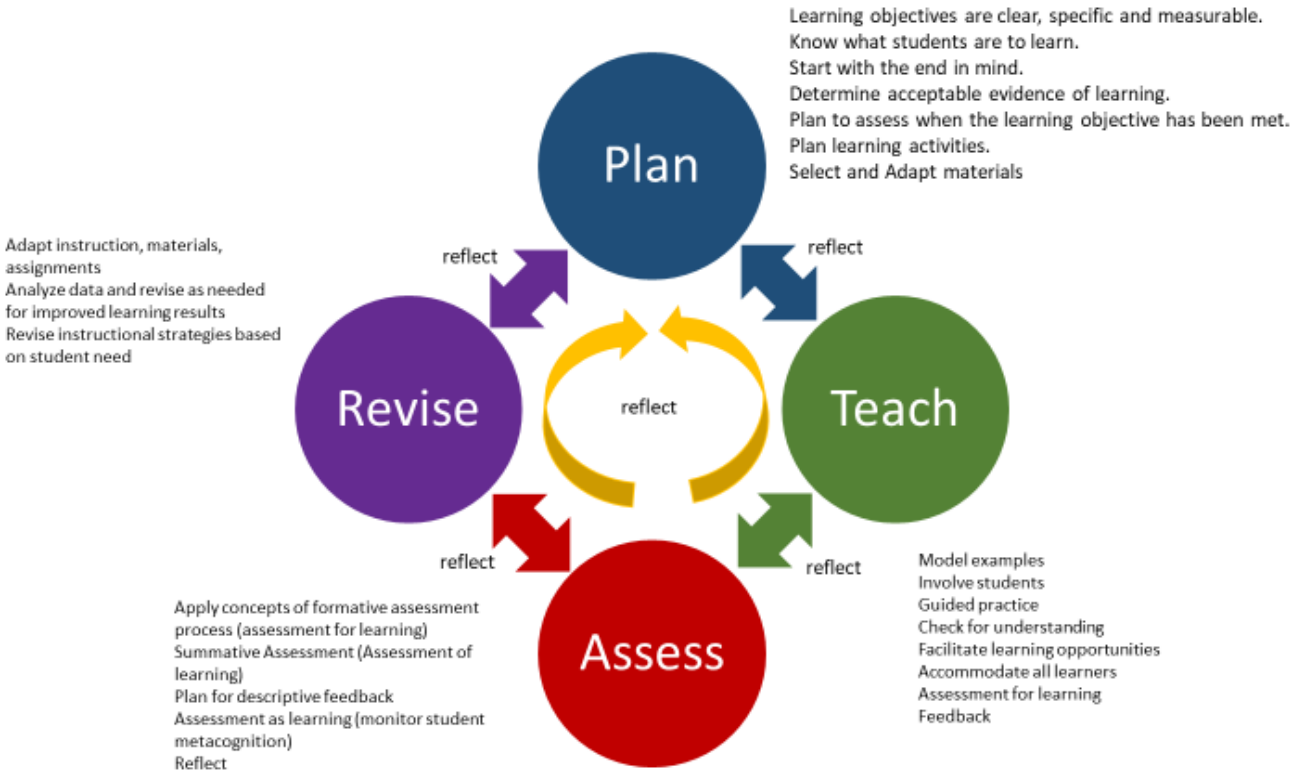
ARCHDIOCESE OF CINCINNATI

RESIDENT EDUCATOR PROGRAM

2022-23



Final Report

Resident Educator Name and Email: _____
Resident Educator Educator ID (required): _____
Mentor Name and Email: _____

SCHOOL: _____

YEAR ONE

Archdiocese of Cincinnati
Resident Educator Program Final Report

Please initial and date when completed:

Mentor	RE	Date	
_____	_____	_____	Attended the RE Program Orientation Session
_____	_____	_____	Completed RE Self-Assessment & Growth Plan
_____	_____	N/A	Completed Monthly Required Tasks, including Focused Mentoring
_____	_____	N/A	Meet Regularly: Focused Conversations on the Teaching/Learning Cycle

I. A copy of the Final Report is to be placed in the Resident Educator's personnel file at the school

II. Submit the Final Report (this page) to the Archdiocesan Resident Educator Program Coordinator. Email this Final Report to residenteducator@catholicaoc.org between April 1 and May 1.

The Final Report must be submitted to the Archdiocese of Cincinnati for completion of the Resident Educator Program, the payment of the mentor stipend by the school, and the issuing of 4 CEUs to the mentor. The submission of the Final Report is required for the Archdiocese of Cincinnati to give the resident educator an ODE completion record for Year 1. (Teachers on a Nontax license may submit the Final Report. They are not registered for the RE Program with ODE and will not receive an ODE Completion Record.)

I verify that the above named Resident Educator and mentor have completed the requirements for the Archdiocese of Cincinnati Resident Educator Program.

_____ _____
Principal Date

Please return no later than May 1.

WELCOME TO TEACHING IN THE ARCHDIOCESE OF CINCINNATI!

Our prayers and support go with you
as you share God's joyous love and compassion with the children in our schools.

Required Meetings and Paperwork

- Orientation Session
- All requirements listed in the monthly log and on the Final Report
- Registration Form
  - Was completed when your registered online for the Orientation
- Year 1 Final Report
  - Due between April 1 and May 1.

Communication & Support for YOUR Journey

- Archdiocese of Cincinnati Orientation Packet
- Teacher Bulletins
- Ohio Department of Education
- Program Coordinator: Kathy Kane kckane@catholicaoc.org

What Happens AFTER Year 1?

- Register online to attend an Orientation Session with your mentor for Year 2. Do this even if you have one or two years of credit for previous teaching.
  - Information will be posted in the Teacher Bulletin and shared with your principal to share with you.

Resident Educator Manual

ARCHDIOCESE OF CINCINNATI
RESIDENT EDUCATOR PROGRAM REQUIREMENTS

This manual will serve as a basis for the Archdiocese of Cincinnati Resident Educator Program and was designed in accordance with Ohio Revised Code and Ohio Department of Education requirements for the Resident Educator Program. The Archdiocese of Cincinnati follows all ODE requirements for the Resident Educator Program as published on the ODE website.

Resident Educator Program Philosophy

The Archdiocese of Cincinnati Resident Educator Program promotes a sharing of the Gospel values that are the basis of Catholic education. This formative program provides new teachers with a transition into teaching and an opportunity to develop their teaching style. It strives to enhance the skills and communication between teachers and thus add to the community spirit and ministry common to all Catholic school educators.

Program Goals

The goals of the Archdiocesan Resident Educator Program are:

- to remind all teachers involved of their call as evangelizers, and to enhance their ability to share their faith with each other and the students
- to develop a support system for new teachers and improve the teaching performance of all participants
- to assist teachers in recognizing the needs of all students through consistent mentoring/coaching approaches
- to develop committed educators who will participate in and support the establishment of continuous professional development

Resident Educator Defined - The Archdiocesan Program and Ohio Law

A Resident Educator (RE) is defined using guidelines set forth by the Ohio Department of Education. The Archdiocese Resident Educator Program is aligned with and in compliance with all Ohio laws for licensure and Residency. In addition, an educator who holds a non-tax certificate with no teaching experience is encouraged by the Archdiocese to be mentored in his/her first year of teaching.

All Resident Educators must successfully complete the Archdiocesan Resident Educator Program which includes a formal program of support. In those instances when the teacher is employed after the beginning of the school year, the Resident Educator Program shall be a minimum of 120 school days.

Archdiocese of Cincinnati Resident Educator Orientation Session

The Archdiocese of Cincinnati will provide an Orientation Session for Resident Educators and mentors. **Both the Resident Educator and the mentor are required to attend.**

Mentor Training and Selection

The mentor must have 5 or more years of teaching experience and must complete the ODE 2-day Mentor Training. Mentors trained prior to 2020 will need to complete the Advanced Mentor Training in the ODE OH/ID portal – LMS App.

Mentors will be selected by the principal based on the following ODE mentor standards published on the ODE website.

Mentor Stipend and CEUS
Mentors will be paid a stipend of $500 by the school. Other means of compensation such as release time or reduced supplemental responsibilities are options that may be considered. Serving as a mentor for a Resident Educator is an approved professional development option. Four CEUs will be issued for serving as a mentor for one year.

Mentor Activities
As Catholic educators, mentors will model faith sharing and the community spirit that is common to Catholic education. Mentors will help to expand the beginning teacher's range of teaching strategies and offer assistance in areas of need. Mentors and Resident Educators will join in goal setting/problem solving activities based on the Ohio Standards for the Teaching Profession. Mentors will maintain confidentiality.

Mentor Tools
Additional tools for mentoring that are not included in the manual are available on the ODE website. These are optional resources that can be used.

The Principal's Role in the Resident Educator Program
The principal's role in the Resident Educator Program cannot be underestimated. Principals establish a positive culture of support for resident educators and coordinate efforts to help REs become actively engaged in their school community. They create school structures that support teachers, providing instructional leadership, a climate of trust and building policies and professional practices that ensure that REs have an opportunity to be successful as teachers and learners. Such policies and practices include understanding and respecting the need for confidentiality between mentors and resident educators; providing time and resources for the implementation of the RE Program; and ensuring clear and consistent communication with both mentors and REs. Principals value the RE Program and work collaboratively with mentors to support high quality instruction and create environments in which Resident Educators thrive.

Resident Educator/ Mentor Scheduled Meetings
The Mentor and the Resident Educator must agree and adhere to a schedule of meeting times. This schedule may include common time as well as scheduled meeting times. Length and number of meeting times can be determined by individual needs. An average of 45 minutes or 1 planning period per week is a minimum requirement.

The documentation of the meetings and contact between the mentor and RE is a required part of the Resident Educator Program. The mentor and the RE must keep written documentation of dates, times and general content.

Each month, the required activities will be listed in bold type. Suggested activities will also be listed.

Archdiocese of Cincinnati Resident Educator Program Responsibilities

The Archdiocesan Resident Educator Program Coordinator will ensure that the ODE Resident Educator requirements are met and facilitate the support provided to the Resident Educators and mentors. The Program Coordinator will ensure that the resident educators are registered in ODE's Core System.

The Program Coordinator will schedule meetings with mentors and/or resident educators, as needed, to provide support. The Program Coordinator will provide ongoing support throughout the year through scheduled group meetings, such as the yearly Orientation Sessions.

The Archdiocesan Resident Educator Advisory Committee consists of teachers and principals who make recommendations to the Archdiocesan Resident Educator Program Coordinator concerning program guidelines and implementation of Ohio law.

The Archdiocesan Oversight Committee (AOC) is comprised of members of the Catholic School Office who are appointed by the superintendent. The AOC will serve as a decision-making committee for the Archdiocesan Resident Educator Program Coordinator.

Mentor and Resident Educator Monthly Topics

Collaborative Log – Fall

REQUIRED ACTIVITIES:

1. **Attend the Resident Educator Orientation Session. Date: _____**
2. **Complete the First Year Resident's Self-Assessment Tool. http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/The-Mentoring-Years/Mentor-Tool-Kit** *(Click on Self-Assessment Summary once the link opens. If you have trouble with the link, go to ODE's website and search Mentor Took Kit. You will see this as an option after clicking on Mentor Tool Kit.)*
3. **Write two goals based on your Self-Assessment. No specific format is needed. Complete this by October 31.**
4. **Set meeting dates for the first semester with your mentor.**
5. **Minimum of two informal observations (15-20 minutes, minimum).**
6. **FOCUSED MENTORING: Communication/Collaboration**
   - Gather necessary materials; involve principal, department chairperson, team leader or others to locate, distribute, and discuss these items, as appropriate.
     - Course of Study, Lesson planning expectations, Use/focus of PLCs/Data Teams, forms/online system for attendance and grades
     - Teachers' manuals, schedules, duty roster, seating chart
     - IEPs/ISPs/Accommodation Forms for students
     - Crisis Intervention Plan

SUGGESTED ACTIVITIES:

- Introduce the RE to the faculty and key people of the building. Encourage the RE to obtain and read the faculty handbook.
- Help the RE to make sure that he/she has access to the technology he/she will need – resources, equipment, passwords, etc.
- Review discipline and grading policy, including the Student Handbook.
- Discuss prayer (informal and formal) as part of the class on a regular basis.

Please record the date, topics, and time.

Date	**Topics**	**Time**

Mentor Signature: _____ RE Signature: _____

Collaborative Log – November/December

REQUIRED ACTIVITIES:

1. **FOCUSED MENTORING: Professional Development**
   - Ask the RE to reflect on the first two months and his/her goals and self-assessment. What has gone well? What are areas for growth?
   - Identify a Professional Development opportunity based on the needs of the RE. This could be a shared professional reading, a conference/workshop, webinar, observation (virtual or live) of other model teachers, etc.
   - NOTE: If you attended any of the summer sessions led by Sharon Willmes, those fulfill this requirement.
   - Following the growth opportunity, the RE will write a reflection to share with the mentor – maximum of 1 page. The reflection will describe how the professional growth opportunity impacted his/her ability to strengthen student learning.
   - For example, if the RE had a goal to improve classroom management during small group times, the RE may select to observe a teacher who does this well. The RE would then meet with the teacher he/she observed and talk about what he/she learned. Following the meeting, the RE would write about how his/her observation positively impacted his/her classroom management and describe what new strategies he/she is using that enables stronger management and therefore a greater ability to work with small groups.
2. **FOCUSED MENTORING: Communication**
   - Discuss preparation for parent conferences and report cards/interims, etc.
   - Share procedures for conferences. (See conference tips and focused mentoring suggestions on the next page.)
   - Talk about how to make conferences meaningful.
   - Role play a conference that the RE anticipates may be difficult.
3. **Have a conversation about equitable education in your school.**
   Mentors can promote equitable education for students by:

   ❖ Helping new teachers understand the various cultures, languages and economic levels represented in their school 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

   (See the Additional Resources section for additional information on Equitable Education, if needed.)

SUGGESTED ACTIVITIES:

- Talk about the celebration of Advent and school traditions for the holidays.
- Talk about any students who are not meeting their learning targets. Discuss strategies for ensuring learning success, and talk about involving other professionals, parents, etc. in working on a team solution, if relevant.
- Discuss policy for snow days.

Please record the date, topics, and time.

Date **Topics** **Time**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Mentor Signature: _____ RE Signature: _____

FOCUSED MENTORING: Communication/Parent Conferences

1. Talk about a framework for a successful conference.
    - Always start with a statement of positive feedback. Parents like to know that the teacher likes their child and knows their child.
    - Share social information about how the child interacts with peers. Parents are interested in their child's happiness and their child's ability to make friends.
    - Make sure that parents know that you know their child's learning needs. Discuss the child's academic milestones by sharing assessment data that you have collected.
    - If needed, set some academic goals with a specific plan for achieving these goals. Talk with the parent about how you will support a student who may be struggling. Remember, you are the professional and they will be looking to you for guidance and for a plan to help their child succeed.
    - If there is a need for follow-up regarding anything that came up at the conference, select a specific time-frame for follow-up. If you promise to check in with a parent in a week, month etc. put it on the calendar and make sure to communicate in the manner and with the information that you have promised.
    - Manage your time and make sure that you leave time for parents to ask questions.
    - Make sure to thank the parent for coming.
2. Share ideas for data that can be used to give the parents a picture of their child's performance.
3. Share examples and ideas for preparing for a conference, including how to manage time, how to work with a parent who may be angry or upset, and what to do if things don't go as expected.

Student Learning and the Sharing of Student Work Samples

The Resident Educator and mentor will be encouraged to monitor student learning by examining student work samples at their meetings throughout the year. The RE Program requires that Resident Educators learn to follow the Teaching/Learning Cycle.

Resident Educators will collect multiple sources of evidence of student learning throughout the year. They may elect to look at larger samples of data depending on the goal that is being discussed. They may choose to identify a limited number of students and examine their work samples in-depth. Data should be both formative and summative, and relevant to planning and implementing quality instruction.

This information can help the Resident Educator assess the effectiveness of their instructional practices. Student work samples can be brought to the weekly meetings for discussion, to show progress for individuals and information about the class as a whole.

Collaborative Log – January/February/March

REQUIRED ACTIVITIES:

1. **Set meeting dates for the second semester.**
2. **Celebrate SUCCESSES from the first half of the year.**
3. **Dialogue about difficult areas and set a plan for success. (January is a great month to "reset" if something hasn't gone as expected during the first half of the year.)**
4. **Complete a Mid-Year Review of the RE's Professional Growth Goals. Set new goals, if needed.**
5. **Continue to monitor student learning data.**
6. **Talk about the Teaching-Learning Cycle, with a focus on the questions in the Mentor's Tool Kit/Mentor Reflection Questions: Instructional Planning, Analysis of Student Work.**
7. **Resident Educator completes ONE 30 minute observation of a peer or his/her mentor.**

SUGGESTED ACTIVITIES:

- Now that the first semester has ended, discuss and reflect upon grading procedures. Make adjustments, if necessary.
- Discuss discipline and classroom procedures. Make changes as needed.
- Discuss students who are at risk. Include strategies and communication with parents.
- Consider ways to link student service projects with reflection and prayer.
- Discuss the ways Catholic Identity is incorporated into what and how you teach.

Please record the date, topics, and time spent.

Date	**Topics**	**Time**

Mentor Signature:_____RE Signature:_____

Collaborative Log - April/May

REQUIRED ACTIVITIES:

1. **Submit the Resident Educator Final Report by May 1.**
2. **Read the Teacher Bulletin to learn when to register for the Year 2 Orientation.**
3. **Discuss your goals and reflect on your professional growth and your strengths. How will you use your strengths next year to help your students learn?**
4. **Continue to talk about the teaching-learning cycle, with a focus on the questions in the Mentor's Tool Kit/Mentor Reflection Questions: Professional Growth and Collaboration.**

SUGGESTED ACTIVITIES:

- Discuss end-of-the-year grading and records.
- Brainstorm end-of-the-year activities and ways to keep students motivated.
- Discuss procedures/required paperwork, etc. for the end of the school year.

Please record the date, topics and time.

Date	**Topics**	**Time**

Mentor Signature: _____ RE Signature: _____

Additional Resources

Mentor Reflection Questions:
https://education.ohio.gov/getattachment/Topics/Teaching/Resident-Educator-Program/The-Mentoring-Years/Mentor-Tool-Kit/Mentor-Reflection-Questions.pdf.aspx?lang=en-US

If you have trouble with the link, go to the ODE website, search Mentor Tool Kit and then click on Mentor Reflection Questions.

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.

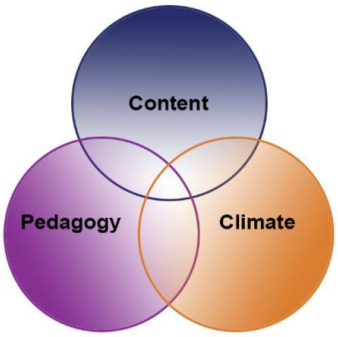
Breaking down equitable classroom practice into three (3) domains can assist mentors and Resident Educators in making effective decisions that impact student learning and outcomes. The New Teacher Center (2018) describes three Domains of Equity to focus mentor observations, classroom practices and professional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

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