

The Field Files

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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).**

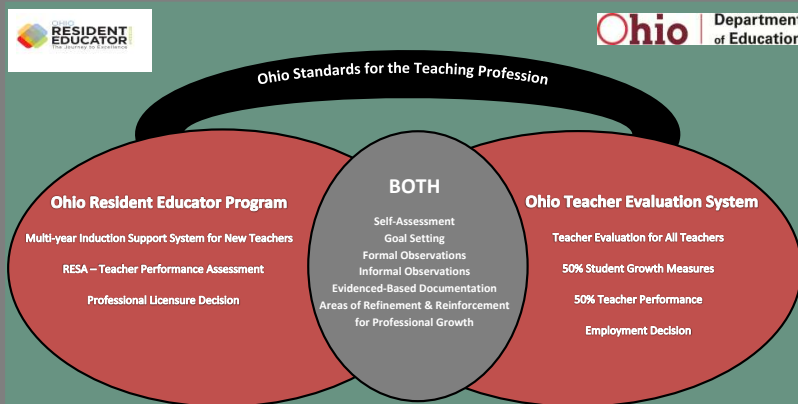
Certified mentors complete training from the state in order to facilitate the process of Years 1 - 4 in the RE program. Each year has a timeline of tasks and experiences that include studies of planning, individual students, instruction, and assessment much like the edTPA. The assigned, trained mentor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



[Click here](#) to view the Resident Educator Overview. The Teaching - Learning Cycle is a continual process of assess, reflect; plan, reflect; teach, reflect; and revise, reflect.

How Do Resident Educator and OTES Function Together?

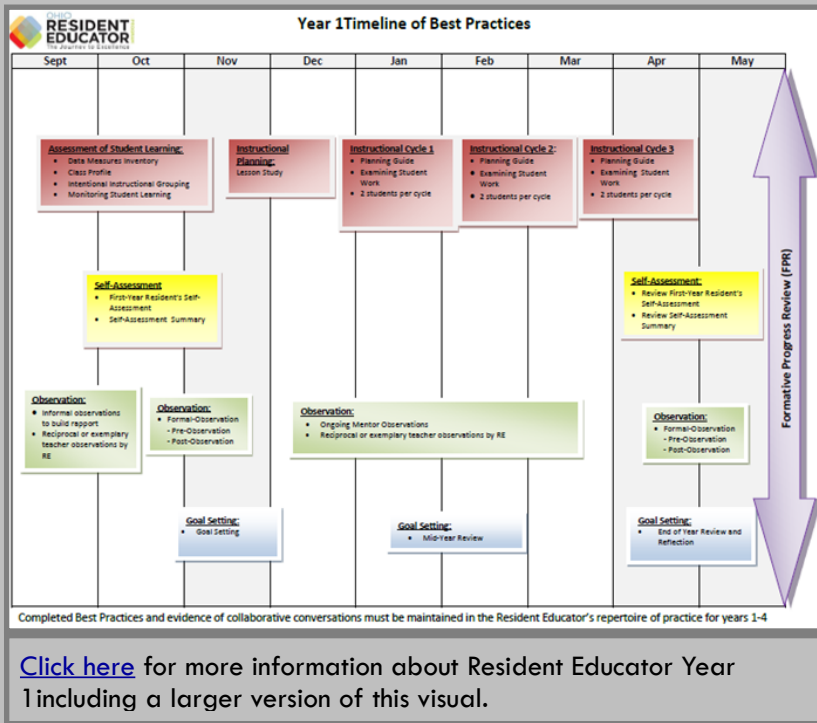


The Ohio Resident Educator Program and the Ohio Teacher Evaluation System are components of Ohio's comprehensive professional growth system that leads educators from induction through life-long learning and growth to advance student achievement.

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.

The timelines for each year of Resident Educator (see year 2, 3, and 4 in the links below) outline the multiple pieces of each year of residency. Please click on [this link](#) to see a larger version of the document above, the Year 1 Timeline of Best Practice.

In the beginning of your first year employed by a district in Ohio, you will receive an assigned mentor who has been trained to support you during your residency. With the guidance of your mentor, you will complete 4 tasks that span the length of the year. Pictured in red above is the lane explaining the assessment of student learning through three lessons during the course of the year and the analysis of 2 focus students' work. You will find many commonalities between the red boxes and the edTPA.

Helpful Links

Timelines and Resources:

[Year 2](#)

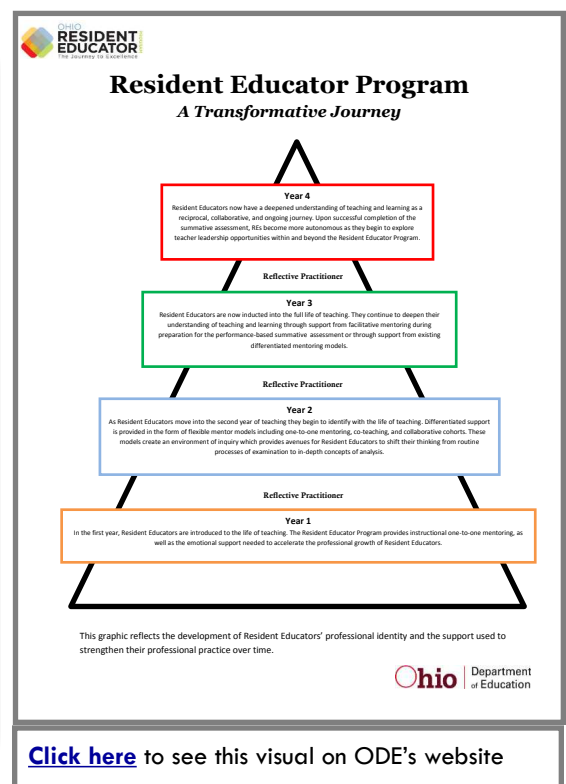
[Year 3](#) - There are two options to resources at this link depending upon the path an RE is on. Year 3 with RESA and year 3 without RESA. A year 3 not taking the RESA until year 4 will follow the timeline found [here](#).

[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



Resident Educator Direction and Guidelines Per Year

Year 1	Year 2	Year 3		Year 4		
Follow Year 1 Timeline of Best Practices	Follow Year 2 Timeline of Best Practices	Employer will determine if REs are ready to take the Resident Educator Summative Assessment (RESA):		REs who did not begin RESA in Year 3 will begin RESA in Year 4. REs who did not pass all portions of RESA in Year 3 will retake deficient portions in Year 4. REs who successfully passed RESA participate in in professional growth and leadership activities. Year 4 REs are <u>not</u> required to have a mentor.		
Minimum 1 hour or 1 planning period per week (locally determined)	3-4 hours per month (locally determined)	REs taking RESA	REs not taking RESA	REs taking RESA	REs re-taking RESA	REs not taking RESA (who passed RESA in previous year)
		Work through the RESA with support from state-trained facilitator to complete the RESA	Work with state-trained mentor Follow Year 3 Timeline of Best Practices 3-4 hours per month (locally determined)	Work with state-trained facilitator to complete the RESA	Work with state-trained facilitator to retake deficient portions of RESA	Engage in professional growth and leadership activities

[Click here](#) for a larger version of the above table and links to all 4 timelines. Many of the decisions regarding mentor assignment, allocation of time for tasks, required meetings, size of cohort, etc. will be determined at the district level. This is typically referred to as a “local decision.”

What Happens If You Don't Get a Job During the First Year of Your License?

Just like application for initial license, renewal and extension applications are completed on the Ohio Department of Education (ODE) website. Those holding a Resident Educator license are permitted to apply for a 1 or 2 year extension if they have not completed the 4 year residency or have completed the 4 year residence but have not passed all parts of the RESA.

Don't fret if you do not obtain employment in a school during your first year. You will not be penalized when it is time for license renewal.

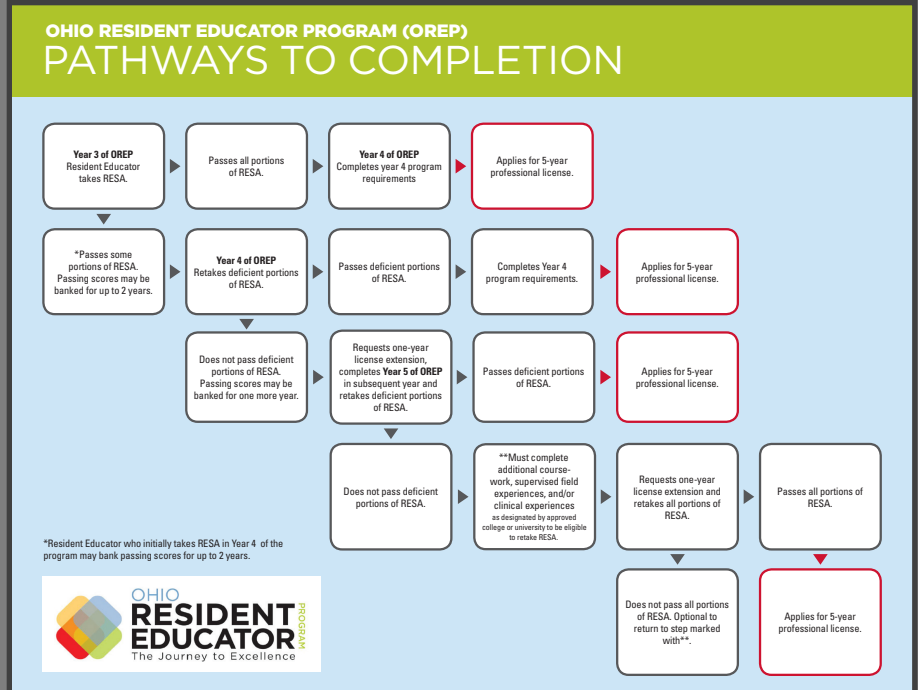
See the License Renewal/Extension information provided by ODE, [here](#).

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.



[Click here](#) to see the OREP Pathways to Completion in larger format



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