Ohio’s Resident Educator Program: The Next Step of Your Journey

The Resident Educator License: A Brief Overview

The first years in the classroom include many challenges that often require additional support from a mentor or coach. **Ohio’s Resident Educator (RE) program is designed to provide guidance for new teachers in their first 3 - 4 years in order to help novices “practice, refine, and gain a deeper understanding of the art and science of teaching”** (ODE).

Certified mentors complete training from the state in order to facilitate the process of Years 1 - 4 in the RE program. Each year has a timeline of tasks and experiences that include studies of planning, individual students, instruction, and assessment much like the edTPA. The assigned, trained mentor observes the Resident Educator and works together along with the assigned administrator to coach and support the Resident Educator.

The design of the program intentionally requires the mentor and Resident Educator to work together to put the Teaching-Learning Cycle (pictured to the right) into practice through analyzing student learning data in order to plan and deliver effective lessons and to continually reflect on the results of teaching and learning and revise instruction.

RE is a mentoring program; it is not about evaluation; OTES is evaluation. It is important to understand that the Resident Educator program is NOT about evaluating performance. The mentor will provide feedback intended to help the RE grow (refinement) and will provide feedback on what is going really well (reinforcement) just like the OTES evaluator will provide, but the overall mission of the Resident Educator Mentoring program is to provide coaching and support. As long as a Resident Educator is showing EVIDENCE of receiving and applying coaching to improve teaching and learning, the mentor is able to continue to provide assistance toward the Summative Assessment completed by the RE at the end of year 3 or 4. The support provided by the mentor can also benefit the RE in preparation for OTES evaluations and value-added data collection.

Click Here to see the image to left in a larger format
**Unpacking of Resident Educator Year 1 Best Practices**

The yellow row is a self-assessment of strengths and areas for improvement focusing on the Ohio Standards for the Teaching Profession. Your observations from student teaching and practicum will likely help you complete these self-assessments - hang onto them!

The green boxes are representative of the observations your mentor will do of you. You will prepare for those much like you prepared for the observations you experienced in practicum and student teaching. These observations may be tied in with OTES observations depending upon district’s decisions.

Finally, the blue lane represents your SMART (Specific, Measurable, Attainable, Results-drive/Relevant, Time-bound) goals. Please see the link below for more information on creating appropriate SMART goals. At the beginning of the year, you will set 2 SMART goals using the provided templates. At the mid-year point and the conclusion of the year, with your mentor, you will review data to show evidence of growth in these two areas.

After your work in the red, yellow, green, and blue lanes is complete, your mentor will complete the Formative Progress Review (represented on the timeline by the purple arrows) at the end of May. Please see the provided link for more detail about this process. The FPA allows you to reflect as you prepare for your RESA in year 3 or 4 and allows you to continue on your path without delay if you change districts.

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**Helpful Links**

**Timelines and Resources:**

**Year 2**

- Year 2 - There are two options to resources at this link depending upon the path an RE is on. Year 2 with RESA and year 2 without RESA. A year 2 not taking the RESA until year 4 will follow the timeline found [here](#).

**Year 4**

- Year 4 - The information necessary for year 4 of residency varies depending upon where REs are in their process. See the linked page to explore further.

**SMART goals** - documents provided on the ODE website include a goal setting guide, a template, and a support PowerPoint.

**Year 1 Formative Progress Review** - This functions as a summative assignment of the years work. It serves as a piece of evidence for an individual changing districts, etc.

**Collaborative Conversation Templates** - support documents to facilitate the necessary conversations between mentor and RE

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**Click here** to see this visual on ODE's website.
### Guidance for Pathways to Completion of RESA in Years 3 and 4

The document to the left won’t be of extreme value to you until you are in your third and fourth year of your Resident Educator license. Here the Ohio Resident Educator Program is being referred to as OREP.

As change in Education Policy is continual, plan to check in with ODE bi-yearly to see what RESA (Resident Educator Summative Assessment) will look like for you when your summative assessment comes.

For now, it is helpful to see that although passing the summative assessment is required for a teacher to obtain a 5-year professional license, it is not so high stakes that you will not have opportunities for feedback and improvement. If a resident educator does not pass all parts of the RESA the first time, he or she is able to “bank” passing scores for two years and only work on areas where scores are not passing.

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**A generous heart, kind speech, and a life of service and compassion are the things which renew humanity. ~ Buddha**