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Bill Analysis

Legislative Service Commission

H.B. 107

126th General Assembly
(As Reported by H. Education)

Reps. Setzer, Webster, Seitz, Kearns, Distel, C. Evans, Chandler

BILL SUMMARY

- Requires the State Board of Education to adopt standards for teacher preparation programs that require the curricula of those programs to be aligned with the state academic content standards for primary and secondary students and with the value-added progress dimension being developed by the Department of Education.

CONTENT AND OPERATION

The bill requires that the State Board of Education, within its authority to approve and adopt standards for teacher preparation programs at public and private colleges and universities, require both of the following as a condition of approving any teacher preparation program:

(1) By January 1, 2006, the curricula of the program, including instruction in methods, best practices, and materials, are aligned with the state academic content standards for primary and secondary students;¹ and

(2) Within 180 days after the Department of Education implements the "value-added progress dimension," the curricula of the program, including methods of interpreting data, are aligned with that value-added progress dimension (R.C. 3319.23(B)(1) and (2)).

The value-added progress dimension is a system for measuring student achievement over time. Current law requires the Department to develop this

¹ R.C. 3301.079 (not in the bill) requires the State Board to adopt academic content standards for each of grades K through 12 in reading, writing, mathematics, science, and social studies. The State Board has adopted those standards and model curricula to support instruction aligned with the standards. The state achievement tests are to be aligned with the content standards.

system and to begin implementing it not earlier than July 1, 2005, and not later than July 1, 2007.²

The bill also specifies that the delayed effective date normally applied to changes in standards for teacher preparation programs does not apply to curricular changes required under the bill. (Current law specifies that any rule change that necessitates a teacher preparation program to make curricular changes cannot take effect sooner than the second January 1 after the rule change is final.³) Thus, any teacher preparation program that does not already include instruction in how to use the state academic content standards in classroom teaching must do so no later than January 1, 2006. In addition, all programs will have to begin instructing its students in the use of the value added progress dimension within 180 days after it is implemented. (R.C. 3319.23(B).)

Finally, the bill states that each institution of higher education must allocate funds from its existing appropriations to pay any cost of making the curricular changes required under the bill. Presumably, this statement means that the General Assembly does not intend to appropriate any additional funding to be distributed to *state* institutions of higher education to defray the cost of any necessary curricular changes.⁴ (R.C. 3319.23(B).)

HISTORY

ACTION	DATE	JOURNAL ENTRY
Introduced	03-02-05	p. 271
Reported, H. Education	04-27-05	p. 719

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² R.C. 3302.021 (not in the bill) requires the Department of Education to develop the "value-added progress dimension" for school teachers and administrators to use in measuring student achievement from year to year and from school to school. It is to be developed using a system used previously by a nonprofit organization led by the Ohio business community. The Ohio Business Roundtable's "Battelle for Kids" has developed such a model system.

³ R.C. 3319.23(C)(2). For example, under current law, a change in a rule that affects the curriculum at a teacher preparation program adopted anytime in 2005 cannot take effect until January 1, 2007.

⁴ A number of teacher preparation programs are operated by nonpublic colleges and universities that do not receive state subsidies for operating their instructional programs.