

Ohio Resident Educator Program Mentor Toolkit



The Resident Educator Mentor Toolkit was created for use by mentors in their work with Ohio 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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How can I be a better educator tomorrow than I was today and lead others to do the same?

Day 1 Plan of Action: Applying New Learning

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 2 Plan of Action: Mentor Self-Assessment Reflection and Goal Setting

In which areas of mentoring are you the most confident?
Identify mentoring areas you feel need further development.

Based upon the information in your Standards Activity Sheet and the mentoring strategies you learned about in the academy, identify goals you would like to work towards throughout the school year.

Mentor Standard	Goal	Next steps

Academy Information Sheet

DAY 1: Mentors as Learners

Date:
Training Location:
Facilitators:
Contact Information:

DAY 2: Mentors as Decision Makers

Date:
Training Location:
Facilitators:
Contact Information:

This Academy Resource belongs to:

Name: _____

Phone: _____

Email: _____

Mentors are those people in our lives who, through their deeds and work, help us move toward fulfilling out potential. Gordon F. Shea

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

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 instructional mentoring provided during the two years of the Resident Educator Program. Materials in the toolkit may be copied for use in mentoring. The toolkit is also available 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 as 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 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 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 Tool, Collaborative Log, and the Ohio Continuum of Teacher Development 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 Tool and the Mentor Reflection Questions support mentors in promoting effective questioning and listening skills.

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, 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 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.

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

Compass Partners

Partner Name:

Day 1:

Day 2:

Partner

Day 1:

Day 2:



Partner Name:

Day 1:

Day 2:

Partner Name:

Day 1:

Day 2:

Mentor Academy Purpose:

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.

Mentor Academy Goals:

- ❖ Know and understand the Mentor Standards and the practices of instructional mentoring
- ❖ Acquire knowledge and skills to facilitate differentiated and equitable support to Resident Educators
- ❖ Practice strategies and tools so new mentors leave ready to *begin* instructional mentoring

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

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.



Mentor Reflection: Table Talk

After reading Billy's scenario, reflect on **the role of the mentor** in the development of the beginning teacher. What impact could mentoring have on Billy's overall school experience?

- What are your professional and personal goals in taking on the role of mentor?
- What do mentors gain from the mentoring experience?

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 two-year program that includes mentoring support. The benefit of a two-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 Resident Educator Program Mentor Standards provide the foundations, structures and expectations for mentoring.

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

Induction, residency, and mentorship are foundational 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

Mentors Provide Quality Professional Learning Opportunities to Resident Educators

Standard 4 of the **2019 Ohio Resident Educator Program Standards** defines the quality of professional development offered to resident educators. The professional development is guided by a standards-based, differentiated growth model that promotes communities of practice. Resident educator professional development builds on teacher preparation and offers opportunities for teachers to reflect and improve their effectiveness during residency and throughout their careers.

Mentors apply the **Ohio Standards for Professional Development** as they design and implement professional learning activities for resident educators. **See the Ohio Standards for Professional Development At-a-Glance** on page 56 in the Appendix of this Mentor Toolkit.

Making Professional Residency Connections: Enduring Understandings from Debra Baines



Residency enables teachers to situate their teaching within the context of their profession, within Ohio's professional development system and within their local school setting.

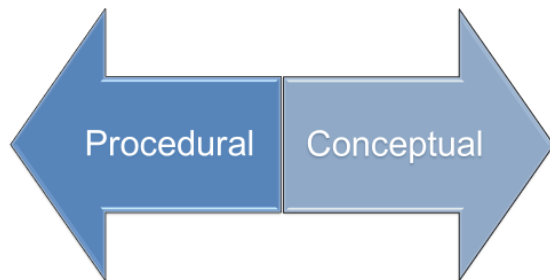
After viewing the Debra Baines video, please reflect on the following questions.

1. How did Debra's vision and goals develop from the first to the second year of induction?
2. How did Debra begin to think like a doctor? What method did her attending physicians (mentors) use to support her in coming to this important phase of her development?
3. How did listening to Debra Baines add to your understanding of the importance of residency, induction and instructional mentoring? Debra stated, "After so many people ask you these questions, you start to do it on your own." How might you apply this concept to mentoring?

"Thinking like a teacher is a deciding difference between a beginning teacher and an expert teacher."
Visible Learning for Teachers, John Hattie



A Way to Think About Your Work



Overview of the Ohio Resident Educator Program

The Ohio Resident Educator Program began in 2011 and is a comprehensive, two-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 two-year residency program consists of a system of support and mentoring, assessing teacher learning, and exploring leadership within the profession.

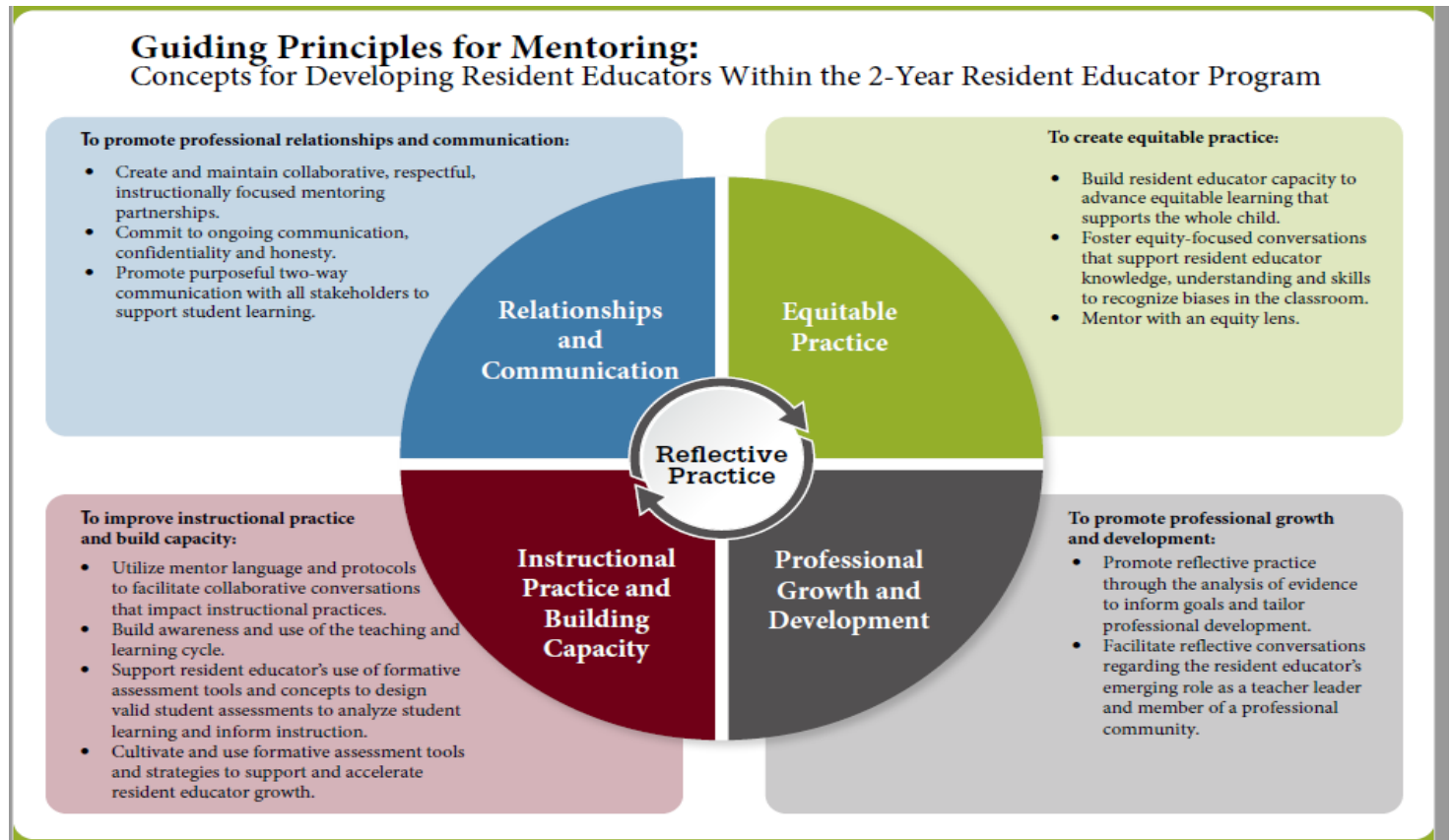
Mentors play a key role in supporting beginning teachers as they actively analyze and reflect on their instructional decisions. During the Resident Educator Program, educators are assigned a state-certified mentor to support them as they use the Ohio Standards for the Teaching Profession and apply the 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.

Resident educators submit the Resident Educator Summative Assessment (RESA) in Program Year 2. During program year 2, resident educators are assigned a RESA Facilitator to support them as they prepare and submit the teacher performance assessment.

Mentoring

Instructional mentoring is the foundation of the Resident Educator Program. New mentors develop a deep understanding of the mentoring process and critical components of mentoring. Based on the needs of the resident educator(s), the mentor designs professional learning opportunities, activities, mentor conversations, observations and feedback to enhance the instructional practice of the resident educator.

The Guiding Principles for Mentoring: Concepts for Developing Resident Educators Within the 2-Year Resident Educator Program chart highlights the four (4) components of mentoring and the key concepts in each component. This guide assists mentors in designing residency experiences (e.g., activities, observations, conversations, feedback) over the course of the two-year program.



Mentor Reflection: Table Talk

Individually review the 4 mentoring components. At your table, choose one component to discuss.

- ❖ Why do you think the component is critical to instructional mentoring?
- ❖ What activities or mentor conversations can you image sharing with your resident educator to facilitate growth in this area?

The Mentoring Practices for Growth and Professional Learning chart guides mentors in designing professional learning experiences for resident educators and supports them in planning for their own professional development. This chart, in conjunction with the Mentoring Principles chart and the Resident Educator Program Mentor Standards, establishes the knowledge, skills and dispositions of mentoring during the Resident Educator Program.

Mentoring Practices for Growth and Professional Learning

Mentoring Practices		Tools and Resources
Mentor Professional Learning Program leaders support mentor development in the same responsive ways that mentors support residents. Mentors foster collaboration with other mentors to promote knowledge and skills. Mentors: <ul style="list-style-type: none"> Assess mentoring practice using the mentor standards to identify areas of growth, to set goals and prioritize; Use evidence to measure progress on mentoring goals; Use Resident Educator formative assessment data to inform mentoring focus; Advocate for conditions that support optimal learning environments and address the variable learning needs of all students; Model and promote a growth mindset (residents and students); Differentiate mentoring language and mentor stances to facilitate strengths-based, reflective mentor conversations; Apply an equity lens in instructional mentoring conversations; and, Facilitate reflective conversations to support the resident's emerging role as a teacher leader. 	Resident Educator Professional Learning Mentors differentiate Resident Educator professional learning experiences based on adult learning principles and assessed needs and interests of the beginning teacher. Mentors: <ul style="list-style-type: none"> Use the Continuum of Teacher Development to identify resident areas of growth, to set goals and prioritize; Use mentor tools and strategies to facilitate instructionally focused mentor conversations, collaborative lesson planning, lesson reflection and collaborative analysis of student learning; Promote resident understanding of the teaching and learning cycle, formative assessment strategies and tools that impact instruction, and equitable and effective instructional practices; Promote resident educator knowledge and skills to deliver standards-aligned instruction in ways that promote learner agency and meet the variable needs of all students; Engage resident educators in equity-based conversations to raise awareness and address bias in the classroom and in the school environment; Facilitate resident educator capacity to apply an equity lens to the teaching and learning cycle, instructional practices, materials and assessments; and, Promote resident educator's understanding of the role of family and two-way communication in student learning. 	Mentor Tools and Resources Mentors select tools and resources as they apply strategies to support resident educators' classroom practices and engage in mentor conversations. <ul style="list-style-type: none"> Continuum of Teacher Development OTES Self-Assessment and Professional Growth Plan Authentic teacher work: Lesson plans, assessments, reflections on lessons Collaborative Log Equity Conversation Planning Tool Teaching Observations: Informal, Peer, Exemplary, Reciprocal and by Mentor Video-recorded lessons Informational, Collaborative, Facilitative (ICF) Chart LMS Courses (Exploring Teacher Leadership, Advanced Mentoring Course) Mentoring Language Tool Resident Educator Program Standards Resident Educator Program Mentor Standards Mentor Reflection Questions Tool Teaching and Learning Cycle



Mentor Reflection: Table Talk

Individually review the Mentor and Resident Educator professional learning practices listed in the blue columns. Choose a practice that resonates with you and share how you might learn about and implement the practice. Tools and resources to support mentors in implementing the practices are listed in the third column.

How to Use The Mentor Charts. The Guiding Principles for Mentoring chart and *Best Practices for Growth and Professional Learning* chart describe a “conceptual curriculum” for mentoring. These charts, in conjunction with the *Resident Educator Program Mentor Standards*, establish the knowledge, skills and dispositions of mentoring during the Resident Educator Program. By referring to the charts and the standards, mentors can collaboratively develop a professional growth plan of topics and activities with the resident educator. An instructionally focused and individually tailored mentoring plan will result in the greatest impact on the resident educator’s classroom instruction.

What should Mentors know about the Resident Educator Summative Assessment (RESA)?

During the mentoring process, resident educators 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.

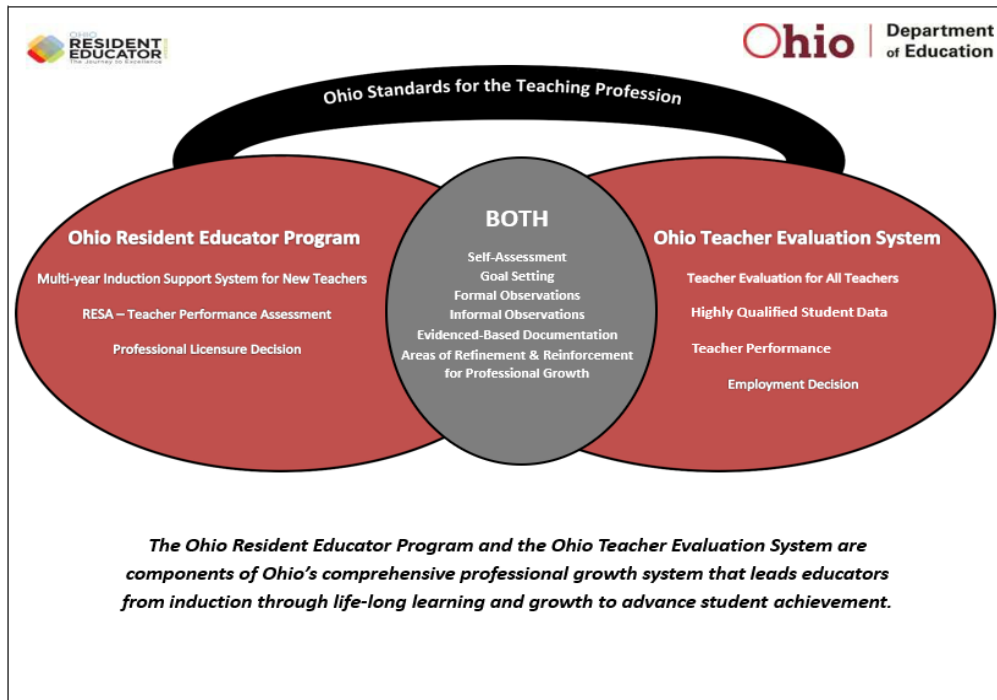
In Program Year 2, resident educators are expected to successfully complete the Resident Educator Summative Assessment (RESA). The RESA provides resident educators with the opportunity to demonstrate their ability to meet or exceed the Ohio Standards for the Teaching Profession.

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 to 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 2-year Resident Educator Program) are eligible to advance to a Professional Teaching License.

One System of Continuous Improvement.

The Resident Educator Program, like the Ohio Teacher Evaluation System (OTES) is built upon the Ohio Standards for the Teaching Profession. Both are components of Ohio’s comprehensive professional growth system that leads educators from induction through life-long learning and growth to advance student achievement.



Mentors Reference Their Work to Professional Standards

- Ohio Standards for Professional Development
- Ohio Standards for the Teaching Profession
- Ohio Resident Educator Program Standards
- Ohio Resident Educator Program Mentor Standards

Mentor Reflection: Why is continuous learning important?

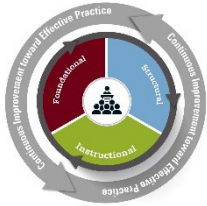


What supports and learning opportunities are available to mentors in your school/district?

What resources and supports are needed for mentors to continue their learning beyond this training?

How might mentors support each other? What structures are needed for mentors to collaborate and learn in professional learning communities? The Resident Educator Program Mentor Standards are organized into three (3) domains comprising six (6) standards. Mentors should know, understand and be able to apply the mentor standards.

Resident Educator Program Mentor Standards



Operationalizing Mentor Standards

Quality instructional mentoring is defined in the Resident Educator Program Mentor Standards. Mentors know and understand the mentor standards. The standards **serve as the basis for both mentor professional growth and the growth and development of the resident educator**. The mentor standards serve as a tool for self-assessment and a vision for professional growth.

Operationalize the mentor standards with your South Compass Partner. The Mentor Standards located on Toolkit page 57.

Operationalizing Mentor Standards

Review	Highlight	Choose	Share	Toolkit
First, review the Mentor Standards individually.	Highlight phrases that tell what mentors need to know, be able to do, and, how they support effective teaching practices for REs.	Choose one of the highlighted items to operationalize in area #4 on the chart.	With your South partner, share your findings and reflections.	Toolkit Appendix Pgs. 59-61 And Pgs. 13 & 14



Standards Operationalization Activity

Directions: Individually review the 2019 RE Program Mentor Standards 1-6. As you scan through the standards, highlight what mentors need to know, be able to and how they support effective teaching practices for Resident Educators. Record a few of your highlighted areas on the chart below. Choose one of the standards constructs you highlighted and operationalize the construct in #4 in the chart.

Standards Operationalization Activity Responses

1. What do mentors need to know?

2. What do mentors need to be able to do?

3. In what ways do mentors support Resident Educators to accelerate professional growth and effective teaching practices?

4. Operationalize*. Choose one of the constructs you highlighted and describe what it looks like in practice? What behaviors might we observe in the mentor? In the teacher?
What conversations might we hear?

**Operationalization essentially means defining observable and measurable components of a given construct or behavior. It defines a fuzzy concept to make it clearly distinguishable and understandable.*

We begin not with a binder full of practical strategies but with a deeper commitment to strengthening our understanding. We allow a deeper understanding of diversity to guide our practice. Paul Gorski

Mentoring for Equity

The 2019 Resident Educator Program Mentor Standards call for mentors to build Resident Educators' capacities to advance equitable learning. Mentor instructional standards focus on Resident Educators developing optimal learning environments and equitable classroom practices.

Mentoring for equity requires mentors to understand four key concepts:

- What is the principle of equitable education?
- What does it mean to make equity explicit in mentoring?
- How do teachers and mentors identify inequities, gaps and differential treatment in pedagogy, content, and learning environment?
- **How might mentors support Resident Educators in planning and reflecting on equitable instructional practices?**

Equity in Education-Defined

Equity in education requires putting **systems** in place to ensure that every child has an equal chance for success. That **requires understanding the unique challenges and barriers faced by individual students** or by populations of students and providing additional supports to help them overcome those barriers. While this in itself may not ensure equal *outcomes*, we all should strive to ensure that every child has equal *opportunity* for success.

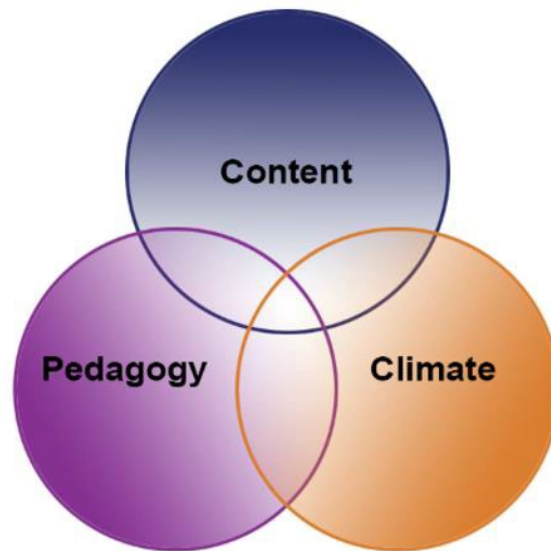
Breaking down equitable classroom practice into three (3) domains can assist mentors and Resident Educators in making effective decisions that impact student learning and outcomes. The New Teacher Center (2018) describes three Domains of Equity to focus mentor observations, classroom practices and professional conversations. Each domain is described below.

Content is the information being taught. Teachers reflect on who is represented in textbooks, videos, classroom literature, instructional posters, etc. Are we representing varied cultures and ethnicities in instructional materials? Are new teachers aware and able to consider content from other viewpoints?

Pedagogy is the how content is taught. Does the pedagogy being used in the classroom provide equal access to the content? Example: If the language we are using to instruct is not the primary language of the student, teachers must be aware that students who are learning academic English cannot convey their true ability or intellect. This sometimes is very frustrating and presents a barrier to the pride and growth they no longer get in their primary language. How we convey concepts to children with differing strengths and styles can be vital to student success.

Climate is the classroom environment. The classroom environment can provide certain students or groups of students with more or less access to the content. Examples: A teacher directs higher level questions to white children. Boys are called on and challenged more deeply in math. Girls are asked to elaborate in writing more. Asian students are given a higher set of expectations. Until teachers become aware that implicit bias exists in some of the daily practice changes cannot occur.

Equity literacy is that deeper understanding. It begins with the willingness to see what we might be conditioned not to see. Paul Gorski



Domains of Equity

New Teacher Center

Mentoring for Equity

Requires an **intentional focus** on:

1. Planning for **equitable access** to core instruction
2. Employing **instructional practices** that close the opportunity gap
3. Analyzing outcomes with a **critical eye for disproportionality**
4. Reflecting on and **adjusting instructional practices** with the goal of increased student engagement and success



Mentors focus on these four (4) areas as they plan for conversations, design collaborative lessons, analyze evidence of learning, and provide instructional feedback to Resident Educators. Each of these areas of focus is related to the Teaching and Learning Cycle. Mentors guide Resident Educators in reflecting on their instructional practices with an “equity lens.”



Equity in Education Talking Points

The 2019 Resident Educator Program Mentor Standards call for mentors to advocate for student learning and employ instructional mentoring strategies designed to help Resident Educators enhance student learning. Standards five and six address the need for mentors to build Resident Educators’ capacities to equitably meet the diverse learning needs of each student in an optimal learning environment.

Equity in education requires putting systems in place to ensure that every child has an equal chance for success. That requires understanding the unique challenges and barriers faced by individual students or by populations of students and providing additional supports to help them overcome those barriers. Achieving equity is closely tied to understanding each student’s individual needs and designing educational experiences that help all students achieve success.

Mentors can promote equitable education for students by:

- ❖ Helping new teachers understand the various cultures, languages and economic levels represented in their school or district and providing tools and guidance to address the learner variability in the classroom.
- ❖ Engaging in reflective conversations to help new teachers understand their own implicit biases and addressing assumptions to change thinking.
- ❖ Asking the new teacher, “What will it take for this student to be successful?” Helping the teacher move from assuming deficit to assuming success.
- ❖ Helping new teachers make learning relevant and meaningful to the lives of students.
- ❖ Guiding new teachers to an intentional focus on planning for equitable access to core instruction.
- ❖ Supporting new teachers in reflecting on and adjusting instructional practices with the goal of increased student engagement and student success.

Strategies for Mentors:

- ❖ Let the data be your guide. District and classroom data can serve as an objective starting point to having conversations about equity and bias. Once achievement gaps are identified, mentors can begin to raise

the new teacher's awareness of equity issues and can begin conversations about addressing the issues and student need.

- ❖ Find Entry Points. Mentors focus on the needs and concerns of the teacher to build trust and look for entry points for equity conversations. Entry points are opportunities to fill in knowledge gaps, correct misconceptions and support teachers to teach all students.
- ❖ Use Mediation questions to promote inquiry and gain insight into the new teacher's understanding and knowledge of the history, culture, and language of the community. A mediational question can be a response to an entry point.
- ❖ Use the Mentor Reflection Questions. The mentor language tools, the collaborative log, and the Equity Conversation Planning Tool to incorporate equity into the mentor conversations.
- ❖ Use the Equity Conversation Planning Tool (ECPT). This conversation planning tool can focus a conversation to make it more productive. Mentors use the ECPT to plan the mentoring language, mediational questions, and growth focus for the conversation.

Equity Scenarios for Mentor Conversations

Scenario E1: Use Student Data to Promote Reflection on Equity

You recently completed a preconference with Joel, a first-year resident educator. During the preconference conversation, Joel made a judgmental statement about which students would be on task during the lesson. Joel commented that his students from the subsidized housing apartments located on the west side of town were seldom engaged in the classroom lessons. He stated that their parents were not involved in their educations and these students did not seem to value learning.

The following week, you complete a scripted observation which includes both a focus on a particular student and an every-five-minute tally of on-task behavior. During the post-observation conversation, you share the data with Joel who is surprised to see that his "hypothesis" was not supported by the data.

You now have an opportunity to begin a conversation to prompt Joel to be more reflective about educational equity and to challenge some of his assumptions. How will you start this conversation with Joel without breaking trust or being too directive? How will you use the observational data as an entry point into a dialogue that could continue for many weeks and guide Joel to challenge his own misconceptions and understandings about his students. Use the Equity Conversation Planning Tool to plan your mentor conversation. Consider other mentor conversation tools such as the mentor reflection questions, mentor language question stems, and the ICF.

Scenario E2: Equitable Practices

You meet weekly with your resident educator, Marci. During a recent mentor conversation, Marci told you that some students in her class were cheating on tests because they were unprepared for them. "I know they are not prepared for the tests," Marci stated, "because they do not do their homework. How can they expect to understand the math problems when they refuse to complete the work?"

When you asked Marci why she thought the students were not doing the homework, Marci replied: "I think their parents are not home in the evenings so there is no one to supervise them after school. The parents rarely sign the weekly reports I send home, so I don't know if they are aware of the homework or the importance of these assignments for their child's learning."

As you reflected on Marci's responses, you thought about how you could help Marci see how using a single

assessment, a test based almost solely on homework, was privileging some students and producing high failure rates for students who apparently were unable to secure equitable parental assistance with homework at night. You recognize that Marci needs guidance to examine her practice and see other ways to support all students as potential learners.

How might you begin this conversation with Marci? What strategies could you use to guide Marci to understanding the inequity in this practice? What suggestions might you offer? Equity means making sure every student has the support they need to be successful. How might you collaborate with Marci to practice strategies that support all students? Use the Equity Conversation Planning Tool to plan your conversation. Consider mentor conversation tools such as the mentor reflection questions, mentor language question stems, mediational questions and the ICF.

Scenario E3: Differentiated Lessons

Brittany is a second-year teacher in a K-5 school with 66% percent low income and 55% ELLs. Brittany received the “low” language ability-tracked 4th graders, even though there are more experienced veteran teachers in her building. Brittany was confronted with a classroom full of ELLs and students with different skill sets, with 6 students identified as “non-readers.”

You are assigned as Brittany’s mentor. After several months of weekly mentor conversations and two classroom observations, you notice that Brittany is beginning to shift her instruction downward, not challenging learners and not recognizing different needs of students. Brittany reads aloud to the ELL students most of the time and seems to be creating teacher dependence rather than challenging their learning. In a lesson planning conference, you found your entry point when Brittany brought up a concern that she didn’t know what the students could do independently and that she was scaffolding so much that she did not know their abilities to work on their own.

You want to take this opportunity to work with Brittany’s stated concerns and to focus Brittany on developing her students’ independence and higher order capacities. One equity-focused problem you want to address with Brittany concerns Brittany’s beliefs and practices related to her ELL students and her capacity to differentiate instruction.

Without sounding too directive how can you help Brittany move toward more equitable practices and share with her strategies for differentiating lessons? How might you begin this conversation without breaking trust? What observational data might you collect to challenge Brittany’s thinking? What mediational questions, mentor language, and/or collaborative lesson planning strategies might you use in planning your conversations? Use the Equity Conversation Tool to plan your conversation while considering the Continuum of Teacher Development (Standard 4, maybe 5.3, 5.4) as you focus on teacher growth.

Resident Educator Roles Defined

Program Coordinators:

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.

RESA Facilitators:

Facilitators support Resident Educators during the performance year(s) of residency. Facilitators are required to complete the facilitator training module accessible through the OH/ID Portal and the department's Learning Management System (LMS).

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. The Ohio Resident Educator Program Standards define the role of school leaders and administrators in the implementation of the program.

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 tends 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 his/her practice throughout the mentoring years.



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.

Instructional Mentoring:

- ❖ Inquiry
- ❖ Collaboration
- ❖ Analysis
- ❖ Reflection
- ❖ Evidence

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 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, professional conversations and a variety of forms of observations.

Advocate and Coach Equitable Outcomes and 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 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.

Mentor Practices and Beliefs

Beliefs and Practices

- Equity
- Collaboration
- Inquiry and Analysis
- Professional Conversations and Reflective Dialogue
- Differentiated Support and Responsiveness



Ohio Department of Education

Effective Mentors believe in and practice:

- ❖ **Equity** is a commitment to ensuring that every student has the needed resources and quality teachers to be successful. Mentors support Resident Educators in gaining proficiency in meeting the diverse needs of every student, including students with diagnosed and undiagnosed learning differences.
- ❖ **Collaboration.** Rather than a top-down relationship, mentor and mentee work as partners, building trust and growing professionally in ways they could not without collaboration and differentiated support.
- ❖ **Inquiry and Analysis.** Maintaining a mindset of inquiry and curiosity from planning a lesson, teaching it, analyzing the impact, and reflecting and revising results in continuous professional growth.
- ❖ Through **professional conversations**, mentors ask questions to discover the needs of the Resident Educator. By asking questions and engaging REs in conversations about teaching and learning, new teachers learn to self-assess and reflect on their instructional decisions (meta-cognition).
- ❖ Mentoring is focused on the needs of the beginning teacher and the type and amount of mentor support changes as the Resident Educator becomes more experienced and confident. **Differentiated support** leads Resident Educators to become autonomous teachers.

New Teacher Center, 2017



At your table, choose one T&L Cycle component and share how you might start a conversation with your resident educator. What evidence will you need to focus the conversation? How will you know the unique needs of your resident educator?

Teaching and Learning Cycle



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. Toolkit pages 100-101.

Procedural Information

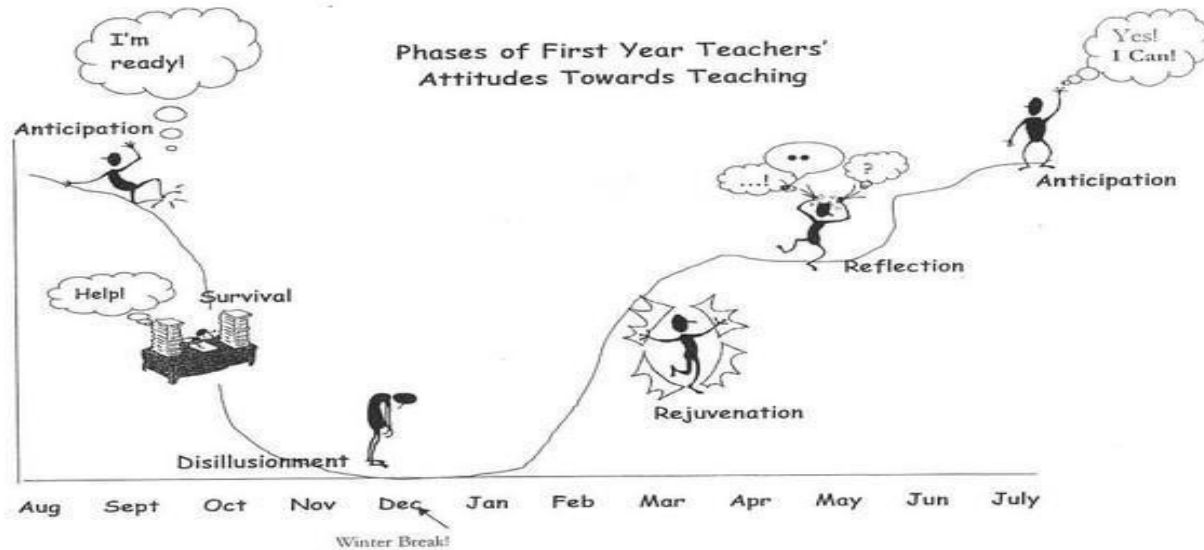
- ❖ Name
- ❖ Contact information
- ❖ Resident educator eligibility requirements
- ❖ Teaching location (building, etc.)
- ❖ Teaching schedule
- ❖ Dedicated mentoring time and/or mentoring models
- ❖ Content area of licensure
- ❖ Content area of teaching
- ❖ Education institution for pre-service
- ❖ Years 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

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

- ❖ 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?

Getting to Know Your Resident Educator



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.



Mentor Scenario

My Resident Educator is a beginning teacher who has been in the classroom for a few weeks. He came to education through an alternative route; he has had very little instruction in pedagogy or grade level content development. It is important that every mentoring conversation be robust for me to help him accelerate his teaching skills as quickly as possible.

- ❖ Where do I begin our conversation? How do I decide what areas of teaching to address first? How should I prepare for our mentor conversation? What tools should I use?
- ❖ How do I honor his efforts while I make concrete suggestions for improvement? How can I provide ongoing follow-up to this mentoring conversation?

Note: Review the Mentor Language Tool (Toolkit pages 61-62) and the Continuum of Teacher Development (Toolkit pages 74-99) to support you in preparing for this scenario.

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.

Please turn to the Appendix pages 74-99 for the full Continuum of Teacher Development Tool.

How to Use the Continuum of Teacher Development with Resident Educators

Exploring the Rubric 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 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?



The Continuum of Teacher Development: How can I use it with my resident educator?

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?

Mary Beth and Tyson



Observing a Mentor Conversation

Please respond using evidence you observed in the video.

1. How does Mary Beth create a trusting environment?
2. How does Mary Beth lead Tyson to make discoveries about his own teaching?
3. How is Mary Beth mindful of the attitudinal phases of beginning teachers?
4. How does Mary Beth model active listening?
5. Based on this conversation, where is Tyson on the Continuum of Teacher Development?

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.

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
- ❖ 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.

Mentor Conversation Tools and Strategies

*These tools are in the Toolkit Appendix.

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. Toolkit page 63.

The ***Mentor Reflection Questions Tool** contains 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. Toolkit pages 64-66.

The **Teaching and Learning Cycle** helps mentors focus conversations on instructional practices. The Teaching and Learning Conversation and Question Stems Tool (pages 36-37) provides mentors with a series of questions to focus the conversation on the needs and goals of the resident educator.

The ***Equity Conversation Planning Tool** is an optional tool to support mentors in planning and focusing equity conversations. Some mentors may choose to use the form only as guide to planning their until they feel more comfortable with equity focused conversations. Toolkit page 67.

Preparing for a Mentoring Conversation: Protocol

- ❖ Use the Tools (Continuum of Teacher Development, 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 mentoring. Based on the goals of the resident educator (e.g. OTES Professional Goals) 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 and the Equity Conversation Planning 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.

Differentiated Mentor Support

Mentors are adaptive and responsive to the needs of the resident educator. Mentors use the mentor tools (e.g., the Continuum of Teacher Development, Mentor Language Tool, Mentor Reflection Questions, etc.) to plan observations and conversations to gain insight into the strengths and weaknesses of resident educator's instructional practice. Mentors use strategies and differentiate communication approaches to tailor support to the resident educator's individual needs.



Autonomous Teachers

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

Adapted from the work of Carl Glickman

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This framework is based on the work of Carl Glickman.

New Teachers' Levels of Need

- Mentors act as **information providers**
 - Low-level needs
 - Concentrate less time at this level
- Mentors act as **thought partners**
 - Mid-level needs
 - Help new teachers make and manage decisions and professional processes
 - Concentrate more time at this level
- Mentors act as **skill developers**
 - High-level needs focus on teacher effectiveness
 - Goal setting, instructional performance, self-reflection

Southern Regional Education Board, 2018. *Mentoring New Teachers*.

Where Should Mentors Focus Their Time?

Mentors support resident educators at all levels of need, but the bulk of mentoring focuses on high-level needs.

- ❖ Low-level needs include logging in and using software for grading and attendance, using the copy machine, procedures for requesting a substitute, meeting schedules and calendars. This level is information providing; support can be provided immediately. Mentors help resident educators with information, but they should concentrate less time at this level since it does not likely impact instructional practice.
- ❖ Mid-level needs include talking through classroom arrangements, writing an informal script to prepare for parent teacher conferences, discussing ways to collect grades and enter assignments. This is the area of support new teachers need the most at the beginning of the year. (Remember you saw this with Tyson in the Mary Beth and Tyson video.) Mentors have the greatest impact when they act as thought partners who balance empathy and expertise.
- ❖ High-level needs include developing critical thinking questions to gauge student learning, differentiating assignments for a variety of student needs and abilities, reflecting on instructional decisions and collaboratively analyzing student data to impact instruction. Mentors act as skill developers to move the resident educator forward in his/her teaching practice. New teachers must have some lower-level needs met before mentoring is effective at this level.

Evidence of Practice

Authentic Teacher and Student 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 to page 34: 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 33 for answers.)

What is evidence and what is interpretation?

- | | |
|--|-------------------------|
| 1. The mentor writes: The teacher says, “It’s fun to find the patterns for factoring polynomials.” | Fact or interpretation? |
| 2. The mentor writes: The teacher cares about her students. | Fact or interpretation? |
| 3. The mentor writes: The teacher greets each student by name as they come through the door. | Fact or interpretation? |
| 4. The mentor writes: Students were paying attention during the lesson. | Fact or interpretation? |
| 5. The mentor writes: Your classroom management techniques were evident. | Fact or interpretation? |
| 6. 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

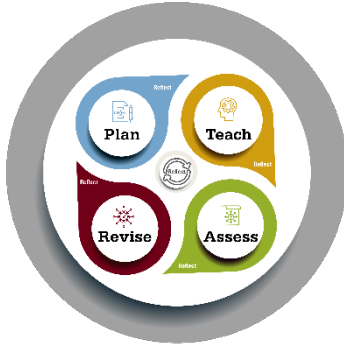
By conducting informal observations or **observations for learning** and inviting the resident educator to do the same, the mentor creates a positive learning environment in which being in each other’s classroom becomes a comfortable experience. A mentor learns about a resident educator’s instructional 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

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 time and learned to reflect on their practice, they will likely need support in some or all 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

Plan:

Learning objectives are clear and measurable.
Know what students are to learn.
Start with the end in mind.
Determine acceptable evidence of learning.
Plan to assess when the learning objective has been met.
Select and adapt materials.
Equitable access.

Revise:

Adapt instruction, materials and assignments.
Analyze data and adapt as needed for improved student results.
Revise instructional strategies based on student need.
Revise for equitable access.

Teaching and Learning Cycle



Teach

Model examples.
Involve students.
Guided practice.
Checks for understanding.
Facilitate learning opportunities.
Accommodate all learners.
Assessment for learning.
Feedback.
Equitable instructional strategies

Assess:

Apply concepts of formative assessment process (assessment for learning).
Summative assessment (assessment of learning).
Plan for descriptive feedback.
Assessment as learning (monitor student metacognition).
Reflect.

Teaching and Learning Cycle: Conversation and Question Stems to Support Resident Educators

(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, formatively assess, revise)	<ul style="list-style-type: none"> What will it look like and sound like if students are successful throughout the lesson?

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)



Mentor Scenario

My Resident Educator is a highly motivated and effective young educator; she has been teaching for a few months in the Resident Educator program. She holds a high standard for herself and her students. This resident educator is a risk taker; she is not afraid to “think outside the box.” She is most concerned about challenging her high performing students.

She has asked me to help her differentiate instruction to meet the needs of all her students. How should I begin this mentor conversation? What tools should I use?

What questions should I ask that will enable my resident educator to make learning discoveries regarding differentiation and equitable practices? What elements should I include in her differentiated support?

Mentor Reflection: Equity Talking Points (page 17)

1. Where and how do these mentor strategies and supports connect with the Teaching and Learning Cycle?

2. Using the information in the Toolkit pages 35-37, discuss how these mentor strategies might support conversations around both equity and the Teaching and Learning Cycle? Equitable instructional practices?

3. How might mentors begin conversations about equitable practices with their resident educators while still maintaining a respectful and trusting relationship?

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 so 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 resident educator?

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 support 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

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.

Reflection2:

1. How will you engage your Resident Educator in conversations about student feedback?

2. How will you collect evidence of student feedback in the classroom? _____



3-Part Assessment Model

For Learning	As Learning	Of Learning
<ul style="list-style-type: none"> By Teacher Formative Assessment To determine what to do next instructionally (strategies, differentiation, adjustments) To provide descriptive feedback to students (specifically what they are doing well, what needs improvement and how to improve) Goal is improvement in learning 	<ul style="list-style-type: none"> By student Formative Assessment To determine what to do next in my learning (e.g. strategy, focus, adjustments) To provide descriptive feedback to peers and self (peer and self -assessment) Goal is to become reflective, self-monitoring learner 	<ul style="list-style-type: none"> By teacher Summative Assessment To determine student's level of achievement of learning standards or learning targets at a given point in time Generally, results in a grade or an assigned achievement level (e.g. proficient) <p>Toolkit page 40</p>



Where do most of your classroom assessments fall on the chart above?

Is It or Isn't It Formative Assessment?

Vignette 1: Thumbs 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:

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 51.

Formative Instructional Practices

Formative assessment is an ongoing process that provides feedback during instruction to teachers and students to close the gap between current learning and a desired goal. Formative instructional practices (FIP) are the formal and informal ways that teachers and students gather and respond to evidence of learning. These practices help students answer the questions identified by Hattie and Timperley (2007): (1) Where am I going? (2) How am I doing? (3) Where to next or how do I close the gap? There are four core components of FIP as shown in the graphic below. Research shows that integrating these components into daily practice can increase student learning and teacher effectiveness. These practices are backed by years of research by experts including: Black and Wiliam, Wiliam and Leahy, Marzano, Costa and Kallie, and Harlen and James. Mentors may wish to further their knowledge about FIP by enrolling in the Department's Learning Management System (LMS) courses on this topic.

Formative Instructional Practices (FIP)



Battle for Kids and the Ohio Department of Education, 2015.

5 Attributes of Effective Formative Feedback Processes

Learning Progressions

- Teachers identify learning goals for a lesson or sequence of lessons and determine criteria for the successful accomplishment of these goals. This purposeful sequencing of expectations is a “learning progression.” Teachers share goals and success criteria with students. Success criteria guide learning while students engage in learning tasks. Learning progressions should clearly articulate the sub-goals (learning targets) of the ultimate learning goal. From a learning progression, teachers have the big picture of what students need to learn and can clarify and communicate the learning targets to students. Knowing the learning progressions allows teachers to keep track of **how well their students’ learning is moving forward**.

Learning Goals and Criteria for Success

- Learning goals and criteria for success should be clearly identified and communicated to students. Teachers should clarify and communicate to students what they are learning and how they will know when they’ve learned it in language understandable to the students.

Descriptive Feedback

- Students need evidence-based feedback that is linked to the intended instructional outcomes and criteria for success. Feedback that moves learning forward coupled with the opportunity to use the feedback can raise student achievement. Feedback should help students answer the three (3) questions: Where am I going? Where am I now or how am I doing? How can I close the gap, or what’s next? Peers can learn to provide descriptive

feedback to each other.

Self- and Peer-Assessment

- Both self- and peer-assessment are important for providing students an opportunity to think meta-cognitively about their learning. Getting students involved with each other in discussions and working groups can help improve learning. Teaching students to monitor and regulate their own learning increases their rate of learning and promotes student ownership of the learning. Helping students think meta-cognitively about their own learning fosters the idea that learning is their responsibility and that they can take an active role in planning, monitoring, and evaluating their own progress.

Collaboration

- A classroom culture in which teachers and students are partners in learning should be established. For students to be actively and successfully involved in their own learning, they must feel that they are authentic partners in the learning process. This feeling is dependent on a classroom culture characterized by a sense of trust between and among students and their teachers.

Council of Chief State School Officers (CCSSO) 2008; Wiliam, Dylan. 2017, 2nd ed. Embedded formative assessment. Bloomington, In. Solution Tree Press

These same attributes of effective FA apply when mentors use FA strategies and tools to inform their mentoring focus and support professional growth of the RE.

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
- 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 Effective, Actionable Feedback

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

Effective Feedback Happens Within A Trusting Relationship....

- Establish an atmosphere of mutual trust and respect
- Acknowledge that you are both working toward the same goal, success of the RE
- Be specific in providing feedback that will help the RE take the next steps
- Consider the RE's contribution to the discussion and allow time for reflection
- Keep it two-way. Giving feedback is a conversation

When It is Meaningful to the Resident Educator...

- Attend to the teacher's professional area of focus/needs
- Use objective observational data (evidence of practice)
- Describe rather than evaluate
- Be specific rather than general
- Seek teachable moments and self-reflection
- Promote professional responsibility

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



Mentor Reflection: Five attributes of Formative Assessment I plan to share with my resident educator.

1. _____
2. _____
3. _____
4. _____
5. _____

Mentor Scenario (Jacob)



For the past several months I met weekly with my resident educator, Jacob, who is a second-year teacher in another elementary school in my district. Yesterday, I met with Jacob to discuss my upcoming observation of his science lesson. Our observation is scheduled for next week. Jacob informed me that he is nervous about the lesson because 10 of his 24 students did not do well on the last summative assessment. When I inquired about the formative assessment strategies he uses to measure student learning, he stated that he uses exit slips and he often questions students about whether they understood the day's lesson. I noticed that on the exit slips, Jacob asks three true or false questions. At the start of each new class, Jacob reviews the exit slips questions from the day before and gives the students the correct answers. He believes this gives students an opportunity to correct any misconceptions they have about the science content.

Jacob believes it is important for teachers to check with their learners daily regarding their level of understanding of the content they are teaching. He learned this in his teacher preparation courses and he hears other teachers talking about formative assessment.

How might I begin a conversation with Jacob about the effectiveness or ineffectiveness of his strategies? Thinking about the five (5) attributes of effective formative assessment, what does Jacob need to know about the formative assessment process as a beginning teacher? What mentor strategies could I use to support Jacob in measuring student learning and checking for understanding so he is no longer surprised at the results of his summative assessments? How could I imbed this conversation in the Teaching and Learning Cycle? How might I use the Mentor Reflection Questions and the Teacher Development Continuum (Standard 4: Instruction) to focus my conversation with Jacob?

Notes:

Mentor Reflection:



Think about a time in your career that you received feedback from someone you trusted. Why do you remember it? What made the feedback effective or not effective?

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

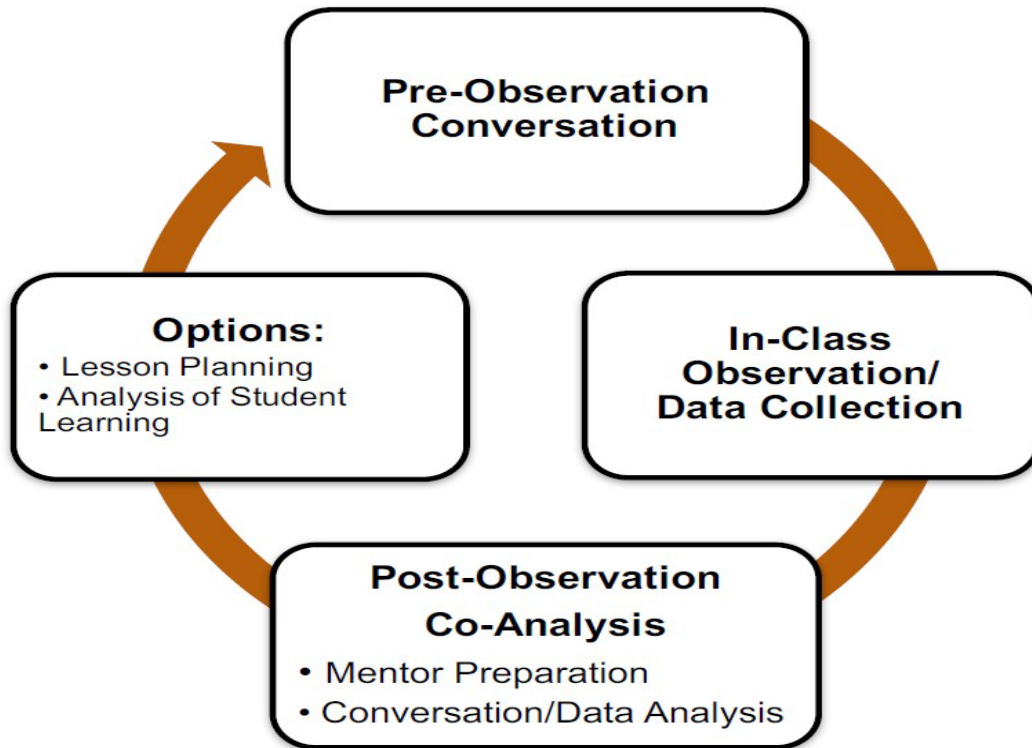
During the observation, it is helpful to record what the teacher and the students say and do. There are many ways to structure this note taking. The method of note taking should be comfortable to the Mentor. It may be helpful to note things the teacher references during the lesson such as charts, or 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.



Observation Cycle

Mentors observe resident educators frequently and consistently throughout the year. When face-to-face observations are not possible, resident educators can share video-taped lessons. Mentors can do shorter informal observations of part of a lesson. In addition to mentor observations, resident educators are encouraged to observe mentors and other teachers in their grade levels or content areas and have conversations about their learning and reflections on those observations.

Observation cycles that include classroom observations and conversations provide valuable information and feedback that contribute to the resident educator's professional growth. Collaboratively collecting, analyzing, and applying observational data builds a teacher's capacity to reflect on practice and promotes inquiry, transparency and accountability. As mentors engage in observation cycles with their resident educators, they should encourage teachers, invite them to be curious, and hold high expectations for themselves and their students.

Through Observation Cycles, the resident educator and mentor will:

- Examine components of the Teaching and Learning Cycle and reflective practices
- Examine elements that promote an optimal learning environment necessary for effective teaching and learning
- Identify alignment of instructional strategies with content standards and learning needs
- Analyze observation data for evidence of effective practice and areas for growth
- Determine student learning needs
- Advance instructional practice

Mentors give Resident Educators high quality feedback after each observation:

- Observe with a focused purpose
- Help REs reflect on the impact of their instructional practice on student outcomes
- During feedback meetings, give REs specific and actionable feedback
- Provide support for REs to implement action steps delivered during feedback meetings

Teachers want and need feedback about standards-aligned teaching practice and student learning. Teachers benefit when they perceive mentors "not just as friends or resource-providers, but as professionals whose feedback, suggestions, and support are critical to their success" (Lesnick, Jiang, Sporle, Sartain, & Hart, 2010, p. 37). Mentor observations can provide data to help measure teacher effectiveness and provide feedback to inform and alter practice to improve student achievement. The Observation Cycle also prepares resident educators for more formal administrator evaluations such as the OTES.

Kanika and Rachel Observations Recording Chart

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

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?” (Pages 40-41)

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 counterexample 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.

Scenario Analysis Chart

Scenario #	Area of Need (Refine or Reinforce)	Additional Information	Possible Sources of Evidence	Questions for the RE	Next Steps

Evidence of Student Learning

How do you know if your students are achieving their learning goals? Resident Educators 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 strategies embedded in daily instruction. As part of the formative assessment process, you will analyze the evidence you gather based on the learning goals you articulated. Students will collect evidence of their own learning; reflect on the progress they are making and determine 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 best serve student needs.

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.

Toolkit Appendix

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.
- 3.4 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 Resident Educator Mentor Standards

Domain 1: Foundational Standards

Standard 1

Standard 2

Narrative Summary:

Foundational standards reflect the critical knowledge, skills and professional goals necessary for effective mentoring. Mentors commit to the roles and responsibilities of mentoring and develop as instructional leaders, demonstrating professionalism and a commitment to maintaining timely communications with Resident Educators. To offer the best support to Resident Educators, mentors continually pursue a deeper knowledge of the whole-child concept, the diverse learning and social emotional needs of each child and culturally responsive practices that ensure success for each child.

Standard 1: Mentors develop as instructional leaders to advance mentoring, the teaching profession and equitable outcomes for each student.

1.1 Mentors engage in professional learning to acquire skills for instructional mentoring and differentiated support for Resident Educators, grounded in the Ohio Resident Educator Program Mentor Standards.

1.2 Mentors collect and analyze evidence of practice to inform the instructional mentoring focus and strategies that improve practice and each student's learning.

1.3 Mentors build partnerships with district and school leaders, teacher leaders and school communities to support Resident Educators and advance the teaching profession.

1.4 Mentors serve as models of professionalism in their career development as educators.

1.5 Mentors facilitate professional learning experiences consistent with best practices in adult learning theory. These practices are designed purposefully to meet the needs and concerns identified by Resident Educators.

Standard 2: Mentors deepen and maintain their knowledge of social and emotional learning, learner variability and culturally responsive pedagogy.

2.1 Mentors continually engage in professional learning about research-based practices that promote emotionally, intellectually and physically safe classrooms for each student.

2.2 Mentors deepen and maintain their own knowledge of strategies and research-based frameworks designed to meet the variable learning needs of each student.

2.3 Mentors deepen and maintain their own knowledge of equity principles and culturally responsive pedagogy to identify and address inequitable practices.

Domain 2: Structural Standards

Standard 3

Standard 4

Narrative Summary:

Structural standards focus on the partnerships that characterize and support quality mentoring and student learning. Mentors foster positive learning environments to accelerate Resident Educators' professional growth. Mentors act purposely and constructively to direct their own professional growth and contribute to the growth of Resident Educators. Mentors cultivate trust and mutual respect with Resident Educators and collaborate with colleagues and school leaders to build partnerships and supportive environments for them.

Standard 3: Mentors create and maintain collaborative, respectful, instructionally focused mentoring partnerships to foster resident educator ownership of continuous improvement of practice and advance the learning of each student.

3.1 Mentors clearly communicate Resident Educator Program expectations for themselves and Resident Educators, as defined by state law and district and school requirements.

3.2 Mentors cultivate relational trust, caring, mutual respect and honesty with Resident Educators to build ownership, solve problems, and foster beginning teacher capacity to reflect and act with purpose, resilience and commitment to the success of every student while honoring the confidentiality of the mentor-resident educator relationship.

3.3 Mentors use mentoring language and stances to engage the resident educator in collaborative, instructionally focused problem-solving conversations and reflection to foster beginning teacher capacity for improved instructional practices and improved student academic, social and emotional growth.

3.4 Mentors engage in formal and informal communication that is regular and ongoing to meet the personal and professional needs of Resident Educators and support them in developing and meeting professional goals.

Standard 4: Mentors engage school leaders and others in productive partnerships to advance resident educator effectiveness and the learning of each student.

4.1 Mentors initiate and maintain partnerships with school leaders to establish mentors' instructional roles within their schools and strengthen alignments to school and district instructional priorities. At the same time, mentors respect confidentiality of mentor and resident educator conversations. Mentors serve as advocates for creating supportive environments in their schools and districts that enhance opportunities for Resident Educators to reach their personal and professional potentials.

4.2 Mentors engage colleagues when a resident educator needs the skills or knowledge of another educator to support his or her professional growth.

4.3 Mentors build Resident Educators' capacities to create effective partnerships with families and local communities to improve instruction and learning for students of all backgrounds.

Domain 3: Instructional Standards

Standard 5

Standard 6

Narrative Summary:

Instructional Standards reflect strategic focus on optimal, equitable classroom practice and student learning. Mentors advocate for student learning and employ instructional mentoring strategies designed to help Resident Educators enhance student learning.

Standard 5: Mentors build Resident Educators' capacities to advance equitable learning by providing rigorous, standards-aligned instruction and assessment practices that meet the needs of each student.

5.1 Mentors support Resident Educators in using appropriate formative and summative assessments of student learning to drive instruction.

5.2 Mentors build Resident Educators' capacities to analyze and interpret evidence of student learning to plan and adjust instruction to increase student learning and improve resident educator practices.

5.3 Mentors help Resident Educators with lesson planning, using differentiated instruction to engage students and integrating learning standards with effective instructional strategies.

Standard 6: Mentors build Resident Educators' capacities to advance equitable, inclusive learning by providing an environment that meets the diverse academic, social and emotional needs of each student.

6.1 Mentors engage Resident Educators in applying research-based knowledge, skills and strategies to create an

emotionally, intellectually and physically safe learning environment for each student.

6.2 Mentors build Resident Educators' capacities to advance equitable, inclusive instruction for each student by applying principles of equity and implementing culturally responsive teaching.

6.3 Mentors build Resident Educators' capacities to establish and maintain inclusive classrooms that foster student reflection, self-regulation, and purposeful student initiation of learning.

6.4 Mentors build Resident Educators' capacities to meet the diverse learning needs of each student equitably through access to and use of technology inside and outside the classroom.

Ohio Resident Educator Program Standards

At-a-Glance

Domain 1: Program Leadership, Communication and Alignment

The knowledge, attitudes and actions of district and school leaders are critical to providing the structure and support mentors and Resident Educators need to succeed. District and school leaders establish a positive culture and create school structures that promote clear, consistent communication designed to improve teacher practice. These leaders ensure building and district policies and practices support continuous teacher growth and development. Leaders align their districts and schools' Resident Educator Programs with existing professional development programs and state professional development initiatives.

Program Standard 1: Program Leadership and Communication

Program Standard 2: School Leader Engagement

Domain 2: Mentor Quality, Professional Learning and Onboarding

Mentors, when carefully selected and supported, can help create new norms of collaboration, inquiry and ongoing learning. Developing an effective mentor professional development program requires a district or school to set up a professional community of practice for mentors and designate time for mentor collaboration and professional development. Mentors engage in self-assessment and reflection with other mentors as part of their professional growth.

Program Standard 3: Mentor Quality (Mentor Roles, Responsibilities, Selection and Assignment)

Program Standard 4: Mentor Professional Learning, Learning Communities and Onboarding

Program Standard 5: Mentor Formative Assessment Practice

Domain 3: Instructional Mentoring

Resident Educators grow professionally through relationships with mentors and other teachers that cultivate and nurture their skills and abilities. The Resident Educator Program gives Resident Educators formal and informal professional development opportunities based on their developmental needs and district priorities. Instructional mentoring draws Resident Educators into conversations about instructional practices, provides useable feedback and differentiates support for Resident Educators aimed at growth and competence.

Program Standard 6: Formative Assessment of Beginning Teacher Practice

Program Standard 7: Instructional Mentoring for Optimal Learning Environments

Domain 4: Resident Educator Professional Growth and Development

The professional development offered to Resident Educators is guided by a standards-based differentiated growth model that promotes communities of practice. Resident educator professional development builds on teacher preparation and offers opportunities for teachers to reflect on and improve their effectiveness during residency and throughout their careers.

Program Standard 8: Resident Educator Professional Learning, Learning Communities and Onboarding

Paraphrasing

Paraphrasing communicates that the listener has...

Listened carefully, Understood
what was said, Extends
thinking, and Cares

Paraphrasing involves:

- Restating in your own words
- Summarizing
- Organizing

Possible paraphrasing stems include:

So,...
In other words,... It
sounds like...
There are several key points you're bringing up...
From what you're saying,...
You're primarily concerned with...

Clarifying

Clarifying communicates that the listener has...

Heard what the speaker said,
but does not fully understand what was said

Clarifying involves asking a question (direct or implied) to:

- 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

Possible clarifying stems include:

Would you tell me a little more about...?
Let me see if I understand... Can you tell
me more about...
It would help me understand if you'd give me an example of...
So, are you saying/suggesting...? What do
you mean by...?
How are you feeling about...?

Mediational Questions

Mediational questions help bring about a new understanding by posing questions that extend thinking, learning, and planning.

Mediational questions help the colleague:

- Hypothesize what might happen
- Analyze what worked or didn't
- Imagine possibilities
- Compare intended plans and outcomes with what actually happened

Possible mediational question stems include:

What's another way you might...? What would
it look like if...?
What do you think would happen if...?
How was _____ different from (like)...? What sort of
an impact do you think...? What criteria do you use
to...? When have you done something like __ before?
What do you think about...?
How did you decide...? (come to that conclusion?)
What might you see happening in your classroom if...?
What might have contributed to...?
What do you think _____ might have been thinking or feeling?

Non-Judgmental Responses

Non-judgmental responses communicate that the listener is open-minded, encouraging, and interested.

Non-judgmental responses help to:

- Build trust
- Promote an internal locus of control
- Encourage self-assessment
- Develop beginning teacher autonomy
- Foster risk-taking

Possible non-judgmental responses include: Identifying
what worked and why

I noticed when you _____ the students really _____

Encouraging

It sounds like you have a number of ideas to try out!

Asking the teacher to self-assess

In what ways did the lesson go as you expected?

What didn't you expect?

Asking the teacher to identify her or his role *What*

instructional decisions made the lesson successful?

Showing enthusiasm for and interest in the
teacher's work and thinking

I'm interested in learning/hearing more about... I'm really looking
forward to...

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> <ul style="list-style-type: none"> • <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></p> <p><i>If you’re interested in __, it’s important to...</i></p> <p><i>What I know about __ is...</i></p> <p><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

Collaborative Log

Resident Educator:

Mentor:

Grade Level/Subject:

Date/Purpose:

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

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

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?

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?



Equity Conversation Planning Tool

Build Trust-Make Connections

Establish a Focus

Strategies to Support Growth

Next Steps

Adapted from the New Teacher Center, 2019

Equity Conversation Planning Tool Guide

The Equity Conversation Planning Tool can focus a conversation to make it more productive. This tool builds on Mentoring Language and the Collaborative Log to address issues of equity.

Build Trust

Mentors need to build trust with new teachers to make connections, assess needs, and look for entry points through conversations to address inequities. Consider the Mentor Language tools and the Mentor Reflection Questions when planning conversations. What strategies and/or language might you use to set the tone for a non-judgmental equity conversation? Review the teacher's goals and needs from the Collaborative Logs to focus your equity conversations. What observational or student data might create entry points to beginning a conversation based on the needs of the teacher?

Note: one of the keys to successful mentoring for equity is not to focus on challenging a person's attitudes. A person's attitude is formed by life experiences: family, community, religion, media, etc. Often attitudes are formed with limited historical knowledge and/or lack of understanding of other cultures. If a mentor attempts to change a teacher's attitude, he/she is often met with defensiveness and can break trust.

How might mentors begin conversations about inequities without breaking trust? Entry points help mentors focus on the teacher's agenda and therefore build trust. When Resident Educators have concerns or identify needs, these may be entry points to begin addressing inequity. Mentors look for entry points as opportunities to fill in knowledge gaps, correct misconceptions and support new teachers to teach all students.

Establish A Focus

Once mentors identify an entry point and build trust with Resident Educators, they establish a focus for the equity conversation. Through paraphrasing, asking clarifying questions and analyzing classroom observation data or student work, the mentor finds an entry point and focuses the next mentor conversation on the equity issue.

Mediational questions promote inquiry and help the mentor better understand the new teacher's understanding and knowledge of the history, culture, and language of the community. A mediational question can be a response to an entry point and help the mentor establish a focus for the equity conversation. Below are examples of mediational questions.

- What do you need to know about your students, their parents and their community to teach your students more effectively? What do you already know? What ideas do you have as to how we can find information? (Racial, ethnic, socioeconomic, and challenges of the community). How can we find out?
- What does your school already have in place to communicate with families and make sure they feel welcome? Can you think of other strategies?
- Do you have an idea of what prior knowledge, interests and experiences your students bring that can fully engage them with the content? What ideas do you have as to how you can learn about these?
- Do you know about community agencies and organizations that support students and their families?
- How might you learn about families and community members who could enhance your teaching through sharing their expertise and experiences? How can you find out?

Support Growth

Mediational questions can help mentors and new teachers plan next steps and support growth. Mentor strategies such as collaborative problem-solving, offering resources and reflective questioning support the new teacher in examining his/her own misconceptions and biases. Collaborative lesson planning and differentiating to meet student needs support new teachers in developing strategies to address inequities in the classroom. Reflective questioning will support the new teacher in becoming reflective about his/her teaching practice and raise awareness of inequitable practices in the classroom.

Identify Specific Next Steps

Data collection and analyses of results supports new teachers in developing instructional practices to address inequities. Sharing tools and resources with new teachers to support them in knowing their students and their school communities are important steps to success. Use the Collaborative Log to assess what's working and both the teacher's and mentor's next steps.

Mentor Scenarios

Some mentor scenarios are provided by the trainers on separate sheets of paper on the day of the Mentor Academy Training. Trainers have options about which scenarios to use and will make their decisions based on the needs of the participants and the size of the training group. Some scenarios are listed below. These scenarios are for Day 2 of 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. The other day my resident educator came into my room all excited! She's 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 see 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?

5. My resident educator graduated from college with honors. He knows the elements of effective teaching and diligently tries to implement each one. He is very knowledgeable of his content and designs meticulous lesson plans complete with learning targets, aligned to standards, etc. All the procedural dots are connected. However, his presence in the classroom is procedural; the students are not engaged in the learning and he does not engage with the students as he teaches. How can I help him use his strengths to focus on this needed area of growth? In what ways can I lead him to discover possible ways to strengthen his teaching practices so that they are less robotic?

MENTOR ACADEMY RESEARCH, REFERENCES, AND RESOURCES

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Learning Management System Courses:

- ❖ Culturally Responsive Practices Course
- ❖ Exploring Teacher Leadership Course
- ❖ Focused Mentoring Courses 1 and 2
- ❖ Formative Instructional Practices (FIP) Ohio Department of Education
- ❖ Instructional Mentoring Course
- ❖ Ohio Advanced Mentor Training Course
- ❖ 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>

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

Resources for Mentoring for Equity

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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>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	Knowledge of Human Development				
Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	<p>Teachers demonstrate an understanding of research on human (student) development (physical, social, emotional, cognitive, and linguistic).</p> <p>They demonstrate understanding that student development (physical, social, emotional, cognitive and linguistic) influences learning and plan instruction accordingly.</p>	<p>...and</p> <p>Teachers examine student development (physical, social, emotional, cognitive, and linguistic) to identify student readiness in order to design instruction.</p>	<p>...and</p> <p>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.</p>	<p>...and</p> <p>Teachers analyze individual and group performance in order to design instruction that meets a range of learner needs.</p>	<p>...and</p> <p>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.</p>
Element 1.2	Understanding of Students' Knowledge and Skills				
Teachers understand what students know and are able to do and use this	<p>Teachers identify instructional activities that reflect an understanding of students' abilities,</p>	<p>...and</p> <p>Teachers gather and use information about students' prior learning and abilities to plan and deliver</p>	<p>...and</p> <p>Teachers present concepts and principles at differentiated levels of complexity to reflect</p>	<p>...and</p> <p>Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed</p>	<p>...and</p> <p>Teachers lead colleagues in the analysis of student work and the design and implementation</p>

1.2 (Cont.)	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
knowledge to meet the needs of all students.	talents, experiences, 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	Understanding Expectations				
Teachers expect that all students will achieve to their full potential.	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	Respect for Diversity				
Teachers model respect for students' diverse cultures, language skills and experiences.	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 valuing each	...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 students are

1.4 (Cont.)	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>
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.	<p>...and</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>...and</p> <p>Teachers adapt curriculum and instruction to meet the needs of those students whose performance is advanced or below level.</p>	<p>...and</p> <p>Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students.</p>	<p>...and</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>

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

2.2 (Cont.)	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
skills of the discipline.			<p>They engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the content area.</p> <p>They use multiple representations and explanations of concepts that capture key ideas in the discipline.</p>	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	<p>...and</p> <p>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</p>	<p>...and</p> <p>Teachers plan targeted instruction based on a prioritization of school and district curriculum priorities and the Ohio academic content standards.</p>	<p>...and</p> <p>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</p>	<p>...and</p> <p>Teachers who serve in leadership roles study and evaluate advances in content and recommend changes to revise school and district curriculum.</p>

2.3 (Cont.)	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.	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 problems.	...and Teachers use a variety of resources to enable students to experience, connect and practice real-life/real-world and career applications, through activities	...and Teachers design innovative learning activities that replicate real-life/real-world and workplace activities.	...and Teachers model for other educators the integration of content –area classroom experiences with real-life/real-world and workplace situations.

2.5 (Cont.)	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
3.2 (Cont.)		evidence of students' knowledge and skills.		technology to support assessment practice.	
Element 3.3	Analysis of Assessment Data				
Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.	Teachers understand the importance of and demonstrate ability to utilize assessment data to identify students' strengths and needs, and modify instruction.	<p>... and</p> <p>Teachers use data to monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards.</p> <p>They maintain accurate and complete assessment records as needed for data-based decision making.</p>	<p>... and</p> <p>Teachers interpret data and use this analysis to differentiate learning for and tailor instructional goals to individual students.</p> <p>They examine classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles.</p>	<p>... and</p> <p>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</p> <p>Teachers promote the use of student data to inform curriculum design.</p> <p>They lead efforts promoting the use of student data to implement targeted strategies for instruction.</p>
Element 3.4	Communication of Assessment Results				
Teachers collaborate and communicate student progress with students, parents and colleagues.	Teachers understand that students' progress must be shared with students, parents, caregivers and colleagues.	<p>... and</p> <p>Teachers identify learning standards, align assessment criteria and communicate these clearly to students.</p> <p>They provide substantive, specific and timely feedback of student progress to</p>	<p>... and</p> <p>Teachers use a variety of means to communicate student learning and achievement.</p>	<p>... and</p> <p>Teachers design and share resources to communicate with students and parents to facilitate their understanding of student learning and progress.</p>	<p>... and</p> <p>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>

3.4 (Cont.)	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.	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 student.

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Element 4.1	Alignment of Standards and Instruction				
Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.	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	Instruction Based on Student Needs				
Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.	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.

4.2 (Cont.)	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
			plan instruction accordingly.		
Element 4.3	Communication of Learning Goals				
Teachers communicate clear learning goals and explicitly link learning activities to those defined 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	Instruction for Learning				
Teachers apply knowledge of how students think and learn to instructional design and delivery.	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	Differentiated Instruction				

Teachers differentiate instruction to support the	Teachers identify strategies for differentiated instruction.	...and Teachers gather and use student data to choose appropriate	...and Teachers recognize that the scope and sequence of learning	...and Teachers and students create and use innovative methods,	...and Teachers lead colleagues in analysis of student work
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4.5 (Cont.)	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.		<p>instructional strategies for groups of students</p> <p>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.</p> <p>They differentiate instruction to meet individual student's learning needs.</p> <p>They appropriately adapt instructional methods and materials and pace learning activities to meet the needs of individual students.</p> <p>They incorporate tools of language development into planning and instruction for English language learners.</p>	<p>strategies and materials to accomplish individual learning goals.</p> <p>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.</p> <p>They create professional development opportunities for colleagues to study research-based methodologies and design materials that support students' individual learning needs.</p>
Element 4.6	Instruction for Independence				
Teachers create and select activities that	Teachers understand the cognitive processes associated	...and Teachers choose learning activities that	...and Teachers employ effective, purposeful	...and Teachers provide complex, creative,	...and Teachers lead colleagues in analyzing

are designed to help students develop as independent learners and	with various kinds and levels of learning (e.g., taxonomies of learning) to develop independent learners.	support the development of students' cognitive abilities.	questioning techniques that promote critical thinking during instruction.	open-ended learning opportunities for students.	and implementing innovative instructional methods within and across disciplines.
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4.6 (cont.)	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	Use of Resources				
Teachers use resources effectively, including technology, to enhance student learning.	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	Development of a Respectful Learning Environment				
Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.	<p>Teachers demonstrate caring and respect in their interactions with all students.</p> <p>They acknowledge incidents of unfairness and disrespect.</p>	<p>...and Teachers use strategies to promote positive relationships, cooperation and collaboration among students.</p> <p>They develop and teach expectations for respectful interactions to students.</p> <p>They use specific strategies to respond to unfairness and/or disrespect.</p>	<p>...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.</p>	<p>...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.</p>	<p>...and Teachers model expectations and behaviors that create a positive school and district climate of respect, support and caring.</p>
Element 5.2	Development of a Safe Learning Environment				
Teachers create an environment that is physically and emotionally safe.	<p>Teachers maintain established rules for classroom management.</p> <p>They acknowledge and reinforce positive behavior and respond</p>	<p>...and Teachers provide a safe learning environment that accommodates all students.</p>	<p>...and Teachers make decisions and adjustments that support positive behavior, enhance social behavior and increase student</p>	<p>...and Teachers work with colleagues to establish common expectations for student behavior that promote a supportive and caring school climate.</p>	<p>...and Teachers create classrooms in which students take active roles in maintaining an enriching environment that is conducive to learning.</p>

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
	appropriately to disruptive behavior within or outside the classroom.	<p>They clarify standards of conduct for all students and communicate clear age-appropriate expectations for behavior within and outside the classroom.</p> <p>They use a variety of strategies to respond to appropriate and inappropriate behavior.</p>	motivation and engagement.	They consistently, effectively and respectfully anticipate and respond to the behavior of students.	<p>They advocate for school-wide improvements in organizational and management systems that equitably reinforce expectations and consequences.</p> <p>They collect and analyze data on student behaviors to inform decisions that will strengthen the learning environment.</p>
Element 5.3	Development of Students' Personal Responsibility				
Teachers motivate students to work productively and assume responsibility for their own learning.	Teachers identify strategies to increase student motivation and interest in topics of study.	<p>...and Teachers use strategies to engage students and foster curiosity about their learning.</p> <p>They encourage students to share in responsibility for their own learning and establish methods for recognition of students either</p>	<p>...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).</p> <p>They establish methods for</p>	<p>...and Teachers vary their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs.</p>	<p>...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.</p> <p>They engage students in extending learning through goal setting</p>

	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
Element 5.4	Development of a Collaborative Learning Environment				
Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.	<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	Development of an Environment Conducive to Learning				
Teachers maintain an environment that is conducive to learning.	Teachers understand that an ordered and structured environment is conducive to learning.	<p>...and Teachers transition between learning activities and use instructional time effectively.</p> <p>They begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive.</p>	<p>...and Teachers organize, allocate, and manage the resources of time, space, and attention to actively and equitably engage students in learning.</p> <p>They maximize instructional time (purposefully and effectively begin class, introduce activities, maintain focus and transition between activities).</p> <p>They collaborate with students to set and monitor classroom norms, expectations, and routines to assure access for all students.</p>	<p>...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.</p>	<p>...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.</p> <p>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).</p>

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	Communication Skills				
Teachers communicate clearly and effectively.	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	Communication with Families				
Teachers share responsibility with parents and caregivers to support	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	...and Teachers model and provide guidance to colleagues in the creation of classroom, school and district

	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	Collaboration with Colleagues				
Teachers collaborate effectively with other teachers, administrators and school and district staff.	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 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.

6.3 (Cont.)	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
			their work and with others in the school community		
Element 6.4	Teacher-Community Collaboration				
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.	<p>...and Teachers involve community members in classroom activities as appropriate.</p> <p>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.</p>	<p>...and Teachers, as part of a team, collaborate with local community agencies about issues that affect student learning and achievement.</p> <p>They use various medical, social and academic service providers in the community to support students' mental health and well-being.</p>	...and Teachers build partnerships with the local community and community agencies in response to identified needs of students.	<p>...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.</p> <p>They serve as advocates for the local school system and communicate the value of their work within the community.</p>

Standard 7: PROFESSIONAL RESPONSIBILITY AND GROWTH

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

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Element 7.1	Meeting Professional Codes of Conduct				
Teachers understand, uphold and follow professional ethics, policies and legal codes of professional 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	Ongoing Professional Development				
Teachers take responsibility for engaging in continuous, purposeful 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

7.2 (cont.)	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.	...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.

7.3 (cont.)	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.

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 			

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 			