

MY RESIDENCY PROGRAM: WHAT CAN I DO TO GET STARTED?

This is it! As you embark upon your career as a professional educator, take initiative and responsibility for your own learning.

Early in the academic year

- Become familiar with district policies & procedures
- Become familiar with building policies & procedures
- Review curriculum documents for your teaching assignment
- Review faculty and student handbooks
- Make the effort to learn the names of your colleagues and the names of support staff
- Take steps to organize your work—keep a paper or online calendar; integrate the school calendar into your own
- Learn the guidelines for lesson plan submission
- Take steps to organize your room—establish places for students to submit their work, for books and other teaching supplies; arrange the student desks or tables to maximize student learning
- Keep a list of questions to pose to your assigned mentor when you meet

As you begin meeting with your Instructional Mentor

- Consider your teaching practice in relation to the Ohio Standards for the Teaching Profession—In which areas are you proficient? In which areas do you need improvement?
- Ask the questions you have been collecting since the first day
- Realize the mentoring process is a collaborative partnership; be an active partner
- Ask questions about the formative assessment cycle as needed
- Collect artifacts (teaching materials you've created, student work, etc.) to support your discussions and to demonstrate your growth
- Consider keeping a daily log to record brief reviews of lessons and routines—note potential changes or improvements for future reference

Listen & Learn

View your residency program with an open mind: recognize the opportunities to learn from veterans in the profession and to be a part of a professional learning community.

MY RESIDENCY PROGRAM: MY RESPONSIBILITIES

- Participate in instructional mentoring meetings with my assigned Instructional Mentor.
 - *Meet frequently as schedules allow. Use phone and email to supplement the face-to-face meetings.*
 - *Be an active participant in these meetings; recognize that these are my meetings and focus on my needs.*

- Document the meetings using the Collaborative Log.
 - *The Collaborative Log provides me a mirror to reflect the different facets of teaching: a lesson, a goal, a specific situation, or an upcoming challenge, so I can consider successes, concerns, and next steps for both me and my mentor. With my mentor's help, I can face the complexities of teaching without being overwhelmed.*

- Use the Resident Educator Reflection, Data Analysis and Goal Setting tools to support my efforts toward personal growth.
 - *Recognize that these tools allow me to set personal goals that target areas for professional growth while incorporating site and district priorities.*
 - *If I set attainable, individual goals, I can experience greater sense of professional efficacy.*

- Complete any additional program requirements as determined by my district and/or school.

- Before my provisional license expires, after a year of support and instructional mentoring, complete and sign the five-year licensure application.
 - *Obtain the signatures of my instructional mentor and superintendent confirming my completion of the Transition Resident Educator program requirements.*
 - *Submit the application and appropriate fee to the Ohio Department of Education.*

