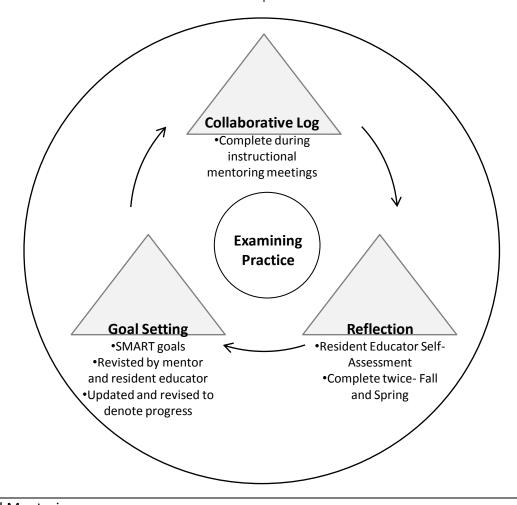
Formative Assessment Cycle-Ohio

The Ohio Transition Resident Educator Program's formative assessment processes are characterized by a consistent focus on student learning. Mentors work with individual beginning teachers to collect and analyze multiple data sources as they reflect upon and assess the teacher's classroom practice. The formative assessment tools listed below have been designed for use in the Transition Resident Educator Program to support the ongoing cycle of growth and reflection based on objective data. The mentor and the beginning teacher work collaboratively in light of the teacher's individual needs and context.

- The *Collaborative Log* is a formative assessment tool that provides a framework to document meetings and observations between resident educators and their mentors.
- 2. The **Resident Educator Reflection Tool** is designed to guide the resident educators to self-assess their le3vel of practice. They can then refer to the indicators in the Ohio Standards for the Teaching Profession to better articulate specific areas of strength and areas of professional growth with regard to each standard.
- 3. Based upon their reflection and self-assessment of practice, resident educators, in collaboration with their mentors use the *Resident Educator Professional Goal Setting Tool* to document areas of strength and areas for growth and to develop a plan to strengthen one or two of the areas for growth.

The graphic below provides a visual representation of the interconnectedness of these tools and processes.



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