



Introduction to the Ohio Resident Educator Program Standards

Introduction to the Ohio Resident Educator (RE) Program Standards

In 2006, the State Board of Education adopted new educator standards that describe what teachers and principals should know and be able to do at various stages of their careers (proficient, accomplished, distinguished). The educator standards also provide a basis for delineating development levels of skills and knowledge and an infrastructure for policy development and coherence. In 2007 the Ohio Department of Education (ODE) engaged stakeholders in a comprehensive analysis of teacher induction both from a policy and program perspective. The Resident Educator (RE) Program Standards were drafted as part of this effort and provide the foundation for the Resident Educator Program. The program standards include rationale, expectations and indicators as well as supporting documents: a research base to support the program components and a planning tool to help districts assess their capacity to implement the Resident Educator Program.

The Resident Educator Program Standards were designed for use by leaders across the preK – 16 continuum. Teacher preparation program faculty and staff will use the program standards to inform and guide them in the design and pilot of university programs that will align with and support the Ohio RE Program. District leaders will use the program standards to inform local implementation of the RE Program for the beginning teachers they serve, to make adjustments in their internal alignment of systems and to engage with teacher preparation programs to support the success and retention of beginning teachers. At the state level, the program standards will be used to support best practices and ensure consistency and fidelity to the Ohio RE Program requirements.

In Ohio we value a comprehensive, high-quality multi-year induction and mentoring program for beginning teachers. The purpose of the RE Program Standards is to guide teacher preparation and preK-12 programs to:

- Delineate a comprehensive system of professional growth and development with clearly defined roles for stakeholders including district staff, administrators, associations, Educational Service Centers (ESCs) and Institutions of Higher Education (IHEs);
- Use research-based data and the *Standards for Ohio Educators* as a foundation for all aspects of program design and implementation;
- Support and encourage a successful transition into the profession;
- Focus on enhanced teaching effectiveness supported by continuous improvement at an accelerated rate;
- Support successful mentoring practices with strategic planning and formative assessments of programs at state, regional and district levels;
- Ensure that the schedules of mentors enable effective planning, conferencing and professional development in collaboration with the assigned resident educators;
- Shelter beginning teachers from inappropriate workloads including the most difficult teaching assignments and working conditions; and
- Create and sustain a community of professional practice through collaboration.

Definitions of Roles within the Resident Educator Program

A **Resident Educator** is a teacher who holds a 4-year resident educator license and is working in his/her area of licensure in a school, district, educational service center or pre-school licensed by the Ohio Department of Education or Ohio Department of Job and Family Services.

A **mentor** is an exemplary teacher who is assigned to provide structured support to the resident educator and trained in the RE Program requirements.

A **principal** is the Principal, Assistant Principal or person in charge of a school site.

District leaders are superintendents, assistant superintendents, principals, directors or other staff responsible for overseeing professional development and residency activities.

A **Resident Educator Program coordinator** is the person designated or hired by a school/district to manage the Resident Educator Program.

Program leaders are district leaders and/or program coordinators who are responsible for residency activities.

Educational Service Centers are regional centers and staff that provide Ohio school districts with professional development, technology, support, planning and administrative services.

Higher education faculty and staff are personnel working in regionally accredited Ohio private and public colleges and universities.

The Ohio Resident Educator (RE) 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.

- 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.* 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 Resident Educator Program leaders that the Resident Educator Program will meet its goal of accelerating resident educator and mentor practice to improve student achievement.

- 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.* 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.

- 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*. 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 Resident Educator formative assessment.

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

- 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*. 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.

- 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.

Teacher and Principal Standards and Resident Educator Program Standards Alignment

The Resident Educator Program, consistent with the *Standards for Ohio Educators*, is based upon the themes of data-based decision making, communication and collaboration, professional development, and focus on student achievement.

	<i>OHIO STANDARDS FOR THE TEACHING PROFESSION AND PRINCIPALS</i>	<i>OHIO RESIDENT EDUCATOR PROGRAM STANDARDS</i>
Data-based Decision Making	<p>Teacher Standard 3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</p>	<p>Resident Educator Program Standard 5: Resident Educator Professional Development and Learning Communities</p> <p>Resident Educator Program Standard 6: Resident Educator Performance Assessment</p>
	<p>Teacher Standard 4: Instruction Teachers plan and deliver effective instruction that advances the learning of each individual student.</p>	
	<p>Principal Standard 2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.</p>	
Communication and Collaboration	<p>Teacher Standard 6: Collaboration and Communication Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</p>	<p>Resident Educator Program Standard 1: Program Administration and Leadership</p> <p>Resident Educator Program Standard 2: Principal Role and Engagement</p> <p>Resident Educator Program Standard 3: Systems Alignment and Linkages</p>
	<p>Principal Standard 4: Collaboration Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.</p>	
Professional Development	<p>Teacher Standard 7: Professional Responsibility and Growth Teachers assume responsibility for professional growth, performance, and involvement as individuals and as members of a learning community.</p>	<p>Resident Educator Program Standard 4: Mentor Quality</p> <p>Resident Educator Program Standard 5: Resident Educator Professional Development and Learning Communities</p> <p>Resident Educator Program Standard 6: Resident Educator Performance Assessment</p>
	<p>Principal Standard 2: Instruction</p>	
	<p>Principal Standard 3: School Operations, Resources and Learning Environment Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.</p>	

	<i>OHIO STANDARDS FOR THE TEACHING PROFESSION AND PRINCIPALS</i>	<i>OHIO RESIDENT EDUCATOR PROGRAM STANDARDS</i>
Focus on Student Achievement	<p>Teacher Standard 1: Students Teachers understand student learning and development, and respect the diversity of the students they teach.</p> <p>Teacher Standard 2: Content Teachers know and understand the content area for which they have instructional responsibility.</p> <p>Teacher Standard 3: Assessment</p> <p>Teacher Standard 4: Instruction</p> <p>Teacher Standard 5: Learning Environment Teachers create learning environments that promote high levels of learning and achievement for all students.</p> <hr/> <p>Principal Standard 1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous improvement toward achieving the goals.</p> <p>Principal Standard 2: Instruction</p> <p>Principal Standard 3: School Operations, Resources and Learning Environment</p> <p>Principal Standard 4: Collaboration</p> <p>Principal Standard 5: Parents and Community Engagement Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.</p>	<p>Resident Educator Program Standard 4: Mentor Quality</p> <p>Resident Educator Program Standard 5: Resident Educator Professional Development and Learning Communities</p> <p>Resident Educator Program Standard 6: Resident Educator Performance Assessment</p>

What is My Responsibility within the Resident Educator Program?

Resident Educator: The Resident Educator must complete a four-year program of support including mentoring, and completion of the Resident Educator Program requirements. The instructional meetings between the RE and mentor are documented using the Collaborative Log. Upon completion of each year of support and mentoring, the RE will be provided with formative progress data and feedback to assist in meeting the summative assessment requirements by the end of the RE Program. At the end of the RE Program, the RE must sign the licensure application attesting to the completion of the program requirements.

Mentor: The mentor must attend *all required mentor training modules* to become a certified mentor. The mentor uses the formative assessment tools and protocols to support the Resident Educator. Upon completion of each year of mentoring and support, the mentor will participate in a formative progress review to assist the RE in meeting the summative assessment requirements. At the end of the RE Program, the mentor must sign the licensure application attesting to the completion of the program requirements.

Principal: The Principal supports the Resident Educator and mentor by creating a positive climate for mentoring and providing protected time and resources for mentoring and other residency activities. The principal communicates and collaborates regularly with REs and mentors. Finally, the principal respects the necessary confidential relationship between mentors and REs.

Resident Educator Program coordinators: Resident Educator Program coordinators work with principals to select, assign and oversee mentors and provide the opportunity for the assigned mentors to attend *required mentor training*. They register REs in the Connected Ohio Records for Educators (CORE) system during the published registration dates. Program coordinators provide the necessary resources for support and professional development to both REs and mentors. Program coordinators facilitate formative progress assessments to assist the RE in meeting the summative assessment requirements.

District leaders: District leaders provide the foundational support for a high quality Resident Educator Program. They provide fiscal and human resources, establish policies that support the success of beginning teachers and mentors and empower the implementation team to make decisions about program development, implementation and evaluation. They align programs within the district and with teacher preparation programs to leverage resources and provide Resident Educators a seamless and coherent entry into the profession of teaching. At the end of the RE Program, the superintendent must sign the licensure application attesting to the completion of the program requirements.

Higher education faculty and staff: Faculty and staff working in Ohio's teacher education programs will begin to use some of the formative assessment tools with their teacher candidates and collaborate with districts to develop and provide professional development opportunities for mentors, cooperating teachers and Resident Educators.

What Do The Ohio Resident Educator Program Standards Mean for Me?

Teacher candidates in teacher preparation programs: The Resident Educator Program Standards serve as an assurance to pre-service candidates that their work will be supported when they enter their first full-time teaching experience.

Resident educators and mentors: The program standards provide a vision for teachers of what to expect from their Resident Educator Program and mentoring experience.

Principals: Principals provide the structure and create a positive climate for the Resident Educator Program's support and assessment activities. Principals use the program standards as they seek ways to develop, support and retain high-quality teachers.

Resident Educator Program leaders: Quality Resident Educator Programs envision a new image of the successful teacher whose leadership capacity is developed from the moment the teacher enters the classroom. The program standards guide RE Program leaders in evaluating the effectiveness of their programs and making improvements as needed to meet the needs of resident educators and their mentors.

Educational Service Centers: Regional educational agencies serve as liaisons between the Ohio Department of Education, school districts and higher education to ensure that the program standards are embedded in all RE Programs. Staff use the program standards to provide networking and collaborative support services and resources such as high quality professional development programs that are need and research-based across districts/regions.

Higher education: Colleges and Universities use the program standards to align their teacher preparation programs to the RE Program, to establish formal relationships with districts to ensure an effective transition for resident educators and to inform preparation program improvements.