**RESA Testimony Submission**

 I was apart of the RESA (Resident Educator Summative Assessment) this past year. The RESA was designed poorly. I felt like it made me a worse teacher. Instead of focusing on my students I had to focus on the requirements to ensure I passed the summative assessment. I spent many days, hours, and months working on the summative assessment to prove to Ohio I was a great teacher. This hindered my time to complete task that focus on my students such as lesson planning, creating a rapport with them, and causing anxiety in my own life.

Along with RESA I had to complete OTES and edTPA as well. In OTES I was ranked as accomplished in my formal observations. You would think this would be enough to prove that my teaching was exceptional. In college I completed and passed my edTPA. You would think these two programs would help weed out the educators who are not doing their job correctly. If it does not then maybe we need to reconsider these two forms of evaluation instead of creating excellent teacher to continue to prove themselves.

I do agree that the mentorship program was extremely helpful. My mentors were amazing and helped me become a better teacher. My school district allowed me to complete observations to observe other teachers. This was extremely helpful to see how to implement data, classroom management, curriculum, and different ideas into my classroom. I was able to communicate and get to know these teachers and ask questions to better my teaching. However, the summative assessment did more harm than help. It made me question if teaching was even the career I wished to pursue due to all the hoops I had to jump through.

 It's amazing the amount of money that is emplaced for the RESA program roughly $5 million dollar each year. Could you imagine how we could spend that money differently? I can give you a few ideas. We could give it back to the classrooms and students. Classrooms could be given more technology to help increase student knowledge. Classrooms could be given more teachers to create smaller class sizes. The money could be used towards other needs a school district may need.

 I have heard that the feedback from the summative assessment is not very informative. If you do not pass a task I have heard there is no feedback in how one could improve. I believe this is an issue if you want to create better teachers how can they do so if they do not know how to improve and make corrections. In addition, many of the questions were repetitive and wanted the same answer just worded a little differently. This program is driving great teachers away from this profession. Now the Ohio Department of education claims they are motivating new educators to advance their careers. While I have watched several highly qualified colleagues who were in RESA completely give up on the profession. These individuals may have had different circumstances but a common theme has emerged the stress of passing the RESA contributed to their decisions.

 My experience with the RESA did not improve my ability to “treat all students fairly and establish an environment that is respectful, supportive, and caring,” (Standard 5 Learning Environment). Due to all my time being invested in the RESA program I was unable to manage all the extra classroom requirements. Once Febuary came I was able to final focus on my class and become the teacher they needed me to be. I felt like I failed my students from August to February because of how invested I was in the RESA program. I do not believe along with many others that the RESA program improved my ability to meet the Ohio Standards for the Teaching Profession. The large amounts of paperwork actually delayed my ability to improve in the seven areas. I believe RESA should have helped modified and strengthen these standards and move away from the reported “stressful busywork.” The only good thing about this program was the collaboration with mentors, colleagues, and administrators to.

 When I finished with all of the Year three task, my written materials amounted to over 50 pages single spaced, and I had devoted over 100 hours to work that had little bearing on what I did in the classroom. This assessment had an overwhelming amount of work with very little impact on my actual ability to teach. This program has probably lead to me being a worse teacher as my focus has been on completing the paperwork for outside of the classroom. The RESA was worst than my capstone project for my masters degree where I actually was able to solve a problem and correct it in my own classroom to better help students.

 The RESA requirements have made me feel burn out at times and question why I am still in the this field. The “busy work” of RESA did not make me become a better teacher but made me feel more stressed and unable to complete my job to the fullest potential. I am currently a 3rd year teacher. I am still trying to figure everything out and improving my skills to give the students the best that they need. However, how can I do this when all my time is focused on “busy work” to ensure I can keep my license to teach.