



2019 Resident Educator Program Standards

Increasing Ohio's supply of highly effective teachers and leaders is strategy one in Ohio's strategic plan for education, *Each Child, Our Future*. A complementary strategy is to improve professional learning for teachers so they can deliver excellent instruction throughout their careers. Ohio's Resident Educator Program harmonizes with these strategies by guiding and supporting the practices of teachers just entering the profession. The program also promotes teacher leadership by offering more experienced educators the chance to mentor new ones, promoting equity in education to improve student learning. Ohio's new Resident Educator Program Standards also offer guidance for school-level program administrators and promote high-quality instruction for every child.

Domain 1: Program Leadership, Communication and Alignment

The knowledge, attitudes and actions of district and school leaders are critical to providing the structure and support mentors and resident educators need to succeed. District and school leaders establish a positive culture and create school structures that promote clear, consistent communication designed to improve teacher practice. These leaders ensure building and district policies and practices support continuous teacher growth and development. Leaders align their districts and schools' Resident Educator Programs with existing professional development programs and state professional development initiatives.

Standard 1: Program Leadership and Communication

Standard 2: School Leader Engagement

Standard 1: Program Leadership and Communication

- 1.1 District and school leaders designate and support a Resident Educator Program coordinator with clearly defined roles and responsibilities, including organizational and decision-making influence, adequate support, time and resources to implement a program focused on accelerating Resident Educator effectiveness and advancing student learning.
- 1.2 District and school leaders provide adequate time and sufficient financial resources to implement and sustain the Resident Educator Program.
- 1.3 Administrators, mentors, Resident Educators and other teachers, as well as faculty of teacher education programs, work together to implement the Resident Educator Program to accomplish program goals, support continuous improvement and ensure long-term sustainability.
- 1.4 District and school leaders, including program coordinators, develop reciprocal communication systems and programs to gather stakeholder input and promote understanding and ownership.
- 1.5 District and school leaders support aligning the Resident Educator Program to state and local initiatives, such as Ohio Teacher Evaluation System, Ohio Teacher Leadership initiative, Master Teacher Program, Ohio Improvement Plan and culturally responsive practices.
- 1.6 District and school leaders, including program coordinators, guide development and implementation of a comprehensive program evaluation and improvement system based on Resident Educator Program goals and standards and local program design.

Standard 2: School Leader Engagement

- 2.1 School leaders and program coordinators take part in ongoing professional learning that builds and sustains their capacities to advance beginning teacher development and mentor effectiveness.
- 2.2 School leaders and program coordinators implement policies, provide resources and improve conditions that promote resident educator success and student learning.
- 2.3 School leaders and program coordinators develop reciprocal communication systems and program structures to enable ongoing communication with mentors and resident educators. These systems and structures improve teacher practice and respect the confidentiality of mentor-resident educator relationships.

Domain 2: Mentor Quality, Professional Learning and Onboarding

Mentors, when carefully selected and supported, can help create new norms of collaboration, inquiry and ongoing learning. Developing an effective mentor professional development program requires a district or school to set up a professional community of practice for mentors and designate time for mentor collaboration and professional development. Mentors engage in self-assessment and reflection with other mentors as part of their own professional growth.

Standard 3: Mentor Quality (Mentor Roles, Responsibilities, Selection and Assignment)

Standard 4: Mentor Professional Learning, Learning Communities and Onboarding

Standard 5: Mentor Formative Assessment Practice

Standard 3: Mentor Quality (Mentor Roles, Responsibilities, Selection and Assignment)

- 3.1 Program leaders know and communicate clearly defined mentor roles and responsibilities aligned to Resident Education Program Mentor Standards and local policies.
- 3.2 Program leaders develop a process for mentor recruitment and selection consistent with established mentor roles and responsibilities.
- 3.3 Program leaders carefully assign mentors according to program design, mentor roles and responsibilities, and other relevant factors to maximize the growth and effectiveness of the resident educator and mentor.
- 3.4 Program leaders convey mentors' foundational role in fostering trusting, caring and confidential relationships with resident educators.
- 3.5 Program leaders engage in a continuous process of program improvement to ensure high-quality, effective mentor recruitment, selection and assignment.

Standard 4: Mentor Professional Learning, Learning Communities and Onboarding

- 4.1 District and school leaders provide mentors ongoing professional learning opportunities and support that are research-based and aligned to the program’s goals and district and school instructional priorities to advance their knowledge and skills.
- 4.2 Program leaders design professional learning opportunities that increase the capacity of each mentor to support resident educators, especially growing their abilities to meet the diverse needs of individual students.
- 4.3 Program leaders design and implement district and school onboarding practices for mentors to ensure they understand their responsibilities, as well as district and school program expectations.
- 4.4 Program leaders support mentor communities of practice that apply and extend individual and group learning by reflecting on their mentoring practices.
- 4.5 Program leaders systematically monitor mentor effectiveness, professional learning and onboarding using multiple sources of evidence.

Standard 5: Mentor Formative Assessment Practice

- 5.1 Program leaders establish expectations to guide effective mentor practice and accountability. These should be research-based and aligned with mentor standards, the program’s vision, mission and goals, and district and school instructional priorities.
- 5.2 Program leaders guide mentors in continuous improvement and accountability, based on ongoing self-assessment.
- 5.3 Program leaders routinely use data to give mentors formative, group and individualized feedback.

Domain 3: Instructional Mentoring

Resident educators grow professionally through relationships with mentors and other teachers that cultivate and nurture their skills and abilities. The Resident Educator Program gives resident educators formal and informal professional development opportunities based on their developmental needs and district priorities. Instructional mentoring draws resident educators into conversations about instructional practices, provides useable feedback and differentiates support for resident educators aimed at growth and competence.

Standard 6: Formative Assessment of Beginning Teacher Practice

Standard 7: Instructional Mentoring for Optimal Learning Environments

Standard 6: Formative Assessment of Beginning Teacher Practice Mentors build resident educators' capacities to advance equitable learning by providing rigorous, standards-aligned instruction and assessment practices that meet the needs of each student.

- 6.1 Program leaders guide mentors in using formative assessment tools with resident educators. Their purpose is to gather data on the resident educator's practice and direct ongoing instructional mentoring activities.
- 6.2 Program leaders ensure mentors have ongoing communication with resident educators to help them develop instructional goals based on their teaching and learning context, content focus, formative data and developmental needs, aligning these with district and school instructional priorities.
- 6.3 Program leaders show mentors how to use many kinds of evidence to pinpoint each individual resident educator's needs. This evidence helps them identify activities that help resident educators learn, demonstrate knowledge, and understand and apply the Ohio Standards for the Teaching Profession and Ohio's Learning Standards.

Standard 7: Instructional Mentoring for Optimal Learning Environments

- 7.1 Program leaders give mentors the support they need to work with resident educators to apply effective, research-based teaching practices. These practices create emotionally, intellectually and physically safe learning environments.
- 7.2 Program leaders ensure mentors have the knowledge, skills, tools and resources to help resident educators give each student access to relevant, rigorous, standards-aligned lessons and curriculum.
- 7.3 Program leaders help mentors grow their resident educators' capacities to meet the needs of each student. This includes the ability to plan and deliver standards-based instruction based on knowledge of students and analysis of their learning.
- 7.4 Program leaders help mentors support their resident educators in using instructional technology to meet the needs of every student.
- 7.5 Program leaders help mentors support their resident educators in developing strategies to collaborate with families, colleagues, instructional leadership teams and the broader educational community to ensure each student's success.
- 7.6 Program leaders support mentors in continuous improvement and assessing the quality and effectiveness of instructional mentoring.

Domain 4: Resident Educator Professional Growth and Development

The professional development offered to resident educators is guided by a standards-based, differentiated growth model that promotes communities of practice. Resident educator professional development builds on teacher preparation and offers opportunities for teachers to reflect on and improve their effectiveness during residency and throughout their careers.

Standard 8: Resident Educator Professional Learning, Learning Communities and Onboarding

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- 8.1 Program leaders establish communities of practice to promote professional learning, problem-solving and collaborative inquiry among resident educators and their colleagues to promote quality instruction and student learning.
- 8.2 Program leaders guide mentors in helping resident educators apply new learning from resident educator communities of practice.
- 8.3 Program leaders and mentors support resident educators using formative assessment data to differentiate and individualize professional learning activities.
- 8.4 Program leaders and mentors continually assess the effectiveness of their resident educator communities of practice and professional learning opportunities to ensure resident educators' needs are being met.

Continuous Improvement

Program assessment, evaluation and accountability

