

Support to Resident Educators

Friday, 13 November 2015

Wendy Nichols



educational service center
of Central Ohio





Who's In The Room?



Name

School

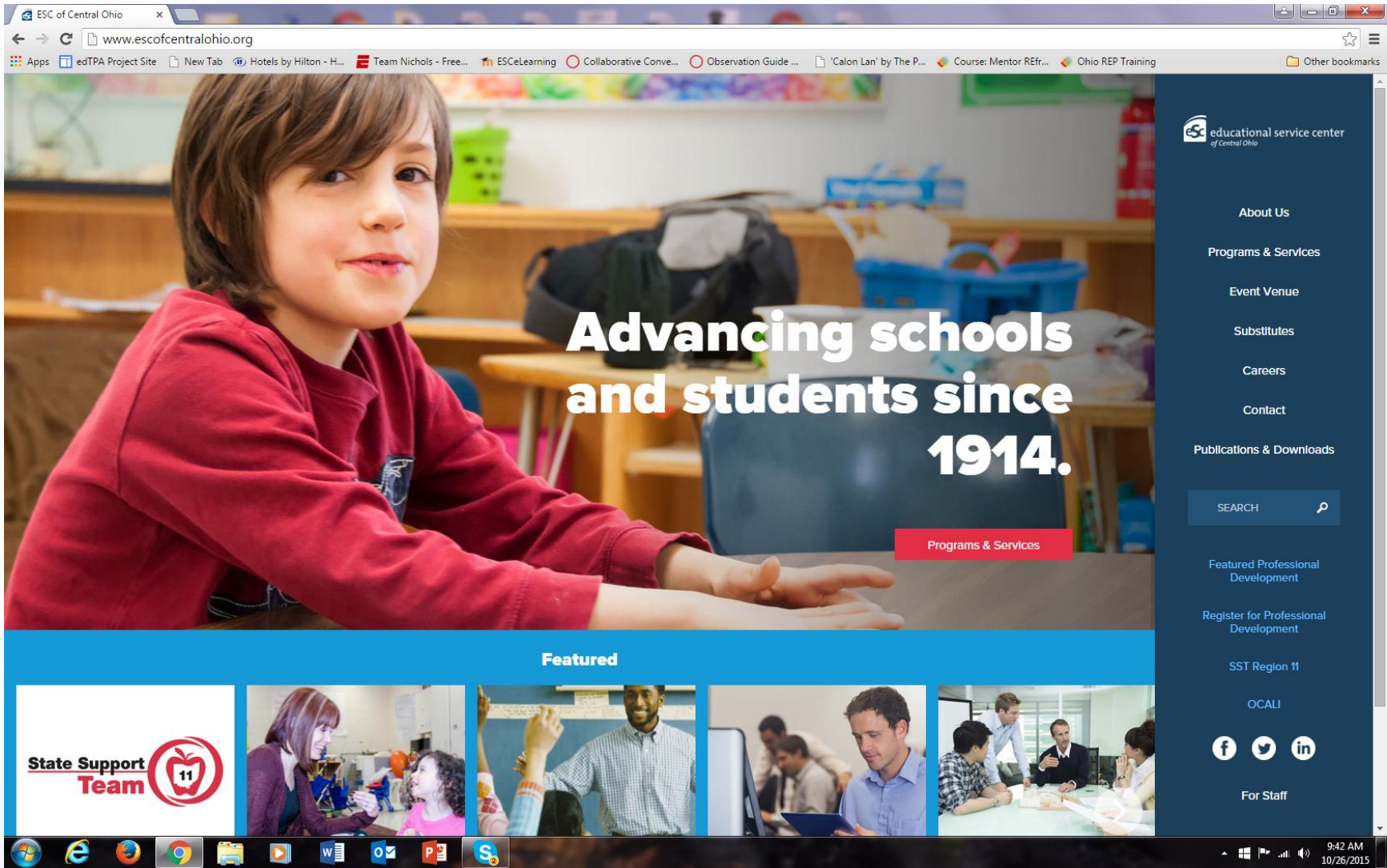
Role

Experience with the Resident Educator Program

Explore services provided:

www.escofcentralohio.org





Serving Students and Educators

The ESC of Central Ohio offers a wide array of customizable services and programs to help meet the changing needs of classrooms throughout central Ohio. We provide expertise in a multitude of areas, including teaching and learning, professional development, leadership, shared services in the areas of special education, alternative education and support services, and we continuously employ methods that maximize resources in an efficient and effective manner.

What type of program or service are you looking for?



Programs For Students

[Special Education](#)
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[Intervention](#)
[K-3 Literacy](#)



Programs For Teachers

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[Online Courses](#)
[Resident Education Support](#)
[PBL Ohio](#)



Programs For School Leaders

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Resident Educator Support

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



Links Include:

ODE Resident Educator Landing Page

RESA Network Series

ODE Resident Educator Mentor Certification

ODE Advanced Mentor Teacher Modules

Resident Educator Mentor Pool



ODE Resident Educator Landing Page

ODE's webpage for planning, implementing,
and reporting on a Resident Educator Program



RESA Network Series

October 8, 2015

November 5, 2015

January 14, 2016

Meet at the ESC

4:30-6:30 pm



Mentor REfresh and REnew

Support and enhance the work
of Ohio's Instructional Mentors

Support mentors who attended Resident Educator
Academy Day I and Resident Academy Mentor Day 2

Program Coordinators, RESA Facilitators and Building
Principals who want to expand their knowledge



Promising Practices	Pitfalls
Explaining the purpose of the pre-conference and why it is personally important to you. Expressing your interest in better understanding the RE's thinking.	Failing to insure that the RE understands how a mentoring pre-conference is similar to but different from an OTES pre-conference.
Expressing genuine interest in the RE's thinking and real curiosity about the planned lesson.	Causing the RE to feel as if you are judging or evaluating their plan.
Inviting the RE to reflect on or "briefly" respond to a "short" list of planning questions in preparation for the pre-conference.	Blind-siding a RE by asking questions that they had no idea they would be asked to respond to.
Reviewing planning artifacts in advance of the conference.	Asking questions about things that were apparent on the lesson plan leading the RE to feel as if you are unprepared.
Selecting appropriate questions to ask during the conference. Using the Instructional Mentoring Tool to find meaningful planning questions.	Asking "why questions" about the plan that can lead to defensiveness on the part of the RE.



<p>Inviting the RE to “tell you more” or “elaborate on” aspects of the lesson that may be unclear to you.</p>	<p>Assuming you understand what the RE means with regard to specific aspects of the instructional plan.</p>
<p>Asking the RE if there is any specific thing that they would like you to focus on during the lesson. Helping the RE understand that you are interested in their concerns.</p>	<p>Unilaterally deciding to focus on a specific aspect of the lesson without informing the RE. Example, making student behavior the focus of your observation but not discussing it in the pre-conference.</p>
<p>Discussing with the RE the method you plan to use to make a record of the lesson and your plans to share that record with them.</p>	<p>Assuming that the RE understands the purpose of different types of classroom observations methods.</p>
<p>Requesting permission to behave in any way(s) that could potentially be disruptive to the lesson or concerning to the RE.</p>	<p>Assuming that you can behave in any way you like during the observation without discussing it with the RE. Example, moving around the room or interviewing students.</p>
<p>Asking the RE how they are feeling about the lesson. Inquiring as to whether they have any concerns.</p>	<p>Assuming that REs approach all lesson with equal levels of confidence and competence.</p>



Learn to Lead

ODE course for exploration of research-based teacher leadership

Designed to support RESA completers, but for any district leader—Mentors, Program Coordinators, veteran teachers, school principals.





Learn to Lead



Call for Teacher Leaders – Learning Opportunity #3

Wendy from North Carolina is an early career teacher who voices her thoughts about the concept of teacher leadership.

What Teacher Leadership Means



RESA Writing Strategies

Review the writing challenges
of Year 3 RESA submission

Literacy specialist Rachel Lang
and RE State Trainer Carole Marsh
share tips and strategies



ODE Resident Educator Mentor Certification

RE Mentor Academy Day One
Mentors as Learners

RE Mentor Academy Day Two
Mentors as Decision Makers



ODE

Advanced Mentor Modules

Principals Matter

Analysis of Student Work

Providing Effective Feedback for Professional Growth



Resident Educator Mentor Pool

Highly qualified and experienced Resident Educator Mentors to work with RE-1's and RE-2's.

Highly qualified and experienced facilitators to support your RE-3's with RESA

Contact Teresa Dempsey, Ph.D.



Thank you!

Wendy Nichols

edohio1@gmail.com

740.815.0224

Resident Educator (RE) Support at the ESC

escofcentralohio.org

