


OHIO
**RESIDENT
EDUCATOR**
The Journey to Excellence




**Formative
Progress
Review**

2012



The Journey to Excellence
Welcome




RESIDENT EDUCATOR **RESIDENT EDUCATOR YEAR 1 FORMATIVE PROGRESS REVIEW TEMPLATE**

Resident Educator: _____ Mentor: _____ Program Coordinator: _____ Date: _____

PURPOSE This Formative Progress Review provides an opportunity for Resident Educators (RE), mentors and program coordinators to synthesize evidence of practice, reflect on collaborative effectiveness and identify areas for professional growth in Year 2 of the Ohio Resident Educator Program.


Role	Year 1 SMART GOALS
RE	List the 2 SMART goals you identified in your Year 1 Professional Goal-Setting Tool. GOAL # 1: GOAL # 2:

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Welcome to the Resident Educator Year 1 Formative Progress Review (FPR) information webinar. This webinar acts as an introduction to the Resident Educator Year 1 Formative Progress Review (FPR), the formative benchmark for Resident Educators in Year 1.

Overview



This Formative Progress Review provides an opportunity for Resident Educators, mentors, and program coordinators to:

- Synthesize evidence of practice
- Reflect on collaborative effectiveness
- Identify areas of growth in Year 2 of the RE Program

The Resident Educator FPR formalizes and aligns to the professional practices of collaborative conversations, inquiry, formative assessment and reflection that have occurred throughout the year between Resident Educators and mentors. This formative Progress Review provides an opportunity for Resident Educators, mentors, and program coordinators to synthesize evidence of practice, reflect on collaborative effectiveness, and identify areas of growth in Year 2 of the Resident Educator Program.

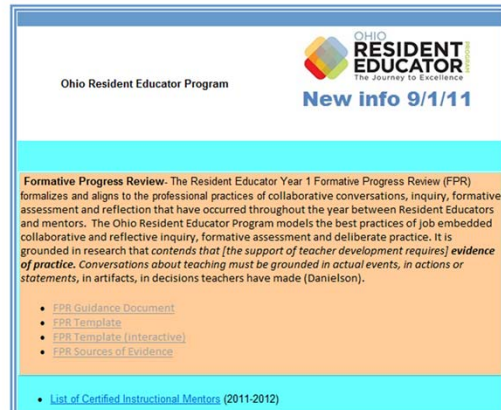


The Formative Progress Review


Ohio Resident Educator Program

Ohio House Bill 1, passed in July 2009, mandated a [new licensure system for teachers](#) in Ohio that included a Resident Educator license effective by January 2011.

A four-year Resident Educator program of support and mentoring for new teachers will provide Ohio educators just entering the profession with quality mentoring and guidance essential for a long and flourishing career. Successful completion of the residency program will be required to qualify for a five-year professional educator license.



Ohio Resident Educator Program


New info 9/1/11

Formative Progress Review. The Resident Educator Year 1 Formative Progress Review (FPR) formalizes and aligns to the professional practices of collaborative conversations, inquiry, formative assessment and reflection that have occurred throughout the year between Resident Educators and mentors. The Ohio Resident Educator Program models the best practices of job embedded collaborative and reflective inquiry, formative assessment and deliberate practice. It is grounded in research that contends that *[the support of teacher development requires] evidence of practice. Conversations about teaching must be grounded in actual events, in actions or statements, in artifacts, in decisions teachers have made (Danielson).*

- [FPR Guidance Document](#)
- [FPR Template](#)
- [FPR Template \(Interactive\)](#)
- [FPR Sources of Evidence](#)

• [List of Certified Instructional Mentors \(2011-2012\)](#)

The FPR document, which must be completed by all Resident Educators, mentors, and program coordinators, can be found on the Resident Educator webpage.

FPR Guidance Document



RESIDENT EDUCATOR YEAR 1 FORMATIVE PROGRESS REVIEW GUIDANCE DOCUMENT

OVERVIEW The Resident Educator Year 1 Formative Progress Review (FPR) formalizes and aligns to the professional practices of collaborative conversations, inquiry, formative assessment and reflection that have occurred throughout the year between Resident Educators and mentors. This Formative Progress Review provides an opportunity for Resident Educators, mentors and program coordinators to:

- Synthesize evidence of practice;
- Reflect on collaborative effectiveness; and
- Identify areas for growth in Year 2 of the Resident Educator program.

RATIONALE The Ohio Resident Educator Program models the best practices of job embedded collaborative and reflective inquiry, formative assessment and deliberate practice. It is grounded in research that contends that [the support of teacher development requires] *evidence of practice*. Conversations about teaching must be grounded in actual events, in actions or statements, in artifacts, in decisions teachers have made (Danielson).

PURPOSE The Resident Educator Year 1 Formative Progress Review requires:

- Resident Educators to synthesize their evidence and formally present their findings regarding their professional growth for Year 1;
- Mentors to reflect on the professional growth of Resident Educators and their own mentoring effectiveness; and
- Program coordinators to consider the effect of the collaborative work between mentors and Resident Educators and identify emergent trends and patterns of professional development needs for Year 2.

FORMATIVE PROGRESS REVIEW PROCESS Resident Educators and mentors should collaborate to complete the Formative Progress Review together as the process is an extension of the collaborative conversations they have engaged in throughout Year 1 of the Ohio Resident Educator Program.

Throughout YEAR 1 of the Ohio Resident Educator Program

Throughout Year 1 of the Resident Educator Program, Resident Educators:

1. Continuously reflect on their practice, considering both their progress and challenges;
 2. Thoughtfully complete and save their work from the required formative assessment documents; and
 3. Intentionally gather, organize and save relevant evidence beyond the required formative assessment documents.
- [Click [here](#) for a list of required formative assessment documents and additional evidence sources.]

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A guidance document accompanies the FPR and reviews the information discussed earlier in this webinar as well as directions for how the RE, mentor, and program coordinator should complete the FPR .




Purpose

The Year 1 FPR requires:

- Resident Educator
 - Synthesis of evidence
 - Present findings regarding professional growth
- Mentor
 - Reflect on RE's professional growth
 - Self reflection by mentors
- Program Coordinator
 - Identify emerging trends and patterns of professional development needs for Year 2

The Resident Educator Year 1 FPR requires: Resident Educators to synthesize their evidence and formally present their findings regarding their professional growth for Year 1. Mentors will reflect on the professional growth of Resident Educators and their own mentoring effectiveness. Finally, program coordinators will consider the effect of collaborative work between mentors and Resident Educators and identify emergent trends and patterns of professional development needs for Resident Educators Year 2.

Process

 Resident Educators and mentors should collaborate to complete the FPR together.



Resident Educators and mentors should collaborate to complete the FPR together as the process is an extension of the collaborative conversations they have engaged in throughout Year 1 of the Ohio Resident Educator Program.



Preparation

Throughout Year 1 of Resident Educator Programs, the Resident Educator should :

- Reflect on their practice
- Consider progress and challenges
- Save relevant evidence
- Prepare for the FPR

Throughout Year 1 of the Resident Educator Program, Resident Educators should be continuously reflecting on their practice, considering both their progress and challenges and thoughtfully completing and saving relevant evidence beyond the required formative assessment documents. Preparing sufficiently for the FPR during the year will greatly assist Resident Educators in completing the FPR at the end of the year.

Timeline


April - June of YEAR 1 No sooner than **April 1, 2012**, Resident Educators (RE), mentors and program coordinators (PC) should begin the process to "check off" each action of the Year 1 Resident Educator Formative Progress Review process as completed.

RESIDENT EDUCATOR YEAR 1 FORMATIVE PROGRESS REVIEW PROCESS			
FPR: Part 1	Role	ACTIONS	Complete
PREPARE	RE	Mentor Arrange a day and time to meet to conduct Part 1 of the FPR.	<input type="checkbox"/>
	RE	Prior to meeting with your mentor, study the "RE" prompts on the FPR template (Steps 1 and 2).	<input type="checkbox"/>
	RE	Prior to meeting with your mentor, select, organize, analyze and synthesize appropriate evidence that addresses Formative Progress Review "RE" prompts. [Click here for a list of required formative assessment documents and additional evidence.]	<input type="checkbox"/>
	RE	Prior to meeting with your mentor, develop a written narrative (using the FPR template) that addresses the "RE" prompts in Steps 1 and 2 as specifically as possible, using examples and instances, supported by evidence documents.	<input type="checkbox"/>
MEET	RE	Mentor RE meets with mentor to present responses to "RE" prompts and supporting evidence documents. [Bring your completed FPR template and use your written narrative to guide your presentation.]	<input type="checkbox"/>
FOLLOW UP	RE	Mentor Arrange a day and time to meet to conduct Part 2 of the FPR.	<input type="checkbox"/>
FPR: Part 2	Role	ACTIONS	Complete
PREPARE	Mentor	Based on the RE's written narrative responses and evidence documents as well as your discussion with the RE in Part 1 of the FPR, provide written responses to the "mentor" prompts (FPR template steps 3 and 4), supported by your documentation of the RE's progress throughout Year 1.	<input type="checkbox"/>
	RE	Mentor meets with RE to share responses to "mentor" prompts (FPR template steps 3 and 4). <i>Note: RE Program Coordinators and/or Lead Mentors are encouraged to participate in this meeting.</i>	<input type="checkbox"/>
FOLLOW UP	Mentor	Following discussion with the RE, make any necessary clarifications or additions to your responses to "mentor" prompts.	<input type="checkbox"/>
FOLLOW UP	Mentor	Provide the completed FPR form to the RE program coordinator no later than June 1, 2012 .	<input type="checkbox"/>
FPR: Part 3	Role	ACTIONS	Complete
PREPARE	PC	Review responses to the prompts provided by the RE and the mentor on the FPR template.	<input type="checkbox"/>
	PC	Provide a written response to one of the "program coordinator" prompts provided (FPR template step 5).	<input type="checkbox"/>
	PC	Using the data provided by the responses to prompts, identify emergent trends and patterns of professional development needs for your school/district RE program for Year 2.	<input type="checkbox"/>
MEET	PC Adm	Program coordinator and administrator(s) meet and collaboratively review the trends and patterns of professional development needs for Year 2.	<input type="checkbox"/>
FOLLOW UP	PC	Year 2 Planning: Work with administrator(s) to "plan for Year 2 professional development support for the Resident Educator(s) (e.g., co-teaching, RE cohort, one-to-one mentoring). [* Click here to access the "Guiding Questions for Year 2 Professional Development" resource document.]	<input type="checkbox"/>
FOLLOW UP	PC	Documentation: Provide confirmation in CORE that the Year 1 FPR has been completed. Provide a copy of the completed FPR to the mentor and Resident Educator by June 30, 2012 .	<input type="checkbox"/>

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Because there are multiple steps in the FPR, be sure to allow sufficient time to reflect on and respond to each prompt. To ensure each step is completed, it is suggested that each person "check off" each action as he or she accomplishes it. No sooner than April 1, 2012, Resident Educators, mentors, and program coordinators should begin the process of completing the Year 1 Resident Educator Formative Progress Review. No later than June 2012 mentors should provide the completed FPR form to RE program coordinators. No later than June 30, 2012 Program coordinators should first confirm in CORE that the Year 1 FPR has been completed and then provide a copy to the mentor and Resident Educator.

Please Note

PREPARE	PC	Using the data provided by the responses to prompts, identify emergent trends and patterns of professional development needs for your school/district RE program for Year 2.	<input type="checkbox"/>
 MEET	PC Adm	Program coordinator and administrator(s) meet and collaboratively review the trends and patterns of professional development needs for Year 2.	<input type="checkbox"/>
FOLLOW UP	PC	Year 2 Planning: Work with administrator(s) to "plan for Year 2 professional development support for the Resident Educator(s) (e.g., co-teaching, RE cohort, one-to-one mentoring). [* Click here to access the "Guiding Questions for Year 2 Professional Development" resource document.]	<input type="checkbox"/>
FOLLOW UP	PC	Documentation: Provide confirmation in CORE that the Year 1 FPR has been completed. Provide a copy of the completed FPR to the mentor and Resident Educator by June 30, 2012 .	<input type="checkbox"/>

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It is important to note the Resident Educator Year 1 Formative Progress Review is not to be used for evaluation purposes. It is the property of the Resident Educator and will not be submitted to ODE.



Completion of the FPR

The Formative Progress Review is a formative benchmark of the Resident Educators Progress.



An RE cannot “fail” the Formative Progress Review. It is meant to serve as a formative benchmark of the Resident Educators Progress, which can help inform the RE’s professional development for Year 2.



Next Step

- District Program Coordinator
- ODE website: *education.ohio.gov*
 - search key words, *Resident Educator*
- Program Questions:
 - *REProgram@ode.state.oh.us*

In March of 2012, ODE will release “guidance documents” which will help inform the professional development needed for both mentors and REs for Year 2. Please watch for regular updates, which will be sent to all program coordinators as well as posted on the Resident Educator webpage

 *The one question to never stop asking...*



“How can I be a better educator tomorrow than I am today?”