



## **Implementing the Ohio Core: Supporting Student Learning with High-Quality Teachers**

Ohio is committed to ensuring that all students achieve success, and that high school graduates are prepared for life beyond the K-12 classroom, regardless of their next steps: post-secondary education, technical training, apprenticeship, military, or a job.

The Ohio Core does not require schools to provide more class units for graduation; rather, it requires those units to be focused on what we know students need to succeed: advanced math, the core sciences, English and a foreign language. This is an aggressive proposal. Implementation requires a strategic state investment and bold incentives to train and retain more high-quality high school teachers. To achieve this goal, the State will partner with local districts to build teacher capacity in key, high-need disciplines. As the State works to plant seeds of change for teaching and learning, local school districts must also work to reprioritize and reallocate spending. Combined, these efforts will help ensure successful implementation of the Ohio Core. The strategy is two-fold:

- 1) Use the tools currently at educators' disposal to help alleviate the shortage of science, technology, mathematics and foreign language teachers and
- 2) Target new dollars strategically to help recruit, license and retain new teachers now, and lure new teacher candidates into the pipeline to alleviate potential long-term shortages.

The strategies for implementing the Ohio Core build systemically on supports already in place at the state level for teacher training, mentoring and induction, professional development, and student dual enrollment and distance/on-line learning opportunities. Ohio has a substantial investment in these programs now, and with the addition of Ohio Core specific efforts, the State will be well positioned to successfully move forward.

### **Ramping Up and Expanding Current Programs that Work**

***Charter Colleges of Education*** – Federally funded Charter Colleges of Education provide mid-career professionals an alternative pathway to the teaching field. This network should be expanded to help Ohio attract high-quality teachers in the high-need disciplines of math, science and foreign language.

***Distance Learning and Online Opportunities for Teachers and Students*** – Distance learning and online opportunities can be used to help teachers in their pursuit of licensure and students as they fulfill Ohio Core graduation requirements. For teachers, whenever possible and effective, the Third Frontier Network and the online learning opportunities provided by entities such as the University Centers of Excellence, Ohio Resource Center, Ohio Learning Network, eTech Ohio and others shall be leveraged to provide educational experiences in a cost efficient and flexible manner. For students, eTech Ohio, in cooperation with Education Technology Agencies, has developed a pilot program that will enable schools to offer online learning opportunities to students. Through this pilot, schools will be able to dramatically increase the number of courses that can be offered with existing resources.

***Post-Secondary Enrollment Option (PSEO)*** – Beginning in fiscal year 2008, the teacher capacity plan calls for PSEO to be expanded and prioritized to help students meet the requirements of the Ohio Core and to accelerate in the disciplines of math, science and world languages.

## Creating New, Strategic Incentive Programs that Work

***Signing Bonus/Loan Forgiveness Program for Science, Technology, Engineering & Mathematics (STEM) / Foreign Language High School Teachers*** – To lure and retain high-quality and high-need teacher candidates into the classroom, the plan provides the choice of a \$4,000 signing bonus or loan forgiveness per year for each year a new STEM or foreign language teacher (or a retrained mid-career professional / retrained teacher) teaches in a public school district. The signing bonus or loan repayment program can be up to \$20,000 per qualifying teacher. Qualifying, high-quality candidates can enter the classroom via a traditional route or by way of Strategy 1, Strategy 2, or Strategy 3, as described in the teacher capacity plan below.

### **New Dollars for New Teachers – The Ohio Core Teacher Capacity Plan**

**Strategy 1: Increase intensive, accelerated licensure programs for teachers who want to teach in high need areas; and remove barriers to encourage mid-career professionals to seek alternative teacher certification in a high demand field.**

#### Intensive Institutes

This goal can be achieved by replicating a current Ohio Department of Education (ODE) program that provides intensive training to prepare individuals to teach special education. The program allows a licensed teacher or mid-career professional to complete necessary coursework in as little as 12-months, and at a cost of \$10,000 per participant.

**Strategy 2: Use Education Service Centers (ESC's), colleges and universities as resources to provide school districts with shared teachers or visiting adjunct instructors in math, science and foreign language. This goal can be achieved through a new Shared Teacher Program and a Class Dual Enrollment Program.**

#### Shared Teacher Program

Encourage ESC's to partner with colleges/universities and in-need school districts to create the Shared Teacher Program by providing funding to train and place an additional 225 teachers by 2007 that are currently not teaching in a high-demand discipline. The \$4,000 per teacher commitment would create teachers who would be shared among several school districts. Districts would be responsible for paying for the "share" of the teacher they need; ESCs would manage the training, mentoring and administration of the program.

#### Contracted Instruction Program

Allow school districts to contract with an institution of higher education to send faculty to the district to provide coursework that supports the Ohio Core at the high school. This will require strong partnerships between school districts and colleges and universities, and the licensing flexibility provided by the Credential Review Board within ODE.

**Strategy 3: Create intensive summer regional science, technology, engineering or mathematics (STEM) academies to help students prepare for rigorous, college-level STEM coursework. Create financial incentives to attract students to the STEM and foreign language fields.**

#### Regional Summer STEM & Language Academies

Provide funding to create up to ten Regional STEM and Language Academies that will provide students with academic and career advising, enrichment opportunities and college credit. Language Academies must focus on a foreign language from an area of the world that is exhibiting high economic growth. Each academy will enroll, at no cost to the participants, 50 students in the first year (2007) who exhibit an aptitude for math and science or a foreign language, are highly motivated and need extra time on task to ensure preparedness for a STEM or language field. Students will participate the summer before their 11<sup>th</sup> or 12<sup>th</sup> grade year. Successful participants of the program, who pursue STEM or foreign language education fields and are hired by an Ohio school district to

teach in one of the identified high-demand fields, will be eligible for loan forgiveness programs worth \$4,000 per year for each year that they are in the teaching profession (up to five years).

#### Tech Prep Educator Pathways

Encourage students to pursue Tech Prep Educator Pathways that prepare them for careers as math, science and foreign language teachers. This Tech Prep Pathway combines the last two years of high school with 2 years at a community college and culminates in a Bachelor's Degree after an additional two years at a university. This is a low cost, high support path to teaching in high demand disciplines.

**Strategy 4: The State of Ohio should change the way it subsidizes teacher preparation and induction programs to help institutions of higher learning encourage students to become teachers in high-need areas related to the Ohio Core.**

Currently, colleges receive the same amount of state subsidy for any student pursuing a teaching degree, regardless of their chosen discipline. There are not enough jobs in Ohio for the large number of students who become early and elementary educators. By reallocating the state subsidy to motivate institutions to recruit and train Ohio Core teachers, those students will be more likely to be employed in Ohio and higher education will more directly contribute to the workforce needs of our state.

In addition, the Department of Education is exploring enhancements to the new teacher induction and mentoring program to address retention issues. This will likely include extending structured mentoring for up to a three-year period and instituting other best practices that have proven useful in growing and retaining talented teachers.

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**Anticipated State Investment**

The state must strategically invest in teachers in order to build capacity in the key disciplines of math, science and foreign language. School districts must also reprioritize and reallocate their spending to reach the desired goals. Combined, these efforts will result in successful implementation of the Ohio Core, and increased preparedness of the state's high school students for success in work, college and life.

The plan requires the state to invest \$13.2 million in FY07, and a total of more than \$120 million over the next five years.

**The five-year result will be:**

- 1,420 existing teachers retrained and mid-career professional trained through intensive programs to specialize and teach in key Ohio Core disciplines of math, science and foreign language
- 2,350 teachers trained to serve districts through the Shared Teacher program
- 225,000 students earning college credits for Ohio Core courses
- 2500 high school students participating in STEM Summer Institutes who also have future opportunity for college loan forgiveness when they become STEM teachers
- 3,052 individuals eligible for their choice of loan forgiveness or signing bonuses to be paid over 5 years of teaching in secondary STEM or foreign language

**In FY07, a total investment of \$13.2 million was included in H.B. 115 to provide initial support for the Ohio Core proposal.**

**Here's how the \$13.2 million will be disbursed:**

- \$2.6 million in FY 07 to support intensive training programs aimed at licensing mid-career professionals and current teachers in Ohio in "high need" and "hard to staff" subject areas.
- \$1.5 million in FY 07 to support alternative teacher licensure programs developed by Educational Service Centers, in partnership with institutions of higher education.

- \$3.6 million in FY 07 to support school districts in obtaining contracted instruction with institutions of higher education. This allows college instructors to come into high schools and teach courses in math, science, and foreign language whereby students earn dual high school and college credit without leaving the high school.
- \$2 million in FY 07 to support and implement the Ohio Students Choosing On-Line Resources for Education Success (Ohio SCORES) Initiative that increases educational options available for students in math, science, and foreign language and professional development opportunities for teachers.
- \$3.5 million in FY 07 to support regional summer academies for 11<sup>th</sup> and 12<sup>th</sup> graders with a focus on preparing future teachers in foreign language, science, math, engineering and technology. Successful completion of these academies will result in dual high school and college credit.