

Chairman Jones, Vice Chair Manchester, Ranking Member Robinson, and members of the committee, thank you for the opportunity to submit written testimony in opposition to House Bill 322.

I have had the privilege of being an educator for the past 26 years. Of these, 23 have been for the Cleveland Metropolitan School District. During this time, I've had the honor of working with exceptional educators, support staff, and principals. Along with this, I have worked in multiple grade levels, subject areas, and with diverse scholars of all ages, academic levels, and backgrounds. I also worked with Cleveland State University and Baldwin Wallace University students as a Mentor Teacher while they were completing their Student Teaching and Practicum experiences. Currently, I am a Resident Educator Teacher on Assignment working with teachers new to the profession. My role is to provide continued support in hopes that the novice teachers will become successful members of the CMSD community. This position has allowed for me to once again meet dedicated educators, principals and scholars in a variety of CMSD schools, grade levels, and subject areas. I hope to continue to share my knowledge and expertise as a Resident Educator Mentor Teacher on Assignment, so that new teachers as well as students can show continued success.

In regard to the Resident Educator Program, I have been a Master Coder and RESA Assessor, since the program started. I had the opportunity to be trained in Columbus, Ohio with the original creators of the program which has since been modified to what it is today. The original version of the RESA required participants to extensively analyze each rubric that was used to score the RESA. These components followed the Charlotte Danielson model which in turn follows the OTES Evaluation system used today in Ohio public schools. The RESA covered all the necessary components of being a successful teacher. Some of these areas included; lesson planning, assessments, differentiation, rigor, resources, collaboration, communication, and professionalism. With this, the teachers had to examine each area as it pertained to their own classroom. They were also required to complete two videotaped lessons that were scored by the trained assessors. Although an ambitious task for a third year teacher, this allowed for great insight into their teaching practice.

A couple years ago, the RESA program was significantly streamlined while maintaining the key aspects. The program still allows for teachers to explore and reflect on their practice. The RESA focuses on the planning and implementation of standard based objectives, instruction, content knowledge, differentiation, and assessment. The process of completing the RESA is structured in a way that allows for deliberate reflection that forces the novice teacher to examine their teaching process. It allows for the teacher to question choices and think about what they could do to improve. This is critical in making corrections to their current practice. Having an authentic assessment allows for the teacher to hone in on areas that are strong as well as areas that need refinement. Completing the RESA early in their careers leads to high quality teaching which will have a great impact on subsequent years in their teaching profession.

As a mentor teacher for my school district, I am able to support educators from a variety of grades, ages, and content areas. I truly believe that guidance, support, and honest feedback is the best way for new teachers to strengthen their craft. The RESA program allows for this process to

happen, starting with year one. By year three, the teacher should have a toolbox of strategies and knowledge of best practices ready to implement and showcase while completing the RESA Assessment. I have seen considerable value in this, as it ensures that every student in Ohio has an effective teacher. If this is not the case, the teacher is given comprehensive feedback that can be used to make changes in order to show growth.

I realize that many may say new teachers have too much on their plates already and that the state's evaluation system is an adequate way to assess teacher competence. However, I feel the RESA is an ongoing process guided with support, assistance and encouragement. The RESA holds teachers to high expectations and pushes them to raise the bar high in order to create an environment where all students are engaged in the learning process. Reflecting on strengths and refining weaknesses, only makes for stronger, better, and more prepared teachers which in turn leads to greater student success.

With mentor support, I have seen our teachers adequately handle and successfully complete the RESA assessment as well as the district evaluations. If anything, the RESA assessment better prepares them for the state evaluation.

I have been fortunate enough to be part of the RESA process and I take the responsibility very seriously. Throughout the years I can honestly say that the RESA process has been an essential component to producing highly qualified teachers, and I think this would only serve as a disservice if the RESA was eliminated.

Sincerely,

Linda Palombo-King