



Ohio School Boards Association Capital Conference and Trade Show

November 7 – 10, 2010

Greater Columbus Convention Center
Columbus, Ohio

Linking evaluations to Ohio Teacher Standards

Administration

Monday, November 8, 2010

9:00 a.m.

C 223 – 225

David Axner, superintendent, Dublin City

Jamie Meade, director of data and assessment, Dublin City

Jenny Davis, elementary principal, Dublin City

Brittany Deschler, elementary teacher, Dublin City

School District Group Insurance Programs

OSBA has been dedicated to serving education through a variety of employee benefits programs since 1969. The OSBA Insurance Agency LLC currently offers group term life, accidental death and dismemberment, voluntary life, dependent life and disability insurance through Assurant Employee Benefits for school district employees. Assurant has been a leader in the school insurance market for more than 30 years and is committed to providing competitive, stable rates; multi-year rat guarantees; flexible plan designs; and many plan features to enhance value to school district employees and their dependents.

School Claims Services, a subsidiary of the Pennsylvania School Boards Association, provides administrative services for the program. They have experienced claims and customer service representatives dedicated to serving the Ohio market exclusively.

To find out how the OSBA and Assurant can help your school district, contact Tony Wright or Diane Stepler at School Claims Services, (866) 691-6290, or Janice Smith at OSBA, (800) 589-OSBA, ext. 201.

OSBA Mission

OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service and creative solutions.

Ohio School Boards Association

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(614) 540-4000 fax (614) 540-4100
www.osba-ohio.org

Linking Evaluations to Ohio Teacher Standards

2010 OSBA Capital Conference

Dr. David Axner, Superintendent
Jennifer Davis, Principal, Thomas Elementary
Brittany Deschler, Teacher, Thomas Elementary
Jamie Meade, Director of Data and Assessment
Dublin City Schools



Dublin City Schools

- Located 16 Miles Northwest of Columbus
- Approximately 14,000 Students
- 1,176 Classroom Teachers
- 20 School Buildings
 - ♦ 3 High Schools
 - ♦ 4 Middle Schools
 - ♦ 12 Elementary Schools
 - ♦ 1 Alternative School



Dublin City Schools

- **26/26** State Indicators Met
- **105.8** Performance Index Score
- **Met** AYP with 9 Calculated Subgroups
- **Above** Value Added
- **Excellent with Distinction** Rating
- **ACT Composite: 25** in All 3 High Schools
 - ♦ 80% of Graduates Take the ACT



Educator Standards Board

- Mandated by SB 2 to bring standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers
- Adopted by the State Board of Education in fall 2005



Common Themes Across Standards for Ohio Educators

Teachers, Principals and Professional Development

1. Focus on Student Achievement

2. Data-Based Decision Making

- ♦ **Principals** use data to lead the development of a vision and goals of the school
- ♦ **Teachers** use data to set their instructional plans and professional development goals

Standards for Ohio Educators

3. Communication and Collaboration

4. Shared Leadership

5. Principals as Instructional Leaders

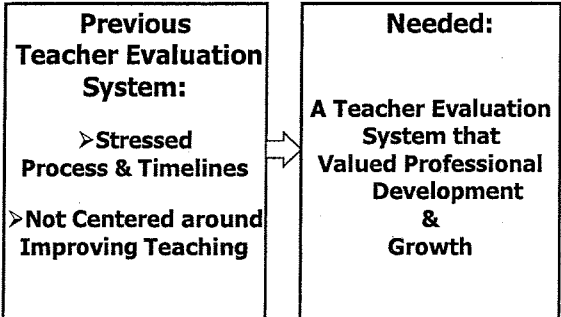
6. Continuous Professional Development

Ohio Standards for the Teaching Profession

"...were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers."




Our Journey Toward A Purposeful Evaluation System




Dublin City Schools Teacher Evaluation System

Jenny Davis, Principal
Brittany Deschler, 3rd Grade Teacher
Thomas Elementary School




Teacher Standards Evaluation Tool Development
Committee Comprised of <ul style="list-style-type: none">• Principals• Teachers• School Counselors• Human Resource Representatives• DEA Representatives


Ohio's Teacher Standards
1. Understand student learning and development, and respect the diversity of the students they teach.
2. Know and understand the content area for which they have instructional responsibility.
3. Understand and use varied assessments to inform instruction, evaluate and ensure student learning.
4. Plan and deliver effective instruction that advances the learning of each individual student.
5. Create learning environments that promote high levels of learning and achievement for all students.
6. Collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
7. Assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

Principal's Role
<ul style="list-style-type: none">• Establish Process<ul style="list-style-type: none">• Preconference, Observation, Post Conference• Facilitate Discussion of Standards Reflection• Deepen the Understanding• Set the Expectation for Ohio Educator Standards• Validate Superior Work• Guide Toward Exploration of Goal Areas• Build Relationships• Support Student Achievement


Teacher's Role

- Genuine Self-Reflection
- Compile & Share Work
- Engage in Rich Conversation with Principal
- Focus on Students
- Identify Specific Strengths and Areas of Improvement
- Set Improvement Goals



The Evaluation Rubric


	Unsatisfactory	Proficient	Accomplished	Distinguished
1.1 Teachers display knowledge of how various forms and methods of professional development affect the effectiveness of all groups.	1.1 Teachers demonstrate a lack of knowledge of how various forms and methods of professional development affect the effectiveness of all groups.	1.1 Teachers demonstrate an understanding of research on various development, training, theory and the state. 1.1 Teachers demonstrate an understanding of research on development, physical, social, emotional and cognitive performance training and performance measurement.	1.1 Teachers demonstrate an understanding of research on various development, training, theory and the state. 1.1 Teachers demonstrate an understanding of research on development, physical, social, emotional and cognitive performance training and performance measurement.	1.1 Teachers demonstrate an understanding of research on various development, training, theory and the state. 1.1 Teachers demonstrate an understanding of research on development, physical, social, emotional and cognitive performance training and performance measurement.
1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.	1.2 Teachers lack understanding of students' knowledge, how much they know, and how to help improve student learning and mastery.	1.2 Teachers gather information on students' prior learning, abilities and learning styles to plan and adjust an appropriate evaluation.	1.2 Teachers share concepts and progress on different levels of proficiency to adjust varied levels of evaluation and systems. 1.2 Teachers gather work samples, evaluate need for tasks and demonstrate effectiveness on varied levels of proficiency.	1.2 Teachers build the complex and sophisticated strategies to meet individual student abilities, meeting beyond the needs.
1.3 Teachers expect that all students will achieve to their full potential.	1.3 Teachers do not recognize the range of students' skills and abilities and do not adjust instruction accordingly.	1.3 Teachers establish clear, specific, measurable high expectations for all students through various strategies and systems. 1.3 Teachers describe a range of strategies to reflect student progress and needs in setting expectations for students who have difficulty learning.	1.3 Teachers establish clear, specific, measurable high expectations for all students through various strategies and systems. 1.3 Teachers describe a range of strategies to reflect student progress and needs in setting expectations for students who have difficulty learning.	1.3 Teachers establish clear, specific, measurable high expectations for all students and monitor progress on their own and others in meeting high expectations for all students.

Evaluation Tools: Teacher's Perspective

Previous Evaluation	Teacher Standards Evaluation
Focus: Observed Lesson	Focus: Teacher Standards
Teacher's Prep: Planning a Lesson	Teacher's Prep: Self-Reflection Against the Standards
Feedback: Observed Lesson	Feedback: Teacher Standards
Ratings: Satisfactory Needs Improvement Unsatisfactory	Ratings: Distinguished Accomplished Proficient Unsatisfactory

**Professional Learning
Through the Evaluation Process**


- District Articulates Clear, Specific High Expectations
- Personal Challenges for Professional Growth
 - Goal-Oriented
- Focused on Student Achievement
- Rich Conversation with Principal as the Instructional Leader



**Developing, Supporting and Retaining
High Quality Teachers**


Jamie Meade
Director of Data and Assessment

Professional Learning Communities
Ongoing, Job-embedded



**Teacher Standard # 3
Assessment**

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.



Ohio's Teacher Standard #3

3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.

Teachers serve as building and district leaders in establishing and evaluating district and state assessment programs.



District Data Team

School Data Team

School Staff



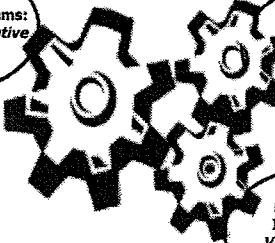
Ohio's Teacher Standard #3

3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.

- A) Teachers work with other educators to design and revise assessment policies and procedures as appropriate.
- B) Teachers enhance other educators' knowledge of best practices in assessment.


Using Multiple Types of Data to Inform Learning & Teaching

Balanced Assessment Systems:
Diagnostic, Formative Summative



High Quality Assessment:
Sound, Purposeful Design

High Quality Item Design:
Valid, Reliable, and Unbiased



Ohio Teaching Profession Standard #3


3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.

Teachers promote the use of student data to

- inform curriculum design.
- implement targeted strategies for instruction.

Using Data to Guide Instruction

Student	L.A.C. 3.3.A- Use context clues to determine the meaning of new vocabulary. - 3 pts.	L.A.C. 3.3.C Apply structural analysis skills to extend vocabulary and to determine word meaning. - 3 pts.	L.A.C.3.3.D Know the meaning of specialized vocabulary and by applying knowledge of word parts and relationships determine word meanings. - 2 pts.	L.A.C.3.3.E Use resources to determine the meanings of unknown words. - 1 pt.	L.A.C.3.3.F Establish a purpose for reading and use a range of strategies to understand literary passages and text. - 4 pts.
Average Points	1.72 / 3	3.09 / 3	1.60 / 2	0.64 / 1	3.08 / 4
% of Students Mastering:	23%	70%	22%	64%	40%
Student 1	3	3	2	1	4
Student 2	0	1	1	0	2
Student 3	1	3	2	1	3

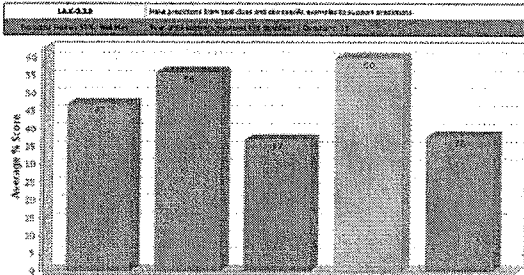


Ohio Teaching Profession Standard #3

3.4 Teachers collaborate and communicate student progress with students, parents, and colleagues.

Teachers lead collaborative efforts to create common assessments among grade-level and/or content-area teachers, and share assessment results with colleagues to collaboratively plan instruction that will best meet individual student needs.

Professional Learning



Questions?

Thank You!

Dublin City Schools

Teachers understand student learning and development, and respect the diversity of the students they teach.

		Indicators			
		Unsatisfactory	Proficient	Accomplished	Distinguished
<p>1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.</p>	<p>a) Teacher demonstrates a lack of knowledge of how students learn and developmental characteristics of age group.</p>	<p>a) Teachers demonstrate an understanding of research on human development, learning theory and the brain. b) Teachers demonstrate understanding that student development (physical, social, emotional and cognitive) influences learning and plan instruction accordingly.</p>	<p>a) Teachers analyze individual and group student development in order to design instruction that meets learner needs at an appropriate level of development.</p>	<p>a) Teachers support colleagues' understanding of student development and help other teachers evaluate students for purposes of instructional planning and implementation.</p>	
<p>1.2 Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.</p>	<p>a) Teacher lacks understanding of students' knowledge base and/or does not use knowledge to help improve student learning and success.</p>	<p>a) Teachers gather information about students' prior learning, abilities and learning styles to plan and deliver appropriate instruction.</p>	<p>a) Teachers present concepts and principles at different levels of complexity to reflect varied levels of student development. b) Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed to accommodate student learning differences.</p>	<p>a) Teachers lead the design and implementation of strategies to assess individual student abilities, learning styles and needs.</p>	
<p>1.3 Teachers expect that all students will achieve to their full potential.</p>	<p>a) Teacher does not expect nor encourage students to work to their potential and/ or has expectations that are very low for the students.</p>	<p>a) Teachers establish and clearly communicate high expectations for all students through such actions as focusing on students' positive traits and conveying a belief in their abilities; b) Teachers model a belief that all students can learn and persist in efforts to help all students achieve.</p>	<p>a) Teachers set specific and challenging expectations for each individual student and each learning activity. b) Teachers develop a sense of their ability to influence student progress and persist in seeking approaches for students who have difficulty learning.</p>	<p>a) Teachers create challenging expectations for their students and assist other educators in their school and district in setting high expectations for all students.</p>	