



Resident Educator Program

Orientation

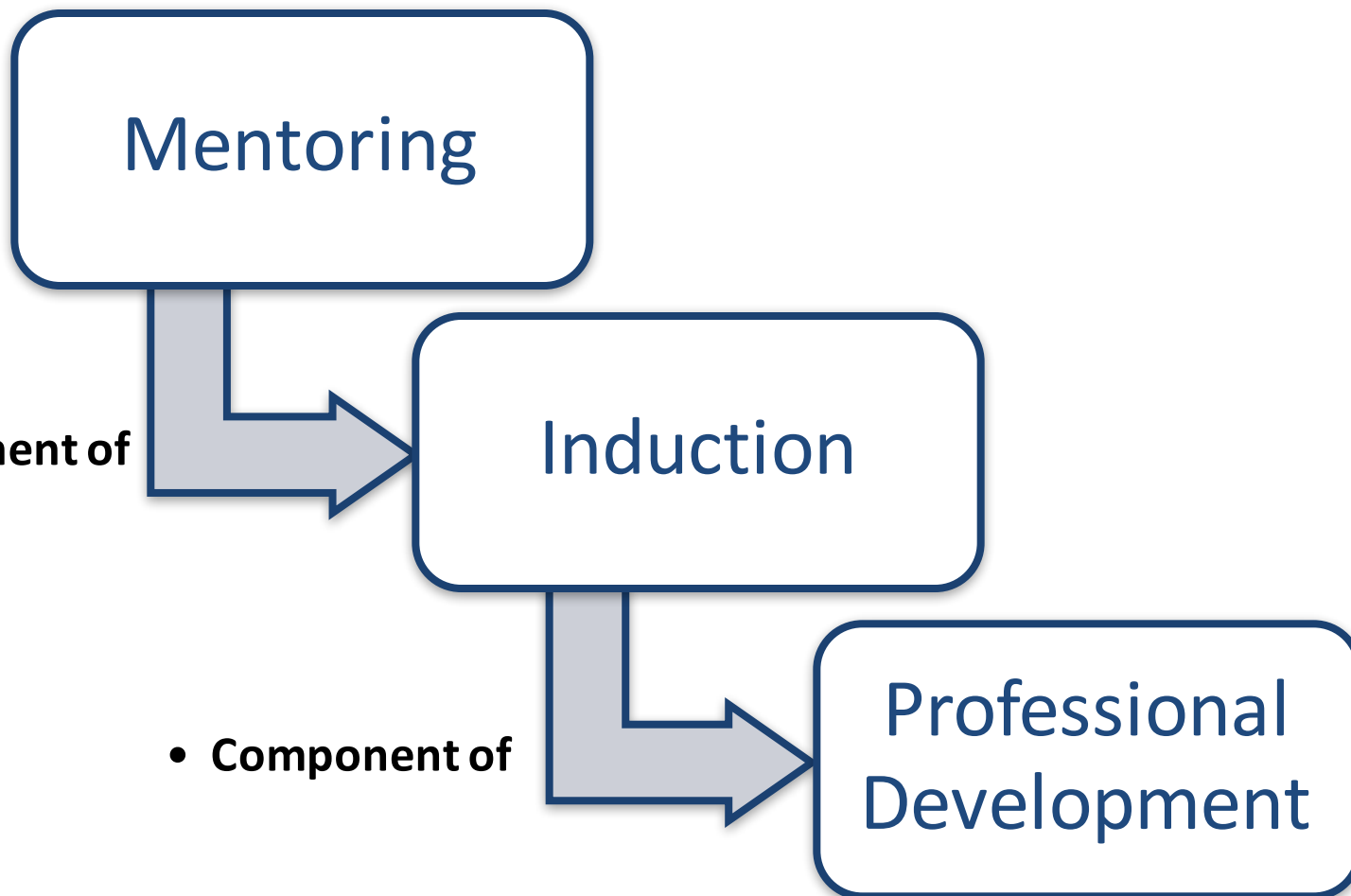
Ohio | Department
of Education

The one question to never stop asking...



“How can I be a better educator tomorrow than I am today?”

Professional Learning



Wong, 2004

Teacher Residency



A four-year entry-level program for classroom teachers that shall include:

Mentoring by teachers for the first two years of the program

Counseling as determined necessary by the school district or school to ensure participants receive needed professional development

Measures of appropriate progress which includes the performance-based summative assessment in the third year of the program

What is Residency?



Residency is a time to practice, refine and gain a deeper understanding of the ***art and science*** of teaching under the guidance of a certified mentor and **the support** of a professional learning community.



Ohio Resident Educator Program



Resident Educator Program: *Foundation*

- Ohio Standards for the Teaching Profession
- Ohio Continuum of Teacher Development



Ohio Resident Educator Program



Ohio Standards for the Teaching Profession

The *Ohio Standards for the Teaching Profession* were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators through all stages of their careers delineated by three levels of teacher performance: proficient, accomplished and distinguished.

The *Ohio Standards for the Teaching Profession* are available on ODE's website at education.ohio.gov, search key words "educator standards board"

Ohio Resident Educator Program



The Ohio Continuum for Teacher Development is built upon the OSTP and delineates **five levels** of teacher development:

Level	Describes
Emerging	Pre-Licensure; the teacher education candidate
Developing	Residency; the teacher whose skills are developing
Proficient	The teacher who is applying knowledge and skills independently
Accomplished	The teacher who is fully skilled and able to integrate knowledge and experience - in instruction, curriculum and professional development - into practice
Distinguished	A teacher leader, consistently innovative, contributing to the professional learning community

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Reflects the *Teaching and Learning Cycle*



Ohio Resident Educator Program



Formative Assessment Practices	Required Program tool from Mentor Tool Kit
Self-assessment	Annually complete the Ohio Teacher Evaluation System (OTES) Self-Assessment
Goal-setting	Annually use the same professional growth plan <u>or</u> improvement plan for OTES as well as the REP
Instructional planning using authentic teacher work such as lesson plans and assessments	Reflect on teacher work that shows the continual implementation of the “Plan, Teach, Assess, Reflect, Revise” teaching-learning cycle by completing a collaborative log or interactive journal (or other locally developed collaborative tools)
Observations for learning	During the mentoring in program years 1 and 2, mentors annually complete one (1) formal observation
Analysis of student learning using student work and assessments	During the mentoring in program years 1 and 2, use the state’s Gathering and Synthesizing Data Tool (or other locally developed data tool) to analyze student work.

Ohio Resident Educator Program



Formative Assessment

- Mentor and principal communication
- Resident Educator program processes, protocols and tools
- Collection of evidence and artifacts

Ohio Resident Educator Program



Resident Educator Summative Assessment (RESA)

Purpose: To assess Resident Educators' skills and practices as measured by proficiency on the Ohio Standards for the Teaching Profession

Developed through collaboration with national experts in the field, Educopia, & the Ohio Department of Education

Ohio Resident Educator Program



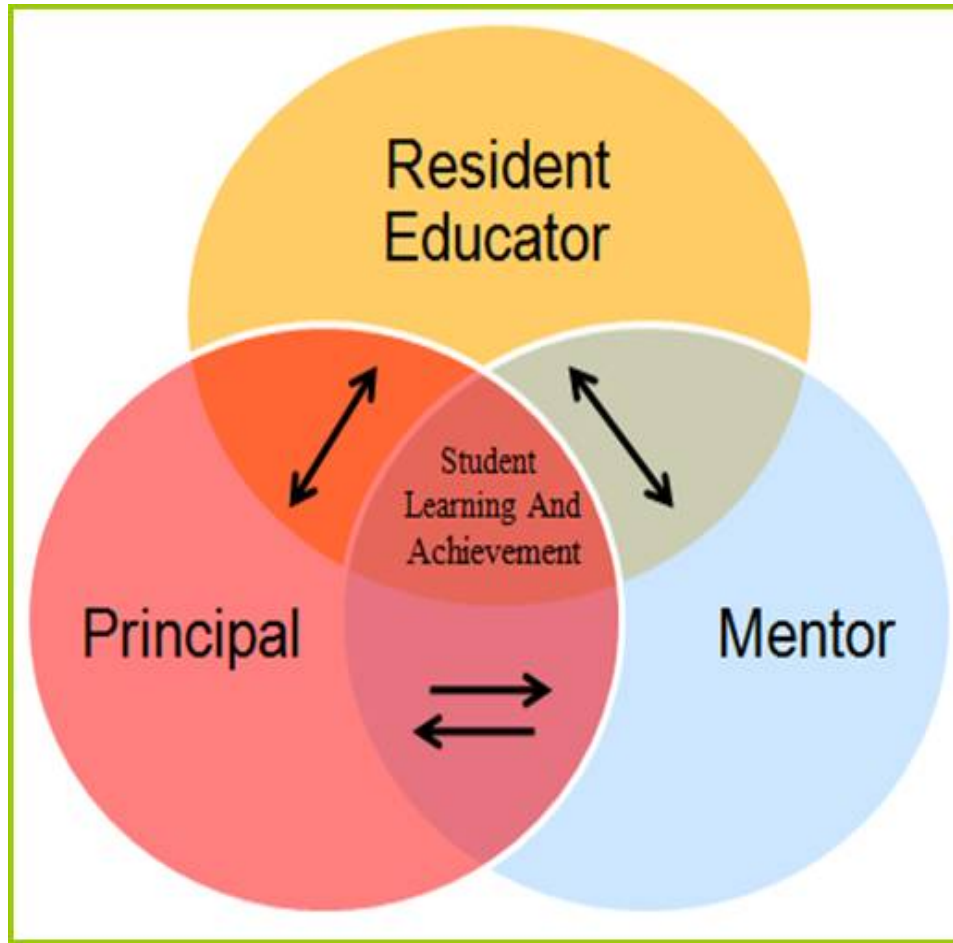
Mentoring
Years
(Year 1 and 2)

- RE practices sound teaching habits
- Mentor tailors support
- Mentor provides feedback

Performance
Years
(Year 3 and 4)

- RESA: RE showcases teaching practice and formally demonstrate implementation of sound teaching habits
- RE explores optional leadership opportunities

Resident Educator Support System



Resident Educator License Options



Advance to five year professional educator license

Extend for one or two years

Renew for four more years

Resident Educator License: Advance



Upon successful completion of RESA and completion of all requirements for Years 1-4, Resident Educators may apply for the 5-year professional license.

Resident Educator: Years 1-2



During YEARS 1 & 2, the Resident Educator will:

- Communicate with mentor and principal
- Use formative assessment processes to collect and analyze evidence to advance practice and increase student learning
- Use the state-designed formative assessment tools with the support of an assigned certified instructional mentor
- Participate in and document instructional collaborative meetings with mentor through the Collaborative Log and teacher evidence
- Utilize differentiated support and resources to move toward meeting goals and understanding the complexity of teaching at a deeper level

Principal Support



To provide support for the RE program, the Principal will:

- Work with program coordinators to plan the program and select and assign mentors
- Ensure mentors attend state required training
- Work with program coordinators to select and assign facilitators for RESA candidates
- Ensure facilitators complete online Facilitation Training

System of Support



**What will the
MENTOR
do to support
residency?**



To provide instructional support for the RE program, the mentor will:

- Attend all required training to obtain certification
- Communicate with the Resident Educator, program coordinator and principal
- Respect the confidential relationship with the Resident Educator and principal
- Support the Resident Educator through the use of formative assessment processes, protocols and tools

Mentor: Years 1 & 2



To provide instructional support for the RE program, the mentor will:

- Get to know Resident Educators through informal conversations
- Provide in-depth instructional mentoring through differentiated mentoring supports using one-to-one mentoring, co-teaching and/or cohort collaboration as needed
- Tailor support to Resident Educators to lead to deeper understanding of teaching and learning
- Use the Mentor Tool Kit to determine the best mentor moves for Resident Educators

The Challenge for Resident Educators



“Beginning teachers are asked to demonstrate skills (innovative practices) they do not yet have and can only attain through beginning to do what they do not yet understand... Teach, practice, and receive consistent, deliberate, and specific feedback from exemplary teachers/mentors, in a collaborative inquiry environment of discovery and wonder.”

Sharon Feiman-Nemser 2012

Resources to Ensure A Successful “Journey to Excellence”



District/School Program Coordinator

REP Website:

<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program>

Program Questions: REProgram@education.ohio.gov

RESA Questions: resa@Educopia.com

RESA Website: www.ohioresa.com

Licensure Questions: educatorlicensure@education.ohio.gov