



TEACHER INCENTIVE FUND

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# OTIF –member of cohort #1

- Cincinnati
  - Cleveland
  - Columbus
  - Toledo
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- These are the 4 largest Urban Districts in Ohio

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# Ohio TIF

## **TAP Districts**

- Columbus and Cincinnati chose a small sample of high needs schools to concentrate their efforts.

## **TRACS/PEAC Systems**

- Cleveland and Toledo operate district wide programs.

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- 178 = Total number of Schools involved

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# Toledo Review and Alternative Compensation Program (TRACS) Promoting Educator Advancement in Cleveland (PEAC)

Developed in Toledo

TRACS served as the model for PEAC (Cleveland)

Programs have 3 main program components

Programs have a rigorous qualification process

Professional Development

School-level performance incentives based on attainment of student achievement and attendance goals

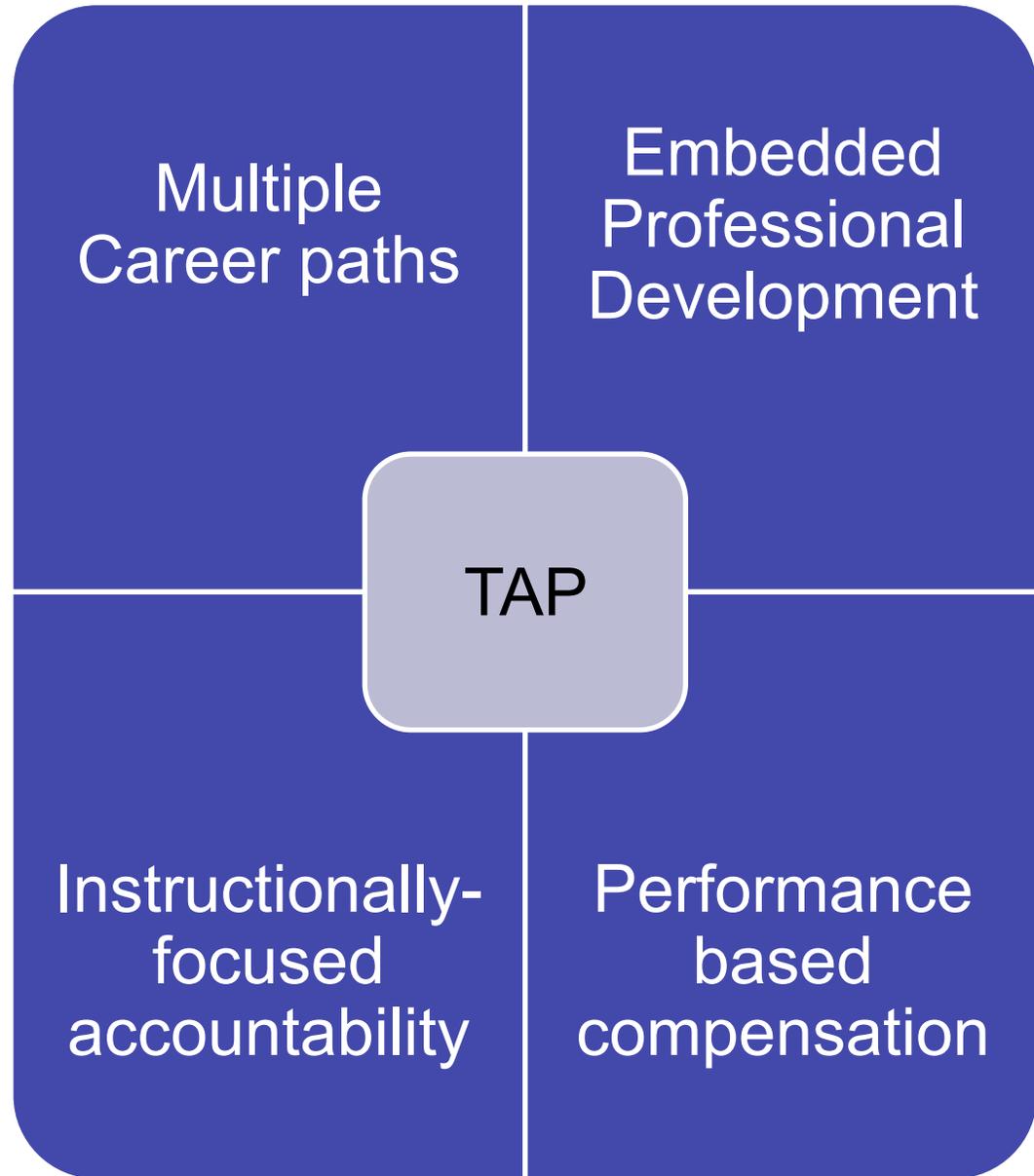
Teacher-level performance incentives awarded for demonstrated effectiveness and the completion of special, instruction related assignments

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**Teacher Advancement  
Program (TAP)  
Cincinnati and  
Columbus**

Columbus had a history  
with TAP

Cincinnati new initiative



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# Ohio Teacher Incentive Fund

## Accomplishments

- ❖ Enthusiasm high
- ❖ Opportunities for new roles and responsibilities
- ❖ Provides shared leadership
- ❖ Collaboration between district administrators and union officials is noteworthy. This results in consensus on goals and strong buy in among teachers.

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# Ohio Teacher Incentive Fund

- Eighty percent of teachers in the OTIF districts support OTIF programs
- OTIF appears to leverage the value of collaborative work among teachers
- Seventy-five percent of teachers believe that they are a better teacher because of the support and collaboration at their schools.
- Ninety-seven percent strongly agreed that when administrators and teachers work collaboratively, student achievement improves

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# OTIF Related Projects

- Ohio Principal Evaluation System  
(2007-08)
- Ohio Superintendent Evaluation System  
(2008-09)
- Ohio Teacher Evaluation Guidelines  
(2008-09)
- Ohio Teacher Evaluation Models  
(2009-10)
- Ohio PAR Models (2010)

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# Ohio Educator Standards

- Delineate teacher and principal standards and elements
- Include measureable indicators that delineate skills and knowledge across career stages
- Lay the foundation for pre-service and ongoing professional development

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# Ohio Principal Evaluation System

- Work began in 2006-07
- All stakeholders at the table
- Piloted in numerous districts
- Used University of Cincinnati as an external evaluator

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# OPES-guiding principles

- Aligned with Standards for Ohio Educators
- Transparent and evidence-based
- Includes suggested professional development
- Multiple measures of principals knowledge & skills; including students' academic progress
- Formative as well as summative assessment; based on examination of evidence
- Continuous process of growth and development over time
- Aligned with Ohio Revised Code

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# What emerged?

- A system that uses multiple sources of data to arrive at an evaluative conclusion
- Encourages ongoing dialogue between principals and their supervisors
- Fosters professional growth of principals
- Propels schools to higher levels of achievement.

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# Components

- Goal setting (SMART GOALS)
  - Small number
  - Multiple sources of data
  - Regular meetings with supervisor for coaching and formative assessment

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# 360 Degree survey process

- 360 degree assessment tool which is confidential; includes staff professionals, principals supervisor and assistant principals in the building
  - Piloted 3 different surveys

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# Measures of Organizational Effectiveness

- Goals are focused on increased student learning and customer satisfaction. The evaluator and administrator examine multiple sources of student data by subgroups to determine targeted improvement strategies.

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# OPES Tools and Resources

- Principal Self-Assessment
- Parent Survey
- Model Template
- Training for Superintendents and principals (4 modules)

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# Legislation: House Bill 1

- New teacher licensure system: resident educator, professional, senior and lead professional educator licenses;
- Extends tenure decisions from three to seven years;
- Standards for Treasurers and Business Officers
- Model evaluation systems for teachers and principals

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# Ohio Teacher Evaluation System

Goals for the Evaluation System:

- Fair, credible and evidence based
- Aligned to Ohio's Standards for Teachers
- Delineate a clear set of goals with action steps and evidence indicators
- Use multiple for assessing the knowledge and skills of educators that include student academic progress;
- Support professional growth and development over time

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# Ohio Teacher Evaluation System

## Key Elements:

- Evaluation criteria that provide a clear definition of teacher effectiveness (OSTP)
- Levels of effectiveness that are objective, evidence-based
- Weighting that identifies components that carry the most weight
- Processes for connecting multiple sources of evidence
- Standard setting that delineates ranges of performance

# Evaluative Criteria

Pre-Licensure	Residency	Teaching	Teaching and	Leading
Developing	Satisfactory	Effective/ Proficient	Highly Accomplished	Distinguished
<p>This level describes teacher education candidates who are completing their student teaching requirements and clinical experiences.</p> <p>These candidates are gaining the content knowledge and skills to become professional educators. They rely on other teachers for assistance and are learning to apply the knowledge from coursework to classroom situations.</p>	<p>This level describes teachers whose skills are emerging.</p> <p>These resident educators are at the beginning of their residency and their first year of teaching. These resident educators may still rely on more experienced colleagues for support but are moving toward independence and self-direction</p>	<p>This level describes expectations for teachers who are applying their knowledge and skills independently in the classroom.</p> <p>These teachers are able to teach independently and apply what they know about teaching while they continue to learn.</p>	<p>This level describes teachers who are fully skilled and able to integrate knowledge and experience from instruction, curriculum and professional development into practice</p>	<p>This level describes teachers who are leaders. They consistently innovate in teaching and through professional development. They contribute to their school, district and local community through staff development, mentoring and classroom-based research. They may be National Board certified. s</p>

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# Ohio Teacher Evaluation System

## Weighting of Components:

- The OTES performance rating rubric delineates increased expectations for the performance of teachers across career stages
- Early on, teacher observations will carry more weight than other measures
- Academic growth made by individual students during a one-year period will be one of many measures

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# Ohio Teacher Evaluation System

Standard Setting :

- Tier 1: A probationary or non-tenured teacher who is in the beginning stages of their careers
- Tier 2: Experienced teachers with continuing status move to the professional educator tier.
- Improvement and Remediation: Beginning teachers and experienced teachers who are encountering difficulty.

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# Ohio Teacher Evaluation System

Processes :

- Self-assessment on Ohio Standards for the Teaching Profession and analysis of student learning
- Goal-setting, Professional Growth Plan
- Formal observation process
- Coaching and formative assessment
- Collection of artifacts and evidence indicators
- Written summative evaluation

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# Ohio Teacher Evaluation System

Processes: Observation Protocol

- Plan
- Observe
- Reflect
- Formative Assessment and Feedback  
*NOT* Evaluation

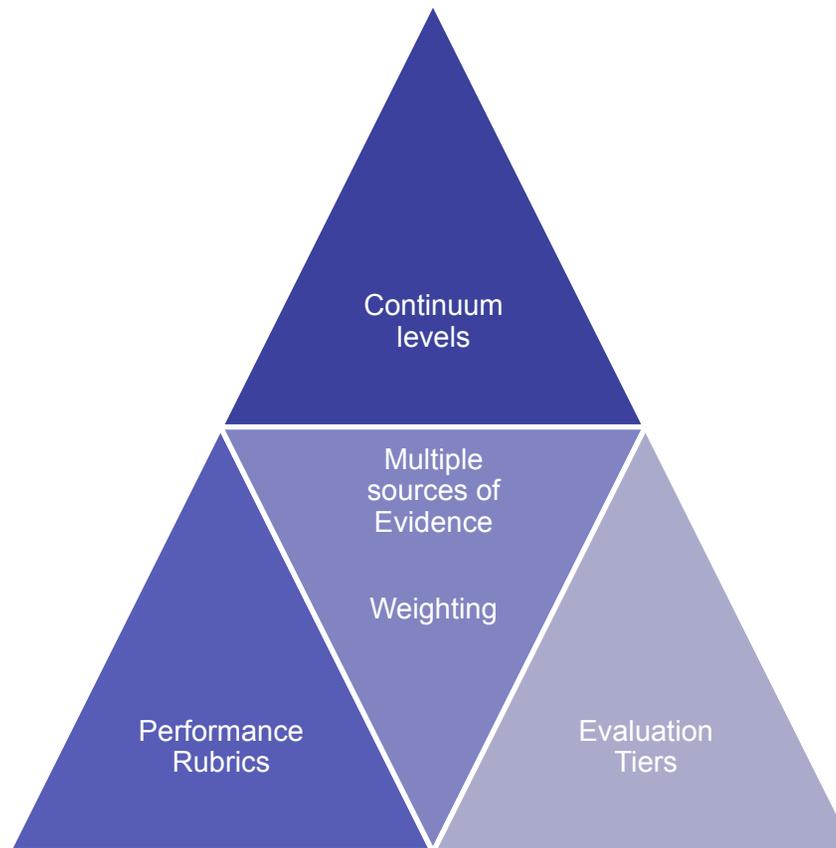
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## Processes and Instruments

- Self Analysis
- Analysis of Student Data
- Goal Setting/Professional Growth Plan
- Formative Assessment
- Formal Observation
- Coaching
- Artifacts and Evidence Indicators
- Summative Evaluation

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# Procedures



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# Timelines

## 2010-11

- Field test tools and protocols with districts (early adopters)
- Provide opportunities for stakeholder feedback
- Writing team and ESB continue to design and refine procedures, processes and instruments
- Plan for implementation and scale – district information sessions, webinars, etc

## 2011-12

- Begin to scale implementation with 30 – 40 districts by providing ongoing training, support and technical assistance
- Credential evaluators
- Districts re-design or adapt evaluation systems to align with the state model
- ESB recommends model to SBOE for adoption

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