



The Ohio Resident Educator Program Standards Planning and Evaluation Tool

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The Resident Educator Program Standards Planning and Evaluation Tool is intended to assist district/schools in self-assessment and evaluation of their programs to measure their progress toward meeting the program standards. The descriptions are cumulative across the columns. Therefore to get a complete picture of the expectation of RE Programs at the exemplary level, readers will need to look at the items in the other levels as well. The emerging level describes basic implementation; the sufficient level describes performance that meets state requirements for high quality induction and should be reached within the first two years of implementation; and the exemplary level describes performance that is above and beyond the expectations. District/schools may find themselves at various levels for each program indicator. However, all districts should strive for the exemplary level.

Another use for the planning tool is for allocating resources necessary to address the RE Program at a variety of levels. Resources may include collaboration with colleges and/or universities, the assistance of consultants or other experts, funds for mentors, professional development and training materials.

Program Coordinators may access the RE Program Planning and Evaluation Tool in CORE for purposes of recording the school or district's evaluation results.

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. 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 RE Program leaders 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.* Resident Educator 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.

Program Standard 1: Program Administration and Leadership

Guiding Questions:

- Who is involved in RE Program implementation; in what ways?
- How is the RE Program coordinator selected; to whom does he/she report?
- What professional development and resources related to the RE program are available to Program coordinator/implementation team?
- What policies and procedures are in place for the Program coordinator/implementation team?
- How student learning and achievement are made a priority?

Possible Evidence:

- Mission/vision statements and program goals; strategic plans
- Meeting schedules, agendas and minutes
- Organizational chart and job descriptions
- List of professional development opportunities
- Board Policies

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>1.1 The Resident Educator Program is implemented collaboratively among Resident Educators, veteran teachers, administrators, mentors and teacher education programs that are collectively committed to increased student learning and achievement.</p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p>The Resident Educator Program involves educators working together in various capacities.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>The Resident Educator Program encourages frequent collaboration among teachers, mentors and principals to cultivate a shared partnership in support of resident educators with a focus on student learning and achievement.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>An integral and ongoing function of the Resident Educator Program is collaboration among district colleagues and teacher education faculty and staff with a consistent focus on increased student learning and achievement.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>1.2 District leaders designate a Resident Educator Program coordinator with clearly specified roles and responsibilities and build his/her capacity to be successful.</p>	<input type="checkbox"/>	<p>District leaders designate a classroom teacher with limited release time or an administrator to coordinate residency activities in addition to other duties.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>District leaders designate a teacher leader or administrator to coordinate the Resident Educator Program, providing resources, time and support for his/her efforts including regular opportunities to communicate with district administrators, principals and mentors about the RE program.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>District leaders designate a full-time Resident Educator Program coordinator and provide training, clear expectations and compensation. The coordinator is considered an integral part of the district leadership team and is included in school improvement and strategic planning efforts.</p> <p>EVIDENCE: <input type="checkbox"/></p>
<p>1.3 Resident Educator Program leaders establish an implementation team whose members represent of a variety of stakeholders and demonstrate the depth of knowledge and understanding necessary to inform and support the Resident Educator Program.</p>	<input type="checkbox"/>	<p>The implementation team is representative of a variety of stakeholders and knowledgeable about the <i>Ohio Academic Content Standards, Ohio Educator Standards</i> and induction.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>The implementation team is knowledgeable about the Ohio Academic Content Standards, Ohio Educator Standards and the Resident Educator Program and Standards and has a commitment to teacher growth.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>The implementation team is knowledgeable about data collection and analysis, teacher preparation and high quality professional development and the team actively participates in ongoing professional development, research and related technical support activities.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Standard 2: Principal Role and Engagement

Guiding Questions

- How do principals and staff gain knowledge about the Resident Educator Program, their roles and responsibilities and mentor confidentiality?
- What professional development is available?
- How does the master schedule support collaborative planning time and fair and equitable workloads and teaching assignments?
- In what ways are timely and relevant resources (e.g. building handbook, Board policies and procedures) available to mentors and Resident Educators?
- What formal and informal communication strategies are in place to support collaboration between Resident Educators, principals and mentors?

Possible Evidence

- List of Professional development opportunities
- Master schedule, extracurricular assignments
- Faculty handbook and/or contract containing clear expectations for staff in regard to Resident Educator Program
- Newsletters, emails, meeting schedules
- List of resources available to Resident Educators and mentors; budgets

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>2.1 Principals actively participate in Resident Educator Program training and professional development opportunities.</p>	<p><input type="checkbox"/></p>	<p>Principals attend required Resident Educator Program training and professional development. Resident Educator Program issues are included in regularly scheduled district principal meetings.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Principal training includes knowledge and understanding of (1) beginning teacher needs, (2) the impact of working conditions and ways to mediate challenging working conditions, (3) how to collaborate with mentors without breaching the necessary confidentiality between mentors and RE, (4) Resident Educator Program requirements and (5) the important and essential role of principals in supporting each component of the program. There is a coordinated effort to inform and engage principals in mentor and Resident Educator professional development.</p>	<p>Principals engage in professional development to support the Resident Educator Program. They collaborate with Resident Educator Program coordinators and participate in the programs' development and evaluation as appropriate.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>2.2 Principals sanction and protect time for mentoring and other Resident Educator Program activities.</p>	<input type="checkbox"/>	<p>Principals clearly communicate mentors' roles to staff and provide positive context for their work, facilitate participation in professional development activities by Resident Educators and provide common planning time for REs and mentors.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Principals lead efforts to create a positive climate for all Resident Educator Program components, supporting and reinforcing the vision and purpose of the Resident Educator Program. They consistently support mentors in their efforts to assist REs in their development, providing structured and protected time for mentors and REs to meet and facilitating opportunities for REs to advance their knowledge and skills.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Principals facilitate inclusion of Resident Educators in the school learning community and the integration of the RE Program into existing professional development initiatives. They promote the commitment of all staff in supporting Resident Educators and provide significant resources for mentors and REs to work together on a regular basis, e.g. substitutes, time, space, materials and schedule flexibility.</p> <p>EVIDENCE: <input type="checkbox"/></p>
<p>2.3 Principals take effective steps to overcome challenging aspects of teachers' work environments.</p>	<input type="checkbox"/>	<p>Principals note challenging aspects of teachers' work environments and consider extra-curricular assignments for Resident Educators.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Principals consider the assignments and work environments, e.g. proximity of Resident Educators' classrooms to mentor, department chair, guidance, etc. that are most appropriate to REs' experiences and skills.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Principals limit the number of additional duties and responsibilities assigned to Resident Educators in accordance with local policies and negotiated agreements. They collaborate with RE Program coordinators to overcome operational and logistical barriers to RE success including but not limited to smaller class sizes, reduced teaching loads and additional resources and materials.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>2.4 Principals engage with mentors in ongoing communication while understanding and respecting the necessary confidential nature of the mentor-Resident Educator relationship.</p>	<input type="checkbox"/>	<p>Principals share school-wide goals with mentors and are available to meet and communicate as needed. Principals know and acknowledge that formative assessment data is confidential.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Principals invite mentors to attend leadership team meetings, professional development, and grade level/subject area meetings as appropriate. Principals understand and respect that formative assessment data is confidential.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Principals schedule regular communication with mentors that respects the confidential nature of the relationship between mentors and Resident Educators and is responsive to the needs of the school and the principals' concerns and priorities.</p> <p>EVIDENCE: <input type="checkbox"/></p>
<p>2.5 Principals engage with Resident Educators in ongoing communication designed to improve teacher practice.</p>	<input type="checkbox"/>	<p>Principals conduct an initial site orientation for Resident Educators, including information about school and district goals and priorities and the <i>Ohio Standards for the Teaching Profession</i>. They meet with REs as required.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Principals clearly articulate roles, responsibilities and expectations and provide formative feedback to Resident Educators with an emphasis on standards and student learning and achievement. They are available to meet and communicate with Resident Educators as needed.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Principals create the conditions conducive to the development of a learning community focused on standards and student achievement. They make time available, as needed, to help Resident Educators achieve their goals and work with mentors to encourage but not require REs to share evidence of growth as part of the evaluation process.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Standard 3: Systems Alignment and Linkages

GUIDING QUESTIONS:

- *What fiscal and human resources support the Resident Educator Program?*
- *Where is the leadership for the Resident Educator program housed?*
- *What programs and professional development are aligned to the Resident Educator Program?*
- *Who are the teacher education collaborative partners? What governance structure is in place? How are services and resources shared?*
- *What new insights, information or initiatives resulted from meetings?*
- *What data is available and used to inform program improvements?*

POSSIBLE EVIDENCE:

- *Board policy*
- *Notes/agendas from PD planning meetings*
- *List of contributions to indicate shared resources*
- *Articulated governance structure with clear roles and responsibilities, vision statement*
- *Formalized agreement of regional partnerships*
- *Examples of program improvement made*
- *Meeting dates & agendas*

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>3.1 An interrelated set of systems supports the Resident Educator Program: fiscal, personnel and human resources, staff development, instructional program planning and communications.</p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p>The Resident Educator Program is defined in Board Policy, supported in the budget and communicated during beginning teacher orientation events. Staff development is provided to support the RE Program.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>The Resident Educator Program is integrated into school/district goals and objectives including school improvement initiatives. There are appropriate and sufficient resources to support the RE Program. The staff development and teacher evaluation systems are aligned with the RE Program Standards and the school/district has adopted plans and policies to coordinate and communicate the elements of the RE Program.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>System alignment and linkages with the Resident Educator Program are defined and made part of a Board adopted policy and school/district goals and objectives. The staff development and teacher evaluation systems are aligned with the tools and processes used by mentors. Clear protocols for communication between mentors and principals contribute to a seamless system.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>3.2 Resident Educator Program coordinators work with local teacher education program faculty and staff to provide a variety of professional development for educators.</p>	<input type="checkbox"/>	<p>The Resident Educator Program connects loosely to subsequent professional development for teachers. Mentoring courses are offered at nearby colleges/universities.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>The Resident Educator Program relates directly to the districts' professional development program and RE Program coordinators collaborate with teacher education program faculty and staff to provide support and aligned professional development, e.g. workshops, certificate programs, for mentors and REs.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Coordinators collaborate with educator preparation program faculty and staff and regional service providers to share resources and provide support and aligned professional development for cooperating teachers, field supervisors, mentors, REs and principals.</p> <p>EVIDENCE: <input type="checkbox"/></p>
<p>3.3 Resident Educator Program leaders, regional service providers and higher education faculty and staff collaborate on an ongoing basis to support, align and improve programs.</p>	<input type="checkbox"/>	<p>Resident Educator Program leaders meet with regional service providers and higher education faculty and staff at existing regional events and professional development opportunities.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Resident Educator Program leaders initiate collaboration among partners at the beginning and end of each academic year with a focus on shared services and resources.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Formal regional partnerships are established for designing, implementing and modifying RE and teacher education programs. The partnerships are based on a shared vision of increasing teacher quality to improve student achievement. Partners share aggregated teacher and student performance data as part of a strategic effort to align, inform and improve their programs.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Standard 4: Mentor Quality

GUIDING QUESTIONS:

- How are mentors recruited, selected and assigned?
- What procedures are in place to resolve conflict between mentors and Resident Educators?
- What types of mentor training and support are provided? How is training connected to mentor and Resident Educator needs? How are local colleges/universities involved?
- What protocols exist to establish confidentiality expectations for mentors? How will standards of confidentiality be upheld?
- What criteria are being used to assess mentor performance? What data is being collected and reviewed? How is it used to improve mentor practice?
- What processes are in place to remove ineffective mentors?
- What leadership opportunities are provided to mentors?

POSSIBLE EVIDENCE:

- Mentor application
- Additional mentor training professional development calendar and descriptions
- Demonstration of mentor capacity (e.g. performance review)
- Focus group and survey data from Resident Educators and mentors
- Written mentor/Resident Educator confidentiality policy and contracts
- Mentor self-assessment and/or peer-assessment tools
- Percentage of mentors completing training, completing assignment/reassignments and being removed

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>4.1 Resident Educator Program leaders select and prepare mentors using well-defined criteria consistent with the mentors' assigned responsibilities and state guidance.</p>	<p><input type="checkbox"/></p>	<p>Resident Educator Program leaders know the Mentor Standards for the Ohio Resident Educator Program communicate mentor selection procedures to staff and ensure that all mentors hold a valid professional teaching license/certificate.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>District teachers and administrators are involved in the development, review and revision of mentor selection procedures. Mentors demonstrate that they have the knowledge, experience and qualities that are consistent with the selection criteria and a minimum of five years of recent teaching experience.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Resident Educator Program leaders understand and believe that the mentor selection process is an important step in assuring that REs have high quality, effective mentors. RE Program Coordinators fully integrate the Mentor Standards into their work with mentors. The mentor selection process involves interview teams and candidates must demonstrate a commitment to improving the academic achievement of all students.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>4.2 Resident Educator Program coordinators work with principals to assign mentors based on clearly communicated policies and re-assign them if necessary, in a timely manner.</p>	<input type="checkbox"/>	<p>Mentors are assigned based on the preferences of mentors and Resident Educators before or near the beginning of the school year.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors are assigned by building, grade level and content/subject matter match. Mentors are re-assigned if necessary, in accordance with district policy.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Coordinators collaborate with principals and other stakeholders to match mentors and REs in terms of relevant experiences, learning styles and local contexts. Clear procedures are in place for resolving differences between mentors and REs and addressing necessary changes or adjustments in assignments.</p> <p>EVIDENCE: <input type="checkbox"/></p>
<p>4.3 Resident Educator Program coordinators provide mentors with ongoing training and support to advance their knowledge and skills.</p>	<input type="checkbox"/>	<p>Coordinators establish a minimum regular schedule of mentoring activities during the school year. Mentor professional development includes local workshops and training to strengthen the skills required of a mentor.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors have regularly scheduled time, supported by their supervisors and coordinators, to participate in professional development that is job-embedded, reflective and aligned with the <i>Ohio Standards for Professional Development</i>, teacher preparation program requirements and required state mentor training.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors are engaged in a learning community that incorporates the <i>Ohio Educator Standards</i>, the Resident Educator Program Standards and school and district needs. A comprehensive, program of professional development also supports the development of mentors' goals for leadership, career pathways and advancement.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>4.4 Mentors clearly understand and respect the necessary confidential nature of the mentor-resident educator relationship.</p>	<input type="checkbox"/>	<p>Resident Educator formative assessment is separate from principals' evaluation processes and mentors maintain confidentiality regarding REs' classroom practices.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Coordinators provide mentors with training and support to collaborate effectively and appropriately with principals; mentors share the general types of assistance and collaboration that is occurring between mentors and REs.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors uphold the confidentiality policies and consult regularly with principals to ensure that their work with REs is aligned to the instructional priorities of the school and district.</p> <p>EVIDENCE: <input type="checkbox"/></p>
<p>4.5 Resident Educator Program leaders assess mentor performance using multiple sources of evidence.</p>	<input type="checkbox"/>	<p>Mentors are accountable for meeting program requirements and mentor performance is assessed by but not limited to surveys, questionnaires and/or peer feedback.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors engage in self-assessment and reflect on their own development, considering the success of their Resident Educators and their students. In addition, coordinators provide both formative and summative feedback to mentors on their work with REs. Mentors whose performance does not meet expectations is provided support to improve their practice.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>A comprehensive, professional growth, accountability and assessment system for mentors is in place. Coordinators observe mentors working with REs to provide formative feedback and assist in data collection. Mentors who are supported to improve performance but are not able or willing to do so are removed from the program.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Standard 5: Resident Educator Professional Development and Learning Communities

GUIDING QUESTIONS:

- How Resident Educators professional development (PD) needs is assessed?
- How is ongoing PD provided throughout the year? What resources are available to support the PD in the school and district?
- How is technology leveraged in PD, i.e. blog, chat, etc.?
- What time is made available for Resident Educators and mentor during the school day?
- How has the culture of collegiality been created and nurtured in the school and district?
- What are the communication formats and time expectations for the mentor to meet with the Resident Educator?
- How is Resident Educator professional development part of the larger learning community?

POSSIBLE EVIDENCE:

- Catalog of online PD opportunities, agendas and meeting dates
- PD needs assessment
- Documentation of all Resident Educator/mentor support and networking activities
- Release time schedule
- Aggregated Resident Educator formative assessment data
- Formal and informal communication log
- Mentor handbook
- Observation schedule

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>5.1 Resident Educator Program coordinators provide Resident Educators professional development that is ongoing throughout the residency and is tailored to support the needs of REs, schools and the district.</p>	<p><input type="checkbox"/></p>	<p>Resident Educators are offered assistance with preparing for the first days of school and receive timely, easily accessed information about district policies as well as building practices and procedures. Mentors and REs participate together in professional development activities, as appropriate.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Regular meetings, observations and ongoing, job-embedded, high quality professional development focused on REs' attainment of the knowledge and skills needed to meet the <i>Ohio Standards for the Teaching Profession</i> are offered by mentors and RE Program coordinators. Resident educators have regularly scheduled time, supported by principals and RE Program coordinators to participate in these activities.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Resident Educators are engaged in a comprehensive, year-round learning community that is articulated with teacher preparation program experiences. Resident Educators work collaboratively with mentors and principals to select from a wide range of professional development opportunities that are available to them. Principals and district leaders provide REs with leadership opportunities within the district as appropriate.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>5.2 Resident Educator Program coordinators emphasize the importance of and provide support for the collegial and confidential relationship between mentors and REs.</p>	<input type="checkbox"/>	<p>Coordinators introduce mentors and Resident Educators at year- opening activities and provide opportunities for mentors and REs to meet.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Coordinators plan structured activities for mentors and Resident Educators to build collegiality and strong professional partnerships.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Coordinators and principals plan regular formal support and networking opportunities for mentors and REs to meet, solve problems and provide mutual support for each other.</p> <p>EVIDENCE: <input type="checkbox"/></p>
<p>5.3 Mentors and Resident Educators work together to develop trusting, reflective and professional relationships.</p>	<input type="checkbox"/>	<p>Mentors and Resident Educators meet together as required.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors and Resident Educators use mentoring time to engage in confidential, reflective practice.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors and Resident Educators work together beyond the structured meeting time to further develop their collegial relationship.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>5.4 Mentors support Resident Educators through the use of formative assessment data to differentiate and individualize professional development.</p>	<input type="checkbox"/>	<p>Mentors work to collectively support identified needs of their Resident Educator cohort or general beginning teacher needs</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors plan, participate in and facilitate professional development activities for Resident Educators as appropriate. They use formative assessment data to target the needs of REs and focus on advancing teacher practice and to contribute to the future development of an Individual Professional Development Plan (IPDP).</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Professional development is designed to meet the needs of individual teachers and includes a variety of strategies to meet these needs (e.g., team meetings, study groups, workshops, and conferences, cross district/school learning consortia). RE professional development needs are informed by using evidence from a variety of formative assessments. Standardized formative assessment tools and protocols assist REs and mentors in guiding and documenting their work.</p> <p>EVIDENCE: <input type="checkbox"/></p>
<p>5.5 Mentors and Resident Educators work together to engage in regular and ongoing communications designed to improve teacher practice and student learning.</p>	<input type="checkbox"/>	<p>Mentors provide regular assistance to REs including access to resources, associations and professionals. They work with REs on classroom management and lesson planning and observe resident educator classroom practice. Communication between mentors and REs is confidential and separate from the evaluation process.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors and REs develop a plan for frequent collaboration and communicate in a variety of methods including meetings, phone calls, journals, emails etc. They collaborate on lesson planning, problem solving and collection and analysis of student data. New learning is applied in the classroom with support from mentors. Communication is open, positive and supportive.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors provide REs with regular formative feedback and support communication between REs and principals and other colleagues. Mentors and REs are afforded the time to conduct classroom observations, e.g. mentors of resident educators and resident educators of mentors and other exemplary teachers. Mentors provide scaffold support toward reflective practice and independence.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Standard 6: Resident Educator Performance Assessment

GUIDING QUESTIONS:

- What opportunities are offered to the mentor and Resident Educators to learn and understand the standards?
- What opportunities do mentors and Resident Educators have to collect and analyze data and plan professional development?
- What professional development is provided to mentors around the differentiation for teacher needs?
- What opportunities do the Resident Educators have to learn the requirements of performance-based assessment?
- Who supervises scheduling and completion of summative assessment?
- Who communicates the summative assessment requirements to the staff?
- What resources are allocated to the summative assessment process-e.g. time, materials, staff, etc.?

- What is the protocol for collecting and reporting performance data?
- What protocols are in place to protect confidentiality?

POSSIBLE EVIDENCE:

- Aggregated formative assessment data
- Narrative description of the multiple sources of evidence
- Copies of contracts and agreements
- Policy and procedures for use, storage and transfer of data and records
- Budget
- Documentation of summative assessment activities

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>6.1 Formative assessment activities allow for multiple opportunities for teachers to learn and demonstrate knowledge, understanding and applications of the <i>Ohio Standards for the Teaching Profession</i> and the <i>Ohio Academic Content Standards</i> in the context of their teaching assignments.</p>	<p><input type="checkbox"/></p>	<p>Mentors and Resident Educators are familiar with the teacher and content standards and mentors help REs monitor progress in meeting goals and revise them as needed.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors and Resident Educators know and understand the <i>teacher and content standards</i>. Mentors integrate formative assessment tools and data into regular interactions with REs and use the goal setting process to plan opportunities to improve teaching.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors model formative assessment strategies and the use of data for Resident Educators to use with their students. Resident Educator goals are linked to student learning goals and strategies for achieving these goals.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>6.2 Mentors and Resident Educators use multiple sources of evidence to identify individual teacher needs and guide support.</p>	<input type="checkbox"/>	<p>Documentation includes some supporting evidence collected by mentors.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Documentation includes evidence such as both Resident Educator and student work and reflection which are used to inform professional development in relation to the <i>Ohio Standards for the Teaching Profession</i> and to the <i>Ohio Academic Content Standards</i>.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Documentation includes a variety of authentic evidence such as reciprocal observations, student work, lesson plans, logs and standardized student achievement data. Mentors and Resident Educators work collaboratively to engage in structured reflection and analyze the evidence to inform future practice.</p> <p>EVIDENCE: <input type="checkbox"/></p>
<p>6.3 Resident Educator Program leaders provide time to ensure that the formative assessment process is not compromised.</p>	<input type="checkbox"/>	<p>Time is set aside for mentors and Resident Educators to meet collaborate and reflect.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Protected time is provided for mentors and Resident Educators to observe one another, collect data, reflect, meet and review formative assessment and student data and develop goals.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>The program allocates mentors and Resident Educators sufficient time and resources to consider formative assessment evidence and to develop planned, systematic opportunities to improve teaching and learning.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Indicators	Not Evident	Emerging (Level 1 or 2)	Sufficient (Level 3 or 4)	Exemplary (Level 5 or 6)
<p>6.4 Formative assessment activities support Resident Educators in meeting the standards for the summative performance-based assessment.</p>	<input type="checkbox"/>	<p>Resident Educator Program coordinators and mentors support REs' understanding of the formative assessment tools and protocols and the requirements for the summative performance-based assessment. Formative assessment data is not used to make teacher evaluation, employment decisions.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Formative assessment data is used by the mentor and Resident Educators to inform and address areas for growth needed to successfully complete the summative performance-based assessment.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Mentors and Resident Educators work with program leaders, principals and other colleagues to develop a comprehensive plan to support RE growth based on formative assessment data and reflective conversations with the RE.</p> <p>EVIDENCE: <input type="checkbox"/></p>
<p>6.5 Resident Educator Program leaders provide resources to support the completion of the summative performance-based assessment of their Resident Educators.</p>	<input type="checkbox"/>	<p>Time is set aside for the summative process and required data is collected and reported.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Educators within the district understand and respect the requirements of the summative performance-based assessment. Protected time is provided to complete the summative assessment and collect and report data.</p> <p>EVIDENCE: <input type="checkbox"/></p>	<p>Sufficient time and resources are dedicated to completion of the summative assessment. Clear expectations and roles and responsibilities of all stakeholders involved in the process are communicated prior to the summative assessment.</p> <p>EVIDENCE: <input type="checkbox"/></p>

Program Evaluation Summary

School/District Name _____

Date _____

Areas for Improvement	Program Standard	Strengths
	<p>Program Standard 1: <i>Program Administration and Leadership</i></p>	
	<p>Program Standard 2: <i>Principal Role and Engagement</i></p>	
	<p>Program Standard 3: <i>Systems Alignment and Linkages</i></p>	
	<p>Program Standard 4: <i>Mentor Quality</i></p>	
	<p>Program Standard 5: <i>Resident Educator Professional Development and Learning Communities</i></p>	
	<p>Program Standard 6: <i>Resident Educator Performance Assessment</i></p>	