

## Mentor Roles and Required Best Practices for Resident Educator Program Year 1

**Purpose:** This chart provides the rationale for the mentors work as outlined in the Year 1 Timeline.

Best Practices	Rationale	Required Documents
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 <i>Ohio Continuum for Teacher Development</i> , Year 1 Areas of Focus.	Year 1 Resident Educator's Self- Assessment     Self-Assessment Summary
Assessment for Student Learning	Mentors assist REs to discover, understand and use multiple sources of data to gain an understanding of student learning at the district and school level; to determine student learning priorities; and to monitor student progress at the class level.	<ul> <li>Data Measures Inventory</li> <li>Synthesizing Student Data:         Assembling a Class Profile     </li> <li>Determining Instructional Grouping</li> <li>Monitoring Student Learning</li> </ul>
Lesson Study	Mentors introduce REs to the importance of lesson planning and the insights gained through the intentional study of a variety of lessons.  Mentors equip REs with tools to judge the quality of prepackaged lesson plans, to deconstruct and purposely reconstruct ready-made lessons, to personalize them and align them to Common Core and Ohio Revised Academic Content Standards, and provide rationale and evidence for lesson choices.	Evidence of the study of lessons of varied qualities and styles. Evidence of Collaborative Conversations focused on lessons: Collaborative Conversation templates Collaborative Logs Interactive Journals District generated collaborative tools
Instructional Cycles	Year 1 Instructional Cycles are a natural segue from Lesson Study. Mentors move REs from studying lessons to thinking about the thinking involved in designing high quality, purposeful lessons. Lesson design is driven by guiding questions focused on the Teaching & Learning Instructional Cycle: assess, plan, teach, revise, reflect.	Evidence of the completion of 1     entire Instructional Cycle     Evidence of mentor and RE     collaborative conversations
Observations	Mentors sharpen their skills as observers in order to provide meaningful feedback that moves the RE forward.	Evidence of 2 mentor formal observations of REs  • Pre- conference  • Observation  • Post-conference Evidence of at least 1 observation by Resident Educators. (See Year 1 Timeline for possible choices) Evidence of at least 1 ongoing observation of REs by mentors
Goal- Setting	Mentors guide REs to use multiple sources of data to set professional learning goals and to collect evidence of learning that demonstrates growth.	<ul> <li>Professional Goal Setting</li> <li>Mid-year Review</li> <li>End of Year Goal Setting and Reflection (see webpage for forms)</li> </ul>