**1. Educators Served**

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

Ohio requires beginning teachers to complete a four-year Resident Educator Program (RE Program) of induction support and mentoring. (O.A.C. 3301-24-18 and 3301-24-04)

State policy does not require that school administrators receive induction support.

**2. Mentor Quality**

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

To qualify to be a mentor in the Ohio Resident Educator Program, candidates must possess, or have previously held (for retired teachers), the five-year Professional License.

Mentor candidates must complete a district application process, must be selected by the district/school to attend a state-sponsored training, and successfully complete the mentor training.

The state has five mentor standards that provide principles for professional practice for mentors who support Resident Educators. Under these standards, mentors are expected to:

1. Demonstrate commitment to advance the professional learning and practice of Resident Educators;
2. Facilitate professional development experiences purposefully designed to meet the identified needs and concerns of Resident Educators;
3. Create and foster positive learning environments for Resident Educators;
4. Support Resident Educators’ instructional and assessment practices; and
5. Serve as models of professionalism in their development as professional educators.

Further, Standard 4 of the Ohio Resident Educator Program Standards provides guidelines for districts to self-assess their mentor selection and development practices. The guidelines suggest that program leaders and coordinators:

<table>
<thead>
<tr>
<th>State Policy Requirement</th>
<th>Program Leaders and Coordinators Suggestion</th>
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<tbody>
<tr>
<td>1. Select and prepare mentors using well-defined criteria consistent with mentors’ assigned responsibilities and state guidance;</td>
<td>1. Establish clear criteria for mentor selection and role expectations.</td>
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<tr>
<td>2. Work with principals to assign mentors based on clearly communicated policies and re-assign them if necessary, in a timely manner;</td>
<td>2. Communicate roles and responsibilities to principals for assigning mentors.</td>
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<tr>
<td>3. Provide mentors with ongoing training and support to advance their knowledge and skills;</td>
<td>3. Offer ongoing professional development opportunities for mentors.</td>
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<tr>
<td>4. Ensure that mentors clearly understand and respect the necessary confidential nature of the mentor-resident educator relationship; and</td>
<td>4. Foster a culture of confidentiality and respect.</td>
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</table>

Schools and districts retain discretion regarding mentor caseload and the use of full-time mentors. State guidelines suggest that mentors should be assigned Resident Educators as appropriate for their schedules. Full-release mentors can mentor multiple Resident Educators. Full-time classroom teachers who serve as mentors usually work with a single Resident Educator.

**3. Time**

State policy should encourage programs to provide release time for teacher mentor and dedicated mentor-new teacher contact time.

State policy does not specify release time for teacher mentors or dedicated mentor-new teacher contact time. However, RE Program Standard 4 states that an effective mentor program requires the establishment of “protected time for mentor collaboration and professional development”. Furthermore, Standard 5 states that mentor and resident educators must be given time to observe, collect data, set goals, and work together to improve teacher practice and student learning. Standard 5 also sets the expectation that resident educators will be given time to observe their mentors or other experienced teachers to see effective instructional strategies in action.

**4. Program Quality**

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms; encouraging a reduced teaching load for beginning teachers; and encouraging participation of beginning educators in a learning community or peer network.

Standard 5 of the Ohio Resident Educator Program Standards specifically addresses the ongoing development of new teachers and learning communities. It states that the RE Program must promote...
communities of practice, and mentors and resident educators must be given time to observe, collect data and set goals. It is expected that mentors will provide formative feedback to accelerate the growth, confidence and competence of resident educators.

5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

Resident educator programs should be aligned with the standards adopted by the state board of education and completion of the program should be required. [O.A.C 3319-223] The Ohio Resident Educator Program Standards outline the state’s six standards as follows:

1. Program Administration and Leadership: Strong program administration and leadership are necessary to ensure the success of a RE Program.
2. Principal Role and Engagement: Principals provide the structure and create a positive climate for the RE Program’s support and assessment activities.
3. Systems Alignment and Linkages: An aligned system of induction, professional development and evaluation allows educators to focus and succeed in providing the best education for students and accelerate their own growth.
4. Mentor Quality: Selection of qualified mentors assures that Resident Educators receive high-quality support and assessment in the context of the learning environment.
5. RE Professional Development and Learning Communities: Resident Educator professional development builds on teacher preparation, and is guided by a standards-based growth model that is differentiated and promotes communities of practice.
6. RE Performance Assessment: Engaging in standards-based formative assessment supports self-reflection, recognizes beginning teachers’ developmental needs and promotes their career-long professional growth. The summative assessment serves to assure that Resident Educators have met the standards to be eligible for a professional teaching license in Ohio.

6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

During the 2011-2012, 2012-2013, and 2013-2014 school years, the state provided funding for each first-year resident educator working in public schools, chartered community schools, Educational Service Centers, Career Centers, or Joint Vocational Schools. This funding has not been provided since; however, public schools and districts can use state professional development funds and federal funding to support their induction programs.

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

The Ohio Department of Education began issuing Resident Educator licenses in January 2011. These license holders are required to successfully complete the Resident Educator Program that requires participation in induction and mentoring and successful completion of a performance based assessment to quality for a five-year professional educator license. [O.A.C. 3301-24-18 and 3319.223]

8. Program Accountability

The state should assess or monitor induction programs through strategies such as program evaluation, program surveys, peer review, and accreditation.

The Ohio Resident Educator Program has a two-pronged system of evaluation: (1) a survey of principals, program coordinators, mentors and Resident Educators administered by the New Teacher Center, and (2) an External Evaluation, administered by Miami University, the University of Cincinnati and Ohio University. The External Evaluation has four primary foci: (1) Fidelity and compliance, (2) Quality and effectiveness, (3) Influence and impact, and (4) Scale-up and sustainability. The evaluation team provides the following:

- Two Interim reports per year and an annual impact report that addresses goals of the RE program;
- Feedback to institutions of higher education to inform areas of strength and program improvement; and
- Recommendations for program improvement, training and professional development needs.

9. Teaching Conditions

States should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

State policy does not address teaching and learning conditions.


Links


*The Ohio Department of Education has reviewed this state summary.*

*This information is accurate as of January 2016.*