



Ohio Resident Educator Transition Program

In July 2009, Gov. Ted Strickland signed Ohio House Bill 1, which mandates a new licensure system for teachers in Ohio, including a Resident Educator license. In the Governor's plan, the Ohio Department of Education (ODE) will develop a Resident Educator Program to be effective by January 2011...

During the interim period of July 1, 2009, to Jan. 1, 2011, there is a transition plan that will allow teachers who hold a two-year provisional license to advance to a five-year professional license.

The Resident Educator Transition Program [that takes place during the first year of teaching] will:

- Offer beginning teachers a **yearlong** program of mentoring and support that is aligned to Ohio's Standards for the Teaching Profession;
- Assess the beginning teachers' acquisition of knowledge and skills through the use of formative assessments;
- Require mentor selection based on ODE criteria and mentor participation in ODE-approved training programs; and
- Provide tools to document beginning teacher growth through evidence.

Ohio Department of Education, 2009

Pages 2-4 of this document (below) contain a matrix that aligns the Ohio Standards for the Teaching Profession to the Praxis III Domains.

More information about the Resident Educator Program can be found on ODE's Web site: www.education.ohio.gov, search keywords: *resident educator*.

Ohio Teacher Standards Alignment to Praxis III Domains

Standard 1 (Students): *Teachers understand student learning and development, and respect the diversity of the students they teach.*

| Ohio Teacher Standards | Praxis III Domains |
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| 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups. | A1: Becoming familiar with relevant aspects of students' background knowledge and experience |
| 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. | A1: Becoming familiar with relevant aspects of students' background knowledge and experience. A2: Articulating clear learning goals for the lesson that are appropriate for the students. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson. C2: Making content comprehensible to students. |
| 1.3 Teachers expect that all students will achieve to their full potential. | D2: Demonstrating a sense of efficacy. |
| 1.4 Teachers model respect for students' diverse cultures, language skills and experiences. | A1: Becoming familiar with relevant aspects of students' background knowledge and experience. B1: Creating a climate that promotes fairness. B2: Establishing and maintaining rapport with students. |
| 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention. | A1: Becoming familiar with relevant aspects of students' background knowledge and experience. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson. B2: Establishing and maintaining rapport with students. C3: Encouraging students to extend their thinking. |

Standard 2 (Content): *Teachers know and understand the content area for which they have instructional responsibility.*

| Ohio Teacher Standards | Praxis III Domains |
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| 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction. | A2: Articulating clear learning goals for the lesson that are appropriate for the students. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson |
| 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. | C1: Making learning goals and instructional procedures clear to students. C2: Making content comprehensible to students. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands. |
| 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards. | A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future. |
| 2.4 Teachers understand the relationship of knowledge within the content area to other content areas | A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future. |
| 2.5 Teachers connect content to relevant life experiences and career opportunities. | A1: Becoming familiar with relevant aspects of students' background knowledge and experience. |

Standard 3 (Assessment): *Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.*

| Ohio Teacher Standards | Praxis III Domains |
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| 3.1 Teachers are knowledgeable about assessment types, their purposes, and the data they generate. | A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson. |
| 3.2 Teachers select, develop and use variety of diagnostic, formative and summative assessments. | A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson. |
| 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction | C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands. D1: Reflecting on the extent to which the learning goals were met. |
| 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues. | C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands. D4: Communicating with parents and guardians about student learning. |
| 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential. | |

Standard 4 (Instruction): *Teachers plan and deliver effective instruction that advances the learning of each individual student.*

| Ohio Teacher Standards | Praxis III Domains |
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| 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards. | A2: Articulating clear learning goals for the lesson that are appropriate for the students. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson. |
| 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap. | A1: Becoming familiar with relevant aspects of students' background knowledge and experience. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson. |
| 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals. | A2: Articulating clear learning goals for the lesson that are appropriate for the students. B3: Communicating challenging learning expectations to each student. C1: Making learning goals and instructional procedures clear to students. |
| 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery. | C2: Making content comprehensible to students. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands. |
| 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students. | A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson. B1: Creating a climate that promotes fairness. B3: Communicating challenging learning expectations to each student. C2: Making content comprehensible to students. |
| 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers. | C3: Encouraging students to extend their thinking. B3: Communicating challenging learning expectations to each student. |
| 4.7 Teachers use resources effectively, including technology, to enhance student learning. | A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson. |

Standard 5 (Learning Environment): *Teachers create learning environments that promote high levels of learning and achievement for all students.*

| Ohio Teacher Standards | Praxis III Domains |
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| 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring. | B1: Creating a climate that promotes fairness. B2: Establishing and maintaining rapport with students. B4: Establishing and maintaining consistence standards of classroom behavior. |
| 5.2 Teachers create an environment that is physically and emotionally safe. | B2: Establishing and maintaining rapport with students. B5: Making the physical environment as safe and conducive to learning as possible. |
| 5.3 Teachers motivate students to work productively and assume responsibility for their own learning. | |
| 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class. | |
| 5.5 Teachers maintain an environment that is conducive to learning for all students. | A1: Becoming familiar with relevant aspects of students' background knowledge and experience. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson. B3: Communicating challenging learning expectations to each student. B5: Making the physical environment as safe and conducive to learning as possible. |

Standard 6 (Collaboration and Communication): *Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.*

| Ohio Teacher Standards | Praxis III Domains |
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| 6.1 Teachers communicate clearly and effectively. | A2: Articulating clear learning goals for the lesson that are appropriate for the students. B3: Communicating challenging learning expectations to each student. C1: Making learning goals and instructional procedures clear to students. |
| 6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health. | D4: Communicating with parents and guardians about student learning. |
| 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff. | D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. |
| 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning. | D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. |

Standard 7 (Professional Responsibility and Growth): *Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.*

| Ohio Teacher Standards | Praxis III Domains |
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| 7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct. | D2: Demonstrating a sense of efficacy. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. |
| 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development. | D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. |
| 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement. | D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. |