

1 **D. Title II, Part A: Supporting Effective Instruction**

- 2 1. **Use of Funds (ESEA section 2101(d)(2)(A) and (D)):** Describe how the State educational agency
3 will use Title II, Part A funds received under Title II, Part A for State-level activities described
4 in section 2101(c), including how the activities are expected to improve student achievement.
5

6 **3 Percent Set Aside – Principals or Other School Leaders**
7

8 Ohio will use the three percent set aside to develop and improve supports for principals and other
9 school leaders. Proposed, phased-in projects include:
10

- 11 • **Update Principal Standards:** Principal standards help outline the essential skills and traits
12 that shape the development and support of principals’ over the continuum of their careers.
13 The current Ohio Standards for Principals were adopted in 2005. Revision to these standards
14 is needed to update the role of the principal so as to reflect the current and future skills and
15 traits of principals needed in Ohio’s schools.
- 16 • **School Leader Mentoring and Coaching:** Stakeholders noted school leaders need
17 opportunities for mentoring (novices) and coaching (experienced school leaders). The
18 Department will use a portion of this set aside to help design, pilot and implement mentoring
19 and coaching models (in collaboration with appropriate stakeholders) for school leaders. This
20 includes addressing topics such as (but not limited to): criteria for coach and mentor
21 selection, establishing learning communities and professional development.
- 22 • **Professional Development for Principal/Teacher Evaluators:** To improve instruction and
23 leadership through educator (both principal and teacher) evaluation systems, it is necessary
24 that evaluators have the ability to recognize and use various types of evidence, accurately
25 differentiate performance and provide targeted feedback while engaging in educator
26 evaluation. Professional development focused on these specific topics will be designed and
27 extended to our local educational agencies and other supporting entities.
- 28 • **Teacher Leadership:** Ohio wants to continue to build systems that leverage teacher expertise
29 and leadership as well as Ohio’s four-tier licensure systems. This work will begin with the
30 development of a teacher leadership framework that will set the stage for potential pilot
31 projects of teacher leadership models and inform the improvement and update of teacher
32 leader endorsement standards.

33 These activities are expected to improve student achievement as they focus on developing and improving
34 novice leaders so they are more prepared to meet the needs of students and teachers in their schools, while
35 expanding the reach of principals and other school leaders who are effective and experienced. Research is
36 clear in showing that, after teachers, effective educational leaders are the most significant contributor to
37 student academic improvement. These improved support structures also are likely to help recruitment and
38 retention efforts and increase job satisfaction.

- 39
- 40 2. **Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section**
41 **2101(d)(2)(E)):** If an SEA plans to use Title II, Part A funds to improve equitable access to
42 effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be
43 used for this purpose.
44

45 Ohio plans to use Title II, Part A funds to support strategies to improve equitable access to effective
46 teachers. The Ohio 2015 Plan to Ensure Equitable Access to Excellent Educators outlines various
47 strategies to address the most likely causes for Ohio’s educator equity gaps. Ohio’s plan is described

48 in more detail in Section A.5 of this document. The Department will continue to implement strategies
49 from the plan, when appropriate, alongside the particular strategies identified below.

- 51 • **Data:** Ohio will develop and provide a data tool to aid districts in monitoring students’
52 equitable access to excellent educators within and across schools.
- 53 • **Professional Development Regarding Human Capital Management Systems:** Ohio will
54 support the development of knowledge and skills related to Human Capital Management
55 Systems and various activities within those systems to ensure equitable access.
- 56 • **Equity Labs:** Ohio will convene and support Equity Labs to provide training to district
57 personnel to better understand and improve equity planning practices under ESSA.
- 58 • **Cultural Competencies:** In partnership with the Ohio Department of Higher Education,
59 institutions of higher education, school districts and other stakeholders, Ohio will develop
60 and share resources and learning opportunities to improve cultural competency of preservice
61 and in-service educators.
- 62 • **Teacher Induction:** Quality of implementation influences the success of induction programs.
63 The Department will provide supports to help schools improve the implementation of the
64 teacher induction program.

65 The Department will continuously revisit strategies for supporting equitable access to effective
66 teachers based on feedback from local planning. The focus of the work will be on supporting the
67 needs of school districts with the greatest equity gaps to ensure that effective educators are in
68 classrooms with students who need them the most and contribute to improving student achievement
69 for low-income and minority students.

70 3. **System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State’s system**
71 **of certification and licensing of teachers, principals, or other school leaders.**

72 The Ohio Revised Code and Ohio Administrative Code define Ohio’s standards for educator
73 preparation, retention and advancement. The state standards, which are periodically reviewed and
74 revised, seek to achieve excellence in educator performance. Specifically, they:

- 75 • Establish specifications for teacher certification programs that prepare teachers to be
76 effective classroom teachers;
- 77 • Define residency programs that support beginning teachers through mentorship and
78 successful completion of a summative assessment (a prerequisite for advancing from the
79 initial resident educator license to the professional educator license);
- 80 • Drive licensure in categories with specific content and pedagogy requirements; and
- 81 • Require professional development for educators renewing their licenses.

82 Starting in 2009, Ohio restructured its teacher licensure system to provide educators opportunities
83 to advance their professional teaching careers through a [four-tiered system](#).

- 84 • Tier 1: Resident Educator/Alternative Resident Educator License
- 85 • Tier 2: Professional Educator License
- 86 • Tier 3: Senior Professional Educator License
- 87 • Tier 4: Lead Professional Educator License

88 Through this four-tiered system, Ohio educators may advance from the initial four-year resident
89 educator license to the five-year professional license and on to the Senior and/or Lead
90 Professional educator licenses through successful completion of state requirements. Specific
91 requirements for educator licensure are outlined below.

92
93 **Professional Educator Licensure Requirements**
94

95 The following licenses form Ohio’s system of professional educator licenses:
96

97 **Early Childhood (P-3) License:** This license requires a bachelor’s degree from a regionally
98 accredited institution of higher education; completion of an approved teacher preparation
99 program for early childhood education; completion of a minimum of 12 semester hours in the
100 teaching of reading that includes at least one separate course of at least three semester hours in
101 the teaching of phonics in the context of reading, writing and spelling; passing scores for the
102 professional knowledge and early childhood education content licensure exams; and completion
103 of the Ohio teacher residency program.
104

105 **Middle Childhood (4-9) License:** This license requires a bachelor’s degree from a regionally
106 accredited institution of higher education; completion of an approved teacher preparation
107 program for middle childhood education that shall include preparation in the humanities
108 (including the arts) and at least two areas of concentration; completion of a minimum of 12
109 semester hours in the teaching of reading that includes at least one separate course of at least
110 three semester hours in the teaching of phonics in the context of reading, writing and spelling;
111 passing scores for the professional knowledge and content area licensure exams; and completion
112 of the Ohio teacher residency program.
113

114 **Adolescence to Young Adult (7-12) License:** This license requires a bachelor’s degree from a
115 regionally accredited institution of higher education; completion of an approved teacher
116 preparation program consisting of at least an academic major; completion of three semester hours
117 in the teaching of reading in the content area; passing scores for the professional knowledge and
118 content area licensure exams; and completion of the Ohio teacher residency program.
119

120 **Multi-Age (P-12) License:** This license requires a bachelor’s degree from a regionally accredited
121 institution of higher education; completion of an approved teacher preparation program consisting
122 of at least an academic major; completion of three semester hours in the teaching of reading in the
123 content area; passing scores for the professional knowledge and content area licensure exams; and
124 completion of the Ohio teacher residency program.
125

126 **Intervention Specialist (Special Education) Licenses:** These licenses require a bachelor’s
127 degree from a regionally accredited institution of higher education; completion of an approved
128 teacher preparation program for the specific area of special education; completion of a minimum
129 of 12 semester hours in the teaching of reading that includes at least one separate course of at
130 least three semester hours in the teaching of phonics in the context of reading, writing and
131 spelling; passing scores for the professional knowledge exam and special education content exam
132 (except for gifted special education); and completion of the Ohio teacher residency program.
133

134 Licensure for Intervention Specialists is available in the following areas:

- 135 • Early Childhood Intervention Specialist (P-3)
 - 136 • Gifted (K-12)
 - 137 • Hearing Impaired (P-12)
 - 138 • Mild/Moderate (K-12)
 - 139 • Moderate/Intensive (K-12)
 - 140 • Visually Impaired (P-12)
- 141

142 **Endorsements** are available for educators who hold a valid, standard teaching license. All
143 endorsements require a bachelor's degree (except the Teacher Leader endorsement, which
144 requires a master's degree) from an accredited institution of higher education; passing scores for
145 content area licensure exams, where applicable, and completion of an approved teacher
146 preparation program for the endorsement area. The following endorsements are offered in Ohio:

- 147 ○ **Adapted Physical Education** (limited to standard Physical Education license)
- 148 ○ **Bilingual**
- 149 ○ **Career Based Intervention**
 - 150 ■ **Career-Technical Work-Site Teacher/Coordinator** (limited to Career-
151 Technical license)
 - 152 ■ **Computer/Technology**
- 153 ○ **Early Childhood (4-5) Generalist** (limited to standard Early Childhood P-3 license)
- 154 ○ **Gifted Invention Specialist K-12**
- 155 ○ **Literacy Specialist** (limited to a teaching license that is endorsed for the teaching of
156 reading in grades K-12)
- 157 ○ **Math Specialist (P-6)** (limited to a Kindergarten-Primary (K-3), Elementary (1-8 or K-
158 8), or Early Childhood license (P-3), or Middle Childhood (4-9), High School, or
159 Adolescence to Young Adult (7-12) Mathematics teaching license)
- 160 ○ **Middle Childhood Generalist Endorsements (4-6)** (limited to standard Middle
161 Childhood license with two teaching fields)
- 162 ○ **Prekindergarten** (limited to Kindergarten-Primary (K-3), Elementary (1-8 or K-8),
163 Family & Consumer Sciences (Home Economics), or special certificates for Education of
164 the Handicapped)
- 165 ○ **Prekindergarten Special Needs** (limited to a preK certificate or special certificate for
166 Education of the Handicapped, Early Childhood (P-3) or Intervention Specialist license)
- 167 ○ **Reading K-12**
- 168 ○ **Science Specialist (P-9)** (limited to a Kindergarten-Primary (K-3), Elementary (1-8 or K-
169 8), Early Childhood license (P-3), Middle Childhood (4-9), High School, or Adolescence
170 to Young Adult (7-12) Science teaching license)
- 171 ○ **Teacher Leader** (limited to a professional teaching license or professional or permanent
172 teaching certificate)
- 173 ○ **TESOL** (Teaching English to Speakers of Other Languages)
- 174 ○ **Transition to Work** (limited to standard Intervention Specialist or Career-Tech license)

175 Clinical Requirements

176 The Ohio Department of Higher Education has established the following clinical requirements for
177 teacher candidates who have completed traditional teacher preparation programs:

- 180 • A minimum of 100 hours of supervised fieldwork prior to student teaching internship; and
- 181 • A minimum 12-week student teaching internship.

182
183 The Ohio Department of Higher Education Standards & Requirements Chart can be found at
184 [https://www.ohiohighered.org/content/ohio_educator_licensure_programs_standards_requirements_c](https://www.ohiohighered.org/content/ohio_educator_licensure_programs_standards_requirements_chart)
185 [hart](https://www.ohiohighered.org/content/ohio_educator_licensure_programs_standards_requirements_chart).

186 Supplemental License Path to Standard Teacher Licensure

187
188
189 Ohio educators who hold valid, standard teaching licenses may obtain supplemental licenses in
190 additional teaching fields at the request of an employing Ohio school or school district. This pathway

191 allows Ohio educators to teach in supplemental teaching areas while completing requirements for
192 standard licensure in those areas. The initial one-year supplemental license requires:

- 193 • A currently valid, standard Ohio teaching license; and
- 194 • Completion of content area coursework: six semester hours for endorsement areas and
195 intervention specialist areas (initial coursework requirement may be waived for a
196 supplemental intervention specialist licensure candidate at the request of the employing Ohio
197 superintendent if the superintendent determines the candidate’s experience and training
198 qualifies the candidate to meet the needs of the students); 12 semester hours for early
199 childhood education; and 20 semester hours in the subject area for middle childhood
200 education, multi-age and adolescence to young adult (except for integrated areas, which
201 require 40 semester hours in the subject area).
- 202 • Initial supplemental licensure in a career-technical workforce development teaching field
203 requires five years of work experience in the career field and three semester hours in an
204 approved preservice career-technical program from a college/university approved to prepare
205 career-technical workforce development teachers.

206 The employing Ohio school district must assign a mentor teacher with teaching experience and
207 licensure in the supplemental area to the supplemental license holder. The supplemental license
208 may be renewed up to two times to allow for completion of coursework and licensure exam
209 requirements. Supplemental license holders must meet coursework and exam requirements for
210 each renewal or continued progress in completing career-technical licensure program
211 requirements.

212
213 Eligibility for the standard license requires completion of either an approved licensure program
214 through an accredited college/university and recommendation for licensure by the institution at
215 which the program was completed; or completion of all remaining coursework requirements and
216 a minimum of two years of teaching experience under the supplemental license. Career-technical
217 workforce development candidates must complete an approved program of preparation from a
218 college/university approved to prepare career-technical workforce development teachers.

219
220 **Alternative Routes to Teacher Certification**

221 Ohio also has alternative pathways that conveniently enable experienced career professionals to
222 achieve licensure and students to benefit from their unique expertise. Alternative pathways to
223 licensure can be accomplished through one of the following:

- 224 • Completion of teacher preparation programs through out-of-state regionally accredited
225 institutions;
- 226 • Completion of the Teach for America program;
- 227 • By approval of the State Board of Education’s Credential Review Board, which assesses
228 individuals pursuing alternative routes to educator licensure and out-of-state educators
229 seeking licensure in Ohio; and
- 230 • Completion of the Ohio alternative pathway to licensure.

231 Teacher licensure candidates may seek Ohio’s alternative pathway to licensure through the
232 Department. The four-year alternative resident educator license requires a bachelor’s degree with
233 a GPA of at least 2.5 out of 4.0 from an accredited institution of higher education; passing score
234 for the required content area licensure exam; and successful completion of the intensive
235 pedagogical training institute or a summer training institute that has been approved by the
236 chancellor of the Ohio Department of Higher Education. Eligibility for the professional license
237 requires a passing score for the professional knowledge licensure exam; four years of successful

238 teaching experience under the alternative resident educator license; successful completion of the
239 four-year Ohio Resident Educator Program; and completion of 12 semester hours of professional
240 education coursework from a college/university approved to prepare teachers. Additional reading
241 coursework may apply, depending on licensure area.

242 Career-technical workforce development teacher licensure candidates may seek Ohio's
243 alternative pathway to licensure through the Department. The four-year alternative resident
244 educator license requires a high school diploma; five years of full-time work experience in the
245 career field; and successful completion of a summer training institute from a college/university
246 that is approved to prepare career-technical workforce development teachers. Eligibility for the
247 professional license requires four years of successful teaching experience under the alternative
248 resident educator license; successful completion of a career-technical workforce development
249 teacher preparation program; and a performance-based assessment to be verified by the
250 college/university.

251 **Senior/Lead Professional Licenses**

252
253 Educators who hold a professional teaching license may advance to the Senior or Lead
254 professional license (valid for five years) upon completion of the following requirements:

- 255 • A master's degree from a regionally accredited institution of higher education; nine years
256 of successful teaching experience under a standard teaching certificate/license (at least
257 five of those years must be under a professional teaching license/certificate); and
- 258 • For the Senior professional license, candidates must hold the designation of master
259 teacher.
- 260 • For the Lead professional license, candidates must hold a valid certificate issued by the
261 National Board for Professional Teaching Standards OR hold the teacher leader
262 endorsement and hold the designation of master teacher.

263 264 **Professional Pupil Services Licenses**

265
266 Professional Pupil Services licensure is available in the following areas:

- 267 • Occupational Therapist;
- 268 • Physical Therapist;
- 269 • School Audiologist;
- 270 • School Counselor;
- 271 • School Nurse;
- 272 • School Psychologist;
- 273 • School Social Worker;
- 274 • School Speech-Language Pathologist.

275
276 Professional Pupil Services licensure (valid for five years) requires a master's degree (except for
277 school nurse, occupational therapist and physical therapist licenses, which require bachelor's
278 degrees) from an accredited institution of higher education; completion of an approved program
279 of preparation; passing score for the content area licensure exam, where applicable; and valid
280 respective Ohio board license, where applicable.

281 282 **Professional Administrator Licenses**

283
284 Professional Administrator licensure is available in the following areas:

- 285 • Principal;
- 286 • Urban Principal (endorsement for educators who hold a standard principal license);

- 287 • Administrative Specialist;
- 288 • Superintendent.

289
290 Requirements for professional administrator licenses (valid for five years) are as follows:

- 291 • Master’s degree from an accredited institution of higher education; completion of an
292 approved preparation program for the licensure area; passing score for the licensure area
293 exam; and the following additional requirements:
 - 294 ○ For the principal license, two years of successful teaching experience under a
295 standard teaching license or two years of work experience under a pupil services
296 license.
 - 297 ○ For the administrative specialist license, two years of successful teaching experience
298 under a professional teaching license (except pupil services administration, which
299 requires two years of experience under a professional pupil services license).
 - 300 ○ For the superintendent license, the candidate must hold a principal or administrative
301 specialist license and have three years of experience under that license.

302
303 **Alternative Routes to Administrator Licensure**

304
305 Requirements for alternative administrator licensure are as follows:

306
307 **Alternative Principal License:** This license is valid for one year and renewable two times. It
308 requires a minimum of a bachelor’s degree from an accredited institution of higher education and
309 GPA of at least 3.0; two years of teaching experience or five years of successful work experience
310 in education, management or administration; and a position as principal or assistant principal in
311 an Ohio school.

312
313 An individual holding an Alternative Principal License is eligible for the Professional Principal
314 license after three years of successful experience under the Alternative Principal license;
315 participation in a mentoring program (through the employing Ohio school) that includes:
316 completion of interstate school leader’s licensure consortium (ISLLC) self-assessment and
317 development of a personal learning plan; participation in a planned program for obtaining
318 classroom teaching experience (for non-educators); completion of a master’s degree (for those
319 who hold only a bachelor’s degree); six semester hours in school law, school supervision, and
320 teacher evaluation and an additional six semester hours from a regionally accredited institution of
321 higher education or 90 clock hours of professional development; and a passing score for the
322 licensure area exam.

323
324 **Alternative Administrative Specialist License:** This license is valid for two years and
325 renewable once. It requires a minimum of a bachelor’s degree from an accredited institution of
326 higher education and a GPA of at least 3.0; five years of experience in teaching, administration,
327 education or management; and a position as an administrative specialist in an Ohio school.

328
329 An individual holding an Alternative Administrative Specialist license is eligible for the
330 Professional Administrative Specialist license after four years of successful experience under the
331 Alternative Administrative Specialist License; participation in a mentoring program (through the
332 employing Ohio school) that includes: completion of interstate school leader’s licensure
333 consortium (ISLLC) self-assessment; development of a personal learning plan and 70 clock hours
334 for master’s degree holders (120 clock hours is required for bachelor’s degree holders);
335 completion of a master’s degree (for master’s degree holders completion of 15 semester hours of
336 coursework from a regionally accredited institution of higher education or 225 clock hours);

337 participation in a planned program for obtaining classroom teaching experience (for non-
338 educators); and a passing score for the licensure area exam.

339
340 **Alternative Superintendent License:** This license is valid for two years and renewable once. It
341 requires a minimum of a master’s degree from an accredited institution of higher education and a
342 GPA of at least 3.0; five years of experience in teaching, administration, education or
343 management; and a position as superintendent or assistant superintendent in an Ohio school
344 district.

345
346 An individual holding an Alternative Superintendent license is eligible for the Professional
347 Superintendent license after four years of successful experience under the Alternative
348 Superintendent license; participation in a mentoring program (through the employing Ohio
349 school) that includes: completion of interstate school leader’s licensure consortium (ISLLC) self-
350 assessment; development of a personal learning plan and 70 clock hours; completion of 15
351 semester hours of coursework from an accredited institution of higher education or 225 clock
352 hours; participation in a planned program for obtaining classroom teaching experience (for non-
353 educators); and a passing score for the licensure area exam.

354 355 **Five-Year Associate Licenses**

356
357 Requirements for the Associate license (valid for five years) are an associate’s degree from an
358 accredited institution of higher education; passing score for the content area licensure exam (for
359 prekindergarten associate only); and holding the respective Ohio board license (for occupational
360 therapy assistant and physical therapy assistant only).

361 362 **Temporary Teaching License for Military Science**

363
364 The Temporary Teaching License for Military Science may be issued to individuals who have been
365 determined by their employing Ohio schools/districts to have the necessary skills to teach in a junior
366 reserve officer training corps (JROTC) program.

367 368 369 **Content Knowledge and Pedagogy Licensure Exams**

370
371 Content and pedagogy exams, as prescribed by the State Board of Education, are required for
372 educator licensure. The State Board of Education has adopted examinations for licensure that are
373 provided by the evaluation systems group of Pearson, Educational Testing Service (ETS) and the
374 American Council on the Teaching of Foreign Languages (ACTFL). *Note: Effective July 1, 2017, all*
375 *new educator licenses issued for early childhood (P-3), middle childhood (4-9) and intervention*
376 *specialist (special education) will require a passing score on a rigorous examination of principles of*
377 *scientifically research-based reading instruction that is aligned with the reading competencies*
378 *adopted by the State Board of Education in addition to the aforementioned requirements for*
379 *licensure.*

380
381 See Appendix G for details on the [Four-Tiered Teacher Licensure Structure](#); [Licensure Type &](#)
382 [Teaching Field Codes](#); and the following webpage for details on the [Ohio Educator Licensure](#)
383 [Programs: Standards & Requirements Chart](#).

386 **Educational Aide Permit**

387
388 A one-year or four-year Educational Aide permit may be issued upon the request and
389 recommendation of an employing superintendent of a city, local, exempted village or joint vocational
390 school district; educational service center; or the governing authority of a chartered nonpublic school
391 or community school, provided that the applicant is deemed to be of good moral character and is a
392 graduate of an approved high school equivalence and demonstrates appropriate skills for the position
393 of educational assistant. The four-year Educational Aide permit may be issued to a candidate who has
394 successfully worked under a one-year Educational Aide permit for two school years and has
395 completed in-service training.

396
397 **ESEA-Qualified Designation:** An ESEA-Qualified designation can be added to an Educational Aide
398 permit. To be ESEA qualified, the candidate must successfully complete one of the following:

- 399
 - The examination for paraprofessionals prescribed by the State Board of Education (ParaPro);
 - OR
 - An associate degree (or higher) from an accredited institution of higher education; or at least

400
401
402 two years of study at an accredited institution of higher education (defined as 48 semester

403 hours or 72 quarter hours).

404 **Military Fee Waiver**

405
406 The Department has eliminated licensure fees for military applicants to recognize the contributions of
407 military families. Fees for any educator license, permit or certificate are waived for veterans with
408 honorable discharges or current service members of all branches of the United States Armed Forces, the
409 National Guard or Reserve, and the Ohio Military Reserve or Ohio Naval Militia (under the Ohio
410 Adjutant General). Spouses of active duty service members also may receive licenses free of charge.

411
412 4. **Improving Skills of Educators (ESEA section 2101(d)(2)(J): Describe how the SEA will**
413 **improve the skills of teachers, principals, or other school leaders in order to enable them to**
414 **identify students with specific learning needs, particularly children with disabilities, English**
415 **learners, students who are gifted and talented, and students with low literacy levels, and**
416 **provide instruction based on the needs of such students.**

417
418 There are many offices across the Department that directly help teachers, principals and other school
419 leaders with the identification of students with specific learning needs (particularly children with
420 disabilities, English learners, students who are gifted and talented and students with low literacy
421 levels) and with providing instruction based on the needs of such students. These offices work closely
422 with each other and with outside stakeholders to help create policies and standards and provide
423 guidance, training and technical assistance to local educational agencies across the state. Many of
424 these policies and guidance are described in various portions of this ESSA plan.

425 Some of those supports are the following:

- 426
 - **Strategies for Diverse Learners:** To ensure that all students – including students with

427 disabilities, students identified as gifted and English Learners – can access Ohio’s Learning

428 Standards and demonstrate the mastery of the skills and knowledge embedded in the standards,

429 Ohio’s model curricula incorporate the Universal Design for Learning (UDL) framework. If

430 teachers understand the background, needs and strengths of their students and Ohio’s Learning

431 Standards, they can implement evidence-based instructional strategies and resources to help

432 students in diverse groups access the standards. Ohio continues to train educators to effectively
433 implement the learning standards and to understand innovative and student-centered learning
434 environments that support the standards. State support team members are trained in evidence-
435 based strategies for reaching diverse learners and provide targeted regional professional
436 development to administrators and educators starting in prekindergarten.
437

438 • **Lau Resource Center:** The Lau Resource Center for English as a Second Language provides
439 information and support to K-12 educators working with students who are English learners. The
440 Lau Resource Center coordinates professional development to improve educators' ability to
441 identify, instruct and assess English learners, including co-sponsorship of an annual statewide
442 conference with Ohio Teachers of English to Speakers of Other Languages (OTESOL). To ensure
443 the unique needs of English learners are understood, the center convenes the English Learner
444 Advisory Committee. This diverse group is comprised of teachers, program coordinators,
445 administrators, teacher trainers, parents and other partners representative of the state's
446 multilingual community. The committee and the Lau Resource Center collaborate to improve the
447 quality of teaching and learning for English learners through policy and resource development.
448 Additionally, state support team early childhood consultants are trained in five modules around
449 supporting English learners in the classroom and deliver these trainings upon request.
450

451 • **The Ohio Center for Autism and Low Incidence:** The Ohio Center for Autism and Low
452 Incidence (OCALI) functions as a clearinghouse of state, national and international information
453 on research, resources and trends to address the needs of administrators, educators and families
454 with students with autism spectrum disorders. The center provides professional development,
455 technical assistance, resources and consultation to build program capacity and individual learning
456 and growth for districts, teachers and parents. The Department also partners with OCALI and the
457 Ohio Department of Developmental Disabilities to provide specific training and professional
458 development to early childhood educators on the education needs of children with disabilities
459 online and throughout the state.
460

461 • **The Ohio Center for Sensory Disabilities:** The Center for Sensory Disabilities provides a
462 clearinghouse of information on state and national research, resources and trends to address
463 educational services and resources to support the education of students with vision and/or hearing
464 disabilities. With a focus on evidence-based practices, the center provides professional learning,
465 technical assistance and a resource and equipment lending library. The Accessible Technology
466 and Accessible Educational Materials Center ensures that students with print disabilities are
467 provided timely access to alternate formats of print (e.g., audio, digital, Braille, large print) to
468 access and progress with Ohio's Learning Standards.
469

470 • **State Systemic Improvement Plan (Ohio's Early Literacy Plan):** Ohio's Early Literacy Plan
471 aims to increase student achievement in literacy by focusing on five critical components: shared
472 leadership, teacher capacity, multi-tiered systems of support, family partnerships and community
473 collaboration. The plan is guided by a theory of action and comprehensive logic model created
474 through collaboration between the Department and key stakeholders. Ohio's Early Literacy Plan
475 leverages and modifies the state's infrastructure, including increasing regional supports;
476 continues to utilize and enhance the existing Ohio Improvement Process framework; and supports
477 local school districts with the implementation of Ohio's Early Literacy Pilot. Ohio's Early
478 Literacy Pilot provides pilot districts with professional development, coaching and ongoing
479 support in evidence-based language and literacy practices to ensure that teachers and
480 administrators in preschool through grade 3 have the capacity and support needed to provide
481 high-quality, evidence-based literacy instruction and intervention. A cross-agency team, including

482 representatives from the Offices of Exceptional Children, Early Learning and School Readiness,
483 Curriculum and Assessment and Federal Programs work to ensure the state’s infrastructure
484 supports local school districts implementing high-quality early literacy professional development
485 and evidence-based language and literacy instruction with fidelity.
486

- 487 • **Strategies for Gifted Learners:** Ohio districts are surveyed annually to collect information on
488 professional development needs along with concerns about addressing gifted student
489 achievement. The newly adopted *Operating Standards for Identifying and Serving Gifted*
490 *Students* effective July 1, 2017, support the implementation of high-quality professional
491 development that requires teachers in general education settings to receive professional
492 development about teaching gifted students. General education teachers will receive ongoing
493 assistance with curriculum development and instruction from an educator with a gifted
494 intervention specialist license. State gifted staff members will provide leadership to districts by
495 identifying and/or developing high-quality professional development opportunities and
496 addressing the necessary supports for teachers to implement strategies to gifted learners
497 throughout the year.

498 5. **Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and**
499 **ongoing consultation as described in ESEA section 2102(d)(3) to continually update and**
500 **improve the activities supported under Title II, Part A.**
501

502 Ohio will use data and ongoing consultation to continually update and improve Title II, Part A
503 activities. This work will happen in the following ways:
504

- 505 • **Stakeholder Groups:** Multiple stakeholder groups advise the work related to Title II, Part A
506 (i.e., principal workgroup, teacher leader workgroup). Some groups are currently working
507 together while others may be developed as the specific activities are funded and planned. This
508 consultation is key to the success of project activities. Various state educator associations
509 partner with the Department on participant referrals, ensuring diverse perspectives at the table
510 to address local educational agency needs.
511
- 512 • **Regional Support Systems:** Ohio has tiered regional support systems for local education
513 agencies. These support systems are often essential when schools and districts seek advice for
514 improvements as they work collaboratively with the Department. Often, they see trends and
515 themes across their regional areas that help inform decisions at the state level. They will
516 continue to be utilized in this way in relation to Title II, Part A projects.
517
- 518 • **Local Plan Review And Analysis:** Schools and districts must develop and be guided by
519 local plans for the use of federal funds. The Department can review information from schools
520 and districts related to Title I and Title II to better understand the problems districts are facing
521 in relation to educators as well as how they are utilizing funds to address these issues. The
522 data, such as equity plan root-causes, strategies, Title II spending on equity or other educator
523 development, will be used to update and improve state Title II, Part A activities.

524 Cross-departmental collaboration and coordination will be key in this process as Ohio works to reduce
525 fragmentation and duplication across existing and potential efforts related to Title II, Part A. The
526 Department also will use trend data related to educator measures and these funds to help inform decisions
527 as we work to continually improve Title II, Part A funding and projects.

528 6. **Teacher Preparation** (*ESEA section 2101(d) (2)(M)*): Describe the actions the State may take to
529 improve preparation programs and strengthen support for teachers, principals, or other school
530 leaders based on the needs of the State, as identified by the SEA.

531
532 The following are actions Ohio may take to improve preparation programs and strengthen support for
533 teacher, principals and other school leaders:

534
535 **Collaborative Partnerships for Improvement**

536
537 The Department will continue to partner with the Ohio Department of Higher Education and P-16
538 stakeholders to ensure credentialed educators are available to be employed in Ohio schools. The
539 Department, Ohio Department of Higher Education, and P-16 stakeholders will work together
540 collaboratively (may include, but is not limited to, standards revisions, focused workgroups on
541 mutually beneficial institutions of higher education and K-12 relationships and grow your own
542 programs) to create more effective educator preparation programs that reflect the current and future
543 needs of the classroom and schools.

544
545 **Educator Workforce Diversity**

546
547 Ohio recognizes the critical importance of educator workforce diversity. More than 40 percent of
548 Ohio’s students are racially diverse. Only 7 percent of teachers are racially diverse. Ohio is looking to
549 increase the diversity of its educator workforce to employ more educators who look like and have
550 similar experiences as students in our schools. This will require using data, engaging stakeholders in
551 identifying needs, understanding current local and higher education initiatives focused on educator
552 diversity and identifying potential opportunities and partnerships for recruiting and retaining a diverse
553 educator workforce.

554
555 **Educator Shortages**

556
557 Ohio needs credentialed and effective educators working with *all* Ohio students to ensure their needs
558 are being met. The Department recognizes that educator shortages impact underserved populations,
559 such as special education. Expanding and diversifying the existing educator pipeline (i.e.,
560 paraprofessionals, former military, career changers) to address existing and future shortages alongside
561 preparation programs and K-12 local education agencies will be a focus. Potential pilots to address
562 shortages may be conducted, based upon stakeholder recommendations and findings from a supply
563 and demand study currently underway.

- 564
565 • To address both educator diversity and educator shortages, the Department will partner with
566 the Ohio Department of Higher Education to explore potential opportunities between K-12
567 LEAs and regional institutions of higher education to increase the educator pipeline –
568 specifically for paraprofessionals. This could include identifying model programs and
569 building out potential pilot programs in conjunction with the Ohio Department of Higher
570 Education.

571 **Principal Preparation Program Improvement:** Pilot projects that partner principal preparation
572 programs with regional K-12 local education agencies to identify and address gaps in the education
573 and preparation of principals to help future principals meet the demands of their positions. This
574 includes areas such as course alignment to standards and field/clinical experiences.

575