

EDUCATION ISSUES

2020 Resolutions

Terri Hook, Chair, Oregon City Federation of Teachers, Local 1080

Jillian Ahrens, Cleveland Teachers Union, Local 279

Mary Arp, Brookfield Federation of Teachers, Local 1728

Mark Baumgartner, Cleveland Teachers Union, Local 279

Sean Belveal, Cleveland ACTS, Local 6570

Jeff Cooney, Oregon City Federation of Teachers, Local 1080

Tina Decker, Van Wert Federation of Teachers, Local 4088

Brad Dillman, Cincinnati Federation of Teachers, Local 1520

Jean Hribar, Berea Federation of Teachers, Local 1699

Lisa Huml, Ontario Federation of Teachers, Local 1703

Holly Kimpon, Genoa Area Education Association, Local 4741

Cara McGregor, Berea Federation of Teachers, Local 1699

Andrea Meek, Toledo Federation of Teachers, Local 250

Deborah Paden, Cleveland Teachers Union, Local 279

Matt Perkins, Crestview Employees' Association, Local 4989

Tina Reynolds, Cleveland Heights Teachers Union, Local 795

Jeffrey Schimelpfenig, Berea Federation of Teachers, Local 1699

Mikia Searcy, Cleveland Heights Teachers Union, Local 795

Heather Stambaugh, Greenon Federation of Teachers, Local 4370

Lucas Strohm, Grand Valley Education Association, Local 4910

Kay Wait, Toledo Federation of Teachers, Local 250

April Washington, Cincinnati Federation of Teachers, Local 1520

Tonya Winningham, Ontario Federation of Teachers, Local 1703

Deborah Tully - OFT Staff

OTES 2.0 AND HIGH QUALITY STUDENT DATA (HQSD)

RESOLUTION

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4 WHEREAS SB 216 requires changes to the Ohio Teacher Evaluation System (OTES) creating
5 OTES 2.0; and
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7 WHEREAS the process of implementation of OTES 2.0 includes a Prototype Project in 2018-
8 2019 and a Pilot Project in 2019-2020 with recommendations from each project given to the
9 Educator Standards Board (ESB) to inform final recommendations from the ESB to the State
10 Board of Education (SBoE) to guide final implementation in 2020-2021; and
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12 WHEREAS the focus of OTES 2.0 is a continuous, professional growth process for teachers; and
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14 WHEREAS the process of OTES 2.0 emphasizes reflective practices, therefore using data
15 collected to support how teachers will use the data to inform and improve their instruction; and

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17 WHEREAS SB 216 removes student growth as a calculation to determine a rating for teachers,
18 instead focusing on using High Quality Student Data (HQSD) to inform teachers' practice; and
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20 WHEREAS local districts may determine what constitutes HQSD in accordance with guidance
21 from the Ohio Department of Education (ODE); and
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23 WHEREAS this guidance allows for HQSD apart from standardized tests; and
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25 WHEREAS it is important to include examples of HQSD that demonstrate students can apply
26 their knowledge in formats other than standardized paper and pencil or online, tests; therefore
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28 BE IT RESOLVED that the Ohio Federation of Teachers support its members with resources and
29 professional development that assist them in developing instruments that can provide HQSD and
30 assessment literacy that assures their ability to be reflective practitioners; and
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32 BE IT FINALLY RESOLVED the Ohio Federation of Teachers work with the Ohio Department
33 of Education to ensure the effective implementation of OTES 2.0 as a process that is a true
34 continuous, professional growth process.
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38 **OHIO'S SOCIAL EMOTIONAL LEARNING** 39 **IMPLEMENTATION** 40 41 42

43 WHEREAS the State of Ohio adopted Social Emotional Learning (SEL) Standards for the state
44 of Ohio; and
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46 WHEREAS the Ohio Department of Education has identified Social and Emotional Learning
47 (SEL) as one of the four Learning Domains of focus for the state; and
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49 WHEREAS the National Commission on Social Emotional and Academic Development recently
50 released its report to the nation with specific recommendations for implementing effective SEL
51 practices into learning environments; and
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53 WHEREAS intentional and integrated Social Emotional Learning instruction leads to improved
54 academic outcomes and behaviors; and
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56 WHEREAS building settings that are physically and emotionally safe can foster strong bonds
57 among children and adults; and
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59 WHEREAS building adult expertise in SEL can strengthen quality, evidence-based SEL
60 implementation for robust learning opportunities; and
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62 WHEREAS the research has shown that SEL interventions increase student academic
63 performance, promotes emotional well-being and positive social behavior, and can lead to real-

64 life benefits for students; and

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66 WHEREAS successful SEL implementation can help to build partnerships between schools,
67 families, and community organizations to support healthy learning and development in and out
68 of school; therefore

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70 BE IT RESOLVED the Ohio Federation of Teachers (OFT) is committed to supporting the
71 implementation of quality, evidence-based Social Emotional Learning strategies; and

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73 BE IT RESOLVED that the OFT will work with all stakeholders to support quality SEL
74 implementation plans to support the whole child; and

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76 BE IT FINALLY RESOLVED that the OFT supports the state of Ohio in its efforts to include
77 SEL standards and curriculum statewide.

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81 **OHIO’S RESIDENT EDUCATOR PROGRAM**

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83 WHEREAS the State of Ohio requires the Resident Educator (RE) program for educators new to
84 the field; and

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86 WHEREAS the RE program is a way to support new educators in increasing their teaching
87 ability and confidence; and

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89 WHEREAS there are two equally valuable components of the RE program; and

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91 WHEREAS the first component is mentoring from a successful veteran teacher during an RE’s
92 first four years of teaching with a concentration of mentoring in the first two years; and

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94 WHEREAS the second component of the RE program is successful completion of the Resident
95 Educator Summative Assessment (RESA) after either the second or the third year of teaching;
96 and

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98 WHEREAS the research has shown the value of mentoring by a successful, experienced teacher
99 that allows the RE to observe and benefit from effective teaching and reflective practices
100 modeled for new teachers; and

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102 WHEREAS the RESA assessment is valuable as a culminating experience for mentees, as well
103 as, an opportunity for them to demonstrate reflection of their practice; therefore

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105 BE IT RESOLVED the OFT is committed to supporting the Resident Educator program as it has
106 evolved; and

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108 BE IT RESOLVED that the OFT will work with all stakeholders to continue to make necessary
109 changes and improvements so long as the two main tenets of the program remain; and

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111 BE IT FINALLY RESOLVED that the OFT supports the state of Ohio in continuing the current

112 Resident Educator program for teachers and educators in their first four years of teaching.

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**STUDENT ASSAULTS AND THREATS ON
SCHOOL PERSONNEL**

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119 WHEREAS teachers, paraprofessionals, and support staff are being physically and verbally
120 assaulted in their workplaces; and

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122 WHEREAS state law and policy restrict how students can be disciplined; and

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124 WHEREAS school administrators are misinterpreting and incorrectly applying state law
125 concerning student behavior and discipline; and

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127 WHEREAS an alarming number of students are dealing with trauma that can be an underlying
128 cause for extreme behaviors; and

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130 WHEREAS teachers and school personnel have not been adequately prepared to deal with
131 trauma-induced behaviors or the impact it has on them; and

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133 WHEREAS The State of Ohio under-resources schools in providing the supports our students
134 and school personnel need; and

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136 WHEREAS students, teachers, support personnel, and paraprofessionals deserve to be in a safe,
137 supportive teaching and learning environment; therefore

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140 BE IT RESOLVED the Ohio Federation of Teachers (OFT) will form a workgroup to examine
141 the issue including causes and possible solutions; and

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143 BE IT RESOLVED the workgroup will issue a written report to the OFT President by Sept. 1,
144 2020; and

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146 BE IT FINALLY RESOLVED OFT will commit to mobilizing members in every local to fight
147 for more funding and to address solutions recommended by the report.