Chairman Jones, Vice Chair Manchester, Ranking Member Robinson, and members of the House Primary and Secondary Education Committee, thank you for the opportunity to submit written testimony in opposition to House Bill 322.

My name is Lisa Kuhar, and I am the Resident Educator Program Coordinator at Westerville City Schools.

Systematic induction programs for teachers that focus on instruction and are led by highly qualified mentors, accelerate the professional growth of new teachers. Ohio's Resident Educator Program was modeled after the medical practice. The RESA serves as the backbone of the program by ensuring Resident Educators are able to demonstrate the Ohio Standards for the Teaching Professional before they advance to a professional license. In addition, the RESA motivates district leaders to maintain programs for beginning teachers that prepare them to be successful on the RESA, which by design, tests the skills teachers need to be successful in their career.

I would like to respond to the following comments made in testimony in support of HB 322:
- *The RESA takes valuable time and attention away from teaching and learning.*
  - Response: The RESA offers an opportunity for participants to demonstrate their understanding of the teaching and learning cycle. The original 5 tasks were designed to assess teachers on all of the Ohio Standards for the Teaching Profession. Recognizing that completing all 5 tasks was time intensive, the number of tasks was reduced to a single task focused on a teacher's ability to plan and teach a single lesson then reflect on the effectiveness of that lesson. This is what teachers do every day. Teachers can choose a lesson in any of their first 2 and a half years of teaching, record the lesson and respond to 8 prompts. These prompts ask the teacher to state the learning outcomes, state how they are aligned to district and/or Ohio content standards, what knowledge and skills students need to have to meet the learning goal, and how the lesson will be assessed. Another component of the prompts is the teacher's reflection on the success of the lesson and how it might be improved in the future. It's true that it adds time to a teacher's busy day to complete the RESA. However, **the time it takes to complete the RESA is minimal since the RESA only requires teachers to show, through a videotaped lesson and 8 responses what they are doing every day.** Most importantly, **if teachers do not take the time to reflect on their practice and receive feedback, they will not improve their practice.** Other professionals, like accountants working on passing the CPA, are usually practicing their profession while studying for and completing a licensing exam.
- *It makes little sense to have an outside company tell districts what constitutes effective teaching.*
  - Response: Ohio uses experts like Pearson to create assessments for students and teachers. These companies work with the Ohio Department of Education to create assessments for teachers seeking initial teaching licenses. Pearson also created the edTPA referenced in earlier testimony. This assessment is completed during the student teaching course, most often lasting one semester, about 16 weeks. Completing the requirements often means that the rich conversations about teaching and learning a

student teacher has with his/her cooperating teacher are set aside in order to complete the edTPA requirements in a short period of time with no real independent teaching experience. It's also important to note that **the RESA is custom designed for Ohio and is scored by current and retired Ohio teachers** who have experience teaching the same content as the RESA candidate. They are not scored by an outside company.

- *Another significant shortcoming of the RESA is the lack of meaningful feedback.*
  - **ODE worked with the developers to provide a mechanism for providing comprehensive feedback to RESA candidates.** It's important to remember that in districts that provide high quality mentoring programs, mentors provide feedback to Resident Educators for two years. The RESA is a summative assessment, providing evidence that this mentor support has resulted in teachers who can demonstrate evidence of good teaching. Educators who have testified note teachers who have proven to administrators that they are high quality educators yet struggled to pass the test while other teachers have passed the test yet not performed well in the classroom. **Ohio educators need to be able to articulate their practice to colleagues, administrators, parents and stakeholders, and the RESA is one way they can do that.** OTES is the system that requires teachers to demonstrate their practice daily in the classroom, school and district. Passing the RESA is a demonstration that a teacher can show to an unbiased source, good teaching around a single lesson and therefore is ready to earn a professional license. OTES focuses on whether teachers are demonstrating those same teaching skills day in and day out and deserves to remain under contract.
- *Unfortunately, not all teachers receive strong mentoring in the form of instructional support because districts feel pressure to restructure mentoring programs around completing the RESA tasks.*
  - Again, **the RESA has only one task and that task is about demonstrating that a teacher can plan, deliver and assess a lesson that is aligned with state and district content standards and meet the needs of the students. This is exactly what quality mentoring programs should be about.** In Westerville, I have been working hard to align my RE and Mentor meetings around the Ohio Standards for the Teaching Profession so that they can clearly see that the Resident Educator program is about career long professional growth. In addition, **the reality is that districts with limited resources may elect to not provide adequate support to mentoring if there is no summative assessment, like the RESA**.

I respectfully urge you to oppose House Bill 322 and maintain the RESA.

Thank you,
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