

November 17, 2019

Written testimony on behalf of HB 322 by Dr. David Quattrochi,  
Superintendent of the Carrollton Exempted Village School District

Good evening,

I appreciate the opportunity to testify as a proponent on behalf of HB 322. I am the superintendent of Carrollton Exempted Village School District. I am serving my 8<sup>th</sup> year in Carrollton and have much experience on hiring new teachers. I am here today to give you my professional viewpoint in regards to revamping the teacher residency program.

As superintendent, I interview and recommend teachers to the Board of Education at the beginning of each year and sometimes during the school year. There are a few points I want to briefly discuss on why I believe the teacher residency program can be revamped. First, I support a quality teacher mentoring program that is locally controlled. It makes little sense to have an outside company tell districts what constitutes effective teaching. For instance, I will give you two scenarios that have occurred in the past couple of years. My first example involves a teacher who failed the test two times before passing it. This teacher has demonstrated outstanding educator qualities and has been proven to be a successful teacher in the Carrollton Exempted Village School District. This teacher worked with a mentor on a regular basis. Fortunately, the required state summative assessment did not force this teacher into another profession. My second example is of a teacher who struggled in the classroom and in my opinion, probably shouldn't have passed the test. My point is that each district has a unique culture that only someone teaching in it understands. In addition, every school district has great teachers who serve as mentors.

Many universities and colleges in Ohio use the Teacher Performance Assessment, known as edTPA. This is a pre-service assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" The edTPA includes a review of a teacher candidate's authentic teaching materials that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students. This assessment is closely aligned to RESA. Thus, it seems to be redundant to have new teachers that have passed the edTPA in their preparation programs to completely redo the program after acquiring their first teaching assignment. In addition, all new teachers are required to be evaluated by their building administrator. The Ohio Teacher Evaluation System, known as OTEs is a rigorous evaluation tool that all teachers, not just new ones, must score as developing. Teachers who score proficient or accomplished are most chosen by principals to be mentors.

My second point I would like to make is that RESA is an unfunded mandate. My district provides a stipend for mentor teachers, which is a negotiated item between the union and board. In year one, mentors receive a \$1,000 stipend. In year 2, they receive \$500. In years 3 and 4, they receive \$250 per year. Carrollton Schools also cover all training fees for mentors attending mandatory ODE State mentor training. This amount may not sound like a lot, but it adds up, especially for larger districts with many mentors.

In conclusion, it makes more sense to make a more in-depth mentoring program at the local level. I suggest that new teachers have the opportunity to take ½ days for professional development to watch accomplished teachers. I believe this is a better concept than the current RESA model. I believe that years 3 and 4 of a successful mentoring program would be more beneficial rather than spending time and energy watching a video. Thus, teachers could use this opportunity to reflect on their practices utilizing OTEs and watching other teachers implement effective instructional teaching methods designed to improve student growth and achievement.