



**Sponsor Testimony of Representative Dick Stein and Wes Retherford
Regarding Ohio House Bill 628
Before the House Education and Career Readiness Committee
Tuesday, May 22, 2018**

Chairman Brenner, Vice Chair Slaby, Ranking Member Fedor, and members of the House Education and Career Readiness committee. I would like to thank you for taking the time to hear House Bill 628.

Over the last several years, the Ohio General Assembly has enacted a number of bills to allow alternative pathways to teacher licensure. The intent of these measures has been to align schooling with in-demand job fields, particularly math and science. However, there are many subjects in school and according to the annual US Dept. of Education *Teacher Shortage Report*, Ohio has been experiencing shortages beyond STEMS studies since the mid-90s. Adding to this, there is a sharp decline of college freshman who intend to major in education. A recent article from the National Education Association showed that in 2016, just 4.2 percent of college freshman intended to major in education, compared to 11 percent in 2010; 10 percent in 1990; 11 percent in 1971. House Bill 628 broadens the traditional pathway to the resident educator license by recognizing existing private teacher development programs to fulfill the pedagogy requirement.

Within Ohio's tiered teacher licensure system, the base resident educator license requires applicants to possess a Bachelor of Science in Education and pass a state subject examination. Upon completion of a subsequent 4-year resident educator program the licensee is eligible for a professional educator license and the track to tenure. Past legislation has created several pathways that allow certain teachers to skip part or all of the resident educator program to allow easier than normal paths to a professional license—STEM license and Teach for America program.

Our bill does not create a new pathway. But rather recognizes successful private, non-profit teacher development and training programs to fulfill the BS in Education requirement for

licensure. Individuals who possess any bachelor's degree, who complete a subject specific pedagogy program, and who pass the standard state examination shall be eligible for a resident educator license. Eligible programs must be administered by non-profits who 1) operate teacher development courses in 5 states, and 2) have operated alternative teacher certification courses for over 10 years.

Opponents will argue that the quality of such a program will not meet the standards of traditional licensees. This bill is similar to RC 3319.26 adopted in the budget, which directs the State Superintendent and Chancellor of Higher Education to create an online summer development program. Our bill recognizes existing programs with a track record of success rather than putting that burden solely on the state. They will also argue that there is no teacher shortage in Ohio. In the aggregate this may be true, however regional teacher supply does not fill demand. In fact, the National Education Association provides a long list of Ohio-specific policy recommendations to increase the availability of teachers.

The goal of this legislation is to create a framework to allow existing programs to certify a college-educated person's pedagogic knowledge, absent an education degree, and to allow operating non-profits to innovate teacher development models.

National Education Association

<http://www.nea.org/home/14813.htm>

Status of Substitute Teachers: A State-By-State Summary

Reported by NEA Affiliates

Ohio

Some school districts have reacted to the shortage by restricting teachers' personal and sick leave. Others have opted for full-time substitutes. To avoid paying benefits, several districts use educational aides as substitutes, although it is illegal. The following strategies and solutions have been used in Ohio:

- Training parents to serve as elementary substitutes for purposes of providing time for professional development for teachers.
- Providing a day of training to anyone with a B.A. degree who wants to substitute.
- Hiring a couple of long-term substitutes at the high school level, paying them on base salary, and providing benefits after a number of days. Substitutes are assigned to a different classroom every day.
- Paying teachers to substitute during their planning time or increasing the pay (all through bargaining).
- Improving pay and shortening the number of days before a substitute gets to the salary schedule.
- Having a dollar scale that increases each day the substitute returns to the district.
- Pulling resource teachers (Title teachers, special education teachers) from their assignments and sending them into the classrooms. Special education students are then not serviced for the day. Locals have fought this in the past by bargaining regular teachers' planning time within the student day--which is during special time--which prevents the district from using the music, physical education, and art teachers.
- Bargaining with the local to hire permanent substitutes at every level if funding is available, and paying them an hourly rate. They are not part of the bargaining unit.
- Recruiting local people with degrees and providing training on substituting practices and teaching. 10. Creating a substitute "pool" from which all schools draw substitutes.
- Asking teachers to volunteer planning periods to cover classes. Offering to raise the hourly pay rate for teachers who substitute during their prep time (also completely voluntary) at rates from \$15 to \$22 per period.
- Giving substitutes bonus money (\$200-\$300) after they have substituted for 30 days.
- In a county where teaching jobs are hard to get, the district invites new and soon-to-graduate education students to an event where they are given information and an informal interview. Then, the district explains the need for substitutes. Many of these prospective teachers agree to be casual substitutes until a full-time job is available.
- Initiating a job for a classified person with overtime--a secretary or clerk--who clears all substitute calls.
- Negotiating contract language that allows teachers to fill in for people at a cost to the district, most are at \$15 per class.
- Introducing progressive attendance bonus provisions.

- Locals use associate employees to act as full-time substitutes.
- Asking retired teachers to substitute.

Overall, substitute pay ranges from \$40 to \$125 daily. Some local variations:

- \$49 lowest, with an increase after 10 days to \$52; \$75 highest; and the average is \$55. Most build in other incentives, e.g., increase after 10-15 days.
- \$60, and after 10 consecutive days, the rate rises to \$75.
- \$95 for regular substitutes, and \$125 for retirees.

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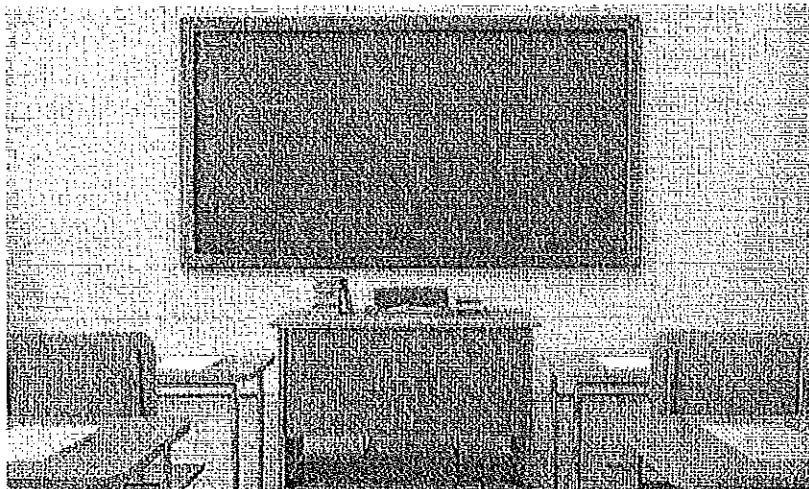
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Survey: Number of Future Teachers Reaches All-time Low

BY MARY ELLEN FLANNERY

([HTTP://NEATODAY.ORG/AUTHORS/MARY-ELLEN-FLANNERY](http://neatoday.org/authors/mary-ellen-flannery))



When Theresa Montaño first joined the faculty at Cal State Northridge, as a professor of bilingual education, her classes were packed with future teachers. "I'd have to turn students away," she said.

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Now, a little more than a decade later, says Montaño, "I'm actually having a hard time enrolling students in my undergrad education classes. And it's not just my classes, or my campus — this is true across the CSU system."

It's true across the United States, too. In a [2016 national survey of college freshmen](http://chronicle.com/interactives/freshmen-survey), (<http://chronicle.com/interactives/freshmen-survey>) the number of students who say they will major in education has reached its lowest point in 45 years. Just 4.2 percent intend to major in education—a typical first step to becoming a teacher—compared to 11 percent in 2000; 10 percent in 1990; and 11 percent in 1971, according to data gathered by the UCLA's Cooperative Institutional Research Program.

Take those numbers and add them to the poor rates of teacher retention in many public schools, and it equals a serious problem for students who all deserve a "caring, qualified and committed educator," as NEA President Lily Eskelsen García says.

Earlier this month, Eskelsen García spoke to crowds at [SXSW@edu](http://sxswedu.com/) (<http://sxswedu.com/>), an annual conference of innovators and educators in Austin, Tex., about the shortage of teachers, especially teachers of color who constitute fewer than 20 percent of all U.S. teachers.

"There's no question that something must change—and quickly. Baby boomers are retiring and the candidates who could fill their jobs are simply not there," Eskelsen García wrote in a [recent Lily's Blackboard post](http://lilysblackboard.org/2016/03/4175/). (<http://lilysblackboard.org/2016/03/4175/>)

But the solutions are no mystery, she added.

Increase pay for teachers, she urged. Make college affordable and broaden access to federal loan forgiveness programs for educators. (Senate Democrats' RED Act would do this: [Encourage your Senator to support it.](mailto:https://actionnetwork.org/letters/support-the-red-act-help-student-borrowers)) (<mailto:https://actionnetwork.org/letters/support-the-red-act-help-student-borrowers>) Recently, NEA Student Program Chair Chelsey Herrig, a future teacher who owes more than \$30,000

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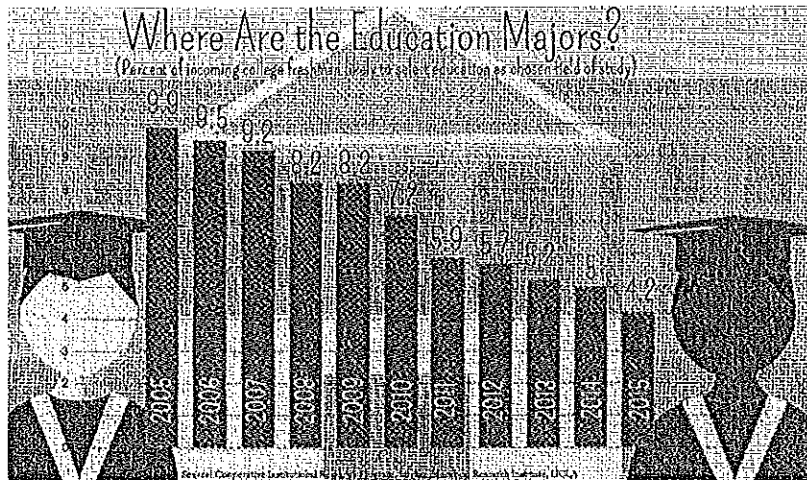
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in student debt, told Senators that she has many peers who would make great teachers, but asked, "Who can afford to teach if they're tens of thousands of dollars in debt?"



(<http://neatoday.org/wp-content/uploads/2016/03/decline-in-education-majors.jpg>)

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The Impact of NCLB

Respect also is a factor, says Richard Ingersoll, professor of education and sociology at the University of Pennsylvania. "The data consistently show us that a big issue is how much voice, how much say, do teachers have collectively in the school-wide decisions that affect their jobs? Are teachers treated as professionals? That's a huge issue," he told *NEA Today* last year. (<http://neatoday.org/2015/08/26/want-to-reduce-the-teacher-shortage-treat-teachers-like-professionals/>)

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In Montañó's classes, her students—who are all ethnic minorities—tell her that K12 teaching looks uninteresting. "They were the generation of students under No Child Left Behind. Just think about that," says Montañó. "They were the ones who say, 'I remember my teachers. They had a manual, they opened it up, and they taught from it.' All they knew were teachers who read out of these books, and there was no creativity. They're saying they want to be creative."

For Montañó, who along with other California colleagues won a multi-year grant from the NEA Foundation to develop a teacher pipeline program for ethnic minority students in the Los Angeles area, there are at least two solutions to the teacher shortage.

The first is revamping undergraduate programs so that faculty can help their students get skills and experiences in K12 classrooms as early as possible. The other critical thing is connecting future teachers to a teachers' union, Montañó said. "Once we expose them to the K12 classroom, where they actually work with teachers and develop ethnic studies lessons, and once we expose them to the union, it seals it for us. They want to be teachers and union activists."

Photo: Associated Press

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