

## The Ohio Resident Educator 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. School/district leaders who have a depth of knowledge and understanding necessary to implement a high quality induction program provide the foundation.

**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 school/district leaders and program coordinators that the Resident Educator Program will meet its goal of accelerating resident educator and mentor practice to improve student achievement.

**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.

**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 RE formative assessment.

**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.

**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.