



## *State University Education Deans*

April 17, 2009

Dear Governor Strickland:

The intent of the State University Education Deans (SUED) is to work with the Governor and his staff to shape Ohio's 21<sup>st</sup> Century educational system as we strive to enhance the quality of teachers and school leaders through initial preparation, induction, and ongoing professional development of educators. In March, 2009, SUED offered a position statement supporting a seamless P-16 educational system that will ensure excellence and accountability, thereby, creating a productive and effective learning environment for all children in Ohio. The original position statement and the addendum that we offer here build on our commitment to the process of reform.

Although many factors may impact the process of teaching and learning, researchers agree that the quality of the teacher has the strongest impact on student achievement, outweighing the effects of differences such as class size and heterogeneity. In order to ensure high-quality teachers in our schools, we recommend that:

- Teachers receive an initial license from a university that is approved by a national accrediting body such as the National Council for Accreditation of Teacher Education (NCATE) or Teacher Education Accreditation Council (TEAC).
- Alternative licensure programs are rigorous, with the same standards of accountability applied to traditional programs, and designed to meet the needs of school districts in high need content areas or areas of shortage in specific locations.
- Teacher residency programs for K-12 educators are academically rigorous, clinically based, and part of a graduate education program where educational theory and classroom practice are aligned in meaningful ways to promote high-quality teaching.
- Teacher residency and induction programs are developed and implemented through formal collaboration among school districts and universities to ensure that new teachers are supported during their induction years. Residents should be supported by lead

teachers who are trained mentors and graduate education programs in which the resident is enrolled.

- Aspiring teachers may enter a residency program through multiple pathways in order to address their varying individual needs, educational experiences, and professional experiences. Teachers, who have received their initial teaching license by successfully completing an accredited educator preparation program, may require a shorter residency than teachers entering through alternative pathways.
- Residency requirements for career changing professionals who hold a bachelor's degree and a minimum of five years of work experience should be shorter than residency requirements for individuals holding a bachelor's degree and limited work experience.
- Teaching performance should be evaluated by rigorous metrics based on the Ohio Standards for the Teaching Profession and used in both teacher education programs and in school settings.

We willingly embrace striving for excellence as we prepare outstanding educators for Ohio and the nation. We look forward to participating in the development, implementation, and evaluation of these new initiatives.

Sincerely,

State University Education Deans

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