

**For oral testimony as interested parties on HB 66**  
**Wednesday, November 28, 2018**

**Chairperson Lehner, Vice Chair Huffman, Ranking Member Sykes and Members of the Senate Education Committee:**

My name is Brian Yusko. I am an Associate Dean in the College of Education and Human Services at Cleveland State University. Thank you for this opportunity to address the committee.

I serve as the chair of the advocacy committee for the Ohio Association for Colleges of Teacher Education (OACTE), a state affiliate of the American Association of Colleges of Teacher Education. This organization includes public institutions represented by the State University Education Deans (SUED) and the Ohio Association of Private Colleges for Teacher Education (OAPCTE). I would like to explain the rationale for proposing an amendment to HB 66 to establish a Teacher Preparation subcommittee of the Education Standards Board (ESB).

As you know, the ESB is charged with developing standards for teachers and advising the State Board of Education regarding teacher evaluation for meeting those standards at preservice and inservice levels. Since our member institutions are responsible for ensuring that newly prepared teachers meet standards, our members can provide knowledgeable, research-informed perspectives related to these standards and their implementation. Our engagement in the standard-setting process will ensure that teacher preparation requirements are treated as a coherent whole rather than in piecemeal fashion to ensure the uniform application of standards and ultimately, excellence in teaching.

Of its membership of 18, the ESB is mandated to have representation of three faculty members in higher education: one from a community college, one from a private university and one from a public university. One four-year representative comes from a college of education and one from arts and sciences. Currently, the four-year representatives include an assistant professor in education from a private university, and an assistant professor in English from a branch campus of a public university (who does not teach any education courses). While we appreciate their service on the ESB, we do not believe that they adequately represent the perspectives or expertise of OACTE, SUED, or OAPCTE.

Therefore, this amendment proposes the creation of a Subcommittee on Standards for Teacher Preparation of the Education Standards Board. This subcommittee would assist and advise the ESB in developing standards for teacher preparation as well as other issues related to K-12 teaching standards about which the ESB may seek input from the teacher preparation community. What issues do we anticipate will come before the subcommittee? One example is an upcoming decision about whether a national assessment, the edTPA, should be a required performance assessment for all teacher candidates in Ohio. Another issue would be monitoring the process for selecting, validating and approving new licensure tests. The subcommittee would assist in the review and update of standards for existing or newly approved licensure

bands or new teaching licenses.

The proposed subcommittee would include 9 members: three higher education representatives already on the ESB, two additional higher education representatives nominated by SUED and OAPCTE, and two additional ESB members chosen by the ESB chair. The superintendent of public instruction and the chancellor, or their designees, will serve as non-voting, ex officio members. This committee is modeled on the existing subcommittee on standards for superintendents, created by ORC 3319.611.

As you are aware, our organization has shown a commitment to collaborating with ODE, ODHE, and state legislators to strengthen the P-16 education system of Ohio. SUED and OAPCTE are on the list of ESB stakeholders. We have had a positive working relationship with ODHE, and ODHE routinely solicits input from SUED and OAPCTE on policy implementation questions. We have a history of positive working relationships with K-12 partners, legislative education committees, and JEOC.

ESB meetings are open to the public, and visitors can request permission to address the board. However, in spite of this opportunity, the creation of a standing subcommittee in ORC would replace the need for us to seek this permission and provide stronger outcomes:

1. The subcommittee will provide a formal mechanism for the ESB to solicit and receive input on the implementation of teacher preparation policy by engaged and informed stakeholders. OACTE input will give the ESB access to the expertise of teacher educators so they are aware of issues and potential unintended consequences of proposed policies.
2. The subcommittee will ensure that our membership always has a voice in consequential decisions about standards that have a major impact on our curriculum.
3. The subcommittee will share information and policy decisions with our organizations so we can respond to changes in a timely fashion.

Our ultimate goal is to work in close collaboration with legislators, ODE, ODHE, and K-12 partners to identify reasonable, rigorous teaching standards so that, together, we can build our state's capacity of high-quality professional educators and deliver the best possible education to our children. We believe the proposed amendment will help the state to achieve this goal.