

**For oral testimony as interested parties on SB 216 Tuesday, June 26 3:30 p.m.**

**Chairman Brenner, Vice Chair Slaby, Ranking Member Fedor and Members of the Education and Career Readiness Committee:**

We represent three organizations: the State University Education Deans (SUED), the Ohio Association of Private Colleges for Teacher Education (OAPCTE) and the Ohio Association for Colleges of Teacher Education (OACTE), a state affiliate of the American Association of Colleges of Teacher Education that includes both public and private Ohio-based institutions. We would like to assist in the Committee's consideration of the Alternative Preparation Pathways for Ohio Teachers as interested parties.

Our members believe that *all* children in Ohio deserve a world-class education delivered by highly qualified teachers. Our public and private institutions of higher education are well versed with Ohio's educational context. We know Ohio's schools, administrators, teachers, and children. We embrace rigorous national accreditation standards. We know Ohio's codes and standards and are thus uniquely positioned to provide high-quality teacher preparation.

Research shows that effective teachers need *in-depth* knowledge of the content they plan to teach, and they need to know how to teach that content to diverse learners. The number of individuals pursuing Ohio's Alternative Resident Educator Licensure pathway has increased as teacher shortages in the state have magnified. Since the passage of SB 3 in March 2017, critical course content requirements previously required for Ohio's alternative resident educator pathway no longer exist. The removal of these course requirements compromises the readiness of these teachers to impact student learning. This is exacerbated in Intervention Specialist/Special Education, where the needs of learners are formidable.

Our members have been actively monitoring the quality and efficacy of alternative licensure preparation programs across the nation for some time. Prior to September 2017, no mechanisms existed for Institutions of Higher Education (IHEs) in Ohio to gain approval to offer alternative licensure preparation programs, despite requests for approval to develop such programs. Our institutions have *now* been provided an opportunity to address our state's teacher shortages by creating alternative licensure preparation programs. Our members have begun working collaboratively with the Ohio Department of Higher Education to develop high-quality, data-driven alternative licensure preparation programs designed to ensure that:

- a) Alternatively prepared teachers will have professional *dispositions* – those attitudes, beliefs and actions that positively impact *all* Ohio learners, including our most vulnerable children residing in our urban and rural districts where resources may be limited and academic progress is most challenged;
- b) Alternatively prepared teachers will be equipped with the specialized skills necessary to be learner-ready and effective on day one when working with all students, including those with special needs and/or disabilities;

c) Alternatively prepared teachers will be prepared to respond to the complex social-emotional learning and support needs of children experiencing trauma and adverse childhood experiences (ACEs), such as the impact of Ohio's opioid crisis; and

d) Alternatively prepared teachers will be supported beyond day one with ongoing professional development aimed to address and sustain the acquisition of skill sets necessary for effective teaching and retention of Ohio's teacher workforce.

e) Alternatively prepared teachers truly know that pedagogy is at the heart of teaching ~ as it deals with the theory and practice that influences student learning. Pedagogy informs teacher actions, judgments and strategies with an in-depth understanding of these theories of learning paired with an understanding of students, their needs plus individual backgrounds and interests.

Ohio's 50+ approved teacher preparation programs have the skills, relationships, credibility, accountability, and commitment to deliver highly qualified effective teachers through multiple pathways for Ohio. Working across our expansive networks and established partnerships (e.g., the Ohio Confederation of Teacher Education Organizations, P-16 Collaborative, professional regulators, school districts) we are transforming Ohio's educational infrastructures and leveraging the state's investment in quality education. While life experiences are valued - careful, purposeful preparation for the role of a teacher is vital to our students' success!

Our organizations hope that our testimony on the need to support *quality* alternative preparation pathways will be considered as real progress toward addressing Ohio's teacher shortage, by leveraging Ohio's existing accredited Educator Preparation Programs to build our state's capacity of professional teachers. Together, we will make sure that every Ohio child has access to the highly qualified, professionally trained teachers delivering the best possible education to our children.