



Am. Sub. H.B. 107
126th General Assembly
(As Passed by the General Assembly)

Reps. Setzer, Webster, Seitz, Kearns, Distel, C. Evans, Chandler, Combs, Domenick, D. Evans, Flowers, Hagan

Effective date: *

ACT SUMMARY

- Requires the State Board of Education to adopt standards for teacher preparation programs that require the curricula of those programs to be aligned with the state academic content standards, the minimum standards for primary and secondary schools, and the value-added progress dimension developed by the Department of Education.
- Extends the deadline by which the Department of Education and the Educator Standards Board must submit to the General Assembly a proposal for a career ladder program for teachers.

CONTENT AND OPERATION

Curricula of teacher preparation programs

(R.C. 3319.23)

The act requires the State Board of Education, within its authority to approve and adopt standards for teacher preparation programs at public and private colleges and universities, to require both of the following as a condition of approving any teacher preparation program:

* *The Legislative Service Commission had not received formal notification of the effective date at the time this analysis was prepared. Additionally, the analysis may not reflect action taken by the Governor.*

(1) By July 1, 2006, the curricula of the program, including instruction in methods, best practices, and materials, are aligned with the state academic content standards and the minimum standards for primary and secondary schools;¹ and

(2) Within 180 days after the Department of Education implements the "value-added progress dimension," the curricula of the program, including methods of interpreting data, are aligned with that value-added progress dimension.

The value-added progress dimension is a system for measuring student achievement over time. Continuing law requires the Department to develop this system and to begin implementing it not earlier than July 1, 2005, and not later than July 1, 2007.²

The act also specifies that the delayed effective date normally applied to changes in curriculum standards for teacher preparation programs does not apply to curricular changes required under the act. (Continuing law specifies that any rule change that necessitates a teacher preparation program to make curricular changes cannot take effect sooner than the second January 1 after the rule change is final.³) Thus, any teacher preparation program that does not already include instruction in the minimum standards for schools or how to use the state academic content standards in classroom teaching must do so no later than July 1, 2006. In

¹ R.C. 3301.079 (not in the act) requires the State Board to adopt academic content standards for each of grades K through 12 in reading, writing, mathematics, science, and social studies. The State Board has adopted those standards and model curricula to support instruction aligned with the standards. The state achievement tests are to be aligned with the content standards. The State Board also has prescribed minimum standards for elementary and secondary schools, including nonpublic schools, that address such issues as licensing of staff, school organization, use of data, grade promotion, graduation requirements, student-teacher ratios, and length of the school day (R.C. 3301.07(D), not in the act, and Ohio Administrative Code 3301-35).

² R.C. 3302.021 (not in the act) requires the Department of Education to develop the "value-added progress dimension" for teachers and administrators to use in measuring student achievement from year to year and from school to school. It is to be developed using a system used previously by a nonprofit organization led by the Ohio business community. The Ohio Business Roundtable's "Battelle for Kids" has developed such a model system.

³ R.C. 3319.23(C)(2). For example, a change in a rule that affects the curriculum at a teacher preparation program adopted anytime in 2005 cannot take effect until January 1, 2007.

addition, all programs will have to begin instructing students in the use of the value-added progress dimension within 180 days after it is implemented.

Finally, the act states that each institution of higher education must allocate funds from its existing appropriations to pay any cost of making the curricular changes required under the act. Presumably, this statement means that the General Assembly does not intend to appropriate any additional funding to be distributed to *state* institutions of higher education to defray the cost of any necessary curricular changes.⁴

Proposal for career ladder program

(Sections 3 and 4)

A career ladder program is a performance-based, multilevel system of teaching positions or compensation levels within a school district or school building. Continuing law requires the Department of Education and the Educator Standards Board jointly to develop a proposal for a career ladder program. In developing the proposal, the Department and the Educator Standards Board must estimate the cost of implementing the proposal and determine how the Department would reallocate its resources to fund the implementation.

Formerly, the Department and the Educator Standards Board had to report to the General Assembly about their proposal for a career ladder program within 18 months after the first meeting of the Board, which was held September 27, 2004. The act extends the deadline for submitting the proposal by six months so that it is due September 27, 2006.

HISTORY

ACTION	DATE
Introduced	03-02-05
Reported, H. Education	04-27-05
Passed House (88-8)	05-10-05
Reported, S. Education	10-19-05
Passed Senate (30-1)	10-19-05
House refused to concur in Senate amendments (1-93)	10-25-05

⁴ *A number of teacher preparation programs are operated by nonpublic colleges and universities that do not receive state subsidies for operating their instructional programs.*

Senate requested conference committee	10-26-05
House acceded to request for conference committee	11-09-05
Senate agreed to conference committee report (31-1)	12-13-05
House agreed to conference committee report (92-2)	12-13-05

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