Updates for OACTS

Center for Teaching, Leading and Learning
Each Child, Our Future

In Ohio, each child is challenged, prepared and empowered.

Vision
In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society.

Four Learning Domains

- Foundational Knowledge & Skills
  - Literacy, numeracy and technology

- Well-Rounded Content
  - Social studies, sciences, languages, arts, health, physical education, etc.

- Leadership & Reasoning
  - Problem-solving, design thinking, creativity, information analytics

- Social-Emotional Learning
  - Self-awareness & management, social awareness, relationship skills, responsible decision-making

One Goal
Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career/technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles
- Equity
- Partnerships
- Quality Schools

10 Priority Strategies

1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation

Ohio’s Strategic Plan for Education: 2019-2024
Evaluation Updates

Carolyn Everidge-Frey, Executive Director
Center for Teaching, Leading and Learning
Ohio Teacher Evaluation System

Prototype
• 2018-2019

Pilot
• 2019-2020

Implementation
• 2020-2021

The teacher evaluation process remains unchanged for 2019-2020.
<table>
<thead>
<tr>
<th>Current OTES</th>
<th>Revised Draft OTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth model</td>
<td>Renewed emphasis on growth</td>
</tr>
<tr>
<td>50% Teacher Performance</td>
<td>No more 50/50</td>
</tr>
<tr>
<td>50% Student Growth Measures or</td>
<td>HQSD embedded in rubric</td>
</tr>
<tr>
<td>Alternative Framework option</td>
<td>No Alternative Framework</td>
</tr>
<tr>
<td>Two Formal Observations</td>
<td>Two Formal Observations</td>
</tr>
<tr>
<td>Walkthroughs</td>
<td>Walkthroughs</td>
</tr>
<tr>
<td>Teachers categorized as A, B, C</td>
<td>Focused to Support Growth</td>
</tr>
<tr>
<td>eTPES</td>
<td>Teacher categories no longer required</td>
</tr>
<tr>
<td></td>
<td>OhioES</td>
</tr>
</tbody>
</table>
OTES 2.0 Implementation

July 1, 2020
  – Districts must update teacher evaluation policy

November 2, 2018
  – Any collective bargaining agreement entered into, renewed, or extended on or after this date must acknowledge the coming changes and fully implement in 2020-2021
Future OTES 2.0 Trainings

Fall 2019
  – Begin future OTES 2.0 trainer application process

Spring 2020
  – Instruct OTES 2.0 trainers on revised credentialing training
  – Begin OTES 2.0 credentialing trainings
  – Begin bridge training for current OTES 1.0 evaluators
OPES Review and Update

Summer 2019
• Worked with state associations to identify writing team members

Fall 2019
• Begin work to revise OPES to align to the new standards and to OTES
Center Support Specialists

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Substitute Teacher Licensure

Senate Bill 216
Substitute Teaching Licenses

Short-Term and Long-Term Substitute Licenses

• No longer issued
• Valid through their expiration
• Valid for the same as before law change
# New Substitute Teaching Licenses

<table>
<thead>
<tr>
<th>Teaching Field</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Degree – Unlimited</strong></td>
<td>Unlimited days in any assignment</td>
</tr>
<tr>
<td><strong>General Substitute</strong></td>
<td>Limited to one semester increments with local board approval</td>
</tr>
<tr>
<td><strong>Academic content area(s)</strong></td>
<td>Unlimited days in content area(s) listed on license</td>
</tr>
<tr>
<td></td>
<td>Limited to one semester increments with local board approval for all other content areas</td>
</tr>
</tbody>
</table>
Perkins V Update

Robert E. Kornack, Assistant Director
Office of Career-Technical Education
Major changes with Perkins V

– Concentrator Definition
– Tech Skill replaced with a Quality Indicator
– Comprehensive Local Needs Assessment
– State Plan Development Process
Stakeholder Collaboration

Ohio Department of Education and Higher Education internal workgroups:
Using work from workgroups, drafts and sections of the State Plan

Stakeholder Committee:
Reviews and provides feedback on State Plan
Stakeholder Groups

There are 4 external stakeholder workgroups.

- Data & Accountability
- Local Needs Assessment & Application
- High-Quality Programs of Study
- Equity
Data & Accountability

Provide input on accountability measures

Provide commentary on data collection supports

Provide discussion on resources needed to implement data and accountability provisions of Perkins V

New work-based learning measure
Work-Based Learning

Aligns with graduation requirements of 250 hours

Multiple buckets for work-based learning

Must be aligned to program of study

Students can earn hours starting in the 9th grade
Local Needs Assessment

The state is required to develop templates for the needs assessment and application

• Provide input and feedback on templates for the needs assessment and application

• Provide input and recommendations on the supports that local Perkins recipients need to successfully complete the needs assessment, and to use the results to make any changes indicated by the needs assessment
Equity

Provide input on equity labs, data and supports needed at the local level to enact the equity provisions in the law

Equity labs will assist districts in:
• Analyzing performance target data to ensure all students have meaningful access to high-quality career-technical education programs.
High-Quality Programs of Study

Review and provide feedback on Existing Programs of Study

• Ensure existing programs of study meet the requirements of law
• Review labor market data, including futuring data, to suggest areas where the state may need to add additional programs of study
• Review and provide feedback on Quality Program Standards
• Review and provide input on Quality Program Review processes for ensuring programs are of high quality
Carl D. Perkins V State Plan

On July 31, 2018, the Strengthening Career and Technical Education for the 21st Century Act, or Perkins V, was signed into law. This legislation requires states to submit a transition plan to the US Department of Education before a final plan is developed.

- Carl D. Perkins V Transition Plan
- Strengthening Career and Technical Education for the 21st Century Act - Stakeholder Engagement Plan

Carl D. Perkins V State Plan Stakeholder Engagement Notes

- Perkins V Comprehensive Stakeholder Engagement Minutes - 06/28/19

Data & Accountability Stakeholder Group

Check back soon for notes from the Ohio ACTE workgroup meeting.

Equity Stakeholder Group

Check back soon for notes from the Ohio ACTE workgroup meeting.

Comprehensive Local Needs Assessment Stakeholder Group

- Local Needs Assessment Stakeholder Notes - 06/27/19

High-Quality Program of Study Stakeholder Group

- High-Quality Program of Study Stakeholder Notes - 06/27/19

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Questions?
@OHEducation
SIGN UP FOR PARENT TEXT TIPS

Elementary Students
Text "OHED EL" to 468311

Middle and High School Students
Text "OHED HS" to 468311
Share your learning community with us!
#MyOhioClassroom

Celebrate educators!
#OhioLovesTeachers