

June 15, 2021

Chairwoman Manning, Vice Chair Bird, Ranking Member Robinson, and members of the Primary and Secondary Education Committee,

Thank you for the opportunity to submit written testimony in opposition to House Bill 151.

My name is Jeanne Schulte. I am a retired Ohio educator residing in Dublin. For most of my career, I was with Columbus City Schools, where I was a high school teacher; new teacher mentor; cooperating teacher to more than twenty student teachers from Central Ohio colleges and universities; and District Coordinator of World Language Curriculum. I was twice awarded Master Teacher status by the Ohio Department of Education.

I have worked with the RESA program since 2017. RESA has undergone several changes since I began as an evaluator, presently comprising one video submission and two short forms to provide context and reflection on the lesson. RESA evaluators use Resident Educators' written responses and classroom video to objectively evaluate educators and give explicit feedback in the following domains: Quality of learning outcomes; Content knowledge; Formative assessment; Overall lesson reflection; Explanation of content; and Student Engagement.

RESA encourages districts and administrators to invest in their mentorship programs and allows the state to identify districts/schools/teachers that need additional support. RESA provides a tool for teacher assessment that is based on the Ohio Standards for the Teaching Profession. It presents an unbiased method for assessing beginning teachers in a fair and impartial manner.

Although HB151 requires districts/schools to provide one day of professional development leave during both years of the mentorship program for new teachers to observe other teachers, it does not require teachers to demonstrate that they learned anything from the experience. Observation by itself does not automatically lead to improvement. Observation, along with reflection, is the basis for improvement in instruction and in student assessment. In preparing for the RESA, teachers routinely observe other teachers (both in person and through video) and reflect on their own practice, a necessary skill in teaching as well as in other professions.

During my first few years of teaching (long before RESA existed), I sometimes felt like I was just barely keeping my head above water. I was not sure how or on what I would be evaluated, but I worked long hours, tried my best, and hoped for a sympathetic evaluator! How I wish the RESA had existed back when I was a beginning teacher. I am absolutely convinced that had the RESA existed back then, it would have helped me see (sooner rather than later) my strengths and shortcomings in the classroom, provided me with a framework to reflect upon and improve my teaching and, ultimately, have led to improved student learning and outcomes in my classroom.

Thank you for your consideration.

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