

The Grid Method™ - Ohio Teacher Evaluation System (OTES) - Alignment Guide

This guide shows how The Grid Method - Mastery Learning System™ and its prescribed implementation align with the OTES evaluation system administered by the Ohio Department of Education.

OTES Evaluation Standard	“Accomplished” Statement (From OTES Evaluation System)	How The Grid Method™ Meets the Highest Rating.
FOCUS FOR LEARNING	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skill.	<p>The development of tiered learning targets and aligned curriculum utilized throughout the implementation of The Grid Method™ show a clear connection of learning outcomes, goals and targets to state, district and building standards.</p> <p>The Scaffolded progression and implementation of mastery learning clearly align with stated skill sets and reflect the accessibility required for a range of student needs within the classroom.</p> <p>Daily goals and class discussions that take place within the routines and systems within The Grid Method™ help articulate and explicitly show how learner goals and individual targets fit into the broader unit of study.</p>
ASSESSMENT DATA	The Teacher purposefully Plans assessments and differentiates assessment choices to match full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessment into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.	Assessments are clearly defined and planned to guide student instruction and inform the teacher of progress or need for intervention. While using The Grid Method™ students are assessed after every learning opportunity as outlined in the system development resources. Within the system students are provided with multiple opportunities to show growth individually while receiving individualized help, instruction and targeted instruction based on responses to meet their needs.

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<p>PRIOR CONTENT / KNOWLEDGE / SEQUENCE / CONNECTIONS</p>	<p>The teacher uses the input and contributions of families colleagues, and other professionals in understanding each learner’s prior knowledge and supporting their development. The Teacher makes meaningful and relevant connections between lesson, content, and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The Teacher plans and sequences instruction that reflects an understanding of prerequisite relationships month the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p>	<p>Using the planning guidelines within The Grid Method™ The instructor clearly aligns targets and learning progressions via Mastery Grids to build student knowledge utilizing tiered learning targets and learning opportunities to provide students with scaffolded understanding and acquisition of content knowledge, as well as individualized pathways based on differentiation based on need. Prerequisite information is assessed using pre-assessments as well as “misconception activities” (referenced in Development Materials and resources).</p> <p>Real world connections are made through extension activities (suggested) and should be observed during observations or within the context of developed Mastery Grids.</p> <p>Multiple skills from various subject areas are included in the various learning opportunities provided for students (suggested) within the context of the curriculum.</p> <p>Content included in mastery grids should include connect to student lives and their homes using relatable examples to explain concepts and content It is assumed that all included content within Learning Opportunities are correct and aligned with district, state and national standards and fit within the context of larger curriculum.</p>

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KNOWLEDGE OF STUDENTS	<p>Teacher demonstrates an understanding of the purpose and value of learning about students’ background experiences, demonstrates familiarity with each student’s background knowledge and experiences, and describes multiple procedures for obtaining this information.</p> <p>The teachers’ analysis of student data accurately connects to the data to specific instructional plans.</p> <p>The teacher plans for and can articulate specific strategies</p>	<p>The Grid Method™ fully endorses and recommends learning about students background and forming meaningful, trusting relationships with learners as well as obtaining this information in multiple ways to increase effectiveness and receptivity to instruction.</p> <p>Student data is constantly analyzed and differentiation is provided based on formative and summative assessments, as well as teacher observations and discussions with students. It is suggested that instructional strategies within The Grid Method™ are varied and tailored to provide the optimum learning environment focused on student centered and self-paced learning.</p> <p>Instructor plans for and implements instruction based on observations and differentiates using specific strategies based on student’s individual needs.</p>
LESSON DELIVERY	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. the lesson is student-led, with the teacher in the roll of facilitator.</p>	<p>The Grid method™ provides students information based on pre-designed learning targets and Learning Opportunities within Mastery Grids provided by the teacher. This provides a clear, scaffolded learning path for students and provides concise language and explanations that are well thought out and timed.</p> <p>The Grid Method™ provides specific questions and targeted feedback that are consistently provided in both written and verbal forms.</p> <p>All instruction is student-led with carried levels of work and questions provided for learners. The instructor fully takes on role as “facilitator” during class and guides student learning through positive interactions and feedback based on formative assessment and student responses. The suggested goal writing that starts each class also increases student ownership of learning.</p>

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DIFFERENTIATION	The teacher matches strategies, materials, and/or pacing of students’ individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.	The Grid Method™ focuses on self paced student learning within a mastery based system. The instructional model uses individual learning goals and varied options for demonstration of student mastery. The lesson structure within The Grid Method™ includes and should utilize independent (“grid time” and when writing individualized goals), collaborative time (when working in groups within Learning Opportunities within designed Mastery Grids [suggested] or discussing goals at start of class) and whole class instruction is used to convey general topics as well as target and focus for student learning in the suggested “skill drill” portion of the lesson structure or during planned Learning Opportunities.
RESOURCES	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.	The Grid Method™ is based fully on the individualization of student learning and ownership based on self pacing and mastery based design. Learners track their progress when mastery has been shown. Learners are provided with all technology, resources and materials in an organized and routine way that is inherent within the system. The resources used should be clearly aligned (as suggested) with student abilities and differentiated based on individual need. Utilization of the ‘file bin’, tech organization and resource stations as described in development materials also support this standard.

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<p>CLASSROOM ENVIRONMENT</p>	<p>The Teacher has positive rapport with students and demonstrates respect for interest in individual students’ experiences, thoughts and opinions.</p> <p>Routines are well established and orderly and students initiate responsibility for the efficient operation of the classroom</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning solutions.</p> <p>A classroom management systems has been designed, implemented and adjusted with student input and is appropriator the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>	<p>While every teacher is going to provide their own expectations, rules and management style The Grid Method - Mastery Learning System™ clearly provides a system of routines, procedures and focus on learner centered classroom environments and high amounts of student ownership. If all parts of the system are implemented much of the management and classroom environment standards will be met. The additional parts of the standard not explicitly covered by implementing The Grid Method will be the responsibility of the instructor but fully supported wishing the framework of the system.</p>

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ASSESSMENT OF LEARNING	<p>The teacher uses assessment data to identify students’ strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly. When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p> <p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p> <p>The teacher provides substantive, specific and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and monitor teaching strategies and behaviors in relation to student success.</p>	<p>The Grid Method™ clearly aligns and meets this standard due to the focus on individualized student pacing and the requirement for students to show mastery on a given learning opportunity before moving on within the context of the curriculum. Data and assessment information are continuously collected from students using multiple tools and methods, and utilized to differentiate or modify instruction. Grades within the system and mastery are regularly tracked and monitored and students are fully aware of their progress and mastery of the material.</p> <p>As suggested in development materials: timely feedback and communication to all stakeholders on both student progress and growth should be utilized whenever possible. Student ownership of this progress is supported by the goal writing process and utilized daily.</p> <p>Reflection on learning opportunities as well as instructional practices is also fully supported by the framework within the system and the planning process in regard to Mastery Grid development.</p>
PROFESSIONAL RESPONSIBILITIES	<p>Teacher communicates effectively with students, families and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>The Teacher sets regularly modifies short-and long-term professional goals based on self assessment and analysis of student learning evicence.</p>	<p>The Grid Method™ includes suggested communication with all stakeholders that exist in education. Through implementation of new instructional methods it is assumed that collaboration and professional dialogue will occur to support instruction.</p> <p>The Grid Method™ and all of its suggested systems, components and instructional strategies comply with and meet all state and national laws and policies within the classroom environment.</p> <p>Mastery grids and i implementation should should constantly be modified (as suggested) to increase their effectiveness and as the success of learning opportunities is measured by teacher.</p>

Note: The Grid Method - Mastery Learning System has been carefully designed and created to improve student success and increase achievement while improving instructional practices. However, No guarantee can ever be made that the implementation of a single system will guarantee a rating within the context of a state created evaluation system due to the large amount of variables. This document was created to be used as a guide and informative resource to show the alignment of The Grid Method - Mastery Learning System™ with the OTES evaluation system created and administered by the Ohio Department of Education and its constituents, included districts and schools.