

Ohio Resident Educator Program

Mentor Toolkit



The Resident Educator Mentor Toolkit was created for use by Mentors in their work with Resident Educators. The tools are used to facilitate professional development and discussion around the Teaching and Learning Cycle during the Mentoring Years of Residency. The work of the Instructional Mentor is to accelerate the Resident Educator's teaching practice to promote increased student achievement. Mentoring is a critical component of the Ohio Resident Educator Program.

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Day One Plan of Action:

1. The three (3) most important things I learned today about Instructional Mentoring are:
 - a.
 - b.
 - c.
2. The first thing I will do as an Instructional Mentor is.....
3. I will ensure that my Resident Educator understands induction and residency by....
4. The mentor tools/strategies I will use to plan and implement Mentor Conversations are....
5. I will get to know my Resident Educator(s) by

Day Two Plan of Action:

Mentor Self-Assessment Reflection and Goal Setting

In which areas of mentoring are you the most confident?

Identify mentoring areas that you feel need further development.

Based upon your self-assessment reflection, the roles of a mentor and the mentoring strategies you learned in the academy, **identify goals** you would like to work towards throughout the school year.

| Mentor Standard | Goal | Next steps |
|-----------------|------|------------|
| | | |
| | | |
| | | |

Mentor Plan of Action: What will I do tomorrow as a mentor with my Resident Educator?



How can I be a better educator tomorrow than I was today and lead others to do the same?

“Mentors are those people in our lives who, through their deeds and work help us to move toward fulfilling our potential.” – Gordon F. Shea, Mentoring Basics

Academy Information Sheet

Resident Educator Academy Day 1: Mentors as Learners

Day 1 Date:

Training Location:

Facilitators:

Contact information:

Resident Educator Academy Day 2: Mentors as Decision Makers

Day 2 Date:

Training Location:

Facilitators:

Contact Information:

This Academy Resource belongs to:

Name: _____

Phone: _____

Email: _____

What is the Purpose of the Mentor Toolkit?

This Mentor Toolkit is both a supplement to the Mentor Academy Training and a resource for mentors once training is completed. The Mentor Toolkit offers strategies, tips and resources to enhance the instructional mentoring provided during the mentoring years of the Ohio Resident Educator Program. Materials in the Toolkit may be copied for use in mentoring. The Toolkit is also available online at www.education.ohio.gov.

During the Mentor Academy Training Days 1 and 2, new mentors will access learning activities and training handouts in the Toolkit. Following the training, the Toolkit provides resources to enhance ongoing learning for new mentors and additional tools and activities for the new mentor to use when they begin mentoring their Resident Educator(s).

The Ohio Continuum of Teacher Development is included in the Mentor Toolkit. This resource for educators describes five cumulative levels of teacher development and is an excellent tool for mentors to use as they begin to focus professional conversations with Resident Educators on instructional practice. The Continuum offers a starting point for self-assessment and goal setting for each Resident Educator.

How to Use this Toolkit?

The Resident Educator Mentor Toolkit is designed for use during the two-day Resident Educator Program Mentor Academy Training and serves as a resource for new mentors as they begin mentoring their Resident Educator(s). During the training, mentors will access the learning activities, reflection prompts, and training handouts in the Toolkit. Following the training, new mentors will refer to the Toolkit for additional resources and tools to enhance the instructional mentoring provided to Resident Educators. For example, tools such as the Mentoring Language Collaborative Log, and the Ohio Continuum of Teacher Development (Continuum) are useful tools for the mentor as they get to know their Resident Educator(s). The Continuum assists the mentor in focusing professional conversations on instructional practice and may be a tool for setting goals and determining instructional mentoring activities. The Mentoring Language and Mentor Reflective Questions will support mentors in promoting effective questioning and listening skills.

Additional tools and resources contained in the Toolkit will support instructional mentors as they progress through the mentoring years with Resident Educators.

For additional resources and information for mentors visit the Resident Educator Program webpages on the Ohio Department of Education Website (www.education.ohio.gov).

What is Instructional Mentoring?

Mentors play a key role in supporting beginning teachers as they actively analyze and reflect on their instructional decisions. During the Resident Educator Program years 1 and 2, Resident Educators are assigned a state-certified mentor to support them as they implement the Ohio Standards for the Teaching Profession and apply the components of the teaching and learning cycle to their instructional practice. These formative mentoring years are a time to practice through reflection and analysis of authentic teacher work (e.g. planning lessons, analyzing data and monitoring student progress).

Instructional mentoring is the system of support, guidance and instruction mentors provide to Resident Educators to assist them in becoming effective teachers. Instructional mentoring focuses on the reflective nature of teaching, the implementation of evidence-based instruction, and the use of data for lesson planning. Instructional mentoring nurtures the critical and reflective thinking of Resident Educators to deepen their understanding of the teaching and learning processes.



Academy Goals

The two-day Mentor Academy is designed to begin preparation of Instructional Mentors for the Resident Educator Program. The professional growth and development of Instructional Mentors is an on-going process and, as such, learning opportunities at the local level should occur beyond the initial state training.

During the Academy, Mentors will:

- Understand instructional mentoring
- Design differentiated support
- Leave with knowledge and tools to begin mentoring

Why are you becoming a Mentor?

Why are you here? Did you volunteer? Were you chosen through a selective process? How were you assigned? How could this influence you as a mentor?



Scenario: Billy is in the fifth grade. Billy will never be in the fifth grade again, at least not in this exact way. Billy's teacher is a Resident Educator; bright, energetic, inexperienced. The fifth-grade school year passes quickly. Billy's learning cannot be compromised because his teacher is a beginning teacher. Billy may have several beginning teachers in his school career. Today in America, a quarter of the teaching staff is made up of beginning teachers. Between 40 and 50 percent of these young teachers will leave the profession within five years unless they are supported and given specific opportunities to study and practice teaching. Instructional

Mentoring is a response to urgent needs... needs of Billy and needs of beginning teachers. As you go through the daily practice of teaching and mentoring, always remember Billy.

Written Reflection:

- Why are effective and dedicated mentors important for Billy and his learning?

- How can effective mentor relationships impact Billy's overall school experience?

- What can mentors do to ensure that Billy's academic needs are being met?

Table Talk:

Now that you are here, training to be a mentor to an Ohio Resident Educator, answer the question again. **Why are you here?**

What are your professional and personal goals in taking on the role of mentor? Your investment and dedication will impact beginning teachers. The mentor has a very important role in the professional development of beginning teachers.

Induction and Residency

What is Induction?

Induction is a formal, intentional, high-quality ongoing professional development opportunity. Induction provides support and guidance to novice teachers. The intention of an induction program is to provide teachers with a systematic structure of support that helps them to be efficacious, become familiar with their school and district, refine their practice, and to better understand their professional responsibilities.

Focused, comprehensive induction helps teachers get better faster, sometimes surpassing veteran colleagues.... The ultimate beneficiary of a comprehensive induction program is the student. New Teacher Center, 2016

What is Residency?

Residency is a time to practice, refine and gain a deeper understanding of the art and science of teaching with the guidance of a certified mentor and the support of a professional learning community. The intention of residency is to provide the structure that maximizes new educators' learning in the context of classroom experience and integrates educators into the school community.

The Ohio Resident Educator Program is a four-year program that includes mentoring support. The benefit of a four-year program is that it allows mentors, facilitators, and colleagues to work with Resident Educators over time to move deeper into the process of being an effective teacher. New teachers benefit by learning from experienced and effective teacher leaders; schools increase the possibility of retaining strong, well-trained educators; and most important, student learning can be improved.

The work of a successful teacher requires more than just knowing one's content or the various pedagogical approaches that can help facilitate learning. The work is about successfully deploying the knowledge and skills in an ever-changing and unpredictable dynamic of classrooms.

Ron Thorpe, CEO of National Board for Professional Teaching. Kappan. Sept. 2014.

"Residency: "Can it transform teaching the way it did medicine?"

What is Mentoring?

Mentoring is one component of a comprehensive induction program. It refers to the relationship between a beginning or incoming educator (mentee) and an educator (mentor) who has demonstrated effectiveness with improving student outcomes and supporting the professional development of colleagues. Mentors provide ongoing instructional support through differentiated mentoring models that allow new teachers to grow and practice the profession of teaching during their initial years of residency. Ohio's Mentor Standards define the expectations for those serving as mentors in Ohio.

Mentorship is simply learning from the mistakes and mastery of a successful person in his/her field. Bernard Kelvin Clive

To truly motivate others 1) discover what their motives, desires & drivers are 2) genuinely connect with and support them from the heart. Rasheed Ogunlaru

The Ohio Resident Educator Program is Professional Development for beginning teachers.

Induction, Residency, and Mentorship are the introduction to the ongoing professional development process for Ohio's educators. The Resident Educator Program prepares educators to continue professional growth and development beyond formal residency. After successfully completing the Ohio Resident Educator Program, including the Resident Educator Summative Assessment (RESA), teachers may transition to a Professional Teaching License and to the Local Professional Development Committee (LPDC) in their school or district* as they continue to develop professionally throughout their careers. Teachers working with LPDCs meet individual growth-plan goals using Individualized Professional Development Plans (IPDPs).

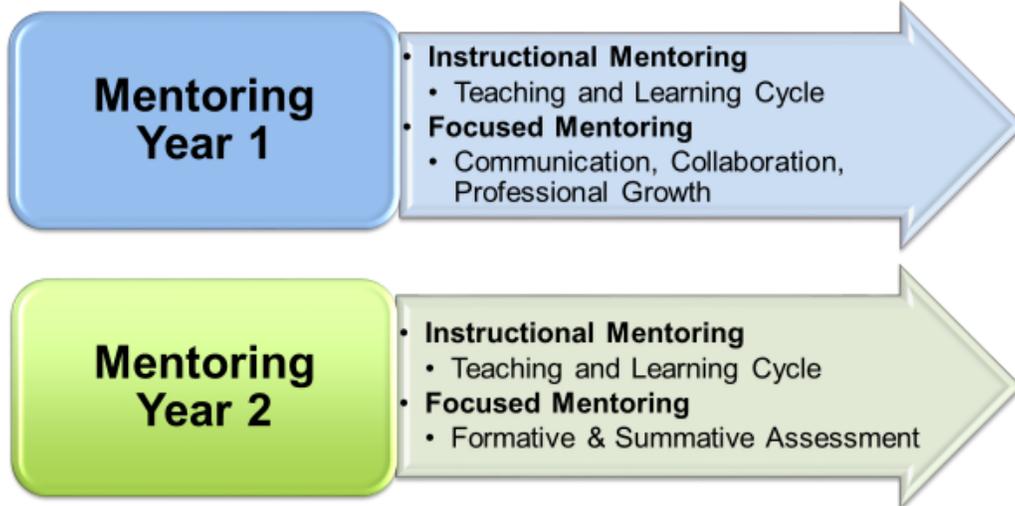
Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do. Pele

*Some districts may have policies and/or procedures that differ.

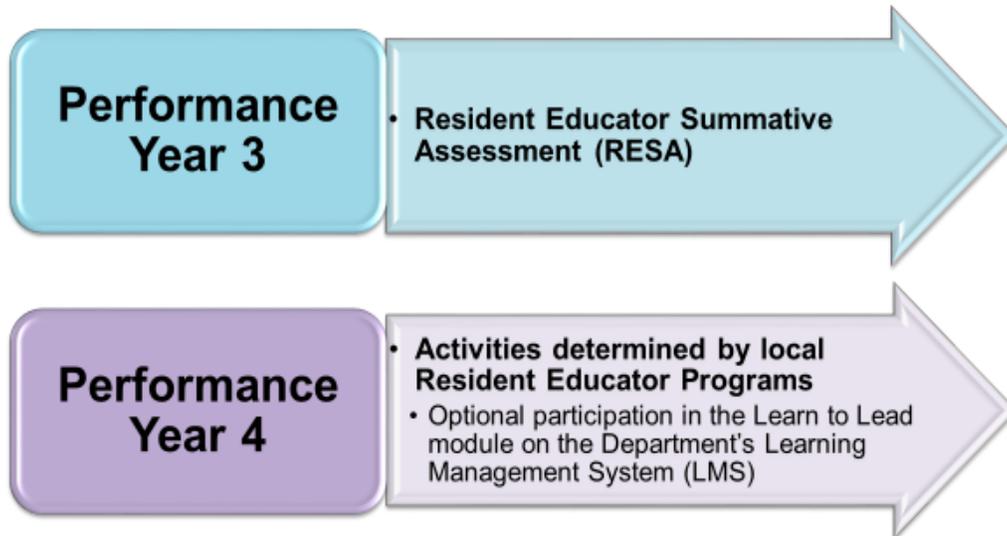
Ohio Resident Educator Program Years

The Ohio Resident Educator Program began in 2011 and is a comprehensive, four-year initiative to assist beginning teachers with mentoring and professional development as they start their education careers. The Ohio Resident Educator Program can be envisioned as a professional pathway to continued professional learning, leading educators to more effective practices and excellence in teaching. The four-year residency program consists of a system of support and mentoring, assessing teacher learning, and exploring leadership within the profession.

Ohio Resident Educator Program



Ohio Resident Educator Program



Mentors play a key role in supporting beginning teachers as they actively analyze and reflect on their instructional decisions. During Year 1 and Year 2 of the Resident Educator Program, educators are assigned a state-certified mentor to support them as they use the Ohio Standards for the Teaching Profession and apply the Teaching and Learning Cycle to their instructional practices. These formative mentoring years are a time to practice through reflection and analysis of authentic teacher work (e.g., planning lessons, analyzing data and monitoring student progress). Through collaborative conversations, observation and feedback, mentors support Resident Educators' professional growth and help them meet their annual goals.

Beginning in 2018-19, Resident Educators may opt to take the Resident Educator Summative Assessment (RESA) in Program Year 2. If the Resident Educator does not choose to take the RESA in Program Year 2, they are required to complete the RESA in Program Year 3.

What should Mentors know about the RESA?

In the first two years of the Resident Educator Program, Resident Educators (with the support of Mentors) will systematically and continually engage in inquiry and reflection as they progress through the Teaching and Learning Cycle and receive actionable and meaningful feedback from their mentors.

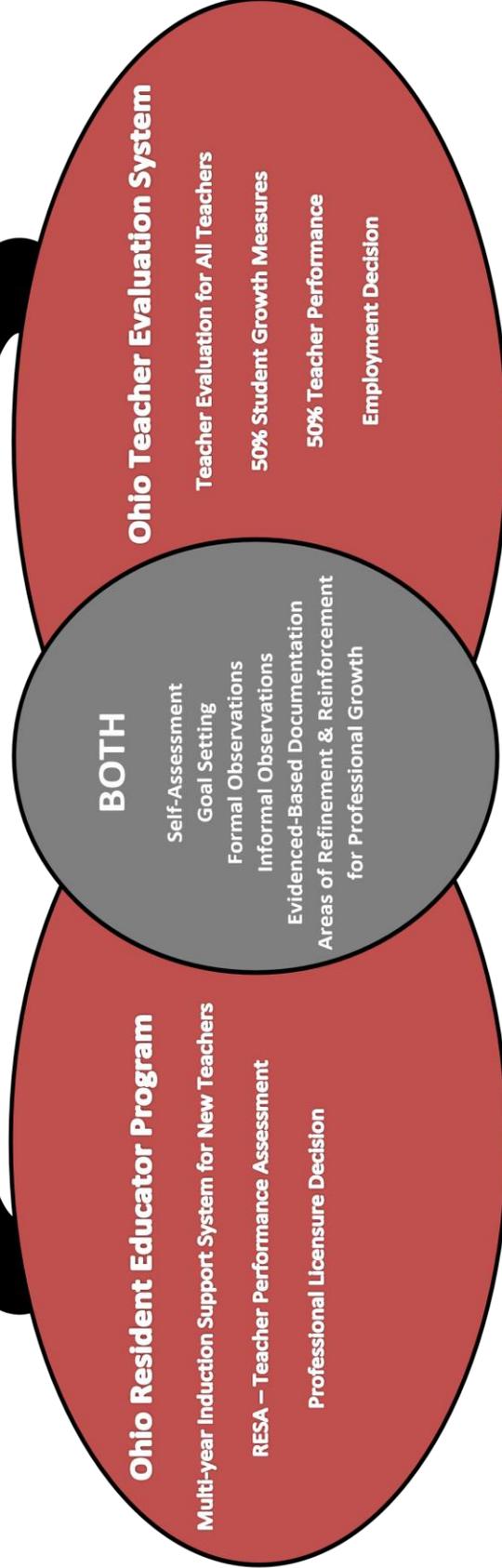
After participating in these comprehensive mentoring years, Resident Educators are expected to successfully complete the Resident Educator Summative Assessment (RESA). The RESA provides Resident Educators with the opportunity to demonstrate their ability to meet or exceed the Ohio Standards for the Teaching Profession. Resident Educators must participate in the RESA in program year 3.

During the performance-based assessment, Resident Educators analyze and reflect on their teaching, which is critical to continuously improving as an educator. Resident Educators choose the lesson they videotape for submission allowing them to choose their best practice to submit as evidence. RESA submissions are scored by trained RESA Assessors who provide comprehensive feedback on the submission.

Resident Educators who successfully complete the RESA (and the four-year Resident Educator Program) are eligible to advance their license to a Professional Teaching License.



Ohio Standards for the Teaching Profession



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.

Resident Educator Program Roles: *defined*

Program Coordinator:

Program Coordinators are assigned at the local level (building or district) to manage the Resident Educator Program. Their work varies depending upon the program requirements in individual schools or districts. Program Coordinators are responsible for program registration, monitoring program eligibility, and reporting program completion to the Ohio Department of Education.

Certified Mentors:

Mentors are required to be state certified by successfully completing the two-day Mentor Academy training. Mentors provide high quality instructional mentoring to Resident Educators during the mentoring years of residency.

Facilitators and Colleagues:

Facilitators support Resident Educators during the performance year(s) of residency. Facilitators are required to complete the facilitator training module accessible on the Resident Educator Program webpages. Colleagues support Resident Educators after successful completion of the Resident Educator Summative Assessment (RESA).

Building and District Administrators:

Administrators create environments where Resident Educators can thrive. These environments are collaborative in nature and provide support and guidance to Resident Educators as they begin their teaching careers.

Educational Service Centers:

Educational Service Centers (ESC) often host ongoing professional support and development for the Resident Educator Program. Some schools and districts choose a Program Coordinator from the local ESC. Professional learning opportunities for Program Coordinators, Mentors and Resident Educators are often offered by the local ESC.

The Role of the Mentor and Instructional Mentoring

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and support new teachers with instruction, curriculum, procedure, and practices. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

Mentors are:

- effective teachers willing to share their knowledge, provide actionable feedback on one’s instructional performance, and give emotional and moral support to beginning teachers;
- understanding that the mentor-mentee relationship develops over time during which a new teacher’s needs and the nature of the relationship tend to change;
- aware of the individual needs of Resident Educators and design professional learning opportunities and differentiated supports to ensure that each new teacher continues to grow and refine their practice throughout the mentoring years.

Reflection:

Recall someone who has acted as a support to you professionally. In what ways has this mentor had lasting effects on your life? As you think about your mentor, jot down important mentoring qualities.

Components of Instructional Mentoring:

- Confidentiality and trust
- Self-Assessment, goal setting
- Modeling best practices
- Observations and collection of evidence
- Professional conversations
- Actionable and meaningful feedback
- Reflection and collaborative learning

What is the Role of the Mentor?

Mentors serve as a guide for beginning teachers as they embark on a journey of continued professional learning that leads to more effective practices and excellence in teaching. Mentors serve a variety of roles in this work with Resident Educators.

Builder of Relationship & Trust

Through empathy and understanding of the needs of the beginning teacher and a non-evaluative approach, mentors begin their work with Resident Educators by creating a relationship built on mutual respect and trust. The beginning teacher is socialized into the profession through the context of this relationship.

Communicator

Mentors must be effective communicators to guide professional conversations and provide authentic and actionable feedback. Mentors conduct instructional, collaborative and/or facilitative conversations based upon the individual needs of their Resident Educators.

Facilitator of Professional Development

Mentors collect evidence of the Resident Educator's developing practice and provide differentiated ongoing job-embedded professional development. This professional development is enacted through modeling, collaborative planning, self-assessment and goal setting, data analysis, and a variety of forms of observations.

Advocate and Coach for Student Success

While it is the mentor's focus to aid in the development of the beginning teacher, this is always done through the lens of what is best for student learning. Through professional conversations, feedback and professional development activities, the mentor guides the Resident Educator in focusing on students' needs and ensuring students access to an equitable classroom climate, content, and pedagogy. (New Teacher Center)

Continuous Learner

Mentoring is professional development for the beginning teacher and for the mentor. While mentoring, mentors engage in self-assessment of their practice, participate in reflective professional conversations, collaboratively plan and conduct data analysis. A benefit of mentoring is this professional growth.

Mentors:

- **Serve** as teachers of teachers
- **Focus** on student learning
- **Approach** teaching as inquiry
- **Know** and can articulate outstanding practice
- **Differentiate** teacher support based on assessed need and the context of the teacher's classroom
- **Help** new teachers balance immediate concerns with long-term development
- **Assist** new teachers in analyzing data of student learning to guide instruction

Reflection: Which qualities of mentoring do you believe are your strengths?

Ohio Standards for Professional Development *At-A-Glance*

Professional Development Standard 1: Learning Communities

Professional learning that increases educator effectiveness and results for all students...occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

- 1.1 Engage in continuous improvement.
- 1.2 Develop collective responsibility.
- 1.3 Create alignment and accountability.

Professional Development Standard 2: Leadership

Professional learning that increases educator effectiveness and results for all students requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning.

- 2.1 Develop capacity for learning and leading.
- 2.2 Advocate for professional learning.
- 2.3 Create support systems and structures for professional learning.

Professional Development Standard 3: Resources

Professional learning that increases educator effectiveness and results for all students ...requires prioritizing, monitoring and coordinating resources for educator learning.

- 3.1 Prioritize time and human, fiscal, material and technological resources.
- 3.2 Monitor resources.
- 3.3 Coordinate resources.

Professional Development Standard 4: Data

Professional learning that increases educator effectiveness and results for all students ... requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.

- 4.1 Analyze student, educator and system data.
- 4.2 Assess progress.
- 4.3 Evaluate professional learning.

Professional Development Standard 5: Learning Designs

Professional learning that increases educator effectiveness and results for all students ...integrates theories, research and models of human learning to achieve its intended outcomes.

- 5.1 Apply learning theories, research and models.
- 5.2 Select learning designs.
- 5.3 Promote active engagement.

Professional Development Standard 6: Implementation

Professional learning that increases educator effectiveness and results for all students ...applies research on change and sustains support for implementation of professional learning.

- 6.1 Apply change research.
- 6.2 Sustain implementation.
- 6.3 Provide constructive feedback.

Professional Development Standard 7: Outcomes

Professional learning that increases educator effectiveness and results for all students ...aligns its outcomes with educator performance and student curriculum standards.

- 7.1 Meet performance standards.
- 7.2 Address learning outcomes.
- 7.3 Build coherence.

Ohio Standards for the Teaching Profession *At-A-Glance*

Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.

- 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- 1.3 Teachers expect that all students will achieve to their full potential.
- 1.4 Teachers model respect for students' diverse cultures, language skills and experiences.
- 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Standard 2: Teachers know and understand the content area for which they have instructional responsibility.

- 2.1 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.
- 2.5 Teachers connect content to relevant life experiences and career opportunities.

Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- 3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.
- 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

Standard 4 Teachers plan and deliver effective instruction that advances the learning of each individual student.

- 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 4.7 Teachers use resources effectively, including technology, to enhance student learning.

Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.

- 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- 5.2 Teachers create an environment that is physically and emotionally safe.
- 5.3 Teachers motivate students to work productively and assume responsibility for their own learning.
- 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- 5.5 Teachers maintain an environment that is conducive to learning for all students.

Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- 6.1 Teachers communicate clearly and effectively.
- 6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.
- 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- 7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.
- 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

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.

Mentor Standards for the Ohio Resident Educator Program *At-A-Glance*

Mentor Standard 1: Mentors demonstrate commitment to advance the professional learning and practice of Resident Educators.

Element: Mentors commit to the roles and responsibilities of mentoring and dedicate themselves to maintaining timely and appropriate communications with Resident Educators.

Indicators:

1.1 Mentors clearly communicate Resident Educator program expectations for themselves and for Resident Educators as defined by state law and school district requirements.

1.2 Mentors use research on the developmental needs and concerns of Resident Educators to guide their communications with Resident Educators.

1.3 Mentors engage in formal, regular and ongoing communication to meet the personal and professional needs of Resident Educators.

1.4 Mentors demonstrate strong interpersonal skills, employ relationship building skills and use effective language tools to facilitate meaningful conversations with Resident Educators.

1.5 Mentors honor the confidentiality of the mentor-resident educator relationship as it is defined in the contexts of the Ohio Resident Educator program and district policies.

Mentor Standard 2: Mentors design and facilitate professional development for Resident Educators.

Element: Mentors facilitate professional development experiences purposefully designed to meet the identified needs and concerns of Resident Educators.

Indicators:

2.1 Mentors apply formative assessment strategies and tools to identify and address the professional development needs and interests of Resident Educators.

2.2 Mentors apply knowledge of Ohio academic content standards, professional teaching standards, relevant research and best practices to guide the professional development of Resident Educators. 2.3 Mentors facilitate professional development experiences that promote collaborative inquiry, analysis and reflection on practice.

2.4 Mentors apply professional development strategies consistent with best practices in adult development and learning.

2.5 Mentors use a variety of research-based strategies, resources and technologies to differentiate professional development for Resident Educators.

Mentor Standard 3: Mentors create and foster positive learning environments for Resident Educators.

Element: Mentors create and foster the development of positive learning environments in which Resident Educators accelerate professional growth.

Indicators:

3.1 Mentors create trusting, caring, and open environments in which Resident Educators can build and maintain strong and positive professional relationships.

3.2 Mentors apply knowledge of school and community culture to assist resident educators in being positively socialized into such cultures.

3.3 Mentors serve as advocates in their schools and districts for creating supportive environments that enhance Resident Educators' opportunity for reaching their personal and professional potential.

3.4 Mentors promote opportunities to build positive relationships among Resident Educators, school staff, families and the community.

3.5 Mentors engage colleagues when the skills or knowledge of another educator is needed to support the professional growth of Resident Educators.

Mentor Standard 4: Mentors support Resident Educators' instructional and assessment practices.

Element: Mentors advocate for student learning and employ instructional mentoring strategies designed to help Resident Educators enhance student learning.

Indicators:

4.1 Mentors value the research-validated connection between teacher performance and student learning by serving as models of data-driven professionals.

4.2 Mentors advocate for student learning as the primary indicator of a Resident Educator's professional growth.

4.3 Mentors support Resident Educators in using a variety of formative and summative student assessments to drive instruction.

4.4 Mentors assist Resident Educators with planning lessons that engage students and integrate content standards with effective instructional strategies to meet the needs of diverse learners.

4.5 Mentors assist Resident Educators in creating a positive classroom culture that communicates high expectations.

4.6 Mentors develop Resident Educators' abilities to use student learning data to set instructional goals, self-assess instructional practices, and monitor progress toward those goals.

4.7 Mentors use assessment data and a variety of coaching strategies to improve the practice of Resident Educators.

Mentor Standard 5: Mentors develop as leaders and learners through professional growth.

Element: Mentors serve as models of professionalism in their development as professional educators.

Indicators:

5.1 Mentors model self-reflection and self-assessment as hallmarks of professionalism.

5.2 Mentors as continuous learners acknowledge fallibility as a quality fundamental to personal and professional growth.

5.3 Mentors demonstrate congruency between their mentoring words and actions.

5.4 Mentors respect the diversity of school staff and the community.

5.5 Mentors assume leadership roles at the school, district, state or national levels and in professional organizations.

Mentor Self-Assessment

Guiding Questions for Meeting Mentor Standards

Standard 1: Mentors demonstrate commitment to advance the professional learning and practice of Resident Educators.

Guiding Questions based on Standard 1

1. How would you use your communication skills to establish a relationship of trust and confidentiality with Resident Educators?
2. What kind of communication strategies would you employ to have instructional-based conversations with Resident Educators?

Standard 2: Mentors design and Facilitate professional development with Resident Educators.

Guiding Questions based on Standard 2

1. How would you use choose the appropriate professional development that Resident Educators need?
2. What kind of experiences have you had in facilitating adult learning?

Standard 3: Mentors create and foster positive learning environments for Resident Educators.

Guiding Questions based on Standard 3

1. How do you create a culture that encourages a supportive learning environment for Resident Educators?
2. How would you socialize Resident Educators into the culture of their school?
3. If your Resident Educators asked you a question out of the scope of your expertise, how would you handle it?

Standard 4: Mentors support Resident Educators' instructional and assessment practices.

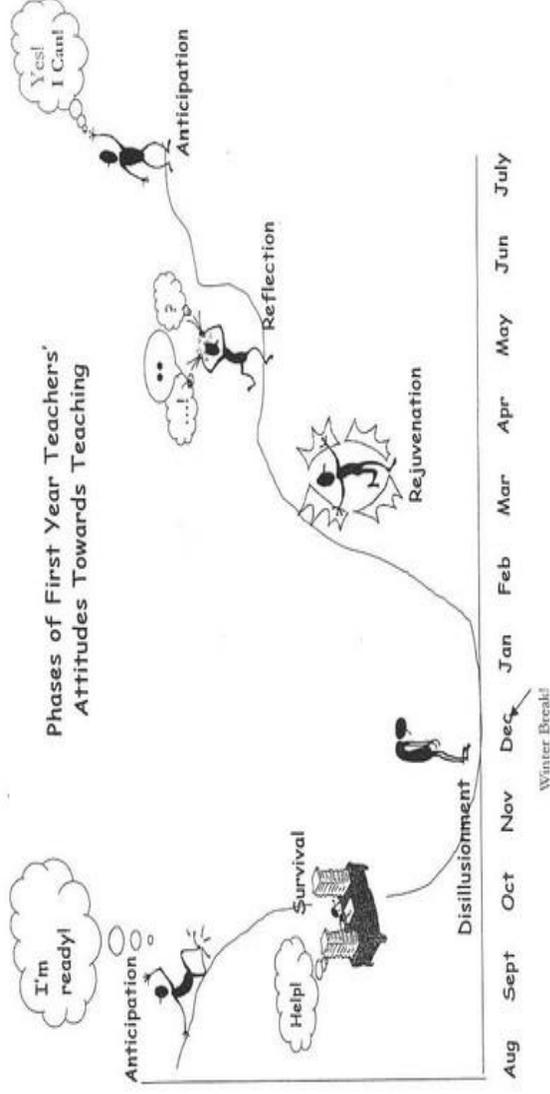
Guiding Questions based on Standard 4

1. How have you used data to drive classroom instruction? Provide examples.
2. How would you ensure Resident Educators' lessons appropriately integrate content standards, include effective instructional strategies and meet the needs of diverse learners?
3. How have you created a classroom culture to communicate high expectations for students? Provide an example.
4. What would you do to develop Resident Educators' ability to use data to set instructional goals, self-assess instructional practices and monitor progress toward instructional goals?
5. How would you use assessment data to determine appropriate coaching strategies to improve the instructional practices of Resident Educators?

Standard 5: Mentors develop as leaders and learners through professional growth.

Guiding Questions based on Standard 5

1. What do you consider when identifying your professional development needs?
2. How have you engaged in continuous learning? Provide examples
3. How do you believe you model and promote professionalism?
4. How do you demonstrate respect for individuals and groups in your school community?
5. What are some examples of leadership roles you have assumed?



Anticipation - Teachers have just completed a teacher training program. They are eager and excited about their initial teaching assignment. They have “big plans” about how it is going to be.

Survival - Reality hits. New teachers can become overwhelmed with all the aspects of the job they didn’t anticipate. They are working 60 hour weeks. They still maintain their enthusiasm but are getting tired.

Disillusionment - New teachers are working hard, but feel they are not getting anywhere. They are shocked at reality and wondering if this is the right profession for them. Illness often characterizes this phase. This phase also corresponds with parent conferences, first report cards, back-to-school night, and the first evaluation conference!!

Rejuvenation - New teachers have just had a few weeks off for winter break. They have completed half the year and can see the end in sight. They have gained some coping strategies to manage the problems they may encounter. They begin to feel a sense of confidence. They begin to focus on curriculum development. They are more optimistic about their capabilities.

Reflection - Towards the end of the year, new teachers begin to reflect on changes that they want to make for the next year. They begin to critically analyze the past year, thinking ahead to what they will change for next year.

Anticipation “2” - New teachers begin to look forward to the next year but their eagerness to try again is more reality-based. The level of anticipation never quite reaches the height that it was prior to their first teaching position.

Developed by Ellen Moir, New Teacher Center, University of Santa Cruz

Beginning Teachers' Challenges and Concerns

Personal

- Novice teachers must find their place in the social structure of the school and community. They may need support to find appropriate housing, establish personal relationships, or find their niche in the community.

Professional/Collegial Interactions/School Policies and Procedures

- New teachers may need support in understanding medical benefits, investment programs, contracts, teacher evaluations, teacher resources and professional development requirements.

Curriculum, Instruction and Assessment

- Curriculum, lesson planning, instruction, assessment, and reflective practice must be the focus of the mentor's work. Mentors focus goals and professional conversations on effective instructional practice.

Classroom Management

- Novice teachers often require support and instruction on how to manage student behavior. Mentors plan strategies to support Resident Educators and guide them to helpful resources.

Parents and Community

- Novice teachers may feel concerned that parents will not like them or they may be unprepared to communicate effectively with parents. Mentors can help their Resident Educators be positive, proactive, and if problems surface, problem solve with them. It is important that mentors help new teachers see parents as partners in their children's education.



Mary Beth and Tyson

Observing Mentoring Language

As you view the Mary Beth and Tyson video, record the mentoring language you hear Mary Beth use in the mentor conversation. (Prior to viewing the video, review the Mentoring Language Tool on pages 75 and 76 of the Toolkit.)

Providing Actionable Feedback

Background: Tyson is a 9th and 10th grade social science teacher on an emergency credential. He has a degree, but has not participated in any teacher preparation program while in college. He does not have a subject matter credential. Mary Beth is a second-year mentor, fully released from the classroom to mentor a case load of 15 beginning teachers. As you view the video think about Tyson's concerns and needs as a beginning teacher.

What feedback would you provide to Tyson in the mentor conversation?

Mary Beth and Tyson-Reflection

Please respond using evidence you observed in the Mary Beth and Tyson video.

1. How does Mary Beth create a trusting environment?

2. How does Mary Beth lead Tyson to make discoveries about his teaching?

3. How is Mary Beth mindful of the attitudinal phases of beginning teachers?

4. How does Mary Beth use observational evidence as preparation for this conversation?

5. How does Mary Beth model active listening?

Getting to Know your Resident Educator

- Mentors initially get to know their Resident Educators through informal conversations and “get acquainted meetings.” These initial meetings are a time to establish a mutual trusting relationship and learn about the new teacher’s personality and professional concerns.
- The gathering of procedural and instructional practice information opens the door to conversations that lead to deeper conceptual inquiry and co-discovery about teaching and learning.
- Use the Teacher Development Continuum to focus professional conversations on instruction and set goals that will impact the new teacher’s teaching practice.
- The Ohio Teacher Evaluation System Self-Assessment is another useful tool for getting to know your Resident Educator’s instructional strengths and areas for growth.

Procedural Information

- Name
- Contact information
- Resident educator eligibility requirements
- Teaching location (building, etc.)
- Teaching schedule
- Dedicated mentoring time and/or mentoring models
- Content area of licensure
- Content area of teaching
- Education institution for pre-service
- Years of teaching experience
- Previous vocations
- Classroom observations, informal and formal (Mentors and Resident Educators visit their respective classrooms)
- Reciprocal interest surveys
- Interactions with other colleagues and students
- Early needs and concerns of the Resident Educator
- Reciprocal self-assessment conversations
- Reciprocal informal conversations about instructional goals of both the Resident Educator and Mentor

How will you continue to collect information about your Resident Educator as the year progresses? What information will you learn from the Teacher Development Continuum? From classroom observations? Professional conversations?

Ohio Continuum of Teacher Development: A Resource Tool for Educators

Introduction

The *Ohio Continuum of Teacher Development* supports Ohio's educators as they develop the skills and knowledge necessary to provide the highest quality education to Ohio students. Based on the *Ohio Standards for the Teaching Profession*, the *Continuum* describes teachers' progress throughout the course of their careers.

Organization of the *Continuum*

The *Continuum* describes five cumulative levels of development, which correspond to the Proficient, Accomplished and Distinguished indicators in the *Ohio Standards for the Teaching Profession*. These five levels of teacher development are:

- Emerging
- Developing
- Proficient
- Accomplished
- Distinguished

Uses of the *Continuum*

While the content of the *Continuum* can inform the design of performance weighting rubrics, the *Continuum* itself is not intended to be evaluative. The philosophy behind the *Continuum* is that teachers will continue to grow over the course of their careers with the assistance of a system that supports their growth and development.

In addition to serving as a tool for teachers, it is anticipated that the *Continuum* will do the following.

- assist higher education programs in developing the content and requirements of pre-service training and development;
- focus the goals and objectives of districts and schools as they support educators and seek to improve the profession;
- be used to plan and guide goal setting and professional development;
- serve as a tool in developing coaching and mentoring programs; and
- inform teacher residency programs and evaluation efforts at the state, district and local levels.

What the *Continuum* Means for Ohio's Teachers

Progress across the levels of the *Continuum* may not always occur at the same rate for all teachers; therefore, mastery of each level does not necessarily correlate with time on the job. Some teachers may progress through the levels of certain standards more quickly than others. Some teachers' mastery may decline on specific *Continuum* levels when they take on a new teaching responsibility or content area. With Ohio's support systems in place, however, all teachers can reach a level in their careers at which they effectively meet students' needs and provide high quality instruction for Ohio's students.

Use of the *Ohio Continuum of Teacher Development* can support Ohio educators and help create a world-class, standards-based education system in which all students achieve at the highest levels.



Overview of Continuum Levels

| PRE-LICENSURE | | RESIDENCY | | TEACHING | | TEACHING/LEADING | | | |
|---|--|--|--|--|--|--|--|--|--|
| EMERGING | | DEVELOPING | | PROFICIENT | | ACCOMPLISHED | | | |
| DISTINGUISHED | | | | | | | | | |
| <p>This level describes the expected knowledge and skills of teacher education candidates who are completing their student teaching requirement and clinical experiences.</p> <p>These candidates are gaining the content knowledge and skills to become professional educators. They rely on other teachers for assistance and are learning to apply the knowledge from their coursework to classroom situations.</p> <p><u>Ohio License Alignment:</u> This level describes educators at the pre-licensure stage.</p> | | <p>This level describes teachers whose skills are emerging.</p> <p>These skills and levels of knowledge likely describe resident educators at the beginning of their residency and in their first years of teaching. These teachers may still rely on more experienced colleagues for support but are moving towards independence and self-direction.</p> <p><u>Ohio License Alignment:</u> This level aligns with Ohio's Resident Educator License (previously called the provisional license).</p> | | <p>This level describes expectations for teachers who are applying their knowledge and skills independently in the classroom.</p> <p>These teachers are able to teach independently and consistently apply what they know about teaching to daily practice as their learning continues to evolve.</p> <p><u>Ohio License Alignment:</u> Licensed teachers are expected to meet or exceed this level; teachers will have reached this level by the end of their residency program. This level aligns with Ohio's Five-Year Professional License. (Note that even though a teacher may maintain this license throughout his or her career, all teachers are expected to continue to grow across the <i>Continuum</i>.)</p> | | <p>This level describes teachers who are fully skilled and able to integrate knowledge and experience in instruction, curriculum and professional development into practice.</p> <p><u>Ohio License Alignment:</u> Teachers at this level may choose to pursue Ohio's Senior Professional Educator License.</p> <p><u>Ohio License Alignment:</u> Teachers at this level may choose to pursue Ohio's Lead Professional Educator License.</p> | | <p>This level describes teachers who are leaders. They consistently innovate in teaching and professional development. They contribute to their school, district and local communities through staff development, mentoring and classroom-based research. They may be National Board certified.</p> <p><u>Ohio License Alignment:</u> Teachers at this level may choose to pursue Ohio's Lead Professional Educator License.</p> | |

Standard 1: STUDENTS

Teachers understand student learning and development and respect the diversity of the students they teach.

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|---|---|--|---|---|
| Element 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups. | Teachers demonstrate an understanding of research on human (student) development (physical, social, emotional, cognitive, and linguistic). They demonstrate understanding that student development (physical, social, emotional, cognitive and linguistic) influences learning and plan instruction accordingly. | ...and Teachers examine student development (physical, social, emotional, cognitive, and linguistic) to identify student readiness in order to design instruction. | ...and Teachers demonstrate their knowledge of how learning occurs, understand how students acquire skills and develop disciplinary thinking processes, and create learning activities and select appropriate instructional strategies for students' ages, abilities and learning styles. | ...and Teachers analyze individual and group performance in order to design instruction that meets a range of learner needs. | ...and Teachers provide leadership to colleagues on utilizing research on cognitive, social and emotional development to establish differentiated goals that meet the needs of each student. |
| | Knowledge of Human Development | | | | |
| Element 1.2 Teachers understand what students know and are able to do and use this | Teachers identify instructional activities that reflect an understanding of students' abilities, | ...and Teachers gather and use information about students' prior learning and abilities to plan and deliver | ...and Teachers present concepts and principles at differentiated levels of complexity to reflect | ...and Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed | ...and Teachers lead colleagues in the analysis of student work and the design and implementation |
| | Understanding of Students' Knowledge and Skills | | | | |

| EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|---|---|--|---|--|
| <p>Element 1.3 Teachers expect that all students will achieve to their full potential.</p> | <p>Understanding Expectations ...and Teachers establish and clearly communicate high expectations for all students.</p> | <p>...and Teachers set specific and challenging expectations for each individual student and each learning activity.</p> | <p>...and Teachers demonstrate their ability to influence student progress and persist in seeking approaches for students who have difficulty learning.</p> | <p>...and Teachers create challenging expectations for their students and assist other educators in their school and district in setting high expectations for all students.</p> |
| <p>Element 1.4 Teachers model respect for students' diverse cultures, language skills and experiences.</p> | <p>Respect for Diversity ...and Teachers value and demonstrate knowledge of the interests and cultural heritage of groups of students.</p> | <p>...and Teachers foster a classroom learning community in which individual differences and multiple</p> | <p>...and Teachers support student participation in creating and maintaining a respectful and</p> | <p>...and Teachers challenge disrespectful attitudes by modeling behavior for others and working to ensure that all students are</p> |

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|--|---|--|--|---|
| | <p>They respect individuals and individual differences.</p> <p>They access information about the values and norms of diverse cultures and communities.</p> | <p>student as an individual.</p> <p>They avoid the use of bias, stereotypes and generalizations in their classrooms.</p> | <p>perspectives are respected.</p> <p>They respect and value the languages and dialects of their students and demonstrate an awareness of English Language Learners needs by incorporating instructional strategies and resources that support language acquisition.</p> | <p>responsible learning culture.</p> <p>They analyze their own cultural perspectives and biases and develop strategies to diminish the impact of those biases.</p> <p>They implement instructional strategies that support English Language Learners and the use of Standard English in speaking and writing in the classroom.</p> | <p>recognized and valued.</p> |
| <p>Element 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification,</p> | Ability to Meet All Students' Needs | | | | |
| | <p>Teachers demonstrate understanding of the needs of students with disabilities and gifted students by understanding laws and identifying appropriate strategies and resources to serve those students.</p> | <p>Teachers follow laws and policies regarding gifted students, students with disabilities and at-risk students and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs).</p> | <p>Teachers adapt curriculum and instruction to meet the needs of those students whose performance is advanced or below level.</p> | <p>Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students.</p> | <p>Teachers advocate within the school, district and the broader community to ensure that all students have access to all appropriate learning opportunities and resources.</p> |

How can I be a better educator tomorrow than I was today and lead others to do the same?



| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|-------------------------------|-----------------|---|--|---------------------|----------------------|
| instruction and intervention. | | They identify and refer students for screening and assessment when appropriate. | They seek and use support from specialists and other sources of expertise to enhance student learning. | | |

Standard 2: CONTENT

Teachers know and understand the content area for which they have instructional responsibility.

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|--|---|--|---|---|
| Element 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction. | Knowledge of Content Teachers demonstrate knowledge of the core concepts, facts, academic vocabulary, procedures and skills significant to the content they teach. They identify the need to link instruction with prior knowledge and future learning goals. | ...and Teachers use their knowledge and understanding of content specific concepts, assumptions of learning, and skills in their planning and instruction. They apply their understanding of relevant research, principles, theories and debates significant to the content they teach. | ...and Teachers seek out opportunities to enhance and extend their content knowledge. They utilize their understanding to link the developmental sequence of learning in their content area to current instruction with students' prior knowledge and future learning. | ...and Teachers integrate different viewpoints, theories and processes of inquiry to guide their thinking and instructional planning. They plan and sequence instruction in ways that reflect an understanding of the prerequisite relationships among topics and concepts. | ...and Teachers continue to deepen their knowledge of content through new learning and use it to support the growth of other educators. |
| | Use of Content-Specific Instructional Strategies | | | | |
| Element 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and | Teachers identify instructional strategies appropriate to their content areas. | ... and Teachers develop instruction that includes content specific strategies that are supported by research. | ... and Teachers demonstrate understanding of how students' conceptual frameworks and common misconceptions can influence learning. | ... and Teachers anticipate and adjust learning experiences to address common misconceptions of the discipline that impede learning. | ...and Teachers evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts. |

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|---|---|---|--|---|
| skills of the discipline. | | | They engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the content area. They use multiple representations and explanations of concepts that capture key ideas in the discipline. | They incorporate content-specific learning strategies to enable students to analyze, build and adapt new understandings. | |
| Element 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards. | Knowledge and Use of Standards | | | | |
| | Teachers articulate the important content and concepts in the Ohio academic content standards | Teachers use multiple resources to develop plans aligned with the Ohio academic content standards. They demonstrate understanding of the important content, concepts and processes in the school or district curriculum priorities relevant to the grade | ...and Teachers plan targeted instruction based on a prioritization of school and district curriculum priorities and the Ohio academic content standards. | ...and Teachers collaborate with colleagues in using a wide range of materials and methods to plan and implement instructional activities that promote students' deep understanding of content and enable them to demonstrate the knowledge and | ...and Teachers who serve in leadership roles study and evaluate advances in content and recommend changes to revise school and district curriculum. |

| EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED | |
|---|---|---|--|--|---|
| | level and content area(s). | | skills embedded in state standards. They extend and enrich curriculum by integrating school and district curriculum priorities with Ohio's academic content standards and national content standards. | | |
| Element 2.4 | | | | | |
| Teachers understand the relationship of knowledge within the discipline to other content areas. | <p>Interdisciplinary</p> <p>Teachers understand the importance of linking interdisciplinary experiences.</p> | <p>... and</p> <p>Teachers make relevant content connections between disciplines.</p> | <p>...and</p> <p>Teachers collaboratively construct interdisciplinary learning strategies that make connections between content areas.</p> | <p>...and</p> <p>Teachers design projects that require students to integrate knowledge and skills across several content areas.</p> | <p>...and</p> <p>Teachers lead collaborate efforts to share knowledge and model interdisciplinary instruction.</p> |
| Element 2.5 | | | | | |
| Teachers connect content to relevant life experiences and career opportunities. | <p>Real-Life Connections</p> <p>Teachers understand the importance of linking content to real-life/real-world experiences.</p> | <p>...and</p> <p>Teachers engage students in applying disciplinary knowledge to real-life/real-world problems.</p> | <p>...and</p> <p>Teachers use a variety of resources to enable students to experience, connect and practice real-life/real-world and career applications, through activities</p> | <p>...and</p> <p>Teachers design innovative learning activities that replicate real-life/real-world and workplace activities.</p> | <p>...and</p> <p>Teachers model for other educators the integration of content –area classroom experiences with real-life/real-world and workplace situations.</p> |

How can I be a better educator tomorrow than I was today and lead others to do the same?



| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|-----------------|-------------------|--|---------------------|----------------------|
| | | | such as solving real-world problems and participating in service learning. | | |

Standard 3: ASSESSMENT

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|--|--|---|--|--|
| Element 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate. | Knowledge of Assessment Teachers demonstrate an understanding that assessment is a means of evaluating student learning and is essential to effective instruction. | ... and Teachers apply an understanding of the characteristics, uses and limitations of various types of diagnostic, formative and summative assessments. | ... and Teachers demonstrate an understanding of reasons for selecting and integrating varied assessment types into the instructional cycle. | ... and Teachers demonstrate an understanding of assessment-related issues (validity, reliability, bias, consistency and scoring) when using assessments and their resulting data. | ... and Teachers serve as building and district leaders in establishing and evaluating district and state assessment programs. |
| Element 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments. | Use of Varied Assessments Teachers are aware of the importance of aligning classroom assessments with curriculum and instruction and use a variety of diagnostic, formative and summative assessments. | ... and Teachers align classroom assessments with curriculum and instruction. They use a variety of formal and informal assessment techniques (observations, questioning, technology based, and curriculum-based assessment) to collect | ... and Teachers purposely plan and differentiate assessments (by modifying assessments and/or testing conditions) to meet the full range of student needs, abilities and learning styles for all students. | ... and Teachers select and develop assessments using a variety of tools including technology, to identify individual student strengths, promote student growth and maximize access to learning opportunities. They collaboratively seek innovative ways to employ and select | ... and Teachers work with other educators to design and revise assessment policies and procedures as appropriate. They enhance other educators' knowledge of best practices in assessment. |

| EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|--|--|--|---|
| | evidence of students' knowledge and skills. | | technology to support assessment practice. | |
| Analysis of Assessment Data | | | | |
| <p>Element 3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.</p> | <p>... and Teachers use data to monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards. They maintain accurate and complete assessment records as needed for data-based decision making.</p> | <p>... and Teachers interpret data and use this analysis to differentiate learning for and tailor instructional goals to individual students. They examine classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles.</p> | <p>... and Teachers work independently and collaboratively to use student assessment results to reflect on their own impact on student learning and appropriately modify their instruction.</p> | <p>... and Teachers promote the use of student data to inform curriculum design. They lead efforts promoting the use of student data to implement targeted strategies for instruction.</p> |
| Communication of Assessment Results | | | | |
| <p>Element 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.</p> | <p>... and Teachers identify learning standards, align assessment criteria and communicate these clearly to students. They provide substantive, specific and timely feedback of student progress to</p> | <p>... and Teachers use a variety of means to communicate student learning and achievement.</p> | <p>... and Teachers design and share resources to communicate with students and parents to facilitate their understanding of student learning and progress.</p> | <p>... and Teachers lead collaborative efforts to create common assessments among grade-level and/or content-area teachers, and share assessment results with colleagues to plan instruction that will best meet</p> |

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|---|--|---|---|--|
| | | students, parents and other school personnel while maintaining confidentiality. | | | individual student needs. |
| Element 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential. | <p>Integration of Self-Assessment</p> <p>Teachers practice using strategies for students' to self-assess their learning and set goals.</p> | <p>... and</p> <p>Teachers provide opportunities to self-assess and articulate the knowledge and skills they have gained.</p> | <p>... and</p> <p>Teachers prepare student self-assessment tools and strategies, regularly monitor their use and monitor student goal-setting.</p> | <p>... and</p> <p>Teachers organize opportunities for students to articulate how they learn and what learning strategies are most effective for them.</p> <p>They create a learning environment in which students develop their own self-improvement plans and measure their own progress.</p> | <p>... and</p> <p>Teachers support the improvement of colleagues' abilities to facilitate student self-assessment and goal setting.</p> |

Standard 4: INSTRUCTION

Teachers plan and deliver effective instruction that advances the learning of each individual student.

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|--|--|--|--|--|
| Element 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards. | Alignment of Standards and Instruction | | | | |
| | Teachers understand the Ohio academic content standards and the importance of aligning instruction with standards. | ...and Teachers purposefully select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic content standards. | ...and Teachers select, prioritize, sequence and group concepts and processes to provide a continuous, articulated curriculum aligned with school and district priorities and state academic content standards. | ...and Teachers work with colleagues to prioritize, develop and implement school and district curriculum initiatives focused on improving student performance and closing the achievement gap. | ...and Teachers work in concert with other educators to revise and improve district, region and state curriculum priorities. |
| Element 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap. | Instruction Based on Student Needs | | | | |
| | Teachers demonstrate an understanding of the importance of using performance data to plan appropriate instruction. | ...and Teachers use pre-assessment data and information they have gathered about students' learning needs and performance to develop appropriate learning activities. | ...and Teachers adjust instruction based on student learning and development (physical, social, emotional, cognitive, and linguistic) level They identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and | ...and Teachers monitor the performance gaps of students within their classrooms and develop interventions that close those gaps. They make curriculum and instructional decisions that respond to the immediate teaching context and student needs. | ...and Teachers reflect critically on their own and others' instructional practices to make appropriate curriculum and instructional decisions based on the teaching context and student needs. |

| EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|---|---|--|---|---|
| Communication of Learning Goals | | | | |
| <p>Element 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.</p> | <p>Teachers clearly communicate learning goals to students.</p> <p>...and Teachers set goals, plan appropriate activities and clearly communicate these to students.</p> | <p>Teachers establish and communicate challenging individual learning goals based on the needs of each student.</p> <p>...and Teachers create instructional environments where students actively and independently set, articulate and internalize learning goals.</p> | <p>Teachers empower students to independently define short- and long-term learning goals and monitor their personal progress.</p> | |
| Instruction for Learning | | | | |
| <p>Element 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.</p> | <p>Teachers understand the cognitive processes associated with learning, and use this understanding to plan instruction.</p> <p>...and Teachers use research-based instructional strategies. They implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.</p> | <p>Teachers articulate a logical and appropriate rationale for the sequence of learning activities. They link the content of each learning activity to the content of previous and future learning experiences and provide scaffolds for students' next levels of development.</p> | <p>Teachers prepare learning activities with clear structures that allow for content review, student reflection and different pathways, depending on student needs.</p> | <p>Teachers lead colleagues in the design and implementation of research-based strategies to teach students new knowledge and skills.</p> |
| Differentiated Instruction | | | | |
| <p>Element 4.5 Teachers differentiate instruction to support the</p> | <p>Teachers identify strategies for differentiated instruction.</p> <p>...and Teachers gather and use student data to choose appropriate</p> | <p>Teachers recognize that the scope and sequence of learning</p> | <p>Teachers and students create and use innovative methods,</p> | <p>Teachers lead colleagues in analysis of student work</p> |

| EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|---|--|--|--|--|
| <p>learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.</p> | <p>instructional strategies for groups of students They use appropriate and flexible grouping during instruction to support the learning needs of all students.</p> | <p>activities must be differentiated to meet the needs of all students. They differentiate instruction to meet individual student's learning needs. They appropriately adapt instructional methods and materials and pace learning activities to meet the needs of individual students. They incorporate tools of language development into planning and instruction for English language learners.</p> | <p>strategies and materials to accomplish individual learning goals. They provide varied options for how students will demonstrate mastery.</p> | <p>and/or performances to design responsive and differentiated instructional activities that meet individual student needs and ensure success. They create professional development opportunities for colleagues to study research-based methodologies and design materials that support students' individual learning needs.</p> |
| Instruction for Independence | | | | |
| <p>Element 4.6 Teachers create and select activities that are designed to help students develop as independent learners and</p> | <p>Teachers understand the cognitive processes associated with various kinds and levels of learning (e.g., taxonomies of learning) to develop independent learners.</p> | <p>Teachers choose learning activities that support the development of students' cognitive abilities.</p> | <p>Teachers employ effective, purposeful questioning techniques that promote critical thinking during instruction.</p> | <p>Teachers provide complex, creative, open-ended learning opportunities for students.</p> |
| <p>...and Teachers lead colleagues in analyzing and implementing innovative instructional methods within and across disciplines.</p> | | | | |

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|---|--|---|--|---|
| complex problem-solvers. | | | They help students develop high-level questioning skills that promote critical thinking and independent learning. | They encourage students' critical thinking by asking challenging questions about disciplinary content. | |
| Element 4.7 Teachers use resources effectively, including technology, to enhance student learning. | Use of Resources | | | | |
| | Teachers use resources and technology appropriate to their disciplines. | <p>...and</p> Teachers access appropriate materials, services, and resources, including human and technological resources, to support instructional goals and meet students' needs. They support student use of technology. | <p>...and</p> Teachers select and prioritize teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness in representing particular ideas and concepts and for meeting individual student's needs. They develop students' abilities to access, evaluate and use technology. | <p>...and</p> Teachers work collaboratively to create and select varied instructional materials, including interactive technology, to engage students (locally and globally) to meet their individual learning needs. | <p>...and</p> Teachers initiate research efforts with colleagues to identify, select and modify resources that ensure success for each student. They assist their colleagues in understanding and integrating technology into instruction. |

Standard 5: LEARNING ENVIRONMENT

Teachers create learning environments that promote high levels of learning and achievement for all students.

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|--|--|--|--|---|
| Element 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring. | Development of a Respectful Learning Environment | | | | |
| | Teachers demonstrate caring and respect in their interactions with all students. They acknowledge incidents of unfairness and disrespect. | Teachers use strategies to promote positive relationships, cooperation and collaboration among students. They develop and teach expectations for respectful interactions to students. They use specific strategies to respond to unfairness and/or disrespect. | Teachers collaborate with students to develop shared values and expectations for respectful interactions, and individual and group responsibility to create a positive learning climate of mutual respect, support and care. | Teachers foster students' participation in creating and maintaining a fair and respectful school climate; support students in developing skills to understand varied perspectives; and respond to inequity and disrespect. | Teachers model expectations and behaviors that create a positive school and district climate of respect, support and caring. |
| Element 5.2 Teachers create an environment that is physically and emotionally safe. | Development of a Safe Learning Environment | | | | |
| | Teachers maintain established rules for classroom management. They acknowledge and reinforce positive behavior and respond | Teachers provide a safe learning environment that accommodates all students. | Teachers make decisions and adjustments that support positive behavior, enhance social behavior and increase student | Teachers work with colleagues to establish common expectations for student behavior that promote a supportive and caring school climate. | Teachers create classrooms in which students take active roles in maintaining an enriching environment that is conducive to learning. |

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|---|--|--|--|---|--|
| | appropriately to disruptive behavior within or outside the classroom. | They clarify standards of conduct for all students and communicate clear age-appropriate expectations for behavior within and outside the classroom. They use a variety of strategies to respond to appropriate and inappropriate behavior. | motivation and engagement. | They consistently, effectively and respectfully anticipate and respond to the behavior of students. | They advocate for school-wide improvements in organizational and management systems that equitably reinforce expectations and consequences. They collect and analyze data on student behaviors to inform decisions that will strengthen the learning environment. |
| Element 5.3 Teachers motivate students to work productively and assume responsibility for their own learning. | Development of Students' Personal Responsibility | | | | |
| | Teachers identify strategies to increase student motivation and interest in topics of study. | Teachers use strategies to engage students and foster curiosity about their learning. They encourage students to share in responsibility for their own learning and establish methods for recognition of students either | Teachers encourage self-directed learning by motivating, engaging and teaching students specific skills essential to self-directed learning (such as outlining tasks and defining short- and long-term timelines). They establish methods for | Teachers vary their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs. | ...and Teachers collaborate with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning groups. They engage students in extending learning through goal-setting |

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|--|--|--|--|--|
| | | individually or in groups. | recognition of students and relate recognition to specific student achievement, either individually or in groups. | | based on their curiosity and motivation |
| <p>Element 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.</p> | Development of a Collaborative Learning Environment | | | | |
| | <p>Teachers can articulate reasons for having students work independently, collaboratively and as a whole group.</p> <p>They recognize the importance of peer relationships in establishing climate of learning.</p> | <p>...and Teachers use flexible learning situations, such as independent, small group and whole class.</p> | <p>...and Teachers articulate a rationale and develop guidelines for using specific learning models, such as cooperative learning, inquiry learning, self-directed or project-based learning.</p> <p>They engage students in opportunities to independently practice and reflect on new concepts and skills.</p> | <p>...and Teachers vary their roles in the instructional process as instructor, facilitator, coach and audience.</p> <p>They employ cooperative learning activities, and help students develop specific skills and strategies for working productively and cooperatively in project teams.</p> | <p>...and Teachers create environments where students initiate purposeful learning groups and take responsibility for the group's productivity.</p> <p>They model and assist other teachers in implementing a variety of flexible learning situations.</p> |

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|---|--|---|---|---|--|
| Element 5.5 Teachers maintain an environment that is conducive to learning. | Teachers understand that an ordered and structured environment is conducive to learning. | <p>...and</p> Teachers transition between learning activities and use instructional time effectively. They begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive. | <p>...and</p> Teachers organize, allocate, and manage the resources of time, space, and attention to actively and equitably engage students in learning. They maximize instructional time (purposefully and effectively begin class, introduce activities, maintain focus and transition between activities). They collaborate with students to set and monitor classroom norms, expectations, and routines to assure access for all students. | <p>...and</p> They use a variety of methods to engage students in evaluating the learning environment and reviewing classroom routines and they collaborate with students to make appropriate adjustments. | <p>...and</p> Teachers lead colleagues in the design and implementation of research-based strategies that promote positive and focused environments for learning at the classroom and school levels. They influence the establishment of district-wide policies to maximize the amount of class time spent learning (such as daily scheduling, district calendar, textbooks and technology enhancements). |
| | Development of an Environment Conducive to Learning | | | | |

How can I be a better educator tomorrow than I was today and lead others to do the same?

Standard 6: COLLABORATION AND COMMUNICATION

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|---|---|---|---|--|---|
| Element 6.1 Teachers communicate clearly and effectively. | Communication Skills Teachers use clear, correct spoken and written language, and use age-appropriate language when speaking with students. They listen and ask questions for clarification. | ...and Teachers use effective communication strategies (such as adjusting language for audience), ask questions and stimulate classroom discussion. They communicate in ways that demonstrate respect for, acknowledgement of, and responsiveness to the cultural backgrounds and modes of communication of students and families. | ...and Teachers listen and respond to speakers using communication strategies that may include paraphrasing to ensure understanding, questioning for clarification, extending an idea for further discussion or suggesting additional viewpoints or possibilities to be considered. | ...and Teachers tailor communications to the specific setting, purpose and audience. They employ a range of communication tools, including technology and media tools, to maximize communication. They model an array of communication strategies that promote inquiry and engagement. | ...and Teachers model effective verbal, non-verbal and media communication techniques and support positive changes in colleagues' communication abilities and styles. |
| | Element 6.2 Teachers share responsibility with parents and caregivers to support | Communication with Families Teachers understand the importance of communication with families and caregivers. | ...and Teachers use a variety of strategies to communicate with parents and caregivers | ...and Teachers offer a variety of volunteer opportunities and activities for families | ...and Teachers communicate and provide appropriate techniques and materials to support |

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|---|---|--|---|---|--|
| student learning, emotional and physical development and mental health. | They understand and respect the need for confidentiality and professionalism. | about student learning. They welcome communication from parents and reply in a timely manner. They maintain appropriate confidentiality in all communications with parents and caregivers. | to support students' learning. They form partnerships with parents and caregivers to better understand each student's present and future development and support student learning. | and enrich student learning at home. | learning environments in which parents and caregivers are active participants in students' learning and achievement. |
| Element 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff. | Collaboration with Colleagues | | | | |
| | Teachers consult with and learn from faculty, peers, and cooperating teachers in planning and implementing instruction. | Teachers establish productive relationships with professional colleagues and other school staff to promote student growth and development. | ...and Teachers engage in teaming efforts with colleagues to examine problems of practice, analyze student work and identify targeted strategies. They consult with and learn from colleagues in planning and implementing their own instruction. They use effective collaboration skills in | ...and Teachers learn from one another by engaging in professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. | ...and Teachers advocate for and initiate increased opportunities for teamwork to support school goals and promote student achievement. They organize ongoing, sustained school-wide and district-wide efforts and serve as a resource for others. |

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|---|--|--|--|--|--|
| Element 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning. | Teachers gain an understanding of local and community resources. | ...and Teachers involve community members in classroom activities as appropriate. They are a part of an instructional team that identifies when and how to access appropriate services to meet learning needs and implement referrals appropriately. | ...and Teachers, as part of a local community team, collaborate with agencies about issues that affect student learning and achievement. They use various medical, social and academic service providers in the community to support students' mental health and well-being. | ...and Teachers build partnerships with the local community and community agencies in response to identified needs of students. | ...and Teachers lead colleagues, family, and community in the development and implementation of educational improvement efforts and assume increased leadership to advance reform initiatives at the school, district, state, and national levels. They serve as advocates for the local school system and communicate the value of their work within the community. |
| | Teacher-Community Collaboration | | | | |

Standard 7: PROFESSIONAL RESPONSIBILITY AND GROWTH

Teachers assume responsibility for professional growth, performance and involvement as an individual as a member of a learning community.

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|---|--|---|--|---|--|
| Element 7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct. | Meeting Professional Codes of Conduct | | | | |
| | Teachers demonstrate an understanding of the Licensure Code of Professional Conduct for Ohio Educators (LCPCOE). | ...and Teachers understand and follow district policies and state and federal regulations. They separate their personal beliefs from their professional interactions with students and families | ...and Teachers meet their ethical and professional responsibilities with integrity, honesty, fairness and dignity. | ...and Teachers help colleagues access and interpret laws and policies and understand their implication for the classroom. They participate in dialogue regarding new regulations, requirements and implications for classroom teaching and learning. | ...and Teachers help shape policy at the local or state level. They assume increased leadership to advance policy and reform agendas at the school, district and state levels. |
| Element 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development. | Ongoing Professional Development | | | | |
| | Teachers develop an understanding of the Ohio Standards for Professional Development. | ...and Teachers identify their content knowledge and instructional strengths and areas for growth, to develop and implement targeted goals for professional growth. | ...and Teachers construct and implement short- and long-term professional development goals based on student needs. | ...and Teachers regularly modify short- and long-term professional goals based on an analysis of and reflection upon evidence of student learning and self-assessments of | ...and Teachers lead standards-based professional learning activities for colleagues, families and the community that support quality implementation of educational |

| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|---|---|---|---|---|
| | | <p>They participate in relevant professional development activities and incorporate what they learn into their instruction.</p> <p>They know and use Ohio's Standards for Professional Development.</p> | <p>They use professional literature, professional dialogue, and collaborate with colleagues and other resources to support their development as teachers and leaders.</p> <p>They work collaboratively to determine and design appropriate professional development opportunities for themselves.</p> | <p>professional teaching practice.</p> <p>They initiate continual research, based upon reflective classroom observations and ongoing professional learning, and apply research findings to support student success.</p> | <p>improvement initiatives.</p> <p>They pursue advanced credentials, degrees and/or National Board for Professional Teaching Standards (NBPTS) certification.</p> |
| Element 7.3 | Teachers as Change Agents | | | | |
| Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement. | Teachers observe team department or grade level meetings to gain an understanding of effective decision-making processes. | Teachers participate in team or departmental decision-making. | <p>...and</p> <p>Teachers engage with colleagues and other stakeholders to implement initiatives that enhance teaching and learning.</p> | <p>...and</p> <p>Teachers are actively involved in professional and community organizations that advance teaching and learning.</p> | <p>...and</p> <p>Teachers take leadership roles in department, school, district, state and professional organizations' decision-making activities, such as curriculum development, staff development or policy design.</p> |

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| | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED | DISTINGUISHED |
|--|----------|------------|------------|--------------|--|
| | | | | | They facilitate the development of efficacy- the belief that teachers can impact the achievement of all students- among other teachers in their school and district. |

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How to Use the Continuum of Teacher Development with Resident Educators

Awareness Activity:

- Review the Continuum rubric for **Standard Four (Instruction)**. Review the seven (7) elements in Standard Four. Use a highlighter to highlight key words that distinguish one level from the next in each of the elements. What concepts and/or actions stand out?

- What evidence is needed to demonstrate competency in each of the levels for each element in Standard Four?

- How might you engage your Resident Educator in a professional conversation about Standard Four?

(If time allows, review Standard Five.)

Practice Using the Continuum:

Necole and Allison

As you view the video snapshot of **Necole and Allison**, think about **the key words, concepts and actions you highlighted earlier in the Continuum**.

Describe where you believe Allison falls on the Continuum? (Refer to your earlier review of Standard 4). What evidence supports your decisions?



Continuum of Teacher Development

How can I use it with my RE?

Use the Continuum with your Resident Educator as a self-assessment and a starting point for setting mutual goals for mentoring. Resident Educators rank themselves on the Continuum and share and reflect on their self-assessment with their mentor. The Continuum is developmental and all parts of each category are necessary to move into the next higher level.

Is a one-time observance of the indicator enough? Is one time mastery? Think about the components of the Teaching and Learning Cycle as you review the Continuum. How might you focus professional conversations on instructional practice based on where your Resident Educator falls on the Continuum?

ACTIVITY:

Select a standard on the Continuum. With your RE watch a short video of a lesson from a resource such as You-Tube videos or from a source you identify. After watching the video, place the teacher you have observed on the Continuum for the standard. How do your observations match your RE's observations? Not match? What evidence did each of you record to support your assessment of the video? What did the students say or do? What did the teacher say or do?

ACTIVITY:

After completing a self-assessment highlight areas on the continuum that you and the RE have identified as areas of focus for the year. How might goal setting be based on this conversation?

ACTIVITY:

How might analyzing teacher performance based on the Continuum connect to the Ohio Teacher Evaluation System?

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Ohio Teacher Evaluation System

Self-Assessment

Self-Assessment Summary Tool

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

Name:

Date:

| | Standard | Strengths | Areas for Growth | Priorities (Check 2) |
|----------------------------|--|-----------|------------------|----------------------|
| Standard 1: Students | <ul style="list-style-type: none"> Knowledge of how students learn and of student development Understanding of what students know and are able to do High expectations for all students Respect for all students Identification, instruction and intervention for special populations | | | |
| Standard 2: Content | <ul style="list-style-type: none"> Knowledge of content Use of content- specific instructional strategies to teach concepts and skills Knowledge of school and district curriculum priorities and Ohio's Learning Standards Relationship of knowledge within the discipline to other content areas Connection of content to life experiences and career opportunities | | | |
| Standard 3: Assessment | <ul style="list-style-type: none"> Knowledge of assessment types Use of varied diagnostic, formative and summative assessments Analysis of data to monitor student progress and to plan, differentiate, and modify instruction Communication of results Inclusion of student self-assessment and goal-setting | | | |
| Standard 4: Instruction | <ul style="list-style-type: none"> Alignment to school and district priorities and Ohio's Learning Standards Use of student information to plan and deliver instruction Communication of clear learning goals Application of knowledge of how students learn to instructional design and delivery Differentiation of instruction to support learning needs of all students Use of activities to promote independence and problem-solving Use of varied resources to support learner needs | | | |

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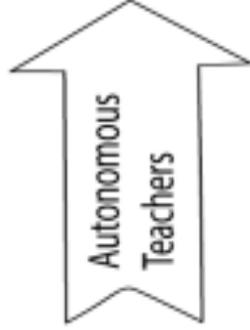


| Standard | | Strengths | Areas for Growth | Priorities (Check 2) |
|---|---|-----------|------------------|----------------------|
| Standard 5: Learning Environment | <ul style="list-style-type: none"> Fair and equitable treatment of all students Creation of a safe learning environment Use of strategies to motivate students to work productively and assume responsibility for learning Creation of learning situations for independent and collaborative work Maintenance of an environment that is conducive to learning for all students | | | |
| Standard 6: Collaboration & Communication | <ul style="list-style-type: none"> Clear and effective communication Shared responsibility with parents/caregivers to support student learning Collaboration with other teachers, administrators, school and district staff Collaboration with local community agencies | | | |
| Standard 7: Professional Responsibility and Growth | <ul style="list-style-type: none"> Understanding of and adherence to professional ethics, policies and legal codes Engagement in continuous, purposeful professional development Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement | | | |

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Conceptual Framework for Differentiated Support



A Conceptual Framework for

Differentiated Coaching

| Instructive | Collaborative | Facilitative |
|---|---|--|
| <ul style="list-style-type: none">▲ Coach directs the interaction based on assessed needs▲ Coach provides information about teaching or procedures▲ Coach offers suggestions and solutions with rationale | <ul style="list-style-type: none">● Coach and teacher co-construct solutions and material● Coach guides interaction without directing it● Coach and teacher contribute ideas somewhat equally | <ul style="list-style-type: none">■ Coach acts as a facilitator of the teacher's thinking and problem solving■ Teacher actively directs the flow of information■ Teacher self-assesses and self-prescribes |

New Teacher Center

Based on work of Carl Glickman

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Residency, Teaching, and Learning Experiences

Residency: time to practice and grow through reflection and analysis



| Mentoring Years | | Options |
|---|--|--|
| Suggested Practice & Reflection | Evidence Possibilities | Performance Year(s) |
| <p>Participate in Mentoring*</p> <p>Demonstration an Understanding of the Teaching & Learning Cycle</p> <p>Authentic Teacher Work: Lesson Planning, Assessment of Student Learning, and Analysis of Student Work that drives instruction</p> <p>Reflective Practices: Lesson Reflection, Data Analysis, Videotaping</p> <p>Teaching Observations: Informal, Peer, Exemplary, Reciprocal and by Mentor</p> <p>Professional Development Practices</p> <p>Focused Mentoring I* Communication, Collaboration, and Professional Growth</p> <p>Focused Mentoring II* Formative and Summative Assessment</p> | <p>Collaborative conversations with mentors and peers</p> <p>Collaborative log</p> <p>Authentic Teacher Work: lesson plans, assessments, reflection on lessons</p> <p>Data Tool Learning</p> <p>Videotaped-lessons</p> <p>Self-assessment*</p> <p>Professional Growth Plan and Goals*</p> <p>Written Commentaries</p> <p>Professional Development within or outside the district</p> <p>Other...</p> | <p>Locally determined requirements*</p> <p>Learn to Lead course on the Ohio Department of Education's Learning Management System</p> <p>Explore professional interests to discover skills and talents inside and outside the school learning community</p> <p>Explore the school/district Local Professional Development Committee (LPDC)</p> <p>RESA* if needed to successfully complete this program requirement</p> |
| | | <p>RESA – Resident Educator Summative Assessment*</p> <p>A demonstration of understanding and application of the Ohio Standards for the Teaching Profession using video and written commentary on the Ohio Resident Educator Summative Assessment*</p> <p>May be taken in year 2 or 3 of the RE Program. Year 4 can be a RESA year if needed to successfully complete and pass the Resident Educator Summative Assessment</p> <p>Required in year 3* (if not taken and passed in year 2)</p> |

* Required Practices

Revised January 2018

How can I be a better educator tomorrow than I was today and lead others to do the same?



COLLABORATIVE LOG

Resident Educator:

Mentor:

Grade Level/Subject:

Date/Purpose:

Ohio Standards for the Teaching Profession:

- (1) Teachers understand student learning and development and respect the diversity of the students they teach.
- (2) Teachers know and understand the content area for which they have instructional responsibility.
- (3) Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- (4) Teachers plan and deliver effective instruction that advances the learning of each individual student.
- (5) Teachers create learning environments that promote high levels of learning and achievement for all students.
- (6) Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- (7) Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

| | |
|-------------------------------|---|
| <p>WHAT'S WORKING</p> | <p>CURRENT FOCUS, CHALLENGES, CONCERNS</p> |
| <p>RE'S NEXT STEPS</p> | <p>MENTOR'S NEXT STEPS</p> |

Next Meeting Date:

Focus:

Professional Conversations

Of all the approaches available to educators to promote teacher learning, the most powerful is that of professional conversation. Reflective conversations about practice require teachers to understand and analyze events in the classroom. In these conversations, teachers must consider the instructional decisions they have made and examine student learning in light of those decisions. Charlotte Danielson

The role of the Instructional Mentor is to engage the Resident Educator in deep conversations about practice. Often referred to as **Mentor Conversations** when they occur between mentors and mentees, these conversations require thoughtful planning and preparation on the part of mentor.

Reflection:

Recall an occasion in which you, as a teacher, were engaged in a productive conversation about teaching. Who were you speaking to? What was the situation? What was the stated purpose of the discussion?

Conversation Skills

- ❖ Use non-verbal body language (smile, nod, make direct eye contact)
- ❖ Let the Resident Educator know you hear, understand, and care; ask clarifying questions if you're not sure what you heard
- ❖ Allow the teacher time to reflect and respond
- ❖ Identify successes and challenges
- ❖ Help the teacher to think through alternative solutions to challenges and concerns
- ❖ Ask clarifying questions
- ❖ Use positive language to foster communication, such as stressing the positive things that can be done

Build Relationships and Trust

- ❖ Getting to know each other
 - Make connections
 - Plan informal social time
 - Be sincere in your efforts to build the relationship
- ❖ Sharing
 - Share what works, resources, ideas
 - Learn from each other
- ❖ Schedule time to meet and plan to check in
 - How are things going?
 - Try not to overwhelm the Resident Educator—pick one area of focus to begin

How can I be a better educator tomorrow than I was today and lead others to do the same?

- Offer help and support
- ❖ Collaborate
 - Plan together
 - Review student work together
 - Reflect together
- ❖ Listen to your Resident Educator
 - Refrain from talking too much
 - Avoid distractions: cell phones, computers, grading papers
 - Give the Resident Educator time to think, reflect and finish his or her thoughts
 - Actively focus on the words, ideas and feelings being expressed
 - Listen to what is not said. Challenging topics will take more time and care to discuss.

The **Collaborative Log** is an important tool of the Instructional Mentor. It opens the door to **inquiry** into practice. The prepared mentor carefully gathers evidence and plans probing questions to focus mentor conversations on the instructional goals of the Resident Educator. These conversations are based on instructional evidence and **inquiry** that lead to **analysis and reflection**. Mentors focus the conversations on instructional topics that have the potential to impact the teaching practice of the Resident Educator.

The **Mentor Reflection Questions** contain questions for mentors for use in focusing conversations on instructional practice. As you examine evidence of practice with your Resident Educator, use the Tool to prompt deeper thinking and analysis of the teaching and learning process.

By asking questions and having conversations about teaching and learning, teachers learn **metacognition**: *the ability to self-assess, to imagine how a lesson can be more effective next time, to explore how to meet the needs of every student.*

Preparing for a Mentoring Conversation: Protocol

- ✓ Use the Tools (Teacher Development Continuum, OTES Self-Assessment, Observations, conversations, etc.) to determine Resident Educator needs. Needs are based on evidence of practice and are mutually determined by the mentor and Resident Educator.
- ✓ Establish a focus for the work. Based on the goals of the Resident Educator and the mutually determined needs, choose an area of focus.
- ✓ Plan Mentor Conversations based on the area of focus and the evidence of practice gathered by both the mentor and the Resident Educator. Use the Collaborative Log or another format for recording key ideas, questions, and outcomes of Mentor Conversations. Use the Mentoring Language Tool to plan for Mentor Conversations.
- ✓ Support the Resident Educator in moving toward achievement of the instructional goals he/she has set. Use the ICF Tool (a conceptual framework for differentiated support) to monitor mentor support. Remember to encourage the Resident Educator to reflect on his/her practice. Use the Mentor Conversation process to promote self-reflection and problem solving.
- ✓ Promote accountability by scheduling regular meetings and opportunities to review progress.

Practice a Mentor Conversation

Read the following scenario and write a plan for a Mentor Conversation.

My Resident Educator is struggling with classroom management. He has brought it up several times in the last few weeks. He is a second-career teacher, a former engineer who knows and loves mathematics. He had a terrific start to the school year, but for some reason things are changing. The students do not seem to be responding to his content teaching or his assignments. He wants my help. What should I tell him? How can I help him to make discoveries about his teaching? What tools should I use? How can I lead him to beyond the immediate issue to deeper understandings of teaching and learning?

Plan for a Mentor Conversation

1. How might you use the Teacher Development Continuum or the OTES Self-Assessment to begin the goal-setting conversation with this teacher? What standards and/or elements of the Continuum might apply? What evidence of practice will you consider as you plan this conversation?
2. How might you use the self-assessment tool to pose a goal for this Resident Educator? Think about how you would develop the goal—the wording, the timeline, the resources for meeting the goal? How might you make the goal more specific and measurable than “improving classroom management?”
3. How might you apply the concepts presented in the ICF framework? What role will you take on as a mentor? What mentor language will you use? What probing questions might you ask as you narrow the focus and gather deeper information from the Resident Educator? How will you support reflection and the ability of the Resident Educator to resolve his own problems by seeking alternative solutions?
4. How will you plan for effective feedback? What feedback would you provide?

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Evidence of Practice

Authentic Teacher Work



- Authentic teacher work provides evidence of planning, assessing, reflecting and teaching.
- Authentic classroom artifacts reflect the impact of teaching on student learning.
- Mentors support Resident Educators as they analyze this evidence and use the information to inform instruction.
- Mentors use the Mentor Reflection Questions to lead Resident Educators to deeper understanding of teaching and learning.

*Mentors use evidence of practice to structure **professional conversations**. No judgments are based on it; it is used purely for formative purposes.* Charlotte Danielson, 2008

Sources of Evidence

Observations

Artifacts (planning documents, student work, student assignments, examples of communication)

Evidence of student learning (test results, student work, formative assessments)

Student and Parent Surveys

Professional Conversations about instructional practice (Collaborative Log)

Quality of teacher feedback to students

Teacher reflections (journals, written commentaries)

Videotaped Lessons

Other sources of evidence: Brainstorm with an elbow partner.

Answers (page 66): 1. Fact, 2. Interpretation, 3. Fact, 4. Interpretation, 5. Interpretation, 6. Interpretation

Distinguish between Evidence and Interpretation

The term evidence is not intended to suggest a courtroom or a litigious environment. Rather, it is intended to convey that conversations about teaching must be grounded in actual events, in actions or statements, in artifacts, or in decisions a teacher has made. Without such grounding, impressions of teachers' skills are based entirely on the observers' own idiosyncratic views of teaching and their understandings of what has occurred and what those events mean.

Danielson, 2008

Directions: As mentors observe, communicate and collaborate with Resident Educators it is important for them to distinguish “evidence of practice” from mentor or observer “interpretations.” Observers of teaching might confuse *descriptions of classroom practice* with *opinions* about classroom practice. A description of a classroom practice is recorded **without** interpretation based on one’s own beliefs about effective teaching. **Evidence is observable, objective and free of value judgment.** Evidence includes verbatim scripting of teacher and student comments, non-evaluative statements of observed teacher or student behavior, or an observed aspect of the environment. Work with a partner to determine if the following statements are evidence or interpretation. (See page 65 for answers.)

What is evidence and what is interpretation?

The mentor writes: The teacher says, “It’s fun to find the patterns for factoring polynomials.” Fact or interpretation?

The mentor writes: The teacher cares about her students. Fact or interpretation?

The mentor writes: The teacher greets each student by name as they come through the door. Fact or interpretation?

The mentor writes: Students were paying attention during the lesson. Fact or interpretation?

The mentor writes: Your classroom management techniques were evident. Fact or interpretation?

The mentor writes: The students do not listen to your instructions. Fact or interpretation?

Collecting Evidence during Observations for Learning

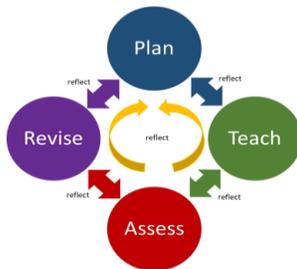
The observation of classroom practice is the cornerstone of the evidence of a teacher's skill; engaging students in important learning is rightly considered to be the key to professional teaching. What teachers do in their interaction with students is what matters most in influencing student learning. Danielson, 2008

By conducting informal observations or **observations for learning** and inviting the Resident Educator to do the same, the mentor creates a positive learning environment in which being in each other’s classroom becomes a comfortable experience. A mentor learns about a Resident Educator’s instructional strengths and areas for needed support through observations and the professional conversations that take place before and after the observation. Mentors and Resident Educators collect **evidence of practice gathered from observations**. Evidence of practice becomes the focus of professional conversations designed to increase instructional effectiveness. Observations for learning are formative and non-evaluative.

A Few Observation Scenarios

- Resident educators observe their mentors.
- Mentors observe their resident educators.
- Mentor and resident educators co-observe a colleague.
- Resident educators co-teach with their mentors and colleagues.

The Teaching and Learning Cycle



The Teaching and Learning Cycle graphic is updated to reflect recent research and understanding of the teaching and learning process. Teaching is a complex process requiring teachers to make many instructional decisions throughout the day. The processes of planning, assessing, analyzing, reflection and revision are ongoing and occur throughout the teaching and learning cycle. The revised icon demonstrates the fluency of the cycle and the interconnectedness among the components.

Using the Teaching and Learning Cycle with Resident Educators

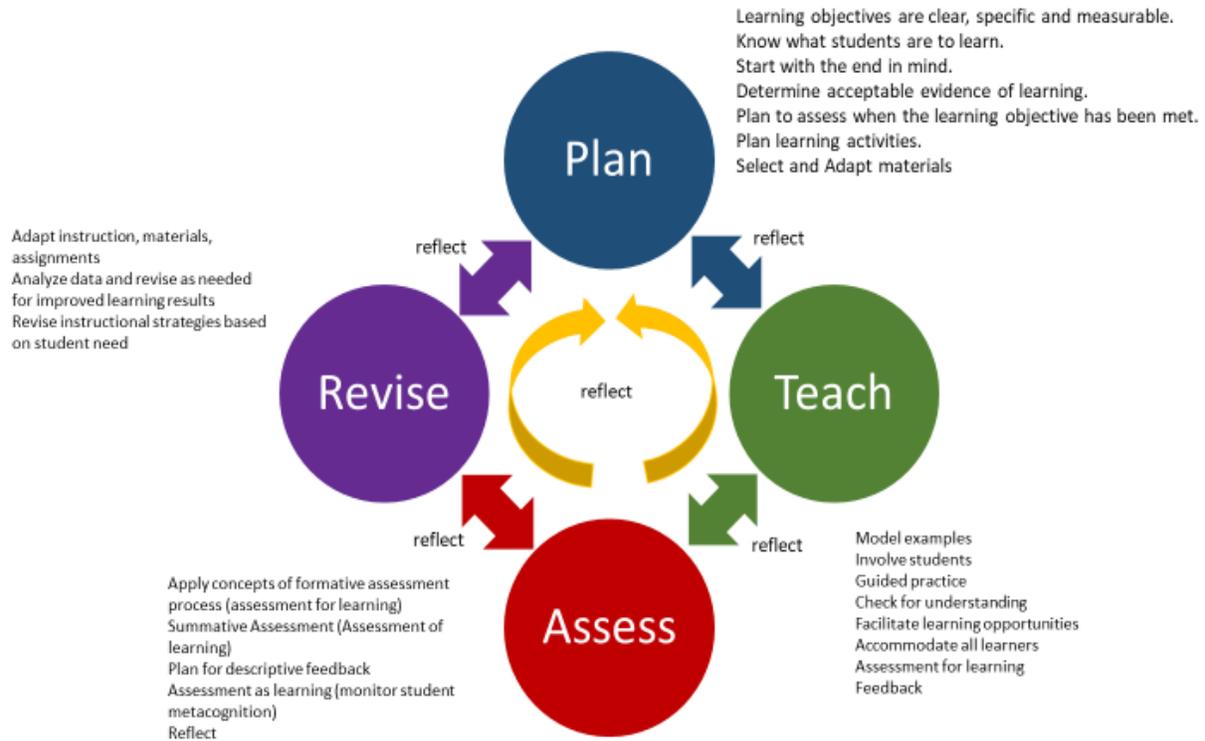
The Teaching and Learning Cycle provides a framework for mentors and Resident Educators as they focus their discussions and conversations on instructional practice. The content of mentoring includes the components of the Teaching and Learning Cycle. Resident Educators may understand the meaning of these components when they enter the classroom as beginning teachers. However, until they have encountered the complex process of teaching over a period of time and learned to reflect on their practice, they will likely need support in some or all of these components.

Mentors communicate with their Resident Educators about planning, instruction, assessment and revision of their practice. Mentors collect evidence of practice during classroom observations, during collaborative planning, and when analyzing student work with their Resident Educator. Communicating through professional conversations and feedback, mentors support Resident Educators in analyzing and understanding the gathered evidence. It is through this process that Resident Educators come to understand reflective practice and become effective teachers.

Mentors Support Resident Educators in the Components of the Teaching and Learning Cycle

- Planning
 - Using the Ohio Learning Standards to begin planning
 - Developing appropriate objectives/goals (SMART goals?)
 - Considering the classroom environment while planning
 - Creating parent/family communications about instruction
 - Accessing school/district curriculum and related resources
- Teaching
 - Managing time during instruction
 - Being aware of transitions and lesson flow
 - Adapting instruction during the lesson
- Assessing
 - Identifying ways to formatively and summatively assess student progress
 - Exploring quantitative and qualitative data collection and analysis
 - Discussing diagnostic student data and how to use it
- Revising
 - Analyzing data to guide and drive instruction
 - Reflecting on the lesson during and after instruction

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Teaching and Learning Cycle: Conversation and Question Stems to Support Resident Educators in the Components of the Teaching and Learning Cycle

(Based on New Teacher Center & Building Teachers' Capacity for Success) *

| | |
|--|---|
| Identify the learning target (plan) | <ul style="list-style-type: none"> • What do you want your students to know and be able to do? • What does data show as a needed learning target for us to focus? • What will it look like or sound like if a student is proficient with this learning target? • What are the scaffold skills students need leading to and following the learning target? |
| Design formative and summative assessments (plan, assess, revise) | <ul style="list-style-type: none"> • How will we assess what students are learning? • What's another way students can demonstrate what they know, understand, or able to do? • How will we use the information from this assessment? |
| Instruction and ongoing assessment (plan, teach, formatively assess) | <ul style="list-style-type: none"> • Do we foresee any possible learning barriers that we need to proactively plan for? • How will we plan for students at various readiness levels? • What questions will we ask students throughout the lesson? How will we plan for deep level thinking questions? • Let's think about what descriptive feedback may move students forward in their learning.... |
| Monitor for learning and collective results (teach, assess, revise) | <ul style="list-style-type: none"> • What will it look like and sound like if students are successful throughout the lesson? |

| | |
|--|---|
| formatively assess, revise/adjust) | <ul style="list-style-type: none"> • How will assessment procedures, directions, and preparations be the same or different between classrooms/students? |
| Analyze/review assessment results (assess, revise/adjust) | <ul style="list-style-type: none"> • What patterns can we identify in the student mistakes and what do they tell us? • What learning needs are present? What experiences do the students need to further their learning? |
| Revise curriculum, instruction, and assessments (analyze, reflect, revise, plan) | <ul style="list-style-type: none"> • What instructional strategies were the most effective with students and need to be repeated? • In what ways did the instruction succeed or need changes to meet students' needs? • What crucial knowledge, skill or content gaps do we need to address? |

- Instructional Mentoring, New Teacher Center, Santa Cruz, 2009 (www.newteachercenter.org)

Formative and Summative Assessment

There is considerable evidence that assessment is a powerful process for enhancing learning (Black & William, 1998). Since it is such a powerful process, it is important to understand the difference between formative and summative assessment and the process of assessment (also known as *assessment for learning*, *assessment as learning*, and *assessment of learning*). Often testing companies label tests as *formative* or *summative*. However, formative and summative assessments are not products or events. Tests themselves are neither formative nor summative; how the results are used is what determines whether assessment is formative or summative (Chappuis, 2005).

We use the general term assessment to refer to all those activities that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs. Black and William, 1998

The Difference Between Formative and Summative Assessment

Formative assessment delivers information during the instructional process, before the summative assessment. Both the teacher and the student use formative assessment results to make decisions about what actions to take to promote further learning (Chappuis & Chappuis, 2007). Formative assessment is sometimes referred to as *assessment for learning* because it supports learning and allows teachers and students opportunities to adjust instruction/learning based on the assessment results and the feedback provided.

Summative assessments are often administered at the end of a unit, a school year, or following the completion of a program. The results of summative assessment are typically used to determine a student's level of proficiency. Summative assessment is sometimes called *assessment of learning* because it measures how much learning or to what level learning occurred at a point in time. Its purpose is to measure the level of student, school or program success.

Formative Assessment as Assessment for Learning and Assessment as Learning

Formative assessment is generally defined as assessment at regular intervals of a student's progress with accompanying feedback to increase the student's performance. Formative assessment is a process that functions as *assessment for learning*. Assessment for learning is designed to give teachers information to modify and differentiate teaching and learning activities. Stiggins (2005) emphasizes that assessment for learning focuses on day-to-day progress in learning and rests on the understanding that students are

“instructional decision-makers” too. Feedback is a key component of assessment for learning. Assessment as Learning is the process of developing and supporting student metacognition; engaging students in the assessment process to they develop skills in monitoring their own learning.

Reflection 1:

1. Think about an example of **formative assessment** in your own teaching. Why did you choose that assessment? How and when did you use it?

2. How did you use the data/information from the formative assessment to modify/differentiate your instruction/practice?

3. Share with your table how you might use your own insight/reflection/practice to help your RE.

4. Think of an example of **summative assessment** in your own teaching. How did you choose it? Specifically, did you use any data/information from the formative assessments to determine or modify the summative assessment?

5. How do you reflect after the summative assessment? How was the data analyzed and applied to your practice?

Share with your table how you might use your own reflection/practice to help your RE.

Improving Learning Through Assessment (Black & William, 1998, 2004)

Research indicates that improving learning through assessment depends on five factors:

- ❖ The provision of effective feedback to students
- ❖ The active involvement of students in their own learning
- ❖ Adjusting teaching to consider the results of the assessment
- ❖ A recognition of the influence assessment has on student motivation
- ❖ The need for students to self-assess and self-monitor so they understand how to improve

Reflection 2:

Reflect on what Black and William describe as the five simple factors that can improve student achievement. Thinking about the assessment practices you described in Reflection I, consider how you incorporated the five factors? How will you engage your Resident Educator in learning and practicing the formative assessment process?

Mentors support Resident Educators in Providing Effective Feedback to Students

For the assessment process to improve learning, students must receive effective feedback that guides them in the next steps for improvement. Effective feedback for students is timely, descriptive in nature, formative and actionable. The characteristics of formative, actionable feedback for students are like the characteristics of effective feedback between colleagues (e.g. Resident Educator and mentor). In the next section, Mentors practice providing feedback to their Resident Educators. As mentors learn the characteristics and strategies of effective feedback between colleagues, they must help the Resident Educator understand the use of the same strategies to support students in their learning.

Reflection 3: How will you engage your Resident Educator in conversations about student feedback? How will you collect evidence of student feedback in the classroom?

Actionable Feedback: Mentors provide feedback to Resident Educators

Just as students need feedback to enhance their learning, Resident Educators need feedback on their instructional practices and performance to support their professional growth and development as effective teachers. Feedback in general, whether provided to students or teachers (learners), is non-evaluative and is different from giving advice. The general purpose of feedback is to support learners in improving their learning or performance. To be useful to the learner, feedback must be specific and timely. Feedback should give the learner direction and the “next steps” for improvement. Feedback that motivates the learner to act and move toward improvement is **actionable feedback**.

Dylan and William (1998) found that feedback can be useful to promote learning, but it can also be useless or even harmful depending upon the feedback given. Actionable feedback is key to the assessment process for learning. Actionable feedback is specific, timely and based on a standard or learning target established by the teacher and student. To be useful, feedback needs to be immediate and **identify the next steps to move learning forward**.

Feedback: Key Ideas

Actionable feedback for teachers is critical to accelerating instructional practice and increasing student learning. But providing effective feedback that boosts teacher autonomy, self-reflection, and ownership must be learned and continuously cultivated over time.

Actionable Feedback:

- ✓ Is delivered effectively and is meaningful to the improvement of practice
- ✓ Focuses on the impact of professional practice to increase student learning
- ✓ Occurs in close proximity to the data or evidence gathering event (e.g. observation)
- ✓ Occurs within the context of a professional, collaborative culture
- ✓ Is a two-way street—the Resident Educator should have an opportunity to reflect and respond

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- ✓ Is **actionable** information that motivates; it leads to something “next”
- ✓ Is conversation based on evidence of practice—it is not forms; not interpretations or opinions
- ✓ The most effective feedback shifts from a delivery approach to one that prompts reflective questioning and builds empowerment.

The purpose of feedback to the Resident Educator is to improve instruction, inform professional development needs and enhance individual professional growth.

Mentors Provide Actionable Feedback

It's the quality of the feedback rather than its existence or absence that determines its power.
Stiggins, 2005

The Resident Educator Needs to Own the Work

Research (Hattie & Temperly, 2007) shows that feedback is received and acted upon when the learner sees its value. By keeping the focus on the Resident Educator’s goals and individual needs, analyzing the data together, posing questions that prompt reflection, and thinking collaboratively about next steps, the Resident Educator is most open and motivated to apply the feedback. As a mentor, it is critical to keep feedback focused and specific, with attention to the areas that will have the greatest impact on instructional practices.

As a mentor, ask yourself how you can provide effective feedback?

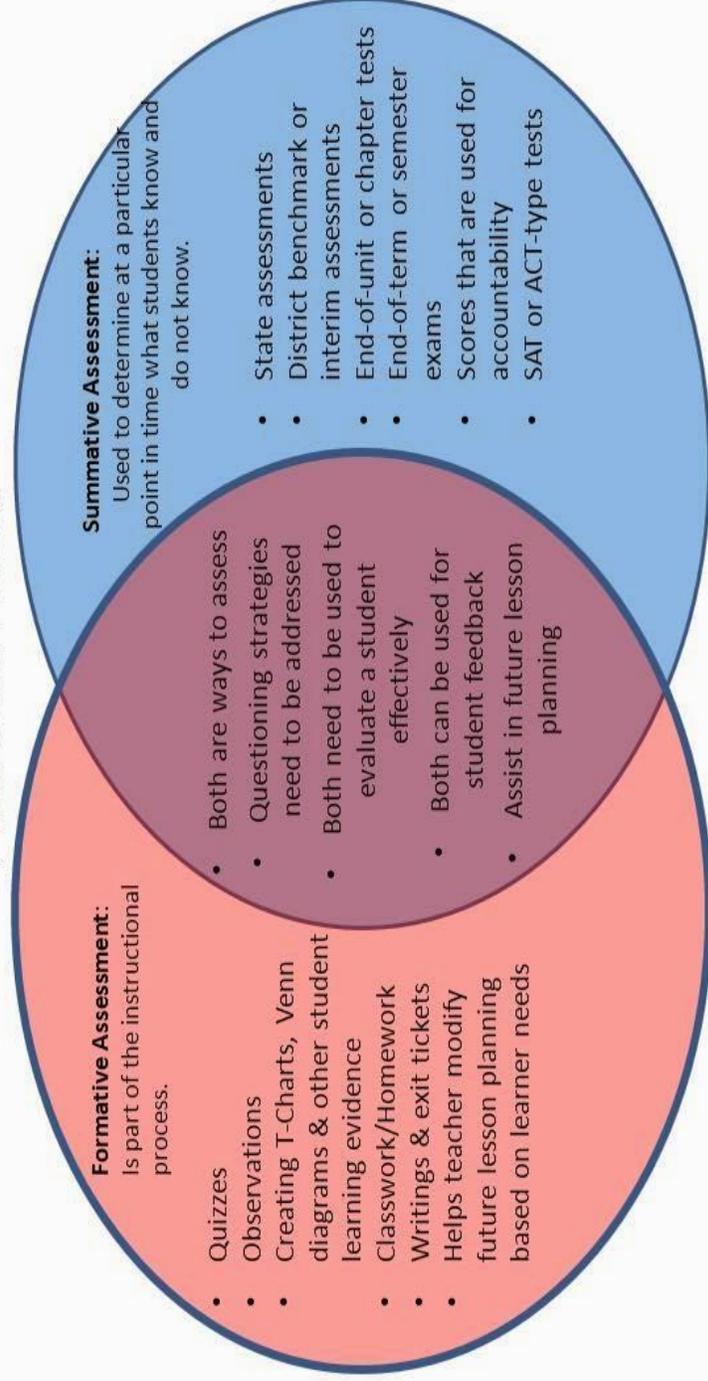
- ❖ Share the data or evidence in a focused, positive manner
- ❖ Be certain that feedback is relevant, specific, and is tied to the RE’s goals and/or focus for that lesson
- ❖ Be certain the feedback is timely so it remains relevant to the practice
- ❖ Help the teacher prioritize and plan critical next steps
- ❖ Support the Resident Educator in taking these next steps

Reflection

Review the feedback you provided to Tyson on Day 1 of the Academy. How might you modify your feedback to make it focused and specific?

Feedback Protocol for planning mentor conversations is on page 86 in the Toolkit.

Formative vs. Summative Assessment



Mentoring Language-New Teacher Center

www.newteachercenter.org

| Paraphrasing | Clarifying |
|--|---|
| <p>Paraphrasing communicates that the listener has... Listened carefully, Understood what was said, Extends thinking, and Cares</p> <p>Paraphrasing involves:</p> <ul style="list-style-type: none"> • Restating in your own words • Summarizing • Organizing <p>Possible paraphrasing stems include: <i>So,...</i> <i>In other words,...</i> <i>It sounds like...</i> <i>There are several key points you're bringing up...</i> <i>From what you're saying,...</i> <i>You're primarily concerned with...</i></p> | <p>Clarifying communicates that the listener has... Heard what the speaker said, but does not fully understand what was said</p> <p>Clarifying involves asking a question (direct or implied) to:</p> <ul style="list-style-type: none"> • Gather more information • Discover the meaning of the language used • Learn more about the speaker's reasoning • Seek connections between ideas • Develop or maintain a focus <p>Possible clarifying stems include: <i>Would you tell me a little more about...?</i> <i>Let me see if I understand...</i> <i>Can you tell me more about...</i> <i>It would help me understand if you'd give me an example of...</i> <i>So, are you saying/suggesting...?</i> <i>What do you mean by...?</i> <i>How are you feeling about...?</i></p> |
| Mediational Questions | Non-Judgmental Responses |
| <p>Mediational questions help bring about a new understanding by posing questions that extend thinking, learning, and planning.</p> <p>Mediational questions help the colleague:</p> <ul style="list-style-type: none"> • Hypothesize what might happen • Analyze what worked or didn't • Imagine possibilities • Compare intended plans and outcomes with what actually happened <p>Possible mediational question stems include: <i>What's another way you might...?</i> <i>What would it look like if...?</i> <i>What do you think would happen if...?</i> <i>How was ___ different from (like)...?</i> <i>What sort of an impact do you think...?</i> <i>What criteria do you use to...?</i> <i>When have you done something like ___ before?</i> <i>What do you think about...?</i> <i>How did you decide...? (come to that conclusion?)</i> <i>What might you see happening in your classroom if...?</i> <i>What might have contributed to...</i> <i>What do you think ___ might have been thinking or feeling?</i></p> | <p>Non-judgmental responses communicate that the listener is open-minded, encouraging, and interested.</p> <p>Non-judgmental responses help to:</p> <ul style="list-style-type: none"> • Build trust • Promote an internal locus of control • Encourage self-assessment • Develop beginning teacher autonomy • Foster risk-taking <p>Possible non-judgmental responses include: Identifying what worked and why <i>I noticed when you ___ the students really ___</i> Encouraging <i>It sounds like you have a number of ideas to try out!</i> Asking the teacher to self-assess <i>In what ways did the lesson go as you expected?</i> <i>What didn't you expect?</i> Asking the teacher to identify her or his role <i>What instructional decisions made the lesson successful?</i> Showing enthusiasm for and interest in the teacher's work and thinking <i>I'm interested in learning/hearing more about...</i> <i>I'm really looking forward to...</i></p> |

| Suggestions | Suggestion Stems |
|---|--|
| <p>Suggestions...</p> <ul style="list-style-type: none"> • Are expressed with invitational, positive language and vocal tone • Offer choices to encourage ownership • Are often expressed as a question (or include a "tag question" to invite further thinking and elaboration) • Are achievable—enough to encourage but not to overwhelm • May provide information about the mentor's thinking and decision-making strategies • That are accompanied by research and/or rationale are more likely to be either accepted or elaborated upon by the teacher | <p>Express suggestions that represent using strategic practices, embed choices, and encourage thinking/experimentation:</p> <ul style="list-style-type: none"> • <i>Perhaps__ , __ , or __ might work for...</i> • <i>From our experience, one thing we've noticed...</i> • <i>Several/some teachers I know have tried different things in this sort of situation, and maybe one might work for you...</i> • <i>What we know about__ is...</i> • <i>Based on your question, something/some thing to keep in mind when dealing with...</i> • <i>There are a number of approaches...</i> <p>Following a suggestion with a question invites the teacher to imagine/hypothesize how the idea might work in his/her context:</p> <ul style="list-style-type: none"> • <i>How might that look in your classroom?</i> • <i>To what extent might that work in your situation/with your students?</i> • <i>What do you imagine might happen if you were to try something like that with your class?</i> • <i>Which of these ideas might work best in your classroom (with your students)?</i> |
| Teachable Moments | Attitudes for Effective Listening |
| <p>Teachable moments are spontaneous opportunities that offer the mentor an entry point to:</p> <ul style="list-style-type: none"> • Fill in instructional gaps • Help the teacher make good choices • Encourage the teacher to take "the next step" <p>Taking advantage of a teachable moment involves:</p> <ul style="list-style-type: none"> • Sharing in the spirit of support • Being brief—focus on the essential • Being strategic • Avoiding using jargon or sounding pedantic <p>Possible teaching moment stems include:</p> <p><i>One thing to keep in mind is...</i> <i>If you're interested in ____, it's important to...</i> <i>What I know about ____ is...</i> <i>It's sometimes/usually helpful to ____ when...</i></p> | <p>Effective listening communicates that the listener is...</p> <ul style="list-style-type: none"> • Respectful • Focused on building the relationship • Increasing his/her knowledge and understanding • Encouraging • Trustworthy <p>Effective listening involves:</p> <ul style="list-style-type: none"> • Truly hearing what the other person has to say • Viewing the other person as separate from yourself with alternative ways of seeing what you see • Genuinely being able to accept the other person's feelings, no matter how different they are from your own • Trusting the other person's capacity to handle, work through, and find solutions to his/her own problems |

Mentor Reflection Questions

Mentor Reflection Questions

ASSESSMENT

OTES Connections: Focus for Learning, Assessment Data, Prior Content Knowledge/Sequence/Connections, Knowledge of Students and Assessment of Student Learning

What prior knowledge and skills do students need in order to achieve instructional outcomes for a lesson or unit?

In what ways will student learning outcomes be formatively assessed during a lesson or unit? What will the assessment “look like” in order to provide good information regarding student learning progress?

Describe how the assessment is aligned to the instructional outcomes.

Explain the connections between the instructional outcomes, instructional strategies, the students, and the assessment. How will students be provided with opportunities for deliberate practice?

In what ways will you ask students to apply their understanding of the essential question?

What learning strategies were students required to use independently in these assessments?

In what ways will or did the formative assessment prepare students for the summative?

In what ways did you consider knowledge of students while selecting or designing these assessments?

How will you differentiate assessments to measure learning of all students?

How successful was your lesson in relation to the desired instructional outcomes? What data sources do you have to support this?

In what ways do the assessment results inform you about the quality and impact of your teaching?

What were key challenges your students experienced in understanding elements of this lesson? What surprised you? How would you adjust your lesson to accommodate these needs?

Describe the formative measures used to gauge student understanding.

Describe formative checks that you’ve used in lessons (i.e., exit slips, hands up/hands down) that you found most beneficial in understanding where your students are

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INSTRUCTIONAL PLANNING

OTES Connections: Lesson Delivery, Differentiation, Resources, Classroom Environment and Assessment of Student Learning

What standards are going to be addressed in this lesson?

Why is this lesson important? -What teacher resources will be necessary to plan and teach this lesson?

What student resources will be necessary to impact student learning?

Considering the needs of individual students, what resources may need to be secured, modified, or enriched, to ensure access to high levels of learning during this lesson or unit?

How would collaboration or co-planning enhance this lesson or unit?

What misconceptions about the content need to be considered?

What are the instructional strategies used in this lesson or unit? Why were they chosen?

How will the instructional strategies lead students to independent and self-directed learning?

What activities required higher-order thinking skills?

How do activities engage students in interdisciplinary thinking and connections?

How did you determine student grouping for the lesson? How did the student grouping maximize student learning?

Consider resources and materials needed for this lesson that will enrich the classroom environment, and/or have potential to produce Wonder and Awe. How are these relevant to the learning outcomes and the students? How can they create ownership for learning?

How are you differentiating instruction for individual and groups of students?

How can I be a better educator tomorrow than I was today?

ANALYSIS of STUDENT WORK

OTES Connections: Classroom Environment and Professional Responsibilities

What artifacts of learning from your students can you identify that illustrate a true understanding of the lesson content?

What was the overall quality of the student work that was produced during the lesson or unit? To what do you attribute this? Talk about the work of at least two focus students.

What class trends and patterns did the assessment reveal? What will I do with this information?

How does the student work meet expectations for high quality?

What does the work tell about how well students understand the instructional outcomes or goals for learning?

How does the range of work from a single student or group of students demonstrate growth over time? In what ways and to what extent is the work challenging for students? How will you use this information to challenge and support students in the future?

What feedback will or did you provide students to help enhance their understanding of the content?

What feedback did you provide to parents, families, or other educators about student performance on this lesson or unit?

Is the work of the student (s) rigorous? Does it meet expectations for high quality work?

What do students' responses indicate about the effectiveness of the assignment or prompt?

Reviewing your instructional planning and assessment resources, what did you find most beneficial for your students in their understanding of the content? What data sources do you have to support that?

What do students' responses indicate about the effectiveness of the prompt or assignment? Have you attempted this task as written? What did you learn about teaching and learning by doing this assignment?

REVISION for TEACHER IMPACT

OTES Connections: Professional Responsibilities

How successful was this lesson in relation to the desired outcomes? What data sources do you have to support this?

Describe an adjustment you made during the lesson due to student misunderstanding. Was that helpful for your group of students?

What were key challenges your students experienced in understanding elements of this lesson? What surprised you? How did you adjust your lesson to accommodate these needs?

How would you change the activities or certain focus areas of the lesson for the future?

If you were to reteach this lesson what might you change and why?

Mentor Reflection Questions

PROFESSIONAL GROWTH and COLLABORATION

OTES Connections: Professional Responsibilities

What are the primary types of communication you use to enhance family and caregivers' understanding of their child's learning progress? Which one was the most effective? How do you know that?

In what ways can you invite families to be more involved in the educational processes of their children?

How has being a part of a professional learning community (Teacher Based Team, Building Leadership Team, District Leadership Team, curriculum team, etc.) helped to develop your understanding of your impact on student learning?

Mentor Reflection Questions

REFLECTION

OTES Connections: Assessment of Student Learning and Professional Responsibilities

What evidence is there of student engagement in the lesson just taught?

What are some possible reasons for their engagement?

How well did students who were seemingly disengaged, perform on the formative assessment? How well did students perform who were seemingly engaged?

How did this reflection concerning engagement inform your thinking about how students think and how they learn?

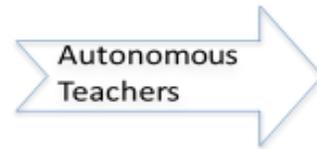
How did the students respond to the classroom environment for this particular lesson? What specific preparations did you make in the environment for this lesson?

How did those preparations make a difference in student learning?

What areas of your teaching have been strengthened because of feedback received through co-teaching, a collaborative lesson study, a common assessment or observation?

What area of teaching will be an intentional area of focus for the next few weeks?

How can I be a better educator tomorrow than I was today and lead others to do the same?



A Conceptual Framework for Differentiated Coaching

Instructive

- ▲ Coach directs the interaction based on assessed needs
- ▲ Coach provides information about teaching or procedures
- ▲ Coach offers suggestions and solutions with rationale

Examples:

- Share a process for analyzing student work
- Model an instructional strategy
- Offer a menu of ways to differentiate instruction
- Share thinking that leads to a solution
- Reference current research
- Provide information

Collaborative

- Coach and teacher co-construct solutions and material
- Coach guides interaction without directing it
- Coach and teacher contribute ideas somewhat equally

Examples:

- Co-develop a lesson or curriculum unit
- Problem solve issues of practice
- Analyze examples of student work together
- Co-observe another teacher; debrief together

Facilitative

- Coach acts as a facilitator of the teacher's thinking and problem-solving
- Teacher actively directs the flow of information
- Teacher self-assesses and self-prescribes

Examples:

- Listen as the teacher analyzes observation data
- Pose questions that clarify and deepen the teacher's thinking
- Facilitate a group of teachers as they assess student work

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Adapted from the work of Carl Glickman

New Teacher Center

Reflection

How might you use this conceptual framework to ensure differentiated mentor support?

Is It or Isn't It Formative Assessment?

Vignette 1: Thumps Up and Thumbs Down

A high-school biology teacher frequently reads aloud a prepared biology-related statement, then asks students to hold their hands under their chins and signify whether the statement is true or false by showing a “thumbs-up” for true or a “thumbs-down” for false. Depending on the number of students who respond incorrectly the teacher may have students present arguments for both sides, he may pair students and ask them to discuss the concept further, or he may decide that he needs to present the same concept using a different representation or instructional approach.

Notes: _____

Vignette 2: Structured Pair-Work

Each student is given an appointment clock and is required to make an appointment with three other students for discussion later in the lesson. Once all the appointments have been made the teacher begins the lesson, providing information and posing questions that require higher-order thinking about the information. The students are asked to reflect on the information and to answer specific questions. Then the students go to their first appointment and spend approximately 15 minutes sharing their thinking as it relates to one or two of the posed questions. They analyze each other's responses and come to consensus. As the students work with their partners, the teacher walks around and notes common misunderstandings and gaps in understanding. After the first appointment, the teacher uses the information gained during the informal observations to help redirect thinking, to reinforce ideas, and to provide cues that would help advance their learning. The students then go to their next appointment and class continues in this manner until all appointments have been met and all questions have been discussed.

Notes: _____

Vignette 3: Collective Definitions of Success Criteria

The teacher provides students with an open-ended question related to a concept they are studying and asks the students to identify the information or details necessary for a response to demonstrate full understanding of the concept. A list of these details is recorded on the board. The teacher then provides students with examples of several student responses that were given by students in previous years. The students are asked to analyze the responses and to determine if the responses show full understanding, partial understanding, or no understanding of the concept. Students must justify their answers. As this thinking is shared, the list of details or supports necessary for a response to the question is further refined until a set of criteria emerges that students can use to self-assess and peer-assess their responses to the question.

Notes: _____

How can I be a better educator tomorrow than I was today and lead others to do the same?



Vignette 4: District-Developed Assessments

District-developed monthly exams are to be administered to all students at the end of each of the school year’s first eight months. The exams are based on state-authorized curricular goals for the grade and subjects involved. Because district administrators insist that teachers send results of these tests home to parents, all teachers do so. Yet, because the content covered by the monthly tests typically doesn’t coincide with what is being taught at the time the tests are administered, teachers rarely alter their instruction based on students’ performances on the monthly exams.

Notes: _____

Vignette 5: Classroom Quizzes

During a unit on photosynthesis, the teacher administers a weekly quiz that addresses all the material covered for the week. The quizzes are supposed to motivate students to study for the summative unit as well as provide students with a sample of the types of questions they may encounter on the unit test.

Notes: _____

(Vignettes adapted from The FAST SCASS. Formative Assessment for Teachers and Learners, The Council of Chief State School Officers, 2008.) Answers on page 89.

Reflection:

Five attributes of Formative Assessment I plan to share with my Resident Educator(s):

1. _____

2. _____

3. _____

4. _____

5. _____

Observations for Learning

The Formal Observation is an opportunity for collaborative lesson analysis and discussion between the RE and the Mentor. The analysis and discussion can be driven by using some of the suggested reflective questions in the Mentor Reflection Questions Tool and the Collaborative Log. This analysis and discussion should be planned with the specific needs of the RE in mind. Mentors differentiate support so that mentoring is most beneficial to the Resident Educator.

Formal Observations are scheduled at a mutually agreed upon time/date. Best practice would be to facilitate a face-to-face preconference, classroom observation, and face-to-face post conference; all important elements of the **observation protocol**. Observations for learning are conducted to support the Resident Educator in effective instructional practices and professional growth. They are non-evaluative.

Pre-Conference

As you prepare for the pre-conference you might consider using some of the questions from the Mentor Reflection Questions Tool. There are several examples of Instructional Planning questions. The questions are suggested and should be selected to gain insight into the thinking of the RE as they plan the lesson you will observe. It is appropriate to ask the RE what role they want you to play in the classroom during the observation. It is also appropriate to pay attention to something the RE has described as important data. (Examples might be types of questions that are asked, the number of students to whom questions are directed, or what collaborative groups are doing when no direct teacher intervention is being provided.)

Observation for Learning

During the observation, it is helpful to record what the teacher and the students say and do. There are many ways to structure this note taking. The method of note taking should be comfortable to the Mentor. It may be helpful to note things the teacher references during the lesson such as charts, or a handout. It is also helpful to note the times as students transition from one activity to another. For example, if the teacher begins a whole group discussion and then moves to a small group activity you would note the beginning and end times of the group discussion and the small group activity. This practice is important to understand the pacing of the lesson.

Analysis

After the observation review the notes taken during the lesson. Begin to organize the evidence by labeling the notes or scripting. Refer to the pre-conference notes. Did you see what was described by the RE in the pre-conference during the observation? You may consider circling indicators of evidence you collected using the Instructional Mentoring Tool questions as a starting point. If you have notes on a special concern of the RE's be sure to analyze the evidence to present to the RE during the post conference.

Post Conference

The post conference is a carefully planned meeting. The post conference is an opportunity for the RE to reflect on the lesson that was taught through carefully selected questions by the Mentor. You may choose to use some of the questions in the Instructional Mentoring Tool to guide your thinking. The Mentor should ask the RE to reflect on the strengths of the lesson. The Mentor will provide evidence of that strength by noting something the teacher or students said or did during the observation period. The RE will identify an area that they would change the next time they teach the lesson, or an area that got different results than were anticipated. The mentor should be ready to supply support for the RE and be able to point them in the direction of resources that might be helpful. It is important that the work of the RE be honored and that the lesson analysis provides opportunities to identify next steps for growth, and assistance toward that growth.

Feedback Protocol



Feedback Protocol

| Focus for Feedback | Evidence of Practice | Action Steps | Feedback Talking Points | RE Reflections on Feedback |
|--------------------|----------------------|--------------|-------------------------|----------------------------|
| | | | | |

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Kanika and Rachel Observations Recording Chart

| | Observations of Rachel | Observations of Kanika |
|-----------------|------------------------|------------------------|
| Pre-conference | | |
| Observation | | |
| Post conference | | |

The Teaching/Learning Cycle and Observation

Ideas to Develop Understanding

ACTIVITY:

Watch a short video of a lesson. Identify the components of the Teaching/Learning Cycle in the video. What prior knowledge did the teacher have of the students? What prior knowledge did the students need to participate in the lesson? After watching the video, identify the teaching strategy that was most effective? Least effective? How might the lesson have been improved? What assessment techniques were employed? Were they useful? How do you know? What evidence is there that the techniques used were successful?

ACTIVITY:

Video tape a lesson you are teaching. Ask the same questions as above. What insights did you have after watching the video?

ACTIVITY:

Analyze a lesson that didn't go as planned. Use the Teaching/Learning Cycle. Where did things go differently than anticipated? What steps/actions will you take to ensure that instruction will go differently in future lessons?

ACTIVITY:

Think about one of your best lessons. What made it go so well? How might you replicate that "X factor" in future lessons?

ACTIVITY:

Observe a lesson being taught by a colleague. Identify effective strategies that were employed. Reflect on your own lessons and/or planning. How do you incorporate some of the effective strategies observed into your lessons?

ACTIVITY:

After a summative assessment where student performance was less than anticipated, discuss how readiness for assessment was decided. Do an item analysis. Were some of the questions unfair to students? Were they stated ineffectively? Were the questions being posed on the assessment indicative of the lesson content?

ACTIVITY:

Ask a colleague to observe a lesson, paying attention to the types of questions and student responses. Meet to discuss the observations and plan questions for lessons based on observer feedback using Bloom’s Taxonomy.

ACTIVITY:

Videotape yourself teaching a lesson. When you watch, record your wait-time for each question. Also note if you provide longer wait-times to certain students. Examine your feedback. Are you specific and focused on the students’ responses?

ACTIVITY:

Differentiation is needed for some lessons on some days to meet the needs of each learner. Using a lesson plan to analyze differentiation strategies that you planned. Predict how they may work to increase student understanding. Was the differentiation content, product or process?

Answers to “Is It or Isn’t It Formative Assessment?” (page 83)

Vignette 1: This teacher is using a formative assessment approach to collect evidence to adjust instruction. This is, therefore, an instance of formative assessment

Vignette 2: This is an example of formative assessment where the posed questions and the peer conversations are used to elicit evidence of the students' understandings. In this context, the formative assessment process is embedded into the learning activity itself due to the teacher’s careful engineering of the activity. The students can self-reflect and get feedback from their peers. The teacher can listen to the conversations between students to note the current level of understanding for the class and for individual students. The teacher uses the information immediately to assist students in their learning by redirecting thinking, reinforcing ideas, or providing cues.

Vignette 3: In this example of formative assessment, the teacher is provided with information about student learning and the process used to gather that information also requires students to reflect on their own learning. This activity provides the teacher with information about how well the students understand the concept and how best to demonstrate that understanding. To fully participate in the activity, students must reflect on their own level of understanding as they analyze the work of others and provide reasons why they think there are gaps in understanding.

Vignette 4: In this example, we see neither teachers’ adjustment of their instruction nor students’ adjustment of their learning tactics. Thus, this probably well-intentioned distribution of the monthly exams’ results to parents would constitute a counter-example of formative assessment.

Vignette 5: This is not an example of formative assessment because the teacher does not use the evidence from the quizzes to adjust instruction, nor does the teacher provide direction to students for them to think meta-cognitively about their own learning. The only information the students receive is a score for the number of correct answers. This is an example of ongoing summative assessment, not formative assessment.

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Scenario Analysis Chart

| Scenario # | Area of Need (Refine or Reinforce) | Additional information | Possible sources of evidence | Questions to ask the Resident Educator | Next Steps... |
|------------|------------------------------------|------------------------|------------------------------|--|---------------|
| | | | | | |
| | | | | | |
| | | | | | |

Evidence of Student Learning

How do you know if your students are achieving their learning goals? You need to collect evidence—evidence of different kinds and on different levels. A key element of the Teaching and Learning Cycle is the assessment process. Formative assessment processes involve collecting evidence of learning through a variety of methods embedded throughout the instructional day. As part of the formative assessment process you will analyze the evidence you gather based on the learning goals you have articulated. Students will collect evidence of their own learning and reflect on the progress they are making and the steps still needed to meet their learning goals.

Assessment Examples for Collecting Evidence of Learning

- ❖ Informal communication including asking targeted questions, student conferences and interviews, and classroom discussions
- ❖ Observations and anecdotal notes
- ❖ Strategic questioning affords students an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of student understanding
- ❖ Selected response is a common method that asks the student to identify a correct answer from a set of answers or provide an answer based on partial information.
- ❖ Written responses in student journals, lesson assignments, learning/response logs, entrance/exit slips, whiteboards
- ❖ Peer and Self-Assessments engage students in metacognition and help them become aware of their personal strengths and weaknesses and where they are in their learning in comparison to their learning goals
- ❖ Performance tasks require students to assemble portfolios or practice presentations of their learning
- ❖ Visual representations include Venn Diagrams, mind/concept maps, graphic organizers

Analyzing Student Work

- A pre-requisite to analyzing and interpreting student work is a clear understanding of what you are looking for. What does a proficient response look like? What exactly do your students need to know and still need to learn? Mentors support Resident Educators in analyzing student work by engaging with them in the process and agreeing on what a proficient response looks like. Mentors engage Resident Educators in conversations focused on the interpretation and diagnosis of student work. This process requires teachers to shift their mindset from scoring (a summative examination) to diagnosing (a formative examination) student performance.
- Many times, new teachers spend a great deal of time sorting student responses (either by letter grades or by rubric scores) and virtually no time diagnosing what students know and still need to learn. It is only the diagnostic information that will help teachers understand what they need to do next instructionally with their students. Analyzing student work with other teachers offers the Resident Educator opportunities to reflect on his/her practice and think about the alignment of lessons and assignments to learning goals.
- The analysis of student work is a component of effective instruction. The analysis provides insight into student learning as well as teacher effectiveness. It can also provide helpful information about assessment types and which options serve the student needs the best.

Discuss Data and Evidence of Student Learning with Resident Educators

- ❖ Use classroom, school or district data to support the Resident Educator in understanding why data is important and how it might be useful in planning instruction. Help the Resident Educator understand: Where can you find data? What sources are most meaningful? How do you use that data in your planning?

- ❖ Identify a way that data collection has informed your planning and instruction. Discuss the use of data. What does data tell us? Share your thinking with your RE.

- ❖ We are swamped with data from many sources. What sources of data give us information about a child's ability to perform? What is the difference between ability and achievement and where can that data be found? How can it be useful?

- ❖ After an assessment conduct an item analysis. What questions were missed most frequently? Which question(s) did nearly every, or all, students get correct? Reflect on instructional practices to teach the concepts the questions are assessing. How did you teach the material? What types of strategies were incorporated into the lesson? Does the wording of the question reflect the instruction and what you are assessing?

- ❖ Support Resident Educators in designing formative assessments for classroom use. Together analyze the results and make decisions about the next steps for instruction/learning.

Mentor Academy Scenarios

(For Use in the Mentor Academy Training)

1. My Resident Educator plans fantastic lessons that are content-driven and focused on the learning styles of the students. She plans so that each student is challenged to perform at high levels. The students love her. She is reluctant to communicate with parents. What should I do? How can the Instructional Mentoring Tool and the Ohio Standards for the Teaching Profession guide your work? Develop a plan.

2. My Resident Educator knows his content and is a great resource to our team as we plan lessons. He adds interest to the content and the instruction. Our grade-level team develops common assessments and we share the results of our class performance. My RE consistently comes to the assessment analysis meetings unprepared. He often tells us the assessment isn't graded yet so he cannot share the results. How can I help him understand that we all learn from analyzing the result of student work? How can I encourage him to be part of the discussion? What questions can I ask that will excite him about collaboratively analyzing student work? What feedback can I give him that will lead to new insights or actions?

3. I have observed my Resident Educator using very innovative practices. I have asked her to share ideas with me, but she says she doesn't want to because she wants to be rated as accomplished in comparison to the rest of us. I would like to learn from her. How can I get her to discuss the ideas with me? How can I build the understanding that we will all be stronger teachers when we learn together? What accomplished elements of the continuum might be useful for her to consider? How might a lesson study lead her to collaborative work? Should I invite her into my classroom to observe? How would I follow up such an observation? How might the Instructional Mentoring Tool be useful?

4. I have observed my Resident Educator using very innovative practices. I have asked her to share ideas with me, but she says she doesn't want to because she wants to be rated as accomplished in comparison to the rest of us. I would like to learn from her. How can I get her to discuss the ideas with me? How can I build the understanding that we will all be stronger teachers when we learn together? What accomplished elements of the continuum might be useful for her to consider? How might a lesson study lead her to collaborative work? Should I invite her into my classroom to observe? How would I follow up such an observation? How might the Instructional Mentoring Tool be useful?

5. My Resident Educator has been overwhelmed lately with planning lessons, parent conferences, the holidays and being a coach. Recently she was excited because she found some online resources and is planning to use the unit so she "doesn't have to plan for two whole weeks!" She asked if I wanted to use the materials. What do I say? What kind of feedback do I give? How could I connect her coaching with her teaching? How might co-planning address this situation?

6. I have observed my Resident Educator using very innovative practices. I have asked her to share ideas with me, but she says she doesn't want to because she wants to be rated as accomplished in comparison to the rest of us. I would like to learn from her. How can I get her to discuss the ideas with me? How can I build the understanding that we will all be stronger teachers when we learn together? What accomplished elements of the continuum might be useful for her to consider? How might a lesson study lead her to collaborative work? Should I invite her into my classroom to observe? How would I follow up such an observation? How might the Instructional Mentoring Tool be useful?

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Online Mentor Resources

Ohio Department of Education Learning Management System (LMS) -modules may be accessed through teachers' SAFE accounts

Mentor Refresh

<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/For-Mentors>

Formative Instructional Practices (FIP) Ohio Department of Education

<http://education.ohio.gov/Media/Extra-Credit-Blog/December-2017/Formative-Instructional-Practices-Beyond-the-Basi>

New Teacher Center Basic Toolbox for Mentors and Coaches <https://newteachercenter.instructure.com/courses/249>

New Teacher Survival Guide Series on Teacher Channel

www.teachingchannel.org

Mentor Modules ([NET-Q](#) Teacher Quality Partnership grant at Georgia State University)

<http://mentormodules.com/>

Resources for Formative Assessment and Student Feedback

<https://www.bing.com/videos/search?q=what+is+summative+assessment+in+the+classroom&view=detail&mid=C64323E8C69A540F8D19C64323E8C69A540F8D19&FORM=VIRE>

Sample Tools for Formative Assessment Strategies, Susan Brookhart

http://www.ascd.org/ASCD/pdf/books/brookhartAT2010_goal_setting_sample.pdf

http://www.ascd.org/ASCD/pdf/books/brookhartAT2010_clear_targets_sample.pdf

- *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders*, by Connie M. Moss and Susan M. Brookhart
- *Checking for Understanding: Formative Assessment Techniques for Your Classroom*, by Douglas Fisher and Nancy Frey
- *Exploring Formative Assessment* (The Professional Learning Community Series), by Susan Brookhart
- *How to Give Effective Feedback to Your Students*, by Susan M. Brookhart
- *Improving Student Learning One Teacher at a Time*, by Jane Pollock
- *What Teachers Really Need to Know About Formative Assessment*, by Laura Greenstein