

OCTEO

Ohio Confederation of Teacher Education Organizations

October 27, 2006

Ohio Department of Education (ODE) Update

Office of Educator Preparation

- **House Bill 107 Value-Added Progress Dimension**

House Bill 107 requires that teacher preparation programs at public and private colleges and universities are required to incorporate value added into *the curricula of the program, including methods of interpreting data, [and] aligned with the value-added progress dimension.*

In June, representatives from IHEs, SUED, OAPCTE, ODE, TQP, the Ohio Board of Regents, and Battelle for Kids formed an advisory committee to make recommendations on the value-added criteria to be incorporated into teacher education programs. It was found that there was alignment between some of Ohio's new standards for teachers and principals and the value-added progress dimension.

The advisory committee created a crosswalk and matrix showing the alignment and providing IHEs a way to document the calibration between the value-added criteria and teacher preparation coursework/experiences and assessment. An alignment was also done between the value-added criteria and the newly developed value-added modules created by a SUED sub-committee with representation from the private IHEs and Battelle for Kids. Summative data will be collected in the future to show candidate competency in the value-added progress dimension. ODE will provide training on the matrix by spring.

- **SPA Requirements for Middle Childhood Education Licensure**

At the NCATE SPA Program Report Process Conference held September 28 in Columbus, a concern was raised about SPA requirements for middle childhood licensure programs. Currently, Ohio requires middle childhood programs to meet the National Middle Schools Association (NMSA) standards for teacher preparation. In 2004, ODE required that IHEs that had approved middle childhood programs submit full program reviews for approval for NMSAs 2001 standards. However, for most institutions the SPA reports were submitted under the old program report format. Therefore, institutions with on-site visits beginning in spring 2008 will need to submit the middle childhood program for approval to NCATE under the new program report format.

The concern is whether institutions must also submit full program reports for approval to the following content SPAs: reading and language arts (NCTE), mathematics (NCTM), science (NSTA), and social studies (NCSS) prior to the

on-site visit for unit accreditation. On October 13 Michele Lehman and Karen Swartz met with the Ohio Middle Level Professors organization to discuss the concern.

Discussion

- **Pre-Kindergarten Special Needs Children Endorsement**

According to Ohio Administrative Code, Rule 3301-24-05, the Early Education of Handicapped children (EEH) endorsement of a teacher license is being phased out.

(7) Early education of handicapped children (the early education of handicapped children endorsement will be phased out, but will be available to holders of the following standard certificates during the transition period: pre-kindergarten, or special certificate for education of the handicapped).

This endorsement is being replaced by:

3301-24-05 E(11) Pre-kindergarten special needs children (limited to a pre-kindergarten certificate, or special certificate for education of the handicapped, or early childhood or intervention specialist license)

For institutions of higher education who are currently approved to offer the EEH endorsement for licensure, a Level B Update of the program must be completed and sent to ODE. Please make sure to follow submission guidelines on the web. A program approval cover sheet signed by the Dean must be included.

For IHEs who do not offer the EEH endorsement but want to add the PreK Special Needs endorsement, a new program for approval must be completed and submitted to the ODE. New programs for this endorsement are reviewed in-house and sent to the Educator Standards Board to recommend to the State Board of Education final approval of the program.

Send all Level B Updates to the attention of: Karen Swartz, Office of Educator Preparation, 25 South Front Street, Mail Stop 502, Columbus, Ohio 43215-4183.

- **Training for NCATE 2005 Unit Standards**

Please save the dates February 8 (Thursday) and February 9 (Friday), 2007 for a two-day conference on NCATE's 2005 unit standards. Antoinette Mitchell, Vice President, Unit Accreditation at the National Council for Accreditation of Teacher Education will be here to train and work with IHEs on NCATE's new standards for unit accreditation.

- **Implementing Ohio's Standards for Teachers and Administrators:**
Developing an Aligned System

In May, an idea was conceived by The University of Akron with support from Ashland University to bring together a coalition of higher education stakeholders whose charge was to develop an aligned system of Ohio's new standards for teachers and principals with state mandates and national standards for accreditation of teacher education programs approved for state licensure.

The IMPLEMENTING OHIO'S STANDARDS FOR TEACHERS AND ADMINISTRATORS initiative builds upon the hard work that has already been done. ALIGNMENT DEVELOPMENT WRITING TEAMS were formed by faculty from Ohio's IHEs and they had the daunting task of not only aligning Ohio's standards of teachers and principals with current teacher education programs, but to also align them with the goals of the NCATE unit standards, TEAC quality principles, Praxis II PLT and subject area tests, Praxis III domains, SPA standards, Ohio's mandated reading core, Ohio's academic content standards, and the value-added progress dimension.

The result is an electronic crosswalk of all standards with the ability to sort by standard, program, examination, state mandate, or organization. The tool is intended to bring accountability management to Ohio's teacher education programs by organizing requirements at the federal, state, and institutional levels, and identifying common assessments across standards.