The Ohio Resident Educator Program: Professional Growth for School Improvement

November 1 and 2, 2012
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Outcomes

• Understand the relationship between the Resident Educator Program and School Improvement

• Gain an understanding of the essential elements of a comprehensive induction system

• Identify ways to support successful implementation of the Resident Educator Program
What key elements do you believe are essential for the success of an Induction Program?
Top Ten Induction Program Elements

1. New teacher induction programs require a system wide commitment to teacher development.
2. Induction programs accelerate new teacher effectiveness.
4. Induction programs build a pathway for leaders.
5. Good principals create a culture of learning.
6. Effective induction programs combine high-quality mentoring with communities of practice.
7. Teaching conditions matter to supporting and keeping new teachers.
8. Online communities provide timely, cost-effective mentoring.
10. Good induction programs are accountable, not just compliant.

Moir, 2009
Successful teacher induction systems focus on **student learning** and **teacher effectiveness**. Strong programs include instructional mentoring by carefully selected, well prepared, released mentors; **professional learning communities** for mentors and new teachers; **engaged principals**; and **supportive school environments** and **district policies**.

New Teacher Center, 2012
“The Resident Educator Program is changing the landscape of teaching in Ohio...”
Year 1
In the first year, Resident Educators are introduced to the life of teaching. The Resident Educator Program provides instructionally intensive one-to-one mentoring, as well as the emotional support needed to accelerate the professional growth of Resident Educators.

Year 2
As Resident Educators move into the second year of teaching they begin to identify with the life of teaching. Differentiated support is provided in the form of flexible mentor models including: one-to-one mentoring, co-teaching, and collaborative cohorts. These models create an environment of inquiry which provides avenues for Resident Educators to shift their thinking from routine processes of examination to the in-depth concepts of analysis.

Year 3
Resident Educators are now inducted into the full life of teaching. Through reflective practice they more fully realize the complexities of the profession. In Year 3 Resident Educators have a deeper understanding of teaching and learning and are preparing to demonstrate their professional growth through the performance-based summative assessment.

Year 4
Resident Educators now have a deepened understanding of teaching and learning as a reciprocal, collaborative, and ongoing journey. There is a transformation in Resident Educators as they now embrace and accept the challenges and responsibilities of teacher leadership within and beyond the Resident Educator Program.

Transformative Journey
“Robust induction programs that improve teacher practice and student learning don’t come easy… Policy makers need to set the bar high and then point the way to resources if induction programs are going to realize their full impact.”

Moir, 2009
<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Sept</td>
<td>Assessment of Student Learning: Data Measures Inventory, Class Profile, Intentional Instructional Grouping, Monitoring Student Learning</td>
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<tr>
<td>Oct</td>
<td>Instructional Planning: Lesson Study</td>
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<tr>
<td>Nov</td>
<td>Instructional Cycle 1: Planning Guide, Examining Student Work, 2 students per cycle</td>
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<tr>
<td>Dec</td>
<td>Instructional Cycle 2: Planning Guide, Examining Student Work, 2 students per cycle</td>
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<tr>
<td>Jan</td>
<td>Instructional Cycle 3: Planning Guide, Examining Student Work, 2 students per cycle</td>
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<td>Feb</td>
<td>Self-Assessment: Review First-Year Resident's Self-Assessment, Review Self-Assessment Summary</td>
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<tr>
<td>Mar</td>
<td>Observation: Ongoing Mentor Observations, Reciprocal or exemplary teacher observations by RE</td>
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<tr>
<td>Apr</td>
<td>Goal Setting: End of Year Review</td>
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# Year 2 Timeline of Best Practices

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<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
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**Assessment of Student Learning:**
- Analyze Data Measures Inventory
- Analyze Intentional Instructional Grouping
- Analyze Class Profile
- Analyze Student Learning

**Instructional Planning, Lesson Study:**
- Analyzing Lessons for High Quality

**Instructional Cycle 1-3:**
- Planning Guide
- Analyzing Student Work (Whole Class)

**Self-Assessment:**
- RE Year 2 Self-Assessment
- RE Year 2 Self-Assessment Summary

**Observation:**
- Informal Observations to build rapport
- Reciprocal or exemplary teacher observations by RE
- Peer Observations RE to RE

**Observation:**
- Formal-Observation
  - Pre-Observation
  - Post-Observation
- Ongoing Mentor/RE Observations
- Reciprocal or exemplary teacher observations by RE
- Peer Observations RE to RE

**Goal Setting:**
- Goal Setting
- Mid-Year Review

**Goal Setting:**
- End-of-Year Review
- Reflection
### Resident Educator Program

#### Mentoring Models

<table>
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<tr>
<th>One-to-One Mentoring</th>
<th>Resident Educator Cohort</th>
<th>Co-teaching</th>
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<tbody>
<tr>
<td>• Primary mode for Year 1</td>
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<tr>
<td>• Protective time for collaborative conversations</td>
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<td>• Immediate feedback</td>
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<td>• Build professional confidence</td>
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<tr>
<td>• Close working relationship</td>
<td>• Members may include RE’s, mentors, and other school staff</td>
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<td></td>
<td>• Collaborative inquiry</td>
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<td></td>
<td>• Identify and solve common problems of practice</td>
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<td>• Extended forum for professional growth</td>
<td>• Co-teacher working with Resident Educator is an exemplary veteran teacher</td>
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<td>• Study, plan, teach, assess, reflect, and analyze together</td>
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Standards-based formative assessment tools document impact.

1. Resident Educator Self-Assessment
2. Assessment of Student Learning
3. Instructional Planning
4. Mentor Observation of Resident Educators
5. Professional Goal Setting Process
Principal’s Role

• Understand the goals of the Resident Educator Program
• Create a safe and supportive environment
• Honor Time - Provide opportunities for RE’s, Mentor, and teacher to collaborate
• Support job-embedded professional development
• Develop relationships with the Program Coordinator, mentor, Resident Educator, and teachers
Principal Support

Optional training for principals:

Principal Engagement for the Resident Educator Program
Register in STARS-search keywords "principal engagement"
Resident Educator Program and Leadership

- Program Coordinators
- Mentors
- Principals
- Resident Educators
Network and Support

- Certified Mentor Training
- Consortia
- PC Leadership Network
- Mentor Learning Network
- Resident Educators Cohorts
- RE Blogs
- Advanced Mentor Modules
Advanced Mentor Modules

• Data Beyond the Numbers
• Problems of Practice
• Analysis of Student Work
• Co-Teaching
“Doing everything correctly but nothing effectively also compromises the results of professional learning.”

Hayes Mizell, 2011
Induction programs accelerate new teacher effectiveness.

- Comprehensive Induction System

Teacher Effectiveness and Student Achievement
School Improvement

- Differentiated Mentor Models
- Rigorous Assessment of Resident Educators
- Certified Mentors and on-going Mentor training and support
- Principal Support
- Formative Assessment

Rigorous Assessment of Resident Educators

Ohio Department of Education
The one question to never stop asking...

“How can I be a better educator tomorrow than I am today?”
Questions
Thank You!

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References


For More Information
education.ohio.gov