



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 for Years 1, 2, 3, and 4 Support RE and Mentor in completing Year 1, 2, and 3 FPR as applicable Support RE and Colleague in completing Year 4 Action Plan/FPR 				

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):		deficient portions successfully passe leadership explore 1:1 mentoring, bu	need to begin RESA of the RESA. RES ed RESA will engag ations. Year 4 RES at rather work with agues (licensed ed	who e in teacher do not have n a professional	
Year 1 Formative	Year 2 Formative	REs taking RESA	REs not taking RESA	REs taking RESA	REs re-taking RESA	REs not taking RESA	
Progress Review (FPR) with mentor and Resident Educator	Progress Review (FPR) with mentor and Resident Educator	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	Work with principals to support Year 4 REs' leadership explorations	
		Ensure facilitators complete online facilitation training		Ensure facilitators complete online facilitation training	Ensure facilitators complete online facilitation training	with colleagues	





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 2	Year 3			
Work with assigned RE(s) in 1:1, cohort, co-teaching, or a combination setting	REs taking RESA	REs not taking RESA		
Follow Year 2 Timeline of Best Practices 3-4 hours per month (locally	Mentors may be trained and serve as RESA facilitators (locally determined)	Follow Year 3 Timeline of Best Practices		
determined)		3-4 hours per month (locally determined)		
	It is possible that a mentor may never work directly with a Ye			
	Year 2 Work with assigned RE(s) in 1:1, cohort, co-teaching, or a combination setting Follow Year 2 Timeline of Best Practices 3-4 hours per month (locally	Year 2 Work with assigned RE(s) in 1:1, cohort, co-teaching, or a combination setting Follow Year 2 Timeline of Best Practices 3-4 hours per month (locally determined) Ye REs taking RESA Mentors may be trained and serve as RESA facilitators (locally determined)		

Role: Facilitator

and/or Year 2 REs (locally determined).

Resident Educators who take the Resident Educator Summative Assessment (RESA) are **not** required to have a state-trained mentor assigned to them. They will be supported by state-trained RESA facilitators whose role will be to help REs through the RESA process.

RESA Facilitators are required to be licensed educators and they must complete the Online Facilitation Training.

Role: Colleague

Year 4 Resident Educators who are completing leadership explorations will choose a colleague, or colleagues, (licensed educators) for collaboration and feedback as they work through the Learn to Lead module and each of their selected leadership explorations.

Colleagues must be licensed educators and are chosen by Resident Educators who are engaging in leadership explorations.





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) Complete Year 3 Formative Progress Review (if not taking RESA) Complete Year 4 Formative Progress Review (if engaging in Year 4 leadership explorations) 			

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 RESA in Year 4. R of RESA in Year 3 in Year 4. REs wl engage in teache 4 REs do not hav work with a prof (licensed educate	Es who did not possible will retake define successfully possible experience at 1:1 mentoring, essional colleagues.	pass all portions cient portions passed RESA will plorations. Year but rather	
Minimum 1 hour or 1 planning period per week (locally	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)	
determined)		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 explorations with colleague(s)	





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 Support program coordinator, RE, and Facilitator during the RESA process Support program coordinator, RE, and colleagues during leadership explorations 			

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, coteaching, or a combination	Work with program coordinators to determine if REs are ready to take the Resident Educator Summative assessment (RESA):		retake deficier who successfu teacher leader do not have 1:	no need to begint portions of the last portions of the last passed RESA ship exploration mentoring, but ional colleague ator).	ne RESA. REs will engage in ns. Year 4 REs ut rather work	
Minimum 1 hour or 1	3-4 hours per month (locally	REs taking RESA	REs not taking RESA	REs taking RESA	REs re- taking RESA	REs not taking RESA	
planning period per week (locally determined)	determined)	Work with program coordinator to assign state-	Work with program coordinator to assign state-	Work with program coordinator to assign	Work with program coordinator to assign	Support Year 4 REs and colleagues in professional	
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	trained mentor (one-to-one; RE cohort; co- teaching or combination)	state-trained facilitator Ensure facilitator completes online facilitation training	state- trained Ensure facilitator completes online facilitation training	growth and leadership explorations	