



Planning and Implementation Guide for Years 3 and 4 of the Ohio Resident Educator Program

Purpose: This guide will assist Resident Educator program coordinators and school administrators plan for the implementation of the Ohio Resident Educator Program for Resident Educators in years 3 and 4.

The following topics are addressed in this guide:

Part I: Resident Educators in Year 3

- Ohio Resident Educator Program requirements
- Resident Educator Summative Assessment (RESA) eligibility, readiness, support, and components

Part II: Resident Educators in Year 4

- Ohio Resident Educator Program requirements
- Professional growth and leadership planning for Resident Educators

PART I: RESIDENT EDUCATORS IN YEAR 3

Ohio Resident Educator Program Requirements

As a professional growth model, each year of the Resident Educator Program provides Resident Educators (RE) opportunities to hone their reflection, analysis, and performance skills while engaging in authentic teaching and learning environments. Year 1 of the Resident Educator Program introduces Resident Educators into the life of teaching through **reflective practice** supported by one-to-one mentoring. Year 2 requires REs to engage in **greater analysis and reflection** of their instruction and assessment practices through differentiated support structures.

For Year 3, Resident Educators focus on demonstration of **teacher performance** for the purpose of advancing to the five-year professional license. As REs deepen their understanding of teaching and learning and demonstrate their proficiency, they will take one of two paths:

- 1) Prepare for and take the Resident Educator Summative Assessment (RESA); **or**
- 2) Continue to work toward proficiency in the Ohio Standards for the Teaching Profession in Year 3 in preparation to take the RESA in Year 4.

Resident Educators who do **not** take RESA in Year 3 will use the year to hone their skills and be formatively assessed at the end of the year through the Year 3 Formative Progress Review. Resident Educators who take RESA in Year 3 demonstrate their proficiency during the year through completion of the Resident Educator Summative Assessment.

Comparison of Year 3: Resident Educators **Not** Taking RESA to Resident Educators Taking RESA

	REs Not Taking RESA	REs Taking RESA
Practices and protocols	Work with state-trained and state-certified mentor following Year 3 Best Practices timeline	Work with state trained RESA facilitator to prepare for, and take RESA
Purpose	Additional time to hone teaching skills	Summatively assess REs' performance
Assessment	Ongoing formative assessment with mentor throughout the year and Year 3 Formative Progress Review (at end of Year 3)	Resident Educator Summative Assessment (throughout Year 3)

Resident Educator Eligibility for RESA

In the fall of Year 3, Resident Educator program coordinators will identify Resident Educators that are eligible to take the Resident Educator Summative Assessment. The table below reflects the three categories of Resident Educators who may be eligible for RESA in Year 3:

Resident Educators in:	Year in the Resident Educator Program	Prior Years of Teaching Experience
	Year 3 of the RE program	With no teaching experience prior to the RE program
	Year 2 of the RE program AND	whose districts/schools have requested and received credit for 1 year of prior teaching experience and have submitted their names to ODE per the defined process
	Year 2 of the RE program AND	whose districts/schools have requested and received credit for 2 years of prior teaching experience and have submitted their names to ODE per the defined process

Resident Educator Summative Assessment Readiness

It is assumed that most Resident Educators will take RESA during Year 3 of residency. Examples of Resident Educators who may not be ready for RESA in their third year include teachers who teach under the Alternative Resident Educator license, Resident Educators who are new to a district or school, and Resident Educators with new teaching assignments.

In Year 3, Resident Educators' **employing districts or schools** will determine their REs' readiness to take the RESA. When determining REs' readiness for RESA, it is suggested that employing districts or schools consider **holistically** their REs' progress demonstrated by their teaching performance during residency.

In addition, it is recommended that districts and schools take local considerations into account (e.g., hiring and retirement projections, budget, etc.) to determine the support needs of Resident Educators in the current year as well as in the future.

Employers should speak with their Year 3 Resident Educators in person to inform them of their decision to allow REs to take or not take RESA in Year 3.

Year 3 Support

Regardless of whether Year 3 Resident Educators take or do not take RESA, **all Year 3 REs must receive support**. Resident Educators **who do not take** RESA will continue to be supported by a **state-trained mentor**; Resident Educators **who take** RESA will be supported by a **state-trained facilitator**. Each of these types of support is explained in more detail on the following pages.

Types of support required in Year 3

Year 3 Status in RE Program	Type of Support in RE Program
REs not taking RESA	State-trained mentor (one-to-one; RE cohort; co-teaching; or a combination of these models)
REs taking RESA	State-trained RESA facilitator

Support for Resident Educators *Not* Taking RESA

Mentors of Year 3 Resident Educators will follow a Year 3 Timeline of Best Practices to support their REs' teaching, which delves deeply into teacher performance. Year 3 Resident Educators who do not take RESA have an additional year to refine their instructional practice and gain a greater understanding of their teaching performance. They will be engaged in assessment of student learning; planning and implementing instructional cycles; practicing videotaping their classroom instruction; engaging in reciprocal observations with exemplary teachers; and articulating how their instructional practice connects to student learning.

Support for Resident Educators Taking RESA

Year 3 Resident Educators who take RESA are **not** required to have a state-trained mentor assigned to them. However, they will be supported by state-trained RESA facilitators whose role will be to help REs prepare for the RESA by guiding REs in the following ways:

- Making good instructional choices for the evidence documents REs submit
- Providing technological support during the videotaping process and uploading of their documents
- Offering feedback to guide REs' thinking and problem-solving during the RESA process.

RESA facilitators do not:

- Suggest the evidence documents to submit for RESA
- Design lessons for Resident Educators
- Estimate scores or success on the RESA

More information on appropriate levels of support will be provided in the online RESA facilitation training.

Selection of RESA Facilitators

Resident Educator Program Coordinators will select facilitators to support Resident Educators using the following guidelines:

RESA Facilitator Requirements

- holds a professional educator license;
- understands the Resident Educator program;
- demonstrates ability to use questioning strategies; and
- completes online training.

Facilitator Skills and Characteristics

- demonstrates effective teaching practice; and
- demonstrates knowledge of technology, i.e. uploading videos and documents

Expectations of Facilitators

- supports REs in preparing for RESA;
- checks in with REs at least monthly during the year, providing facilitative guidance; and
- supports REs in meeting RESA deadlines through the year

Ratio of Facilitators to Resident Educators

Because the facilitators' role is to provide general guidance to REs in their preparation for RESA and will not require one-to-one mentoring often provided to REs in Years 1 and 2, districts and schools may find it both effective and efficient to assign one facilitator for **up to ten** Resident Educators, depending on geographic location of the involved districts or schools and the amount of time available to the facilitator, e.g., if the facilitator is on a full- or part-time release or is a full-time teacher.

Ohio Resident Educator Summative Assessment Components

The focus of Year 3 of the Resident Educator program is the Resident Educator Summative Assessment (RESA).

RESA Packages and Tasks

The Resident Educator Summative Assessment includes six (6) tasks comprised of artifacts and evidence of Resident Educators' classroom instruction. Because the RESA is an online assessment, REs must have access to the following:

- videotaping equipment (e.g. video camera; iPhone)
- computer
- scanner
- copier
- Internet broadband access

During designated "task submission windows" throughout the year, Resident Educators will upload artifacts and evidence to the *Teachscape Reflect* software platform, a video-based observation system. All evidence will be securely stored and accessed via the *Teachscape Reflect* system by trained assessors who will review and score the artifacts and evidence against a rubric aligned to the Ohio Standards for the Teaching Profession. The Ohio Department of Education will provide access to the software product, and teachers will be provided specific guidelines for using the software to complete the assessment.

The Ohio Department of Education will not have access to REs' evidence or scores. The graphic below shows each "task submission window" period:

Submission Window #1: November 15 – December 15

Submission Window #2: January 15 – February 15

Submission Window #3: March 1 – April 15

Resident Educator Summative Assessment "Task" Submission Windows

Submission Window #1: November 15 - December 15

TASK 1: LESSON PLAN

Lesson Plan

Video Clip of Classroom Instruction

Teacher Commentary

Submission Window #2: January 15 - February 15

TASK 2: STUDENT ASSESSMENT

Teacher Design of Student Assessment

Student Work Samples

Teacher Commentary

TASK 3: LESSON PLAN

Lesson Plan

Video Clip of Classroom Instruction

Teacher Commentary

Submission Window #3: March 1 - April 15

TASK 4: COMMUNICATION AND PROFESSIONAL GROWTH

Documentation of Family/Colleague
Engagement in Professional Environment
and Communication

TASK 5: LESSON PLAN

Lesson Plan

Video Clip of Classroom Instruction

Teacher Commentary

TASK 6: TEACHER REFLECTION

Teacher Reflection on Classroom
Environment (Student Survey)

The tasks of the RESA are clearly aligned with the practices and protocols that Resident Educators have been engaged in during Years 1 and 2. The graphic below represents this alignment, including the objectives of each RESA task.

Alignment of RESA Tasks to Resident Educator Program Best Practices

RESA Task #	RESA Task Objective Resident Educators demonstrate ability to:	Resident Educator Program Best Practices
1, 3, 5	Select or modify lesson plan	Lesson study; Instructional cycle
	Incorporate knowledge of students in lesson planning	Classroom profile; Instructional cycle
	Implement instruction effectively	Instructional cycle
	Written reflection on instruction	Collaborative conversations; Self-assessment; Goal-setting
2	Align assessment to instructional outcomes	Instructional cycle; Instructional planning
	Use assessment data to inform instruction	Assessment of student learning; Instructional cycle
	Analyze student work	Instructional cycle
4	Communicate with families	Year 2 Formative Progress Review processes
	Collaborate with colleagues and community	Collaborative conversations; Year 2 Formative Progress Review processes
	Collaborate to strengthen professional growth and responsibility	Collaborative conversations; one-to-one mentor support; co-teaching; RE collaborative cohorts; Year 2 Formative Progress Review processes
6	Create classroom environment to support all students	Instructional cycle

A ***Resident Educator Summative Assessment Handbook*** will be released in late summer 2013 and will provide details about the requirements of each task; the process for uploading the artifacts and evidence; and the RESA scoring rubric.

Passing the RESA

Resident Educators who do not pass all parts of the RESA in Year 3 will retake the deficient portions of RESA in Year 4.

Resident Educators who pass all parts of RESA in Year 3 will be registered the following year as Year 4 Resident Educators and begin to explore professional growth and leadership planning.

Part II: Resident Educators in Year 4

Ohio Resident Educator Program requirements

In Year 4, Resident Educator Program Coordinators will identify and support:

- Year 4 REs who will retake deficient portions of RESA that were not passed the previous year;
- Year 4 REs who will take RESA because they did not take it in Year 3; and
- Year 4 REs who passed all parts of RESA in Year 3.

The following table summarizes the path each of these types of Resident Educators will take. The path for the last type—Year 4 Resident Educators who passed all of RESA in Year 3—is further explained below.

Year in the RE Program	Status	Action	Supported by
Year 4	Did not pass RESA in Year 3	Will retake deficient portions of RESA	State-trained facilitator
Year 4	Did not take RESA in Year 3	Will take RESA	State-trained facilitator
Year 4	Passed all of RESA in Year 3	Begin to explore and participate in teacher leadership opportunities	Learning communities; teacher teams

NOTE: During this year, Program Coordinators may find that they also are supporting REs who are in their third year of residency and are taking RESA for the first time.

Professional Growth and Leadership Planning

The Ohio Resident Educator Program is a four-year induction and support program for new teachers. Year 4 of the program represents a time when **Year 4 REs who have passed all parts of the RESA in Year 3 begin to explore and participate in teacher leadership opportunities.** These Year 4 REs will be supported by a facilitator while actively engaged and collaborating with other colleagues in the larger teaching community.

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:

Category # 1: 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!*

Category # 2: 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.

Category # 3: 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 or have not completed their requirements. Upon passing RESA and completing all Year 4 teacher leadership requirements, Resident Educators may apply for the 5-year professional license. If Resident Educators have time remaining on the license, they may wait to apply for the license until closer to the expiration date.