

STATUS OF NEW BUSINESS ITEMS FROM THE SPRING 2019 REPRESENTATIVE ASSEMBLY

SP-2019-01: *The Ohio Education Association shall immediately develop and implement a multi-pronged strategy to provide educators more time to teach and students more time to learn by reducing the burden of over-testing on Ohio's schools. The strategy will include, but not be limited to, the following:*

- *Engaging members to lobby for passage of HB 239, OEA-initiated legislation which would reduce the number of state-mandated standardized tests to the federal minimums by eliminating four high school end-of-course exams and limit student retakes of end-of-course exams; require school districts to convene a local workgroup, including teachers and parents, to examine district-required testing and make recommendations for ways to reduce students' testing load; require that districts that exceed the statutory testing caps pass an annual school board resolution and provide that information to the Ohio Department of Education (ODE); require that ODE issue an annual report on the time spent on state and district mandated testing in Ohio's schools; and eliminate mandatory administration of ACT/SAT to all high school juniors while continuing to have the state pay for its administration of the ACT/SAT for those who choose to participate.*
- *Solicit and share member and student testing stories and share them as part of a comprehensive media strategy to raise awareness of the problem of over-testing and win public support for testing reduction.*
- *Provide support to local affiliates in organizing for adoption of "Time to Teach; Time to Learn" school board resolutions.*
- *Continuing work to reduce both the time spent on standardized testing and the misuse of test results to make high-stakes decisions about students, teachers, and schools by lobbying on issues such as graduation requirements, school and district report cards, the 3rd grade reading guarantee, and teacher evaluation.*

Status:

Passage of House Bill 239 continues to be a priority. The bill has received three hearings before the House Primary and Secondary Education Committee. Nine OEA members have provided testimony to the Committee in support of the bill. The problem of over-testing was a topic of three OEA Member Lobby Days in 2019 which were attended by 164 members. More than 1,250 letters were sent by members in response to OEA action alerts that allow members to send messages to their legislator in support of HB 239.

In terms of communications, members have been encouraged to share their stories of over-testing and the impact it has on students. Member testimonials have included videos, blog posts, and articles that have been shared through OEA's website and social media. In May 2019, then OEA President Becky Higgins had an op-ed on the testing issue that was published in the Columbus Dispatch and the Akron Beacon Journal.

In addition to ongoing legislative and communications efforts, OEA staff and members are developing additional tools and strategies for locals organizing around the issue of testing.

SP-2019-02: *The Ohio Education Association expresses its unequivocal support for Substitute House Bill 154, as passed by the Ohio House of Representatives by a bipartisan vote of 83-12 on May 1, 2019. OEA expresses its appreciation to Speaker Larry Householder, lead sponsors Representatives Don Jones and Joe Miller, and the overwhelming number of House members who voted for the bill.*

OEA also appreciates the inclusion of HB 154 provisions in the House budget and calls on members of the Ohio Senate and Governor DeWine to follow the lead of the House and implement the provisions of the bill, which will dissolve academic distress commissions and restore local control to Ohio's public school districts while providing needed support for schools with struggling students.

Status:

OEA continues to work with the Senate on a House Bill 154 substitute bill that will immediately release Youngstown, Lorain and East Cleveland City Schools from state takeover status and return collective bargaining rights. Over the last month, OEA has attended numerous meetings with legislators and representatives of the Governor's office to discuss progress on the bill. OEA is also in communication with House allies. Senate Education Committee Chair Peggy Lehner will host a stakeholder meeting on November 26 to discuss proposed amendments as progress continues on passing the bill.

SP-2019-03: *To direct OEA to put all Divisions, Departments, Caucuses, and any officially recognized Special Interest Groups that have a membership or application form in one easy to access section, together, on the OEA website.*

Status:

As of November 19, 2019, the NBI is completed as requested.

SP-2019-05: *We call for OEA to encourage our venue location to identify at least one bathroom as a trans-friendly/gender neutral facility at all OEA RA's and associated activities.*

Status:

OEA is and will continue to encourage venues to identify at least one restroom as a trans-friendly/gender neutral facility.

SP-2019-06: *The Representative Assembly calls on OEA governance and staff to develop a legislative advocacy plan to lobby for elimination of the Resident Educator program and creation of a new two-year provisional licensure system that is based on mentoring and support for early career educators under the authority of Local Professional Development Committees, as recommended by the OEA Professional Efficacy Committee and accepted by the OEA Board of Directors on February 16, 2019. Elements of the recommended plan include the following:*

- *a first-year program that is coordinated at the local level with mentoring focused on an introduction to the profession and district, ensuring adequate time for mentors and mentees to have time for observation and reflection on instructional practices;*
- *a second year that includes cohort coaching and professional development focused on professional growth;*
- *flexibility for early career educators, with the advice of their mentors, to take additional time to move from one phase of the mentoring and induction process to the next, including transitioning from a provisional to a professional license, to allow for needed growth and support;*
- *authority given to Local Professional Development Committees, acting based on evidence of contact time with the mentor and successful completion of appropriate professional development, to approve applications for professional licensure;*
- *professional development provided to early educators aligned to the Ohio Standards for the Teaching Profession, Ohio Learning Standards, and Ohio Standards for Professional Development;*

- *opportunity to renew a provisional license for up to two years for those who do not move to a professional license following completion of two years, subject to the approval of the Local Professional Development Committee;*
- *clearly defined and uniformly administered qualifications to ensure quality mentors for the two-year provisional license program, including requirements that mentors have at least five years of experience in the district, be on at least their second professional license, and have recently served in an instructional assignment;*
- *state-provided training for mentors and with annual mentor development and local training on principles of instructional coaching, the negotiated contract, and appropriate legal issues; and*
- *whenever possible, placement of mentees with mentors who work in the same buildings, grade bands, and/or content areas, including having special education teachers be placed with other special education teachers.*

The advocacy plan shall be developed in consultation and with the support of Ohio's New Educators (ONE) for implementation during the remainder of the 133rd General Assembly. An update on the progress of this issue will be provided to the December 2019 Representative Assembly.

The Legislative Committee and Resolutions Committee are charged with developing appropriate language to embed the recommendations regarding the proposed two-year provisional licensure system into OEA's Legislative Policies and Resolutions for consideration by the December 2019 and May 2020 Representative Assemblies.

Status:

OEA worked with Rep. Don Jones (R-Freeport) and Rep. Don Manning (R-New Middletown) on the introduction of House Bill 322, a RESA reform bill referred to the House Education Committee on September 24, 2019. Rep. Jones is a former teacher and the Vice-Chair of the House Education Committee. HB 322 limits the Ohio Teacher Residency Program to two years and eliminates the performance-based assessment prescribed by the state board of education (currently the third year of the program). The bill eliminates the summative assessment portion of the resident educator program. Instead, the bill makes the Ohio Teacher Residency Program a two year entry-level program for classroom teachers that shall include at least both of the following components: (1) Mentoring by teachers for the first two years of the program, and (2) Counseling, as determined necessary by the school district or school, to ensure that program participants receive needed professional development. HB 322 received a first hearing for sponsor testimony on October 29, 2019. A second hearing for proponent testimony was held on November 19, 2019. OEA officers and OEA members provided proponent testimony.

Expiration of New Business Items

There are no New business Items from the Fall 2016 OEA RA that are categorized as new business items of an ongoing nature that would be scheduled to expire at this RA. Pursuant to Bylaw 4-10, a status update was provided as required at the Spring 2017 RA. If you require a copy of that report, please contact OEA's Executive Offices at 614-227-3177 or execweb@ohea.org.