

Office of Educator Equity
Ohio's Teacher Equity Progress
REPORT



Ohio | Department
of Education

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Ohio has emerged as a **NATIONAL LEADER** in teacher equity

Director's **Message**

Over the past decade, Ohio's education system has been steadily improving. The state is sixth in the nation in the 13th annual Quality Counts report released by *Education Week* in January 2009. Just 10 years ago, Ohio was "stuck in the middle" when compared to other states. *Today, we are a leader in the nation.*

Ohio's achievement can be attributed to the dedicated teachers, administrators, board members, students and families who have worked to continuously improve our educational system. Since 2000, Ohio has built a standards-based educational system that clarifies content standards in every subject and grade level, and which aligns curriculum and assessments to those standards. With this nationally recognized system in place, Ohio's students are achieving at higher levels than ever before.

These advances in the development and refinement of standards constitute a solid framework for a coherent, aligned system to improve educator quality. While we are proud of these advances, we also knew that if we were serious about improving the quality of education for all of Ohio's students, a critical challenge remained – *to ensure that poor and minority children are not being taught at higher rates than other children by inexperienced, unqualified and out-of-field teachers.* Simply put, we needed a more targeted approach to meeting this challenge.

Over the past six years, the foundational elements of NCLB have been accountability and teacher quality. Now states are also focusing on ensuring the equitable distribution of effective teachers. Ohio has taken a proactive approach to ensuring that all students have a high-quality teacher and has developed a comprehensive Teacher Equity Plan to ensure that teachers have access to a lifelong resource and support system from the time they enter teaching until they retire.

BUILDING A STRONG FOUNDATION

While Ohio is proud of its achievement in developing a nationally acclaimed teacher equity plan, the state recognizes that developing policies and strategies is not enough and has moved from recommending strategies to taking action. In November 2006, Ohio established the **Office of Educator Equity (OEE)** to implement the strategies outlined in Ohio's plan. The first actions OEE took were to (1) establish a teacher equity infrastructure, (2) build partnerships and (3) convey the critical importance of this work.

The OEE has accomplished a variety of goals over the past two and a half years, including:

- aligning teacher equity work to Ohio's standards for teachers, principals and professional development;
- building an infrastructure to collect, review and analyze HQT data at the state, district and school levels;
- conducting numerous presentations throughout the state and nation informing diverse audiences about Ohio's teacher equity work;
- developing partnerships with the state's 21 urban districts;
- establishing cross-agency collaboration to ensure alignment of teacher equity work and other state initiatives;
- monitoring the implementation and continued progress of the 68 strategies contained in Ohio's Teacher Equity Plan;
- leveraging support through effective communication and collaboration with stakeholders for successful implementation of the plan; and,
- collaborating at the local, state and national levels to promote teacher equity issues.

THE ROAD AHEAD

This report provides an overview both of our progress and the work yet to be done. Continued refinement of the teacher equity infrastructure, implementation of specific strategies in the state plan, and strengthening of partnerships will help Ohio achieve its goal to provide every student with highly qualified and high-quality teachers.

Wesley G. Williams II

DIRECTOR, OFFICE OF EDUCATOR EQUITY

A W o r d a b o u t W o r d s

EQUITY

The term “Equity” as used in this document refers to “Ensuring that all students are taught by highly qualified and high-quality teachers, and that there is an equitable distribution of highly qualified and high-quality teachers among students of color and economically disadvantaged students in high-poverty schools.”

Office of Educator Equity **Mission**

Ensure that Ohio's poor and minority students are not being taught at higher rates than other children by inexperienced, unqualified and out-of-field teachers

Office of Educator Equity **Goals**



- GOAL 1:** Increase the percentage of highly qualified teachers to 100 percent
- GOAL 2:** Continuously monitor teacher distribution patterns, especially in high-need schools
- GOAL 3:** Ensure that teacher equity strategies are targeted on improving the distribution of high-quality teachers
- GOAL 4:** Ensure that teacher equity strategies are aligned with Ohio's long-term strategic education goals and policy environment

The Challenge: **Gaps in Teacher Quality**

If there is one clear message that has emerged from educational research, it is this: Teachers make a difference in student learning. Teachers matter most, and high-quality teachers matter even more.

Research on the critical importance of teachers is not new. Over the last 10 years, major studies show that the single most important factor in determining how much students learn is how much their teachers know – their preparation and qualifications, content knowledge and teaching skill (The George Lucas Foundation, 2005). These high-quality teachers have extensive teacher preparation, classroom experience and in-depth knowledge of the subjects they teach. A 1999 review of policies in 50 states strongly suggests that the quality of teachers is directly related to improved student performance. In fact, students' backgrounds – poverty level, language background and minority status – are less influential in predicting achievement levels than the quality of the teaching force (Darling-Hammond, 1999). Researchers say that while schools can have powerful effects on achievement, variation in teacher quality has the most effect on how much a student achieves (Hanushek et al., 1998).

The public agrees. In a 1998 poll, nine out of 10 Americans said the best way to improve student achievement is to provide a qualified teacher in every classroom (Haselkorn & Harris, 1998). A 2004 poll again confirmed that 91 percent of the American public and 90 percent of public school teachers believe teacher quality is most important – more than parental involvement, facilities, resources or the quality of school principals (Teaching Commission, 2004). Since the landmark 1996 report of the National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future*, states and the public have been paying attention to the commission's findings, including:

- What teachers know and can do is the most important influence on what students learn.
- Recruiting, preparing and retaining good teachers is the central strategy for improving our schools.
- School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach, and teach well.

The National Commission on Teaching & America's Future

CHALLENGED

states to provide a competent, caring teacher in every classroom by 2006.

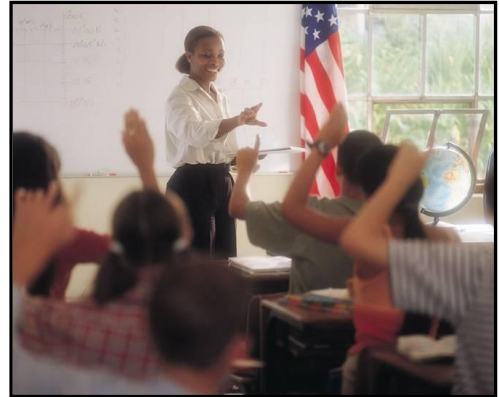
Since 2000, Ohio has steadily built a standards-based educational system that clarifies content standards in every subject and grade level, and which aligns curriculum, assessments and the accountability system to those standards. In addition, Ohio took steps to strengthen teacher quality and close achievement gaps in student performance with the establishment of the Governor's Commission on Teaching Success in 2001 (Governor's Commission on Teaching Success, 2003). The 46-member commission focused on four areas:

- Clarifying expectations for teachers and principals;
- Recruiting and retaining high-quality teachers and principals;
- Preparing teachers and principals to succeed; and
- Advancing the professional practice of teachers and principals.

A year later, when the historic *No Child Left Behind* (NCLB) Act became federal law (2002), accountability for the performance of all groups of students and the issue of highly qualified teachers rose to the forefront of the nation's education agenda. States began to re-examine their policies and practices to ensure that all children are provided the opportunity to obtain a high-quality education. Fortunately, Ohio was already well on its way to building a comprehensive educational system focused on two key areas: accountability and teacher quality.

A Dual Focus: Accountability and Teacher Quality

When we ask what students should know and be able to do, we also must ask: What should educators know and be able to do? Ohio's focus on accountability and teacher quality addresses both questions. Within six months of the enactment of NCLB, Ohio's new accountability system merged the state system of rating school districts and schools based on student performance with the NCLB requirements, creating an accountability system that will allow the state to realize its vision: *Higher achievement for all* (Ohio Department of Education, 2004b). This accountability system rates Ohio school districts and schools as Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency, merging the federal Adequate Yearly Progress standards for students in various demographic groups within this framework (Ohio Department of Education, 2005a).



Ohio's efforts in the areas of accountability and teacher quality have not gone unnoticed. Education Week's annual *Quality Counts* report on standards-based education in the states has consistently recognized Ohio's standards and accountability system as one of the strongest in the nation (Education Week, 1996-2007).

Ohio's new standards for teachers, principals and professional development provide a solid framework for a coherent, aligned system to improve educator quality. Ohio's State Board of Education has shown its commitment to ensuring that all of Ohio's 120,000 classroom teachers, and the thousands of administrators in the state, have the knowledge and skills they need to help every student reach challenging academic standards. NCLB, as well, emphasizes the importance of teacher quality with its focus on ensuring that all teachers meet the law's definition of "highly qualified."

Ohio's long-term focus on teacher quality has produced significant results. Across the state, 98.5 percent of core academic courses are taught by teachers who meet the federal definition of a highly qualified teacher. In addition, more than 58% percent of Ohio's teachers have at least a master's degree, and 98.3 percent are fully credentialed in the subject they teach.

Ensuring Equitable Distribution

With the state on track to meet the NCLB requirement that 100 percent of its teachers be highly qualified, the state is now focused on an additional new challenge – ensuring the equitable distribution of its highly qualified and high-quality teachers.

With a strong standards-based system in place, Ohio's students are achieving at higher levels than ever before, with increases in the average of students' scores on state tests and improved graduation rates for eight years in a row. And yet, annual state results show significant and troubling gaps in the achievement of Ohio's students, especially students of color and those from low-income communities (Ohio Department of Education, 2005b). Because of this, Ohio set out on a course to examine data at the state and local levels to determine where, and to what extent, any inequities in teacher assignments exist. The next chapters of this report examine these results and what actions the state is taking to remedy any inequities.

The Big Picture: **Examining Statewide Data**

Ohio's educators and policymakers, like those across the nation, know that good data are needed to make good decisions. Before the state began developing a plan of action to improve the distribution of its highly qualified and high-quality teachers, researchers were enlisted to conduct a comprehensive data review. The charge? To answer one key question: ***Where, and to what extent, do inequities in teacher assignments exist in Ohio?***

In 2006, Ohio conducted extensive district- and school-level quantitative analyses of the distribution of teacher characteristics across different kinds of students, with a targeted focus on the distribution of teachers to the state's low-performing, high-need schools. The researchers examined several measures of teacher quality within every school: highly qualified status for all teachers, highly qualified status for mathematics and science teachers, inexperience and educational attainment. Teacher quality data were then compared to school demographic variables – the percentage of low-income students and the percentage of minority students (Levin, Driscoll & Fleeter, 2005). Major findings from the district-level and school-level quantitative data analyses indicated that some inequitable distribution of highly qualified teachers exists in Ohio as outlined below:

2004-2005 Statewide Data Analyses Findings

Major Findings from Quantitative Analysis of District-Level Teacher, School and Student Characteristics (2004-2005 Data)

- Major urban, high poverty districts have significantly fewer HQTs than the state average
- Lower achieving districts employ fewer highly qualified teachers
- Districts with larger percentages of minority students employ fewer highly qualified teachers
- No significant differences were found at the district level with regard to “years of experience” of Ohio's teachers

Major Findings from Quantitative Analysis of School-Level Teacher, School and Student Characteristics (2004-2005 Data)

- A higher percentage of teachers who are *not* considered to be “Highly Qualified” is correlated with the following:
 - Lower rating on School Report Card; particularly Academic Emergency schools
 - Higher percentage of students in poverty in the school – particularly > 90%
 - Lower percentage of students who are white or Asian – particularly < 20%
- Analysis of patterns of teacher experience found little relationship to school variables
- Contrary to conventional wisdom, the percentage of inexperienced teachers (3 years or less) does not appear to be correlated with school report card rating, percent poverty, or student racial composition. In some cases, the relationship is the *opposite* of what might be expected.

2006-2007 and 2007-2008 Statewide Data Analyses Findings

As a follow up to the 2004-2005 statewide data analyses, Ohio Department of Education staff conducted statewide data analyses in 2006-2007 and 2007-2008 of teacher characteristics by school type and poverty levels. As the following charts show, these analyses supported the 2004-2005 findings that students in high poverty, urban schools who need the most skilled teachers are taught by a higher percentage of teachers who are not highly qualified. However, the data also reveal that progress was made from the 2006-2007 to 2007-2008 school year to correct these inequities.

Chart 1: 2006-2007 Ohio HQT Distribution

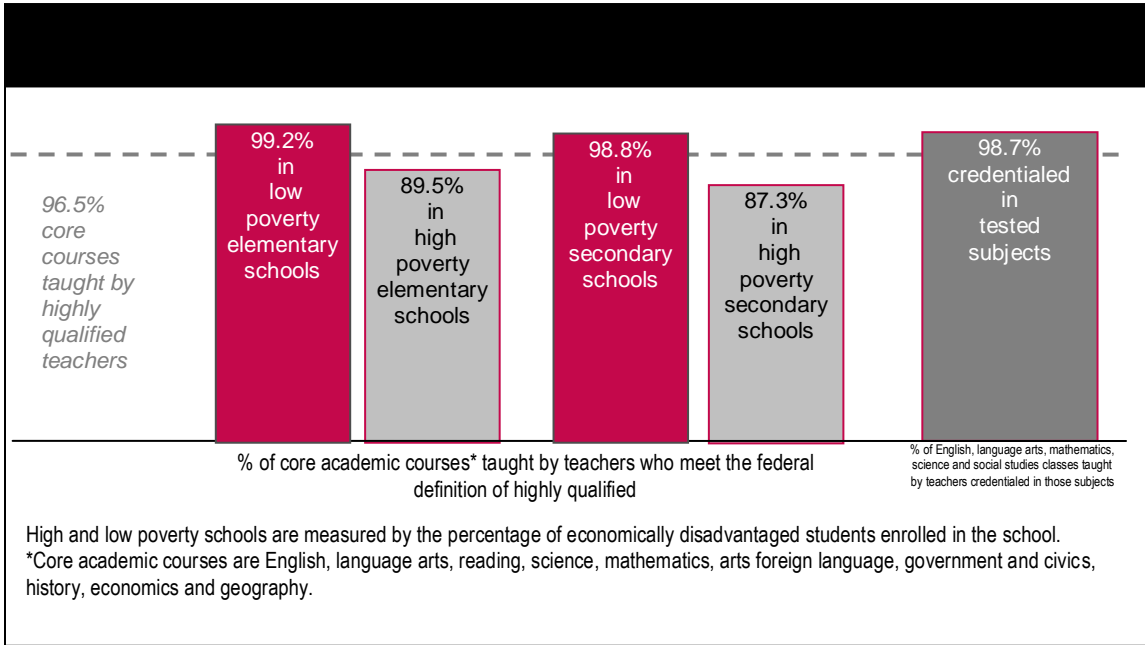


Chart 2: 2007-2008 Ohio HQT Distribution

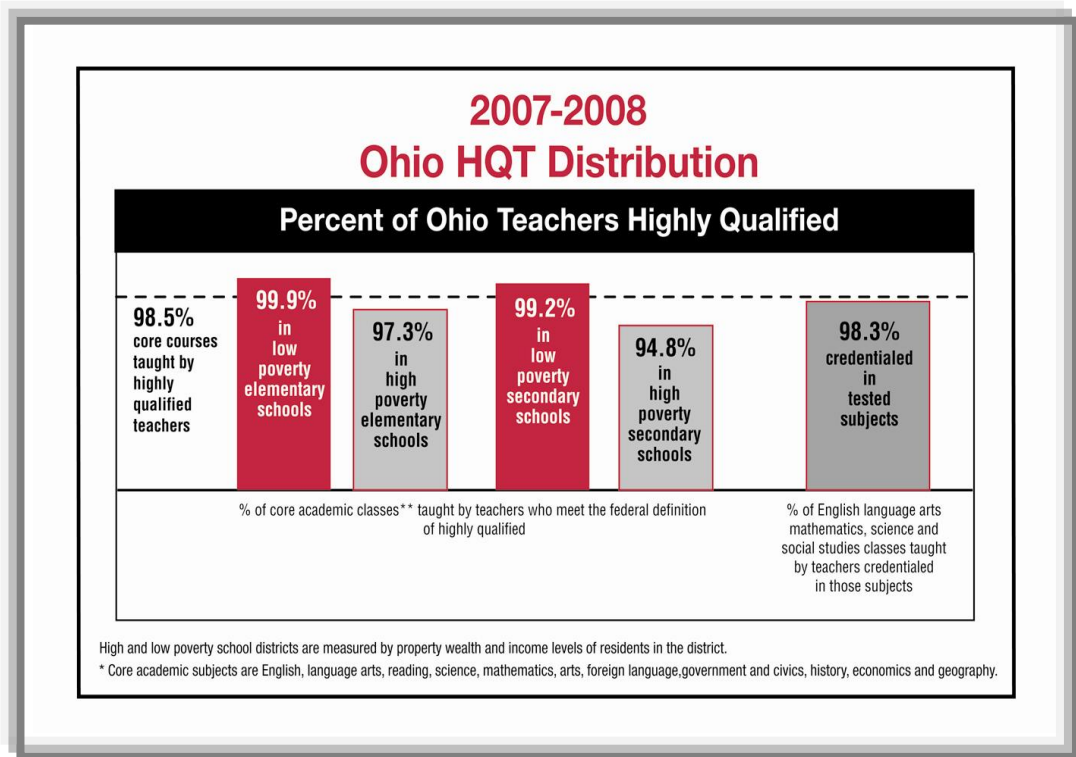


Chart 3: Comparison of Ohio HQT Distribution: 2006-2007 to 2007-2008

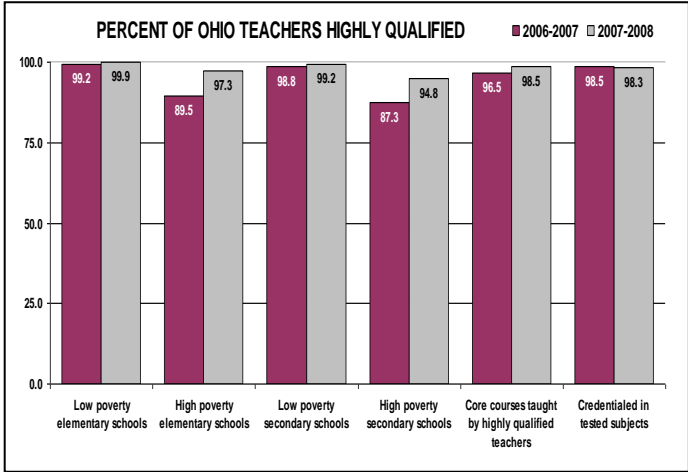


Chart 4: Highly Qualified Percent by School Type and Poverty Level for All Schools: 2006-2007 to 2007-2008

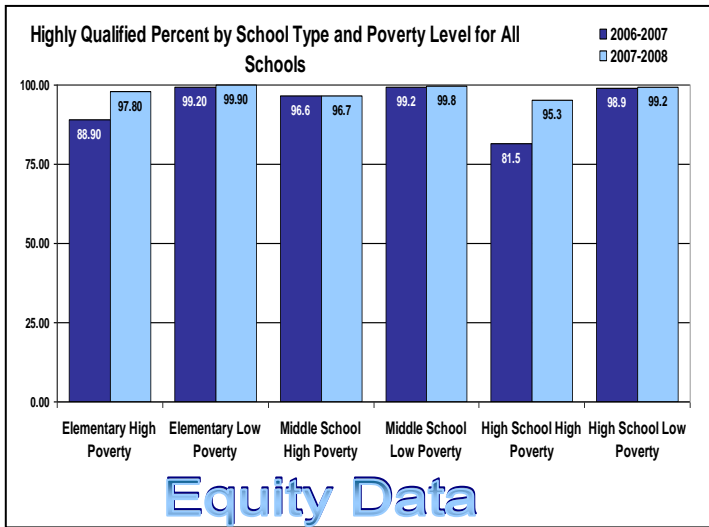


Chart 5: Highly Qualified Percent by School Type and Poverty Level for Ohio's Urban 21 Districts: 2006-2007 to 2007-2008

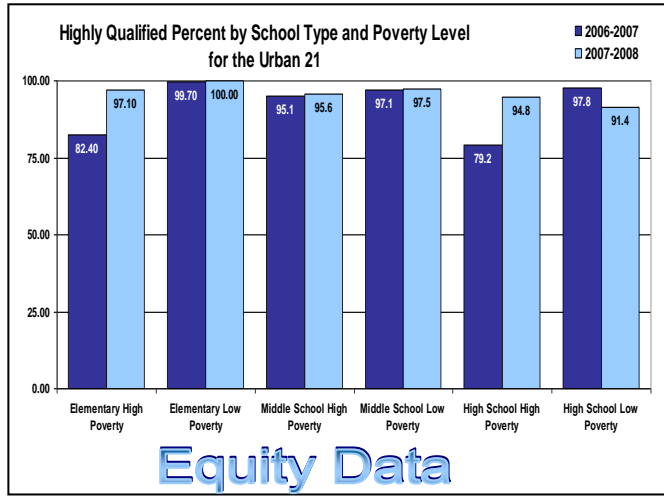


Chart 6: Percent of Inexperienced Teachers by School Type and Poverty Level 2006-2007 to 2007-2008

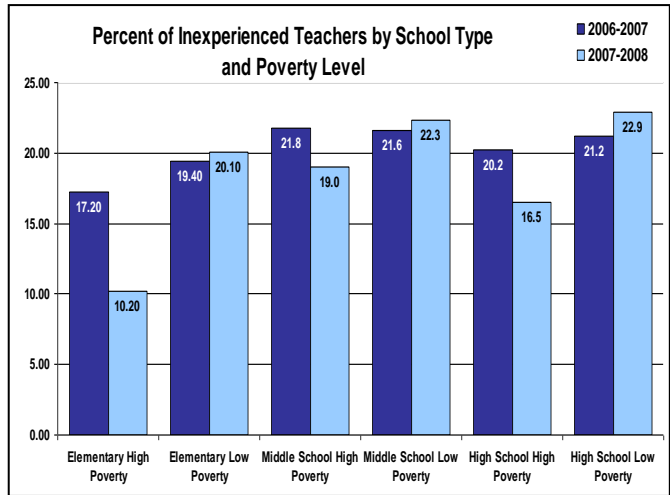
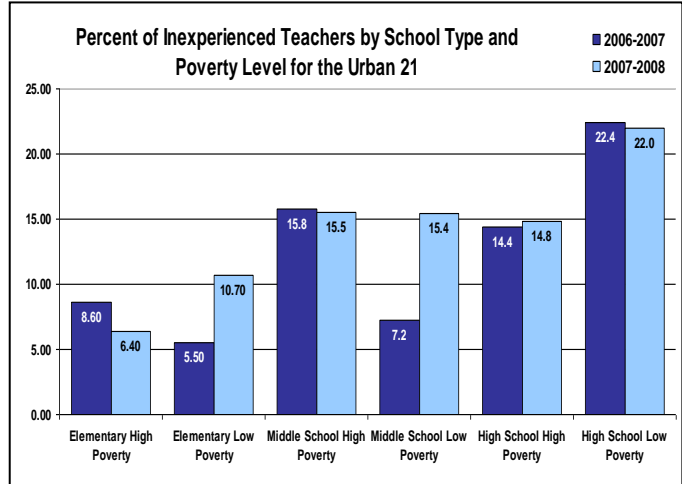
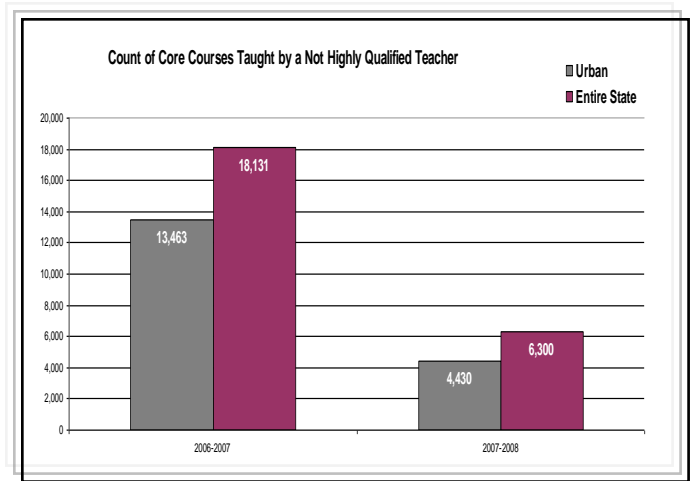


Chart 7: Percent of Inexperienced Teachers by School Type and Poverty Level for the Urban 21 2006-2007 to 2007-2008



ALARMING STATISTICS

Ohio's 2006-2007 statewide data analyses findings showed that **74%** of the courses taught in Ohio schools by non-HQT teachers were in the state's 21 urban districts. In 2007-2008, the percentage was **70%**.



Taking a Closer Look: **Moving to the Local Level**

To meet its mission of ensuring that Ohio's poor and minority students are not being taught at higher rates than other children by inexperienced, unqualified and out-of-field teachers, Ohio understood that it needed to take a closer look at teacher distribution at the local level. Beginning in the school year 2007-2008, the Office of Educator Equity provided assistance and support to local districts in conducting a Teacher Distribution Data Analysis (TDDA).



The district level TDDA allows districts to identify where and to what extent any teacher distribution inequities exist on a *school-by-school* basis. The data findings are used to determine how districts distribute highly qualified and experienced teachers and to identify strategies to address any inequities to ensure that all students are taught by highly qualified teachers in the core subject areas at all grade levels.

Districts Using Data

During the 2007–2008 school year, over 72% of district personnel accessed their Teacher Distribution File (TDF) to conduct a Teacher Distribution Data Analysis (TDDA).

During the 2008–2009 school year, 100% of districts and community schools in Ohio accessed their TDFs to conduct a TDDA.

The steps involved in the TDDA process include:

1. Conduct a data analysis (by core subject courses) to identify where, and to what extent, any teacher distribution inequities exist on a school-by-school basis.
2. Identify (by core subject area and by school) where more than 10 percent of the core subject courses in schools are taught by teachers who are NOT highly qualified. (*Ohio has identified “high percentages” as schools where more than 10 percent of the core subject courses are taught by teachers who are *not* highly qualified.)
3. Identify the percentage of minority and economically disadvantaged students who are taught by inexperienced vs. experienced teachers in the core subject areas.
4. Identify the percentage of minority and economically disadvantaged students who are taught by highly qualified vs. NOT highly qualified teachers.
5. Develop aligned strategies that address specific findings from the data to resolve teacher inequities.
6. Replicate this entire process annually to determine how to enhance the process

Three-Step TDDA

District Data Findings	Aligned Strategies	Ongoing Progress Measures
1. Conduct the TDDA to ensure that core subject area courses in schools are taught by highly qualified teachers (use of the Teacher Distribution File developed for every district is encouraged).	2. Implement strategies that align with what the data reveal as teacher inequities.	3. Continuously measure the progress of district strategies. Complete this process annually to ensure that <i>all</i> students are taught by highly qualified teachers.

Sample Teacher Distribution File

(IRN001) Equity High School

1.) Identify where more than 10% of the core courses are being taught by not highly qualified teachers by core subject area and by school.

Core Subject Area	HQT Course Count	Core Course Count	HQT Percent	Not HQT Percent
Arts	6	19	31.6%	68.4%
Civics and Government	10	10	100.0%	0.0%
Economics	10	10	100.0%	0.0%
English	9	16	56.3%	43.8%
Foreign Language	9	21	42.9%	57.1%
History	16	18	88.9%	11.1%
Language Arts	43	47	91.5%	8.5%
Mathematics	44	50	88.0%	12.0%
Science	37	42	88.1%	11.9%

2.) Identify the percentage of highly qualified and not highly qualified teachers in high-poverty and low-poverty schools.

School Poverty Level
Not Applicable

3.) Identify the percentage of minority and economically disadvantaged students who are taught by inexperienced teachers.

Core Subject Area	Number of Minority and Economically Disadvantaged Students Being Taught by an Inexperienced Teacher	Number of Minority and Economically Disadvantaged Students	Percent of Minority and Economically Disadvantaged Students Being Taught by an Inexperienced Teacher	Number of All Students Being Taught by an Inexperienced Teacher	Number of All Students	Percent of All Students Being Taught by an Inexperienced Teacher
Arts	0	171	0.0%	0	337	0.0%
Civics and Government	0	89	0.0%	0	231	0.0%
Economics	0	94	0.0%	0	239	0.0%
English	21	126	16.7%	52	313	16.6%
Foreign Language	58	175	33.1%	111	410	27.1%
History	0	209	0.0%	0	369	0.0%
Language Arts	0	362	0.0%	0	764	0.0%
Mathematics	117	360	32.5%	303	732	41.4%
Science	76	354	21.5%	130	711	18.3%

4.) Identify the percentage of minority and economically disadvantaged students who are taught by not highly qualified teachers.

Core Subject Area	Number of Minority and Economically Disadvantaged Students Being Taught By a Not Highly Qualified Teacher	Number of Minority and Economically Disadvantaged Students	Percent of Minority and Economically Disadvantaged Students Being Taught By a Not Highly Qualified Teacher	Number of All Students Being Taught By a Not Highly Qualified Teacher	Number of All Students	Percent of All Students Being Taught By a Not Highly Qualified Teacher
Arts	123	171	71.9%	239	337	70.9%
Civics and Government	0	89	0.0%	0	231	0.0%
Economics	0	94	0.0%	0	239	0.0%
English	45	126	35.7%	129	313	41.2%
Foreign Language	110	175	62.9%	246	410	60.0%
History	4	209	1.9%	7	369	1.9%
Language Arts	29	362	8.0%	58	764	7.6%
Mathematics	35	360	9.7%	65	732	8.9%
Science	21	354	5.9%	59	711	8.3%

5.) Identify the percentage of inexperienced teachers (less than 3 years) in high-poverty and low-poverty schools by core subject area.

School Poverty Level
Not Applicable

Core Subject Area	Inexperienced Teacher Count	Total Teacher Count	Percent of Inexperienced Teachers
Arts	0	5	0.00%
Civics and Government	0	5	0.00%
Economics	0	5	0.00%
English	1	8	12.50%
Foreign Language	1	4	25.00%
History	0	6	0.00%
Language Arts	0	8	0.00%
Mathematics	3	11	27.27%
Science	1	12	8.33%

Strategies in Action: **Ohio's Teacher Equity Pilots**

Citizens' Commission on Civil Rights Equity Partnership Project

The Citizens' Commission on Civil Rights (CCCR), the Office of Educator Equity (OEE) and four pilot urban districts (Lima City, East Cleveland, Cleveland Heights-University Heights and Youngstown) are conducting a teacher distribution study to identify best practices in equitable teacher distribution to ensure that poor and minority students have access to highly qualified and high-quality teachers. All four pilots had successful district visits with CCCR in January and March of 2008.



District Teacher Equity Project (DTEP)

DTEP is a teacher distribution analysis that will provide urban districts with data that can be utilized in implementing key strategies to address teacher inequities. Drawing from the existing strategies in the state's Teacher Equity Plan, the districts' teacher equity plans will show evidence of strategic efforts to ensure that all children are taught by highly qualified teachers. OEE is currently conducting a pilot of this project in three urban school districts (Akron, Elyria and Youngstown).

Coherent Human Capital Management Pilot

OEE has partnered with Learning Point Associates to explore re-engineering Human Resource Systems in Ohio through a federally funded pilot. Ohio is the only state participating and will publish its results, which will serve as a model for other states. The pilot measures existing human resource systems against best practices in teacher recruitment, hiring, induction, professional development, compensation, working conditions, performance management and teacher leadership. A rural district (Eastern Local), a suburban district (Dublin City) and an urban district (Akron City) serve as the pilot districts.

Teacher Exit Survey Pilot

OEE is conducting a Teacher Exit Survey Pilot in four (Akron, Cleveland Heights-University Heights, Elyria and Lima City) urban districts. The purpose of the pilot is to glean insight from teacher "leavers" regarding factors that influence teacher mobility and attrition. The urban districts that are participating in the Ohio Teacher Incentive Fund (OTIF) also are conducting the Teacher Exit Survey to gather teacher mobility and attrition data.

OEE Monitoring Visits

OEE will conduct monitoring visits in collaboration with ODE's Center for School Improvement to examine urban districts' equitable distribution strategies. The spring 2008 monitoring visits were in Columbus, Dayton, Hamilton, Akron and East Cleveland. OEE conducted an analysis of the visits and wrote recommendations for each report. This will be an annual process for OEE.

Culturally Relevant Pedagogy

OEE and the Teacher Quality Enhancement Project (TQE) at The Ohio State University have partnered to give school districts the opportunity to participate in the Culturally Relevant Pedagogy (CRP) Pilot

aligned with Gloria Ladson-Billings' theoretical framework on the dimensions of CRP. OSU's Teacher Quality Enhancement Project, a federally funded project, supported the development of four CRP modules with an urban focus. Canton City, Cleveland Heights-University Heights, Hilliard City, Lima City and Lorain City school districts will field-test the CRP modules. Each of these districts has identified CRP as a component to their school improvement process. Each district will conduct the CRP field test through an ongoing, sustained and job-embedded professional development experience during spring and summer of 2009. After the field test, OSU will revise the modules based on the constructive feedback from the pilot districts. OEE and OSU will disseminate the final CRP modules and user guide to the 21 urban districts. The research-based user guide and modules will serve as a resource for both pre-service and in-service teachers who are seeking to improve their understanding and skills in providing CRP to its increasingly diverse student populations. This pilot is aligned with strategy 2.7 in Ohio's Teacher Equity Plan.

Measuring Our Progress

Ohio's accountability system data clearly show that Ohio has unacceptable gaps in student achievement, especially between blacks and whites as well as low-income and higher-income students (Ohio Department of Education, 2005b). In addition, teacher equity data analyses findings indicate that the children in high-need schools who need the most experienced, most educated, most skilled teachers get the least effective educators (Driscoll & Fleeter, 2007).

Ohio is committed to closing both the gaps in student achievement and the gaps in teacher quality. Ohio's Teacher Equity Plan was developed to improve the equitable distribution of the state's highly qualified and high-quality teachers and to ensure that all teachers have access to a lifelong resource system from the time they enter teaching until they retire. The state's plan is driven by two key strategies.

State Level Key Strategies

1: Increase the percentage of core courses taught by highly qualified teachers in Ohio to 100%

Progress Status:

Key Strategy 1 Measure: Percentage of core courses taught by highly qualified teachers in Ohio.

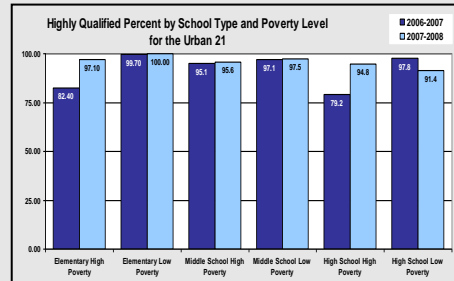
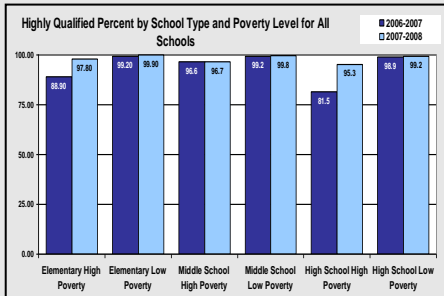
[96.5 percent of core courses were taught by highly qualified teachers in 2006-2007]

[98.5 percent of core courses were taught by highly qualified teachers in 2007-2008]

2: Continuously monitor the distribution patterns of Ohio’s teachers to ensure that poor and minority students are not being taught at higher rates than other children by non-HQT teachers

Progress Status:

Key Strategy 2 Measure: Percentage of highly qualified teachers in Ohio’s districts/schools, particularly urban, high poverty schools



The Key to Equitable Teacher Distribution: *Coherent Policies and Aligned Strategies*

Supporting Ohio’s two key strategies is a comprehensive set of 68 sub-strategies, organized around nine supportive elements that clearly demonstrate Ohio’s *good faith effort* to ensure that poor and minority children are not being taught at higher rates than other children by inexperienced, unqualified and out-of-field teachers. Ohio took a targeted and careful approach in developing the strategies included in its Teacher Equity Plan. Recognizing that too often states develop strategies that aren’t refined enough to meet the real staffing and teacher quality distribution issues of their school districts, two key criteria guided the development of Ohio’s Teacher Equity Plan:

Criteria 1: Ensure that the 68 strategies are *targeted* on improving the distribution of highly qualified and high-quality teachers in Ohio’s *high-need schools*; and

Criteria 2: Ensure that the strategies are aligned with Ohio’s long-term strategic education goals and policy environment.

The nine supportive elements and the state’s progress in implementing each strategy are outlined below: Element 1: Data and Reporting Systems

- Element 2: Teacher Preparation
- Element 3: Out-of-Field Teaching
- Element 4: Recruitment and Retention of Experienced Teachers
- Element 5: Professional Development
- Element 6: Specialized Knowledge and Skills
- Element 7: Working Conditions
- Element 8: New Compensation Systems
- Element 9: Policy Coherence

Element 1: Ohio’s Data and Reporting Systems Strategies

1.1 Collect and publicly report data on the distribution of teacher talent including the percentage of highly qualified teachers in each core subject area and the percentage of highly qualified teachers in schools not meeting Adequate Yearly Progress (AYP)

In Progress	Completed
√	

1. 2 Collect data on teachers' certificates/licenses held; Enable educators, parents and other stakeholders to review up-to-date information on the credentials of their schools' teachers and leaders and the achievement levels of various groups of students through a web-based data system	In Progress	Completed
		√
1. 3 Collect and publicly report data that describe patterns of teacher turnover and mobility, specifically in high-need schools	In Progress	Completed
	√	
1.4 Advocate for the development of a data system that reports the number of teachers changing <i>schools</i> within their district, changing <i>positions</i> within their district, <i>moving</i> to other districts or into administration, or <i>leaving</i> the profession	In Progress	Completed
	√	
1. 5 Collect data related to teachers' perceptions about working conditions associated with high teacher turnover including time, facilities and resources, leadership and professional development	In Progress	Completed
		√
1. 6 Monitor, on an ongoing basis, the specific staffing needs of Ohio's schools through the generation of data reports that identify subject and location area shortages	In Progress	Completed
	√	
1. 7 Utilize and continuously improve a web-based recruitment system that matches districts' teaching vacancies with prospective teachers	In Progress	Completed
	√	
1. 8 Develop and implement a data system that is able to link teacher qualifications to student achievement (value added data); Use the value-added data to reliably measure students' individual progress and to determine the impact of educational, instructional and program practices on student achievement. [Note: By the 2007-2008 school year, Ohio will have a statewide information bank on value-added data.]	In Progress	Completed
	√	

Element 2: Ohio's Teacher Preparation Strategies		
2.1 Create new teacher standards and ensure that the new standards serve as the foundation for preparing all of Ohio's teachers	In Progress	Completed
		√
2. 2 Develop an annual report on the quality of teacher education in Ohio that provides data on passing rates and the number and specialization of teachers produced by each institution of higher education; Expand the performance measures contained in the annual report	In Progress	Completed
		√
2. 3 Strengthen the collaboration between the Ohio Department of Education and the Ohio Board of Regents to address the over-supply and under-supply of teachers in certain subject areas and types of districts; Explore imposing ceiling caps to manage the over-supply of teachers in some areas and the possible use of financial incentives to colleges and universities that recruit, graduate and place teachers in shortage areas	In Progress	Completed
	√	

2. 4 Advocate for the establishment of goals for each institution of higher education related to the number of graduates in high-need subjects and based on the staffing needs of Ohio's high-need schools	In Progress	Completed
	√	
2. 5 Expand the number of Ohio's Charter Colleges of Education that are based on an apprenticeship approach to teacher preparation and designed to meet the specific staffing shortages of partnering high-need school districts	In Progress	Completed
		√
2. 6 Advocate for the establishment of state college loan forgiveness programs to channel prospective teachers toward schools that have difficulty attracting sufficient numbers of qualified teachers; Provide up-to-date information on available federal loan forgiveness programs to prospective teachers	In Progress	Completed
		√
2. 7 Require teacher preparation programs to include <i>cultural competence</i> in their curriculum to help new teachers understand and appreciate the students, families and communities that they serve	In Progress	Completed
	√	
2. 8 Conduct research on the link between teacher preparation and student performance. Use student achievement data to systematically identify what works in teacher preparation and how to improve the state's teacher preparation programs	In Progress	Completed
	√	

Element 3: Ohio's Out-of-Field Teaching Strategies		
3.1 End the temporary licensing of teachers in Ohio	In Progress	Completed
		√
3. 2 Publicly report up-to-date information on teacher certificates/licenses held and notify districts when teachers are not properly credentialed in the subjects they are assigned to teach	In Progress	Completed
		√
3. 3 Develop and implement a Revised HQT Plan that outlines state initiatives to ensure that 100% of Ohio's teachers will be highly qualified by the 2006-2007 school year; Provide a variety of professional development opportunities for teachers to become highly qualified	In Progress	Completed
		√
3. 4 Expand high-quality alternative routes into the profession to allow individuals with relevant expertise in hard-to-fill subjects to enter the profession; Ensure that <i>all</i> routes into teaching and the principalship are high-quality and standards based	In Progress	Completed
		√
3. 5 Streamline licensing and certification procedures	In Progress	Completed
		√
3. 6 Provide stipends to teachers for teaching mathematics, science or special education in schools that have been identified as hard-to-staff	In Progress	Completed
		√

3. 7 Provide funds to school districts to contract with institutions of higher education to provide instruction in mathematics, science and foreign language	In Progress	Completed
		√
3. 8 Develop and fund partnerships with institutions of higher education to train already licensed teachers to become certified in high-need subject areas	In Progress	Completed
		√
3. 9 Support the development of partnerships between institutions of higher education and high-need school districts to provide professional development for teachers in the hard-to-staff subject areas of mathematics and science	In Progress	Completed
		√
3. 10 Provide technical assistance to hard-to-staff school districts to help them fully utilize all of the features of the state's web-based recruitment system	In Progress	Completed
	√	
3. 11 Promote partnerships that help districts recruit and hire qualified international teachers of hard-to-fill subjects and specializations	In Progress	Completed
		√
3. 12 Utilize a Credential Review Board to review the licensure applications of alternative route and out-of-state candidates	In Progress	Completed
		√

Element 4: Ohio's Recruitment & Retention of Experienced Teachers Strategies		
4.1 Require and fund high-quality induction experiences for all new teachers and principals, including those who enter the profession through alternative routes; Advocate for funds to prioritize induction in high-need schools by providing three years of structured mentoring designed to support teachers and principals	In Progress	Completed
		√
4. 2 Provide mentor training to experienced teachers to assist them in mentoring entry-year teachers	In Progress	Completed
	√	
4. 3 Improve state-level data systems to reduce the time it takes to issue educator licenses	In Progress	Completed
		√
4. 4 Provide incentives to highly qualified, experienced teachers who teach in high-need schools	In Progress	Completed
		√
4. 5 Advocate for collecting data on the number of teachers changing <i>schools</i> within their district, changing <i>positions</i> within their district, <i>moving</i> to other districts or into administration, or <i>leaving</i> the profession; Conduct exit interviews to identify the factors influencing teacher mobility	In Progress	Completed
	√	
4. 6 Target support to National Board certification candidates who teach in regions with high numbers of high-need schools and provide incentives so they stay	In Progress	Completed
	√	
4. 7 Explore providing an opportunity for "high value added" teachers in high-need schools to apply for incentives and rewards to encourage them to stay	In Progress	Completed
	√	

Element 5: Ohio's Professional Development Strategies

5. 1 Develop and implement new professional development standards; Target funds to support only those professional development activities that are aligned with Ohio's new professional development standards and the NCLB definition of high-quality professional development	In Progress	Completed
		√
5. 2 Require low-performing school districts as well as districts with unacceptably wide achievement gaps to demonstrate compliance with the state's professional development standards through their Comprehensive Continuous Improvement Plans	In Progress	Completed
		√
5. 3 Implement a state regional technical assistance support system that provides targeted assistance to low-performing districts and schools	In Progress	Completed
		√
5. 4 Target additional high-quality professional development that focuses on the analysis and use of data to help districts identify their achievement gaps and raise the academic performance of all students	In Progress	Completed
	√	
5. 5 Create Local Professional Development Regional Support Sites to ensure that Ohio's new professional development standards will be used by all educators to guide the development of their own plans for professional growth	In Progress	Completed
		√
5. 6 Develop professional development academies focused on the specific needs of teachers in the state's Appalachian region	In Progress	Completed
		√
5. 7 Expand the use of technology to support teachers' professional growth including more opportunities for online mentoring support and the use of digital tools	In Progress	Completed
	√	
5. 8 Provide training to school district personnel in value added growth models	In Progress	Completed
		√

Element 6: Ohio's Specialized Knowledge and Skills Strategies

6. 1 Require new teachers to demonstrate, through the Praxis III assessment, their ability to teach diverse learners	In Progress	Completed
	√	
6. 2 Place subject specialists/coaches in high-need schools; Provide targeted coaching to teachers who teach reading and mathematics	In Progress	Completed
		√
6. 3 Develop and promote research-based coaching models	In Progress	Completed
		√
6. 4 Make a major investment in preparing principals for the unique challenges of high-need schools (e.g., how to promote student learning, how to hire strong teachers)	In Progress	Completed
		√

6. 5 Study the school organization, culture, instructional practices and characteristics of teachers in high-poverty, high-minority schools that significantly raise student achievement	In Progress	Completed
		√
Element 7: Ohio's Working Conditions Strategies		
7. 1 Strengthen school leadership through the development and implementation of new principal standards	In Progress	Completed
		√
7. 2 Increase the pool of high-quality principals through alternative administrator preparation programs	In Progress	Completed
		√
7. 3 Require and fund high-quality induction experiences for all new principals, including those who enter the profession through alternative routes	In Progress	Completed
		√
7. 4 Develop a framework of essential criteria for school districts to follow when creating locally determined evaluation systems to assess the performance of principals	In Progress	Completed
		√
7. 5 Collect data related to teachers' perceptions about working conditions associated with high teacher turnover including time, facilities and resources, leadership and professional development	In Progress	Completed
		√
7. 6 Keep good teachers where they are needed most by providing tools and resources for improving the working conditions in high-need schools	In Progress	Completed
	√	
7. 7 Adopt School Climate Guidelines to provide physically safe and emotionally secure environments for all students and staff: Adopt a Substance-Abuse and Violence Prevention Policy	In Progress	Completed
		√
7. 8 Create smaller schools and/or smaller units within schools	In Progress	Completed
		√
7. 9 Prioritize funds for the renovation of high-need school facilities and construct new facilities based on need	In Progress	Completed
	√	

Element 8: Ohio's Compensation Systems -Strategies		
8. 1 Implement new compensation systems that recognize challenging schools; are linked to value added data; and allow for tiered career paths	In Progress	Completed
	√	
8. 2 Provide monetary incentives to encourage highly qualified teachers who teach in high-need schools to stay	In Progress	Completed
	√	
8. 3 Apply for Teacher Incentive Funding to develop innovative compensation plans that reward teachers who demonstrate success in improving student achievement and closing achievement gaps	In Progress	Completed
		√
8. 4 Develop career advancement structures to raise compensation for master or mentor teachers	In Progress	Completed
		√

8. 5 Assist school districts in developing locally determined evaluation systems to assess the performance of teachers	In Progress	Completed
	√	
8. 6 Pay teachers who earn National Board certification an annual stipend in addition to their regular salary.	In Progress	Completed
		√

Element 9: Ohio's Policy Coherence Strategies		
9. 1 Combine the action plan required of the state's partnership project with The Education Trust <i>with</i> the NCLB required State teacher equity plan to produce <i>one aligned state plan</i> (Ohio's Teacher Equity Plan); Ensure that the state plan evidences coherent policies and aligned strategies that are targeted on improving the distribution of Ohio's highly qualified, experienced teachers	In Progress	Completed
		√
9. 2 Ensure that Ohio's polices related to equitable teacher distribution are grounded in data analyses findings and are aligned with the state's long-term strategic goals and policy environment	In Progress	Completed
		√
9. 3 Ensure that state testing policies and systems of rewards and sanctions do not inadvertently drive teachers and principals away from high-need schools	In Progress	Completed
		√
9. 4 Build and nurture national- and state-level strategic partnerships that promote policy coherence and strategy alignment	In Progress	Completed
		√
9. 5 Develop strong working relationships between the Ohio Department of Education and Ohio's General Assembly	In Progress	Completed
		√

The Road Ahead

Ohio has been proactively working to reduce any gaps in teacher quality evidenced by state and local data analyses findings. While significant progress has been made, we know that the initiatives and accomplishments presented in this report are only the first steps in our journey. As we look ahead, we are optimistic and excited about where we are headed. Underlying all of our efforts is a commitment to meeting our mission: *To ensure that Ohio's poor and minority students are not being taught at higher rates than other children by inexperienced, unqualified and out-of-field teachers.* This commitment will drive every decision we make as we focus on implementing the following goals over the next two years.

2008 Office of Educator Equity GOALS

- ❖ Continue LEA Teacher Equity Technical Assistance
 - ❖ Enhance Teacher Equity Infrastructure (Phase II)
- ❖ Publish CCCR, DTEP, and Teacher Exit Survey TE Studies
 - ❖ Continue OEE & Urban District Collaborative
 - ❖ Enhance Teacher Equity Infrastructure
 - ❖ Conduct Teacher Equity Monitoring Visits
 - ❖ Administer Human Capital Management Project
 - ❖ Administer Teacher Exit Survey Pilot
 - ❖ Publish Teacher Equity State Report

2009 Office of Educator Equity GOALS

- ❖ Continue OEE & Urban District Collaborative
 - ❖ Conduct Teacher Equity Monitoring Visits
- ❖ Administer Phase II of the CRP Pilot with OSU TQE
- ❖ Administer Phase II of Human Capital Management Project
 - ❖ Enhance Teacher Equity Infrastructure (Phase III)
 - ❖ Administer Teacher Exit Survey (new districts)
 - ❖ Conduct Teacher Equity Monitoring Visits
 - ❖ Complete USDE State Monitoring Visit

Appendices

Appendix A: References

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Appendix B: District Level Teacher Distribution Data Analysis (TDDA) 2008

#1 - The HQT course count is the number of courses being taught by a highly qualified teacher. These are the standard HQT elements broken down by the core subject area.

#2 - This is the poverty level indicator of the school. The calculation of the poverty level is performed by ranking all schools by their percentage of economically disadvantaged students. The EMIS definition of economically disadvantaged students was applied for the rankings and June enrollment was used. The ranked list was then divided into quartiles: high, medium-high, medium-low and low. Not specified was the final group for those schools that did not have enrollment data. Since high and low poverty were the only two levels appropriate to the teacher distribution analysis, all other levels were re-coded into Not Applicable. Use this school indicator in conjunction with the data from #1 to answer the second question.

#3 - The number of minority and economically disadvantaged students taught by an inexperienced teacher is calculated by totaling up the number of those students in all the core subject area classes. This will lead to "duplicate" counts of minority and economically disadvantaged students if they are in more than one class within the core subject area (i.e. a minority and economically disadvantaged student is counted twice if he takes two math courses). The same rule applies to all other elements: any student listed in more than one class for the core subject area would be counted that many times. All data is from the October reporting period. Inexperienced teacher is defined by 3 years or less teaching experience.

#4 - The number of minority and economically disadvantaged students taught by a not highly qualified teacher is calculated by totaling up the number of those students in all the core subject area classes. This will lead to "duplicate" counts of minority and economically disadvantaged students if they are in more than one class within the core subject area (i.e. a minority and economically disadvantaged student is counted twice if he takes two math courses). The same rule applies to all other elements: any student listed in more than one class for the core subject area would be counted that many times. All data is from the October reporting period. Since the link to students is done through the course, we are able to use the HQT status of the course.

#5 - Unlike the 2006-2007 TDF, head counts are used instead of FTE's. The counts are simply the number of people teaching at least one class in the core subject area. Those with 3 years or less experience were identified as inexperienced teachers. The school poverty level is repeated to make the identification easier to find. If you have questions regarding your HQT plan, please contact your Federal Programs Consultant.

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Data Element Definitions:

Highly Qualified Teachers is actually the percent (and count) of core courses taught by a highly qualified teacher. This is how the ODE is required to and has always collected HQT data.

Poverty is the percent (and count) of students who are economically disadvantaged according to the EMIS definition.

Poverty Group is the indication of either a high- or low-poverty school. High- and low-poverty schools are based on the percentile definition the ODE uses for the Consolidated State Performance Report. Schools were statistically ranked based on their economically disadvantaged data reported in EMIS, and then divided into quartiles. Low quartile (25th and below) schools were considered low-poverty and high quartile schools (75th and above) were considered high-poverty. In 2006-2007, this translated as any schools with 16.855% economically disadvantaged or less were considered low-poverty schools; any schools with 52.39% or more economically disadvantaged were considered high-poverty schools. Schools that fell in the 26th to 74th percentile were indicated with a "None" as the poverty group. If the poverty group is blank, that would mean that no enrollment data was available for that school to analyze.

Minorities were defined as any student who was identified in EMIS as Asian or Pacific Islander; Black, non-Hispanic; Hispanic; American Indian or Alaskan Native; Multiracial; or Other. This percentage uses the iLRC enrollment data to calculate this. The enrollment definition in the iLRC is student enrollment, defined as average daily membership (ADM).

Inexperienced Teachers by Core Subject Area is defined as anyone that has 3 or less years experience reported in EMIS. Teacher is defined as anyone teaching a class as reported in EMIS (i.e. what is commonly called the teacher of record; or the teacher ID listed on the Course Master record). Several of the core subject areas have been merged.

English Language Arts is the combination of English, language arts and reading core subject areas.

Social Studies is the combination of civics and government, economics, history and geography core subject areas.

Appendix C: Citizens' Commission on Civil Rights (CCCR): A Teacher Distribution Study in Ohio

Proposal Components	Description	Implications for State Teacher Equity Work
Best Practices in Equitable Teacher Distribution	CCCR wants to identify practices that will ensure access by disadvantaged public school students to HQT teachers.	<ul style="list-style-type: none"> ▪ Aligned with Teacher Equity (TE) work ▪ Complements our TE work in this area ▪ Serves as a national impetus to move this work forward at the district level
Evidence of Equitable Teacher Distribution practices	CCCR wants to collaborate with ODE to gather data in how the state's TEP and other state policies are working at the local level to upgrade the quality of teaching available to poor and minority students.	<ul style="list-style-type: none"> ▪ Aligned with TE work ▪ Complements our TE work ▪ Conveys the importance of moving this work forward at the local district level
Analyze the work of 4 urban districts	CCCR in collaboration with ODE will conduct a careful study of the status of teacher improvement efforts in 4 urban districts.	<ul style="list-style-type: none"> ▪ Aligned with TE work ▪ Other districts can learn from the analysis ▪ Pilots can highlight its successes and strategies to resolve areas of improvement in TE work
CCCR District Visits	CCCR will visit the 4 pilots and consult with the superintendents, principals, teachers, unions, and schools of Education (Wright State, Cleveland State, Kent State, and Youngstown State).	<ul style="list-style-type: none"> ▪ Aligned with 21 Urban visits and detailed district visit reports ▪ Aligned with synopsis document ▪ Pilots can highlight its successes and strategies to resolve areas of improvement in TE work
CCCR District Visit Expected Outcomes	At each pilot, CCCR hopes to learn what changes in teacher recruitment and pd have taken place and initiatives and incentives in state TEP seem promising.	<ul style="list-style-type: none"> ▪ RIF has impacted district recruitment strategies; therefore, few changes may be implemented ▪ TE Plan is new (less than one year in implementation); therefore, no concrete data can be collected on success of these incentives ▪ Highlight what pilots chose to do with their Ohio CORE \$ to determine any alignment with TE strategies.

Proposal Components	Description	Implications for State Teacher Equity Work
HQT Challenges	CCCR wants to collect obstacles to achieving HQT in the most disadvantaged schools and district perceptions on what can be done to resolve them.	<ul style="list-style-type: none"> ▪ In some instances, suggestions may reveal overwhelming state/federal expectations that are not aligned with state capacity ▪ State and districts can continue to work collaboratively to resolve such concerns
Special Circumstances	CCCR is also interested in special circumstances that may influence results in particular districts.	<ul style="list-style-type: none"> ▪ Assessment will reveal the specific needs, challenges each districts may have faced historically (i.e. federal desegregation mandates, etc)
Further Discussions	CCCR will interview other educators and advocates in the state about the issues (i.e. Kathleen Ware in Hamilton).	<ul style="list-style-type: none"> ▪ Conversations may reveal the importance of strengthening collaborations
Achieve Report	How do these recommendations align with what CCCR learned in the field?	<ul style="list-style-type: none"> ▪ Results may be aligned with the High Support components that match the TE strategies in state plan.
National Review	CCCR will interview and/or review the work of national experts to determine if any initiatives are being applied elsewhere that may be useful for Ohio.	<ul style="list-style-type: none"> ▪ Results will help Ohio continue to enhance its TE work ▪ Identification of effective equitable teacher distribution practices will be assessed by Office of Educator Equity.

Appendix D: District Teacher Equity Project (DTEP)

Project Components	Description
Teacher Distribution Analysis (TDA) Summer 2007–Fall 2007	<ul style="list-style-type: none"> ▪ Data researchers (DR) will conduct a Teacher Distribution Analysis using 2006 – 2007 EMIS data in 3 pilot districts: Akron, Elyria, and Youngstown. ▪ DR will analyze five teacher characteristics in five different ways to draw data conclusions that may identify where and to what extent do teacher inequities exist in schools throughout the pilot districts.
TDA Preliminary Report for each pilot October 22–November 9, 2007	<ul style="list-style-type: none"> ▪ A TDA Preliminary Report will be submitted to each pilot district for careful review. ▪ Pilots are encouraged to share suggestions, comments, concerns, or corrections in an effort to make the necessary revisions to ensure accuracy.
TDA Final Report Early Spring 2008	<ul style="list-style-type: none"> ▪ A TDA Final Report will be submitted to each pilot after revisions are completed.
DTEP Presentation to Pilot Districts Mid Spring 2008	<ul style="list-style-type: none"> ▪ DR and the Office of Educator Equity (OEE) will collaborate with pilot district superintendents to schedule a time to conduct the DTEP presentation.
DTEP and the HQT Plan Summer 2008	<ul style="list-style-type: none"> ▪ OEE will collaborate with the superintendent, designee, and/or HQT/Teacher Equity team to explore ways that the data findings can impact further development of Requirement #3 (Equitable Teacher Distribution) in the districts' HQT Plans.
Highlighting Best Practices Summer 2009	<ul style="list-style-type: none"> ▪ Researchers, OEE, and pilot districts will collaborate to discuss ways that best equitable teacher distribution practices can be shared with other Ohio districts as pilots implement promising equitable distribution initiatives.

Appendix E: Ohio Human Resource Pilot Rollout Timeline

Creating a Coherent Human Capital Management System Ohio Pilot in collaboration with Learning Point Associates Pilot Districts: Akron, Dublin, Eastern Local

Ohio's participation in a pilot project with three school districts and Learning Point Associates (LPA) supports the state's interest in examining ways that school districts can re-engineer their human resource system. The pilot consists of three phases: a kickoff meeting, data collection, and co-interpretation.

Kickoff – August 2008

LPA will facilitate the Ohio pilot beginning with a kickoff meeting with teams from the three pilot districts. The purpose of the kickoff meeting is to familiarize the district teams with the human capital management framework and data collection process.

Data Collection – September-December 2008

To gain a comprehensive understanding of each district's human resource continuum, LPA will collect and analyze new data from several sources including: online surveys for teachers and administrative personnel, key document review, administrator interviews, and teacher focus groups.

The online surveys for teachers and administrative personnel are aligned with the research-based human capital management framework developed by LPA.

For the key document review, each pilot district will collect and send documents that address the areas of the human capital management framework (recruitment, hiring, induction, professional development, compensation, working conditions, performance management, and teacher leadership).

During visits to each pilot district, LPA will conduct interviews with two to five district personnel involved in recruitment, hiring, induction, professional development, compensation, working conditions, performance management, and teacher leadership using questions aligned with the human capital management framework. LPA will also conduct up to three teacher focus groups in each district, consisting of eight to ten teachers who are in their first five years of teaching.

Co-interpretation – January 2009

The co-interpretation process includes the interpretation of data, the identification of key findings, prioritization of findings, and beginning action planning. Co-interpretation participants use the method of triangulation to provide support for combining and subsuming some of the findings from various reports into key findings across reports. The group then uses a rating process to prioritize the findings. From this process, which requires considerable thought and discussion, a list of critical key findings emerges. Findings then are prioritized and action planning begins.

Implementation – Fall 2009-2010

Each pilot district will submit a proposal to the Ohio Department of Education detailing the action plan to develop and implement a comprehensive human resource system that is aligned with the district's school improvement goals and integrated into the district's school improvement process. Upon review and approval of the proposal, a starter grant will be allocated to the pilot districts to support implementation of the district's coherent human capital management system.



Office of Educator Equity
Ohio's Teacher Equity Progress
REPORT

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