

February 9, 2018

OEA Supports Teacher Evaluation Reforms in Senate Bill 240

Sponsor: Sen. Lehner; Co-sponsors: Gardner, Hottinger, Eklund, Manning, Schiavoni, Sykes

An OEA Member Lobby Day was held on January 31, 2018 in support of Senate Bill 240, a bi-partisan bill introduced by Senate Education Chair Peggy Lehner (R-Kettering) which is strongly supported by OEA.

Senate Bill 240 will restructure the Ohio Teacher Evaluation System (OTES) so that evaluations are teacher-driven and student-focused. The bill contains six major OTES reforms recommended by the members (a majority of whom are teachers) of the Educator Standards Board. These recommendations were also approved by the State Board of Education. The recommendations include the following:

1. **Update OTES Rubric**
2. **Embed Student Growth into the Revised OTES Rubric:** At least two types of “high quality” student data would be embedded in the performance rubric in the following areas: knowledge of students, differentiation, assessment of student learning, assessment of data, and professional responsibility. **As a result, the bill would eliminate the 50% student growth factor in teacher evaluation ratings.**
3. **Remove Shared Attribution:**
4. **Embed the Alternative Framework Components as Sources of Evidence in the Revised OTES Rubric:**
5. **Tailor Structure and Timing of Observations to Meet the Needs of Teachers in Order to Focus on Improvement and Growth:**
6. **Provide a Professional Growth Process for Teachers Rated Accomplished and Skilled:**

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Ohio Education Association

225 East Broad Street
Columbus, OH 43215

Phone: 614-228-4526

Toll-free: 1-800-282-1500

Fax: 614-228-8771

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What else is noteworthy about Senate Bill 240?

- It provides teachers with more specific, useful, and relevant feedback that is focused on student learning.
- It increases the value of classroom walk-throughs, formal observations and conferences by placing greater emphasis on identified areas for improvement.
- It makes student growth measures a more useful tool for helping students. Student growth data will finally be linked with improving instruction, as opposed to a separate evaluation factor linked to a weighted percentage.

[CLICK HERE](#) TO ASK YOUR STATE LEGISLATORS TO SUPPORT SENATE BILL 240.

OEA Opposes Senate Bill 216 – Public School “Deregulation”

Sponsor: Huffman; Co-sponsors: Terhar, Jordan

OEA presented opposition testimony on Senate Bill 216 to the Senate Education Committee on February 7, 2018. For a copy of the testimony, [click here](#).

Senate Bill 216 is a wide-ranging bill with numerous policy proposals that impact educators and students. There are some provisions in the bill that we like and while we recognize the bill is still evolving, as an overall package, OEA opposes the bill as it currently stands.

Of primary concern are provisions OEA views as diluting or eliminating safeguards in teacher licensure. Ensuring the professionalism and preparedness of educators to serve students in the classroom is essential. At the same time, OEA supports teacher evaluation reforms in the bill that help to advance teacher improvement and student achievement. In other areas, the bill raises important issues that merit further consideration of more narrowly-tailored solutions.

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OEA **OPPOSES** the following provisions:

- Allowing the teaching of a subject and or grade for which the person is not licensed.
- Requiring educational assistants to have licenses only if working in federally funded programs.
- Allowing substitutes to teach for an unlimited period of time.
- Removing kindergarteners from the reading diagnostic requirement under the Third Grade Reading Guarantee.
- Setting 30 as the minimum number of students ("N-size") in a group for student performance data to be reported.
- Requiring students to pay 50% of textbook costs for College Credit Plus.
- Extending required service period before a non-teaching employee becomes eligible for a continuing contract.

OEA **SUPPORTS** the following provisions:

- Ohio Teacher Evaluation System (OTES) reforms.
- More flexible options for assessing kindergarten readiness.
- Allowing paper testing options for third-, fourth-, and fifth-grade state achievement assessments.
- OEA is an **INTERESTED PARTY** on the following provision and welcomes further discussion:

Requiring the State Board to change the grade bands for teacher licenses.

Reducing professional development requirements for gifted services providers.

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Ohio General Assembly Passes Bi-Partisan Congressional Redistricting Plan

Measure Will Appear on May Primary Ballot

Ohioans will have the chance to vote in May to adopt a constitutional amendment that would change the way congressional districts are drawn to give greater input to the minority party and, as a result, produce what supporters say will lead to fairer, more competitive districts.

The Ohio Senate approved the proposal in a 31-0 vote on Monday, February 5, 2018. The Ohio House followed suit the next day and approved the redistricting reform by a vote of 83-10. The measure is slated to appear on the May 8th primary ballot.

This long-awaited congressional redistricting reform was the culmination of months of behind-the-scenes maneuvering by legislators to craft a genuinely bipartisan plan, an effort strongly supported by OEA.

OEA Introduced in Ohio Senate

OEA strongly supports Senate Bill 240, a bi-partisan bill introduced by Senate Education Chair Peggy Lehner (R-Kettering) on December 12, 2017. The bill contains comprehensive reforms to the Ohio Teacher Evaluation System (OTES) that were recently recommended by the teacher-majority Educator Standards Board (ESB).

Senate Bill 240 would rebalance and restructure OTES so that evaluations are teacher-driven and student-focused. The OTES reform package in Senate Bill 240 would implement the six major reforms proposed by the ESB and approved by the State Board of Education. These include:

- 1) Update OTES Rubric:** The rubric would embed student growth indicators instead of using a percentage, clarify descriptors to decrease redundancy, and improve clarity in the distinctions between performance levels.

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- 2) **Embed Student Growth into the Revised OTES Rubric:** The evaluation framework would embed at least two types of “high quality” student data in the performance rubric in the following areas: knowledge of students, differentiation, assessment of student learning, assessment of data, and professional responsibility.
- 3) **Remove Shared Attribution:** Shared attribution does not accurately measure teacher performance or student growth because it uses assessments for a group of students that the educator does not teach. In addition, this measure does not encourage inter-disciplinary collaboration as intended.
- 4) **Embed the Alternative Framework Components as Sources of Evidence in the Revised OTES Rubric:** By embedding student growth and achievement as required indicators in the revised rubric, a separate alternative framework is no longer needed. Instead, the components of an alternative framework would include: student portfolios, student surveys, peer review, self-evaluation, and district-determined measures, which will remain as optional sources of evidence of teacher effectiveness.
- 5) **Tailor Structure and Timing of Observations to Meet the Needs of Teachers in Order to Focus on Improvement and Growth:** For teachers on a full evaluation cycle, the formal observations and an optional number of walkthroughs will be maintained, along with a required end of annual cycle conference with the evaluator. The first observation would be conducted at the beginning of the year. The pre-observation conference is optional, but a post-observation conference is required during the first semester. Walkthroughs will occur thereafter to focus on specific area(s) needing support. The second observation would be conducted in the second semester. Consideration for nonrenewal requires a third formal observation cycle.
- 6) **Provide a Professional Growth Process for Teachers Rated Accomplished and Skilled:** The off-year evaluation schedule for teachers rated skilled or accomplished will be maintained but adds the requirement of a conference in off-years for skilled and accomplished teachers to discuss professional growth and progress toward goals.

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