

# EDUCATIONAL ISSUES

2012 Resolutions

## **MEMBERS IN ATTENDANCE**

**CHAIR** - Jennifer Bennett, Cleveland Heights #795  
Laurie Butler, Arlington #4564  
Cassie Suever, Arlington #4564  
Roslyn Painter-Goffi, Berea #1699  
Cass Weiss, Berea #1699  
Sheri Ondo, Brookfield #1728  
Kellie Johnston, Buckeye #4595  
Elizabeth Seich, Buckeye #4595  
Theresa Allen, Cincinnati #1520  
Colette Carl, Cincinnati #1520  
Katie Hofmann, Cincinnati #1520  
Kendra Phelps, Cincinnati #1520  
Jillian Ahrens, Cleveland #279  
Mark Baumgartner, Cleveland #279  
Sandra E. Green, Cleveland #279  
Meryl Johnson, Cleveland #279  
George Gee, Cleveland Heights #795 (Alternate)  
Beth Rae, Cleveland Heights #795  
Ronnie Childress, Crooksville #4988  
Dee Dee Faust, Georgetown #4903  
Nicole Roberts, Georgetown #4903  
Leah Condon, Jackson-Milton #4968  
Mary Jo McFarlane, Liberty-Benton #4943  
Chris Treen, New Lexington #4186  
Terri Hook, Oregon #1080  
Karen Lewis, Oregon #1080  
Maria Bailey, Toledo #250  
Denise Brown, Toledo #250  
Lisa Dickinson, Toledo #250  
Tom Baer, Van Wert #4088  
Deb Tully, OFT Staff

## **RESOLUTION ON DIGITAL LEARNING**

- 1
- 2
- 3 WHEREAS the OFT supports providing teachers and students with the highest-quality
- 4 instruction and the materials and resources to attain that end, and
- 5
- 6 WHEREAS it is essential to incorporate technology in instructional strategies to
- 7 enhance teaching and learning to support a relevant, high quality educational
- 8 experience, and
- 9
- 10 WHEREAS technology has promise as a tool to enhance teaching and learning,
- 11 supporting teachers as they differentiate instruction, engage students, and provide for
- 12 the academic and social supports students need, and
- 13
- 14 WHEREAS digital resources alone cannot replace all important adult-student

15 interactions, and

16  
17 WHEREAS digital learning can be delivered using a “blended” approach to enhance  
18 teaching and learning in a brick and mortar environment, and

19  
20 WHEREAS digital learning can also be delivered “virtually,” where students spend the  
21 majority of their school day online, interacting with their coursework, teachers and peers  
22 through technology, and

23  
24 WHEREAS all students learn differently and should have a myriad of options available  
25 to them, and

26  
27 WHEREAS digital learning may not be developmentally appropriate for all students; and

28  
29 WHEREAS the implementation of a sound digital experience is dependent on ensuring  
30 the equitable distribution of the resources required to deliver digital instruction, and

31  
32 WHEREAS it is important to provide relevant professional development for teachers to  
33 ensure effective and appropriate use of digital resources, and

34  
35 WHEREAS no digital learning experience should replace teachers altogether or allow  
36 for the use of less-qualified instructors, therefore

37  
38 BE IT RESOLVED that Technology should be integrated into education with the primary  
39 purpose of improving teaching and learning, and digital tools must always enhance, not  
40 replace, the learning relationship between educators and their students, and

41  
42 BE IT RESOLVED that digital learning should primarily use a “blended” approach where  
43 technology enriches traditional, face-to-face instruction, providing courses not available  
44 at the school, extra supports for students who struggle, and opportunities for the  
45 extension of student learning, and

46  
47 BE IT RESOLVED that states and districts should ensure oversight of virtual schools  
48 and, if warranted, close them where attrition rates are high and achievement is low, and

49  
50 BE IT RESOLVED that online courses should be developed and taught by state-  
51 licensed teachers who know the standards and requirements students are expected to  
52 meet, and

53  
54 BE IT RESOLVED that school districts should negotiate with local unions to ensure  
55 teachers are receiving the appropriate professional development, supports, resources

54 BE IT RESOLVED that school districts should negotiate with local unions to ensure  
55 teachers are receiving the appropriate professional development, supports, resources  
56 and teaching and learning conditions for teaching with technology in both blended and  
57 virtual environments, including *ongoing* training and technical support, and

58  
59 BE IT RESOLVED that teacher input must be integral to policies and procedures  
60 regarding implementing digital learning, and

61  
62 BE IT FINALLY RESOLVED that to ensure that students have access to the best  
63 blended and virtual learning experiences, programs should:

- 64 ○ Support teachers in incorporating technology pedagogy into instruction;
- 65 ○ Employ online instructors who are fully licensed; and
- 66 ○ Ensure that teachers and students have the necessary resources, including  
67 Internet access, needed to deliver and use technology successfully.

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70 **RESOLUTION ON STATE TEACHER VALUE-ADDED REPORTS**

71  
72 WHEREAS every student attains knowledge at a different rate and it is difficult to  
73 ascertain what a year's worth of growth is for an individual child, and

74  
75 WHEREAS value-added scores were originally developed to monitor an individual  
76 student's growth over a period of time, not a teacher's performance over time, and

77  
78 WHEREAS the intent of the value-added system was to inform instruction in order to  
79 increase student growth, and

80  
81 WHEREAS the current practice of determining value-added scores uses only 2  
82 Standard Deviations (SD) rather than the more accurate 3 SD for predicting a year's  
83 worth of growth, and

84  
85 WHEREAS a student's growth is not solely dependent upon a teacher's ability to teach,  
86 but rather on a whole spectrum of influences, including many outside of the classroom,  
87 and

88  
89 WHEREAS current Ohio law has mandated the use of value-added scores, when  
90 applicable, as a factor in determining a portion of the 50% of a teacher's evaluation, and

91  
92 WHEREAS the process for establishing linkages of teachers to students is subjective  
93 and neither consistently applied, nor accepted as reliable, and

94  
95 WHEREAS the growth in learning is affected by factors such as: the attendance of both  
96 the teacher and the student, the presence of cooperating/team teachers, and student  
97 readiness, and  
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99 WHEREAS the value-added score provides a limited reflection of a student's growth,  
100 and

101  
102 WHEREAS there is currently no data available on all subjects (core subjects vs. non-  
103 tested subjects) and grade levels to allow for value-added scores on all teachers, and

104  
105 WHEREAS all content areas do not follow the same formula to determine a teacher's  
106 value-added score, and

107  
108 WHEREAS new assessments to align with the Common Core State Standards will be  
109 introduced during the implementation of the use of value-added in teacher evaluations,  
110 therefore

111  
112 BE IT RESOLVED that the Ohio Federation of Teachers (OFT) supports a moratorium  
113 on using value-added scores for the evaluation of teachers until there is consistent  
114 application of the data and there is confidence in value-added scores as one of the  
115 factors in using student growth measures for high stakes decisions.

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#### **RESOLUTION ON LICENSURE RETESTING**

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120 WHEREAS HB 153 mandates that all teachers in low-performing schools as identified  
121 by their Performance Index be required to retake their licensure exams, and

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123 WHEREAS these same teachers have already passed a required test to achieve  
124 licensure, and

125  
126 WHEREAS there is no evidence or data to support the idea that retesting would lead to  
127 improved student learning, and

128  
129 WHEREAS state law also makes no satisfactory provision to pay for such retesting, and

130  
131 WHEREAS the money used to pay for such retesting could be used more productively  
132 and is a waste of scarce resources, and

133  
134 WHEREAS there is a need for high-performing teachers to work in these low-performing  
135 schools with our neediest students, and

136  
137 WHEREAS this retesting requirement would discourage the very best teachers from  
138 seeking to work in these low-performing schools, therefore

139  
140 BE IT RESOLVED that OFT does not support this provision of HB153, and

141  
142 BE IT FURTHER RESOLVED that OFT will educate our members about the content of  
143 this legislation, and

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145 BE IT FINALLY RESOLVED that OFT will work to bring about the repeal of this  
146 provision of HB153.

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**ASSESSMENT OF SPECIAL EDUCATION STUDENTS**

WHEREAS 'No Child Left Behind' legislation has mandated that all special education students be tested, and

WHEREAS many Ohio school districts have significant numbers of children identified as having special needs and urban districts have a disproportionately high number, and

WHEREAS the alternate assessment is the only option available for special education students whose IEP teams determine they are unable to be evaluated by standardized tests, and

WHEREAS the government is continuing to recommend an arbitrary 1% maximum of students eligible for alternative assessments for each Local Education Agency, therefore

BE IT RESOLVED that the Ohio Federation of Teachers appeals to the Ohio State Board of Education to promote legislation to determine a more appropriate method of testing special education students according to their developmental ability as determined by the IEP team,

BE IT FINALLY RESOLVED that OFT supports eliminating the use of a maximum percentage of special education students given alternate assessments that would count toward a district's rating,

**LEGACY RESOLUTIONS...**

**PROFESSIONAL COMPENSATION**

WHEREAS well-prepared, highly qualified teachers are essential if we are to ensure that all students achieve the high standards necessary for them to lead fulfilling lives and become productive citizens, and

WHEREAS in today's competitive marketplace, it is increasingly difficult to attract and retain the best teachers without guaranteeing professional compensation commensurate with education, experience, and the challenging and complex tasks teachers perform, and

WHEREAS merit pay and pay for performance plans often are proposed as systems that would replace "single salary schedule," and

WHEREAS it is important to recognize the value of such a "single salary schedule" in

195 maintaining a system of fair compensation based on years of experience, training, and  
196 educational attainment, and

197  
198 WHEREAS an adequate salary base for all teachers, a labor management collaboration  
199 based on mutual trust, and easy to understand procedures for awarding teachers  
200 additional compensation are among the conditions that must be part of any professional  
201 compensation system, therefore

202  
203 BE IT RESOLVED that OFT supports efforts to develop new evaluation and  
204 compensation systems but reject any pay proposals that resemble failed merit-pay  
205 plans and those that have not been locally bargained, and

206  
207 BE IT FURTHER RESOLVED that locals not abandon traditional salary schedules as a  
208 base for creating systems of additional compensation for teachers, and

209  
210 BE IT FINALLY RESOLVED that OFT encourages all locals to explore various teacher  
211 compensation systems based on local conditions through the local collective bargaining  
212 process.

### 213 214 215 EARLY CHILDHOOD

216  
217 WHEREAS Ohio needs to address the needs of all children to meet state and national  
218 standards and to close the large achievement gap between advantaged and  
219 disadvantaged students, a majority of whom are ethnic minority, and

220  
221 WHEREAS attention must be given to early childhood education and school readiness,  
222 and

223  
224 WHEREAS well-regarded studies have shown that high-quality preschool education  
225 both increases the likelihood that children will gain higher levels of cognitive and social  
226 skills and become successful students and productive citizens and reduces the chances  
227 that they will drop out of high school, become dependent on welfare, or be incarcerated,  
228 and

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230 WHEREAS an alarming number of children in Ohio have one or more risk factors that,  
231 without intervention, can lead to an achievement gap even before they start  
232 kindergarten and jeopardize their chances to learn and succeed in school, and

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234 WHEREAS these risk factors include too little exposure to stimulating language,  
235 reading, storytelling, and other literacy-building activities upon which later success in  
236 schooling is based; limited-English proficiency; hearing and vision disabilities; speech  
237 and language impairments and cognitive or other disabilities, and

238  
239 WHEREAS Ohio was a leader in early childhood program, but the Taft administration  
240 has redesigned the program so that it does not meet customer needs resulting in the  
241 new Early Learning Initiative (ELI) to replace the state's Head Start Program, with the  
242 ELI having many vacant slots -40% are vacant, and

243  
244 WHEREAS current enrollment in the ELI is less than one-third of the 23,000 in state  
245 funded Head Start when Governor Taft took office, and

246  
247 WHEREAS 51,000 children living in poverty in Ohio are not serviced, and

248  
249 WHEREAS ELI relies on surplus Temporary Assistance To Needy Families (TANF)  
250 funds instead of State General Revenue Funds, and

251  
252 WHEREAS the early care and education programs should serve two main purposes:  
253 1) Providing stimulating, age appropriate early learning opportunities and supporting  
254 healthy development so that children are ready to succeed in school  
255 2) Enabling parents/guardians to maintain employment and/or obtain education and  
256 training, and

257  
258 WHEREAS Ohio can learn from and build upon the high-quality, universal preschool  
259 programs that are widely available in other industrialized countries and in other states--  
260 including the early childhood education and care systems with promising elements in  
261 programs offered in states like Georgia, New York, North Carolina and Oklahoma, and

262  
263 WHEREAS extending kindergarten to a full school day is key to establishing and  
264 reinforcing school readiness, and

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266 WHEREAS it is known that universal access to affordable, high-quality early childhood  
267 education encourages civic values and national cohesiveness by enabling children of  
268 diverse backgrounds to learn together from the start, therefore

269  
270 BE IT RESOLVED that the Ohio Federation of Teachers urges Ohio policy makers to  
271 re-commit itself to high-quality early childhood education programs starting at age three,  
272 and

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274 BE IT FURTHER RESOLVED that these programs must be accessible and affordable  
275 to all families that want their children to participate, and

276  
277 BE IT FINALLY RESOLVED that because high-quality early childhood education has  
278 been shown to be effective in bridging the achievement gap between advantaged and  
279 disadvantaged students, poor children in Ohio must be given priority and provided with  
280 quality services at no cost to their families.

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283 **REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT**  
284 **(ESEA)**

285  
286 WHEREAS the Elementary and Secondary Education Act (ESEA) is due for  
287 reauthorization, and

288  
289 WHEREAS the ESEA is an act that was put in place to support the public education of  
290 economically disadvantaged students, and

291  
292 WHEREAS lawmakers are considering reauthorizing ESEA using the competitive grant  
293 model of Race to the Top (RttT), and  
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295 WHEREAS RttT was funded by stimulus money to support schools in difficult financial  
296 times and to encourage change and innovation, and  
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298 WHEREAS there were inconsistencies in the judging of RttT applications that indicated  
299 subjectivity in awarding grants, and  
300

301 WHEREAS providing funding to impoverished and academically at risk children should  
302 not be dependent upon the grant writing skills of adults and should be accessible to all  
303 eligible students, therefore  
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305 BE IT RESOLVED that the Ohio Federation of Teachers (OFT) advocates that the  
306 ESEA not be a competitive grant process as was Race to the Top, and  
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308 BE IT FINALLY RESOLVED that OFT petitions the American Federation of Teachers to  
309 work closely with lawmakers in Washington, DC to ensure that the ESEA not be a  
310 competitive grant process.