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The Leadership and Learning Center

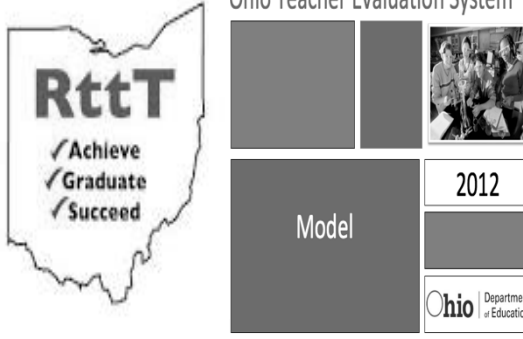
Moving the work forward through OTES

How TBTs,
Can Make Evaluation Effective



Outcomes

- Reflect on OTES and how to make the process more effective
- Review and reconsider how TBTs can strengthen teaching and the evaluation systems
- Make decisions and commitments for follow-up



Ohio Teacher Evaluation System


RttT

- ✓ Achieve
- ✓ Graduate
- ✓ Succeed


Model

2012

Ohio Department of Education

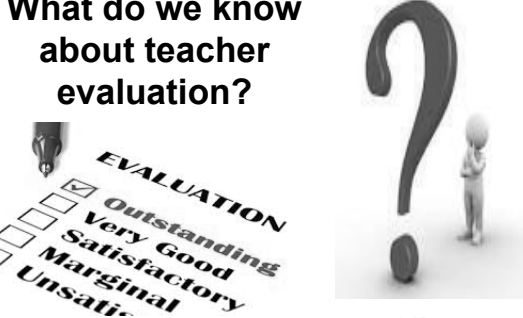

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What should the purpose of evaluation be?




Reflect or work with your groups and identify.

What do we know about teacher evaluation?




EVALUATION

- Outstanding
- Very Good
- Satisfactory
- Marginal
- Unsatisfactory



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Supervising individual teachers into better performance is simply impossible.



Appraisals

Fullan (2014)


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Improving teaching effectiveness by sorting better teachers from ineffective... effective...

Is not but

Elizabeth Green
BUILDING A+ BETTER TEACHER
HOW TEACHING WORKS
(And How To Teach It To Everyone)
Green 2014

Teacher Appraisal

- The primary tool for improvement in any organization is not one-to-one
- But rather cultures that build in learning every day
- and that use appraisal to supplement and strengthen the learning

Appraisals

Fullan (2014)

What do we know about what does work to develop teachers?

EVALUATION

- Outstanding
- Very Good
- Satisfactory
- Marginal
- Unsatisfactory

Teacher Learning

LEARNING

LEARNING

LEARNING

Work is learning and learning is the work

How do teachers learn best?

1. From their peers
2. From reflecting on their own teaching

Creating high-performance expectations and cultures

- Work together in focused way to use student data linked to the improvement of instruction in order to get better results
- They operate in transparent ways so that people can learn from one another,
- They monitor progress and intervene when necessary.

Fullan (2014)

The primary issue is to change the culture of the school and the district so that learning is the work

LEARNING


LEARNING

LEARNING

Work is learning and learning is the work


Fullan (2014)

Ohio Teacher Evaluation System

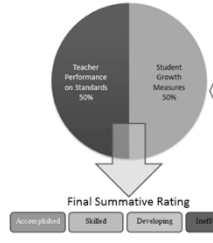


2012

Model



Teacher Performance Measure



Final Summative Rating

Accomplished Skilled Developing Ineffective

Student Growth Measures

**1: Teacher Instructs Value-Added Subjects Exclusively

Teacher Level Value Added 50%

**2: Teacher Instructs Value-Added Courses, But Not Exclusively

Teacher Level Value Added Proportionate to teacher's Schedule 10-50%

LEA Measures Proportionate 0-40%

OR

B: Approved Vendor Assessment teacher-level data available

Approved Vendor Assessment 10-50%

LEA Measures 0-40%

C: No Teacher-level Value-Added or Approved Vendor Assessment data available

LEA Measures 50%

OTES

- All teachers, at all stages of their careers, will be assessed (minimum of two formal observations) on their expertise and performance – in the classroom and school setting.
- Other evidence may include formal conferences, informal conversations, evidence of practice, and colleague, parent and student input.
- Evidence and ratings connected to the rubric

Changes to OTE HB 362

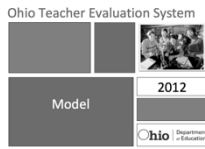
- Allows less frequent evaluation of teachers receiving skilled and accomplished ratings, while still providing feedback on their work.
- Allows a new alternative evaluation structure that includes an additional measure of student growth and observations as 15 percent of the evaluation. (Student surveys or portfolios, self evals. or peer review)

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OTES

Only 3 Areas:

1. Instructional Planning
2. Instruction and Assessment
3. Professionalism




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OTES Professionalism

The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.

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What is the one thing that teachers and schools can do to consistently improve performance?



TBTs

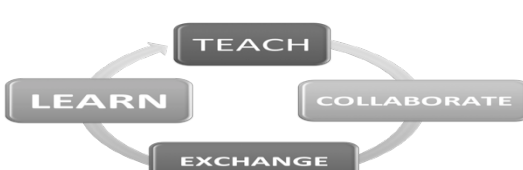
Supported By Study After Study

- Collaborative schools do better than individualistic ones.
- Teachers who work in professional cultures of collaboration tend to perform better than teachers who work alone.



Hargreaves & Fullan, 2012


Teacher Based-Teams



TBTs are the most effective method for teacher learning and for continuous improvement for schools and districts (when well implemented).

Your TBTs

How can you document the work in your TBT to meet this OPES standard?



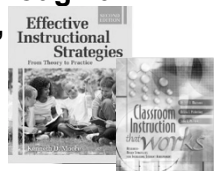
What documentation do you keep that identifies:

- The examination of problems of practice
- Analysis of student work
- Identification of targeted strategies

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OTES Instruction and Assessment

- 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.

Your TBTs



- Reflect how you examine and assess the effectiveness of specific teaching strategies in your TBTs
- What have you learned about specific practices? For specific populations?
- How can this contribute to your OTES evaluation?

OTES Instruction and Assessment

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.

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OTES Assessment

The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly.

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“In the moment” formative assessment was equivalent to an increase in the rate of student learning of around

70%

Hattie 2009, 2012

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Teachers who used formative assessment techniques made almost twice as much progress over the year.

2X

William 2011

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Your TBTs

- Reflect or discuss what you have learned about assessment in your TBT.
- How can this contribute to your OTES evaluation?

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Your TBTs

- In your TBTs, do you use your assessment data to identify strengths and needs?
- Based on your assessment data, do you talk in your TBTs about how to modify and differentiate instruction?
- How can this contribute to your OTES evaluation?

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OTES Instructional Planning

The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.



Your TBTs

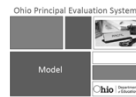
- How do you decide what topics (learning outcomes) to focus on as a part of your TBTs?
- Are you working from the Ohio New Learning Standards ?
- Are you working at the units or lesson level, or both?
- How can this contribute to your OTES evaluation?



How do principals and OPES support this work?



OPES Rubric



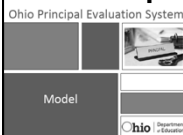
4.1 Principals promote a collaborative learning culture.

- Principal develops structures for collaboration between all teachers and other education support personnel.
- Principal establishes and reinforces expectations, roles, norms, and responsibilities for effective working teams.

OPES Rubric

4.2 Principals share leadership with staff, students, parents and community members.

Principal consistently shares leadership responsibilities with staff.



OPES Rubric



2.2 Principals ensure instructional practices are effective and meet the needs of all students.


- Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats.
- Principal connects teachers to other faculty for aid in the development of their instruction.

OPES Rubric

4.3 Principals develop and sustain leadership.

- Principal serves as a role model for leadership behaviors.
- Principal participates in leadership development activities with staff and identifies strengths and interests to identify potential leaders.

We Have a Misplaced Focus




On Individual Teacher Quality

Hargreaves & Fullan, 2012


Collective Capacity Building

Only collective action will be strong enough to change the system.



Fullan, 2010

Effective Teaching is about Powerful Collective Responsibility



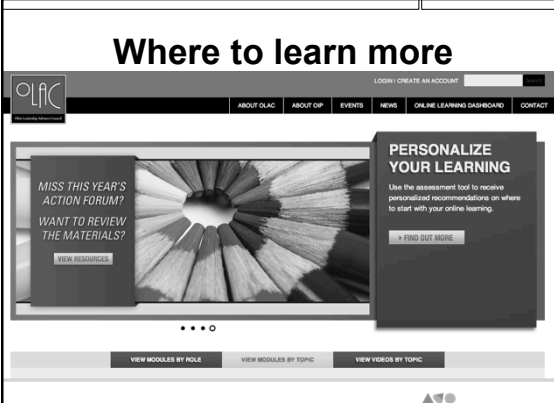
Hargreaves & Fullan, 2012



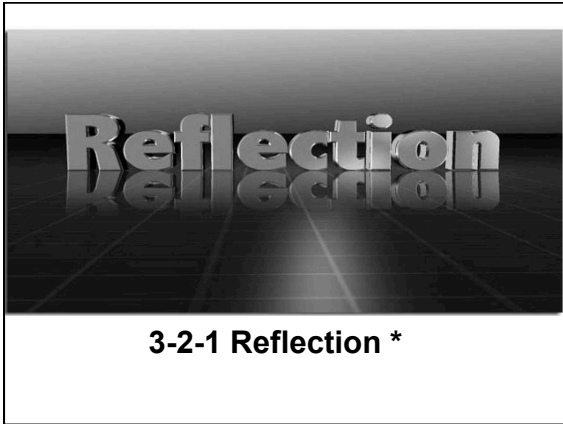
All of the successful school systems have come to trust and respect teachers.

Fullan, 2010

Where to learn more



42



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Questions and Reflection

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