

**Public Testimony for H.B. 49 to the Senate Finance Subcommittee on Primary and  
Secondary Education; Paige Trein**

My name is Paige Trein, and I teach High School Math at Franklin Heights High School, located in Columbus, OH (in the South-Western City School District). This upcoming June of 2017 wraps up my 2nd year of teaching since receiving my undergraduate degree in 2015. I am writing you to express my concern about the RESA requirement for full licensure.

Throughout my 2 years as a teacher, I have seen and experienced the great deal of work that a teacher in a Title I school must overcome on a daily basis. This work includes: lesson-planning, delivery of content, grading, technology usage in the classroom, professional development, providing a healthy support system to consistently emotional students, collaboration with co-workers by means of “Teacher-Based-Teams” (TBT), collection & analysis of student performance data for our continuous improvement plan, staff meetings, IEP meetings, and 504 meetings--not to mention the consistent need for disciplinary action amongst student misconduct. With this recurring workload in mind, and the fact that the school day typically runs from 8:00am to 3:20pm for students, the teachers day seems to be never-ending throughout the school year. On top of all of this, the expectations to complete the *Year 2 Resident Educator Program* requirements seemed both duplicative of what I already do and quite frivolous.

According to the budget of ODE expenditures, each fiscal year the Resident Educator Summative Assessment (RESA) residency program requires roughly \$5 million in expenses. This funding seems undeniably wasteful, for this reason: *Educators have already gone through this process*--that is, the very idea of RESA was covered upon the pursuit of my Education degree. Just two years ago I completed the required teaching experiences and the extensive edTPA analysis. This seemed like an understandable requirement, measuring a graduate’s abilities, understanding of content, and capabilities in the classroom,

prior to proceeding down the path of education. That being said, why spend all this money to have educators go through the same process again?

Based off of my Ohio Teacher Evaluation System (OTES) performance, I received the ranking of “skilled” for the past two years. This includes the consensus of multiple observers taking in my instruction, techniques, and differentiation. OTES has provided me with positive and constructive feedback on how to improve both myself and student learning outcomes. Contrary to this, however, is RESA. Simply put, the *initial* grade I received from RESA was not constructive, but instead just insulting. There was no feedback whatsoever on how to better my teaching, only unjustified pieces of negativity, ones that I cannot help but disagree with. For example, my evaluator noted that I “provide 0 differentiation in my classroom.” This is incorrect, since everyday I create three different versions of worksheets that provide different levels of differentiation to students in need of it. So, for the evaluation to suggest that I have *no differentiation whatsoever* is both incredibly frustrating and simply untrue. It is also important to note: *some evaluators do not even have teaching experience*.

Furthermore, the process of RESA seems a bit flawed. It is based off of a mere 15-minutes of observing the main priority of my job: teaching students! In other words, lesson delivery, attention given to students, fulfillment of learning outcomes, differentiation, and extra assistance, is all expected to be accurately shown in this short of a video. If the job could be successfully fulfilled in such a short amount of time, it’s safe to say that classes would not be 50 minutes in length, but shorter. What’s more, anyone who has seen a video of something compared to actually seeing it in person knows that videography really does not encapsulate a full experience.

At the end of the day, RESA does not benefit students in any way, shape, or form. If anything, it actually takes away from their learning due to the required attention and time that I must set aside for it--attention and time that could be much better spent for the betterment of students. I hope you will consider the ineffectiveness of RESA. Thank you very much for your time and consideration.