



OREGON CITY SCHOOLS FEDERATION OF TEACHERS

HOUSE PRIMARY AND SECONDARY EDUCATION COMMITTEE

WRITTEN OPPONENT TESTIMONY HB 322

TERRI HOOK, PRESIDENT OCFT, Master Teacher

DECEMBER 10, 2019

Chair Jones, Vice Chair Manchester, Ranking member Robinson and members of the Primary and Secondary Education Committee. My name is Terri Hook and I am an instructional mentor and the Ohio Resident Educator Program Coordinator for Oregon City Schools. I have served in both capacities since the inception of the residency program in Ohio almost 12 years ago.

I oppose HB 322, a bill that would reduce the Ohio Resident Educator Program to two years and eliminate the Resident Educator Summative Assessment (RESA).

I am a Master Teacher and a credentialed OTES evaluator. Two years ago, I was also a member of the Ohio Department of Education's Strategic Plan Effective Educators and Instructional Practices Workgroup that developed Each Child, Our Future.

I was also one of the teacher representative stakeholders at the table during the original research and writing of the residency program with the Ohio Department of Education and representatives from the New Teacher Center in California. I have continued to serve on subsequent advisory and program revision teams with ODE as an in-the-field resource consultant many times since.

The original purpose for calling education stakeholders to the table was to study why there was a high turnover of entry year teachers who left the teaching profession within their first five years of teaching. Our research concluded that these teachers, in particular, needed support from a trained mentor and access to high quality professional development.

I can attest to you from my daily work with resident educators that this program is an essential benefit to their development as an effective teaching practitioner. Without the support that I can give these teachers through the resident educator program, I feel we would fuel an increase of entry level teachers who would leave

the profession. This would exacerbate an already growing teacher shortage. I believe losing the mentoring and support for new teachers in a progressive approach through a four year program is a big mistake given all the research stating that teachers are more likely to be retained when they have supports in place to help them through the beginning of their careers.

The RESA is valuable as a performance-based assessment and as a culminating experience to the previous years of mentoring from successful veteran teachers modeling reflection on their practice. **In 2017, the tool was revamped with the input of teachers across the state and is much less time intensive than the first two versions of the assessment. The new streamlined RESA has teacher reflection of practice as a focus and is the only constant measure of effective teaching practice that ODE has available to them to maintain a high level of teaching performance for teachers in Ohio. The assessment does provide feedback from highly-credentialed assessors who are not their principals, colleagues or mentors.**

It is also important for the Ohio Department of Education to be able to use RESA as a way to assess teachers coming from out of state with Teach for America experience before allowing them to be granted a professional teaching license in Ohio. Again, the RESA provides a consistent measure of effective practice for Ohio teachers.

To summarize I am **opposed** to the following:

1. The Resident Educator (RE) program being reduced from a four year program to a two year program.
2. The Resident Educator Summative Assessment (RESA) being eliminated.
3. That teachers coming from out of state with 2 to 3 years of Teach for America experience be exempted from the Ohio Resident Educator Program.

Thank you for considering my views and I welcome the opportunity to answer any questions you may have going forward.