



Good afternoon, Chairwoman Manning, Vice Chair Bird, Ranking Member Robinson, and Members of the House Primary and Secondary Education Committee. Thank you for providing me the opportunity to testify in opposition to House Bill 151, which eliminates the Resident Educator Program and requires each district to create a new mentorship program for beginning teachers.

My name is Matt Verber, and I am the Chief Operating Officer for TeachForward, the vendor for Ohio's Resident Educator Summative Assessment (RESA), which is a part of the Resident Educator Program.

The Ohio Resident Educator Program, which began in 2011, is a comprehensive induction program for beginning teachers who hold a Resident Educator license. The first two years of the program are focused on teachers receiving support and formative instructional feedback from their mentors. Starting in the second year, teachers take the RESA, which provides teachers with the opportunity to demonstrate to objective assessors in Ohio that they have the skills necessary to effectively lead a classroom. After successfully completing the program and the RESA, teachers are eligible for professional licensure. Since the Resident Educator Program began, Ohio's teacher retention rate has been above the national average.

As the vendor for the RESA, TeachForward is committed to supporting Ohio's beginning teachers, and we are dedicated to continuous improvement based on stakeholder feedback. Over the past several years, we have engaged with a diverse group of stakeholders through surveys, focus groups, site visits, and meetings.

In 2017, the original RESA was eliminated. Based on feedback from Ohio educators, a new streamlined assessment, a new score report with comprehensive feedback, a new user-friendly software platform, and new resources for candidates and mentors were developed and replaced the original RESA. Now, a teacher only needs to submit one classroom video and two forms with a total of 13 questions. The original RESA required teachers to complete 76-79 questions and submit two classroom videos, nine student assessments, communication examples, and other instructional artifacts. The chart on the following page outlines the differences between the two assessments, the original RESA and the current RESA. In addition to all those changes, districts have been given greater flexibility. For example, districts can choose not to evaluate a teacher who is taking the RESA for the first time, which prevents teachers from having to complete both OTES and RESA in the same year.

	Original RESA (2016-2017)	Current RESA (since 2017-2018)
<b>Number of Tasks Required</b>	Four	One (Lesson Reflection)
<b>Total Number of Questions, Videos, and Uploads</b>	76-79 questions	13 questions <b>*More than 75% reduction in questions</b>
	2 classroom videos	1 classroom video
	9 student assessments, communication examples, and up to 20 instructional artifacts to upload	No assessments, communication examples, or instructional artifacts to upload
<b>Score Reports: Time of Delivery</b>	June 1, 2017	April 9, 2021
<b>Score Reports: Feedback</b>	Some feedback with resources, including a webinar, for using the feedback	Comprehensive feedback with narrative and a webinar for using the feedback
<b>Candidate Resources</b>	RESA Instrument RESA Participant Guide Webinars Technical Guidance	RESA Guidebook (RESA Instrument and Participant Guide streamlined into one user-friendly resource) Webinars Technical Guidance
<b>Video Uploading</b>	Redesigned video upload for improved stability.	Improved usability through a complete platform redesign

While the current RESA is significantly streamlined, it continues to require teachers to analyze and reflect on their practice, which teachers overwhelmingly stress as very impactful. For example, a Columbus-area teacher commented during a focus group, “The greatest benefit by far is learning the teaching strategy of reflection, which is one of the most important tools of being an educator.” In reflecting on their practice, teachers consider what they are doing, why they are doing it, and how they can do it better next time. This is certainly a skill that every beginning teacher should master.

For the classroom video, the teacher has the flexibility to choose when and how to record a lesson. To record, many teachers simply use a tablet, phone, or other device that they have with them every day. Before class begins, a teacher places the device on a table or desk,

presses record, and proceeds with teaching the lesson. After class, the teacher presses stop, and the video is automatically saved to their device. Later, the teacher reviews the video and reflects on the lesson. If the teacher would like to record another lesson, they have the option to do so.

After the teacher has picked their video to submit, they complete two forms. The Teaching and Learning Context Form is unscored, and it comprises five questions (school setting, subject, grade level, number of students, etc.) that can be answered within a few minutes. The Video Commentary and Reflection Form is scored, and it includes eight questions regarding the lesson captured in the video. The questions include asking teachers to identify the lesson's learning outcomes, explain why the learning outcomes are rigorous, describe the method of formative assessment used to assess student progress toward the lesson's learning outcomes, reflect on which instructional strategies were most successful in supporting the range of student understandings and varied learning needs of students in the class, and explain if they would change any instructional strategies in re-teaching the lesson. To help save time, teachers can use bullet points to respond to the questions. Many teachers complete the Video Commentary and Reflection Form within a few hours.

The final step in the process is uploading and submitting the materials online. The new software platform is easy to use, and multiple resources are available to guide teachers through the upload and submission process. If teachers have any questions or would like technical assistance during the submission window, they can call or email the RESA Help Desk.

In the 2020-2021 school year, the State of Ohio spent a total of \$628,300 on the RESA, which is approximately a tenth of the cost of its predecessor, the Praxis III. The RESA is funded through the Dedicated Purpose Fund for Teacher Certification and Licensure, not the General Revenue Fund. As a licensure assessment, the RESA is directly related to the fund's purpose and well within its appropriate use, which is restricted to licensure-related functions.

Unfortunately, eliminating the RESA comes at a much higher cost: the professional growth of Ohio's beginning teachers. Connie Ball, the Program Coordinator at Worthington City Schools shared, "I was the program coordinator during the Resident Educator Program "transition" years when it was a two-year program with no summative assessment. The growth I observed in our teachers was not as deeply imbedded into their everyday practice as it became when the summative assessment was introduced as an integral part of the program."

Without the RESA, districts will gradually scale down their mentoring programs, and beginning teachers will not have the same level of instructional support. According to Lori R. Michalec, the 2015 Ohio Teacher of the Year who has served as a Resident Educator Program Coordinator and lead mentor in her district, "Elimination of the RESA will undermine the efforts of educators to

elevate the profession and may, inevitably, lead to a disintegration of support resources and programming to nurture entry year teachers.”

Most importantly, if the RESA is eliminated, teachers will continue on to a professional license, even if they cannot demonstrate the skills necessary to be an effective educator. Sadly, those teachers will most likely be in front of students who have the greatest need for a high-performing teacher – and are least likely to recover academically if they have an ineffective teacher.

While most Ohio administrators make sure their teachers can demonstrate the Ohio Standards for the Teaching Profession, hundreds of RESA submissions from the past several years show this is clearly not the case in every school. In schools where this is not happening, the RESA serves as a critical safeguard and provides much-needed feedback to those teachers.

In addition to providing comprehensive feedback to teachers, the objective data from the RESA allows the state, districts, and teacher preparation programs to identify strengths and weaknesses and effectively target resources on training and professional development opportunities. Instead of eliminating the Resident Educator Program and the RESA, I urge you to consider ways to use the RESA data to provide additional support for beginning teachers and mentors. TeachForward has experience partnering with districts and states to provide a variety of professional development and coaching tools, and we would gladly work with Ohio on this. For example, TeachForward could match a teacher who did not pass the RESA with an experienced Ohio mentor and facilitate online coaching sessions. This would provide the teacher with an opportunity to ask questions and get feedback from an instructional coach who has a track record of helping beginning teachers improve their practice.

Creating a quality teacher mentorship program requires a significant amount of time and effort. Districts have encountered constant changes over the past two years and have many challenges in preparing for next year, which makes this an especially difficult time to take on the task of creating a new mentorship program. Without the training and resources from the Resident Educator Program, mentors might help introduce a beginning teacher to their new school, but not provide comprehensive instructional support and feedback. Unfortunately, without the RESA, we will not know which beginning teachers are stranded without the support they need, and Ohio’s students will suffer.

Thank you for taking the time to listen to my testimony. I am happy to answer any questions you may have.

## Teaching and Learning Context Form\*

\*This is a sample template. The actual templates can be downloaded from the Ohio RESA website or the online submission system in the What I Need to Know section.

Complete the following **Teaching and Learning Context Form** for the lesson you have selected to provide information about the students in the class. Your responses on this form will provide critical information that will help assessors understand and interpret the Lesson Reflection. Once you are ready to submit, you may upload the completed form to the RESA Submission System. You are advised to keep a copy of this completed form for your records.

### 1. School Setting/Environment

Setting:	
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*For example: traditional elementary/middle/high school; school for the blind; magnet school for science and mathematics; online education program; juvenile detention center.*

### 2. Identify the subject area and title of the course (for example, third-grade reading or U.S. History 1) in which this lesson was taught.

Subject:	
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### 3. Grade Level/s

Grade Level:	
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### 4. Number of Students in This Class

Total Number of Students:	
English Language Learners:	
Students with Learning Disabilities:	
Gifted and Talented Students:	
Students with Exceptionalities*:	

*\*Exceptionalities include the following categories: developmental delays, emotional and behavioral disorders, communication disorders, hearing disabilities, visual impairments, and physical disabilities.*

### 5. If there are other adults or you are co-teaching with someone else in the video, please describe how you are to be identified in the video.

Please explain how you will be identified in the video:	
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## Video Commentary and Reflection Form\*

\*This is a sample template. The actual templates can be downloaded from the Ohio RESA website or the online submission system in the What I Need to Know section.

Complete the following Video Commentary and Reflection Form about the learning outcomes and overall structure of the lesson you have selected. This lesson overview must describe the lesson you captured in the video.

Each response should be complete and concise. Each response should not exceed **250 words** (approximately half a page, single-spaced). For some responses, you may choose to respond in a bulleted list, in whole or in part.

We suggest that you write a first draft and carefully edit before you complete each answer on this form. Once you are satisfied with the form, you may upload it along with the Teaching and Learning Context Form and the video.

1. **List the learning outcomes for this lesson, in the table below, and explain (a) why the outcomes are academically rigorous and (b) how they are connected to your school and/or district priorities and Ohio's Learning Standards or relevant national standards if Ohio's Learning Standards do not apply. (Lesson Reflection Domain 1)**

List the learning outcomes.
Explain why these learning outcomes are academically rigorous.
How are these learning outcomes <b>connected</b> to <b>both</b> your school and/or district priorities and Ohio's Learning Standards or relevant national standards?

2. **Describe the selected lesson's content focus and its importance to the overall content area. (Lesson Reflection Domain 2)**

3. Describe the prior knowledge and skills (including general language skills and academic language skills) students must have in order to achieve the learning outcomes for this lesson. Be sure to demonstrate your knowledge of how important concepts in the discipline relate to one another and your understanding of prerequisite relationships among topics and concepts that students need in order to understand the focus of this lesson. (Lesson Reflection Domain 2)

Describe anything that happened in your classroom just prior to the selected video segment that you believe will help the assessor understand the context. (“Just prior” means that it occurred in the minutes before the segment you have chosen begins or, in the case of a segment that shows the beginning of the class, the day before this class.) This response is provided as context for the assessment of your analyses below. This critical information will help assessors understand and interpret the parts of the submission that are the focus of evaluative feedback.

4. What aspect of the content focus of this lesson is illustrated in the video segment? Why is this aspect of the content focus important? Be sure that you point out how the content focus of the video illustrates relationships among important concepts in the discipline **and** how your understanding of prerequisite relationships among topics and concepts in the discipline is demonstrated in this segment. (Lesson Reflection Domain 2)
5. Describe the specific method of formative assessment you used to assess student progress toward the learning outcomes for this lesson. Why is this method useful as a check-in point for student progress toward the learning outcomes of this lesson? (Lesson Reflection Domain 6)
6. How successful was this entire lesson in relation to the learning outcomes stated in your lesson overview? Be specific in your answer and explain what evidence (e.g., student behaviors, responses) supports your answer. (Lesson Reflection Domain 7)
7. Which of your selected instructional strategies for this entire lesson was/were most successful in supporting the range of student understandings and varied learning needs of students in this class? (Lesson Reflection Domain 7)
8. Which instructional strategies, if any, would you change in re-teaching this lesson and why? Explain what you would do instead. If you would not change anything, explain why. (Lesson Reflection Domain 7)

RESIDENT EDUCATOR: Educator Name

STATE ID: 87654321

**PASS**

The Ohio RESA Lesson Reflection is designed to provide a structured process for Resident Educators to demonstrate their performance on Ohio's Standards for the Teaching Profession to positively impact student learning.

Submission status: **PASS**.  
Your submission has met or exceeded the minimum criteria.

## Your Assessor

The educator who reviewed your submission and chose the descriptive feedback statements met the following criteria:

- Is a licensed Ohio educator with more than ten years of teaching experience;
- Completed extensive training prior to reviewing your submission, including exercises to minimize unconscious bias;
- Passed a rigorous certification test, which requires accurately scoring sample submissions;
- Does not know you, which allows the assessor to provide feedback on your submission that is not influenced by past interactions or comments from other people; and
- Was monitored throughout the process to ensure scoring consistency and accuracy.

## Questions

- For Frequently Asked Questions about the Score Report, please refer to the associated resource on the Resources Page at [www.ohioresa.com](http://www.ohioresa.com);
- For questions regarding licensure, please contact the Office of Educator Licensure at (614) 466-3593 or (877) 644-6338;
- For technical support, please contact Educopia Technical Support at [resa@educopia.com](mailto:resa@educopia.com).

## Feedback

Below is feedback that describes your Lesson Reflection submission. The number of feedback statements is specific to the evidence you submitted.

### DOMAIN AND FEEDBACK STATEMENTS

#### Domain 1: Quality of Learning Outcomes

- Learning outcomes for the lesson include some high expectations for students
- RE's explanation of the academic rigor of the expectations and outcomes is clear
- RE cites the standards that underlie the lesson without any further explanation

#### Domain 2: Teacher's Knowledge of Content

- RE displays accurate knowledge of important concepts in the discipline and provides a general explanation of how these concepts are related
- RE demonstrates accurate knowledge of the prerequisite skills students will need to employ in this lesson to achieve the learning outcomes

#### Domain 2A (Video): Teacher's Knowledge of Content

- RE displays accurate knowledge of important concepts in the discipline and provides a general explanation of how these concepts are related
- RE's explanation of prerequisite knowledge in the discipline is very general

#### Domain 3: Teacher's Explanation of Content

- RE's explanation is clear, detailed, and/or scaffolded
- RE consistently connects the lesson to students' knowledge and/or experience

#### Domain 4: Classroom Environment Conducive to Learning

- Students clearly understand what to do with minimal instruction from the teacher and minimal disruption to the class as activities change
- Students are consistently respectful and their behavior is appropriate
- Fewer than half the students appear to participate in the lesson activity[ies]

#### Domain 5: Student Intellectual Engagement

- Some learning tasks are cognitively complex, though not all
- Students appear primarily passive and compliant
- Students share ideas and comments but the level of the exchanges is very simple, requiring little intellectual engagement

#### Domain 6: Formative Assessment Strategy

- RE's explanation of the formative assessment strategy is general
- RE makes a general connection between the formative assessment strategy and the lesson learning outcomes

#### Domain 7: Overall Lesson Analysis

- RE draws accurate conclusions about the lesson and supports those conclusions with general references to the lesson
- RE provides a rationale for changing or not changing the lesson, but it is vague and/or general

## Next Steps

As you continue in your teaching career, you are encouraged to do the following:

- Review your submission, which you can access through your Educopia account, to better understand the feedback statements;
- Meet with your program coordinator, mentor, or facilitator to discuss your score report and submission; and
- With the guidance of your program coordinator, mentor, or facilitator, discuss ways you could improve your practice based on the feedback provided.