

**Ohio Senate Education Committee
House Bill 432 Hearing
Written Testimony of Dawn Thompson, Bowling Green State University, Associate
Teaching Professor, Career Tech Workforce Education**

Chair Brenner, Vice Chair O'Brien, Ranking Member Ingram, and Senate Education Committee members, thank you for the opportunity to submit my written testimony. My name is Dawn Thompson, and I am a Career Tech Workforce Education faculty member at Bowling Green State University. I work very closely with newly hired career tech teachers throughout the state of Ohio. One of the programs we offer at BGSU is the 24-credit hour Career Tech Workforce Development provisional license program currently required for individuals hired out of industry to teach in middle and high school career tech programs. I am writing today as I have some concerns regarding the additional licensure options as they are currently written in HB432 and how those options could affect Ohio's students in grades 4-12.

HB432 would create alternative licensure pathways for skilled professionals who have been hired as a new Career Tech Educator. The teacher shortage is a crisis, and I applaud any effort to resolve the shortage, but HB432 has some provisions that are worrying.

In the first alternative program described in this bill, the newly hired individual is to complete 45 hours of local professional development designed by the employing district and complete 9 credit hours of coursework in the area to be taught and assigned a mentor through the employing district. A few concerns with this option include:

1. These individuals have been hired out of industry, based on their expertise in the content area. Where these individuals will need support and training will be in teaching and working with students, not in the content area they are teaching. It is my belief that these individuals will be frustrated by being required to take coursework in the content area where they are already deemed experts. In my opinion, the 9 credit hours should be required in Career Tech Education/teacher preparation.
2. 45 hours of professional development is the equivalent of about one work week. Is that enough professional development to cover all the topics needed in CTE?
3. This option does not address the requirement for content literacy or science of reading course requirements for all teachers licensed in Ohio.

In the second alternative described in this bill, the newly hired individual is to complete 90 hours of local professional development designed by the employing district, complete a self-assessment, have a personal learning plan, and work with a mentor assigned by the district. A few concerns with this option include:

1. Perhaps the most striking concern about this alternative is that an individual could be granted a regular teaching license without ever having taken a single college course. This will negatively influence the individual's ability to earn at the higher levels on the district pay schedule. Part of the teacher shortage has been attributed to the low pay for teachers. The absence of credits and/or a degree will ensure these individuals are kept on the lower levels of the pay scale.
2. The CTWD license covers grades 4-12. This alternative allows the possibility for an individual to be placed in younger grade levels without having formal teacher preparation training.

3. This option also does not address the requirement for content literacy or science of reading course requirements for all teachers licensed in Ohio.

When considering the professional training taken to become a teacher, k-12 teachers in Ohio who have earned a minimum of a bachelor's degree in education and have taught for 5, 10, 20 years or more are required to complete 180 hours of professional development to renew their license every 5 years. When thinking of equity to teachers, veteran teachers are required to complete 180 PD hours to renew their license (36 hours per year), but new CTE teachers with no training or experience in K-12 education are being asked to complete 45 or 90 hours of professional development in their first two years of teaching. The timeframe could also be expanded to 4 years if the 2-year provisional license remains renewable under the new guidelines. There is cause to be concerned about a perceived lower standard for career tech teachers compared to academic teachers.

Finally, it appears there is a lack of accountability requirements for the different pathways. The three options are very different from each other in the requirements to become licensed. 90 hours of professional development with a self-assessment is not equal to a 24-credit hour program with a final performance based assessment, yet they both lead to the same teaching credential. For this program, universities are held accountable by credentialing bodies and the Ohio Department of Education and Workforce. HB432 does not identify any specific oversight for the new options.

While teacher shortages are a real issue, I am not convinced this is the solution. New teachers need more support, not less. It is concerning that college coursework is being regarded as "red tape" rather than as an avenue to educate and support individuals who are beginning a second career as a career tech educator. I have attached some information about the work we have done at BGSU to support new CTWD teachers. We survey our students, and they often provide feedback about the support they received through this process.

Respectfully submitted,
Dawn Thompson, Associate Teaching Professor
BGSU Career Tech Workforce Education

Attachment

The BGSU Career Tech Workforce Education team is committed to and passionate about Career Tech Education. We focus on partnering with school districts all over the state of Ohio and we work directly with Career Tech teachers who are in various phases of their careers in education.

Partnership

BGSU and Northwest Ohio Career Tech Partnership Meetings

February 2023, June 2023, November 2023, February 2024 (upcoming)

Purpose: Partner with Career Tech Planning Districts to examine challenges with hiring new career tech teachers; to better meet the challenges and needs of new career tech teachers; and to discuss why career tech teachers are leaving the profession.

Initiatives / Outcomes:

- Collected feedback and data from partner districts regarding Ohio teaching competencies and the proficiency levels of new Career Tech teachers
- Developed additional modules on Special Education to address a need identified by partner districts
- Piloting a program to partner with district administration to complete new teacher observations
- Based on feedback from partner districts, working to adjust focus for lesson planning activities
- Data request: 5 year period of students in CTWD licensure program
 - 556 students started taking classes in BGSU program
 - 110 completed courses and achieved 5-year Teaching License
 - 68 left the teaching profession (12%)
 - 378 still taking courses
 - Note: students have 4 years to complete coursework

Student Options

- Courses offered at undergraduate and graduate levels
- Options to use coursework toward completing Associate, Bachelor, or Master degree

Student Testimony

- “The unconditional support and cheerleading from the program faculty and advisors. I never felt alone, I never felt unsupported, and I tried my best to put into motion for my students the support and individuality which I received from my faculty during my program. Adding the layer of getting to know my students and showing them that I am invested in their success has helped take my classroom to another level of learning and accomplishment [sic].”
- “... I appreciated the online environment that allowed me to complete coursework while working full-time as a new teacher. In one class we had a weekly phone conversation with our classmates and that was a nice way to connect. Moving from industry to teaching the content I learned ...how education works.... I was starting with zero knowledge of what to do in a classroom.”

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