

State Policies on Human Capital Resource Management

Ohio



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HUMAN CAPITAL RESOURCE MANAGEMENT Technical Brief

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Monica Bhatt

Sara Wraight, J.D.

Ellen Behrstock, Ph.D.

Ellen Cushing



REL Midwest at Learning Point Associates

1120 East Diehl Road, Suite 200

Naperville, IL 60563-1486

866-730-6735

<http://edlabs.ed.gov/RELmidwest/>

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Contents

	Page
Why This Brief?	1
Research Question and Approach	2
Scope of HCRM Policies	3
HCRM Policies in Ohio	6
Preparation and Licensure	6
Recruitment	11
Induction and Professional Development	14
Compensation and Working Conditions	20
Conclusion	24
Study Limitations	24
References	25
Appendix. Details on Method	26
Data Sources	26
Data-Collection Methods	26
Data-Analysis Strategies	27
Technical Notes	29

Why This Brief?

Training, recruiting, developing, and supporting talented and effective educators throughout their careers is known as human capital resource management (HCRM) in education. HCRM has been identified in recent literature as one of the ways in which districts and states may increase school effectiveness¹ and improve student learning (Heneman & Milanowski, 2004; Odden & Kelly, 2008; Wurtzel & Curtis, 2008). Often, however, HCRM policies are designed piecemeal, lacking alignment and cohesion (Odden & Kelly, 2008). This brief is the first in a series that describes state-level policies in four key HCRM areas—preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. Each brief in the series examines state-level HCRM policies in one of the seven states served by the Regional Educational Laboratory (REL) Midwest: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, or Wisconsin.

The impetus for this project emerged from a request by five of the seven REL Midwest chief state school officers (CSSOs). The CSSOs attended a regional meeting on HCRM in education during which they were presented with several frameworks taken from the HCRM literature describing ways in which states support educators. From these frameworks, the CSSOs identified the four focus areas mentioned above, each of which was deemed an area of high importance in their respective states. The CSSOs then requested that REL Midwest catalogue state-level policies in each of the areas. The two REL Midwest CSSOs absent from the regional meeting also requested a statewide report of HCRM policies.

The request for this descriptive snapshot stemmed from a need for state education agencies to understand policies for educators that are being implemented at the state level. Since HCRM policies often are created by multiple actors who may not always be working in tandem, the CSSOs expressed a consensus that establishing a baseline understanding of existing statewide policies is vital to informing future policy development. Although this brief describes state-level policies in Ohio specifically, policymakers in other state and local education agencies may benefit from learning what policies can be offered at the state level for HCRM and the channels through which states have implemented them.

¹ Although there is a growing literature on HCRM, the impact of these policies on school effectiveness has not been subjected to rigorous study.

Research Question and Approach

The study aimed to answer the following research question:

What are current state policies in Ohio in the human capital resource management areas of preparation and licensure, recruitment, induction and professional development, and compensation and working conditions?

To answer this question, researchers conducted a scan of publicly available information related to the four HCRM areas in Ohio. Publicly available information as it related to the HCRM areas in Ohio was found by reviewing a variety of sources, including legislation, administrative rules and code, and other formally adopted policies; state union contracts; relevant state or national standards for educators; peer-reviewed journal articles; state agency and organizational reports; and descriptions of and information about programs or initiatives that relate to HCRM topic areas.

To limit the scope of the study, only information relating to K–12 educators (that is, teachers, principals, and school leaders) was considered. In addition, policies were included only if they were supported by any personnel or monetary funds from a state-level board or agency at some stage of policy development.

The information collected was then codified by HCRM area and information type. Researchers defined policies as comprising three broad groups: (1) programs and initiatives, (2) legislation, and (3) statutes, administrative code, and other formally adopted policies. “Programs and initiatives” are defined as planned sequences of activities designed to achieve specific goals and involving some combination of personnel, money, time, and materials. Legislation is defined as legislation passed by the General Assembly and signed into law by the governor in Ohio. The third category is defined as state statutes, administrative code, and other policies formally adopted by state agencies or governing boards.

The HCRM areas were defined as the four areas of the research question: preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. For convenience, the definitions used to categorize policies in these four areas are provided in each HCRM section. A more detailed description of the methodology and definitions used to code data are in the Appendix.

Scope of HCRM Policies

Many of the policies in Ohio that relate to HCRM address more than one HCRM component. Tables 1–3 show the distribution of these programs and initiatives, legislation, statutes, administrative code, and other formally adopted policies among HCRM components. The policies are described in more detail in the sections that follow.

Table 1. Programs and Initiatives as They Relate to HCRM Areas

Program or Initiative	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Ohio Teacher Equity Plan	✓	✓	✓	✓
Ohio Teacher Education and Licensure Standards	✓		✓	
Ohio Standards for the Teaching Profession	✓		✓	
Teacher Quality Partnership	✓			
Council Attracting Prospective Educators		✓		
Ohio Future Educators Association		✓		
Ohio’s Web-Based Recruiting System (WBRS)		✓		
Formal Partnership Between the Ohio Department of Education (ODE) and the Ohio Foreign Language Association (OFLA)		✓		
Ohio Teacher Incentive Fund (OTIF)		✓		✓
Ohio State Action for Education Leadership Program (SAELP)		✓	✓	
Ohio Standards for Professional Development			✓	
Ohio Transition Resident Educator Program			✓	
Master Teacher Program			✓	
Entry-Year Principal Mentoring			✓	
Ohio Mathematics and Science Partnership			✓	
Local Professional Development Committees (LPDCs)			✓	

Program or Initiative	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Ohio Reading First Professional Development Center			✓	
Professional Development—Assessment			✓	
Ohio Appalachian Educators Institute (OAEI)			✓	
Ohio Teaching and Learning Conditions Survey				✓
School Administrator Survey				✓

Table 2. Legislation as It Relates to HCRM Areas

Legislation	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
S.B. 2, 125th Ohio General Assembly (2003–2004)	✓		✓	
H.B. 66, 126th Ohio General Assembly (2005–2006)			✓	
S.B. 311, 126th Ohio General Assembly (2005–2006)	✓			
H.B. 1, 128th Ohio General Assembly (2009–2010)	✓	✓	✓	✓

Table 3. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to HCRM Areas

Statute, Administrative Code, or Other Formally Adopted Policy	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Ohio Administrative Code section 3301-24	✓		✓	
Ohio Revised Code 3301.07			✓	✓
Ohio Revised Code 3301.82		✓	✓	
Ohio Revised Code 3313.534				✓
Ohio Revised Code 3313.603(C)(7)		✓		
Ohio Revised Code 3317.029(J)			✓	
Ohio Revised Code 3318.30				✓
Ohio Revised Code 3319.073			✓	
Ohio Revised Code 3319.22	✓		✓	
Ohio Revised Code 3319.223	✓		✓	
Ohio Revised Code 3319.234	✓			
Ohio Revised Code 3319.26	✓	✓		
Ohio Revised Code 3319.27	✓	✓		
Ohio Revised Code 3319.61	✓		✓	
Ohio Revised Code 3333.048		✓		
Ohio Revised Code 3333.39		✓		
Ohio Revised Code 3333.391		✓		
Ohio Administrative Code section 3301-35-05(A)(3)				✓
Ohio Administrative Code section 3301-35-05(A)(5)				✓
Ohio Administrative Code section 3301-35-05(A)(9)				✓
Ohio Administrative Code section 3301-35-05(B)				✓
Ohio Administrative Code section 3301-35-05(B)(5)				✓

HCRM Policies in Ohio

The tables that follow list and describe all the state-level policies found that relate to the four HCRM areas of interest.

Preparation and Licensure

Tables 4–6 describe state-level policies in Ohio related to preparation and licensure. These policies are categorized as such because they relate either to (1) training educators (i.e., teachers and school leaders) to develop the knowledge and skills necessary to be effective professional educators, (2) defining the knowledge and skills necessary to be effective professional educators, or (3) establishing qualifications for obtaining and maintaining certification levels.

Table 4. Programs and Initiatives as They Relate to Preparation and Licensure

Policy	Description
Ohio Teacher Equity Plan	<ul style="list-style-type: none"> • The Ohio Department of Education created the Ohio Teacher Equity Plan to help achieve equitable distribution of highly qualified teachers in the state. • The plan consists of 68 substrategies organized around nine cardinal elements: data and reporting systems, teacher preparation, out-of-field teaching, recruitment and retention of experienced teachers, professional development, specialized knowledge and skills, working conditions, new compensation systems, and policy coherence. • The teacher preparation sections of the plan include the following substrategies: <ul style="list-style-type: none"> ▪ Creating new teacher standards to serve as the foundation for teacher education programs ▪ Developing an annual report that describes passing rates and number of teachers by specialization for each institution of higher education that provides teacher education programs ▪ Expanding the number of Ohio’s Charter Colleges of Education based on an apprenticeship model ▪ Strengthening partnerships between the Ohio Department of Education and the Ohio Board of Regents to ensure that adequate numbers of teachers are being prepared in subject areas that are in demand and hard to staff ▪ Requiring cultural competency as a component of teacher preparation programs to increase awareness of diversity among students, families, and communities ▪ Conducting research to link student performance and teacher preparation
Ohio Teacher Education and Licensure Standards	<ul style="list-style-type: none"> • The Ohio Teacher Education and Licensure Standards establish rules for teacher education program and a licensure system for educators. • The standards are designed to strengthen Ohio’s teacher preparation programs, achieve higher standards, and intensify professional development. • The standards require beginning teachers to demonstrate mastery of the skills and knowledge outlined in Ohio Administrative Code sections 3301-24-01 to 3301-24-14, as developed by the Ohio Department of Education (see Table 6, Ohio Administrative Code 3301-24).

Policy	Description
Ohio Standards for the Teaching Profession	<ul style="list-style-type: none"> • There are seven Ohio Standards for the Teaching Profession, as developed by the Educator Standards Board. The seven standards address the following areas: student learning, development, and diversity; content area; assessments; planning and implementation; learning environments; collaboration and community outreach; and professional growth. • The seven standards define the knowledge and skills necessary for teachers to be effective educators, as defined by the Educator Standards Board and the State Board of Education. • The intended uses for these standards as stated by the Educator Standards Board are as follows: <ul style="list-style-type: none"> ▪ Assist higher education programs to develop the curriculum, content, and requirements of preservice training ▪ Encourage districts to focus their goals and objectives ▪ Guide professional development planning and programming ▪ Serve as a tool in the development of coaching and mentoring programs
Teacher Quality Partnership	<ul style="list-style-type: none"> • The Teacher Quality Partnership is a consortium of teacher preparation programs in Ohio as established by S.B. 311 (126th Ohio General Assembly, 2005–2006; see Table 5). The Teacher Quality Partnership is required by law to examine the relationship between teacher licensure and teacher effectiveness. • In order to fulfill this legal obligation, the partnership has embarked on five interrelated studies: (1) program graduate survey of in-service teachers from Ohio preparation programs; (2) a novice teacher study of a cohort of 25 teachers over three years; (3) an alternative licensure study that compares performance of novice teachers from different preparation pathways; (4) an experienced teacher study to examine the elements of quality teaching practices; and (5) a large-scale longitudinal study examining variables thought to influence teacher development in PK–12 contexts.

Table 5. Legislation as It Relates to Preparation and Licensure

Policy	Description
S.B. 2, 125th General Assembly (2003–2004)	<ul style="list-style-type: none">• Establishes the Educator Standards Board and directs the board to develop professional, teaching, and professional development standards for teachers and administrators.
S.B. 311, 126th Ohio General Assembly (2005–2006)	<ul style="list-style-type: none">• Enacts section 3319.234 of the Ohio Revised Code.• Establishes the Teacher Quality Partnership, a consortium of teacher preparation programs approved by the chancellor of the Ohio Board of Regents, to study the relationship between teacher performance on state licensure tests and teacher effectiveness and deliver annual data reports to state agency leadership, the legislature, and the governor’s office.• Requires the submission of annual data reports containing any data on teacher effectiveness the consortium deems appropriate to the governor’s office, General Assembly leadership, education committee leadership in the state house and senate, the superintendent of public instruction, the State Board of Education, and the chancellor of the Ohio Board of Regents.
H.B. 1, 128th Ohio General Assembly (2009–2010)	<ul style="list-style-type: none">• Amends sections 3319.22, 3319.223, and 3319.26 of the Ohio Revised Code.• Authorizes the State Board of Education to issue the following types of licenses for teachers: resident educator, professional educator, senior professional educator, and lead professional educator (see Table 6, Ohio Revised Code 3319.22). Under previous law, the State Board of Education issued temporary, associate, provisional, and professional educator licenses.• Adds the following duties for the Educator Standards Board: (1) Investigate and make recommendations for leadership academies at the school and district levels; (2) Develop model teacher and principal evaluation instruments that are based on the standards; (3) Monitor compliance with standards and make recommendations for corrective action in the event of noncompliance; (4) Adopt additional criteria for an individual who does not meet current qualifications to obtain a lead professional educator license; and (5) Develop a method of measuring student academic performance over one year and make recommendations for incorporation of that measurement into evaluation criteria for licensure.

Table 6. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Preparation and Licensure

Policy	Description
Ohio Administrative Code section 3301-24 (referred to collectively as the Ohio Teacher Education and Licensure Standards)	<ul style="list-style-type: none"> • Requires teacher education programs to be approved by the State Board of Education on the basis of evidence of the following program components: <ul style="list-style-type: none"> ▪ Incorporation of the Ohio Standards for the Teaching Profession into the curriculum ▪ Incorporation of specialized professional guidelines into the curriculum ▪ Incorporation of academic content standards, curriculum models, and minimum standards for elementary and secondary schools developed by the State Board of Education into the curriculum ▪ Interpretation of value-added progress dimension data ▪ Field experiences for students, including at least 100 hours prior to a minimum of twelve weeks of full-time student teaching • Outlines requirements for obtaining and maintaining all levels and types of permits, certificates, and licensure for teachers, administrators, and pupil service providers.^a
Ohio Revised Code 3319.22	<ul style="list-style-type: none"> • Requires the State Board of Education to issue a resident educator license, a professional educator license, a senior professional educator license, and a lead professional educator license. • Resident educator licenses are valid for four years and require a bachelor’s degree from an accredited teacher preparation program, minimum coursework in teaching of reading and phonics, and participation in the Ohio Teacher Residency Program (see Table 6, Ohio Revised Code 3319.223). This license is nonrenewable, although the State Board may extend the duration of the license on a case-by-case basis to allow additional time for completion of the Ohio Teacher Residency Program. • Professional educator licenses are renewable every five years. Teachers who have a resident educator license and have successfully completed the Ohio Teacher Residency Program may apply for a professional educator license. Those individuals who hold a K-6 license must also have completed additional coursework in the teaching of reading after issuance of the resident educator license. • Senior professional licenses are awarded to those teachers with a master’s degree from an accredited institution, prior receipt of a professional educator license, and demonstration of accomplished or distinguished performance, as defined by standards adopted by the State Board of Education. • Lead professional educator licenses are available to those teachers with a professional or senior professional educator license who hold a master’s degree, meet the criteria for distinguished performance as determined by the State Board of Education, and also are certified by the National Board for Professional Teaching Standards or meet the State Board of Education’s criteria for a master teacher or lead teacher.

Policy	Description
Ohio Revised Code 3319.223	<ul style="list-style-type: none"> • Requires the superintendent of public instruction and the chancellor of the Ohio Board of Regents to establish the Ohio teacher residency program, a four-year, entry-level program for teachers. • Requires teachers with a resident educator license or an alternative resident license to participate in the program; requires successful completion to obtain a professional educator license. • Requires the teacher residency program to align with all standards for teachers adopted by the State Board of Education as well as best practices; the program must include the following components: <ul style="list-style-type: none"> “(1) Mentoring by teachers who hold a lead professional educator license issued under section 3319.22 of the Ohio Revised Code; “(2) Counseling to ensure that program participants receive needed professional development; “(3) Measures of appropriate progression through the program.”
Ohio Revised Code 3319.234	<ul style="list-style-type: none"> • Describes the formation of the Teacher Quality Partnership and its duties (see Table 5).
Ohio Revised Code 3319.26	<ul style="list-style-type: none"> • Establishes qualifications for obtaining and maintaining the alternative resident educator license. • Alternative resident educator licenses are valid for up to four years and are nonrenewable, after which individuals may apply for a professional educator license, if they participate in the Ohio Teacher Residency Program and additional coursework in pedagogy. • Licenses are available for teaching in Grades 4–12 in a designated subject area, if that individual meets the following qualifications: a bachelor’s degree, completion of an intensive alternative preparation program developed by the superintendent of public instruction and the chancellor of the Ohio Board of Regents, and passage of a state licensure examination.
Ohio Revised Code 3319.27	<ul style="list-style-type: none"> • Requires the State Board of Education to adopt rules on alternative routes to licensure for principals and administrators. • Requires individuals seeking alternative principal licenses to have teaching experience. Alternative administrator licenses are valid for superintendents and other administrative positions.
Ohio Revised Code 3319.61	<ul style="list-style-type: none"> • Requires that the Educator Standards Board recommend to the State Board of Education <i>revised standards</i> for teachers and principals, license renewal, and educator professional development and <i>new standards</i> for school district superintendents, treasurers, and business managers.

^a H.B. 1 (128th General Assembly, 2009–2010) has changed the licensure structure and provisions for teachers (see Table 5, H.B. 1, for a description of the new licensure system). These changes will affect the administrative rules collectively referred to as the Ohio Teacher Education and Licensure Standards described in this section. As of publication of this report, however, the Ohio Department of Education had not revised the rules for licensure and teacher education in section 3301-24 of the Ohio Administrative Code.

Recruitment

Tables 7–9 describe state-level policies related to recruitment in Ohio. State-level policies on recruitment were identified from information related to attracting educators to the field, particularly recruitment for subject areas, geographical locations, schools, and districts, as well as recruitment of candidates with certain demographic characteristics.

Table 7. Programs and Initiatives as They Relate to Recruitment

Policy	Description
Ohio Teacher Equity Plan	<ul style="list-style-type: none"> • The Ohio Department of Education created the Ohio Teacher Equity Plan to help achieve equitable distribution of highly qualified teachers in the state (see Table 4). • The recruitment and retention of experienced teachers and out-of-field-teaching sections of the plan include the following substrategies: <ul style="list-style-type: none"> ▪ Expanding alternative routes to teaching in hard-to-staff schools and subject areas ▪ Providing stipends and other incentives to attract high-quality teachers to hard-to-staff schools and subject areas ▪ Promoting partnership between districts and institutions of higher education ▪ Providing technical assistance for utilization of the Web-Based Recruiting System (WBR) ▪ Collecting, utilizing, and disseminating information on teacher and administrator mobility, licensure, and placement
Council Attracting Prospective Educators (CAPE)	<ul style="list-style-type: none"> • The CAPE Teacher Academy is a five-day summer program designed to introduce a diverse group of Ohio high school students to teaching as a career possibility. • The primary goal of CAPE is to increase the number of minority students who enter the teaching profession. • The CAPE Teacher Academy provides fifty students annually with the opportunity to experience a university setting while exploring careers in education and developing leadership and networking skills. • Founded in 1990 by the Ohio Department of Education, the Ohio Minority Recruitment Consortium, the Ohio Board of Regents, the Ohio School Counselors Association, the Martha Holden Jennings Foundation, Phi Delta Kappa International, the Teaching Leadership Consortium of Ohio, the Ohio Association of Elementary School Administrators, and the Ohio Association of Secondary School Administrators. The program is administered by the Ohio Department of Education.
Ohio Future Educators Association (FEA Ohio)	<ul style="list-style-type: none"> • FEA Ohio is a statewide organization for middle school and high school students interested in careers in education. • The primary goal of FEA Ohio is to promote the teaching profession and other careers in education early in life. • FEA Ohio members are given the opportunity to gain practical experience by volunteering in classrooms and participating in school and community service. • The Ohio Department of Education founded FEA Ohio in 1991 in conjunction with Phi Delta Kappa International. The Ohio Department of Education continues to coordinate the organization of FEA Ohio.

Policy	Description
Ohio's Web-Based Recruiting System (WBRS)	<ul style="list-style-type: none"> The Ohio Department of Education developed WBRS so districts could search for and review information on candidates who are available to teach in their respective areas. Likewise, candidates can view job descriptions for district vacancies.^a
Formal Partnership Between the Ohio Department of Education and the Ohio Foreign Language Association (OFLA)	<ul style="list-style-type: none"> The formal partnership between the Ohio Department of Education and the Ohio Foreign Language Association promotes foreign language teacher recruitment by developing and providing literature to potential candidates and the public at large through its publications. In addition, OFLA provides scholarships to prospective and preservice world language teachers to attend conferences geared toward promoting the recruitment and retention of such candidates.
Ohio Teacher Incentive Fund (OTIF)	<ul style="list-style-type: none"> The Ohio Teacher Incentive Fund (OTIF) builds on existing models of performance pay in Ohio, including the Teacher Advancement Program (TAP), the Toledo Review and Alternative Compensation System (TRACS), and Promoting Educator Advancement in Cleveland (PEAC). A primary goal of OTIF that relates to educator recruitment is to attract high-quality teachers to high-need schools. The program is established in Cincinnati, Columbus, Cleveland, and Toledo to create principal and teacher evaluation systems that are aligned to Ohio state standards. The ultimate goal of the program is to link compensation to these evaluation systems. The Ohio Department of Education administers the program.
Ohio State Action for Education Leadership Program (SAELP)	<ul style="list-style-type: none"> Partnership between the Ohio Department of Education, five school districts (Akron, Cleveland Heights–University Heights, Canton, Toledo, and Youngstown), and five institutions of higher education (Antioch McGregor University, Ohio Dominican University, Kent State University, University of Cincinnati, and Wright State University). The goal of the partnership is to improve student achievement by improving district and school leadership through an internally developed leadership system, which outlines the state, district, and SAELP roles with respect to standards, training, and conditions necessary for educator success (see Table 10 for more information on the professional development aspect of this program). One of the major initiatives of SAELP that relates to recruitment to hard-to-staff areas is Ohio Urban Principal Endorsement, in which the Ohio Department of Education is working to develop an urban principal training program and endorsement credential that will identify promising candidates and provide them with training to become certified principals with an urban leadership endorsement. Funded by the Wallace Foundation from 2008 to 2010.

^a This online interactive tool can be found at <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=522&ContentID=12192&Content=64824>

Table 8. Legislation as It Relates to Recruitment

Policy	Description
H.B. 1, 128th Ohio General Assembly (2009–2010)	<ul style="list-style-type: none"> Amends sections 3313.603(C)(7) and 3319.26 of the Ohio Revised Code. Creates sections 3301.82, 3319.27, 3333.048, 3333.39, and 3333.391 of the Ohio Revised Code. Allows establishment of the Teach Ohio program, which includes the Ohio Teaching Fellows program and the Ohio Teacher Residency program. Appropriates funds to help schools retain highly qualified teachers in required subject areas for graduation. Requires preparation programs to submit plans on how they will address shortage areas in particular subjects, as well as hard-to-staff schools. Requires the creation of alternative licensure pathways for teachers, principals, and administrators.

Table 9. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Recruitment

Policy	Description
Ohio Revised Code 3301.82	<ul style="list-style-type: none"> Authorizes the establishment of a Center for Creativity and Innovation within the Ohio Department of Education. Authorizes the Center for Creativity and Innovation to assist schools, districts, and other entities in a number of ways, including developing and implementing strategies to promote, recruit, and enhance the teaching profession.
Ohio Revised Code 3313.603(C)(7)	<ul style="list-style-type: none"> Appropriates funds—approximately \$120,000,000 during a five-year period—for initiatives that seek to help schools hire and retain highly qualified teachers in the subject areas required for graduation, such as English/language arts, health, mathematics, physical education, science, social studies, business, technology, fine arts, and foreign language.
Ohio Revised Code 3319.26	<ul style="list-style-type: none"> Requires the State Board of Education to adopt rules on alternative routes to licensure for teachers to allow for recruitment of individuals without a teaching background to enter the teaching profession (see Table 6).
Ohio Revised Code 3319.27	<ul style="list-style-type: none"> Requires the State Board of Education to adopt rules on alternative routes to licensure for principals and administrators to allow for recruitment of school leaders outside the pool of certified administrators (see Table 6).
Ohio Revised Code 3333.048	<ul style="list-style-type: none"> Requires the chancellor of the Board of Regents, in collaboration with the State Board of Education, to submit a plan to describe how preparation programs will address shortages of teachers in science, mathematics, and foreign language, particularly in hard-to-staff schools.

Policy	Description
Ohio Revised Code 3333.39	<ul style="list-style-type: none"> • Allows the chancellor of the Board of Regents and superintendent of public instruction to create the Teach Ohio program to encourage individuals to consider a career in education. Teach Ohio is an umbrella initiative that will house at least the following programs: <ul style="list-style-type: none"> ▪ A statewide program encouraging high school students from low socioeconomic communities to enter the education profession ▪ The Ohio Teaching Fellows program (see Table 9, Ohio Revised Code section 3333.391) ▪ The Ohio Teacher Residency Program (see Table 6, Ohio Revised Code 3319.223) ▪ Alternative educator licensure procedures (see Table 6, Ohio Revised Code 3319.26–27)
Ohio Revised Code 3333.391	<ul style="list-style-type: none"> • Allows the chancellor of the Board of Regents to create the Ohio Teaching Fellows Program to provide incentives for high school students to enter and stay in the field of education when sufficient available funds are available. • Provides up to four years of college scholarships to education students who agree to teach in high-need schools for four years after graduation. Extra consideration is given to students in the high school program who are from low-income communities, special education teacher candidates, and teacher candidates in science, technology, engineering, and mathematics (STEM teacher candidates). • Provides scholarship funds as determined by state appropriations. If a student does not fulfill his or her obligations, the scholarship provided becomes a loan.

Induction and Professional Development

Tables 10–12 describe policies found in Ohio related to educator induction and professional development. Evidence of policies that support educator induction and professional development consisted of activities designed to transition educators from preparation programs to a particular position within the school system and activities designed to develop and maintain the knowledge and skills necessary to be effective educators, as well as the standards for what knowledge and skills are necessary to be effective educators.

Table 10. Programs and Initiatives as They Relate to Induction and Professional Development

Policy	Description
Ohio Teacher Equity Plan	<ul style="list-style-type: none"> • The Ohio Department of Education created the Teacher Equity Plan to help achieve equitable distribution of highly qualified teachers in the state (see Table 4). • The out-of-field-teaching, professional development, and specialized-knowledge-and-skills sections of the plan include the following substrategies: <ul style="list-style-type: none"> ▪ Supporting partnerships between IHEs and high-need school districts to provide professional development and additional training opportunities in hard-to-staff subjects such as mathematics, science, and foreign language ▪ Developing and implementing standards for professional development and funding only those opportunities that are aligned with these standards; requiring districts to demonstrate compliance with these standards through Comprehensive Continuous Improvement Plans ▪ Implementing a statewide technical assistance support system for low-performing districts and schools and creating local professional development regional support sites ▪ Targeting professional development in areas such as data usage and analysis, technology and digital tools, and value-added growth models ▪ Developing special professional development academies for educators in the Appalachian region of the state ▪ Placing coaches, specialists, and mentors in schools to utilize research-based coaching models in reading and mathematics
Ohio Teacher Education and Licensure Standards	<ul style="list-style-type: none"> • The Ohio Teacher Education and Licensure Standards were designed to strengthen Ohio’s teacher preparation programs, achieve higher standards, and intensify professional development. • The new standards require beginning teachers to demonstrate mastery of the skills and knowledge outlined in Ohio Administrative Code sections 3301-24-01 to 3301-24-14 (see Table 4).
Ohio Standards for the Teaching Profession	<ul style="list-style-type: none"> • Seven standards were developed to ensure that teachers have the knowledge and skills necessary to be effective educators (see Table 4). • One of the goals in developing these standards is to utilize them in planning for professional development at all levels and serving as a guiding tool for coaching and mentoring programs.
Ohio State Action for Education Leadership Program (SAELP)	<ul style="list-style-type: none"> • Partnership between the Ohio Department of Education, five school districts, and five institutions of higher education (see Table 7). • SAELP relies on the Ohio Leadership Development Framework put forth by the Ohio Department of Education to bring together urban educators—including administrators, teachers, and union leaders—to participate in professional development opportunities in which they learn to share and utilize data and leadership best practices both during and after their training.

Policy	Description
Ohio Standards for Professional Development	<ul style="list-style-type: none"> • The Educator Standards Board developed the six standards set forth in the Ohio Standards for Professional Development. • The standards define high-quality professional development (HQPD) as being “a purposeful, structured, and continuous process that occurs over time, informed by multiple sources of data, and collaborative” and as “including varied learning experiences that accommodate individual educators’ knowledge; evaluated by its short- and long-term impact on professional practice and achievement of all students; and resulting in the acquisition, enhancement, or refinement of skills and knowledge.”
Ohio Transition Resident Educator Program	<ul style="list-style-type: none"> • House Bill 1 requires that a Resident Teacher Education Program be developed and placed into effect by January 2011. The program will be a required, four-year entry-level program for beginning Ohio teachers (see Table 12, Ohio Revised Code 3319.223). • The Ohio Transition Resident Educator Program will be in effect until June 2011 in order to bridge the gap between the current system and the new Resident Teacher Education Program. The transition program will focus on formative assessment and mentoring. Completion of the program is a requirement for teachers with a two-year resident or alternative license to transition to a five-year professional license.
Master Teacher Program	<ul style="list-style-type: none"> • The Master Teacher Program, first established by S.B. 2 (125th General Assembly, 2003–2004; see Table 11), allows teachers to demonstrate their attainment of the skills and knowledge set forth in the Ohio Standards for the Teaching Profession. • To be eligible to apply, teachers must be currently teaching under contract with an Ohio district, have taught for seven years, and have a professional license or certificate. Teachers must apply to receive the Master Teacher distinction. • Most recently H.B. 1 (128th General Assembly, 2009–2010) recognized the Master Teaching Program as a pathway to advanced educator licenses and called for the alignment of the program with the new licensing structure (see the Preparation and Licensure section of this brief for more information about educator licensure in Ohio).
Entry-Year Principal Mentoring	<ul style="list-style-type: none"> • The Entry-Year Principal Mentoring program developed by the Ohio Department of Education provides a system of support for beginning principals by allowing for the development and strengthening of leadership practices, with instructional leadership included.

Policy	Description
Ohio Mathematics and Science Partnership (MSP)	<ul style="list-style-type: none"> • The Ohio Mathematics and Science Partnership is a program that provides professional development opportunities to science, engineering, technology, and mathematics (STEM) teachers. STEM university faculty are brought in to improve teachers' content knowledge in the STEM subject areas. • The goal of MSP is to provide job-embedded, sustained professional development opportunities by building collaborative peer groups with novice and experienced teachers, as well as university faculty. • The Ohio Department of Education releases requests for proposal (RFPs) every two years with guidelines for program providers who are interested in delivering content to meet the goals of MSP. Proposed projects must demonstrate how the provider will deliver a minimum of 80 hours of face-to-face instruction in Year 1 of the program and at least 40 hours of face-to-face instruction in Year 2. Programs must meet the goals of MSP, focusing on either mathematics or science at the elementary or secondary level. They must demonstrate authentic partnerships between IHEs and Ohio school districts and provide professional development for mathematics and science teachers in Grades 3–10 in high-need schools in Ohio.
Local Professional Development Committees (LPDCs)	<ul style="list-style-type: none"> • Local Professional Development Committees (LPDCs) are a regulated statewide system of committees established at the district level by one or more of the following entities: the Ohio Department of Education, educational service centers, county boards of mental retardation and developmental disabilities, regional professional development centers, special education regional resource centers, college and university departments of education, Head Start programs, the eTech Ohio commission, and the Ohio education computer network. • All LPDCs include at least five total members, with the majority of members being certified teachers in Ohio. • The purpose of these committees is to review the coursework and professional development activities proposed or completed by educators in the district to determine whether licensure requirements have been met. • LPDCs may also authorize educators to develop their own professional development opportunities (see Table 12, Ohio Revised Code 3319.22). • A regional LPDC support team offers support to LPDCs in transitioning to a standards-based professional development system by organizing meetings to disseminate information, developing tools and strategies for implementation, and develop standards-based criteria to evaluate Individual Professional Development Plans (IPDPs).
Ohio Reading First Professional Development Center	<ul style="list-style-type: none"> • The Ohio Department of Education, in conjunction with Cleveland State University, John Carroll University, and the University of Akron, provide professional development and technical assistance to currently funded Reading First Programs through the Ohio Reading First Professional Development Center. • The center provides professional development on topics such as reading instruction and data-based instructional decision making to teachers, principals, literacy specialists, curriculum directors, resource and district coordinators, and data managers in order to support K–3 teachers in effective reading instruction.

Policy	Description
Professional Development–Assessment	<ul style="list-style-type: none"> The Ohio Department of Education provides teacher training, workshops, and regional meetings in order to disseminate information about statewide assessments such as the Ohio Achievement Tests and Ohio Graduation Tests. These opportunities are available throughout the year for teachers, testing coordinators, administrators, and other school-and district-level personnel.
Ohio Appalachian Educators Institute (OAEI)	<ul style="list-style-type: none"> The Ohio Appalachian Educators Institute is a collaborative venture between the Ohio Department of Education, the National Education Association, the Ohio Education Association, and Ohio University’s Voinovich School of Leadership and Public Affairs. OAEI provides a two-year professional development program to the teachers, principals, and superintendents in the eastern counties of the state designated as belonging to the Appalachia region. The purpose of OAEI is to build capacity for educational reform and improved instructional practice. Schools and districts send teams of educators to the training to cover topics such as systems change, collaborative culture, student achievement, power standards, data, and assessment. During Year 2, participants work on a project within their schools to improve student achievement.

Table 11. Legislation as It Relates to Induction and Professional Development

Policy	Description
S.B. 2, 125th General Assembly (2003–2004)	<ul style="list-style-type: none"> Requires the Educator Standards Board to define the term “master teacher” for uniform use by all school districts. The legislation also directed the Educator Standards Board to develop criteria to determine whether an individual can be deemed a master teacher.
H.B. 66, 126th Ohio General Assembly (2005–2006)	<ul style="list-style-type: none"> Creates Ohio Revised Code 3317.029(J), which establishes guidelines for districts receiving funds appropriate by the poverty index for developing and reporting programming in professional development (see Table 12).
H.B. 1, 128th Ohio General Assembly (2009–2010)	<ul style="list-style-type: none"> Amends sections 3301.07, 3319.073, and 3319.61 of the Ohio Revised Code (see Table 12). Creates sections 3301.82 and 3319.223 of the Ohio Revised Code (see Table 12). Section 265.70 of H.B. 1 requires that the Ohio Department of Education, in consultation with the Educator Standards Board, develop a “model peer assistance and review program” as well as recommendations on how to increase the use of peer assistance and review that will be provided to state-level policymakers in the governor’s office and the legislature as well as to the public. The model program must include the following components: “(1) Releasing experienced classroom teachers from instructional duties for up to three years to focus full-time on mentoring and evaluating new teachers and underperforming veteran teachers through classroom observations and follow-up meetings; (2) Professional development for new and underperforming teachers that is targeted at their instructional weaknesses; [and] (3) A committee ... of representatives of teachers and the employer to review teacher evaluations and make recommendations.”

Table 12. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Induction and Professional Development

Policy	Description
Ohio Administrative Code section 3301-24	<ul style="list-style-type: none"> Establishes the Teacher Education and Licensure Rules (see Table 4). Establishes and defines qualifications for inclusion in a statewide induction program (e.g., the Entry-Year Principal Mentoring program; see Table 10) including teachers and principals who hold provisional licenses or individuals holding career-technical licenses. Requires all districts and charter schools to provide a formal program of support, including mentoring, to foster professional growth of the individual and to prepare him or her for the performance-based assessment required for the five-year professional license. These programs are considered entry-year programs Establishes that a performance-based assessment will be administered to entry-year teachers and principals under the State Board of Education during either the first or second year of teaching or becoming an administrator.
Ohio Revised Code 3301.07	<ul style="list-style-type: none"> Requires the State Board of Education to establish minimum operating standards for school districts including “Standards for each district organizational unit that require (a) a commitment to job-embedded professional development and professional mentoring and coaching, (b) periods of time for teachers to pursue development of lessons plans, professional development, and shared learning, and (c) a commitment to effective management strategies that allow administrators reasonable access to classrooms for observation and professional development experiences.”
Ohio Revised Code 3301.82	<ul style="list-style-type: none"> Authorizes the establishment of the Center for Creativity and Innovation within the Ohio Department of Education. Allows the Center for Creativity and Innovation to assist schools, districts, and other entities in a number of ways, such as disseminating strategies and best practices for systematically designing and implementing professional learning communities. The law presents mentoring programs as one possible strategy.
Ohio Revised Code 3317.029(J)	<ul style="list-style-type: none"> Requires districts receiving funds under the Expenditure of Poverty Based-Assistance Professional Development Funds as determined by the poverty index formula to submit a description of programs they are implementing to the Ohio Department of Education in one or more of the following areas of professional development: data-based decision making; standards-based curriculum models; high-quality professional development activities that are research-based as defined by state standards; and professional learning communities.
Ohio Revised Code 3319.073	<ul style="list-style-type: none"> Requires all districts to develop and implement an in-service training program for teachers and other key staff on the following topics: the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.

Policy	Description
Ohio Revised Code 3319.22	<ul style="list-style-type: none"> • Requires the State Board of Education to issue a resident educator license, a professional educator license, a senior professional educator license, and a lead professional educator license and requires districts to develop committees to determine whether coursework undertaken to meet standards for a licensure level are valid (see Table 6, Ohio Revised Code 3319.22 for a description of licensure levels). • Establishes Local Professional Development Committees (see Table 10). • Authorizes Local Professional Development Committees to provide their certified and licensed agency educators with the opportunity to design their own professional development provided it is in keeping with the Ohio Department of Education mission and that staff maintain appropriate certification and licensure.
Ohio Revised Code 3319.223	<ul style="list-style-type: none"> • Requires the superintendent of public instruction and the chancellor of the Ohio Board of Regents to establish the Ohio Teacher Residency Program, a four-year, entry-level program for teachers (see Table 6, Ohio Revised Code 3310.223). • Requires teachers with a resident educator license or an alternative resident license to participate in the program; successful completion is required to obtain a professional educator license (see the Preparation and Licensure section of this brief for more information on educator licensure in Ohio).
Ohio Revised Code 3319.61	<ul style="list-style-type: none"> • Requires that the Educator Standards Board recommend to the State Board of Education <i>revised standards</i> for teachers and principals, license renewal, and educator professional development and <i>new standards</i> for school district superintendents, treasurers, and business managers (see Table 6, Ohio Revised Code 3319.61). • Requires that the Educator Standards Board, in consultation with the chancellor of the Ohio Board of Regents, “investigate and make recommendations for the creation, expansion, and implementation of school building and school district leadership academies.”

Compensation and Working Conditions

Tables 13–15 describe state-level policies related to recruitment in Ohio. State-level policies on recruitment were identified from information related to educator salaries and benefits, incentives used to attract and retain high-quality educators, and the environment in which educators carry out their duties.

Table 13. Programs and Initiatives as They Relate to Compensation and Working Conditions

Policy	Description
Ohio Teacher Equity Plan	<ul style="list-style-type: none"> • The Ohio Department of Education created the Ohio Teacher Equity Plan to help achieve equitable distribution of highly qualified teachers in the state (see Table 4). • The new compensation systems and working conditions sections of the plan include the following substrategies: <ul style="list-style-type: none"> ▪ Implementing compensation systems that recognize the challenges of particular schools, are linked to value-added data, and recognize tiered career paths ▪ Providing monetary incentives for highly qualified, experienced teachers to teach in and stay at hard-to-staff schools ▪ Rewarding teachers who are effective at closing the achievement gap monetarily with funding through the Teacher Incentive Fund ▪ Providing monetary rewards and incentives for master teachers, mentor teachers, and National Board Certified teachers. ▪ Strengthening school leadership and increasing the number of highly qualified principals in schools ▪ Collecting data related to teachers' perceptions of working conditions associated with high turnover ▪ Providing tools and resources for improving working conditions in high-need schools ▪ Adopting school climate guidelines that promote physically and emotionally safe and secure environments in schools ▪ Adopting a substance abuse and violence prevention policy ▪ Creating smaller schools or units within schools ▪ Prioritizing funding for renovations and construction of high-need facilities
Ohio Teacher Incentive Fund (OTIF)	<ul style="list-style-type: none"> • The Ohio Teacher Incentive Fund (OTIF) builds on existing models of performance pay in Ohio, including the Teacher Advancement Program (TAP), the Toledo Review and Alternative Compensation System (TRACS), and Promoting Educator Advancement in Cleveland (PEAC; see Table 7). • The program is established in Cincinnati, Columbus, Cleveland, and Toledo to create fair principal and teacher evaluation systems that are aligned to Ohio state standards in order to then develop compensation systems based on the evaluation model. • The program is administered by the Ohio Department of Education.
Ohio Teaching and Learning Conditions Survey	<ul style="list-style-type: none"> • The Ohio Teaching and Learning Conditions Survey is administered annually by the Ohio Department of Education to educators within school districts to determine educator perceptions in five topic areas: time, facilities and resources, leadership, empowerment, and professional development. • Survey results are made available to participating districts at the district level to allow leaders to utilize the data to improve educator working conditions in response to employees' needs.

Policy	Description
School Administrator Survey	<ul style="list-style-type: none"> In spring 2008, the Ohio Department of Education developed and administered a “periodic gauge” of Ohio superintendents’ perceptions of the department’s products and services and the working conditions and resources with which superintendents must operate. The 2008 administration had a response rate of 73 percent. Questions on the survey ask superintendents their satisfaction with areas such as curriculum and assessment; safety, health, and nutrition; and accountability. Responses are used to improve programming and support for school administrators.

Table 14. Legislation as It Relates to Compensation and Working Conditions

Policy	Description
H.B. 1, 128th Ohio General Assembly (2009–2010)	<ul style="list-style-type: none"> Amended Ohio Revised Code 3301.07 to develop additional minimum operating standards for districts that relate to the working conditions within which educators and students operate (see Table 15).

Table 15. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Compensation and Working Conditions

Policy	Description
Ohio Revised Code 3301.07	<ul style="list-style-type: none"> Requires the State Board of Education to establish minimum operating standards for school districts, including “standards for the effective and efficient organization, administration, and supervision of each school district so that it becomes a ‘thinking and learning organization’” as defined by the superintendent of public instruction (see Table 12, Ohio Revised Code 3301.07).
Ohio Revised Code 3313.534	<ul style="list-style-type: none"> Adopts a policy of zero tolerance for violent, disruptive, or inappropriate behavior in schools.
Ohio Revised Code 3318.30	<ul style="list-style-type: none"> Establishes the Ohio School Facilities Commission, a school facilities commission set up to oversee financial assistance to school districts for all matters that relate to the physical environment in which educators operate, such as the acquisition or construction of classroom facilities. The commission is composed of seven members, three of whom are voting members: the director of the office of budget and management, the director of administrative services, and the superintendent of public instruction. The other four nonvoting members are appointed by the speaker of the house and the president of the senate. Each leader is allowed two appointees. The purpose of the agency is to help school districts fund, plan, design, and build or renovate schools.

Policy	Description
Ohio Administrative Code section 3301-35(A)(3)	<ul style="list-style-type: none"> Requires a districtwide student-teacher ratio of no greater than 25:1 in the regular student population.
Ohio Administrative Code section 3301-35(A)(5)	<ul style="list-style-type: none"> Requires that every school have a principal assigned to no more than two schools and that every school with 15 or more classroom teachers be assigned a full-time principal.
Ohio Administrative Code section 3301-35(A)(9)	<ul style="list-style-type: none"> Requires that teachers have sufficient time for planning and evaluating student progress and requires that a teacher day of six hours or longer, excluding a required 30-minute lunch, include at least 200 minutes per week for these purposes.
Ohio Administrative Code section 3301-35(B)	<ul style="list-style-type: none"> Requires an environment that supports personal and organizational excellence in achieving school and district objectives.
Ohio Administrative Code section 3301-35(B)(5)	<ul style="list-style-type: none"> Requires maintenance of a safe, healthy environment for students, faculty, and staff.

Conclusion

This technical brief identified and briefly summarized all policies in the state of Ohio found in this study that relate to four main HCRM areas—preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. In addition, the brief presented the extent to which specific policies affect more than one HCRM area. These descriptions of HCRM policies in Ohio provide a snapshot of state-level policies available to support the training, recruitment, and development of educators.

For state policymakers in Ohio, this brief can serve as a starting point for examining existing state policy in the four areas in order to inform future policy development. For state policymakers outside Ohio, this brief provides insight on some state-level options that currently exist for supporting strategic human resource management in education. Further areas of inquiry that build on this descriptive study may include examining the effectiveness of these state policies, the alignment of these policies within the state, and the comparison of these attributes between states.

Study Limitations

The primary limitation of this study is that the search protocol used may have led to the exclusion of programs, initiatives, legislation, statutes, rules, or formally adopted policies. For example, the term “school leaders” may have excluded policies for educators who have similar responsibilities but are identified differently within the state. A second limitation is that state policies are frequently modified. Consequently, the information presented in this report may be out of date by the time of publication.

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Appendix. Details on Method

Data Sources

To answer the research question posed, researchers relied on publicly available information, which included the following sources:

- State laws, administrative rules and code, and other formally adopted policies
- State union contracts with professional organizations for educators (e.g., teachers unions)
- State standards for educators
- Peer-reviewed journal articles on HCRM topic areas
- Reports issued by governmental and nongovernmental groups
- Other documents

Data-Collection Methods

To collect data on programs and initiatives, legislation, statutes, administrative code, and other formally adopted policies, researchers searched the following sources for publicly available information:

- The Ohio Department of Education (<http://www.ode.state.oh.us/>) and State Board of Education (<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1811&TopicRelationID=575>) websites
- The state legislature website (<http://www.legislature.state.oh.us/>)
- The governor's website (<http://www.governor.ohio.gov/>)
- The U.S. Department of Education website (<http://www.ed.gov/>)
- The National Comprehensive Center for Teacher Quality (TQ Center) state policy databases (<http://www2.tqsource.org/resources/policy.asp>), which provide information on state policies on teacher preparation, recruitment and retention, certification and licensure, and professional development in all 50 states, the District of Columbia, and the four U.S. territories (Guam, Puerto Rico, the U.S. Virgin Islands, and the Northern Mariana Islands), as well as information on legislation and State Board of Education rules and regulations
- The Education Commission of the States (ECS) legislative database (<http://www.ecs.org>), which provides Web links to statutes and administrative codes for each state
- The National Comprehensive Center for Teacher Quality (TQ Center) Tips and Tools Key Issue documents (<http://www.tqsource.org/>)
- Professional education organization websites in the state: the Ohio Education Association (<http://www.ohea.org>), the Ohio Association of Teacher Educators (<http://oate.ate1.org/>), the Ohio Cooperative Education Association (<http://www.ohioco-op.com/>), the Ohio School Boards Association (<http://www.osba-ohio.org/>), the Buckeye Association of School Administrators (<http://www.basa-ohio.org/>), the Ohio Association of Elementary School Administrators (<http://www.oaes.org>), and the Ohio Association of Secondary School Administrators (www.oassa.org/).

To ensure consistency, researchers used a specific list of terms and phrases when searching the websites: *Ohio + HCRM area*, *Ohio + HCRM area + teachers*, *Ohio + HCRM area + principals*, *Ohio + HCRM area + school leaders*, *Ohio + HCRM area + educators*. A Boolean search was conducted, meaning that results were found for singular terms even if the plural was entered in the search field. The Boolean search yielded results for any variation of the search term order (e.g. “Ohio + Compensation and Working Conditions” and “Ohio + Working Conditions and Compensation”).

To limit the scope of the study, information was included in the scan only if it met the following three criteria:

- The document or resource references K–12 schools, K–12 staff, or K–12 education.
- The document or resource indicates funding, authorization, or staff support from at least one of the following state-level boards or agencies: the Ohio Department of Education, the State Board of Education, the Ohio General Assembly, the Educator Standards Board, or the Ohio Board of Regents.
- The document or resource indicates that the program, initiative, legislation, statute, rule, or other formally adopted policy was in effect at the time data were collected.

Data-Analysis Strategies

When researchers searched for and reviewed publicly available policy information, they examined it to determine which of the four HCRM areas it pertained to—preparation and licensure, recruitment, induction and professional development, or compensation and working conditions—using the guiding definitions that follow. They also classified information as representing (1) a program or initiative, (2) legislation, or (3) statute, administrative code, or other formally adopted policy using the definitions that follow. Data that belonged to more than one HCRM area were double-coded when necessary.

To ensure consistency in coding, multiple coders were assigned to code and review collected data. Four coders separately coded documents as they were collected according to the guiding definitions that follow. Then all coded data were reviewed by at least one other coder to review “fit” with HCRM area and classification with information type. Any discrepancies in coding were resolved by discussion with a team of researchers. In doing so, researchers were able to maintain a high level of consistency in categorizing collected data.

Table A1. Guiding Definitions for Classification of HCRM Area

Code	Description
Preparation and licensure	<ul style="list-style-type: none"> Information related to programs that train potential educators (teachers and school leaders) and develop the knowledge and skills necessary to be effective professional educators (programs can be administered by a variety of program providers, such as institutions of higher education, nonprofit agencies, and state agencies.) Information (such as standards and requirements) related to certification and licensure of educators Standards or definitions of the knowledge and skills necessary to be effective professional educators Policies that establish qualifications for educators to obtain and maintain particular certification levels
Recruitment	Information related to attracting educators or potential educators to the field in general, as well as for particular subject areas, geographical locations, schools, and districts and attracting educators with certain demographic characteristics
Induction and professional development	Information related to facilitating the transition of educators from preparation programs to a particular position within the school system; also information related to developing and maintaining the knowledge and skills necessary to be an effective educator, as well as the standards for what knowledge and skills are necessary to be an effective educator
Compensation and working conditions	Information related to the environment in which educators carry out their duties; also information related to educator salaries and benefits and incentives used to attract and retain high-quality educators

Table A2. Guiding Definitions for Classification of Information Type

Code	Description
Programs and initiatives	Planned sequences of activities designed to achieve specific goals and involving some combination of personnel, money, time, and materials
Legislation	Legislation passed by the General Assembly and signed into law by the governor
Statutes, administrative code, and other formally adopted policies	State statutes, administrative code and rules developed by state agencies, and other policies formally adopted by state agencies or governing boards

Technical Notes

1. The separate coding of “legislation” and “statutes, administrative code, and other formally adopted policies” is intentional. Although the authors concede that there is overlap between the two types of policies, the separation of the two policy typologies was necessary to ensure technical accuracy and consistency in referring to policies. For example, because legislation either creates, amends, repeals, or otherwise modifies statutes, referring to legislation only may not present the most current form of the policy. Conversely, presenting only the statute or administrative code would not provide the reader with a chronology of when the statute was last modified, nor would it present the reader with a comprehensive picture of the package of policies in which the statute was bundled. For these reasons, the categories of “legislation” and “statutes, administrative code, and other formally adopted policies” remain separate throughout the brief.
2. Policies are cross-referenced by table number and row name. For example, The Ohio Teacher Education and Licensure Standards are codified in a statute, and the authors reference this statute in Table 4 as follows: “see Table 6, Ohio Administrative Code 3301-24.”
3. The authors used the following guidelines to determine when and how policies were cross-referenced in the brief:
 - a. Policies always are described in most detail when they first appear in the brief.
 - b. Additional mentions of policies that have been described previously refer the reader to the first long description.
 - c. Additional details are added only if they pertain specifically to a particular HCRM area.
 - d. If a piece of legislation created a statute that has since been modified, the legislative description references only the creation of a statute or program/initiative. Then the statute or the “program/initiative” table holds more detail because it is the most current and technically accurate way to describe a policy.