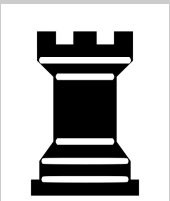
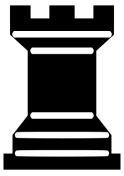
Get to Know My RE	Observe	Collect Evidence	Mentor Moments	Reflect Review Respond	Tailor Support
	Provide specific feedback	What does my RE need?	Practice Habits Of Mind	Share Data	
	Plan A Unit?	Time for my evaluation	Videotape A Lesson?	Measure Student Success?	
How do I begin the year?	There is SO much to do!	Written Commentary	When Can I Observe?	Analyze Student Work?	Survival

TOOL KIT for RESIDENT EDUCATOR and MENTOR MOVES

The Ohio Resident Educator Program
Residency Teaching and Learning Experiences

Residency: time to practice through reflection and analysis

Formative Mentoring Years: Practice and Reflection	Evidence Possibilities	Performance Years: Demonstration	Performance Years: Leadership
Demonstration and Understanding of the Teaching and Learning Cycle Authentic Teacher Work: Lesson Planning, Assessment of Student Learning, and Analysis of Student Work Reflective Practices: Lesson Reflection, Data Analysis, Videotaping Teaching Observations: Informal, Peer, Exemplary, Reciprocal and by Mentor Professional Development Practices And others…	Collaborative Conversations with Mentors and Peers Collaborative Log***** Authentic Teacher Work: Lesson Plans, Assessments, Reflection on Lessons Data Tool***** Learning Teams Videotaped Lessons Self-Assessment Tool***** Professional Growth Plan or Goals***** Written Commentaries Staff Development Activities Professional Development within or outside the District And others….	RESA-Resident Educator Summative Assessment* A demonstration of understanding and application of the Ohio Standards for the Teaching Profession using video and written commentary on this summative performance assessment	Explore professional interests to discover skills and talents inside and outside the school learning community

*****Required by Program

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

COLLABORATIVE LOG

Resident Educator: _____ Mentor: _____

Grade Level/Subject Area _____ Date: _____

Purpose of Meeting: _____

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.

WHAT'S WORKING?	CURRENT FOCUS, CHALLENGES, CONCERNS
RESIDENT EDUCATOR'S NEXT STEPS	MENTOR'S NEXT STEPS

Next Meeting Date: _____ Focus: _____

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

Ohio Continuum of Teacher Development: A Resource Tool for Educators

Introduction

The *Ohio Continuum of Teacher Development s*upports 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* and to the categories used in Ohio's Race to the Top application. 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**
This level describes the expected knowledge and skills of teacher education candidates who are completing their student teaching requirement and clinical experiences. 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. Ohio License Alignment: This level describes educators at the pre-licensure stage.	This level describes teachers whose skills are emerging. 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. Ohio License Alignment: This level aligns with Ohio's Resident Educator License (previously called the provisional license).	This level describes expectations for teachers who are applying their knowledge and skills independently in the classroom. These teachers are able to teach independently and consistently apply what they know about teaching to daily practice as their learning continues to evolve. Ohio License Alignment: 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 *Continuum.*)	This level describes teachers who are fully skilled and able to integrate knowledge and experience in instruction, curriculum and professional development into practice. Ohio License Alignment: Teachers at this level may choose to pursue Ohio's Senior Professional Educator License.	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. Ohio License Alignment: Teachers at this level may choose to pursue Ohio's Lead Professional Educator License.

Ohio Standards for the Teaching Profession

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.	**Knowledge of Human Development**				
	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.
Element 1.2 Teachers understand what students know and are able to do and use this	**Understanding of Students' Knowledge and Skills**				
	Teachers identify instructional activities that reflect an understanding of students' abilities, talents, experiences,	…**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

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
knowledge to meet the needs of all students.	and prior knowledge.	appropriate instruction.	varied levels of student knowledge and skills. They deliver instruction that demonstrates their understanding of how development in one area informs performance in other areas.	to accommodate student learning.	of responsive, differentiated strategies to assess individual student abilities, learning styles and needs.
Element 1.3 Teachers expect that all students will achieve to their full potential.	**Understanding Expectations**				
	Teachers establish and clearly communicate high expectations for all students.	**…and** Teachers model a belief that all students can learn and persist in efforts to help all students achieve to their full potential.	**…and** Teachers set specific and challenging expectations for each individual student and each learning activity.	**…and** Teachers demonstrate their ability to influence student progress and persist in seeking approaches for students who have difficulty learning.	**…and** Teachers create challenging expectations for their students and assist other educators in their school and district in setting high expectations for all students.
Element 1.4 Teachers model respect for students' diverse cultures, language skills and	**Respect for Diversity**				
	Teachers value and demonstrate knowledge of the interests and cultural heritage of groups of students.	…**and** Teachers build relationships with students by establishing and maintaining rapport	…**and** Teachers foster a classroom learning community in which individual differences and multiple	…**and** Teachers support student participation in creating and maintaining a respectful and	…**and** Teachers challenge disrespectful attitudes by modeling behavior for others and working to ensure that all

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
experiences.	They respect individuals and individual differences. They access information about the values and norms of diverse cultures and communities.	and valuing each student as an individual. They avoid the use of bias, stereotypes and generalizations in their classrooms.	perspectives are respected. 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.	responsible learning culture. They analyze their own cultural perspectives and biases and develop strategies to diminish the impact of those biases. They implement instructional strategies that support English Language Learners and the use of Standard English in speaking and writing in the classroom.	students are recognized and valued.
Element 1.5	**Ability to Meet All Students' Needs**				
Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification,	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.	…**and** 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).	…**and** Teachers adapt curriculum and instruction to meet the needs of those students whose performance is advanced or below level.	…**and** Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students.	…**and** Teachers advocate within the school, district and the broader community to ensure that all students have access to all appropriate learning opportunities and resources.

	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.
Element 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central	**Use of Content-Specific Instructional Strategies**				
	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	… **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

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
concepts and skills of the discipline.			influence learning. 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.	ideas and concepts.
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	…**and** 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	…**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	...**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
		curriculum priorities relevant to the grade level and content area(s).		the knowledge and 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.	**Interdisciplinary**				
	Teachers understand the importance of linking interdisciplinary experiences.	… **and** Teachers make relevant content connections between disciplines.	…**and** Teachers collaboratively construct interdisciplinary learning strategies that make connections between content areas.	…**and** Teachers design projects that require students to integrate knowledge and skills across several content areas.	…**and** Teachers lead collaborate efforts to share knowledge and model interdisciplinary instruction.
Element 2.5 Teachers connect content to relevant life experiences and career opportunities.	**Real-Life Connections**				
	Teachers understand the importance of linking content to real-life/real-world experiences.	**…and** Teachers engage students in applying disciplinary knowledge to real-life/real-world	**…and** Teachers use a variety of resources to enable students to experience, connect and practice real-	**…and** Teachers design innovative learning activities that replicate real-life/real-world and	**…and** Teachers model for other educators the integration of content –area classroom experiences with real-

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
		problems.	life/real-world and career applications, through activities such as solving real-world problems and participating in service learning.	workplace activities.	life/real-world and workplace situations.

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	… **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
		assessment) to collect evidence of students' knowledge and skills.		technology to support assessment practice.	
Element 3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.	**Analysis of Assessment Data**				
	Teachers understand the importance of and demonstrate ability to utilize assessment data to identify students' strengths and needs, and modify instruction.	… **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.	… **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.	… **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.	… **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.
Element 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.	**Communication of Assessment Results**				
	Teachers understand that students' progress must be shared with students, parents, caregivers and colleagues.	… **and** Teachers identify learning standards, align assessment criteria and communicate these clearly to students. They provide substantive, specific	… **and** Teachers use a variety of means to communicate student learning and achievement.	… **and** Teachers design and share resources to communicate with students and parents to facilitate their understanding of student learning and progress.	… **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

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

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	**…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
			student learning and plan instruction accordingly.		
Element 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.	**Communication of Learning Goals**				
	Teachers clearly communicate learning goals to students.	**...and** Teachers set goals, plan appropriate activities and clearly communicate these to students.	**…and** Teachers establish and communicate challenging individual learning goals based on the needs of each student.	**…and** Teachers create instructional environments where students actively and independently set, articulate and internalize learning goals.	**…and** Teachers empower students to independently define short- and long-term learning goals and monitor their personal progress.
Element 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.	**Instruction for Learning**				
	Teachers understand the cognitive processes associated with learning, and use this understanding to plan instruction.	**…and** Teachers use research-based instructional strategies. They implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.	**…and** 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.	**…and** Teachers prepare learning activities with clear structures that allow for content review, student reflection and different pathways, depending on student needs.	**…and** Teachers lead colleagues in the design and implementation of research-based strategies to teach students new knowledge and skills.
Element 4.5 Teachers differentiate	**Differentiated Instruction**				
	Teachers identify strategies for	**…and** Teachers gather and	**…and** Teachers recognize	**…and** Teachers and students	**…and** Teachers lead

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.	differentiated instruction.	use student data to choose appropriate instructional strategies for groups of students They use appropriate and flexible grouping during instruction to support the learning needs of all students.	that the scope and sequence of learning 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.	create and use innovative methods, strategies and materials to accomplish individual learning goals. They provide varied options for how students will demonstrate mastery.	colleagues in analysis of student work 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.
Element 4.6	**Instruction for Independence**				
Teachers create and select activities that are designed to help students	Teachers understand the cognitive processes associated with various kinds and levels of learning (e.g.,	**…and** Teachers choose learning activities that support the development of	**…and** Teachers employ effective, purposeful questioning techniques that	**…and** Teachers provide complex, creative, open-ended learning opportunities for	**…and** Teachers lead colleagues in analyzing and implementing innovative

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
develop as independent learners and complex problem-solvers.	taxonomies of learning) to develop independent learners.	students' cognitive abilities.	promote critical thinking during instruction. They help students develop high-level questioning skills that promote critical thinking and independent learning.	students. They encourage students' critical thinking by asking challenging questions about disciplinary content.	instructional methods within and across disciplines.
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.	**…and** 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.	**...and** 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.	**…and** 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.	**…and** 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.	**..and** 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.	**…and** 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.	**…and** 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.	**…and**. 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	**…and** Teachers provide a safe learning environment that accommodates all students.	**…and** Teachers make decisions and adjustments that support positive behavior, enhance social behavior and	**…and** Teachers work with colleagues to establish common expectations for student behavior that promote a supportive and caring	**…and** Teachers create classrooms in which students take active roles in maintaining an enriching environment that is conducive to

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
	behavior and respond 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.	increase student motivation and engagement.	school climate. They consistently, effectively and respectfully anticipate and respond to the behavior of students.	learning. 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.	**…and** 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	**…and** 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).	**…and** 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

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

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Element 5.5 Teachers maintain an environment that is conducive to learning.	**Development of an Environment Conducive to Learning**				
	Teachers understand that an ordered and structured environment is conducive to learning.	**…and** 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.	**...and** 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.	**…and** 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.	**…and** 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).

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	**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	**…and** Teachers model and provide guidance to colleagues in the creation of classroom,

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
and caregivers to support 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.	materials to support and enrich student learning at home.	school and district 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.	**…and** 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	**…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
			collaboration skills in their work and with others in the school community		
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.	**Teacher-Community Collaboration**				
	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 team, collaborate with local community 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.

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-	**…and** Teachers lead standards-based professional learning activities for colleagues, families and the community that support quality implementation of

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

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
achievement.					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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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.

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OHIO RESIDENT EDUCATOR PROGRAM

The Ohio Resident Educator Program Mentor Standards–at–a–Glance

The Ohio Resident Educator Mentor Standards provide principles of professional practice for mentors who support resident educators in the Ohio Resident Educator Program.

The Elements that correspond to the Mentor Standards are more specific statements of mentors' demonstration of their knowledge, skills, and dispositions as mentors.

Mentor Standard 1: ***Committing and Communicating to Build Quality Mentoring Relationships***
Standard: 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.

Mentor Standard 2: ***Designing and Facilitating Professional Development***
Standard: 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.

Mentor Standard 3: ***Creating and Fostering Positive Learning Environments***
Standard: 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.

Mentor Standard 4: ***Advocating and Coaching for Student Success***
Standard: 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.

Mentor Standard 5: ***Modeling and Promoting Professionalism***
Standard: Mentors develop as leaders and learners through professional growth.
Element: Mentors serve as models of professionalism in their development as professional educators.

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GATHERING and SYNTHESIZING STUDENT DATA

A Formative Assessment Tool

What is data? Where do I find it? How do I use it? Why is it important?

The effective educator gathers relevant data to create a snapshot of an entire class. Resident educators and mentors study data trends and patterns to guide instruction. Some examples of data include: quarterly assessments, kindergarten readiness scores, teacher-made assessments, attendance and discipline data, state tests, standardized achievement test scores, literacy levels and more. **Data sources are not limited to those listed. Data should be both formative and summative, and relevant to planning and implementing quality instruction.**

The effective educator collects data throughout the school year, from multiple sources, to inform planning and instruction. A collection of data in itself provides no answers until we ask questions about its meaning, what can be learned and how it can be used. Resident educators and mentors may use the sample below, or use district-generated tools, to collect and organize data. The **Resident Educator Program requires that two students are monitored continually during the school year through the gathering of data**.* *Educators also can use this data tool within the Ohio Teacher Evaluation System process as it links directly with Instructional Planning section (Assessment Data, Prior Content Knowledge), and Instruction and Assessment (of Student Learning*).

Class Profile

Below is an example of how data may be collected by Resident Educators to analyze student data in their classroom. Resident Educators may use this form or use district data analysis forms that allow them reflect on their both student and educator progress.

RESIDENT EDUCATOR CLASS PROFILE						
Resident Educator:				**Date Completed:**		
Grade Level or Subject Area:						
Student Name:	**State Data**	**District Data**	**Classroom Data**	**Formative Assessment 1**	**Teacher-Made Assessment**	**Summative Assessment**
Student 1*	Passed Reading	IOWA-73%	Quarterly 4.6	17/20 sight words	Comprehension 70%	Reading Posttest 88%
Student 2*	DNPass Reading	IOWA-33%	Quarterly 3.4	11/20 sight words	Comprehension 50%	Reading Posttest 65%
Add more rows as needed						

Other Important Factors *(Please specify numbers at left of each term where applicable.)*

Student Ethnicity and Diversity	**Student Population Characteristics**	**Students Performance Level: Total # of Students at each level:**
White, Non-Hispanic:	Number of Females:	**High:**
Black or African American (Non-Hispanic):	Number of Males:	
Hispanic/Latino:	Number of English Language Learners:	**Medium**
Asian:		
American Indian or Alaska Native:	Total number of students with exceptionalities:	
Native Hawaiian or Alaska Native:	Total number of Students:	**Low:**
Native Hawaiian or Other Pacific Islander:		
Multiracial:		
Not Specified:		
Other:		

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Professional Growth Plan

Teachers, mentors and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement. The mentor/ evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time).

☐ **Self-Directed** ☐ **Collaborative** Teacher _____ Mentor/Evaluator _____

Annual Focus These are addressed by the mentor/evaluator as appropriate for this teacher.	**Date** Record dates when discussed	**Areas for Professional Growth** **supports needed, resources, professional development**
***Goal 1**: Student Achievement/Outcomes for Students* *Goal Statement:* *Evidence Indicators:*		
***Goal 2** : Teacher Performance on the Ohio Standards for the Teaching Profession* *Goal Statement:* *Evidence Indicators:*		

Teacher _____ Date _____

Mentor/Evaluator _____ Date _____

The signatures above verify that the teacher and mentor/evaluator have discussed and agreed upon this Professional Growth Plan and Goals.

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Self-Assessment Summary

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

Standard		Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	• 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	• Knowledge of content • Use of content- specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio academic content standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities			
Standard 3: Assessment	• 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	• Alignment to school and district priorities and Ohio academic content 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			
Standard 5: Learning Environment	• 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 an environment that is conducive to learning for all students			
Standard 6: Collaboration & Communication	• 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	• 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			

Instructional Mentor Tool

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

OHIO RESIDENT EDUCATOR PROGRAM
The Journey to Excellence

Instructional Mentor Tool

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?

Instructional Mentor Tool

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?

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

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?

Instructional Mentor Tool

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?

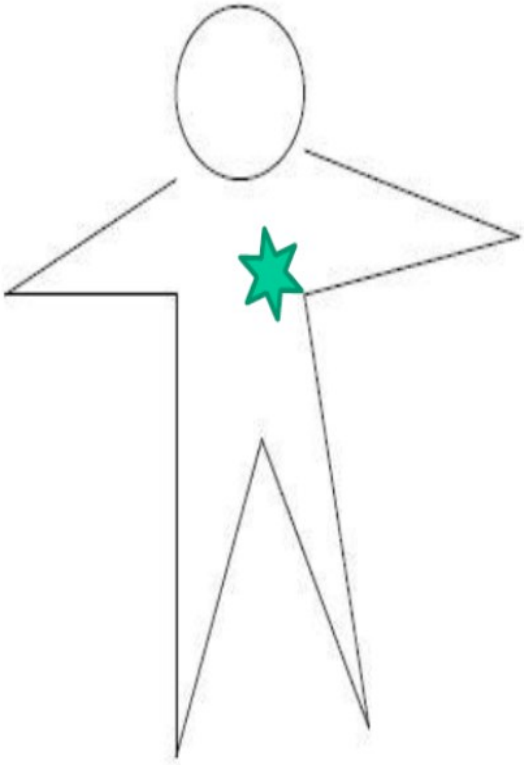
What area of teaching will be an intentional area of focus for the next few weeks?

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

Teaching and Learning Cycle

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

Star Person



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