Ohio Resident Educator Program
Roles & Requirements

Role: PROGRAM COORDINATOR

General requirements for each year:

Summer-Fall	Winter-Spring
• Identify/assign Coordinator-Resident Educator role in the Ohio Educational Directory System (OEDS) • Identify implementation team (locally determined) • Complete RE Program Standards Planning Tool in CORE • Work with principals to select and assign mentors • Ensure new mentors complete state training (Instructional Mentoring and Resident Educator-1) • Provide orientation to RE Program for Resident Educators, mentors, and building leaders • Determine RE eligibility, register REs and identify mentors in CORE by November 15	• Complete end-of -year program requirements in CORE by June 30, including completion of RESA (if applicable) • Support RE and Mentor in completing Year 1, 2, and 3 FPR as applicable
Support RE's on-going progress Support ongoing professional development (PD) to Resident Educators and mentors (locally determined)	

Requirements for supporting Resident Educators Years 1-4:

Year 1	Year 2	Year 3		Year 4		
Assign 1:1 mentor to RE	Determine mentor model to use for REs: one-to-one, cohort, co-teaching, or a combination	Work with employer to determine if REs are ready to take the Resident Educator Summative assessment (RESA):		Identify REs who need to begin RESA/Retake deficient portions of the RESA. REs who successfully passed RESA may engage in teacher leadership activities. Year 4 REs are **not** required to have a mentor.		
Year 1 Formative Progress Review (FPR) with mentor and Resident Educator	Year 2 Formative Progress Review (FPR) with mentor and Resident Educator	REs **taking** RESA	REs **not** taking RESA	REs **taking** RESA	REs **re-taking** RESA	REs **not** taking RESA
		Work with principals to select and assign state-trained RESA facilitators	Assign state-trained **mentor** (one-to-one; RE cohort; co-teaching or combination)	Work with principals to select and assign state-trained RESA facilitators	Work with principals to select and assign state-trained RESA facilitators	Support Year 4 REs with choosing teacher leadership opportunities
		Ensure facilitators complete online facilitation training		Ensure facilitators complete online facilitation training	Ensure facilitators complete online facilitation training	

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Ohio Resident Educator Program
Roles & Requirements

Role: Mentor

General requirements for each year:

Summer-Fall	Winter-Spring
• New mentors: attend required state mentor training: ○ Instructional Mentoring (IM) ○ Resident Educator-1 (RE-1) • Current state certified mentors may attend optional advanced mentor training	• Mid-year goal review • Annual Formative Progress Review (FPR) with program coordinator and RE

Lead and facilitate professional development with REs
Use state-designed formative assessment tools, protocols, and processes
Document REs' on-going progress

Requirements for supporting Resident Educators Years 1-4:

Year 1	Year 2	Year 3		Year 4
Work 1:1 with assigned RE(s)	Work with assigned RE(s) in 1:1, cohort, co-teaching, or a combination setting	REs **taking** RESA	REs **not** taking RESA	Resident Educators are not required to have a certified mentor in Year 4 of Residency. Therefore, mentors may continue to work with Year 1, Year 2, or Year 3 REs who are not yet eligible for the RESA.
Follow Year 1 Timeline of Best Practices	Follow Year 2 Timeline of Best Practices	Mentors may be trained and serve as RESA facilitators (locally determined)	Follow Year 3 Timeline of Best Practices	
Minimum 1 hour or 1 planning period per week (locally determined)	3-4 hours per month (locally determined)		3-4 hours per month (locally determined)	
		It is possible that a mentor may never work directly with a Year 3 RE, but would continue to cycle through mentoring Year 1 and/or Year 2 REs (locally determined).		

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Ohio Resident Educator Program
Roles & Requirements

Role: Resident Educator

General requirements for each year:

Summer-Fall	Winter-Spring
• Attend Resident Educator Orientation at school or district (locally determined)	• Complete Year 1 Formative Progress Review (April-June) • Complete Year 2 Formative Progress Review (Feb. – June)

Actively participate in professional collaborative conversations
Use state-designed formative assessment tools, protocols, and processes as explained by mentor
Maintain completed formative assessment tools
*Years 3 or 4 will include a performance-based, summative assessment

Requirements for supporting Resident Educators Years 1-4:

Year 1	Year 2	Year 3		Year 4		
Follow Year 1 Timeline of Best Practices	Follow Year 2 Timeline of Best Practices	Employer will determine if REs are ready to take the Resident Educator Summative Assessment (RESA):		REs who did not begin RESA in Year 3 will begin RESA in Year 4. REs who did not pass all portions of RESA in Year 3 will retake deficient portions in Year 4. REs who successfully passed RESA participate in in professional growth and leadership activities. Year 4 REs are **not** required to have a mentor.		
Minimum 1 hour or 1 planning period per week (locally determined)	3-4 hours per month (locally determined)	REs **taking** RESA	REs **not** taking RESA	REs **taking RESA**	REs **re-taking** RESA	REs **not** taking RESA (who passed RESA in previous year)
		Work through the RESA with support from state-trained **facilitator** to complete the RESA	Work with state-trained **mentor** Follow Year 3 Timeline of Best Practices 3-4 hours per month (locally determined)	Work with state-trained **facilitator** to complete the RESA	Work with state-trained **facilitator** to retake deficient portions of RESA	**Engage in professional growth and leadership activities**

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Suggested Year 4 Teacher Leadership Activities

Year 4 REs will participate in 3 teacher leadership activities. ***Suggestions for teacher leadership opportunities include but are not limited to the list below***. Resident Educators will choose one activity from each of the following 3 categories:

Deepening Content Expertise

1. Create and teach an interdisciplinary unit
2. Assume and document a leadership role in a department team; teacher-based team; or data team
3. Complete National Board for Professional Teaching Standards *Take One!*

Collegial Professional Explorations

1. Organize and participate in a lesson study with at least one colleague
2. Organize and conduct a professional book study with at least one colleague
3. Co-teach with a Year 1 or 2 Resident Educator
4. Formally meet with their Local Professional Development Committee to learn about the expectations and responsibilities of professional licensure; learn about the processes and requirements of the LPDC; and consider the professional goals they will establish for their Individual Professional Development Plan

Teacher Leadership

1. Lead a school academic initiative (e.g. day to celebrate famous people or events)
2. Lead a school initiative to enhance the community (e.g. celebrate local veterans; collect contributions for charity; organize visits to community centers)
3. Organize or assist in a student academic competition at the school or district level
4. Organize and facilitate a special day to engage families and caregivers in student learning opportunities
5. Assist a state-trained mentor in supporting a Resident Educator cohort
6. Begin the process for National Board for the Professional Teaching Standards certification
7. Serve as a peer observer
8. Model instruction for year 1 or 2 REs

Documentation of these activities will not be sent to ODE. At the end of Year 4, Program Coordinators will indicate in the CORE system that Year 4 REs have completed their requirements. Upon passing RESA and completing all Year 4 teacher leadership requirements, Resident Educators will apply for the 5-year professional license.

Ohio Resident Educator Program
Roles & Requirements

Role: Principal

General Requirements for each year:

Summer-Fall	Winter-Spring
• Identify/assign Coordinator-Resident Educator role in the Ohio Educational Directory System (OEDS) • Work with program coordinators to select and assign certified mentors • Ensure new mentors attend state training	• Ensure program coordinators complete end-of -year program requirements in CORE by June 30 • Support program coordinator, RE, and Mentor in completing Year 1, 2, and 3 FPR as applicable • RESA Completion

Provide time for mentor-RE collaboration
Provide opportunities for reciprocal observations between mentor and RE and RE and exemplary veteran teachers

Requirements for supporting Resident Educators Years 1-4:

Year 1	Year 2	Year 3		Year 4		
Work with program coordinator to assign 1:1 mentor to RE	Work with program coordinator to determine mentor model to use for REs: one-to-one, cohort, co-teaching, or a combination	Work with program coordinators to determine if REs are ready to take the Resident Educator Summative assessment (RESA):		Identify REs who need to begin RESA or retake deficient portions of the RESA. REs who successfully passed RESA engage in teacher leadership activities. Year 4 REs are **not** required to have a mentor.		
Minimum 1 hour or 1 planning period per week (locally determined)	3-4 hours per month (locally determined)	REs **taking** RESA	REs **not** taking RESA	REs **taking** RESA	REs **re-taking** RESA	REs **not** taking RESA
		Work with program coordinator to assign state-trained **facilitator**	Work with program coordinator to assign state-trained **mentor** (one-to-one; RE cohort; co-teaching or combination)	Work with program coordinator to assign state-trained facilitator	Work with program coordinator to assign state-trained	Support Year 4 REs with choosing professional growth and leadership opportunities
Ensure mentors and REs complete Year 1 Formative Progress Review (FPR)	Ensure REs and mentors complete Year 2 Formative Progress Review (FPR)	Ensure facilitator completes online facilitation training		Ensure facilitator completes online facilitation training	Ensure facilitator completes online facilitation training	

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