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Office

H.B. 322
133rd General Assembly

Fiscal Note & Local Impact Statement

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Version: As Introduced

Primary Sponsors: Reps. Jones and D. Manning

Local Impact Statement Procedure Required: No

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Highlights

- The bill's elimination of the Resident Educator Summative Assessment (RESA) will decrease Ohio Department of Education (ODE) non-GRF expenditures by approximately \$600,000 each year based on the ongoing costs of the contract to administer the RESA. The bill also may decrease ODE's administrative costs since the Department will no longer need to allocate internal resources in support of the RESA.
- The bill may decrease the administrative costs of school districts related to operating and managing the Ohio Teacher Residency Program at the local level. However, administrative costs related to teacher evaluations may increase for districts that currently opt to forego evaluating a teacher during the year in which the teacher takes the RESA. Under the bill, this option is no longer available.

Detailed Analysis

Ohio Teacher Residency Program

The Ohio Teacher Residency (OTR) Program is a four-year, entry-level program for teachers that must be completed in order to qualify for a professional educator license issued by the State Board of Education. The OTR Program currently is comprised of two years of mentoring, followed by the completion of the Resident Educator Summative Assessment (RESA) during a participant's third year, and then one year of leadership opportunities or other activities determined by the school district where the teacher is placed. During this fourth year, a designated "colleague" works with a teacher and the district's local resident educator program to establish the activities that the teacher will perform as the teacher transitions to the professional educator license. The bill reduces the OTR Program from four years to two years, eliminates the RESA, but maintains the OTR Program mentoring and counseling components.

The ongoing cost of the vendor contract to operate the RESA amounts to about \$600,000 each year, according to the state accounting system. The vendor contract includes maintaining the RESA website, assessment scoring, telephone and online support to RESA candidates, and other duties. According to ODE, there are additional administrative costs associated with supporting the RESA, such as staff time and other internal resources. As a point of reference, 5,736 candidates attempted the RESA in the 2018-2019 school year, with the majority of the candidates taking the RESA for the first time. In that school year, the passage rate for all RESA candidates was 95%. ODE pays for the operational and technical costs for the RESA using educator license fees appropriated from Fund 4L20 line item 200681, Teacher Certification and Licensure.

The bill also may decrease the administrative costs of school districts related to operating and managing the OTR Program at the local level in years three and four of the program. For example, a district would no longer need to assign a “facilitator” to provide technical and logistical support and limited feedback and guidance to a teacher in the third year of the OTR Program as they prepare to take the RESA. On the other hand, school district administrative costs may increase to conduct additional teacher evaluations. The bill eliminates a school district board’s option to forego performance evaluations for teachers participating in the OTR Program for the year during which those teachers take, for the first time, at least half of the RESA since it is no longer required.

Career-technical workforce development educator license

Under current law, an applicant for a two-year initial career-technical educator license must be enrolled in a teacher preparation program offered by a college or university that meets various conditions, including the use of a summative performance-based assessment. The bill eliminates the condition that the applicant’s teacher preparation program use such an assessment. This provision potentially increases the pool of institutions that an applicant may enroll in and, thus, may improve the ability of school districts and other public schools to meet certain staffing needs with respect to career-technical education courses.