



**Department of  
Education &  
Workforce**

# EDUCATOR EVALUATIONS – BEST PRACTICES

September 11, 2024



**Ohio** Principal  
Leadership **Supports**

---

*Strong Principals, Strong Schools*

# Today's Agenda

---

- ❖ Welcome
- ❖ Updates
- ❖ Educator Evaluations – Best Practices Presenters
  - James Wightman, SBOE Office of Educator Licensure and Effectiveness Associate Director
  - Cathryn Everidge-Shaw, SBOE Support Specialist
  - Tom Rounds, SBOE Support Specialist
  - Travis Morris, Principal Granville Exempted Village
- ❖ Wrap-Up



**Department of  
Education &  
Workforce**

# LEADERSHIP SUPPORTS WEBPAGE

- Administrative Calendar
- Resources
- [Schooladmin@education.ohio.gov](mailto:Schooladmin@education.ohio.gov)

## Ohio Principal Leadership Supports



**Ohio Principal Leadership Supports**  
*Strong Principals, Strong Schools*

The Ohio Department of Education and Workforce is committed to supporting all educators, including principals and assistant principals. A recent report on principal impact from the Wallace Foundation states, “**Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.**” From promoting a positive culture and climate to acting as the instructional leader, principals and assistant principals play an invaluable role in our schools.



Click on the buttons below to find information to support the work of principals and assistant principals.



# PROFESSIONAL LEARNING DIRECTORY

---

- [Leadership, OLAC](#)
- [DriveOhio K-12 Educator Toolkit](#), DriveOhio (Ohio Department of Transportation)
- [Strategies to Use When Working with Families](#), Mercer County ESC

# UPCOMING LEARNING OPPORTUNITIES

## Training

### Engage & Retain

Dive into a variety of engagement and retention topics to take you from onboarding through the employee career continuum.

- In-person:  
Oct 30, 9 a.m. –4 p.m.
- Virtual HC Power Hours:  
Oct 30-Nov 26, 11 a.m.–noon

## Networking

One-hour virtual networking sessions that showcase practitioners and promote connection and shared learning.

- Professional Conduct Pointers  
Sept 19, 11 a.m. - noon
- Learning about Licensure  
Dec 12, 9–10 a.m.

## Online Courses

**COMING SOON!**



Attracting & Hiring Top  
Talent

Register at [www.ohiohcrc.org/professional-learning](http://www.ohiohcrc.org/professional-learning)

# RISE AWARD

---

The purpose of the Recognizing Inspirational School Employees (RISE) Award is to recognize and promote the commitment and excellence exhibited by **classified school employees** who provide exemplary service to students in pre-kindergarten through high school and to inspire innovation and excellence among all classified school employees.

Nominations are open until **September 30!**

You can nominate an exemplary classified school employee by completing this form at this link: <https://www.surveymonkey.com/r/RISEAward2025>

# MESSAGE FROM OAESA AND OASSA

---

Now is the time to join your professional organization!

- [OAESA Membership](#)
- [OASSA Membership](#)

OAESA Events: <https://oaesa.org/events/>

OASSA Events: <https://oassa.org/conferences/>



# OHIO INSTRUCTIONAL LEADERSHIP ACADEMY

The Ohio Instructional Leadership Academy (OILA) is a K-12 program that utilizes blended learning strategies to provide building leadership teams with skills that will impact educator growth and student achievement.

## MESSAGE FROM OAESA AND OASSA



### EVIDENCE-BASED

OILA is built on the foundation and components for leadership as defined in the Ohio Standards for Teachers, Ohio Standards for Principals, Teacher Leader Model Standards, and Ohio Standards for Professional Development.



### GRANT-FUNDED

OILA is generously funded by a grant from the Ohio Department of Education and Workforce, except for the costs of substitutes and lunch. The grant will also cover the cost of up to four optional semester hours of workshop credit through Malone University.



### EFFECTIVE

Renowned educational leader Dr. Anthony Muhammad will facilitate whole group and small group interactive learning experiences. Dr. Muhammad strives to create a collaborative leadership culture within participating schools.



### COLLABORATIVE

Each OILA team will consist of a building-level administrator and up to three teachers. Teams will have an opportunity for in-person learning with Dr. Muhammad. *Suggested Experience: Principal, 3+ years; Teacher, 3+ years.*



### DATES

Participants must commit to attend the three institutes. **October 10, 2024; January 15, 2025; and March 4, 2025.** All three institutes will be held IN PERSON at OU Dublin Integrated Education Center in Dublin, Ohio.



### GROWTH POTENTIAL

Participants have the option to earn graduate credit covered by the grant. Those interested in expanding upon the learning in each of the three institutes must enroll for the online coursework through Malone University.



# Trauma and Resilience Specialist Training

## 10 Steps to a Trauma-Informed Resilient School

**October 1, 2024**

**OU Dublin Integrated Education Center**  
**8:00 AM - 4:00 PM**







### OVERVIEW

In this foundation-setting training, participants are walked through the 10 steps to create a trauma-informed, resilience-focused school. **Upon successful completion of the full training, Certified Trauma and Resilience Specialist in Education (CTRS-E) will be awarded.**

<https://oaesa.org/eventsnew/default.aspx?fmid=1231>



# OHIO STANDARDS FOR PRINCIPALS | 2018

 <b>Leadership</b>	<b>Standard 1: Mission, Vision and Core Values</b>	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	<b>Standard 2: Ethics and Professional Norms</b>	The effective educational leader acts ethically and according to professional norms.
	<b>Standard 3: School Improvement</b>	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 <b>Learning</b>	<b>Standard 4: Curriculum, Instruction and Assessment</b>	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	<b>Standard 5: Professional Capacity of School Personnel</b>	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 <b>Culture</b>	<b>Standard 6: Equity and Cultural Responsiveness</b>	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	<b>Standard 7: Community of Care and Support</b>	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	<b>Standard 8: Meaningful Engagement of Families and Community</b>	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 <b>Management</b>	<b>Standard 9: Strategic Staffing</b>	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	<b>Standard 10: School Operations</b>	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.



Travis Morris, Elementary Principal  
Granville Exempted Village Schools

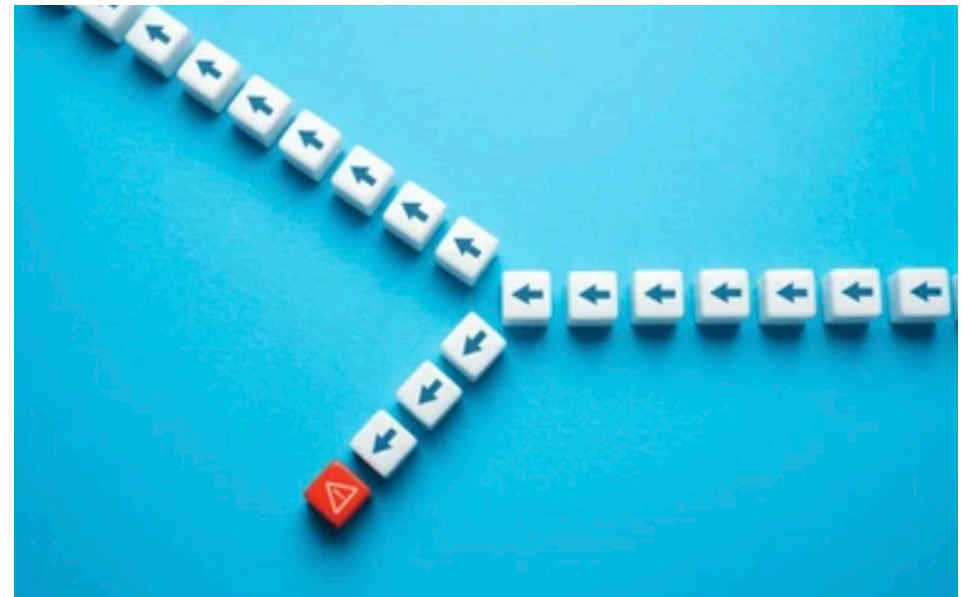
# TO DO LIST...

- OTES 2.0 re-credentialing site: [Insight ADVANCE has Joined forces with Teaching Channel](#)
- OhioES: Check your teachers' evaluation cycle
  - Any data edits need to be sent by the superintendent to [evaluation@sboe.ohio.gov](mailto:evaluation@sboe.ohio.gov)



# EVALUATOR RECALIBRATION

- Rater drift is real!
- Are you the principal who rates “hard” or “easy”?
- How are you determining ratings?
- Are principals across the district determining ratings similarly?



# TEACHER PERFORMANCE RATING DEFINITIONS

<p><b>Ineffective:</b> This rating indicates the teacher fails to demonstrate minimum performance expectations.</p> <p>A rating of <b>Ineffective</b> indicates the teacher consistently fails to demonstrate competency. The teacher is not effectively meeting the needs of his or her students. The teacher requires immediate assistance through ongoing intensive support.</p>	<p><b>Developing:</b> This rating indicates the teacher is working to utilize his or her growing knowledge and skills.</p> <p>A rating of <b>Developing</b> indicates the teacher demonstrates competency in some of the teaching standards but needs improvement in others. The teacher attempts to meet the needs of the whole group. The Developing teacher is in the process of refining his or her skills and abilities. The teacher strives to improve his or her instructional and professional practice. The teacher may be making progress, but performance requires ongoing professional support for necessary growth to occur.</p>	<p><b>Skilled:</b> This rating is the rigorous and expected performance level.</p> <p>A rating of <b>Skilled</b> indicates the teacher consistently meets expectations for performance and fully demonstrates competency in most of the teaching standards. The teacher addresses the needs of groups of students. The Skilled teacher integrates knowledge, skills and abilities needed for effective classroom instruction. The teacher consistently strives to improve his or her instructional and professional practice. The Skilled teacher demonstrates purposefulness, flexibility and consistency.</p>	<p><b>Accomplished:</b> This rating is the highest level of achievement.</p> <p>A rating of <b>Accomplished</b> indicates the teacher consistently meets expectations for performance and fully demonstrates competency in most or all of the teaching standards. The teacher addresses the needs of individual students. The Accomplished teacher uses a strong foundation of knowledge, skills and abilities to innovate and enhance their classroom, building and potentially the profession. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school, building or district through the development and support of colleagues. The Accomplished teacher is a leader who empowers and influences others.</p>
---	---	---	---



# LESSON REVIEW AND RATING CALIBRATION

---

We will watch a lesson and then rate the teacher on specific components such as:

- Connections to Prior and Future Learning
- Communication with Students
- Monitoring Student Understanding
- Student-Centered Learning
- Classroom Routines and Procedures



# OTES 2.0 IS A GROWTH MODEL

---

Evaluation is not done to teachers; it's done with teachers.

- Two-way conversations
- Regular check-ins
- Support



# SHIFTING THE FOCUS

- One Formal *Holistic* Observation
  - Followed by a ***required conference***
  - Focus area(s) identified
- Walkthroughs – *focused* on specific area(s) to support growth *when applicable*
- One Formal *Focused* Observation – focused on specific area(s) needing support

# PROFESSIONAL GROWTH PLAN

- The driving force of the OTES 2.0 process
- Individualized to the needs of the teacher
- Goals focused on teacher behaviors
- Goals must be aligned to any building or district improvement plans
- Removed the recommendation that goals be written in SMART format

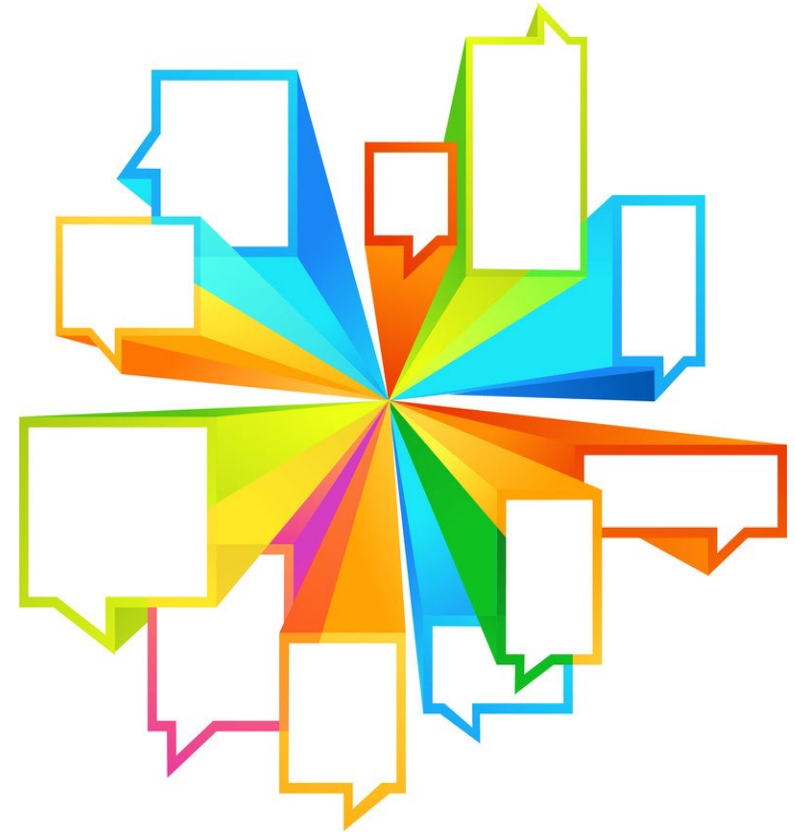


# OTES 2.0 INTENT FOR PROFESSIONAL GROWTH PLAN

- Offer opportunities for teacher self-reflection
- Support teacher growth to enhance practice
- Make the PGP a living document

# PAUSE AND REFLECT...

- What supports might teachers need to assist them in setting clear goals?
- What obstacles might present themselves in the PGP process, and how might they be overcome?



# DATA USE

OTES 2.0 focuses on the *teacher's use of data* to enhance instruction and improve student learning

Teachers must be able to analyze, reflect on and make instructional decisions based on the data generated by the HQSD instrument

*Are evaluators and teachers having the necessary conversations around HQSD?*



# REFLECTION AND GROWTH

What are some opportunities for growth in

- data analysis
- data use
- data-driven instruction

***Without the necessary conversations between evaluator and teacher, we won't know where opportunities exist.***

# CONTACT INFO

---

[Cathryn.Everidge-Shaw@sboe.ohio.gov](mailto:Cathryn.Everidge-Shaw@sboe.ohio.gov)

[Thomas.Rounds@sboe.ohio.gov](mailto:Thomas.Rounds@sboe.ohio.gov)



# QUESTIONS?

---

EDUCATION.OHIO.GOV



**Department of  
Education &  
Workforce**



# NEXT PRINCIPAL CHAT

---

- Second Wednesday each month at 9:30 – 10:30am
- October 9, 2024 – featuring Local Report Cards

Contact: [schooladmin@education.ohio.gov](mailto:schooladmin@education.ohio.gov)



# EXIT SURVEY

---





**Department of  
Education &  
Workforce**

EDUCATION.OHIO.GOV