



Sub. H.B. 107*

126th General Assembly
(As Reported by S. Education)

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

BILL 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.
- Earmarks \$247,000 in each of fiscal years 2006 and 2007 for the Department of Education to contract with the Center for Learning Excellence at The Ohio State University to provide technical support and evaluations of the alternative education grant program.

CONTENT AND OPERATION

Curricula of teacher preparation programs

(R.C. 3319.23)

The bill requires that the State Board of Education, within its authority to approve and adopt standards for teacher preparation programs at public and

* This analysis was prepared before the report of the Senate Education Committee appeared in the Senate Journal. Note that the list of co-sponsors and the legislative history may be incomplete.

private colleges and universities, require both of the following as a condition of approving any teacher preparation program:

(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. Current 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 bill also specifies that the delayed effective date normally applied to changes in standards for teacher preparation programs does not apply to curricular changes required under the bill. (Current 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

¹ R.C. 3301.079 (not in the bill) 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 bill, and Ohio Administrative Code 3301-35).

² R.C. 3302.021 (not in the bill) requires the Department of Education to develop the "value-added progress dimension" for school 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, under current law, 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.

in classroom teaching must do so no later than July 1, 2006. In 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 bill 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 bill. 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.

Currently the Department and the Educator Standards Board must 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 bill extends the deadline for submitting the proposal by six months so that it will be due September 27, 2006.

Earmark for evaluation of alternative education grants

(Sections 5, 6, and 7)

Am. Sub. H.B. 66 of the 126th General Assembly (the biennial operating budget) earmarked funds in fiscal years 2006 and 2007 for the Department of Education to award grants to the Urban-21 school districts and rural and suburban school districts for the operation of alternative educational programs for at-risk youth, including youth who have been suspended or expelled, are at risk of dropping out of school, or are truant.⁵ The bill earmarks \$247,000 in each of those

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.*

⁵ *Item 200-421 appropriates funding for the grants from the General Revenue Fund. The Urban-21 school districts are Akron, Canton, Cincinnati, Cleveland, Cleveland Heights-*

fiscal years for the Department to contract with the Center for Learning Excellence at The Ohio State University. Under the contract, the Center must complete formative and summative evaluations of the grant program and provide technical support. To cover the additional earmark, the bill reduces the amount available for grants to suburban and rural school districts in each fiscal year from \$6,408,074 to \$6,161,074.

HISTORY

ACTION	DATE	JOURNAL ENTRY
Introduced	03-02-05	p. 271
Reported, H. Education	04-27-05	p. 719
Passed House (88-8)	05-10-05	pp. 772-773
Reported, S. Education	---	---

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University Heights, Columbus, Dayton, East Cleveland, Elyria, Euclid, Hamilton, Lima, Lorain, Mansfield, Middletown, Parma, South-Western, Springfield, Toledo, Warren, and Youngstown.

