June 8, 2017

Mr. Chairman and Members of the Finance Committee:

We represent the Advocacy Committee of the Ohio Association of Colleges of Teacher Education, a state affiliate of the American Association of Colleges of Teacher Education that includes both public and private Ohio-based institutions. Our committee wishes to add to the state P-16 Council in voicing our support for the Ohio Resident Educator Program (REP). We would like to focus on the proposed repeal of Ohio Revised Code Section 3319.223, which would abolish the Ohio teacher residency program and call upon you to remove the amendment eliminating the REP.

The assessment data, publicly posted by the Ohio Department of Higher Education, show how well our programs prepare graduates with the knowledge, skills, and dispositions to serve as effective *beginning* teachers. However, research on practicing teacher growth and development strongly supports the concept that learning to teach occurs in predictable stages throughout a teacher's career. As with any profession, induction support and continuing professional development are essential for good beginning teachers to evolve into master teachers (Alliance for Excellent Education, 2014; Darling-Hammond, 2013; Feiman-Nemser, 2012).

In 2002, the General Assembly wisely voted to create the REP so all new Ohio teachers in their first four years would receive needed mentoring and support and have personal accountability for improvement. The REP addresses the critical issue of maintaining quality teachers, especially in the face of high teacher attrition. Nationally, approximately 25 percent of teachers leave within the first three years and nearly one in ten left the profession last year with one major reason cited as lack of support (Hobby, 2016). This compares to the 84% retention rate of Resident Educators after four years. Therefore, Ohio's new teachers who participate in the Resident Educator program are retained at a nine percent higher rate than the national average. This is especially important, as the number of teachers produced annually in Ohio has decreased by 48% since 2008. With the combination of the higher entrance requirements, increased rigor of Ohio's educator preparation programs, and a national decrease of interest in becoming a teacher, retention of the teachers hired becomes essential.

The REP is an *effective induction program* that provides new teachers with the support and instructional guidance needed to be an effective educator (DeAngelis, Wall, & Che, 2013), improves retention, especially in urban and rural areas (Rogers, 2014 and Simon, & Johnson, 2015), and improves K-12 student achievement (Fletcher, Strong, & Villar, 2008; Rockoff, 2008).

The REP culminates in a Resident Educator Summative Assessment (RESA) that assesses teachers' abilities in the essential tasks of teaching: planning, teaching, and evaluating student learning. The Year 5 Summative Evaluation of the Resident Educator Program (Woodruff, Nian, Li, Cox, DeGreg, Hutzel, Zorn, & Lewis, 2016) provides significant and compelling evidence of the effectiveness of the Resident Educator Program. For example, Resident Educators performed as well as or superior to, their more experienced colleagues with regard to their annual Ohio Teacher Evaluation System (OTES) ratings. By 2014-2015, all REs in the study group earned ratings of "Skilled" or "Accomplished."

Accountability of a mastery of best practices for a practicing teacher is ensured with the REP culminating performance assessment, the Resident Educator Summative Assessment (RESA). Educators are objectively assessed on the essential tasks of teaching: planning, teaching, and evaluating student learning. These data are used by districts to provide professional development and support for individual educators. It also is used by universities to better understand how we might improve our teacher preparation programs.

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We acknowledge the REP and RESA next steps include improvement and streamlining. Both REP and RESA should be improved to fit more seamlessly into new teachers' responsibilities, including the Ohio Teacher Evaluation System. Recently, the Ohio Department of Education sought input from teachers, mentors, and administrators. As a result of this input, improvements are planned for next year. We believe the state should allow the Ohio Educator Standards Board to review and revise the REP and RESA, with ODE and stakeholder input, rather than eliminate the program through legislation.

As teacher educators working to provide Ohio with the highest quality teachers, we understand and value the importance of continued mentoring and professional development for our graduates to ensure that they remain in teaching and that they continue to develop their teaching skills over the course of their career. Please do not eliminate the program charged with providing this support through the induction years.

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Ohio Association of Colleges of Teacher Education

RESA Enhancements

	2013-2014	2014-2015	2015-2016	2016-2017	*2017-2018 - Proposal*
Score Reports: Time of Delivery	*December 2014*	*Sept. 30, 2015*	*June 15, 2016*	*June 1, 2017*	*June 1, 2018*
Score Reports: Feedback	*No feedback*	*Some feedback*	*Some feedback with new supports, including webinars, for using the feedback*	*Some feedback with resources, including webinars, for using the feedback*	*Enhance feedback with narrative aligned with rubrics and add direct links to resources*
Number of Tasks Required for Successful Passage	*Five*	*Five*	*Four - Eliminated one of the tasks (Reflection based on Feedback from Students or Colleagues)*	*Four*	*Three - Eliminate 2 Lesson Cycle Tasks - New Lesson Collection with 2 videos & 60% fewer written forms compared to 2 Lesson Cycles - Streamline Assessment Task with 1/3 reduction in analysis of students and 1/3 reduction in PDF uploads*
Candidate Resources	*Text-heavy handbook*	*Continued use of the text-heavy handbook*	*Streamlined the handbook into two user-friendly resources (Instrument and Participant Guide) and added contextual help to the submission system*	*Added assessor Scoring Guides (to assist candidates and PCs with rubric interpretations) and hosted webinars by the RESA authors earlier in the year*	*Update RESA Instrument and Participant Guide for task revisions and additional clarity. Host webinars on the task revisions.*
Video Uploading	*Cumbersome and time-consuming experiences in the field*	*Moderate improvements*	*Redesigned video and media submission system for improved user experience*	*Redesigned video upload for improved stability. Added email notifications when videos upload to reduce stress.*	*Improve usability through a complete platform redesign*
Technical Support to Candidates	*Available during each submission window*	*Quintupled the level of technical support to candidates during submission windows*	*Enlarged team of technical support and extended hours during submission windows*	*Maintained large team of technical support and extended hours during submission windows*	*Maintain large team of technical support and extended hours during submission windows*
Submission Confirmation for Candidates	*None*	*Email confirmation*	*New automated communications feature enabled candidates to confirm their submissions were successfully received*	*No change*	*No proposed change*

RESA Enhancements for 2017-2018
- Thoughtful input from RESA candidates and other stakeholders across Ohio guided the RESA authors in designing the 2017-2018 enhancements to the RESA tasks.
- Enhancements seek to reduce candidate burden in taking the RESA while maintaining the purpose and integrity of each task.
- The 2017-2018 enhancements include a significant reduction in the amount of required writing and uploading of instructional evidence.

Task Type	RESA 2016-17	RESA 2017-18
Lesson	2 Lesson Cycle Tasks require in total 2 of each of the following: • Classroom video • Form 1.1 (Teaching & Learning Context) • Form 1.2 (Lesson overview & commentary) • Form 1.3 (Instructional strategies & overview) • Instructional evidence (up to 10 pages uploaded for EACH lesson cycle) • Form 1.4 (Video overview) • Form 1.5 (Overall lesson analysis) **Total: 10 forms + up to 20 instructional artifacts to upload + 2 classroom videos**	1 Lesson Collection Task requires 2 of each of the following: • Classroom video • Form 1.1, Teaching & Learning Context • Form 1.2, video commentary **Total: 4 forms + 2 videos**
Formative & Summative Assessment	To demonstrate how they differentiate instruction based on student learning, candidates analyze the data from 3 students on 3 assessments.	2 students on 3 assessments - 1/3 reduction in all analysis of students - 1/3 reduction in PDF uploads
Communication & Professional Growth	Candidates submit evidence of their communication with parents/caregivers and their reflections and *personal initiative* around their professional learning.	Streamlined and revised directions to ease candidate burden and help improve performance

<u>**Additional Enhancements for All Tasks:**</u>
- Revamped and shortened opening directions to help candidates avoid common mistakes
- New "Keys to Success" section, incorporating analyses of performance from past RESA administrations and feedback from candidates and stakeholders.