

## EDUCATIONAL ISSUES

2016 Resolutions

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### 1           **ENSURING EQUITABLE ACCESS TO EXCELLENT EDUCATORS**

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4   WHEREAS research suggests teachers are the most important school-based factor affecting  
5   student achievement, and

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7   WHEREAS Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators has provided  
8   data that shows that students in Ohio's high-poverty and high-minority schools receive  
9   inequitable access to excellent educators, and

10  
11   WHEREAS the report has identified Ohio's four root-cause categories that highlight that  
12   inequitable access to excellent educators is a systemic issue, and

13  
14   WHEREAS the Ohio Department of Education has identified and selected four strategies and  
15   specific and actionable sub-strategies that have the most potential to remedy gaps in equitable  
16   access to excellent educators for poor and minority students in the state; and

17  
18   WHEREAS these strategies address the areas of educator preparation, hiring and deployment,  
19   teaching and learning conditions, and data use, areas that substantially impact quality teaching;  
20   now therefore

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22   **BE IT RESOLVED** that the Ohio Department of Education continues to gather and share useful

23 data to inform actions Ohio must take to address the inequitable distribution of teachers across  
24 districts; and

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26 **BE IT FURTHER RESOLVED** that the Ohio Federation of Teachers supports holding the  
27 Ohio Department of Education accountable to a collaborative approach in resolving the issue of  
28 inequitable access to excellent teachers for all students; and

29  
30 **THEREFORE BE IT FINALLY RESOLVED** that the Ohio Federation of Teachers calls upon  
31 the Ohio Department of Education to fund and implement the four strategies in correcting the  
32 root causes of inequity in a timely manner.

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36 **OHIO FEDERATION OF TEACHERS RESOLUTION:**  
37 **COLLEGE CREDIT PLUS REVISIONS**

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39 WHEREAS amended House Bill 487, known as the College Credit Plus (CCP) program, passed  
40 by the Ohio General Assembly in September 2015, attempts to widen the opportunities for  
41 students in grades 7-12 to obtain college credit; and

42  
43 WHEREAS the CCP legislation allows for college professors to teach grade seven and grade  
44 eight students without consideration as to age appropriateness for said students to attend classes  
45 on a college campus; and

46  
47 WHEREAS the CCP legislation creates inequalities in funding requirements/opportunities for 7-  
48 12 and college programs; and

49  
50 WHEREAS the current legislation creates additional requirements for grade 7-12 teachers  
51 without a standard determination of compensation for completing said requirements; and

52  
53 WHEREAS there is no standard requirement as to a compensation of K-12 teachers offering the  
54 courses as adjuncts on the K-12 campus despite additional duties to provide the course within the  
55 Institute of Higher Education's requirements; and

56  
57 WHEREAS institutions of higher learning are being forced to offer courses at much lower rates,  
58 thus creating budgetary restraints within the institutions of higher learning; and

59  
60 WHEREAS there is no guideline or remedy as to students in grades 7-12 taking coursework  
61 toward earning credit towards graduation who do not pass a CCP course; and

62  
63 WHEREAS Ohio Federation of Teachers believes that there are ways to expand the CCP  
64 program without creating inequalities in funding or inequities in offerings; now therefore

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66 **BE IT RESOLVED** that the Ohio Federation of Teachers advocate for a standard practice that  
67 teachers of students in grades 7-12 serving as college instructors receive additional compensation  
68 commensurate with the expected duties; and

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70 **THEREFORE BE IT FINALLY RESOVED** that the Ohio Federation of Teachers advocate

71 for a re-examination of the CCP program to determine the impact on students, institutions  
72 serving grades 7-12 programs, and institutions of higher learning; and that said re-examination  
73 be completed by a committee with representatives from all affected programs, including, but not  
74 limited to, teachers and administrators from institutions which are implementing said programs.  
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## 78 OHIO TEACHER EVALUATION SYSTEM

79  
80 WHEREAS the Elementary Secondary Education Act (ESEA), formerly known as the No Child  
81 Left Behind, (NCLB) and currently known as the Every Student Succeeds Act (ESSA) which  
82 was signed into law on December 10, 2015 giving states and educators more latitude while  
83 maintaining federal funds for the students who need it most, and  
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85 WHEREAS this law prohibits the federal government from mandating or prescribing the terms of teacher  
86 evaluation, and  
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88 WHEREAS the receipt of federal funds can no longer be conditioned on using test scores in teacher evaluation,  
89 and  
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91 WHEREAS the state of Ohio will now be in control of its teacher evaluation system, and  
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93 WHEREAS Ohio's Teacher Evaluation System (OTES) should be transparent, fair and credible  
94 with an emphasis on providing quality feedback that identifies professional strengths and  
95 supports improved knowledge, skills and/or performance, and  
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97 WHEREAS the OTES Framework includes multiple factors; Teacher Performance, Student  
98 Growth Measures, and Optional Alternate Components to rate teacher effectiveness and each  
99 factor consists of several components which impact the summative rating, and  
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101 WHEREAS given that accuracy of each factor is dependent on the proficiency of the evaluator  
102 along with the reliability and validity of the measurement instrument, and  
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104 WHEREAS calculations for determining a teacher's summative rating are based on a  
105 complicated point scale heavily impacted by student growth measures, and  
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107 WHEREAS student growth measures do not account for all of the outside influences that directly  
108 impact student learning and therefore are not a sound measure of teacher quality or effectiveness  
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110 **BE IT RESOLVED** that the Ohio Federation of Teachers favors a streamlined evaluation  
111 process that highlights competence and advances professional growth through quality feedback  
112 provided by expert evaluators.  
113

114 **BE IT FURTHER RESOLVED** that OFT supports the removal of student growth measures  
115 from the OTES Framework; and  
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117 **THEREFORE BE IT FINALLY RESOLVED** that OFT advocates for a common sense, less  
118 punitive and more supportive evaluation system that promotes professional proficiency  
119 increasing the probability for highly effective teachers in every Ohio classroom.