key points that will provide the foundation for success.

Tschannen-Moran, Bob, and Megan Tschannen-Moran. "The Coach and the Evaluator." *Educational Leadership* 69.2 (2011): 10-16. *Educational Leadership.* ASCD, Oct. 2011. Web.

Provides an overview of qualities that make coaching a successful endeavor. Also discusses and offers recommendations on how to approach coaching in an educational environment.

BOOKS:

Nieuwerburgh, Christian van. *Coaching in Education: Getting Better Results for Students, Educators and Parents.* London: Karnac, 2012.

Relying on current research, the book discusses the role of coaches in education institutions and provides strategies that can be used to provide successful coaching.