The Ohio Resident Educator Program
Residency Teaching and Learning Experiences

Residency: time to practice through reflection and analysis

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*Required by Program

How can I be a better educator tomorrow than I was today? June 2015
The Ohio Resident Educator Program Standards – At-A-Glance

**Resident Educator Program Standard 1: Program Administration and Leadership.** Strong program administration and leadership are necessary to ensure the success of a Resident Educator Program. School/district leaders who have a depth of knowledge and understanding necessary to implement a high quality induction program provide the foundation.

**Resident Educator Program Standard 2: Principal Role and Engagement.** Principals provide the structure and create a positive climate for the Resident Educator Program’s support and assessment activities. It is through the support of principals and their collaboration with school/district leaders and program coordinators that the Resident Educator Program will meet its goal of accelerating resident educator and mentor practice to improve student achievement.

**Resident Educator Program Standard 3: Systems Alignment and Linkages.** An aligned system of induction, professional development and evaluation allows educators to focus and succeed in providing the best education for students and accelerate their own growth. The establishment and maintenance of strong formal linkages across the teacher professional development continuum, beginning with teacher preparation and residency through career teaching is necessary to ensure success.

**Resident Educator Program Standard 4: Mentor Quality.** Selection of qualified mentors assures that resident educators receive high-quality support and assessment in the context of the learning environment. Initial training, on-going support and collaboration help to develop mentors’ skills, knowledge and leadership capacity. Mentors, when carefully selected and supported, can help create new norms of collaboration, inquiry and on-going learning. Mentors engage with other mentors and program coordinators to formatively assess their own practices in a process that mirrors RE formative assessment.

**Resident Educator Program Standard 5: Resident Educator Professional Development and Learning Communities.** Beginning teacher professional development builds on teacher preparation, and is guided by a standards-based growth model that is differentiated and promotes communities of practice. Mentors and resident educators must be given time to observe, collect data and set goals. Mentors provide formative feedback to accelerate the growth, confidence and competence of resident educators. Resident Educator Program coordinators and principals provide support for the collegial and confidential relationship between mentors and resident educators.

**Resident Educator Program Standard 6: Resident Educator Performance Assessment.** Engaging in standards-based formative assessment supports self-reflection, recognizes beginning teachers’ developmental needs and promotes their career-long professional growth. The summative assessment serves to assure that resident educators have met the standards to be eligible for a professional teaching license in Ohio. Formative feedback complements the summative assessment in an effort to inform goals for resident educators and advance learning.
OHIO RESIDENT EDUCATOR PROGRAM

The Ohio Resident Educator Program
Mentor Standards—at-a-Glance

The Ohio Resident Educator Mentor Standards provide principles of professional practice for mentors who support resident educators in the Ohio Resident Educator Program.

The Elements that correspond to the Mentor Standards are more specific statements of mentors’ demonstration of their knowledge, skills, and dispositions as mentors.

**Mentor Standard 1: Committing and Communicating to Build Quality Mentoring Relationships**

**Standard:** Mentors demonstrate commitment to advance the professional learning and practice of Resident Educators.

**Element:** Mentors commit to the roles and responsibilities of mentoring and dedicate themselves to maintaining timely and appropriate communications with Resident Educators.

**Mentor Standard 2: Designing and Facilitating Professional Development**

**Standard:** Mentors design and facilitate professional development for Resident Educators.

**Element:** Mentors facilitate professional development experiences purposefully designed to meet the identified needs and concerns of Resident Educators.

**Mentor Standard 3: Creating and Fostering Positive Learning Environments**

**Standard:** Mentors create and foster positive learning environments for Resident Educators.

**Element:** Mentors create and foster the development of positive learning environments in which Resident Educators accelerate professional growth.

**Mentor Standard 4: Advocating and Coaching for Student Success**

**Standard:** Mentors support Resident Educators’ instructional and assessment practices.

**Element:** Mentors advocate for student learning and employ instructional mentoring strategies designed to help Resident Educators enhance student learning.

**Mentor Standard 5: Modeling and Promoting Professionalism**

**Standard:** Mentors develop as leaders and learners through professional growth.

**Element:** Mentors serve as models of professionalism in their development as professional educators.
GATHERING and SYNTHESIZING STUDENT DATA
A Formative Assessment Tool

What is data? Where do I find it? How do I use it? Why is it important?

The effective educator gathers relevant data to create a snapshot of an entire class. Resident educators and mentors study data trends and patterns to guide instruction. Some examples of data include: quarterly assessments, kindergarten readiness scores, teacher-made assessments, attendance and discipline data, state tests, standardized achievement test scores, literacy levels and more. **Data sources are not limited to those listed.** Data should be both formative and summative, and relevant to planning and implementing quality instruction.

The effective educator collects data throughout the school year, from multiple sources, to inform planning and instruction. A collection of data in itself provides no answers until we ask questions about its meaning, what can be learned and how it can be used. Resident educators and mentors may use the sample below, or use district-generated tools, to collect and organize data. The **Resident Educator Program requires that two students are monitored continually during the school year through the gathering of data.** Educators also can use this data tool within the Ohio Teacher Evaluation System process as it links directly with Instructional Planning section (Assessment Data, Prior Content Knowledge), and Instruction and Assessment (of Student Learning).
Teachers record evidence to indicate strengths and areas for growth for each standard. Look across all of the standards holistically and identify two priorities for the upcoming year. Note these priorities with check marks in the far right column.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Strengths</th>
<th>Areas for Growth</th>
<th>Priorities (Check 2)</th>
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| Standard 1: Students | • Knowledge of how students learn and of student development  
• Understanding of what students know and are able to do  
• High expectations for all students  
• Respect for all students  
• Identification, instruction and intervention for special populations |       |                      |
| Standard 2: Content | • Knowledge of content  
• Use of content-specific instructional strategies to teach concepts and skills  
• Knowledge of school and district curriculum priorities and Ohio academic content standards  
• Relationship of knowledge within the discipline to other content areas  
• Connection of content to life experiences and career opportunities |       |                      |
| Standard 3: Assessment | • Knowledge of assessment types  
• Use of varied diagnostic, formative and summative assessments  
• Analysis of data to monitor student progress and to plan, differentiate, and modify instruction  
• Communication of results  
• Inclusion of student self-assessment and goal-setting |       |                      |
| Standard 4: Instruction | • Alignment to school and district priorities and Ohio academic content standards  
• Use of student information to plan and deliver instruction  
• Communication of clear learning goals  
• Application of knowledge of how students learn to instructional design and delivery  
• Differentiation of instruction to support learning needs of all students  
• Use of activities to promote independence and problem-solving  
• Use of varied resources to support learner needs |       |                      |
| Standard 5: Learning Environment | • Fair and equitable treatment of all students  
• Creation of a safe learning environment  
• Use of strategies to motivate students to work productively and assume responsibility for learning  
• Creation of learning situations for independent and collaborative work  
• Maintenance an environment that is conducive to learning for all students |       |                      |
| Standard 6: Collaboration & Communication | • Clear and effective communication  
• Shared responsibility with parents/caregivers to support student learning  
• Collaboration with other teachers, administrators, school and district staff  
• Collaboration with local community agencies |       |                      |
| Standard 7: Professional Responsibility and Growth | • Understanding of and adherence to professional ethics, policies and legal codes  
• Engagement in continuous, purposeful professional development  
• Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement |       |                      |
### ASSESSMENT

**OTES Connections:** Focus for Learning, Assessment Data, Prior Content Knowledge/Sequence/Connections, Knowledge of Students and Assessment of Student Learning

What prior knowledge and skills do students need in order to achieve instructional outcomes for a lesson or unit?

In what ways will student learning outcomes be formatively assessed during a lesson or unit? What will the assessment “look like” in order to provide good information regarding student learning progress?

Describe how the assessment is aligned to the instructional outcomes.

Explain the connections between the instructional outcomes, instructional strategies, the students, and the assessment. How will students be provided with opportunities for deliberate practice?

In what ways will you ask students to apply their understanding of the essential question?

What learning strategies were students required to use independently in these assessments?

In what ways will or did the formative assessment prepare students for the summative?

In what ways did you consider knowledge of students while selecting or designing these assessments?

How will you differentiate assessments to measure learning of all students?

How successful was your lesson in relation to the desired instructional outcomes? What data sources do you have to support this?

In what ways do the assessment results inform you about the quality and impact of your teaching?

What were key challenges your students experienced in understanding elements of this lesson? What surprised you? How would you adjust your lesson to accommodate these needs?

Describe the formative measures used to gauge student understanding.

Describe formative checks that you’ve used in lessons (i.e., exit slips, hands up/hands down) that you found most beneficial in understanding where your students are

### INSTRUCTIONAL PLANNING

**OTES Connections:** Lesson Delivery, Differentiation, Resources, Classroom Environment and Assessment of Student Learning

What standards are going to be addressed in this lesson?

Why is this lesson important? What teacher resources will be necessary to plan and teach this lesson?

What student resources will be necessary to impact student learning?

Considering the needs of individual students, what resources may need to be secured, modified, or enriched, to ensure access to high levels of learning during this lesson or unit?

How would collaboration or co-planning enhance this lesson or unit?

What misconceptions about the content need to be considered?

What are the instructional strategies used in this lesson or unit? Why were they chosen?

How will the instructional strategies lead students to independent and self-directed learning?

What activities required higher-order thinking skills?

How do activities engage students in interdisciplinary thinking and connections?

How did you determine student grouping for the lesson? How did the student grouping maximize student learning?

Consider resources and materials needed for this lesson that will enrich the classroom environment, and/or have potential to produce Wonder and Awe. How are these relevant to the learning outcomes and the students? How can they create ownership for learning?

How are you differentiating instruction for individual and groups of students?
### ANALYSIS of STUDENT WORK

**OTES Connections: Classroom Environment and Professional Responsibilities**

- What artifacts of learning from your students can you identify that illustrate a true understanding of the lesson content?
- What was the overall quality of the student work that was produced during the lesson or unit? To what do you attribute this? Talk about the work of at least two focus students.
- What class trends and patterns did the assessment reveal? What will I do with this information?
- How does the student work meet expectations for high quality?
- What does the work tell about how well students understand the instructional outcomes or goals for learning?
- How does the range of work from a single student or group of students demonstrate growth over time? In what ways and to what extent is the work challenging for students? How will you use this information to challenge and support students in the future?
- What feedback will or did you provide students to help enhance their understanding of the content?
- What feedback did you provide to parents, families, or other educators about student performance on this lesson or unit?
- Is the work of the student(s) rigorous? Does it meet expectations for high quality work?
- What do students’ responses indicate about the effectiveness of the assignment or prompt?
- Reviewing your instructional planning and assessment resources, what did you find most beneficial for your students in their understanding of the content? What data sources do you have to support that?
- What do students’ responses indicate about the effectiveness of the prompt or assignment? Have you attempted this task as written? What did you learn about teaching and learning by doing this assignment?

### REVISION for TEACHER IMPACT

**OTES Connections: Professional Responsibilities**

- How successful was this lesson in relation to the desired outcomes? What data sources do you have to support this?
- Describe an adjustment you made during the lesson due to student misunderstanding. Was that helpful for your group of students?
- What were key challenges your students experienced in understanding elements of this lesson? What surprised you? How did you adjust your lesson to accommodate these needs?
- How would you change the activities or certain focus areas of the lesson for the future?
- If you were to reteach this lesson what might you change and why?
OTES Connections: Professional Responsibilities

What are the primary types of communication you use to enhance family and caregivers' understanding of their child's learning progress? Which one was the most effective? How do you know that?

In what ways can you invite families to be more involved in the educational processes of their children?

How has being a part of a professional learning community (Teacher Based Team, Building Leadership Team, District Leadership Team, curriculum team, etc.) helped to develop your understanding of your impact on student learning?

OTES Connections: Assessment of Student Learning and Professional Responsibilities

What evidence is there of student engagement in the lesson just taught?

What are some possible reasons for their engagement?

How well did students who were seemingly disengaged, perform on the formative assessment? How well did students perform who were seemingly engaged?

How did this reflection concerning engagement inform your thinking about how students think and how they learn?

How did the students respond to the classroom environment for this particular lesson? What specific preparations did you make in the environment for this lesson?

How did those preparations make a difference in student learning?

What areas of your teaching have been strengthened because of feedback received through co-teaching, a collaborative lesson study, a common assessment or observation?

What area of teaching will be an intentional area of focus for the next few weeks?