

COVID-19 EDUCATION INFORMATION: Educator Evaluation Systems FAQs

Updated July 20, 2020

This FAQ applies to all educators regarding the coronavirus-related school-building closure and how it will affect educator evaluations for the 2019-2020 and 2020-2021 school years. When the term *educator* is used, it is intended to include teachers, counselors and administrators. This document should be considered informational only and should not be construed as supplanting existing collective bargaining agreement language, the Ohio Revised Code or House Bill 197 and House Bill 164 of the 133rd General Assembly.

EDUCATOR EVALUATIONS 2019-2020

1. The educator's evaluation components were completed *before* March 14, 2020. How did this evaluation apply?

Evaluations completed before the coronavirus-related school-building closure may have been used in the evaluation process. Districts were not prevented from using evaluations completed prior to March 14, 2020, in employment decisions.

2. The educator's evaluation components were completed *after* March 14, 2020. How did this evaluation apply?

Evaluations completed after the coronavirus-related school-building closure may have been used in the evaluation process. Local district boards were encouraged to collaborate with any bargaining organizations representing employees when determining if evaluations completed after the order were used in employment decisions.

3. If a district elected to complete evaluations after March 14, 2020, did this have to be a districtwide decision, or could it have been decided on a case-by-case basis?

Local districts had discretion to complete evaluations on a case-by-case basis. However, given the flexibility provided to districts and the ability to work with bargaining organizations, districts were able to make broader, systemic determinations. For instance, a district may have decided to only complete evaluations for teachers who were eligible for continuing contract status. Alternatively, the district may have decided to only complete evaluations that were in progress and had reached a certain point. Districts were encouraged to strive to be fair and consistent when making these local decisions. Additionally, districts were to be mindful that teachers who did not receive evaluations were afforded the rights established under [Ohio Revised Code Section 3319.11](#). Likewise, districts also were to be mindful that administrators who did not receive evaluations were afforded rights under [Ohio Revised Code Section 3319.02](#).

4. If an educator's evaluation was not completed in 2019-2020, did this impact the individual's contract status with the district?

This was a local determination. The district was encouraged to work with its legal counsel and collaborate with bargaining organizations to determine contract status. A teacher for whom an evaluation was not completed during the 2019-2020 school year was afforded rights established under [Ohio Revised Code Section 3319.11](#). Likewise, the district also should be mindful that an administrator who did not receive a completed evaluation was afforded rights under Ohio Revised Code Section [3319.02](#).

5. If a district elected not to complete an educator's evaluation for the 2019-2020 school year due to the COVID-19 health crisis, what happens to the educator's rating and evaluation cycle in 2020-2021?

If a district chose to use the COVID-19 exemption for 2019-2020 incomplete evaluations, those

educators maintain the rating and evaluation cycle that were in place at the start of the 2019-2020 school year when school begins in the fall of 2020. For example, an accomplished teacher in year two of a less frequent evaluation cycle during 2019-2020 would again be accomplished in year two of a less frequent evaluation cycle in the fall of 2020 IF the COVID-19 exemption was used to close the evaluation.

6. If a district did not complete 2019-2020 evaluations and used the COVID-19 exemption, what happens to the evaluation evidence that was collected?

It is important to remember the purpose of the evaluation process is to foster educator professional growth. The evidence collected during the 2019-2020 evaluation process was not used for evaluation purposes if evaluations were exempt due to the COVID-19 option. However, the evidence collected from observations and professional conversations should be used for teacher self-reflection and can provide direction for Professional Growth Plans or Improvement Plans created for the 2020-2021 school year.

7. Were the deadlines for the Educator Evaluation Systems for 2019-2020 extended?

Yes. Subject to each specific collective bargaining agreement, if the employee was a teacher, the district had until May 22 (typically May 1) to complete the teacher evaluation and had to provide a written report of the results of the evaluation to the teacher by May 29 (typically May 10). Evaluation deadlines for administrators remained unchanged.

8. Was the closing date for OhioES and eTPES platforms extended for 2019-2020 evaluation data entry?

Yes. Both systems, OhioES and eTPES, remained open until June 30, 2020, to enter and finalize evaluation data.

2019-2020 OHIO PRINCIPAL EVALUATION SYSTEM AND OHIO TEACHER EVALUATION SYSTEM 1.0

9. What is the definition of a completed evaluation?

To be considered complete, evaluators using [Ohio Teacher Evaluation System 1.0](#) must have all required components of the evaluation completed. The following components are standard for a complete evaluation, but additional requirements set forth in law or contained in a collective bargaining agreement may be necessary for some evaluations.

Full Evaluation Cycle includes components that must be met annually for teachers on a full evaluation cycle. These required components include:

- Professional Growth Plan or Improvement Plan;
- Two formal observations;
- At least two walkthroughs;
- Student growth measures for OTES 1.0*; and
- Final Summative Conference.

Less Frequent Evaluation Cycle is an option that is available to districts. This cycle requires full evaluation of teachers rated skilled every two years and full evaluation of teachers rated accomplished every three years. In a year the teacher is not fully evaluated, the less frequent evaluation required components include:

- Professional Growth Plan or Improvement Plan;
- One observation;
- One conference; and
- Student growth measures for OTES 1.0*.

* Temporary state law allowed an evaluation of a teacher on a less frequent cycle to be completed without a student growth measure for the 2019-2020 school year. Temporary state law also allowed for a 2019-2020 principal evaluation to be completed without a student growth measure.

10. What flexibility was afforded to districts that chose to complete the remaining components of the evaluation after March 14, 2020?

The manner in which all remaining required components were completed was a local decision. Completing remaining components may have been done virtually. Districts were encouraged to make this decision in collaboration with teachers and their bargaining organizations.

11. How was a district to calculate an educator's student growth measure in Ohio Teacher Evaluation System 1.0 if the district chose to complete 2019-2020 evaluations *with* student growth measures after March 14, 2020?

Vendor assessments and Student Learning Objectives may have been completed virtually if the district deemed it was possible or practicable to do so. Districts were encouraged to collaborate with teachers and their bargaining organizations in making this determination. Because of the remote learning environment in place, districts were encouraged to consider the reliability of this data due to student access to connectivity and the potential lack of consistency in administration procedures. Districts also may have explored the use of [shared attribution](#).

12. Under the Ohio Teacher Evaluation System 1.0, could data from 2018-2019 Student Learning Objectives or vendor assessments have been applied to an educator's 2019-2020 evaluation to complete the student growth measures portion of the evaluation?

No. Student Learning Objectives and vendor assessment data must be from the current school year.

13. Did student growth measures have to be used in completed 2019-2020 teacher evaluations?

No. Temporary state law allowed an evaluation of a teacher on a less frequent cycle to be completed without a student growth measure. If a district board chose to complete an evaluation for a teacher without a student growth measure, temporary law also allowed the board to continue to evaluate that teacher on the less frequent evaluation cycle. The teacher was to remain in the same point in the teacher's evaluation cycle and retain the same evaluation rating for the 2020-2021 school year as for the 2019-2020 school year. For example, an accomplished teacher in year two of a less frequent evaluation cycle during 2019-2020 would again be accomplished in year two of a less frequent evaluation cycle in the fall of 2020 even if the evaluation was completed without a student growth measure.

OHIO TEACHER EVALUATION SYSTEM 2.0

14. When must a district update the local teacher evaluation policy to conform to the Ohio Teacher Evaluation System 2.0 Framework?

Regardless of a district's timeframe to implement the Ohio Teacher Evaluation System 2.0, Ohio Revised Code Section 3319.111 requires the board of education of each school district to update the teacher evaluation policy to conform to the Ohio Teacher Evaluation System 2.0 Framework by July 1, 2020. However, to allow adequate time for consultation with teachers when updating these policies, the superintendent of public instruction extended the date for local board policy adoption to September 1, 2020.

15. When must districts implement Ohio Teacher Evaluation System 2.0?

Districts required to implement the Ohio Teacher Evaluation System 2.0 in the 2020-2021 school year now have the discretion to determine their readiness to implement in the 2020-2021 school year or delay for one year until 2021-2022. It is recommended this decision be made in collaboration with teachers and their bargaining organizations.

16. When a district transitions to Ohio Teacher Evaluation System 2.0, will all teachers move to a full evaluation cycle the first year of implementation?

No. Transitioning to OTES 2.0 will not require all teachers to be fully evaluated the first year. Teachers will generally move ahead as expected in their evaluation cycle. However, flexibility granted by temporary state law may impact a teacher's evaluation cycle. See [COVID-19 Impact on Ohio Teacher Evaluation System 2.0 Cycles](#) for further information.

17. Can an individual who possesses a current Ohio Teacher Evaluation System 1.0 credential evaluate teachers if the district moves to the Ohio Teacher Evaluation System 2.0?

No. Evaluators must be credentialed under the Ohio Teacher Evaluation System (1.0 or 2.0) that is being implemented by the district.

18. How is evaluator credential training for the Ohio Teacher Evaluation System being delivered in light of the COVID-19 public health crisis?

Ohio's educational service centers have been trained and stand ready to deliver the OTES credential trainings. OTES 1.0 credential training is available in [STARS](#). To register for OTES 2.0 credential trainings, please contact a local educational service center. Both 1.0 and 2.0 trainings are being offered remotely for the current time. Face-to-face trainings will be scheduled and led by educational service centers as soon as it is deemed safe to do so. Please contact a regional educational service center for additional information.

2020-2021 EDUCATOR EVALUATIONS

19. Will student growth measures be required components in 2020-2021 educator evaluations?

No. A school district board of education may not use Value-Added, high-quality student data or any other student academic growth data to measure student learning attributable to a teacher or principal while conducting evaluations. Rather, a district board may use only the other factors and components that do not pertain to student learning attributable to the educator. However, a district board may consider as part of the educator evaluation how a teacher or principal collects, analyzes and uses student data, including student academic growth data, to adapt instruction to meet individual student needs or improve practice.

20. How do evaluators ensure they do not include student academic growth data to measure student learning attributable to a teacher or principal?

To ensure student academic growth data is not used to measure student learning attributable to a teacher or principal, evaluators should do one of the following as applicable:

- Use only the teacher and principal performance evaluation rubrics for the Ohio Principal Evaluation System (OPES) and OTES 1.0.
- **Not** include the "*Evidence of Student Learning*" component on the teacher performance evaluation rubric for OTES 2.0.

21. How do House Bill 197 and House Bill 164 impact teacher evaluation cycles in 2020-2021?

Flexibility granted by temporary state law may impact some teachers' evaluation cycles. Please see the [COVID-19 Impact on OTES 1.0 Cycles](#) or the [COVID-19 Impact on OTES 2.0 Cycles](#) for further information.