

Thank you for the opportunity to submit written testimony in opposition to House Bill 322.

My name is Mary Inmon-Teglovic, and I live in Huron County. With 39 plus years in education and in the classroom, I am strongly opposed to Substitute House Bill 322, which would abolish the current four-year Resident Educator Program and the RESA and charge Local Professional Development Committees (LPDCs) with creating new mentorship programs for beginning teachers.

I have a Bachelor's Degree from Ohio Northern University in mathematics and computer science, a Master's Degree in Curriculum and Instruction from Ashland University and a Master's in Leadership from the University of Cincinnati. I have also served as a mentor and facilitator for the Resident Educator Program and as a district mentor and coordinator for our local mentoring program.

“LPDCs are groups sanctioned by the State to review coursework and professional development activities proposed and completed by educators to determine if state certification and licensure requirements have been met.” As defined by Ohio Department of Education, LPDCs consist of teachers and at least one administrator with the sole purpose of working with teachers with at least 5 years of teachers experience to determine if their IPDP (individual professional development plan) corresponds with the district plans and if the teachers have met their IPDP through contact hours and coursework. As noted, LPDCs do not work with Resident Educators, but with teachers with professional licenses, their role is compliance, not coaching or mentoring.

Another component of the current HB322 is the elimination of mentors who are not classroom teachers. The first two years of the Resident Educator Program is procedural and creates a bridge from college to actual classroom. A state certified mentor is required for every Resident Educator. In order to complete the mentor training, the participant must have a professional teaching license with at least five years of teaching

experience. Mentors complete two full days of training where coaching, equity, communication with parents and peers, collaboration with peers, and formative assessments are discussed. While all mentors have experience as classroom teachers, many high-quality Resident Educator Programs are led by mentors who are not current classroom teachers, including full-time mentors, retired teachers, etc. Unfortunately, Substitute HB 322 would be devastating to programs that are led by full-time mentors and/or retired educators serving as mentors.

Years three and four of the Resident Educator Program are performance years. During this time, a trained facilitator (once again must be a teacher with a professional teaching license with at least five years of teaching experience) works with the Resident Educator to move from procedural teaching to conceptual.

After viewing the in-person testimony and reading the written testimony, I realized there appears to be confusion between the RE program, RESA, and LPDC. All of the testimony in favor of the bill is based on emotions and inaccurate facts of these programs. Please do not be swayed by emotions and confusing testimony but look into the programs and identify the need for each of these programs. The RE program is one of the top programs in the nation with one of the lowest attrition rates. Instead of applying best practices from high-quality RE Programs across the state, this bill will make it impossible for those programs to continue and needlessly cause chaos in the field during a time of crisis. Please talk with educators who have experience developing and leading mentorship programs and oppose House Bill 322.

Sincerely,  
Mary Inmon-Teglovic  
Resident Educator Program Coordinator  
mteglavic@ncoesc.org