

## *Written Testimony for Senate Finance Subcommittee K-12 Education Hearing*

This testimony is written in regard to the Ohio Resident Educator Program, specifically the third-year summative assessment. I am writing to ask your committee to take an aggressive stance against the current Resident Educator Summative Assessment. This is an assessment that has negatively impacted so many educators across the state of Ohio, including me.

Even as I type those words, I get a nauseating feeling and a sudden shake of anxiety. I am currently a third grade teacher in the Wooster City School District in NE Ohio, where I have taught for four years. I am currently anxiously, and not so patiently, waiting for the second year in a row, for my RESA scores to be returned to me.

I have wanted to be a teacher for as long as I can remember. I, along with thousands of new teachers, can still remember the overwhelming feeling of hearing, "We welcome you to our district!". Being a new teacher brings me so much joy each and every day! There is nothing I love more than good-morning smiles, reading with a struggling student who finally finds a book he loves, watching students work together during a project, and sharing positive stories from the day with my classroom family of third graders before they depart for the evening. My wish is that I could enjoy those things without having to worry will I ever get a real teaching license?

As I think back over the last year of my teaching career, unfortunately my memory is foggy. Being a teacher, especially a new teacher, is difficult. There are many requirements and expectations placed on teachers and RESA adds to these stresses exponentially and creates an artificial sense of accomplishment. I proved I was competent when I graduated with my education degree, successfully completed student teaching, passed four PRAXIS exams, and interviewed and got my first teaching job where the administrators knew me professionally. Why should we add even more stress and burden on an already difficult and important job?

What do new teachers need?

-Real and authentic mentors and support in our buildings. We do not need assigned mentor who simply meet a state or local requirement to be compliant. Assigned educators often may not even teach the same subjects and levels and be readily available.

-Real professional development. RESA creates excessive paperwork to submit to the state. I appreciate that my district understands this burden and allows for new teachers to work on the assessments during the school day. I want and need professional development in how to teach all my students effectively and efficiently - gifted and struggling learners.

-Teach authentically at all times in order to get the experience necessary to grow all students. RESA creates staged lessons, with certain students excluded, impersonal interactions, and set boundaries.

-Real classroom experiences alongside veteran teachers who want to share their passion for education. We do not need a cohort of teachers working together on repetitive paperwork.

I urge you to make a positive change to the current Resident Educator program to show new educators and future educators that Ohio supports new teachers.

Thank you Chairman Hite and Vice Chairman Sykes for taking time to hear the voices and stories of educators across the state.