

# The Ohio Resident Educator Program Standards

## **Resident Educator Program Standard 1**

### ***Program Administration and Leadership***

#### **Rationale**

A broad network of ownership, support and leadership is critical to success of a teacher induction program. Effective district leadership, stakeholder buy-in and coherent state policies together provide for adequate program capacity, sustainability and ongoing improvement. State policies require stakeholder involvement at both state and district levels and a consistent level of program quality within and across districts that is crucial to the success of a multi-year, statewide RE Program.

District leaders who have a depth of knowledge and understanding necessary to implement a high quality RE Program provide the foundation. District policies and building practices frame the working conditions for beginning teachers. The value that district leaders place on the quality induction of their beginning teachers is reflected in the decisions they make and the systems they develop to ensure effective working conditions for beginning teachers and support their success in the profession.

#### **Program Expectations**

The Ohio Resident Educator Program provides a vision of effective support and a framework and tools for implementation. The success of the program, however, depends on strong program administration and leadership. To ensure program effectiveness, district leaders are responsible for: allocating sufficient fiscal and human resources, designating a RE Program coordinator and providing him/her access to existing site and district professional development resources, scheduling adequate time, building capacity in RE program coordinators and mentors, and involving stakeholders in collaborative planning and advocacy. District leadership teams regularly engage in a systematic cycle of planning, implementing, evaluating and revising the Resident Educator Program and policies, including working conditions. Whenever possible, they may embed this cycle within their Ohio Improvement Process stages of critical needs identification, goal setting, monitoring and evaluation within the district plan.

#### **Program Indicators**

- 1.1 The RE Program is implemented collaboratively among REs, veteran teachers, administrators, mentors and teacher education programs that are collectively committed to increased student learning and achievement.
- 1.2 District leaders designate an RE Program coordinator with clearly specified roles and responsibilities and build his/her capacity to be successful.
- 1.3 RE Program leaders establish an implementation team whose members represent a variety of stakeholders and demonstrate the depth of knowledge and understanding necessary to inform and support the RE Program.

## Resident Educator Program Standard 2

### *Principal Role and Engagement*

#### **Rationale**

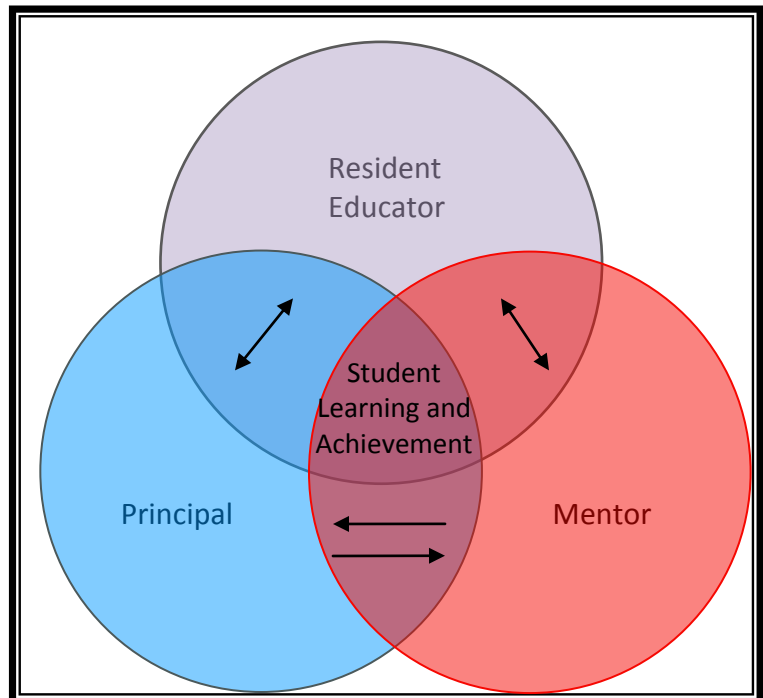
One of the most important and rewarding aspects of site leadership is supporting and guiding beginning educators. It is through this support from district leaders and principals and their collaboration with program coordinators and mentors that the RE program will meet its goal of accelerating beginning teacher and mentor practice to improve student achievement. The knowledge, attitudes and actions of principals are critical in setting the stage for beginning teacher and mentor success, providing the structure for intensive support and assessment activities, and creating a positive climate for these activities.

#### **Program Expectations**

The principals' role in the Resident Educator Program cannot be underestimated. Principals establish a positive culture of support for Resident Educators and coordinate efforts to help REs become actively engaged in their school community. They create school structures that support teachers, providing instructional leadership, a climate of trust and building policies and professional practices that ensure that REs have an opportunity to be successful as teachers and learners. Such policies and practices include understanding and respecting the need for confidentiality between mentors and resident educators; providing time and resources for the implementation of the RE Program; and ensuring clear and consistent communication with both mentors and REs. Principals value the RE Program and work collaboratively with mentors to support high quality instruction and create environments in which resident educators thrive.

The illustration on the right provides a visual representation of the complex relationships and interactions between mentors, REs and principals. Communication between REs and mentors (2-way arrow) must remain confidential in order for the necessary risk-taking and growth to occur. Resident Educators and principals (2-way arrow) must also work collaboratively to ensure that district and building goals and priorities are being met and that REs are meeting expectations in terms of employment and placement. Principals must work with mentors (two, one-way arrows) to support this relationship yet mentors must not breach the confidential relationship they have with REs. The common goal of these relationships is increased student learning and achievement.

#### **Communication and Collaboration**



RE Program coordinators also work closely with principals to ensure that they are well prepared for their responsibilities in supporting Resident Educators and mentors in the program.

**Program Indicators**

- 2.1 Principals actively participate in RE Program training and professional development opportunities.
- 2.2 Principals sanction and protect time for mentoring and other RE Program activities.
- 2.3 Principals take effective steps to overcome challenging aspects of teachers' work environments.
- 2.4 Principals engage with mentors in ongoing communication while understanding and respecting the necessary confidential nature of the mentor-resident educator relationship.
- 2.5 Principals engage with Resident Educators in ongoing communication designed to improve teacher practice.

## Resident Educator Program Standard 3

### *Systems Alignment and Linkages*

#### **Rationale**

Teacher quality is the most important school-based factor affecting student learning as determined by a myriad of studies. Therefore, schools and districts can expect to increase student achievement by investing in and supporting teachers at every stage of their careers. Teacher preparation is the first stage of the formal development of teachers during which they gain a repertoire of knowledge, skills and tools needed to support and advance the learning of all students. Resident Educator success in residency and beyond will increase if there is alignment between teacher preparation and the RE Program. Alignment is fostered through the development of formal linkages between residency and teacher preparation programs and university-district collaborative efforts.

At the district level, the development of an aligned system of induction, professional development and evaluation allows educators to focus and succeed in providing the best education for students and accelerating their own growth. By providing a comprehensive infrastructure of support systems and personnel, teacher quality can be addressed in a systemic and systematic manner. This includes support from administrators, colleagues, the school board, professional unions and associations, regional service providers, educator preparation programs and community members.

#### **Program Expectations**

Teacher learning and development is a complex, ongoing process occurring through formal and informal mechanisms that span teacher preparation, residency, early-career professional development and career advancement. RE Program leaders establish formal linkages with regional teacher education program faculty and staff. They collaborate to design and co-teach courses and professional development for mentors, cooperating teachers and resident educators and meet on an ongoing basis to provide for an effective, coherent transition into the profession, foster enhanced growth of teachers and share aggregated data that informs improvements to their respective programs.

Equally as important RE Program coordinators and principals integrate induction practices into existing professional development initiatives and align the RE Program with other school and district-wide initiatives. For example, a high-quality RE Program is reinforced by a locally-designed teacher evaluation program that aligns with the *Ohio Standards for the Teaching Profession* and promotes professional growth and student learning. While the RE Program and teacher evaluation systems are distinct programs used for different purposes of licensure and employment, tools and policies that are coherent and aligned help streamline requirements for REs who may otherwise feel overwhelmed.

#### **Program Indicators**

- 3.1 An interrelated set of systems supports the RE Program: fiscal, personnel and human resources, staff development, instructional program planning and communications.
- 3.2 RE Program coordinators work with local teacher education program faculty and staff to provide a variety of professional development for educators.
- 3.3 RE Program leaders, regional service providers and higher education faculty and staff collaborate on an ongoing basis to support, align and improve programs.

## **Resident Educator Program Standard 4**

### ***Mentor Quality***

#### **Rationale**

Selection of qualified mentors assures that Resident Educators receive high-quality support and assessment in the context of the learning environment. Mentors, when carefully selected and supported, can help create new norms of collaboration, inquiry and on-going learning. Developing an effective mentor professional development program requires the establishment of a professional learning community for mentors and scheduled, protected time for mentor collaboration and professional development. Mentors who are well prepared to work with adult colleagues and who can identify and respond to the diverse needs of beginning teachers promote teacher development in positive and professional ways. Serving as a mentor allows experienced teachers to develop leadership skills through participation in the extended professional learning community and may lead to greater professional satisfaction and career advancement.

#### **Program Expectations**

Resident Educator Program coordinators work with principals to recruit, select and assign mentors using a clearly articulated, open process that involves a variety of stakeholders. Mentors are selected based on demonstrated knowledge, experience and qualities that are consistent with the responsibilities of mentoring and the Mentor Standards for the Ohio RE Program. Resident educators and mentors are matched in terms of relevant experiences and local contexts, current assignments and proximity of location.

Mentor professional development and credentialing includes initial training and on-going support that is comprehensive, job-embedded and reflective. Ohio's Mentor Standards guide mentors in understanding what is expected of them. Resident Educator Program coordinators provide ongoing assistance to mentors in establishing and maintaining relationships with principals in which mentors share the general types of assistance and collaboration that are occurring with their REs but do not breach the necessary confidential relationships they have established.

Mentors develop leadership skills through participation in the larger professional learning community that is part of the RE Program. Regional mentoring networks engage mentors in a collegial community that supports their practice and their use of mentoring tools, protocols and formative assessment. These networks systematically provide a learning environment in which mentors refine and deepen mentoring skills, support RE Program implementation, provide for mentor accountability in a supportive environment and provide support for each mentor's emerging leadership.

Mentors engage in formative assessment with other mentors and RE Program coordinators. The process aligns with RE formative assessment and includes reflection, self-assessment, data collection and goal setting based on the Mentor Standards.

**Program Indicators**

- 4.1 RE Program leaders select and prepare mentors using well-defined criteria consistent with the mentors' assigned responsibilities and state guidance.
- 4.2 RE Program coordinators work with principals to assign mentors based on clearly communicated policies and re-assign them if necessary, in a timely manner.
- 4.3 RE Program coordinators provide mentors with ongoing training and support to advance their knowledge and skills.
- 4.4 Mentors clearly understand and respect the necessary confidential nature of the mentor-resident educator relationship.
- 4.5 RE Program leaders assess mentor performance using multiple sources of evidence.

## **Resident Educator Program Standard 5**

### ***Resident Educator Professional Development and Learning Communities***

#### **Rationale**

Beginning teachers have very different needs from their more experienced colleagues yet they can be as effective as experienced teachers, more quickly, when they participate in a comprehensive and well-planned induction program. Resident Educators grow professionally through collegial relationships with mentors that will cultivate, support and nurture the REs' skills and abilities. A comprehensive induction program can also improve the satisfaction and skills of mentors, thus benefiting overall district student achievement.

The professional development offered to REs is guided by a standards-based growth model that is differentiated and promotes communities of practice. Resident Educator professional development builds on teacher preparation and provides opportunities for teachers to reflect upon and improve their effectiveness during residency and throughout their careers.

#### **Program Expectations**

Resident Educators can be most successful when the entire school takes responsibility for their success and embraces participation in the RE Program as an opportunity. The RE Program provides resident educators with formal and informal professional development opportunities that are responsive to both the developmental needs of beginning teachers and district priorities. Individualized and differentiated professional development occurs between mentors and REs through regular, ongoing interactions. Mentors are given time to observe REs and collect data that they use to structure professional conversations and formative feedback, not to make judgments (Danielson, 2008). Likewise, REs are given time to observe their mentors or other experienced teachers to see effective instructional strategies in action.

Resident Educators and mentors work together to reflect upon data and set goals that promote the RE's growth. Interactions and feedback are reflective, professional and informative in regard to teacher strengths and areas for growth, classroom instruction and student learning. Both mentors and REs understand and respect the necessary confidential nature of the relationship. Through discussions regarding classroom observations, mentors can accelerate the growth, confidence and competence of REs and contribute to the success of students.

In a more formal sense, RE Program coordinators provide professional development, a network of colleagues and opportunities to participate in learning communities. District, site-based and department and/or grade level professional development experiences complement these efforts with a context-specific focus. Teacher education programs collaborate with districts to provide resources and support for professional development activities. This coordinated approach fosters reflective practice, problem solving and individual teachers' attainment of the knowledge and skills needed to advance across the continuum of teacher development in the *Ohio Standards for the Teaching Profession*.



**Program Indicators**

- 5.1 RE Program coordinators provide RE professional development that is ongoing throughout the residency and is tailored to support the needs of REs, schools and the district.
- 5.2 RE Program coordinators emphasize the importance of and provide support for the collegial and confidential relationship between mentors and REs.
- 5.3 Mentors and REs work together to develop trusting, reflective and professional relationships.
- 5.4 Mentors support REs through the use of formative assessment data to differentiate and individualize professional development.
- 5.5 Mentors and REs work together to engage in regular and ongoing communications designed to improve teacher practice and student learning.

## Resident Educator Program Standard 6

### *Resident Educator Performance Assessment*

#### **Rationale**

No one measure of teacher performance fully captures the complexity of teaching in today's schools. Therefore, multiple methods must be employed throughout the RE Program. Engaging in standards-based formative assessment supports self-reflection, recognizes teachers' developmental needs and promotes beginning teachers' career-long professional growth. Summative assessment serves to assure that teachers have met standards to be eligible for a 5-year Professional License in Ohio. While each type of assessment is valuable, in a growth model neither type is sufficient on its own. Without formative feedback that complements the summative assessment, teachers may not know or understand their areas of weakness in order to improve prior to the summative assessment. Likewise ongoing formative assessments without a goal provide little incentive for teachers to improve (Danielson, 2008).

#### **Program Expectations**

The RE Program includes a comprehensive, standardized performance assessment system based on the *Ohio Standards for the Teaching Profession*. Resident Educators may move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching. Formative assessments of each Resident Educator's strengths and areas for growth help target support services where they are most needed. Information from these ongoing collaborative assessments between mentors and REs and sometimes other colleagues can be used to guide teachers in establishing and pursuing professional development goals. Standardized formative assessment tools and protocols assist REs and mentors in collecting evidence of teacher growth and in guiding and documenting their work.

Formative assessment evidence is the property of Resident Educators and may be used at the RE's discretion to support their growth during formal employment evaluations but is not to be collected by principals or other district personnel for the purpose of teacher evaluation or employment decisions.

The summative performance-based assessment assesses the knowledge and skills of REs including demonstrated application of the *Ohio Standards for the Teaching Profession* and student growth. The assessment provides a comprehensive analysis of RE performance levels across teacher effectiveness rating categories. Districts report aggregated data from the performance-based assessments to ODE to inform program improvements.

### **Program Indicators**

- 6.1 Formative assessment activities allow for multiple opportunities for teachers to learn and demonstrate knowledge, understanding and applications of the *Ohio Standards for the Teaching Profession* and the *Ohio Academic Content Standards* in the context of their teaching assignments.
- 6.2 Mentors and REs use multiple sources of evidence to identify individual teacher needs and guide support.
- 6.3 RE Program leaders provide time to ensure that the formative assessment process is not compromised.
- 6.4 Formative assessment activities support REs in meeting the standards for the summative performance-based assessment.
- 6.5 RE Program leaders provide resources to support the completion of the summative performance-based assessment of their REs.

Danielson, C. (2008). *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

## **Glossary**

*District:* A local, exempted village or Joint vocational school as defined in Chapter 3311 of the Revised Code as well as chartered non-public and community schools.

*Educational Service Center (ESC):* Regional center dedicated to providing Ohio school districts with professional development, technology, support, planning and administrative services that help improve student learning, enhance the quality of instruction, expand equitable access to resources and maximize operating and fiscal efficiencies.

*Formative assessment:* An ongoing benchmark of growth over time based upon professional norms of inquiry and reflection.

*Individual Professional Development Plan:* Teachers are required under the supervision of their local school districts (LPDC) and aligned with the Ohio Professional Development Standards to develop an individual plan focused on their own professional growth. The local school districts are responsible for reviewing these plans at scheduled times to see that teachers are meeting the goals they have outlined in their plans.

*Induction (Program):* A systemic process specifically designed to orient newly recruited people to their work and support them through ongoing professional development.

*Infrastructure:* A basic level of organizational structure that serves as the foundation for policy and development.

*Institution of Higher Education (IHE) / Higher Education Institution:* Any regionally accredited college or university.

*Mentor:* An exemplary teacher who guides, coaches and collaborates with the Resident Educator.

*Ohio Department of Education (ODE):* Ohio's state agency, governed by the State Board of Education, charged with developing and maintaining high standards and quality support for the state's educational system, from prekindergarten through adult education.

*Ohio Resident Educator (RE) Program:* A four year program of mentoring and formative and summative assessments that will begin January 1, 2011 and provide Ohio's newest educators with ongoing support that is critical to their development as educators.

*Ohio Resident Educator Program Standards:* These program standards provide the foundation for the Resident Educator Program required by House Bill 1 and guidance for developing and implementing a high quality induction program.

*Ohio Standards for the Teaching Profession:* Developed for teachers across the state as a result of Senate Bill 2 these standards were designed to guide teachers in self-assessing their knowledge and practices and to consider their professional growth along a continuum of practice.

*Performance Based Assessment:* A process that requires a teacher to demonstrate their knowledge and skills through constructed responses and/or collections of work over time.

*Principal:* The principal, assistant principal or person in charge of a school site.

*Professional Learning Community:* A collegial group of administrators and school staff who are united in their commitment to increase professional development and student achievement come together to seek improvement in their schools and support their cohorts in the process of development.

*Resident Educator (used interchangeably with beginning teacher):* A teacher who holds a 4-year resident educator license and is working in his/her area of licensure in a school/district as defined below or through an educational service center or pre-school licensed by the Ohio Department of Education or Ohio Department of Job and Family Services.

*Resident Educator Program Coordinator:* The person designated or hired by a school/district to manage the Resident Educator Program.

*Sanctioned time:* Authorized time given by principals to mentors and resident educators to engage in mentoring activities.

*RE Program Leader:* Superintendent, assistant superintendent or other central office staff responsible for overseeing professional development and induction activities.

*Stakeholder:* A groups or individual with an interest in the success of the Resident Educator Program.

*Standardized, formative assessment tool:* A document or protocol that is used statewide to assist mentors and resident educators in guiding and documenting their work.

*Summative assessment:* A measurement of learning that has taken place over a specified amount of time and assures that teachers have met the standards to be eligible for a 5-year Professional License in Ohio.

*Teacher Education Program:* A college or university that has a regionally accredited college or department of education.

*Teacher Preparation Program:* A college or university that offers a regionally accredited teacher licensure program.