• September 2018
  – Authorized under ORC 3301.0713, as enacted by HB 21, the EMIS Advisory Council was established to make recommendations to the State Superintendent to improve the operation of EMIS.
  – The Department received nominations for membership and established the Council.
EMIS Advisory Council Timeline

• October 2018 – May 2019
  – The 22-member Council convened three times from October 2018 to May 2019.
  – Four workgroups were established to identify strengths and opportunities for improvement for each of the four domains of EMIS.
    • EMIS Manual & Data Requirements
    • District Software & EMIS Data Collector
    • Department Data Processing & ODDEX
    • Reports & Impact
## Workgroups

### EMIS Manual & Data Requirements
- Reporting Responsibility Documentation
- Communication of Changes/Updates
- Valid Definitions & Formats
- Instructional Documentation

### District Software & EMIS Data Collector
- Student Information System
- Payroll/HR System
- User Interface
- Extracts from SIS
- Level 1 Validations
- Report Access

### Department Data Processing & ODDEX
- ODDEX
- Gen Issues
- Statewide Processing
- Certification
- Level 2 Reports

### Reports & Impact
- Finance
- Secure Data Center
- Report Card
- Funding Reports
- Accountability
EMIS Advisory Council Timeline

– The four workgroups, consisting of Council members and additional EMIS stakeholders nominated by Council members, met twice between February 2019 and April 2019.

– Preliminary summaries of the recommendations of the workgroups were shared during the Council meeting in April and the council members developed a process for prioritizing approximately 80 recommendations.
EMIS Advisory Council Timeline

• June 2019
  – The report was voted on and approved to be submitted to the State Superintendent.
  – The newest workgroup, EMIS Professional Qualifications and Development, was created.
Recommendations for Improvement

• Looking for both short-term and long-term recommendations.
• Recommendations will be shared with EMIS Advisory Council first, then taken to the State Superintendent for consideration.
• These meetings will be ongoing as needed and could continue through next year.
Qualifications and Core Competencies of an EMIS Coordinator
Roles of an EMIS Coordinator

• Differs by district.
• Liaison between district and their district’s Information Technology Center (ITC).
• Interpret EMIS reporting requirements for district.
• Ensure the accuracy, completeness, and transfer of district, building, staff, student, course, and financial data to EMIS.
• Coordinate data collection and verification processes.
• Adhere to EMIS processing schedules.
• Communicate EMIS requirements to district staff.
• Transmit data files to ODE.
• Review reports in the Data Collector and in the Secure Data Center (SDC).
EMIS Coordinator Roles, cont.

• Investigate and troubleshoot various error reports.
• Correct data and re-submit when necessary.
• Distribute EMIS reports received from the Department to district staff.
• Assist district staff with understanding and interpreting EMIS reports.
• Interpret EMIS data and other statistical information.
• Monitor and adhere to all state and federal changes to EMIS reporting.
• Attend EMIS Coordinator meetings, seminars, workshops, conference calls, etc. to maintain accurate knowledge of EMIS requirements.
Small Group Discussion

• What is missing?

• What should be deleted?
Small Group Discussion

• Prioritization of roles?
Essential Skills of an EMIS Coordinator

• Efficient and effective in meeting deadlines.
• Good organizational skills.
• Ability to communicate effectively (verbally and in writing).
• Ability to multitask.
• Ability to troubleshoot.
• Ability to work collaboratively with other district staff.
• Ability to work collaboratively with staff at other districts.
• Ability to research, plan, and develop special reports.
• Demonstrate dedication, commitment, honesty, integrity, and good character when reporting EMIS data for a district to the Department.
Small Group Discussion

• What is missing?

• What should be deleted?
Small Group Discussion

• Prioritization of skills
Existing Professional Development & Training Opportunities for EMIS Coordinators
ODE ITC EMIS Trainings

• Offered by the EMIS training staff at the ITCs
• Intended mainly for EMIS coordinators and include reporting information and change information
• In the winter, these sessions are held remotely via Skype and conference call
• Record final Skype session
• Schedules on the EMIS Training webpage
ODE New EMIS Coordinator Trainings

• Offered by the EMIS training staff for new EMIS coordinators—those with three or fewer years’ experience with EMIS—in April & August

• Trainings focus on the basics of reporting
  – April training is slightly more advanced and includes information more relevant to spring and end of year reporting
EMIS Training Videos

• Created to assist with understanding EMIS, EMIS data, and EMIS reporting
• Videos also helpful for district staff at all levels
• More videos are being developed
• Examples
  – Stay Connected with EMIS Communications
  – Getting Help with EMIS Reporting Questions
  – The Language of EMIS
EMIS Alliance Trainings

• Provided by ITC staff for EMIS coordinators
• Developed in concert with EMIS at ODE
• Intended to assist districts on a more detailed level than ODE is able to

• Examples
  – Using Excel to Troubleshoot EMIS Data
  – Troubleshooting FTE Reports
  – Statewide Student Identifiers
Other ODE EMIS Presentations

• EMIS staff present at other conferences or locations
• When available, those presentations are posted on the EMIS Presentations webpage
OAEP & OEDSA Presentations

• EMIS staff present on different EMIS reporting topics at conferences
• The number and topic of these trainings varies based on requests by the conference organizers
ITC Provided Trainings

• Though the details differ by location, ITCs generally offer training opportunities to their customer districts
• The more hands on trainings coordinators ask for
• Differs by location
Discussion Question

Are there any additional training opportunities not currently reflected in the inventory? If so, what are they?
Discussion Question

For each training in the inventory…

– Who from your district attends? (List by position; if more than one, list all.)
– What are the strengths?
Discussion Question

For each training in the inventory, what are the areas needing improvement?
Discussion Question

For non-EMIS staff: Are you aware of these opportunities for your EMIS Coordinator?

– If yes…
  • Have you sent your EMIS coordinator to these training opportunities on a regular basis?
  • Do you feel the trainings have value?

– If no…
  • How can we better advertise so that superintendents and EMIS coordinators are more aware of these opportunities?
Discussion Question

We provide trainings via multiple formats: in-person, Skype, conference presentations, and recorded videos

– Are you aware of all these formats?
– Is there a format we are missing that would work better for you?
– Is there a format you think is particularly unhelpful?
Discussion Question

Are there critical audiences that impact EMIS reporting that are not covered with existing training opportunities? If yes…

– Would more training for non-EMIS staff ultimately help EMIS coordinators?
– What type/format of trainings should be the focus?
– Short-term and long-term suggestions and ideas?
Discussion Question

Regarding the new training videos that you watched prior to this meeting, what topics should we cover for both EMIS and non-EMIS users in future videos?
Licensure

Purpose: Quality Schools
  – Highly effective teachers and leaders
  – Safe and nurturing school environments

Methods: Educator Standards
  – Initial teacher licensure programs
  – Residency programs for new teachers
  – Professional development for renewal
Who We Serve

- Teachers
- School Leaders
- District Administrators
- Support Services Personnel
- Coaches
- Colleges and Universities
Licensure Data

- About 40 types of credentials
- Over 100 teaching fields and endorsements
- Terms range from one year to five years
  - Some permanent certificates, but no longer issued
Teacher Credentials

- Alternative Resident Educator License
- Resident Educator License
- Professional Teaching License
- Supplemental Teaching License
- Interim License
- Associate Teaching License
- Substitute Teaching License
- Visiting International Teaching License
- Permanent Non-Tax Certificate
- 12-Hour Teaching Permit
- 40-Hour STEM School Teaching Permit
- Out-of-State Teaching License

Administrator Credentials

- Professional Administrator License
- School Treasurer License
- School Business Manager
- Alternative Superintendent License
- Alternative Administrative Specialist License
- Alternative Principal License

Support Services

- Pupil Services License
- Temporary Pupil Services License
- Educational Aide Permit
- Student Monitor Permit
- Adult Education Permit
- Pupil Activity Permit (Coaching)
Teaching License Tiers

- Resident Educator
- Professional
- Senior Professional
- Lead Professional
# Pathways to a Teaching License

<table>
<thead>
<tr>
<th>Initial</th>
<th>Traditional</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Teacher preparation program</td>
<td>• Alternative institute</td>
</tr>
<tr>
<td></td>
<td>• Content &amp; professional knowledge exams</td>
<td>• Content exam(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>• Resident Educator Program</td>
<td>• Resident Educator Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Education coursework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Professional knowledge exam</td>
</tr>
</tbody>
</table>
# Teaching License Tiers

## Senior Professional Educator License

<table>
<thead>
<tr>
<th>Degree Requirement</th>
<th>Experience</th>
<th>Demonstration of Practice at the Accomplished or Distinguished Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s degree or higher</td>
<td>Nine years under a standard teaching license, including at least five under a professional license</td>
<td>Master Teacher Portfolio</td>
</tr>
</tbody>
</table>

## Lead Professional Educator License

<table>
<thead>
<tr>
<th>Degree Requirement</th>
<th>Experience</th>
<th>Demonstration of Practice at the Distinguished Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s degree or higher</td>
<td>Nine years under a standard license, including at least five under a Professional or higher license</td>
<td>1. Earn the Teacher Leader Endorsement AND Master Teacher Portfolio, <strong>OR</strong> 2. Active National Board Certification</td>
</tr>
</tbody>
</table>
# Example Credentials by Minimum Education

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>Associate Degree or Specialized Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Monitor Permit</td>
<td>• Career Tech Workforce Development</td>
</tr>
<tr>
<td>• Educational Aide Permit</td>
<td>• Educational Aide w/ ESEA</td>
</tr>
<tr>
<td></td>
<td>• Prekindergarten Associate</td>
</tr>
<tr>
<td></td>
<td>• Interpreter for Hearing Impaired</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor’s Degree</th>
<th>Master’s Degree or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Substitute Teacher</td>
<td>• Principal</td>
</tr>
<tr>
<td>• Resident Educator</td>
<td>• Superintendent</td>
</tr>
<tr>
<td>• School Treasurer</td>
<td>• School Psychologist</td>
</tr>
<tr>
<td>• School Business Manager</td>
<td>• School Social Worker</td>
</tr>
<tr>
<td>• School Nurse</td>
<td></td>
</tr>
</tbody>
</table>
Educational Aide Permit

To perform educational assistant duties in a school, including the supervision of students and assistance with instructional tasks

• 1 Year or 4 Year Term

• ESEA endorsement available through college coursework or assessment
School Business Manager

• 5 year term
• Bachelor’s degree
• Complete an approved program

http://education.ohio.gov/Topics/Teaching/Licensure/Audiences/School-Manager-License
School Business Manager

Alternative preparation: meet education and experience requirement in any combination

<table>
<thead>
<tr>
<th>Option</th>
<th>Education</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bachelors in Business</td>
<td>300 hour internship</td>
</tr>
<tr>
<td>2</td>
<td>Bachelor’s degree any field + 15 Semester hours in specified content areas</td>
<td>Two years as a business manager, supervisor, or director of business services in an organizational setting</td>
</tr>
</tbody>
</table>
Costs of Credentialing

- Fees range from $20-$200
- Credential costs range from $25-$40/year
- Fees cover expenses such as
  - Personnel for processing applications
  - Personnel for customer service
  - IT system maintenance
  - Rapback service
  - Professional conduct services
1. Rule Review Prompted

2. Staff Review & Recommend Change/No Change

2a. Staff Review & Recommend Change/No Change

3. State Board Committee Review & Discussion

4. State Board Committee Vote

5. State Board Vote

6. Final Rule with CSI (if needed)

7. File Rule with JCARR

8. 119 Hearing

ODE Website Public Comment Posted

30 day window

Public Comment

ODE Website Public Comment Closed

Public Comment

Public Comment

February 2020

January 2020

April 2019

May 2019

Oct - Nov 2019
Questions?
Next Steps

• Reminder that the next workgroup meeting is already scheduled
  Monday, October 28, 2019
  1:00-4:00pm
• Follow-up questions will be sent to help prepare for the next meeting
Social Media

**facebook**  
Ohio Families and Education  
Ohio Teachers’ Homeroom

**LinkedIn**  
ohio-department-of-education

**Storify**  
storify.com/ohioEdDept

**Twitter**  
@OHEducation  
@EMISOhio

**YouTube**  
OhioEdDept