

Text for “Insight on OTES 2.0”

Good morning, everybody. This is the insight on the OTES 2.0. My name's Ron Sismondo. I am the Director of Curriculum and Professional Development at the Jefferson County ESC. Also Amber Yorko who's also with the Jefferson County ESC. She'll be co-hosting this, and she'll be manning the chat room as well as giving any other information that she made need as well that she needs to add with the topics that we are going to talk about. So we will get started. You see, hopefully everyone can see the PowerPoint. Also hopefully we can put everyone on mute, so if you want to mute yourself for any kind of background noise. If you want to ask a question, you can go through the chat. Again that will be checked by Amber. And also if you would like to just go ahead and ask a question, go ahead and unmute yourself and go ahead and ask the question.

So let's go ahead and get started with our Insight on OTES 2.0. So let's first of all take a look at an overview of what OTES 2.0 is all about. It's all about the framework, ok? The OTES 2.0 framework is something that you must do. The OTES 2.0 model can be changed. It's just like the OTES 1.0. Very same way. And you will see a lot of similarities with OTES 1.0 and OTES 2.0, but there are some distinct differences as well. So please keep that in mind. But the framework is something that you must do, and the model is something that can be changed. Now, within that model there are things like forms and so forth that you may change. You may want to use your own forms and so forth. So, again, that is some of the things maybe you may be talking about your length of observations. In the framework it must be at least 30 minutes long, and we'll go over all this information, but in the model, again, it says 30 minutes as well. But you may want to change that. It may be 45 minutes. But it has to be at least 30 in the framework. You can have it as far as your individual bargaining unit agreement, you can change that to any amount that you want, but at least 30 minutes. So anyways, that model can be changed to fit your individual district needs. I really want to reiterate that the framework is a “must do.” And we'll talk about the framework here.

Also with OTES 1.0, I want to give you a little more background. With OTES 1.0, as you know, with the COVID-19, the collective bargainings with your individual collective bargaining agreements, if you have your collective bargaining agreement in place before November 2, 2018, you can, you can remain with the OTES 1.0. And then if you had a collective bargaining agreement that was renewed or extended after November 2, 2018, you had to go to OTES 2.0. But, again, with the COVID-19, they put a waiver in there where you can go ahead and re uh, you can go ahead and use OTES 1.0 for the 2020-2021 school year and then put it in place in the following year. So that's one part of legislation that is changed as of right now.

Also, anything that we talk about here today, this is as of May 28 of 2020. As you know, legislation can change, things can change. So, again, this is as of May 28 of 2020, everything that we're going to talk about today. Also, the board, your district board must adopt an OTES 2.0 policy by September 1st of 2020, and that still has to take place, and even though you may be using OTES 1.0, you still need to have a policy in place by September 1st, 2020, when you do implement OTES 2.0

(Slide Change) Sorry about that. OK, as far as state law is concerned, in March of 2017, the Educator Standards Board made recommendations to update the OTES evaluation system. So this particular state board brought about the OTES 2.0. So that's all based upon State law.

(Slide Change) The timeline for this happening for OTES 2.0 - Beginning in the fall 2018 participants from 42 districts provided feedback to the Ohio Department of Education and the Educator Standards Board as the OTES Prototype Project was conducted. Feedback from the prototype helped to guide the development of the revised draft Ohio Teacher Evaluation System 2.0 model, and so this draft of the OTES 2.0 model was piloted during the 2019-2020 by 63 districts, schools, and ESCs with additional feedback to guide the implementation of OTES 2.0 for the 2020-2021 school year. So, again, districts can use OTES 2.0 if they want to for next year, or they can, by the exemption, stay with OTES 1.0.

(Slide Change) As far as the framework again is concerned, it's very important to know that this OTES 2.0 is a professional growth model, and it is intended to be used as a professional growth model to enhance teacher performance. It is not a "gotcha"-type model; it is for help teachers grow professionally. Effective professional growth model considers the instructional practices through strengths, through supporting identified areas for improvement according to profile of each educator, and also, each teacher needs to be evaluated by according to Ohio Revised Code and the Ohio Teacher Evaluation Framework which is aligned with the Ohio Standards for the Teaching Profession. So, with this in mind, a Teacher Performance Evaluation Rubric was created.

(Slide Change) So if you look at the...this is part of the framework, the Ohio Teacher Evaluation System OTES 2.0, this is part of the framework. As you can see, the performance levels are still the same as OTES 1.0 – Ineffective, Developing, Skilled, and Accomplished is all there. Then you have the components of each type of evaluation. You have the Components of a Full Evaluation Cycle and the Components of a Less Frequent Evaluation Cycle. You'll see that these are very similar to what OTES 1.0 did, and what we're going to look at is really show you the difference between and the definitions of some of these components that you see here. We're gonna kind of go through each one of these, but we'll start with the holistic observation part of the full evaluation cycle. As you can see, you'll see you need the Professional Growth Plan or Improvement Plan, which we'll talk about these. The Formal Holistic Observation Followed by a Conference, a Classroom Walkthrough (walkthroughs – notice the "s" on the end); that is mandatory. There's not just one walkthrough. Has to be multiple walkthroughs of at least two. A Formal Focused Observation with emphasis on focused areas, and then a final summative conference. We'll kind of go through that particular evaluation cycle. So, let's go ahead and take a look at the components of the Optional Less Frequent Evaluation Cycle. Very similar to OTES, you have a Professional Growth Plan, just like you do now for OTES 1.0; you have to have at least one observation; and at least one conference with discussion on the progress of the PGP. That is the difference between OTES 1.0 and OTES 2.0. The difference is between OTES 1.0 is that remember you had to have student growth measures for OTES 1.0, and you had to have at least average or higher in order to stay on the less frequent cycle. Well, with OTES 2.0, you have to show progress on your Professional Growth Plan, and we'll talk about the Professional Growth Plan here in a little bit. So that's all you need to do if you are on the less frequent cycle, and as far as less frequent cycle, you have to be skilled or accomplished teacher to be on the less frequent cycle.

(slide change) So, let's continue. Let's look at the Full Evaluation Cycle, and there's a difference between the holistic observation and a focused observation. If you look at the Full Evaluation Cycle here, you'll see that in the gray box right in the middle, that is for Fall and Winter; should be around the fall and winter. Hopefully teachers will do a self-assessment; pre-conferences; formal holistic observation; the classroom walkthroughs; post-conferences. Also notice the asterisk. These are best practices. These are not required through the framework. These are not required through the

framework, the ones with asterisks, so you do not have to do a self-assessment; you do not have to have a pre-conference; you do not have to have a multiple post-conferences. So that's in the fall. Now, the white area is the, white box is the Winter-Spring. And, again, you have your own individual district policy that you are going to be putting in place and collective bargaining agreements, so you can do these at any time that you want to do them. But these are suggested as far as the framework is concerned and models is concerned. Notice that there is a mid-year review in comp that is a best practice. Again pre-conferences, a formal focus that is mandatory, and then classroom walkthroughs, post-conferences and ____ OTES 1.0. [Everybody, please mute. Hold on a second. OK. Hopefully we'll be ok now. Participant: Ron, I think you can mute everyone as the presenter. Ron: I did, I just did it. Participant: Thanks. Ron: OK] So, again, the same as OTES 1.0, with OTES 2.0, you must complete all evaluations by May 1st, and a written report must be given to the teacher by May 10th, as you can see in the white area. The white area is a right arrow, is the final review. That's when you have your final summative conference, which will create then the final holistic grading of ineffective, developing, skilled, and accomplished. So it's very, very similar to what you've done with OTES 1.0. Now going back to the left of the gray area, you'll see that in blue it says accomplished, skilled, developing, or somebody that is new to the district must have a Professional Growth Plan. A person that is ineffective must just have an Improvement Plan, and we'll talk about both of those a little bit later. But I want to talk a little bit about each one of these as far as definition is concerned. Now I mentioned to you about pre-conference. It is not mandatory; it is not part of the framework, so you do not have to have a pre-conference, but I believe, and ODE believes, that a pre-conference is very, very important, especially with OTES 2.0 because, remember, with OTES 2.0, there's no calculations here whatsoever. OTES 1.0 remember was 50% part of your observation; the other 50% was your student growth measure and there's calculations involved. With OTES 2.0 there is absolutely no calculations whatsoever. So it's all based upon your observations and something we're going to talk about later here is the high quality student data pieces that kind of folds into the rubric. And also your Professional Growth Plan is a major part of your evaluation cycle now. So as far as pre-conferences is concerned, at a pre-conference, the evaluator and teacher discusses what the evaluator will observe during the classroom visit. The teacher shares important information about the characteristics of the learners and the learning environment as well as lesson objectives and how students' student learning will be assessed. The pre-conference gives the teacher an opportunity to identify areas in which he or she would like feedback during the classroom observation. The pre-conference gives the teacher an opportunity to provide evidence of student learning that may not be visible during the observations. During this conversation, it should be taking place in a formal meeting. The evaluator should keep a record of the date. After the pre-conference, best practices calls for scheduling a formal observation to observe the lesson discussed. The purpose of the pre-conference is to provide the evaluator and teacher an opportunity to discuss like the date of the lesson, lesson or unit objectives, prior learning experiences of the students, characteristics of the learners and learning environment, instructional strategies the teacher will use to meet the lesson objectives, student activities and materials, differentiation based on student needs, and assessment data to be collected to demonstrate student learning, such as the use of high quality student data. So that is when we look at the rubric a little bit here that all of these are in the rubric itself. You'll see it's a little bit different than the OTES 1.0 rubric. And so, by having a pre-conference and discussing these things, is pretty vital. So even though it is not mandatory as part of the framework, I would definitely want to have as an evaluator and as a teacher to discuss some of these things because it can help you as far as being evaluated with the current, with the OTES 2.0 rubric.

Amber: Hey, Ron.

Ron: Yes

Amber: We have a question in our chat box from Sharon. Is the pre-conference a physical pre-conference held in person. For example, I am in a remote spot, and Ron is observing me at the on-site location, will we meet prior for a pre-conference?

Ron: My answer to that would be any way you can have that pre-conference, whether virtually, on the phone, any way you can have that conversation; it's all about having a conversation. Then also, hopefully, you can get, if there's any material you need to get to the evaluator, hopefully you can get that information to that evaluator either through Google or through your mail, or whatever you need to do. Hopefully that answers the question.

Alright. So, also, with the pre-conference comes the formal holistic observation. This is the main observation, and then, also, following that formal holistic observation, should have a conference. So, let's talk about the formal holistic observation. It is, it consists of an evaluator visiting one class period or viewing a class lesson, and the evaluator should observe an entire class period or lesson or for a minimum of 30 minutes. Again, your collective bargaining agreements can change that to 45 minutes or an hour, whatever you want to decide with that, but it has to at least be 30 minutes long. The evaluator may announce, it may be announced or it may not be announced with this formal observation. Again, that could be changed as well in your collective bargaining agreement whether they have to be announced or not. During the classroom observation, the evaluator documents specific information related to each observation using the teaching performance evaluation rubric. Evaluator writes a narrative summary to document each formal observation very similar to OTES 1.0. Formal observations will not include videotaping. OK, remember that. Evaluator, I'm sorry, the formal observation will not include videotaping or sound recording, except with the written permission of the teacher. Teachers who are fully evaluated will receive a minimum of two formal observations. That's the fully evaluated teachers. Two formal observations. So, teachers who are being considered for non-renewal and have a limited or extended limited contract, will receive a minimum of three formal observations. The first formal observation consists of evaluator documenting all observed areas on the rubric as well as any form collected through the pre-conference. That's why the pre-conference is very important. A conference between the teacher and evaluator will occur after the formal holistic observation to determine the identified areas of focus. So this holistic observation is done first, and then, with the information that you are, that is derived through the holistic observation, you can then determine some of the focused areas for the formal focused observation, which is the second observation. So the focus may be areas of strength, could be areas for improvement, or it could be both. So the teachers with a final holistic rating of accomplished will select their own focus area. So you have your holistic observation, and after that observation it was rated as accomplished, you will then, you will select, as a teacher, select your own focus areas. Teachers with a final holistic rating of skilled will select focus areas in collaboration with their evaluator. And a teacher with a final holistic rating of developing will receive guidance from their evaluator to determine focus areas. And then, so the evaluator himself or herself will select the focus areas for teachers with a final holistic rating of ineffective. So that's the holistic formal observation. Now, after that is done, you have your conference, post-conference with that. And that is directly stated in the framework, a formal holistic observation followed by a conference. Also, next, the second observation is called a formal focused observation, with an emphasis

on identified focus areas. So this second formal observation will be focused one that may occur later in the school year. It could be, again, in the white area that we talked about in the winter or spring. And, again, it could be announced or unannounced. A formal focused observation is at least 30 minutes in length and emphasizes the focus area or areas identified after the earlier formal holistic observation. Its purpose is to ensure the teacher received the support necessary for growth in the focused areas. While evaluators must collect sufficient evidence related to the identified focus areas, they also must document sufficient evidence to support their final holistic rating at the end of the evaluation cycle. So two formal observations, one holistic and one is a focused observation. Also, in between those, or at any time, you can have walkthroughs. And those walkthroughs, especially for those teachers who are fully evaluated, will receive at least two classroom walkthroughs. Your district, again, as part of the model may be able to change as many, as many as you want, but it has to have at least two according to the framework for OTES 2.0 for a full evaluation. Now classroom walkthroughs are informal observations of less than 30 minutes, with an emphasis on identified focus areas when you can, when applicable. Focus may be areas of strength, can be area of improvement, or could be both. During those walkthroughs in the formal focus observation, evaluators are not limited to collecting evidence on the identified focus areas. So if they are in there looking for a certain focus area, they're not limited. If they see something else, they need to address that if they need to. Evaluators must ensure that they have sufficient evidence to provide a final holistic rating at the end of the evaluation cycle. So all that comes into play. For your holistic observation, your focused observation, then your informal walkthroughs; that all plays part of your final summative rating. Also, anything that is done during the year, you know, telephone calls to parents, anything that can be observed, that can be seen; that all plays into the final summative rating at the end of the year. So you should also have a final summative post-conference. It is designed to support teacher reflection. It also provides feedback to the teacher on the observed lesson and the coaching opportunities for the evaluator to identify strategies and resources for the teacher to incorporate to increase effectiveness and, following the lesson for all these observations, the teacher reflects to determine if the students made the learning outcomes. Evaluator makes recommendations and accommodations and may become part of the teacher's evaluation. The evaluator and teacher collaborate to make recommendations on a teachers Professional Growth Plan or Improvement Plan. So, in general, the post conference discussion between the evaluator and teacher should focus on identified areas of support. And during this conference, the teacher may bring additional evidence; so you can bring additional evidence into these conferences from the observed lesson for the evaluator to consider before determining a final holistic rating. So other key elements of the post conference are determining areas of focus and discussing progress on the focused areas. So those are the parts of an evaluation. Two observations, walk-throughs, conferences, and then also the Professional Growth Plan which we'll talk about here further. Are there any questions so far? Are we ok, Amber?

Amber: We're good.

Ron: O.K.

[Slide Change] So, we'll continue on. Let's take a look at the Performance Level Definitions here. Hopefully all of you can see this; you see the levels, performance levels of Ineffective, Developing, Skilled and Accomplished. This is for OTES 2.0. Some of you may be seeing this for the very first time. Some of you may have already reviewed this. But I'll just take 30 seconds here to kind of look through these performance level definitions. Now these are the actual definitions for OTES 2.0. And see if you

can point out a few things that are, that you can see a subsequent movement from one level to the next. [30-second Pause] So let's take a look at this; we'll go all the way down to the ineffective. If you can see part of it, I'm not going to read all through this, but just pointing out a few. In the Ineffective rating, it says the teacher is not effectively meeting the needs of his or her students. OK, that's a key point with that performance level definition. If you go to Developing, it says the teacher attempts to meet the needs of the whole group. 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, and also, the teacher addresses the needs of the groups of the students. So you see a definite progression here, whereas the Ineffective teacher does not meet the needs of her students; Developing attempts to meet the needs, Skilled teacher addresses the needs, and then for Accomplished, you'll see there that the teacher addresses the needs of individual students. So now you're getting down to the individual students with the Accomplished. And also with the Accomplished, you'll see that the teacher consistently strives to improve his or her instruction and professional practice and contributes to the school building or district through the development of and support of colleagues. The Accomplished teacher is a leader who empowers and influences others. Now I do want to say this to you. According to the State, and this is their terms, that Skilled teachers are rock-solid teachers. They are excellent teachers. So don't think that you're getting a rating of Skilled, that it is something below what you really want to be. A Skilled teacher is a rock-solid teacher. An Accomplished teacher is/are teachers that are over and above. You're going to see that in the rubric as we take a look at it, at the rubric. So it's over and above. It's a teacher that is a leader, who empowers others, influences others, is a leader in the building, does things, contributes to professional development sessions, and gives professional development to other teachers, and meetings and so forth. So that's what an Accomplished teacher is in the OTES 2.0 system. Remember, Skilled teachers are rock-solid teachers, and that is the exact verbage that the State uses.

[Slide change] So let's kind of take a look at the Evaluation Rubric a little bit.

[Slide change] The teacher evaluation 2.0, that particular system, for the teacher and evaluator, you discuss the evidence, and you build common understanding, and a teacher's current practice and so forth. You gather information; you gather evidence with the teacher, and you do check-ins with them with the walk-throughs and with the conferences and so forth. So, you document all this information as it occurs. Also, OTES 2.0 promotes educational professional growth. It's not a gotcha, as I mentioned before. It helps improve the quality of instruction. The model is to help recognize instructional strengths and support improvement when needed. Also, for each observation cycle, evaluators are not expected, the evaluators are not expected to gather evidence on all indicators for each observation. Hopefully it's an accumulative type thing, or they can, throughout all the walk-throughs and through the observations and so forth, they can gather all the information that they need for the final summative rating at the end of the year. But for each observation cycle, they are not expected to gather evidence in all, of all indicators.

[Slide change] So, for teachers, for a full evaluation, evaluators should gather enough evidence to determine a Final Holistic Rating, which I mentioned to you before. So that's why I was saying to you that teachers may, but are not required, to bring additional evidence to address all indicators for each observation cycle to that conference, either to the pre-conference or to the post-conference. Bring as much information as you can to address all the indicators, just in case some of the indicators are not observed in the observation sessions.

[Slide change] As far as scoring is concerned, as far as the Final Summative Rating, it's Holistic Scoring. It's the scoring that best fits the overall description of the teacher practice, which we just looked at: the Ineffective, the Developing, the Skilled, and Accomplished, the ones we just looked at. All that evidence will come from just about everything during the year, your pre-conferences, your formal observations, your post-conferences, your classroom walk-throughs, informal conversation that you maybe have, and evidence of practice and professionalism. That's important in the final Holistic Rating.

[Slide change] Now for those Accomplished and Skilled teachers that are on a less frequent cycle, what they must do, they must do a Professional Growth Plan, and they must show progress to stay on a less frequent cycle. Now, you may say, "Well, what is the definition of progress?" Well, that definition is up to each individual evaluator. If they feel that you're progressing on your Professional Growth Plan, then you're progressing. You're making progress on it. So that is, again, that is up to each individual evaluator. There is no definition of the word "progress." It's their own definitions. Also, the Accomplished and Skilled teacher must also receive an observation by the evaluator and also must have a conference. That's all part of the framework. Very similar to what OTES 1.0 was all about. The only difference is OTES 1.0, we dealt with student growth measures, and you had to show above average in your, or average or above in your student growth measures. Here, to stay on a less frequent cycle, you must show progress on your Professional Growth Plan. We'll talk about Professional Growth Plans here in a minute.

[Slide change] So, let's kind of take a look at the rubric, and there's basically three organizational areas in the rubric. The three organizational areas are Instructional Planning, Instructional Assessment, and Professionalism.

[Slide change] And through those three areas, there are six domains that fall into those three areas. And that's Focus for Learning, Knowledge of Students, Lesson Delivery, Classroom Environment, Assessment of Student Learning, and Professional Responsibilities. A lot of those were in OTES 1.0, but you're going to see in the rubric things are changed a little bit with that.

[Slide change] I'm going to show you a rubric structure. As you can see here, the organizational areas at the top, the instructional planning is at the very top. That's the organizational area. You'll see the domain. That's one of the six domains. The Focus for Learning. You'll also see the components, Use of High Quality Student Data for this particular domain. And organizational area, and of course, the level of performance for each one of those individual components for each domain in an organizational area. Now, also you'll see here they also give you the possible opportunities to gather evidence. Where can you get evidence for Focus for Learning? It gives it to you right on the rubric. Could be the pre-conference, could be the artifacts, portfolios, could be analysis of student data, lesson plans, student surveys, common assessments, and so forth. It also gives you the Ohio Standards for the Teaching Profession; it gives you the elements for the Ohio Standards for the Teaching Profession. So that's very important as well. You can see which elements that you're dealing with for each individual component and domain and instructional area. So as far as the level of performance, some of you can see these if you're up close enough to see this, but you can look at this particular one if you want that the indicators; these are the indicators here; and you can see that a lot of this deals with data. A lot of it deals with data, and we'll talk about that very briefly here though in a minute or so.

[Slide Change] So, it's a little more up close view of that particular one of the use of high quality student data for Focus for Learning. Look through that real quick between Ineffective, Developing, Skilled and

Accomplished. You can see Ineffective for use of high quality student data; teacher does not use high quality student data to develop measurable and developmentally appropriate student growth goals. Development teacher uses a source of high quality student data and attempts to analyze trends. The Skilled teacher correctly and thoroughly analyzes trends and patterns in at least two sources of high quality student data. And with the Accomplished teacher, the teacher leads data collection. The teacher actually leads in the data collection efforts in collaboration with students and others. Also with parents and colleagues, correctly and thoroughly analyzes trends and patterns in at least two sources of high quality student data and develop appropriate student growth and monitor student progress towards goals. So you see the progression here from Ineffective all the way up to Accomplished. With high quality student data, you need two pieces of that, and I'll talk about that, again, a little bit later here. As you can see, data is huge. So, with that, it's important to know that with data, you have to be able to collect the data, you have to be able to analyze data, and then also be able to use that data in your everyday practice to form your instruction. Those three things are very important with OTES 2.0. Collect it, analyze it, and then use it to form your instruction.

[Slide change] So, I want to take a look at here, hopefully I can call this up without any problem, the Performance Evaluation Rubric. I just want to show you a couple things with this. So, I'm going to stop sharing this, and we'll go to the rubric.

[Slide change] Hopefully you can see that. We're gonna make it a little larger here. So this is the, let's go to the top here, and this is the Performance Evaluation Rubric, and this is what I was talking to you about. This is the very first domain and organizational area, instructional planning. This is exactly what you saw on the other one. So the use of high quality student data, you can see here that the teacher plans for facilitating developmentally appropriate student collection and strategies to assist in student goal setting and progress monitoring. That's one of them. For connections to prior future learning, you can see that the teacher plans lessons (this is the Ineffective teacher), and I'm not going to go down through the Ineffective and Developing all that much. Let's take a look at Skilled and Accomplished, the difference between the two. For Skilled, the teacher plans the lessons that intentionally make clear and coherent connections with students prior learning and future learning and include strategies that communicate the connections. For an Accomplished teacher, the teacher plans lessons that intentionally make clear and connections with student prior and future learning and include strategies the connections to students among lesson content, other disciplines, and/or real world experiences. Teacher plans lessons that use the input and contributes of families, and colleagues, and/or other professionals to understand each student's prior knowledge while supporting the student's development. So you see a distinct difference between Skilled and Accomplished there. The connections to the State Standards, we're not gonna kind of go through that so much. Knowledge of students is a little bit interesting as well. But I'm not going to go through all of these for the sake of time. But you can see there's a definite progression among these. Notice that, though, for the planning and instruction for the whole child, for knowledge of students, for the Accomplished teacher's instructional plan reflects consistent connections to student experiences, culture, and developmentally characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency, and interests. The instructional plan draws upon input from school professionals and outside resources.

[Slide Change] Lesson Delivery. This is a good one as well. Let's look at this...um. You'll notice here, this one here, hold on a second. Yeah. OK. For ineffective, you have teacher does not communicate learning

goals. Developing, the teacher inconsistently communicates learning goals, expectations. Skilled, the teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals. Accomplished, the teacher is consistent and effective in communicating differentiated learning goals, such as needs based, interest based, strength based, expectations for mastery and models of exemplary performance for students. So you can see the difference between all of those. Feedback is important (sorry, too far). Ineffective, teacher does not give feedback. Now when we talk about feedback, we aren't talking about giving a smiley face or a star on a piece of paper. That's not feedback. An A is not feedback; a B is not feedback. That is not feedback whatsoever. So the teacher does not give student feedback. Feedback, for Developing, feedback is general, occasional or limited. For a skilled teacher, the teacher gives students substantive, specific and timely feedback to support their learning. For an accomplished teacher, he gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges. A lot of autonomy there for students.

[Slide Change] Monitoring student understanding. There's student-centered learning. This is a big one as well as far as lesson delivery. Notice that for this one, for Ineffective, learning is entirely teacher directed. So if you're, hopefully we're not doing this anymore as far as teachers just lecturing. That is ineffective. Learning is entirely teacher directed. Students are not participating in learning activities. So what I am doing right now is probably ineffective. But this is just the standard that we are doing here today. Developing is learning is primarily teacher directed. Students participate in whole class learning activities. Skilled teacher, learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning. Look at the Accomplished. Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning. Also it tells you for the accomplished teacher the teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and student are responsible, they're, students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students. Notice where Skilled is, it talks about groups of students. Differentiated instructional strategies for groups of students, where this is more individualized for accomplished. So, again, I'm not going to go through all of those, but you can look through those, the rubric, it's on the ODE website. They're all here. So that is the rubric itself. [END OF SLIDES]

So we mentioned the Professional Growth Plans. (Give me a second here. I got rid of some of these. There we go.)

[SLIDE] OK. Professional Growth Plans and Improvement Plans. Now, Professional Growth Plans are quite different than what we did with OTES 1.0. Remember with OTES 1.0 everyone did a Professional Growth Plan, two goals, one was teacher-centered, one was student-centered, and we did it in maybe September. Then once we did it, it was checked off on a box by the evaluator and then it was never looked at again til next year. Well, with OTES 2.0, it is quite different. Professional Growth Plans are

very important to what you are going to be evaluated on, and you must have a goal, or goals. It depends upon how many your district wants you to have, and it has to be reviewed throughout. And if the Professional Growth Plan will determine, the progress on the Professional Growth Plan will determine whether you stay on a less frequent cycle if you are an Accomplished or Skilled teacher. So it's very, very important to the evaluator and to yourself, and it needs to be looked at periodically throughout the year. It's not a one-time shot deal. And also, with the Professional Growth Plans, when do you write them? Well, Professional Growth Plans can be written at any time basically. It can be written at the beginning of the year; it can be written after the first holistic observation because that might help you with what your goals may be for the rest of the year. Maybe after this very first year that you use OTES 2.0, then the following year you can also write your Professional Growth Plan for the following year at the end of the school year. So, for instance, you have your holistic observation and your focused observation, and at the end of the school year you can write your Professional Growth Plan for the next year because your Professional Growth Plan should be written based upon your holistic rating, your observation, and also any aligned goals that your school or district may have in place. And we'll talk about that. So Professional Growth Plans are very important in OTES 2.0.

[Slide Change] So everybody will either need a Professional Growth Plan or an Improvement Plan. And it's all going to be based upon the previous year's performance. So, like I said, if after your holistic observation and your focused observation, you can write a Professional Growth Plan for the next year. You can write it during the summer. You can write it in May and already have it in place for the next year. Also, again, you can do it at the very beginning of the year based upon a goal that you may have; based upon your previous OTES 1.0 evaluations or you can do it after your holistic, first holistic observation, you can write a Professional Growth Plan. So that is going to be a decision that is going to be made by each individual district, when a Professional Growth Plan is going to need to be written. So that is one of the options that you have in the model itself, that you can write a Professional Growth Plan at any time. So whatever is good for the district and how you want to do that. But also, within that Professional Growth Plan, it can be based upon your evaluation, again, like I said, your previous holistic rating evaluation information, and it also needs to be aligned to any existing school district or building improvement plan. Any kind of plan you may have, it should be aligned to that as well.

[Slide Change] So, both the Professional Growth Plan and Improvement Plans, they are all based on the OTES 2.0 final holistic rating. They are to foster professional growth; they need to be measurable; and they need to be grounded in regular communication and collaborative conversation. Remember, I want to reinforce this, that the purpose of both plans is to foster professional growth for all, not to be a "gotcha."

[Slide Change] Some information about as far as Professional Growth Plans is concerned, they should be individualized to the needs of the teacher and the students and relate to your individual growth as a teacher. You need to be, you're accountable for the implementation and completion of this Professional Growth Plan. Also, it's a sequence of activities leading towards a certain goal. And you'll see...I'll show you...a Professional Growth Plan model that you can look at. It'll show you that you need to have steps into place, what you gotta do in order to accomplish that particular goal. And it's one year, academic year, in duration. It's continually monitored, which is different than you had in the past with OTES 1.0. And it's continually monitored and discussed, and it's recommended that it's done three times a year. And then it's characterized by various levels of autonomy, and as I mentioned before, it should aligned to district and/or building improvement plans.

[Slide Change] Amber: Ron we have a question.

Ron: OK

Amber: The question is since I am a county employed teacher and am not in the contractual plan of a district teacher, am I to follow simply what is being laid out here or follow the district's outline?

Ron: If you're gonna be evaluated by an ESC, is that what they're talking about?

Sharon: Yes, Ron, it's Sharon.

Ron: Sharon, hi, Sharon. Yeah.

Sharon: Since you evaluate me, am I following this, what you're laying out, or?

Ron: Yes.

Sharon: Because things have changed, so does that have us meeting more or have me being under a building rep, or how is that handled?

Ron: Yeah, you'll be with me. We will be meeting more.

Sharon: OK

Ron: And as an ESC, Jefferson County ESC, we will be implementing OTES 2.0 next year.

Sharon: OK, thank you.

Ron: OK

So, as with Professional Growth Plans, with OTES 1.0, remember that we did student growth measures with that. There was all kinds of calculations and so forth, and so now that is not in place anymore. Each teacher must have a Professional Growth Plan, and you must make progress to remain on a less frequent cycle for Skilled and Accomplished teachers. That's a big area here that must be done by less frequent cycled teachers. So when not fully evaluated, you must have that. You must have a Professional Growth Plan as well as people who are fully evaluated. They must have a Professional Growth Plan in place. But for those people who are not fully evaluated, they must have at least a Professional Growth Plan, one formal observation or informal observation, and one conference on the progress of that Professional Growth Plan to make sure that they are showing any kind of progress on that Professional Growth Plan.

[Slide Change] Improvement Plans – Hopefully there's not too many of those, but very similar to what OTES 1.0 was. Teachers with a final holistic rating of ineffective will be placed on an Improvement Plan. This is the same as OTES 1.0. You can put a person on an Improvement Plan at any time. The evaluator, you can be an Accomplished teacher, but if there's an area in which there's a need for improvement, they can put you on an Improvement Plan for that particular item. The purpose of an improvement plan to identify any kind of deficiency that you may have, foster growth, and hopefully they can target some support for you to improve in that particular area. Also, you look at the administrator's responsibilities. They need to identify the specific areas for improvement. They need to develop a written plan for you, for that particular teacher, and they need to determine any additional supports that needed, and gather any evidence of progress towards that Improvement Plan. Also, the school board, the board of

education, needs to provide, as far as monies are concerned. If you are on an Improvement Plan, you need professional development, you need to go somewhere for help in that particular area, they need to pay for that. That is all part of the framework that is, that has been developed.

[Slide Change] If you look at how to select an appropriate plan, you notice that these are the Professional Growth or Improvement Plan guidance over here on the right-hand side. On the left, you see the green is the high level of autonomy, blue is a moderate level of autonomy, and the purple is the low level of autonomy. So you can see, for a Growth Plan, everybody, the Accomplished, Skilled, Developing, Ineffective teacher all have to do a Growth Plan, a Professional Growth Plan. Only the Ineffective rating teacher has to do an Improvement Plan. For an Accomplished teacher, it's self-directed, the Professional Growth Plan is self-directed by the teacher. For the Skilled teacher, it's collaborative. And also for those that are new teachers that have no previous rating whatever, it's also collaborative with the teacher and evaluator. For the developing teacher, it's guided by the evaluator, and for the Ineffective teacher, it's developed by the evaluator. That would be an Improvement Plan would be developed for an Ineffective teacher. Of course for all of these, for every single one of these, Accomplished, Skilled, Developing and Ineffective teachers and also for no previous rating teachers, you should always have professional conversations, you should always have focused observations and professional conversation, you should have these mid-year checkups, and end-of-year evaluation. That just gives you a nice, little, compact view of all four ratings and what the needs are for your Professional Growth Plan or Improvement Plan.

[Slide Change] So this is what a Professional Growth Plan looks like. You have your name up here, evaluator. Again, remember with this Professional Growth Plan, this can be changed in the model if you want to make it look different, but it still needs to have the same information in it. You have teacher's name, evaluator name, whether it's self-directed if you're an Accomplished teacher, jointly developed if you are Skilled, and evaluator guided if you're Developing. You have to choose a domain that you're going to be aligning your goals to, and notice there can be one goal or two goals; it all depends upon the district as far as their policy they have developed, measurable goal statement to demonstrate performance on Ohio Standards for the teacher profession. And the action steps that I've mentioned to you before, what needs to be taken, what needs to be done and resources to achieve that particular goal, and then what are the evidence indicators, what are the changes in data indicating progress on that goal? So, what are actually the indicator showing progress on that? And then the date of discussion. And these can be all expanded as you go in. Also, describe the alignment to district and/or building improvement plans. So if there's a district or building improvement plan, how is this particular goal, Professional Growth Plan, aligned to that? And, of course, there's a comment section. And it has to be signed by the teacher and also the evaluator. So that is an example of a Professional Growth Plan, what's involved in a Professional Growth Plan. So that's a little bit different than what you've seen in OTES 1.0. But, then again, remember Professional Growth Plan is an important part of the evaluation for OTES 2.0.

[Slide Change] The Improvement Plan – I'm not going to go through this a lot, but you can see there's a Section 1 is about the Improvement Statement, what standard needs to be addressed, the concern, what are the specific statements of concern for improvement. Desired Level of Performance, beginning date, ending date and level of performance, specifically describe the target that you want to get to. Plan of Action that you want to do. Kind of assistance as far as professional development that's gonna be

taking place. And Alignment to District or Building Improvement Plans. So that is the Improvement Plan; that's what it looks like.

[Slide Change] So I mentioned to you about the Professional Growth Plan, and the self-assessment is, it should be a big part of the Professional Growth Plan. Remember, though, that the self-assessment is optional. Nobody needs to see this. It doesn't have to be, your evaluator doesn't need to see it. It doesn't need to be placed in the Ohio ES system. Remember we used for OTES 1.0, we used the ETPES system. With OTES 2.0, we are going to use the Ohio ES, Ohio Evaluation System. That is something that will be new. It will be very similar, same information-type thing. Of course it will be different. There will be no calculation at all. That's another training down the road here. But remember, self-assessment is optional; it is not required. But it is considered best practice. So it's important because self-assessment can help you with developing your goal for Professional Growth Plan. So if you really are honest with yourself with the self-assessment, it will help you immensely with your Professional Growth Plan goal, along with prior evaluation information you may have. Also your goals as far as any kind of plans you have as far as your school or district Improvement Plans. All of that should come into play when you're writing your goal for Professional Growth Plan. So the self-assessment is highly recommended, and it can help you build strong goals for your Professional Growth Plan.

[Slide Change] So I'm going to show you the assessment tool.

[Slide Change] This is what you could use as a self-assessment tool. It looks very similar to what you used before. It is, it talks about the standards. It has all the standards here, all seven standards. And then you can write down your strengths. You can pick out a few of these that might be your strengths or from areas of growth. And so that will help you write your Professional Growth Plan, along with other evaluation information that you might have from the previous year. So I just wanted to show that to you. That is the Self-Assessment Summary Tool. And that will help you as well. I'm going to stop sharing that.

[Slide Change] We'll go back to the...o.k. Just a few notes about the goal setting. The goal setting for the Professional Growth Plan is a central component of a Professional Growth Plan and goals are most effectively set as a result of the self-assessment I just talked to you about. And also any kind of previous holistic ratings or evaluation results that you may have.

[Slide Change] So, the characteristics of a strong goal. They need to be clear. They need to provide focus and direction. They have to have a direct impact on student learning. Should help, you know, attain high levels of performance and effectiveness. You can have one or two per Professional Growth Plan; depends on your district. That can be written into your policy as an individual district. They are based on accurate assessment of teacher performance and student needs. You should be able to develop these Professional Growth Plans using multiple sources of data, not just the self-assessment. Use your HQSD, your High Quality Student Data, which we'll talk about here in a few minutes, and then any kind of identified focus areas that you might want to work on. Need to be aligned to district and building improvement plans. They have to be measurable. And these goals – these Professional Growth Plans – need to be discussed frequently with your evaluator, and they are suggesting three times per year.

[Slide Change] Here's some examples of goals. Now these are basically topics. These aren't actually goals because goals should be written, doesn't have to be, but they should be written as far as smart

goals are concerned. Smart goals, remember, are specific, they are measurable, they're achievable, they're realistic, and they're timely. And these are just some topics that you see in this gray area here. Like provide more opportunities for student ownership in my classroom. Well how do you do that using a smart goal? Or attend my district's summer reading professional development institute. Or improve the quality of the questions I ask student regularly. That may be something you may use like a topic. Try to write it in smart goals if you can. If you can't, that's fine too. It doesn't have to be in smart goals. Again, that is something that your district can determine, how you want to write a goal or goals.

[Slide Change] So, just kind of think about it, how can you use the self-assessment to enhance the Professional Growth/Improvement Plan process and the OTES 2.0 system? And just think about that and basically what I just mentioned to you before several, several times, that it can help with determining your Professional Growth Plan using that self-assessment. And then along with the evaluation rating results that you have from previous evaluations and also any kind of school or district Improvement Plans that you may have.

[Slide Change] So now we get to High Quality Student Data. As far as High Quality Student Data is concerned, you know, remember we had in OTES 1.0, we had the Student Growth Measures (SGMs). Now we no longer have those. When in OTES 2.0, we have what's called High Quality Student Data. And you need two pieces of High Quality Student Data. That is a must; that's in the framework. Two pieces of High Quality Student Data. Now your district may say why you need to have five. You can have as many as you want as far as your district is concerned in your policy, but you need two as far as the State is concerned.

[Slide Change] Now, with that, this High Quality Student Data replaces the Student Growth Measure part. And it is to show student learning that is attributable to the teacher. That's the important part of it; it has to be attributable to you as a teacher. Effective teachers regularly review evidence of their students' learning to assess the current level of performance against a set of these learning goals. By examining student work, teachers have the opportunity to assess the impact of their own teaching on student progress, identify specific learning needs, and consider how to adjust instruction in response to those needs. It's important that you look at and examine a range of data types and sources to ensure that you have a comprehensive understanding of what their students know and are able to do, which supports the design and implementation of appropriate and relevant learning activities to foster the growth of students over time. A variety of sources should be examined in order to create a comprehensive picture of the students they teach. It is recognized that there are many types of data that can be used to support student learning, and the data include much more than just test scores. So you're not going to just look at test scores; you need to look at more than just that.

[Slide Change] So, the High Quality Student Data framework. You will need to guide, if you need, you will need High Quality Student Data to guide instructional decisions; to meet student learning needs; and I mentioned to you before, you need at least two measures of district determined high-quality student data to provide evidence of student learning, and that's according, there at the bottom you see, attributable to the teacher being evaluated. That's important.

[Slide Change] So, for Value-Added teachers. Now I know next year, if you're involved with OTES 2.0, you're not going to have Value-Added. So those A teachers will now become C teachers, if you want to call it that, and because we no longer use A and B, the ABC teachers anymore. We still use that in OTES 1.0; but anyways, those A teachers that will become like C teachers in OTES 2.0. They will have to come

up with two High Quality Student Data pieces. When Value-Added does come back into play, and you are implementing OTES 2.0, those teachers that have Value-Added associated with them, that will be one piece of High Quality Student Data. They will still have to come up with another piece of High Quality Student Data. So, again, those Value-Added teachers, when implementing OTES 2.0, Value-Added will be one of them, and another one will have to be determined by the teacher of what they're going to be using. But for everybody else, they're going to have to have two pieces of High Quality Student Data. There's no longer going to be any SLOs, no longer going to be any shared attribution involved. You notice when you look at the rubric, it talks about using data, talking about data. Value-Added is one of those pieces of data you're going to have to talk about and show that you are using that data, that Value-Added data in your everyday teaching and so forth. And how you're using that data; how you are acting upon that data. Look at how you're instructing students and different types of students and so forth. So that's an important part of it. But for next year, if you're implementing OTES 2.0, Value-Added is not there, so you need two pieces of High Quality Student Data, and that means EVERY teacher will need two pieces of High Quality Student Data. But the following year when you go into OTES 2.0, to the regular OTES 2.0 and the Value-Added is available, one piece of, Value-Added will be one piece of High Quality Student Data, and the other piece you will have to develop.

[Slide Change] So, what are the types of student data? There are all kinds of types of student data up there, but are they actually high quality pieces of student data? Like demographic data about students and school districts, like age ranges, SES, attendance, and graduation rates; student learning needs, academic performance, and student progress. Is that High Quality Student Data? Perception data, such as from students, parents, school-working conditions surveys and so forth. And where can you get some of this information from? You can get it from your District and Building Local Report Cards, and again we're not even going to have that next year, this summer. EMIS reports for class or class period; testing data; other data sources as needed and/or available. So what is High Quality Student Data? So are these considered High Quality Student Data?

[Slide Change] Well, here is the criteria, and this is the, in the framework, so this is a must. And each High Quality Student Data piece must meet each one of these. And this is talking about the instrument itself. So the High Quality Student Data instrument, whatever instrument you may be using must meet every single one of these; not just have of them or one of them or some of them, it must meet all of them. Must align to the learning standards. Must measure what is intended to be measured. Must provide trustworthy results. Must be attributable, and I mentioned that to you before, to a specific teacher for course and grade level taught. Must demonstrate evidence of student learning (achievement and/or academic growth); so it could be achievement or it could be academic growth; it doesn't have to be a pretest and a posttest; it can be just a unit test; it could be a end-of-the-year test; it could be a mid-year test; it can be anything that shows data and that is of high quality. And also, it must not offend or be driven by bias. And also, you must follow protocols for administration and scoring. So, in other words, if you're using a vendor assessment whenever you have to use it as a vendor assessment, and it must be administered as such and with the guidance of that particular vendor assessment as far as administration of that assessment. So that's the instrument itself must meet that criteria.

[Slide Change] Now for the actual data, must meet these areas. OK, must meet these areas. Must critically reflect upon and analyze available data, using the information as part of the ongoing cycle of support for student learning. Must also inform instruction, adapt instruction to meet student needs

based on the information gained from the analysis. Must also consider student learning needs and styles, and also must measure student learning (achievement or growth) and progress towards the State and local standards. So that is really, really important. But they need every single one of those. Again, all of these boxes must also be checked off. So that's important, again, with that rubric. You'll see throughout that you've got to collect data; you've got to analyze data; and you have to use that data to inform your instruction. That's what's important about this HQSD, this High Quality Student Data. It's very important.

Amber: Hey, Ron, we have a couple questions in our comment box.

Ron: OK

Amber: The first one – If High Quality Student Data must be more than a test score, what does a teacher's Value-Added High Quality Student Data item look like?

Ron: OK. Next year, you're not going to be able to see a number. Right now, you'll see a number in ETPEs, like 5, 4, 3, whatever. Well, you won't see that number. All the evaluator will see that you have a Value-Added report associated with you as a teacher. And so then, what needs to be done then, you and the evaluator or both of you or individually need to go into your Value-Added report and take a look at it and see where you're at with your students who you may be teaching to, whether students are progressing at the high level or low-level students are progressing, whatever you may be, you need to take a look at and analyze that, and be able to then have some conversations with your evaluator as far as your Value-Added is concerned. So you're not going to see a number anymore. That number is going to be gone. All the evaluator's going to see is yes, this particular, individual teacher has a Value-Added report. So then I need to make sure that we need to talk about this Value-Added information. Hopefully that answers their question. If not, just go ahead and ask again.

Amber: OK. And the second question was any news on what may be replacing the ELA for PreK?

Ron: Um, that I cannot answer right now.

Amber: Yeah. I haven't seen anything on the ELA either. I know there was talk of replacing it, but it's still listed in like the Comprehensive Literacy Grant and things like that. That is still terminology that the State is using.

Ron: Yes.

Amber: But nothing has come out from them, yeah.

Ron: Right. OK, well, that will have to be ongoing. We'll check into that as well. And when that is determined, we will let everybody know.

[Slide Change] All right, let's go on. There is a verification form, High Quality Student Data verification form, and I'm going to show you very quickly what that looks like.

[Slide Change] And this is what, again, this is part of the model itself. You don't have to use this form; you can use it if you like, but you don't have to. Of course there's a teacher name at the top; the content area that's involved with it. Then you have to list your two sources of High Quality Student Data. And then those criteria that I mentioned to you earlier are all listed here, and each one of these have to be kind-of checked off saying that they meet each one of these as far as the instrument is

concerned. And then as far as the data is concerned, that they meet each one of those criteria. Any comments that need to be entered at the bottom there. And then also, the teacher needs to sign that, and then the High Quality Student Data approval signature needs to sign that as well. So, who is that person? That could be an evaluator; it could be maybe a committee member. You remember like in OTES 1.0, you had SLO committees put together. That could be something that you might want to do for High Quality Student Data. You might have a committee put together for that as well. That you might want to say this is high quality; this is not high quality. So you can have a committee put together for that as well, and we'll talk briefly about that. But there is a sheet for that that must be turned in as well, and it can be in this form, it can be in any form you decide as a district. I'm going to stop sharing that and we'll go back to the PowerPoint, and, of course I am way off here.

[Slide Change] OK. All right. So, how will your district make decisions around High Quality Student Data? There are some of the questions. How will it be determined if an instrument meets the criteria for HQSD? Are you going to have a committee? Is the evaluator going to decide that? Who is going to make that decision on the High Quality Student Data? That's going to have to be pretty much placed in your policy for OTES 2.0. Second question – How will the evaluator determine if the teacher meets the criteria of using the data from the instrument? So, again, that's going to be, have to be determined again by either that committee or the evaluator and so forth. So it's all going to be part of the policy that you're going to have to decide upon. And then How will the district define "experts in the field"? Because with that High Quality Student Data, that data should be looked at through the experts in the field. And the experts in the field could be anybody from like maybe from the same subject in your district or in the consortium. It can be teachers of the same grade level. They are considered the experts. And so I know Amber and I do the ELA and Math common assessment analysis, and that was a point of emphasis that ODE put into place at one of our meetings we attended, that I attended, that those ELA and Math common assessment analysis are exemplary. They have everybody come together as a grade level for each, for ELA or for Math, and create common assessments, analyze those assessments, and so forth. So they are, would be considered High Quality Student Data because those teachers are experts in the field, and they're analyzing data, and that would be a perfect High Quality Student Data piece. For those teachers that attend those particular meetings, that would be one piece automatically right there. All they need is a second one now.

[Slide Change] The final holistic rating after all that is in place; you can see after you do the classroom walk-throughs, your post-conferences, your holistic ratings and so forth; you did all your reviews, and you did the formal focused observation, any kind of walk-throughs that you need to do in the winter and spring, and then the final post-conference, you need to have now a holistic rating. And, so again, that's what it's all about. It is, again, it's holistic. You take everything into account. All those observations. Everything that's been done throughout the year. Any kind of informal walk-throughs and conversations you may have. It's all part of that holistic final rating. Now remember that for Professional Growth Plans, if you are a teacher that is accomplished or skilled that you are on a less frequent cycle, but you must show progress on that Professional Growth Plan in order to remain on that less frequent cycle.

[Slide Change] So we're just about towards the end here. I want to show you the final holistic rating full evaluation form that, what it may look like. This is for a full evaluation.

[Slide Change] This is what the holistic rating form would look like or something very similar to this. Notice that for a full evaluation there is a holistic rating at the very top. It has to be placed there. Then

there's your formal focused observation; what area was that formal focused observation based upon and then whether, what rating that was given. Your Professional Growth Plan or Improvement Plan; was it, um, and this will be prepopulated for you, whatever that goal might have been. And then your evaluator comments and teacher comments on it. And then you finally determine, on the basis of all this, the final holistic overall rating. Remember with this Professional Growth Plan, you can state or even in the evaluator comments that progress was made on the Professional Growth Plan. So that will continue on. Then there's a box there to check if an Improvement Plan has been recommended, and the teacher signs it and the evaluator signs it as well. So that's the holistic rating of a teacher effectiveness for a full evaluation looks like. I'm going to stop showing that one, and I'm going to go to the one where you're carrying it forward.

[Slide Change] This is Final Holistic Rating of Teacher Effectiveness for Accomplished or Skilled that are being carried forward. It looks a little different. You're looking at your domain areas and so forth. The date of observation because, remember, with a less frequent cycle, you only have one observation. So the date of observation is there, the date of your conference, any kind of comments that you want to write here, and whatever area you want to, you're looking at for that particular observation, the Professional Growth Plan, the goal is there, and then whether you made progress or not on that Growth Plan. Just check the box, progress was made. Then you can make any comments that you want to make on it. Then the final holistic overall rating. That pretty much will be carried forward from the previous rating. So if you're skilled and you still made progress, you made progress on your Professional Growth Plan; if you were skilled before, you will remain skilled. And then there's a check box that's here if maybe you're at the end of the cycle which you, in other words, you might be on the third year as an accomplished teacher, you might have to have, and you're at the end of the cycle, you might have to have a full evaluation next year, then you just click that box. And then also they have that box there if an Improvement Plan is needed. And then the teacher signs it, and the evaluator signs it. So, I'll stop sharing that. We'll go back to, and we're almost there.

[Slide Change] And we showed that. So, are there any questions that you may have that's there in the chat box or anybody just wants to go ahead and unmute themselves and ask? We're glad to answer any questions and Amber, any comments, Amber?

Amber: No, I think you did a great job of thoroughly covering everything. There are no further questions right now in the chat box.

Ron: OK. Well, if there's no further questions, well, we're kind of much on time. I figured about an hour-and-a-half, and that's what we got, so. So, if there's no further questions, we'll go ahead and stop. If there are further questions, you can email me at rsismondo@gmail.com; I'm sorry; at rsismondo@jcsc.org or Amber Yorko is ayorko@jcsc.org. So if there's no further questions, that's all I have, and have a good day!

Thank you.