# Mentor Roles and Required Best Practices for Resident Educator Program Year 2

**Purpose:** This chart provides the rationale for the mentors work as outlined in the Year 2 Timeline.

| Best Practices | Rationale | *Required Documents* |
|---|---|---|
| **Assessment of Student Learning** | Mentors guide and direct REs to continually analyze multiple sources of data (including daily classroom formative assessment data) as evidence of student learning. Mentors assist REs in translating data into information that reveals class trends and patterns that is supported through formative assessment and that informs each element of the Teaching & Learning Cycle: assess, plan, teach, revise, and reflect. | • ***Data Measures Inventory***<br>• ***Synthesizing Student Data: Assembling a Class Profile***<br>• ***Determining Instructional Grouping***<br>• ***Monitoring Student Learning-whole class***<br>• ***Classroom data (student work samples)*** |
| **Instructional Planning, Lesson Study** | Mentors facilitate lesson studies to further the REs' understanding of the importance of high quality lessons. Lessons studied may be the REs' lessons, lessons of colleagues, or professionally marketed lessons. Lesson studies can address such Areas of Focus for Year 2 as deepening teacher content knowledge, deepening knowledge of how students think, how to create and communicate clear learning targets, and how to construct interdisciplinary learning strategies between content areas was well as to real-world practices. | ***Evidence of Collaborative Lesson Study:***<br>• ***Collaborative Conversation templates***<br>• ***Collaborative Logs***<br>• ***Interactive Journals***<br>• ***District generated collaborative tools*** |
| **Instructional Cycles** | Year 2 Instructional Cycles are a natural segue from Lesson Study. Mentors facilitate collaborative conversations and provide timely and specific feedback about the "thinking behind," the elements of, and the need for, high level, purposeful instructional planning. The questions in each section serve as thinking guides for deeper understanding and implementation of the Teaching & Learning Cycle. | • ***Evidence of completion of 3 Instructional Cycles***<br>• ***Evidence of mentor and RE collaborative conversations*** |
| **Self-Assessment** | Mentors guide Resident Educators to self-identify areas of strength and areas for growth to advance the professional learning and practice of REs based on the *Ohio Continuum for Teacher Development,* Year 2 Areas of Focus. | • ***Year 1 Formative Progress Review***<br>• ***Year 2 Areas of Focus***<br>• ***Year 2 Resident Educator Self-Assessment***<br>• ***Year 2 Resident Educator Self-Assessment Summary*** |
| **Observations** | In Year 2, this best practice emphasizes frequent and ongoing observations with timely feedback for both mentors and Resident Educators. | ***Evidence of 1 mentor formal observations of REs***<br>• ***Pre-conference***<br>• ***Observation***<br>• ***Post-conference***<br>• ***Evidence of at least 1 observation by Resident Educators (See Year 2 Timeline for possible choices)*** |
| **Goal-Setting** | Mentors continue to guide REs to use multiple sources of data to set professional learning goals and to collect evidence of learning that demonstrates growth. | • ***Year 1 Formative Progress Review***<br>• ***Professional Goal Setting***<br>• ***Mid-year Review***<br>• ***End-of-Year Goal Setting and Reflection (see website for forms)*** |