CAEP Assessment Cover Form	Indicators of Teaching Effectiveness: Ohio Teacher Evaluation System Data, 2019-2022
Administration and Purpose	The Ohio Teacher Evaluation System (OTES) "provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's school districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice" (*Ohio Educator Preparation Provider Performance Report*, 2017). In 2020, OTES was revised and further streamlined. OTES 2.0 "is a professional growth model and is intended to be used to continually assist educators in enhancing teacher performance. An effective professional growth model considers a teacher's instructional strengths, while supporting identified areas for improvement according to the profile of each educator. This process is to be collaborative, ongoing and supportive of the professional growth of the teacher" (*OTES 2.0 Framework*, 2020).
Informing Candidates	Candidates learn about the OTES 2.0 primarily in their senior student teaching seminar. All candidates are required to successfully complete an online "Introduction to Value-Added Progress Metrics" module prior to or during their student teaching semester.
Content of Assessment	OTES 2.0 uses multiple factors set forth in the Framework. The teacher's Final Holistic Rating will be based upon a combination of informal and formal observations and supporting evidence using the Teacher Performance Evaluation Rubric and High Quality Student Data (HQSD). Teachers can be rated *Ineffective, Developing, Skilled,* or *Accomplished*. All teachers are rated annually unless the local board opts to evaluate *Skilled* and/or *Accomplished* teachers on the less-frequent cycle. **Evaluation Cycles** - There are two evaluation cycles - Full Evaluation or Optional Less Frequent Evaluation. **Full Evaluation** Essential Components include: - a Professional Growth Plan or Improvement Plan - two required conferences - at least one Summative Conference - two formal observations of at least 30 minutes each - One Formal Holistic Observation with conference - One Formal Focused Observation with emphasis on identified focus area(s) - at least two classroom walkthroughs with emphasis on identified focus area(s) when applicable

	Optional Less Frequent Evaluation is only available to teachers rated as *Skilled* or *Accomplished*. Components include: ● a Professional Growth Plan ● one observation ● one conference with discussion of progress on Professional Growth Plan **Professional Growth Plan or Improvement Plan** will be developed annually. Each plan will be: ● based upon the results of the evaluation; and ● aligned to any existing school district or building improvement plan. **HQSD** - TOTES 2.0 will use at least two measures of district selected HQSD to provide evidence of student learning attributable to the teacher being evaluated. When applicable to the grade level or subject area, HQSD shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable. For additional information: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/OTES-2-0/Framework-OTES-2-0-Final-3-27-20.pdf.aspx?lang=en-US
Scoring	Districts use the Ohio Evaluation System (Ohio ES) for reporting educator evaluations when implementing OTES 2.0. All required components and evidence are entered into Ohio ES and are scored using the Teacher Performance Rubric. This rubric is used holistically and includes six domains (Focus for Learning; Knowledge of Students; Lesson Delivery; Classroom Environment; Assessment of Student Learning; and Professional Responsibilities) and four overall ratings (Ineffective, Developing, Skilled, or Accomplished). For additional information: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/OTES-2-0/Ohio-Teacher-Performance-Evaluation-Rubric-OTES-2-0.pdf.aspx?lang=en-US
Data Validity or Survey Content	The reliability of the data stem from its parts. The teacher performance observation portion of the OTES is based directly on the Ohio Standards for the Teaching Profession and specific instructions are readily available through the ODE website. In order to be credentialed evaluators, individuals must complete an in-person training and an online test, and complete a training and test every two years for recalibration (http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Teacher-Evaluation-Training). *Technical Documentation of EVAAS Analyses* (2023) including various elements value-added model quality of can be found here:

Data Reliability or Data Quality	https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Report-Card-Data-Forms-and-Information/Value-Added-Technical-Reports/EVAAS-OH-StatisticalModelsandBusinessRules-1.pdf.aspx?lang=en-US
Comments	Note that OTES 2.0 data are only provided for teachers are teaching in an Ohio public school and are not exempted from evaluation by their district as a result of an Accomplished or Skilled rating the year prior. Data are provided only at the EPP level.

Ohio Teacher Evaluation System Data, RY 2019				
Initial Licensure Year	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
2015	<3	<3	4	3
2016	<3	<3	<3	4
2017	<3	4	3	<3
2018	<3	<3	5	<3
Ohio Teacher Evaluation System Data, RY 2020				
Initial Licensure Year	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
2016	<3	<3	<3	<3
2017	<3	<3	<3	<3
2018	<3	<3	5	3
2019	<3	<3	3	<3
Ohio Teacher Evaluation System Data, RY 2021				
Initial Licensure Year	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
2017	<3	<3	10	<3
2018	<3	<3	10	5
2019	<3	<3	7	<3
2020	<3	<3	6	<3
Ohio Teacher Evaluation System Data, RY 2022				
Initial Licensure Year	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
2018	<3	<3	<3	<3
2019	<3	<3	<3	<3
2020	<3	<3	5	<3
2021	<3	<3	3	<3

Note: Data is aggregated by licensure effective year and categorized within the final summative evaluation rating – 3319.112(B)(1). ORC 3319.111(G) states the guidelines shall not permit or require that the name of, or any other personally identifiable information about, any teacher be reported under this division. ODHE reporting guidelines masks results for institutions with fewer than 10 completers; however the raw data that can be downloaded will mask results for institutions with few than three completers. <3 can include 2, 1, or 0 completers.

https://highered.ohio.gov/educators/academic-programs-policies/academic-program-approval/educator-preparation/ed-prep-transparency-accountability/ed-prep-transparency