

## Memorandum

**To:** Primary and Secondary Education Committee  
**Fr:** Matt Verber, Chief Operating Officer, TeachForward  
**Re:** Substitute House Bill 322  
**Date:** May 18, 2020

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Substitute House Bill 322 eliminates Ohio's current Resident Educator Program for beginning teachers and requires each local professional development committee to establish a four-year Ohio New Teacher Mentorship Program for entry level teachers. In addition, the substitute bill removes the requirement for beginning teachers to demonstrate their progress through completion of a performance-based assessment, which is currently the Resident Educator Summative Assessment (RESA).

In many ways, HB 322 attempts to resuscitate old concerns about issues related to the RESA that were addressed three years ago. Moreover, the bill's proposed changes will put a significant burden on educators and districts during this time of crisis.

In 2017, the original RESA was eliminated, and a new assessment was developed based on feedback from the field. The new RESA addressed the three main concerns that were raised in 2017: It takes less time to complete the new RESA; it offers more feedback, and the results are available much earlier in the year.

**In the new RESA, a teacher only needs to submit one classroom video and two forms with a total of 13 questions.** The original RESA required teachers to complete 76-79 questions and submit two classroom videos, nine student assessments, communication examples, and other instructional artifacts. The chart on the third page outlines the differences between the two assessments, the original RESA and the new RESA.

Most of the teachers who testified in support of HB 322 completed the original RESA or had anxiety about the RESA based on comments from teachers who took the original RESA, prior to these reforms. For example, "onerous paperwork" was a concern raised, but the new RESA only has two forms (attached) with a total of 13 questions. Please take a moment to review the attached paperwork and consider whether it is onerous.

While the new RESA is significantly streamlined, it continues to require teachers to analyze and reflect on their practice, which teachers overwhelmingly emphasize as very impactful. For example, a Columbus-area teacher shared during a focus group, "The greatest benefit by far is learning the teaching strategy of reflection, which is one of the most important tools of being an educator." In reflecting on their practice, teachers consider what they are doing, why they are doing it, and how they can do it better next time. This is certainly a skill that every beginning teacher should master.

Unfortunately, without the RESA, districts will gradually scale down their mentoring programs, and beginning teachers will not have the same level of instructional support. This concern is shared by experienced program coordinators across the state:

- According to Lori R. Michalec, the 2015 Ohio Teacher of the Year who has served as a Resident Educator Program Coordinator and lead mentor in her district, "Elimination of the RESA will undermine the efforts of educators to elevate the profession and may, inevitably, lead to a disintegration of support resources and programming to nurture entry year teachers."
- Connie Ball, the Program Coordinator at Worthington City Schools shared, "I was the program coordinator during the Resident Educator Program "transition" years when it was a two-year program with no summative assessment. The growth I observed in our teachers was not as deeply embedded

into their everyday practice as it became when the summative assessment was introduced as an integral part of the program.”

Most importantly, if the RESA is eliminated, teachers will continue on to a professional license, even if they cannot demonstrate the skills necessary to be an effective educator. Sadly, those teachers will most likely be in front of students who have the greatest need for a high-performing teacher – and are least likely to recover academically if they have an ineffective teacher.

While most Ohio administrators ensure that their teachers can demonstrate the Ohio Standards for the Teaching Profession, hundreds of RESA submissions from the past several years reveal that this is not the case in every school. It is an unfortunate but indisputable fact that the RESA serves as a critical safeguard against some schools failing to identify underprepared or ineffective teachers, while at the same time the RESA provides much-needed feedback to all teachers who take it.

In addition to providing comprehensive feedback to teachers, the objective data from the RESA allows the state, districts, and teacher preparation programs to identify educator strengths and weaknesses and effectively target resources on training and professional development opportunities. Instead of eliminating the RESA, I urge you to consider ways to use the RESA data to support beginning teachers. TeachForward has experience partnering with districts and states to provide a variety of virtual professional development and coaching tools, and we would gladly work with Ohio on this.

Ohio’s mentors and program coordinators have experienced a lot of changes over the past 10 years, and they feel the current program meets the needs of Ohio’s beginning teachers. Eliminating the Resident Educator Program and requiring each local professional development committee to create a new program would cause the following challenges:

- Educators would need to devote a significant amount of time and resources to, in the eyes of many program coordinators, “reinvent the wheel”
- Beginning teachers would experience greater inequity in the quality of programs across the state
- Educators, who are exhausted by change, would be presented with a lot of unnecessary changes, which will be more difficult to implement during this time of crisis

In his written testimony in opposition to HB 322, Todd Stuart, an administrator and Resident Educator Program Coordinator at Nordonia Hills City Schools said, “I have been at the forefront of all of the recent changes to curriculum, teacher evaluations, new testing environments, and the Resident Educator program. The amount of time, research, energy and money that has gone into these changes has been overwhelming. **Educators are exhausted of the changes.**”

The substitute bill includes a requirement for beginning teachers to observe more experienced teachers. Observing other teachers can be very helpful, and many districts already incorporate this as part of their program. RESA’s use of video makes observing other teachers much easier, and TeachForward has a software platform (TeachForward Align) that allows teachers to view lessons from a video library or share their own video and receive feedback from their peers. By using a software platform to observe other teachers, beginning teachers do not need to travel to another school, and districts do not need to find a substitute teacher to cover their classes for an entire day. Instead, teachers have the flexibility to use the software platform anytime, in any location – either individually or in a group during a professional development session. Observing other teachers, receiving feedback from peers, and self-reflecting, are ideally part of an on-going professional development effort, not reserved for a single day each year. By completing the RESA, beginning teachers learn the value of self-reflection and receive comprehensive feedback from other Ohio educators.

	<b>Original RESA (2016-2017)</b>	<b>New RESA (since 2017-2018)</b>
<b>Number of Tasks Required</b>	Four	One (Lesson Reflection)
<b>Total Number of Questions, Videos, and Uploads</b>	76-79 questions	13 questions <b>*More than 75% reduction in questions</b>
	2 classroom videos	1 classroom video
	9 student assessments, communication examples, and up to 20 instructional artifacts to upload	No assessments, communication examples, or instructional artifacts to upload
<b>Score Reports: Time of Delivery</b>	June 1, 2017	April 24, 2020
<b>Score Reports: Feedback</b>	Some feedback with resources, including a webinar, for using the feedback	Comprehensive feedback with narrative and a webinar for using the feedback
<b>Candidate Resources</b>	RESA Instrument RESA Participant Guide Webinars Technical Guidance	RESA Guidebook (RESA Instrument and Participant Guide streamlined into one user-friendly resource) Webinars Technical Guidance
<b>Video Uploading</b>	Redesigned video upload for improved stability.	Improved usability through a complete platform redesign

## Teaching and Learning Context Form\*

\*This is a sample template. The actual templates can be downloaded from the Ohio RESA website or the online submission system in the What I Need to Know section.

Complete the following **Teaching and Learning Context Form** for the lesson you have selected to provide information about the students in the class. Your responses on this form will provide critical information that will help assessors understand and interpret the Lesson Reflection. Once you are ready to submit, you may upload the completed form to the RESA Submission System. You are advised to keep a copy of this completed form for your records.

### 1. School Setting/Environment

Setting:	
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*For example: traditional elementary/middle/high school; school for the blind; magnet school for science and mathematics; online education program; juvenile detention center.*

### 2. Identify the subject area and title of the course (for example, third-grade reading or U.S. History 1) in which this lesson was taught.

Subject:	
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### 3. Grade Level/s

Grade Level:	
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### 4. Number of Students in This Class

Total Number of Students:	
English Language Learners:	
Students with Learning Disabilities:	
Gifted and Talented Students:	
Students with Exceptionalities*:	

*\*Exceptionalities include the following categories: developmental delays, emotional and behavioral disorders, communication disorders, hearing disabilities, visual impairments, and physical disabilities.*

### 5. If there are other adults or you are co-teaching with someone else in the video, please describe how you are to be identified in the video.

Please explain how you will be identified in the video:	
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## Video Commentary and Reflection Form\*

\*This is a sample template. The actual templates can be downloaded from the Ohio RESA website or the online submission system in the What I Need to Know section.

Complete the following Video Commentary and Reflection Form about the learning outcomes and overall structure of the lesson you have selected. This lesson overview must describe the lesson you captured in the video.

Each response should be complete and concise. Each response should not exceed **250 words** (approximately half a page, single-spaced). For some responses, you may choose to respond in a bulleted list, in whole or in part.

We suggest that you write a first draft and carefully edit before you complete each answer on this form. Once you are satisfied with the form, you may upload it along with the Teaching and Learning Context Form and the video.

1. **List the learning outcomes for this lesson, in the table below, and explain (a) why the outcomes are academically rigorous and (b) how they are connected to your school and/or district priorities and Ohio's Learning Standards or relevant national standards if Ohio's Learning Standards do not apply. (Lesson Reflection Domain 1)**

List the learning outcomes.
Explain why these learning outcomes are academically rigorous.
How are these learning outcomes <b>connected</b> to <b>both</b> your school and/or district priorities and Ohio's Learning Standards or relevant national standards?

2. **Describe the selected lesson's content focus and its importance to the overall content area. (Lesson Reflection Domain 2)**

3. Describe the prior knowledge and skills (including general language skills and academic language skills) students must have in order to achieve the learning outcomes for this lesson. Be sure to demonstrate your knowledge of how important concepts in the discipline relate to one another and your understanding of prerequisite relationships among topics and concepts that students need in order to understand the focus of this lesson. (Lesson Reflection Domain 2)

Describe anything that happened in your classroom just prior to the selected video segment that you believe will help the assessor understand the context. (“Just prior” means that it occurred in the minutes before the segment you have chosen begins or, in the case of a segment that shows the beginning of the class, the day before this class.) This response is provided as context for the assessment of your analyses below. This critical information will help assessors understand and interpret the parts of the submission that are the focus of evaluative feedback.

4. What aspect of the content focus of this lesson is illustrated in the video segment? Why is this aspect of the content focus important? Be sure that you point out how the content focus of the video illustrates relationships among important concepts in the discipline **and** how your understanding of prerequisite relationships among topics and concepts in the discipline is demonstrated in this segment. (Lesson Reflection Domain 2)
5. Describe the specific method of formative assessment you used to assess student progress toward the learning outcomes for this lesson. Why is this method useful as a check-in point for student progress toward the learning outcomes of this lesson? (Lesson Reflection Domain 6)
6. How successful was this entire lesson in relation to the learning outcomes stated in your lesson overview? Be specific in your answer and explain what evidence (e.g., student behaviors, responses) supports your answer. (Lesson Reflection Domain 7)
7. Which of your selected instructional strategies for this entire lesson was/were most successful in supporting the range of student understandings and varied learning needs of students in this class? (Lesson Reflection Domain 7)
8. Which instructional strategies, if any, would you change in re-teaching this lesson and why? Explain what you would do instead. If you would not change anything, explain why. (Lesson Reflection Domain 7)