

EDUCATIONAL ISSUES

2013 Resolutions

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OHIO ACCOUNTABILITY ADVISORY COMMITTEE

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3 **WHEREAS** House Bill 555 has restructured the Ohio Accountability Task Force and
4 altered the membership of this newly named body called the Ohio Accountability
5 Advisory Committee by eliminating any representation of educators, including teachers
6 unions, and
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8 **WHEREAS** the Ohio Accountability Advisory Committee is mandated to adopt
9 recommendations to improve the school accountability system and to examine the
10 implementation of the value-added progress dimension, and
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12 **WHEREAS** all of the above directly impacts a district's report card and teacher
13 designations given in the Ohio Teacher Evaluation System, and
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15 **WHEREAS** teachers are major stakeholders in any consequences that may occur as a
16 result of their districts' report card, now therefore
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18 **BE IT RESOLVED** that OFT is firmly opposed to the absence of educator
19 representation on the Ohio Accountability Advisory Committee, and
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21 **BE IT FINALLY RESOLVED** that OFT will work vigorously to be sure that a
22 representative of teachers' unions be appointed to the Ohio Accountability Advisory
23 Committee.

24 **OHIO TEACHER EVALUATION SYSTEM**

25
26 WHEREAS House Bill 153 and Senate Bill 316 call for a stronger teacher evaluation
27 policy in accordance with the standards-based statewide teacher evaluation framework
28 adopted by the State Board of Education in November 2011, and

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30 WHEREAS the Ohio Teacher Evaluation System (OTES) Framework has been adopted
31 by the State Board of Education (SBOE), and

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33 WHEREAS the Ohio Department of Education's new evaluation system relies on two
34 key evaluation components, each weighted at 50 percent: a rating of teacher
35 performance and a rating of student academic growth, and

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37 WHEREAS the "student growth measures" mean the change in student achievement for
38 an individual student between two or more points in time, and will include some
39 combination of the following: 1) Teacher-level-Value-Added Data; 2) ODE-Approved
40 Assessments; and/or 3) Locally-determined Measures, and

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42 WHEREAS locally developed student growth measures include two possible measures:
43 Student Learning Objectives (SLOs) and Shared Attribution; and

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45 WHEREAS the Ohio Department of Education is in the initial stages of releasing SLO
46 training seminars statewide in a train-the-trainer model; and

47
48 WHEREAS the availability for Local Education Agencies (LEAs) to access the training
49 seminars may be limited; and

50
51 WHEREAS educators must be provided with extensive training that requires a significant
52 investment of time to create meaningful SLOs; and

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54 WHEREAS the SLO process involves time to collect and analyze data in order to create
55 the measurable objectives to be written; and

56
57 WHEREAS LEAs need to create district SLO review teams which need to be trained in
58 the SLO process in order to competently assess educators' SLOs; and

59
60 WHEREAS at least two-thirds of the educators in the state in untested areas will need
61 to utilize the SLO process in their individual teacher evaluation as possibly the only
62 student growth measure choice in the OTES model; and

63
64 WHEREAS the OFT supports the development of a fair, formative, and supportive
65 teacher evaluation system that will provide educators with a more detailed view of their
66 performance, therefore now

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68 BE IT RESOLVED that the OFT advocates a need for an extended time period for SLO
69 introduction and training throughout the state before being used in teacher evaluation
70 designations; and

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72 BE IT FINALLY RESOLVED that in order to promote a fair and equitable delivery of
73 OTES, a transition period (safe harbor) needs to be established where refinement in the
74 SLO process is a priority before being used as part of any high stakes decisions
75 involving educators implementing SLOs.
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80 **THIRD GRADE READING GUARANTEE: READING IMPROVEMENT AND**
81 **MONITORING PLANS –LEGISLATIVE REQUIREMENTS**
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83 WHEREAS Senate Bill 316, known as the Third Grade Guarantee, passed by the Ohio
84 Legislature in June 2012, and then the updated August 24, 2012 version passed to
85 strengthen the law, gives greater emphasis to reading instruction and intervention in the
86 early grades, and
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88 WHEREAS through this initiative, school districts and community schools will diagnose
89 reading deficiencies in students at grades kindergarten through grade three, create
90 individualized reading improvement and monitoring plans and provide intensive reading
91 interventions, and
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93 WHEREAS HB555 was subsequently passed offering a menu of ways for a teacher to
94 demonstrate competency in teaching reading, and
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96 WHEREAS one of the legislative requirements beginning in the 2013-2014 school year
97 states that any student in 3rd grade who has been retained or is on an improvement or
98 monitoring plan must be assigned to a teacher actively engaged in the reading
99 instruction of students for the previous three years in addition to one of the other
100 requirements from the menu, and
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102 WHEREAS in 2014-2015 all students in grades K-3 who are on an improvement or
103 monitoring plan or who have been retained must be assigned to a teacher actively
104 engaged in the reading instruction of students for the previous three years in addition to
105 one of the other requirements from the menu, and
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107 WHEREAS the Ohio Federation of Teachers (OFT) is pleased that the menu of ways to
108 demonstrate competency in the teaching of reading has expanded from previous
109 legislation, and
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111 WHEREAS adding the requirement that a teacher who meets the competency threshold
112 must have also been actively engaged in the reading instruction of students puts severe
113 limits on who may teach students in need of extra help, and
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115 WHEREAS the requirement for a teacher to have been actively engaged in reading
116 instruction the previous three years eliminates teachers such as any first, second, or
117 third year teachers, as well as teachers who have demonstrated competencies and
118 have assumed temporary roles in curriculum, instructional coaching or mentoring, or as
119 Peer Assessment and Review consulting teachers, and

120
121 WHEREAS the above examples eliminate from the pool of reading instructors many
122 who have demonstrated the knowledge and skills required to work with students in need
123 of extra help, and

124
125 WHEREAS no district desires to eliminate excellent teachers from having the eligibility
126 to work with those who need the most help, and

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128 WHEREAS teachers who have demonstrated their competency in reading instruction
129 should not be arbitrarily kept from working with those children who need it most by a
130 randomly selected experience level, therefore

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132 BE IT RESOLVED that the Ohio Federation of Teachers favors the removal of the
133 requirement for a teacher to have been actively engaged in the instruction of reading for
134 the previous three years before being allowed to work with students on an improvement
135 or monitoring plan or who have been retained in third grade.

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139 **VALUE ADDED (VA) AS A PRESCRIBED PERCENTAGE OF THE STUDENT**
140 **GROWTH MEASURE (SGM) IN TEACHER EVALUATIONS**
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142 WHEREAS HB555 has made it a requirement that those teachers who teach subjects
143 that produce an individual teacher Value Added (VA) score must use the VA score as
144 the full 50% of the student growth portion of a teacher's evaluation, (or proportionally
145 adjusted when the teacher also is assigned to teach content that does not produce a VA
146 score), and

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148 WHEREAS calculating a teacher's VA score is convoluted and non-transparent, and

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150 WHEREAS the percentage of VA used to determine the student growth measure (SGM)
151 portion of a teacher's evaluation should not be a one-size fits all, and

152
153 WHEREAS research indicates there needs to be three years of VA data to have a
154 minimally reliable score, and

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156 WHEREAS requiring all teachers to have the same VA percentage does not take into
157 account a resident educator, new to a district teacher or one who has just been
158 assigned to a subject and/or grade for the first time, each of whom do not have the
159 necessary three years worth of data, and

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161 WHEREAS the National Research Council, concluded: "VAM (Value Added Measures)
162 estimates of teacher effectiveness ... should not be used to make operational decisions
163 because such estimates are far too unstable to be considered fair or reliable." and

164
165 WHEREAS the new requirement for 100% of the SGM to be determined by VA scores
166 begins when the new PARCC assessments are being administered for the first time,
167 and

168
169 WHEREAS there will not be reliable VA data connecting the old and new assessments,
170 and

171
172 WHEREAS it has already been determined that the new standards will result in lower
173 scores initially, also rendering VA unreliable and unstable, and

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175 WHEREAS the original Ohio Teacher Evaluation System (OTES) framework, which
176 allows for multiple measures and a locally determined percentage of VA as a portion of
177 a teacher's SGM associated with evaluation, is more fair and workable, therefore

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179 BE IT RESOLVED that the Ohio Federation of Teachers submit a petition for its
180 members to sign to carry to legislators to show support for a fair Student Growth
181 Measure which includes more than Value Added, and

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183 BE IT RESOLVED that the Ohio Federation of Teachers make available an online
184 petition to community members and other stakeholders to sign to show further support
185 for a fair Student Growth Measure which includes more than Value Added, and

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187 BE IT FURTHER RESOLVED to work with other education organizations to collectively
188 advocate for a fair Student Growth Measure and which includes more than Value
189 Added, therefore

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191 BE IT FINALLY RESOLVED that the Ohio Federation of Teachers calls for a change in
192 the law that will allow the percentage of VA scores that are applied to the 50% student
193 growth measure remain locally determined.