**Ohio Teacher Licensure Presentation**

Elizabeth Sailer  April 2017

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Licensure Structure

Required Professional Development

**Session Outcomes**

Residency and Local Professional Development Committees

Standards for Professional Development

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**The one question to never stop asking…**

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

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## Ohio Law

**Professional development:** Required for continued licensure for all educators.

Ohio Administrative Code 3301-24-06

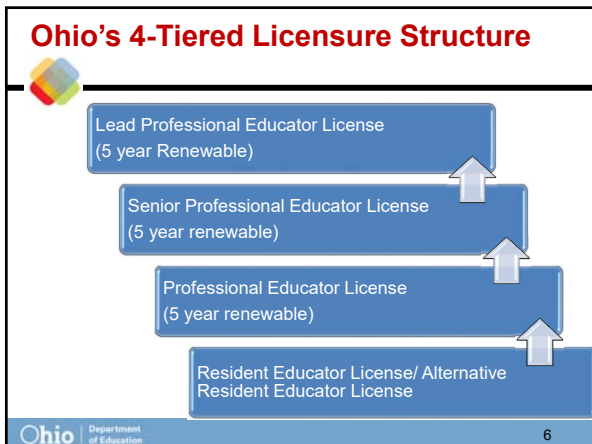Ohio | Department of Education

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## Role of ODE

Implement *Ohio Educator Standards* and *Standards for Professional Development*

Evaluate, process and issue licenses

Provide technical assistance and resources for support

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## Ohio's 4-Tiered Licensure Structure

Lead Professional Educator License
(5 year Renewable)

Senior Professional Educator License
(5 year renewable)

Professional Educator License
(5 year renewable)

Resident Educator License/ Alternative Resident Educator License

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## 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

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**15 million children across the country will be taught by a new, inexperienced teacher and face a revolving door of teachers who quit.**

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## 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

**ORC 3319.223**

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## 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.

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## Ohio Resident Educator Program

**Resident Educator Program:**
***Foundation***

- Ohio Standards for the Teaching Profession
- Ohio Continuum of Teacher Development
- Ohio Resident Educator Program Standards

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## Ohio Standards for the Teaching Profession

**Includes seven standards:**

- Standard 1: Students
- Standard 2: Content
- Standard 3: Assessment
- Standard 4: Instruction
- Standard 5: Learning Environment
- Standard 6: Collaboration and Communication
- Standard 7: Professional Responsibility and Growth

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## Ohio Continuum for Teacher Development

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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## Ohio Resident Educator Program Standards

### Includes six standards:

- Standard 1: Program Administration and Leadership
- Standard 2: Principal Role and Engagement
- Standard 3: Systems Alignment and Linkages
- Standard 4: Mentor Quality
- Standard 5: Resident Educator Professional Development and Learning Communities
- Standard 6: Resident Educator Performance Assessment

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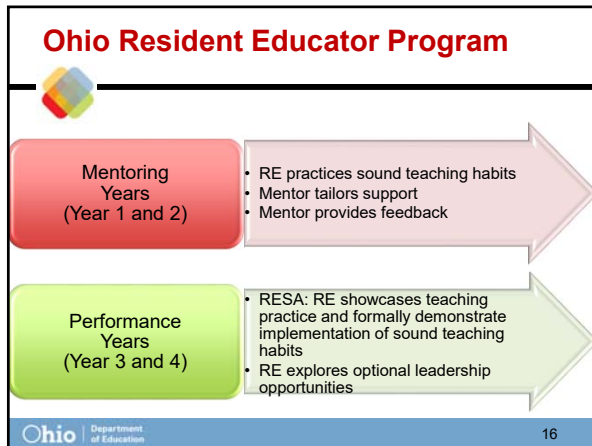## Resident Educator Program Eligibility Requirements

To be eligible to participate in the Ohio Resident Educator Program, beginning teachers must:
- Hold a valid resident educator license or alternative resident educator license of any type, or a one-year out of state educator license.
- Be employed by an ODE-chartered educational entity, ODE or ODJFS licensed pre-school, Ohio correctional facility or a private educational agency located in Ohio;
- Teach at least two classes or .25 FTE in their area of licensure or in the area in which the teacher holds a supplemental teaching license.
- Be responsible for planning and delivering standards-based, preK-12 curriculum to students and evaluating their progress.
- Work 120 days as defined by Ohio Revised Code.
- Be assigned an ODE-certified, trained mentor by their employer.

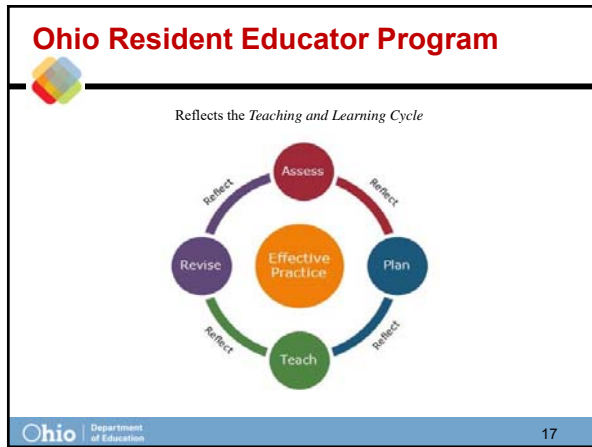Ohio | Department of Education

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## 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

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## Ohio Resident Educator Program

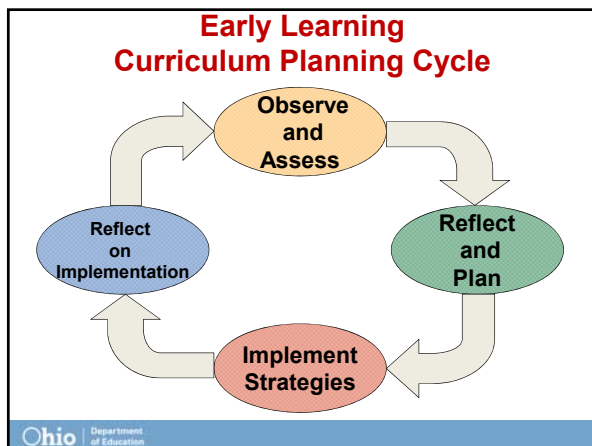Reflects the *Teaching and Learning Cycle*



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## Early Learning Curriculum Planning Cycle



Observe and Assess

Reflect and Plan

Implement Strategies

Reflect on Implementation

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## Ohio Resident Educator Program

**Formative Assessment**
- Self-assessment
- Goal-setting
- Instructional planning using authentic teacher work such as lesson plans and assessments
- Observations for learning
- Analysis of student learning using student work and assessments

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## Ohio Resident Educator Program

**System of Support**
- Program Coordinator role
- Mentor role
- Principal role
- Resident Educator role

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*System of Support*

What will the **PROGRAM COORDINATOR** do to support residency?

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## Program Coordinator- Plan

**To provide support for the RE program planning, the program coordinator will:**

- Communicate Resident Educator Program information to any teacher(s) in their district/school who may be eligible to participate
- Work with principals to select and assign mentors
- Ensure mentors attend state training for mentor certification
- Work with principals to select and assign facilitators
- Ensure facilitators complete online Facilitation Training
- Self-assess the Resident Educator Program using the Program Standards Planning Tool
- Initiate and engage in collaboration among partners of service (regional service providers, higher education faculty, local partner, etc.)
- Plan structured activities for mentors and Resident Educators to network, meet, and support each other to solve problems of practice

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## Program Coordinator- Implement

**To provide support for the RE program implementation, the program coordinator will:**

- Provide orientation to Resident Educators, mentors and building leaders about program and district requirements
- Maintain communication between resident educators, mentors, and principals
- Work with principals and mentors to plan opportunities for structured RE/Mentor time to collaborate
- Provide opportunities for mentors and resident educators to observe, collect data, and monitor progress
- Provide ongoing training and support to mentors
- Provide support for the collaborative and confidential relationship between mentors and Resident Educators

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## Program Coordinator-Report

**To provide support for the RE program reporting, the program coordinator will:**

- Use the Connected Ohio Records for Educators (CORE) system to plan, implement, and report on the Resident Educator Program each school year
- Register Resident Educators in CORE at the beginning of each school year
- Provide confirmation in CORE at the end of the school year that all program requirements have or have not been completed by June 30 of each school year
- Resident educators should receive an email once the program coordinator registers the RE in the CORE system; REs should verify this information is correct using the My RE Summary in CORE

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### System of Support

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

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## Mentor Qualifications

- Possess, or have previously held (for retired teachers), the five-year professional teaching license, or a permanent license;
- Complete the district application process and be selected to serve, and;
- Attend and successfully complete RE Mentor Academy Day 1 and RE Mentor Academy Day 2

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## Ohio Resident Educator Program

### Mentor Training

**New Mentor certification**
- Mentor Academy Day 1
- Mentor Academy Day 2

**Experienced Mentors**
- Online Mentor Refresh module
- Online Mentor PPT
- Mentor Tool Kit

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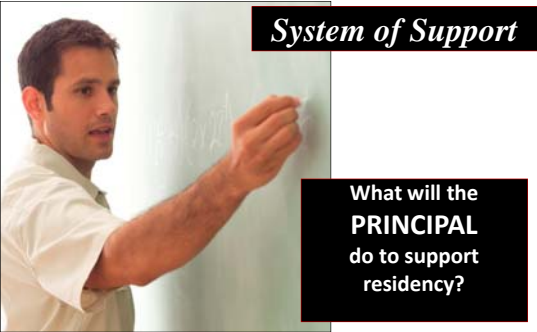
## Mentor

**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

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*System of Support*

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

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## Principal Support

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

- Know the roles of program participants who are in the program

- Understand the philosophy and the formative and summative assessment requirements of the Resident Educator Program

- Continue to create a learning environment in which Resident Educators can thrive

- Provide time for mentor-Resident Educator collaboration

- Provide opportunities for observations, including reciprocal observations and observations of exemplary teachers

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## 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

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**Resident Educator**

*"What do REs need to know and do?"*

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## Residency Teaching and Learning Experiences

| Formative Mentoring Years | | Performance Years | |
|---|---|---|---|
| **Practice & Reflection** | **Evidence Possibilities** | **Summative Assessment** | **Exploring Leadership** |
| Demonstration and Understanding of the Teaching & Learning Cycle* | Collaborative conversations with mentors and peers | RESA – Resident Educator Summative Assessment* | Explore professional interests to discover skills and talents inside and outside the school learning community |
| Authentic Teacher Work: Lesson Planning, Assessment of Student Learning, and Analysis of Student Work* | Collaborative log | A demonstration of understanding and application of the Ohio Standards for the Teaching Profession using video and written commentary on this summative performance assessment | |
| Reflective Practices: Lesson Reflection, Data Analysis, Videotaping* | Authentic Teacher Work: lesson plans, assessments, reflection on lessons | | |
| | Data Tool | | |
| Teaching Observations: Informal, Peer, Exemplary, Reciprocal and by Mentor* | Learning teams | | |
| | Videotaped lessons | | |
| Professional Development Practices | Self-assessment tool | | |
| And others.... | Professional Growth Plan or Goals | | |
| | Written Commentaries | | |
| | Staff Development Activities | | |
| | Professional Development within or outside the district | | |
| | And others... | | |
| * Required practices of the program | | | |

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## 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

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## Resident Educator: Years 3-4

**During YEARS 3-4 of the Resident Educator Program, the Resident Educator will:**

**YEAR 3**
- Take the RESA

**Year 4**
- Re-take any deficient portions of the RESA
- Participate in professional development as determined by the school or district
- Consider reviewing the online Learn to Lead module available for optional leadership explorations
- Complete local Resident Educator program requirements then apply for the 5-year professional license

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## 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

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## Resident Educator License Options

**Advance** to five year professional educator license

**Extend** for one year

**Renew** for four more years

http://education.ohio.gov/Topics/Teaching/Licensure/Renew-Certificate-License/How-to-Extend-Advance-or-Renew-a-Resident-Educator

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## Local Professional Development Committees (LPDCs)

Process begins when an educator obtains a Professional License.

Educators must obtain LPDC approval of the Individual Professional Development Plan (IPDP) before engaging in professional development for licensure renewal.

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Purpose of the LPDC

Assist educators with license renewal requirements

Establish high quality professional development criteria

Assist educators in defining their own professional development that connects locally with student needs, the CCIP and other district initiatives

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## Challenge for Professional Development

Increases learning of educators and students

Requires thoughtful data gathering and analysis

Requires planning, implementation and evaluation

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## High-Quality Professional Development

High-quality professional development must be organized, coherent and provide ongoing learning opportunities.

Learning must align with standards.

Learning must take place within a collaborative system with shared accountability.

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## Professional Development Standards Adopted

Educator Standards Board recommended that the State Board of Education adopt these standards

Updated Professional Development Standards adopted April 2015

Standards define the essential elements of a strong professional learning system

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## Professional Development Standards

Guidelines for creating a **system** of effective professional learning

Set of clear expectations for professional learning

Standards to guide efforts in:
- Selecting and evaluating professional learning opportunities
- Establishing policies for professional learning opportunities

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## Ohio Standards for Professional Development

Includes seven standards:

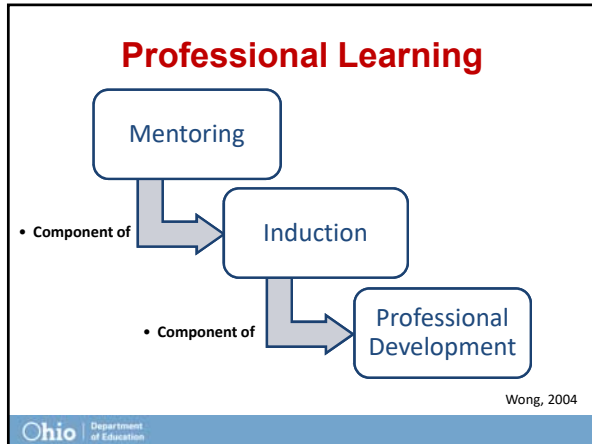- Standard 1: Learning Communities
- Standard 2: Leadership
- Standard 3: Resources
- Standard 4: Data
- Standard 5: Learning Designs
- Standard 6: Implementation
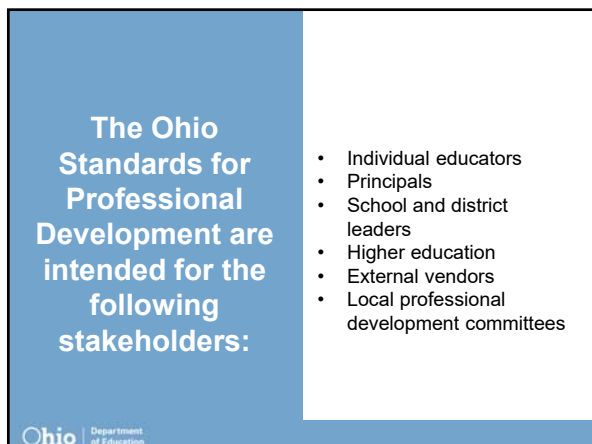- Standard 7: Outcomes

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## Professional Learning Impacts Student Learning

High-Quality Professional Development

Improved Knowledge, Skills and Practices

Gains in Student Learning

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## Professional Learning

Mentoring

• **Component of**

Induction

• **Component of**

Professional Development

Wong, 2004

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## Improved Knowledge, Skills and Practices

Professional learning can change what educators know, do and believe

Educators can take new skills and ideas back to the classroom

Improved classroom instruction will result

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**The Ohio Standards for Professional Development are intended for the following stakeholders:**

- Individual educators
- Principals
- School and district leaders
- Higher education
- External vendors
- Local professional development committees

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## Individual Educators

The standards will guide educators in **designing their individual plans** for professional learning and identifying effective professional learning opportunities.

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## Principals

The standards will guide principals in designing their individual plans for professional learning and working to ensure their schools offer effective systems of professional learning.

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## School Districts and Leaders

School and district leaders responsible for designing, implementing and evaluating systems of professional learning should use the standards to design, implement and evaluate the system's professional learning program.
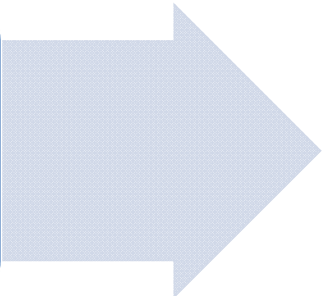
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## Higher Education

Members of higher education institutions should plan course offerings for educators that align with the characteristics of high-quality professional learning.

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## External Vendors

External vendors of professional learning should use the standards to ensure that they offer Ohio educators high-quality professional learning opportunities.

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## Local Professional Development Committees

Members of local professional development committees can use the standards to help educators create individual plans and to evaluate the plans of individual educators.

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## Embedding the Standards in Practice

Study the standards to learn effective professional learning practices

Use them to:
• Advocate for effective professional learning
• Evaluate professional learning opportunities
• Request improvements to existing professional learning opportunities

Apply them in planning, design, facilitation and evaluation of professional learning

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**Thank you for viewing this presentation on Ohio's Teacher Licensure!**

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# Questions?

**Resident Educator Program Questions:** *REProgram@education.ohio.gov*

**RESA Questions:** *ohioresa@education.ohio.gov*

**LPDC Questions:** *LPDC@education.ohio.gov*

**Educator Licensure Questions:** *educator.licensure@education.ohio.gov*

**Early Learning and School Readiness Questions:** *ELSR@education.ohio.gov*

**Presentation Questions or Provide Feedback:** *Elizabeth.Sailer@education.ohio.gov*

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**education.ohio.gov**

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**education.ohio.gov/Text**

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