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OHIO EDUCATION ASSOCIATION

House Primary and Secondary Education Committee
HB 151 - Proponent Testimony
June 15, 2021

Chair Manning, Ranking Member Robinson, and members of the Ohio House Primary and Secondary Education Committee, my name is Scott DiMauro and I am the President of the Ohio Education Association (OEA). Thank you for the opportunity to provide proponent testimony regarding HB 151.

OEA supports elimination of the Resident Educator Summative Assessment (RESA). Early career educators have found RESA to be a time-consuming and cumbersome licensure requirement that unnecessarily distracts from their work in the classroom. Elimination of the Summative Assessment addresses this concern. Separate legislation (HB 442; 133rd GA) recently reduced the OTR program from four years to two years (the Summative Assessment had previously occurred in years three and four of the OTR program).

HB 151 also eliminates years one and two of the OTR program, but maintains the OTR requirement that new educators complete a two-year mentorship program established by the local district/school. Beginning in 2023-24, HB 151 requires newly-licensed educators to participate in an entry-level, locally-developed, two-year mentoring program that provides an introduction to the teaching profession, the district/school, and contains at least the following components:

- (1) An assigned mentor with at least five years teaching experience;
- (2) Counseling, as determined necessary by the school district or school, to ensure that program participants receive needed professional development, and
- (3) Observing professional and senior professional educators in a classroom setting with opportunities to discuss and reflect on instructional practices. School districts and schools shall provide each program participant with at least one school day of professional development leave time in both years of the program for purposes of completing observations of veteran educators.

OEA recommends HB 151 also require the Ohio Department of Education to provide districts/schools the following services and supports when developing local mentoring programs:

- Mentoring program standards with guidance/best practices regarding program development and implementation;
- State training/certification requirements for locally designated mentors.

As always, educators look forward to being involved in the development and design of mentoring programs through the collective bargaining process.

