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Year 5 Summative Evaluation Report

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Table of Contents

Table of Contents i

Table of Tables iii

Table of Figures v

Executive Summary 1

Evaluation Methodology and Approach 4

Evaluation Components, Data Collection, and Analysis 6

District/School Case Studies 6

Ohio Resident Educator Program Questionnaires 7

Longitudinal Study of Cohort 1 and 2 Resident Educators 9

Comparisons of Resident Educator Cohorts and Subgroups 9

Resident Educators' Experiences with the RE Summative Assessment 9

Statewide Teacher Collaboration Survey 9

Longitudinal Analyses of RE Program CORE Database 10

Ohio Resident Educator Program Trainings and Events 10

RE Program Stakeholder Interviews 10

RE Program Impact Study 11

RE Program Impact Study Participant Characteristics 12

Summative Evaluation Findings and Observations 15

Impact of Resident Educator Program on Teacher Effectiveness 15

Resident Educators' Perceptions of Effectiveness 15

Evidence of Resident Educator's Improvement in Teaching Practice 18

RE Mentor and Program Coordinator Perceptions of REs' Teaching Effectiveness 18

Resident Educators' Success on the RE Summative Assessment 19

Resident Educators' Teaching Effectiveness as Measured by Ohio Teacher Evaluation System Ratings 21

Resident Educators' Teaching Effectiveness as Measured by Students' Achievement 22

RE Mentors' Perceptions of Effectiveness 26

RE Mentors' Preparedness for Mentoring 26

Transition from Resident Educator to RE Mentor 27

Effectiveness of Support Provided to REs 27

Impact of Resident Educator Program on District/School Effectiveness 28

Educator Perceptions of Collaboration in Their Schools 28
Findings of Statewide Educator Collaboration Survey 28
Findings of RE Mentor and RE Program Coordinator Interviews Regarding Teacher Collaboration 31
Resident Educator Retention and Mobility 32
Year 5 of the Resident Educator Program 32
Resident Educators' Demographic Profile 33
Resident Educator Retention – the First Five Years 33
Resident Educator Mobility – the First Five Years 35
District/School-level Outcomes 38
Principal Support for Resident Educators and RE Mentors 38
Mentor Support for Resident Educators 39
RE Program Coordinator Support for Resident Educators and RE Mentors 42
District/School Support for Resident Educators 43
Changes in Local Resident Educator Program Implementation 45
Changes in Local RE Program Mentoring 46
Changes in State Support for RE Mentoring 47
Local Support for RE Summative Assessment Processes 48
State Support for RE Summative Assessment Processes 51
Support for Local RE Program Coordinators 55
Stakeholder Perceptions of Resident Educator Programmatic Changes 57
RE Program State Trainer Perceptions of Resident Educator Programmatic Changes 57
RE Mentor Perceptions of Resident Educator Programmatic Changes 59
Stakeholder Perceptions of Changes to Resident Educator Mentoring Tools and Training 62
Short-Term Outcomes of Resident Educators and Resident Educator Mentors 66
Resident Educators' Growth as Leaders 66
Mentors' Professional Growth 68
Appendices 70
Attachments 71

Table of Tables

Table 1. Comparison of RE Study Group Participants' Gender and Ethnicity to Cohorts 1 and 2 REs, RE Study Questionnaire 1, Spring 2016 and C1Y3 and C2Y2 RE Questionnaires, 2013-2014 12

Table 2. RE Study Participants' School Location and School Setting, RE Study Questionnaire 1, Spring 2016 and C1Y3 and C2Y2 RE Questionnaires, 2013-2014 12

Table 3. RE Study Participants' Teaching Grade Bands and Content Areas, RE Study Questionnaire 1, Spring 2016 and C1Y3 and C2Y2 RE Questionnaires, 2013-2014 13

Table 4. Resident Educators' Reports of Teaching Effectiveness by RE Program Status, REP Surveys, Spring 2012 – Spring 2016 15

Table 5. Resident Educators' Future Plans by RESA Status, REP Surveys, Fall 2014 – Spring 2016 16

Table 6. Comparison of REs' Perception of Benefits of RE Program Participation by Program Involvement Status, REP RE Questionnaire (C1 & C2), Spring 2016 17

Table 7. RE Mentors' and Program Coordinators' Perceptions of Impact of RE Program on REs' Teaching Practice, REP RE Mentor Questionnaire and RE Program Coordinator Questionnaire, Spring 2016 18

Table 8. REs' Resident Educator Summative Assessment Attempt and Pass Data, 2013-2015, CORE database, March 2016 20

Table 9. Correlation between Cohort 1 and 2 RE's Perception of REP Experience and RESA Performance, REP RE Study Questionnaire 2016, and REP RE Cohort 1/2 Questionnaires 2013-2015 21

Table 10. Comparison of Differences in REs' Student Achievement on State Assessments by Content Area Assessed, Data from 2011-2012 through 2014-2015 23

Table 11. Correlation between Cohort 1 RE's Perception of REP Experience and Their Students' Performance, REP RE Study Questionnaire 2016, and REP RE Cohort 1/2 Questionnaires 2013-2015 25

Table 12. RE Mentor's Perceptions of Preparedness for RE Program Responsibilities, REP RE Mentor Questionnaire, Spring 2016 26

Table 13. Comparison of RE Mentors' Understanding of RE Program by RE status, REP RE Mentor Questionnaire, Spring 2016 27

Table 16. Comparison of Teachers' Perceptions of Teacher Collaboration by RE status, REP Statewide Climate Questionnaire, Spring 2016 30

Table 17. Comparison of Teachers' Perceptions of Teacher Collaboration by RE Program Participation Status, REP Statewide Climate Questionnaire, Spring 2016 30

Table 18. Retention Rates of RE Cohorts 1, 2, 3 and 4 between Fall 2011 and Spring 2016 Compared to National Average Retention of New Teachers, CORE Database, March 2016 34

Table 19. Resident Educators' Future Plans at the End of First Year Teaching, Spring 2012-2015 35

Table 20. Comparison of REs' and RE Mentors' Perceptions of RE Mentor Support, REP RE Mentor Questionnaire and REP RE C3Y3 and C4Y2 Questionnaire, Spring 2016 40

Table 21. RE Mentors' and Program Coordinator's Reported Evidence of RE Program Impact on Districts and Schools, REP RE Program Coordinator Questionnaire and RE Mentor Questionnaire, Spring 2016 44

Table 22. Comparison of Mentors' Understanding of Aspects of RE Program Based on Exposure to New Mentoring Courses, REP RE Mentor Questionnaire, Spring 2016..... 47

Table 23. Comparison of Mentors' Preparedness for Aspects of RE Program Based on Exposure to New Mentoring Courses, REP RE Mentor Questionnaire, Spring 2016..... 48

Table 24. Comparison of RESA Facilitation Support Provided to REs from Fall 2013 through Spring 2016 48

Table 25. Comparison of REs' and RE Mentors'/RESA Facilitators' Perceptions of RESA Facilitation Support Provided to REs in 2015-2016 49

Table 26. REs' and RESA Facilitators' Perceptions of RESA Facilitation Effectiveness, REP RE Questionnaire (C3 & C4), Spring 2016 and (C1 & C2), Spring 2016, REP RE Mentor Questionnaire, Spring 2016 49

Table 27. Comparison of RE's Perception of RE Program Resources by RESA-taking Status, REP RE Questionnaire (C3 & C4), Spring 2016 53

Table 28. RE's Perception of Support Provided by Educopia Help Desk in 2013 through 2016, REP RE Questionnaires Spring 2015, Spring 2016..... 54

Table 29. Comparison of RE's Perceptions of RESA Tasks 1 & 3, Task 2, and Task 4, REP RE Questionnaire (C3 & C4), Spring 2016 54

Table 30. Comparison of RE's Perceptions of RESA Tasks 1 & 3, Task 2, and Task 4 across Administration Years..... 55

Table 31. RE Program Coordinator's Perceptions of the RE Program Revisions, REP RE Program Coordinator Questionnaire, Spring 2016..... 58

Table 32. RE Mentors' Perceptions of the RE Program Revisions, REP RE Mentor Questionnaire, Spring 2016 60

Table 33. RE Mentor's Perception of the Mentor Academy - 2-day training 2015-2016, REP RE Mentor Questionnaire, Spring 2016 62

Table 34. RE's Involvement RE Program Activities After RESA, REP RE Questionnaire (C1 & C2), Spring 2016 66

Table 35. RE's Leadership Experiences After RESA, REP RE Questionnaire (C1 & C2), Spring 2016..... 67

Table of Figures

Figure 1. Ohio Resident Educator Program Logic Model, Summer 2015. 5

Figure 2. Resident Educator cohort entry and progress through the Resident Educator Program, 2011-2016. 8

Figure 3. RE Study Group participants' mobility between Fall 2011 and Fall 2015. 14

Figure 4. Resident Educators' perceptions of RE Program benefits during years 4 and 5 of their program involvement. 17

Figure 5. Resident Educators success in passing all 5 RESA tasks by attempt between 2013 and 2015. 19

Figure 6. Cohort 1 and 2 Study Group Res OTES Final Ratings for school years 2012 through 2016. 22

Figure 7. Comparison of RE Study Resident Educators' students' achievement to state and local performance levels using state assessment data from 2012 through 2015. 23

Figure 8. Comparison of RE Study Resident Educators' students' achievement in ELA/Reading/ Writing to state and local performance levels using state assessment data from 2011 through 2015. 24

Figure 9. Comparison of RE Study Resident Educators' students' achievement in mathematics to state and local performance levels using state assessment data from 2011 through 2015. 24

Figure 10. Comparison of RE Study Resident Educators' students' achievement in science to state and local performance levels using state assessment data from 2011 through 2015. 25

Figure 11. RE Mentors' perceptions of impact on REs' professional decisions, RE Mentor Questionnaire, Spring 2016. 28

Figure 12. Comparison of RE Mentors' and REs' perceptions of mentoring, RE Mentor and RE Questionnaires, Spring 2016. 28

Figure 13. RE Program growth from Fall 2011 through Spring 2016. 33

Figure 14. RE Cohorts 1 through 4 retention in Ohio between Fall 2011 and Spring 2016. 34

Figure 15. Type of district/school where REs' acquired their first teaching positions for new teachers between Fall 2011 and Fall 2015. 36

Figure 16. RE movement among Ohio districts/schools between Fall 2011 and Fall 2015. 36

Figure 17. Cohort 1 RE retention and mobility in Ohio between Fall 2011 and Fall 2015. Totals may not equal 100% due to rounding. 37

Figure 18. Cohort 2 RE retention and mobility in Ohio between Fall 2012 and Fall 2015. Totals may not equal 100% due to rounding. 37

Figure 19. REs' perceptions of principal support, Spring 2016. 38

Figure 20. RE Mentors reports of time with principals to discuss RE Program, Spring 2016. Totals may not equal 100% due to rounding. 38

Figure 21. Frequent foci of face-to-face RE Mentor and RE meetings, Spring 2016. 39

Figure 22. Mentors' perceptions of the extent and quality of support provided to their REs, Spring 2016. 40

Figure 23. RE Mentors' reported understanding of RE Program expectations, Spring 2016. Totals may not equal 100% due to rounding. 41

Figure 24. RE Program Coordinators' reported understanding of RE Program expectations, Spring 2016. Totals may not equal 100% due to rounding. 42

Figure 25. RE Program Coordinators reported preparedness for REP responsibilities, Spring 2016. 43

Figure 26. Program Coordinators' frequency of meetings with their RE Mentors, Spring 2016. Totals may not equal 100% due to rounding. 46

Figure 27. RESA-engaged Resident Educators' perceptions of RESA Facilitator qualifications, Spring 2014 and Spring 2016. 50

Figure 28. Resident Educators' ratings of RE Program resource contributions to RESA success, Spring 2016. 52

Figure 29. Resident Educators' ratings of the value of RE Program Year 1 and Year 2 activities in preparing for RESA, Spring 2016. 53

Figure 30. Program Coordinators' reported attendance at PC Network Meetings, Spring 2016. Totals may not equal 100% due to rounding. 56

Figure 31. RE Program Coordinators' reports of the most useful RE Program resources, Spring 2016. 56

Figure 32. Differences among RE Program Coordinators' and RE Mentors' perceptions of programmatic changes in 2015-2016, Spring 2016. 61

Figure 34. RE Mentors' views of usefulness and clarify of online mentor REnew course, Spring 2016. 65

Figure 35. RE Mentors' reported use of new Mentor Toolkit resources with their REs during 2015-2016, Spring 2016. 65

Figure 36. RE Mentors' views of the usefulness and clarity of revised Mentor Toolkit resources, Spring 2016. 66

Figure 37. Resident Educators' views opportunities and preparation for leadership, Spring 2016. Totals may not equal 100% due to rounding. 67

Figure 38. RE Program stakeholders' observations of improvement in RE Mentors' teaching and mentoring, Spring 2016. 68

Executive Summary

Findings in this summative report follow a comprehensive, statewide external study of the first five years of implementation of Ohio's Resident Educator (RE) Program. Between Fall 2011 and Fall 2015, more than 30,500 Resident Educators entered Ohio classrooms during a time of sweeping educational change. As a key element of Ohio's coordinated efforts to improve teacher quality, the Ohio RE Program was designed to improve teacher retention, enhance teacher quality and effectiveness, and result in improved student achievement. Following five years of rigorous investigation, the External Evaluation team reports the following impacts on Ohio's educators, their schools, districts, and students.

What are the contributions of the Resident Educator Program to teacher effectiveness?

Since RE Program inception, 97% of REs have completed program requirements each year, indicating that a great majority of REs are making progress toward expected levels of teaching effectiveness. Several sources of evidence inform questions regarding the extent to which REs' increased effectiveness can be attributed to their participation in the RE Program.

During all five years of the evaluation, Resident Educators in their first year of teaching have reported very high levels of confidence in their own teaching effectiveness, and more than 90% of REs completing their first year indicated that their teaching practice had improved during their participation in the RE Program. REs' perceptions of their effectiveness decreased slightly during Years 2 and 3 but improved following their attempts on the RE Summative Assessment, regardless of their individual assessment outcomes. All cohorts of REs who took RESA during their respective third years in the RE Program reported both more satisfaction with their current teaching situations and more confidence in their own teaching effectiveness compared to those who did not attempt RESA when they were first eligible to do so.

Resident Educators have consistently reported the most benefit to their professional growth in the areas of reflective practice and collaboration with other teachers; two foundational components of the RE Program. Further, a majority of RE Mentors and Program Coordinators agreed that they had observed improvements in REs' teaching practice during their time in the RE Program and believed that the RE Program had accelerated REs' professional growth. Congruent sources of evidence regarding REs' teaching effectiveness include observations by RE Mentors and principals. Improvements in REs' teaching practice reported most frequently by RE Mentors included improvement in use of assessments and data to inform instruction and in planning for differentiated instruction; and use of an enhanced range of instructional strategies. REs' principals reported improvements in REs' professional practice such as high levels of self-confidence; superior ability to reflect on instruction; higher expectations for students and self; creativity, resourcefulness, and collaboration skills. Evaluators' review of REs' artifacts found evidence demonstrating substantial progress in REs' understanding how students learn, and how to individualize instruction.

Resident Educators in the evaluation impact study group performed as well as, or better than, their more experienced colleagues with regard to their annual Ohio Teacher Evaluation System ratings. No study group REs reported being rated as "Ineffective" between 2012 and 2016. By 2014-2015, as relatively inexperienced educators, all REs in the study group were rated either "Skilled" or "Accomplished." REs in the study group maintained their effectiveness ratings during their fourth or fifth years of teaching in 2015-2016.

Evidence regarding RE Program impact on students' achievement is inconclusive at this time. Overall, about half of Cohort 1 and Cohort 2 evaluation study group REs' students exceeded state and local performance standards on assessments during each year of their teaching. One trend of note was the improvement of Cohort 2 REs' students as measured against local performance standards (from 27% exceeding in 2012-13, to 59% in 2014-15).[1] REs in each of the three state-assessed content areas (ELA, mathematics, and science) indicated similar levels of student

[1] It should be noted that the number of REs in the study is very small compared to the total number of teachers in their districts and statewide. For this reason, no conclusions should be drawn from these data at this time. Further, changes in state assessments during this time period make valid year-to-year comparisons of students' performance difficult.

achievement, though more teachers of mathematics and science reported 100% proficiency for their students in multiple years than did ELA teachers. Further analyses found no statistically significant differences among the performance of REs' students on state assessments by academic content area. Cohort 1 REs' perceptions of their RE Program experiences with their RE Mentors (i.e., instructional mentoring, mentor relationship) and with their principals were significantly correlated with their students' performance in years 1 and 5 of their teaching.

REs' success on RESA is a key indicator of their improved teaching effectiveness. From the first RESA administration in 2013-2014, the percentage of REs passing all RESA tasks on the first attempt improved from 54% to 60% in 2014-2015; while the percentage passing all RESA tasks on two attempts improved from 78% for Cohort 1 to 84% for Cohort 2. By the end of their fourth year of teaching, 80% of Cohort 1 REs had passed all RESA tasks. REs' perceptions of their experiences with their RE Mentors and with their principals were significantly correlated with their success passing RESA tasks on the first attempt and with their composite scores. REs' reports of the quality of the RE/RE Mentor match (i.e., same grade level, content area) were significantly associated with their success passing RESA Task 2 (i.e., assessment) on the first attempt. REs who passed all 5 RESA tasks also reported significantly more use of instructional cycles, tools for assessment of student learning, collaborative conversation materials, and mentor observation of REs' teaching than did those REs who did not pass all RESA tasks.

What are the contributions of the Resident Educator Program to district and school effectiveness?

Changes in teacher collaboration, new teacher retention, and local policy and practice that support new teachers were studied to determine the nature and extent of Resident Educator Program impact on district and school effectiveness.

Evidence strongly supports claims that the RE Program has improved educator collaboration in schools. A pilot study of evaluation case study schools in Year 4 found tentative evidence that educators involved in the RE Program had better perceptions of teacher collaboration than did their non-REP colleagues. Further, as the percentage of educators involved in the RE Program increased so did the staffs' positive perceptions of teacher collaborative culture. Findings of a statewide educator survey in Spring 2016 found that, generally, Ohio teachers reported that their schools were highly focused on a common mission, vision, and goals related to improving teaching and learning. When the responses of Resident Educators were compared to the responses of teachers who were not current or former Resident Educators, REs reported significantly higher levels of teacher collaboration than did non-Resident Educators. Teachers who were RE Program participants (i.e., REs, RE mentors, RESA Facilitators) had significantly more positive reports on all aspects of teacher collaboration than did RE Program non-participants. Resident Educators also reported that collegial observations and conversations were valuable in supporting their professional growth and involvement with OTES. Further, the percentage of REs who passed all 5 RESA tasks on the first attempt was significantly, positively correlated with teachers' perceptions of the culture for teacher collaboration in their schools.

Arguably, schools are more effective when they retain effective educators. Cohorts 1, 2, and 3 have followed similar career trajectories during the first two years of teaching, though the 2-year retention rates of Cohorts 2 and 3 are higher than that of Cohort 1. The 4-year retention rate of Cohort 1 is 84%,[2] slightly higher than the national average for new teachers. Resident Educator retention also is measured by REs' reported intentions to remain in their current positions, schools, and in the profession. Reports of REs at the end of their respective first years of teaching are very similar, with only 1% of each cohort reporting plans to leave the teaching profession, and by the end of their third year, only 3% reported that intention.

Districts'/schools' depth of understanding of the RE Program has developed over time, resulting in greater focus on providing local programs that addressed needs of teachers. Local RE Program evolution was expedited by the RESA and concurrent implementation of OTES. Districts/schools with strong local leadership, facilitated by an understanding of RE Program goals, effectively adapted their programs to align with district resources/needs and were experiencing successful implementation. During Spring 2016, more than two-thirds of RE Program Coordinators and RE Mentors reported that they had observed improved support for REs and improved

[2] Retention rate described here includes only the percentage of REs teaching in Ohio districts/schools. REs who no longer teach in Ohio, but may be teaching elsewhere, cannot be tracked with available data.

collaboration and communication in their schools and districts; though fewer than half of the responding RE Mentors and PCs agreed that RE Program implementation had increased involvement of principals and administrators in supporting new teacher development, or led to changes in district or school policies/procedures to support new teacher development. Findings during all five years of the RE Program evaluation suggest that principals are supportive of their new teachers and invested in their professional growth but are not directly and actively involved in the RE Program.

How have changes to the Resident Educator Program impacted local RE Program implementation, stakeholder perceptions of the RE Program, and short-term outcomes of REs and RE Mentors?

Five substantive, legislated modifications were made to the RE Program in Summer 2015; additionally, RE Program Mentoring was revised with new and modified materials and training. A majority of Program Coordinators responding to the Spring 2016 questionnaire agreed that RE Program changes, with the exception of modified requirements for CTE teachers, were equally beneficial for their Resident Educators, mentors, and districts/schools. Likewise, a majority of mentors agreed that most program changes were equally beneficial for their Resident Educators and for RE Mentors. Similarly, to RE Program PCs, RE Mentors were less sure of the benefit of changing requirements for CTE teachers; but RE Mentors also were less sure whether requiring REs to take the RESA in Year 3 and making Year 4 of the program optional were beneficial changes for either REs or mentors.

Of RE Mentors responding to the Spring 2016 survey, 65% had been exposed to at least one new in-person or online RE Mentor training. RE Mentors who had attended the 2-day Mentor Academy during 2015-2016 reported positively on all aspects of the academy. RE Mentors who had taken the online REfresh and REnew courses also reported very positively on the usefulness and clarity of each module. The REnew module regarding working with principals was perceived by mentors to be somewhat less useful than were the other modules.

Data also were collected from RE Mentors' regarding their perceptions of their use of, usefulness, and clarity of revised Mentor Tool Kit materials in 2015-2016. Tools mentors used most often with their REs, included the Self-assessment Summary, Professional Growth Log, and Collaborative Log. RE Mentors reported very positively on the ease of use and clarity of all new state-provided mentoring resources.

During 2015-2016, many REs took the *Learn to Lead* module, completed the Year 4 FPR, and developed a Year 4 Action plan, even though these activities were no longer requirements of the state RE Program. Fewer REs continued their involvement with the RE Program by serving as RE Mentors, RE Colleagues, or RESA Facilitators. Resident Educators also reported a range of different leadership activities following their completion of their required RE Program involvement. A large number of REs engaged in collaborative activities with colleagues such as serving on or leading committee work or participating/leading professional learning communities. Largely, Cohort 1 and Cohort 2 REs did not associate growth in their leadership capacity with their involvement in the RE Program, though REs' viewed their involvement in the RE Program as most impactful on their desire to mentor other REs. RE Mentors in 2015-2016 who were former REs did report significantly higher preparedness to tailor support for their REs than did mentors who were not former Resident Educators.

Program Coordinator and RE Mentor interview data suggest that between one-half and three-fourths of RE Mentors' experienced observable growth as professionals during their involvement with the RE Program. RE Mentors reported greater gains in their teaching and mentoring practices than did Resident Educators or Program Coordinators. Fewer REs reported impact on their instruction from work with their mentor than reported general benefit from their relationships with mentors. During all five years of the RE Program, REs in each cohort agreed less in Year 2 than in Year 1 that their mentors provided opportunities to assess and reflect on their instruction or positively influenced their teaching practice. Analyses of support for RESA also found that REs' perceptions of quality mentor support for improving instruction during Years 1 and 2 was highly correlated with REs' success rate on RESA.

Evaluation Methodology and Approach

A concurrent nested, mixed-methods evaluation design (Creswell & Plano Clark, 2007; Creswell, Plano Clark, Gutmann, & Hanson, 2003[3]) was used to explore evaluation questions over a 5-year period. Specific questions and sub-questions were posed for each objective and guided collection of data to describe local-level variation and identify State and local-level challenges and solutions. A case study methodology (Stake, 2000[4]; Merriam, 1998[5]) was used in conjunction with quantitative analyses of primary and secondary survey data. Multiple sources of data were triangulated to fully describe REP implementation over a period of five years.

Initially, the case study approach was applied to collect data on REP implementation in a purposefully selected (Patton, 2002[6]) sample of 26 Ohio districts/schools during the first 3 years of the evaluation. Qualitative data collected at case study sites included interviews, observations at school sites, and document/artifact review. Critical quantitative data sources included annual surveys of Resident Educators, RE Mentors, RE Program Coordinators, and administrators. Evaluation instruments were designed to meet specific data collection needs. All instruments were validated using conventional methods for internal consistency reliability and factor analysis was performed. The evaluation also included analyses of secondary data from surveys conducted by the New Teacher Center (NTC).

Year 4 of the evaluation focused on REP implementation at the State and local level to assess outcomes of practical interest to the State and its education stakeholders. Primary evaluation questions were about impact on teacher retention, teacher effectiveness, and to a very limited degree, student achievement. The evaluation also assessed fidelity of implementation with attention to quality mentoring, local program administration, and principal engagement to draw conclusions about implementation conditions, facilitators, and barriers.

During Year 4, the Evaluation Team developed a representation of RE Program logic based upon foundational and updated documents provided by the ODE, evaluation data and findings, the Evaluation Team's understanding of RE Program logic and theory of change as it was conceived and as it was locally implemented, and dialogue with the ODE RE Program team and numerous REP participants. The RE Program Logic Model served as the framework for the summative evaluation.

During Year 5 of the RE Program evaluation, evaluators have continued Year 4 efforts to find evidence of RE Program impact on teachers, schools, and students. Though programmatic changes were made prior to and during Summer 2015, the three RE Program objectives remained unchanged and were: (a) improve teacher retention, (b) enhance teacher quality and effectiveness, and (c) improve student achievement. Accordingly, Year 5 primary evaluation questions focused on impact on teacher retention,

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[3] Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research.* Thousand Oakes, CA: Sage; Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori, & C. Teddlie (Eds.). *Handbook of Mixed Methods in Social and Behavioral Research* (pp. 209-240). Thousand Oaks, CA: Sage.

[4] Stake, R. (2000). Case studies. In N. Denzin, & Y. Lincoln (Eds.). *Handbook of qualitative research* (2nd ed.), (pp. 435-454). Thousand Oaks, CA: Sage.

[5] Merriam, S. B. (1998). *Qualitative research and case study applications in education.* San Francisco: Jossey-Bass.

[6] Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

teacher effectiveness, and student achievement. The evaluation also measured short-term impacts of programmatic changes on local program implementation and stakeholder perceptions of the REP.

The Ohio RE Program Logic Model (Figure 1) illustrates the predominant factors determining observed successes and challenges of implementation and relationships among program inputs, outputs, and outcomes as they were documented by the evaluation between 2012 and 2015. This model concisely links inputs to outputs to offer explanations for intended and unintended outcomes of program implementation. The model also drew attention to areas for improvement, many of which were addressed by programmatic changes prior to and during Summer 2015, as well as to areas for further investigation by the Evaluation Team.

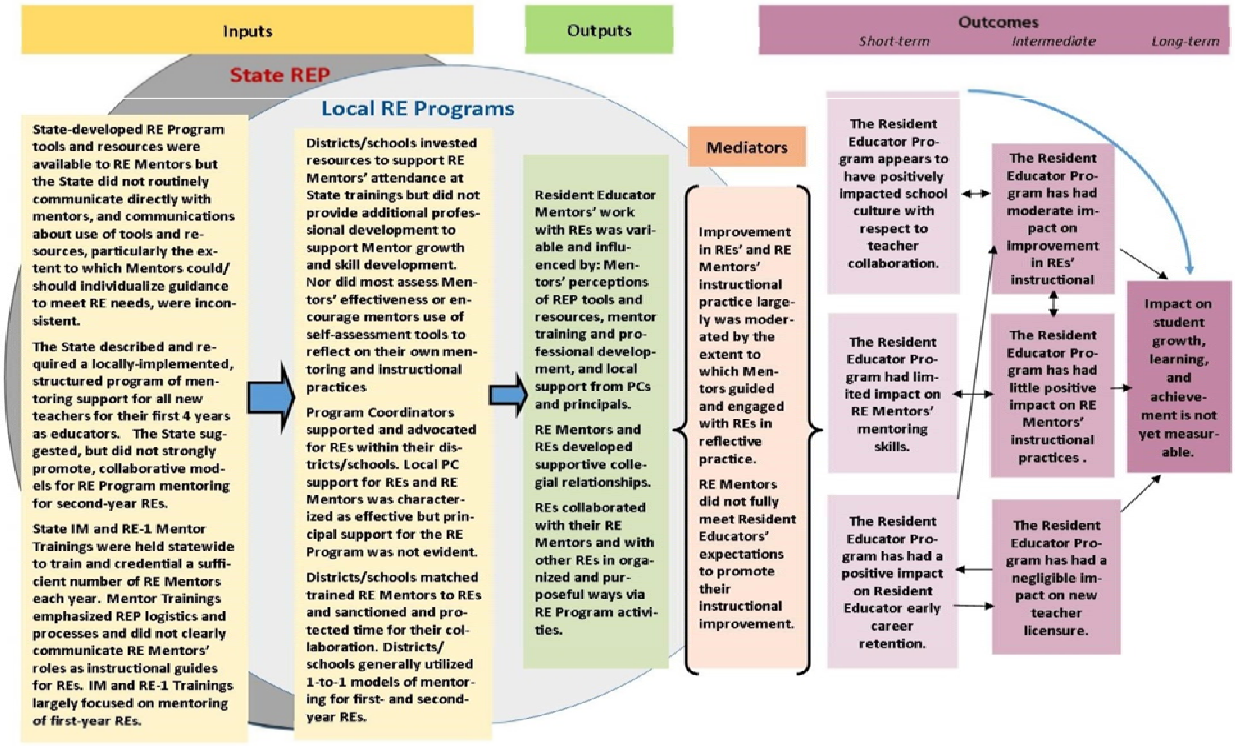


Figure 1. Ohio Resident Educator Program Logic Model, Summer 2015.

Evaluation questions for 2015-2016 were:

1. *What are the contributions of the Resident Educator Program to teacher effectiveness (REs and RE Mentors) as demonstrated by (a) teacher perceptions of self-efficacy, (b) Ohio Teacher Evaluation System (OTES) ratings, and (c) measures of students' achievement?*
2. *What are the contributions of the Resident Educator Program to district and school effectiveness as demonstrated by (a) teacher perceptions of collaborative school culture focused on teaching and learning, (b) teacher retention, and (c) aggregate student outcomes?*

3. *How have changes to the Resident Educator Program, particularly those related to RE Program Mentoring tools and training, impacted (a) local RE Program implementation, (b) stakeholder perceptions of the RE Program, and (c) short-term outcomes of REs and RE Mentors?*

Evaluation Components, Data Collection, and Analysis

The evaluation utilized multiple measures and data sources. Qualitative data collection facilitated in-depth investigation at the State-, local-, and educator-level through qualitative methods including interviews, reviews of documents, communications, and artifacts, and limited observations. Protocols for all qualitative data collection were developed in collaboration with ODE Resident Educator Program staff and utilized by all members of the Evaluation Team to collect comparable data. Quantitative data collection included surveys conducted by the NTC and by the Evaluation Team. Additional quantitative data included ODE Connected Ohio Records for Educators (CORE) data, school and district state report card data, and other publically available data from Ohio's Educational Management Information System (EMIS), and descriptive teacher- and classroom-level data collected from teachers participating in the Year 5 impact study. Key components implemented by the statewide evaluation include:

<u>District/School Case Studies</u>

The Resident Educator Program Evaluation Team scheduled and conducted visits to 26 case study districts/schools between March 2013 and April 2015. During site visits, the Evaluation Team conducted individual interviews and focus groups of Resident Educators, their mentors, their building administrators, and superintendents or designees, and Program Coordinators. Interviews of each group, or individual, followed protocols developed by the Evaluation Team in order to promote uniformity in data collection. Interviewers took field notes and, when participants consented, interviews were audio recorded. Over a period of 4 years, more than 1,000 REP participants were interviewed in rural, urban, suburban, public, non-public, and community schools, career and technical education centers, pre-K programs, Educational Service Centers, and other alternative education settings.

Three components were added to the case studies in Spring 2015 and the number of sites studied was reduced to 12 to permit closer examination during Year 4. During Year 4, more than 2,000 RE Program participants were included in case study evaluation activities. District- and school-level outcome data were acquired directly from publically accessible State data. The Evaluation Team also worked with school and district leaders to identify a subsample of 19 exemplary Year 3 and 4 Resident Educator and RE Mentor dyads who were invited to share with the Evaluation Team artifacts of their work together during Years 1, 2, and 3 of the RE Program. These REs and their mentors participated in in-depth interviews regarding their work together and its impact on their respective instructional practices, development of knowledge and skills related to teacher leadership, engagement of their principals in their REP experiences, and evidence of how the RE Program impacted their students. Lastly, all educators in the case study districts/schools were invited to complete a survey about the climate in their schools. This survey included additional questions for REP participants, including REs, RE Mentors, and principals, asking them to provide evidence of impact of the RE Program on their respective practices.

The Evaluation Team collected a variety of data from each case study site during four years. Data were synthesized across all data sources. The synthesis of data *within* each case study site was organized by

overarching and specific evaluation questions to consolidate data for analyses by case study site. Consolidation of data revealed gaps which were addressed during subsequent rounds of data collection.

A second synthesis of interview data was performed across case study sites utilizing NVivo10. The thematic coding of data focused on evaluation goals and questions using a structural approach.[7] Additional themes emerged using a constant-comparative approach[8] during coding. During Year 4, a third synthesis of data was conducted *across all evaluation questions and across program years*. This level of synthesis provided greater insight into themes that cut across the range of RE Program participants during the first four years of program implementation.

Data collected during Resident Educator and RE Mentor dyad interviews and materials review were analyzed quantitatively and qualitatively. Dyad interview data were analyzed across interviews using NVIvo10. Material analyses were conducted through frequency counts.

Climate survey data from all educators in case study districts/schools were analyzed descriptively across sites and were correlated by site with descriptive data regarding the number of REP participants at each case study site and REP outcomes. Additional questions from this survey for REP participants were aggregated across sites and analyzed descriptively.

Case study district-, school-, and (de-identified) teacher-level outcome data were (a) explored using REs' survey responses regarding various aspects of REP implementation, and (b) correlated with descriptive data regarding the number of REs at each case study site.

Ohio Resident Educator Program Questionnaires

Questionnaires were administered by the Evaluation Team and by the New Teacher Center to Resident Educator Program stakeholders during Spring 2012, 2013, 2014, 2015, and 2016. The NTC surveyed, Year 1 Resident Educators, RE Mentors, RE principals, and RE Program Coordinators in Spring 2012-2015. The RE Program Evaluation Team surveyed Year 2, Year 3 and Year 4 REs during May and June each year. The Evaluation Team conducted additional surveys of REs engaged in RESA during 2014 and 2015 and of all educators in case study districts/schools in Spring 2015. The Evaluation Team linked participants' data across time points and tracked REs by cohort. The Evaluation Team also administered and analyzed the same instruments each year of the evaluation to maintain consistency across cohorts in order to make valid comparisons. All questionnaires were administered electronically to participants.

During Year 5 of the evaluation, the Evaluation Team revised and administered RE Program stakeholder questionnaires in Spring 2016. Two Resident Educator surveys, one for Cohorts 1 and 2 (REP entry in Fall 2011 and Fall 2012, Appendix A), and one for Cohorts 3 and 4 (REP entry in Fall 2013 and 2014, Appendix B) were developed and administered during April 2016. Survey responses were analyzed comparatively and longitudinally to measure change in participant perceptions of RE Program experiences. Both surveys also included questions regarding the RE Summative Assessment for REs who had taken and/or were re-taking the RESA since evaluation surveys were administered in Spring 2015.

[7] Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods 15*(1), 85–109.
[8] Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research.* Chicago: Aldine Publishing Co.

The Evaluation Team developed a state-wide survey for all RE Program Coordinators (Appendix C) to collect PCs' views of their understanding of and preparedness for their roles; observations of REP impact on their districts/schools and educators; and perceptions of state-level programmatic changes. This survey was administered to 1,742 PCs across all Ohio districts/schools. PCs attending the PC Network Meeting in Fall 2015 also completed an evaluation survey regarding their experiences at that meeting and their views of changes to the RE Program implemented for the 2015-2016 school year. The PC Network Meeting Survey can be found in Appendix D.

A state-wide RE Mentor survey was developed and administered in April 2016 (Appendix E). The RE Mentor survey also captured data on revised 2-day Mentor Academies, online Mentor Refresh and REnew Modules, and on RESA facilitation from RE Mentors who experienced any of these program components. The RE Mentor survey was administered to more than 8,000 RE Mentors.

Questionnaire responses and demographic data of REP participants were analyzed descriptively and results were reported as frequencies, percentages, and means. Several comparative analyses were performed using various sources of questionnaire data. Comparisons within each cohort across program years were conducted, as well as comparisons among cohorts. Comparisons of subgroups of REs also were performed in order to determine if Resident Educators' experiences with the RE Program differed based upon characteristics of their schools and districts. Further, the responses of REs who were engaged in the RESA between 2013 and 2016 were compared to the responses of those who were not taking RESA for parallel items from their respective questionnaires.

Figure 2 provides a graphic representation of how each cohort of Resident Educators entered and progressed through the RE Program during the years of the evaluation. The figure provides information to aid in the interpretation of findings regarding RE Cohorts which follow in this report.

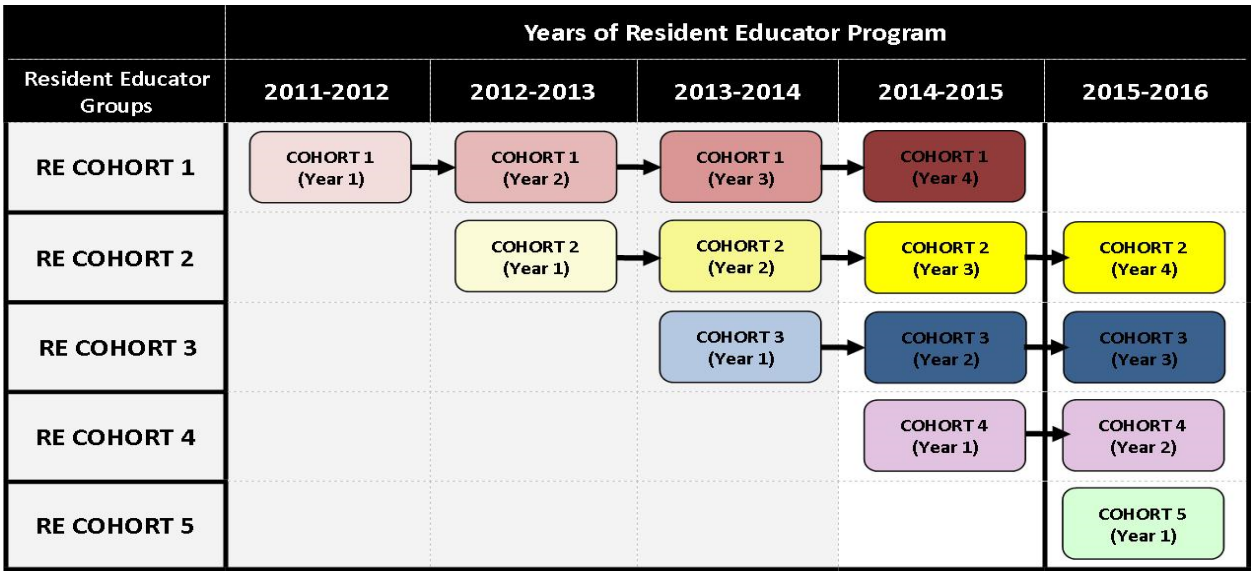


Figure 2. Resident Educator cohort entry and progress through the Resident Educator Program, 2011-2016.

Longitudinal Study of Cohort 1 and 2 Resident Educators

Parallel items were identified from the *NTC Spring Resident Educator Surveys* and subsequent *Resident Educator Questionnaires* (2013, 2014, 2015, 2016) and analyzed to assess changes in responses of Cohort 1 and 2 REs during their tenure in the RE Program. The percentage of agreement for each item was used to determine the extent to which Resident Educators changed their perspectives of the RE Program from Year 1 to Year 5. REP Evaluation Team surveys administered to REs in Spring 2013, 2014, 2015, and 2016 included a unique identifier, so data could be matched across program years, though Cohort 1 Resident Educators' data were not matched at the individual level for most analyses in this report.

Comparisons of Resident Educator Cohorts and Subgroups

Parallel items were identified from the NTC surveys and subsequent evaluation surveys and analyzed to assess changes in responses of each cohort of REs during the same year of participation in the REP (e.g., Cohort 1 and Cohort 2 REs during their first year in the REP). In order to explore if there were general differences between the experiences of Resident Educators based upon individual or school characteristics, or participation in various RE Program activities, some RE survey data were disaggregated and analyzed to reveal differences in REs' perceptions of various aspects of the REP. Based on responses to questionnaire items asking REs to describe themselves, schools, or levels of participation, REs were divided into subgroups for further analysis. The criteria for disaggregation for each analysis are described where applicable in this report.

Subscales were developed using common items from annual surveys. Statistical comparisons were performed using subscale measures where possible. For subscale data with Rasch scores, comparisons were conducted at the subscale level using parametric statistical tests such as independent t-tests. A significance level of $p < .05$ was chosen for all quantitative statistical comparison analyses.

Resident Educators' Experiences with the RE Summative Assessment

Resident Educators who were engaged in RESA during the first three years of assessment administration were surveyed following completion of the assessment in 2014, 2015, and 2016. Factor analysis was performed to develop subscales that were used to make statistical comparisons of REs' responses.

Statewide Teacher Collaboration Survey

A new component of the Year 5 evaluation was a school climate survey of all districts/schools. The school climate survey measured collaboration, opportunities for professional growth, and collective focus on instructional practice. This survey was distributed to all district/school teachers and building administrators, including those not directly involved in the RE Program, by local RE Program Coordinators. The questionnaire collected information regarding ways in which the RE Program may have impacted teachers' opportunities for and experiences with collaboration. The questionnaire was available online to be completed between April 11 and April 30 and can be found in Appendix F.

Longitudinal Analyses of RE Program CORE Database

The fourth component of the evaluation was collection and analyses of RE Program CORE data for registration data from Fall 2015 and subsequent updates through March 2016. Analyses of these data informed questions about REs' retention and mobility and performance on the RE Summative Assessment.

Ohio Resident Educator Program Trainings and Events

Members of the RE Program Evaluation Team attended annual State Trainer Academies, fall and spring Program Coordinator Network Meetings, and Mentor Trainings to observe sessions. Evaluators also conducted periodic focus group interviews with RE State Trainers and State Trainers were surveyed one time following the Spring 2015 Academy to gather their perceptions about revised mentor training materials and processes. Members of the Evaluation Team also administered a short post-meeting survey to attending Program Coordinators about their perceptions of meetings at the end of each PC Network Meeting. Further, the Evaluation Team also observed various events related to testing and implementation of the Ohio Resident Educator Summative Assessment between 2012 and 2014.

Members of the Evaluation Team facilitated a retreat with ODE RE Program team members in May 2014. The Evaluation Team provided discussion questions to guide participants through reflection on and future of Ohio's Resident Educator Program.

Observational data collected during various REP events were reported descriptively. Non-case study interview data were analyzed for major themes based upon interview protocol questions. Descriptive and comparative analyses of participants' responses to event surveys also were conducted.

RE Program Stakeholder Interviews

In addition to survey data and qualitative data collected from REP participants in the initial sample of 26 case study sites, in-depth focus group or individual interviews of a sample of RE Program Coordinators, RE Mentors, and REP State Trainers were conducted during Years 4 and 5 in non-case study districts/schools. Interview protocols were developed by the Evaluation Team and focused on programmatic changes from the perspectives of these key stakeholder groups (Appendices G, H, and I).

During Spring of 2016, the Evaluation Team conducted two focus groups of Program Coordinators (n = 20). These focus groups occurred following two regional Program Coordinator meetings. Focus groups typically lasted 45 minutes to one hour and were audio recorded, transcribed, and analyzed for themes. The Evaluation Team also conducted six telephone interviews with Program Coordinators in 2016. These interviews typically lasted 30 to 45 minutes. PCs interviewed were purposefully chosen to represent a variety of district/school types and included a large urban district, a suburban district, a diocese school, two community schools (including a virtual school), an ESC, and a rural district. Interviews were audio recorded, transcribed, and analyzed for themes based on evaluation questions. The primary goals of these focus group and individual interviews were to collect data on PCs' perspectives regarding changes in the RE Program and their perceptions of local program impact.

Evaluation Team members also interviewed State Trainers (n = 3) in Spring 2016. Trainers were randomly selected from a list of the first cohort of trainers, as they had been working with the Ohio RE

Program since inception. Interviews typically lasted 30-40 minutes and data were analyzed thematically across interviews.

During the Spring and early Summer 2016, the Evaluation Team conducted three focus groups with RE Mentors and lead mentors (*n* = 24). Focus group participants represented a variety of district/school types, including rural districts, a diocese school, a large urban district, and a school housed in a residential treatment facility. Focus groups typically lasted 45 minutes to one hour and were audio recorded, transcribed, and analyzed for themes using the core evaluation questions as a framework. The purpose of RE Mentor focus groups was to collect data on participants' thoughts regarding changes in the REP as well as their perceptions of program impact on Resident Educators, RE Mentors, and schools.

RE Program Impact Study

A primary component of the Year 5 evaluation was collection of teacher- and classroom-level data from Cohort 1 and 2 Resident Educators. All Cohort 1 and 2 REs (i.e., those who entered REP between Fall 2011 and Spring 2013) were identified from the CORE database and invited to participate in a study of their outcomes in the context of REP participation. During December 2015, the Evaluation Team issued an invitation and administered a screening survey to 3,934 REs in Cohort 1 and 4,933 REs in Cohort 2 for whom current email addresses were available. The short screening survey was used to determine REs interest in participating in the RE Impact Study and to collect key demographic data to determine REs' eligibility for the study (Appendix J). Of the 8,867 REs who were surveyed, 739 replied indicating interest in participating. From all REs who indicated an interest in participating in the study, a stratified purposeful sample was selected to participate. The study sample was stratified on two levels. Level 1 stratification was based upon REs' ability and agreement to report previous Ohio Teacher Evaluation System (OTES) ratings. Level 2 stratification was based upon REs' participating in a pre-service edTPA program as part of their undergraduate teacher education programs and their ability and agreement to provide Teaching Performance Assessment (TPA) scores. Of 739 REs who expressed interest in participating in the RE Impact Study, 326 REs were included in the sample using this stratification strategy. Of those who were invited, 169 REs confirmed their participation and submitted data for the evaluation. Participating REs were compensated for their time participating in the study.

Specifically, study participants responded to two surveys and provided several types of data. The first survey collected: (a) demographic information about the RE and his/her teaching setting and situation; (b) final pre-service Teaching Performance Assessment (TPA) scores/ratings if he/she participated in an edTPA program (including edTPA pilot years) at his/her college/university; (c) annual Ohio Teacher Evaluation System (OTES) ratings and associated information for each year he/she has been evaluated; (d) Resident Educator Summative Assessment (RESA) scores for each passed, attempted, and re-taken task; and (e) types of student achievement data, including state assessments, local formative assessments, and growth measures that have been used to measure students' achievement during each year of his/her teaching (Appendix K). The second survey collected: (a) reflective perceptions of the REP and its influence on REs' teaching practices; (b) REs' views of his/her own teaching effectiveness; (c) 2015-2016 OTES ratings and associated information; (d) any additional RESA scores not reported on the first survey; and (e) aggregate results of students' state and local assessments (Appendix L).

RE Program Impact Study Participant Characteristics

Demographics of REs participating in the RE Program study were analyzed and compared to characteristics of the larger population of Cohort 1 and Cohort 2 REs in order to assess the representativeness of the study sample. Key findings are presented here. Table 1 illustrates that the RE Study Group is similar to the overall cohort groups with regard to gender and race/ethnicity.

Table 1. *Comparison of RE Study Group Participants' Gender and Ethnicity to Cohorts 1 and 2 REs, RE Study Questionnaire 1, Spring 2016 and C1Y3 and C2Y2 RE Questionnaires, 2013-2014*

	RE Study Group	All Cohort 1 & 2 REs
Gender		
Female	80%	78%
Male	20%	22%
Ethnicity		
African American/Black	4%	3%
Asian American	1%	0%
Hispanic	1%	1%
Caucasian	94%	94%
Multi-racial	1%	1%
Other	0%	1%

Note. Totals may not equal 100% due to rounding.

With respect to study participants' schools and teaching assignments, the RE Study Group had a slight overrepresentation of REs from urban schools and underrepresentation of REs from suburban schools and some overrepresentation of REs from public schools (compared to other settings, Table 2). Overrepresentation of REs from public schools was expected since an important foci of the evaluation was collection of various types of student achievement data, a number of which are not routinely available from teachers in non-public school settings. REs who could not provide standardized measures of student achievement were not included in the study sample. Study Group REs were well-matched to their cohorts with regard to the grade levels and content areas they taught and represented a range of teaching assignments in state-tested and non-tested areas (Table 3).

Table 2. *RE Study Participants' School Location and School Setting, RE Study Questionnaire 1, Spring 2016 and C1Y3 and C2Y2 RE Questionnaires, 2013-2014*

	RE Study Group	All Cohort 1 & 2 REs
School Location		
Rural	31%	31%
Suburban	27%	37%
Urban	42%	31%
School Setting		
Public	86%	--
Public community/charter	8%	--
Public Total	94%	78%
Non-public (private/parochial)	2%	--

	RE Study Group	All Cohort 1 & 2 REs
Non-public community/charter	1%	--
Non-public Total	2%	12%
Virtual/online public or non-public	4%	--
Other setting	1%	--
Other Total	4%	10%

Note. Totals may not equal 100% due to rounding.

Table 3. *RE Study Participants' Teaching Grade Bands and Content Areas, RE Study Questionnaire 1, Spring 2016 and C1Y3 and C2Y2 RE Questionnaires, 2013-2014*

	RE Study Group	All Cohort 1 & 2 REs
Grade Bands		
Elementary	47%	48%
Middle/Middle High/High	52%	52%
Content Area(s)		
Special Education – all areas	15%	12%
Mathematics	15%	21%
Science	11%	16%
Social Studies/History	7%	15%
Reading	23%	21%
Career/Technical	3%	2%
Foreign Languages	3%	1%
Visual Arts and Music	3%	4%
Physical Education/Health	1%	2%
Early Childhood/PreK – all areas	2%	--
Elementary Grades - all areas	14%	--
Middle Grades – all areas	1%	--
Computer/Technology	1%	--
Other	--	6%

Note. Totals may not equal 100% due to rounding.

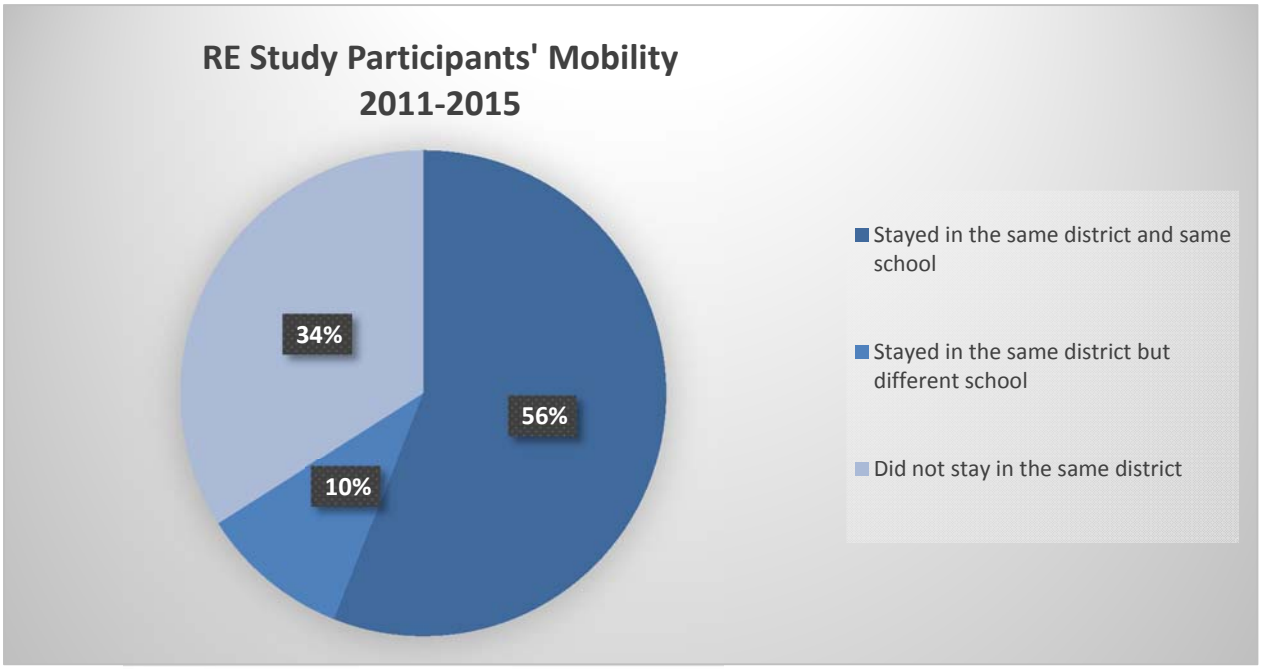


Figure 3. RE Study Group participants' mobility between Fall 2011 and Fall 2015.

REs in the study group also were asked about their mobility during their first 4 years of teaching. As shown in Figure 3, RE Study Group participants' mobility approximates that of their respective cohorts (see Figures 17 and 18).

Approximately two-thirds of RE study participants remained in the same district during their first 4 years of teaching, though some changed schools within the same district. The remaining one-third moved to at least one different district during their first 4 years.

Summative Evaluation Findings and Observations

Impact of Resident Educator Program on Teacher Effectiveness

In response to the evaluation question, *"What are the contributions of the Resident Educator Program to teacher effectiveness (REs and RE Mentors) as demonstrated by (a) teacher perceptions of self-efficacy, (b) Ohio Teacher Evaluation System (OTES) ratings, and (c) measures of students' achievement?"* the Evaluation Team collected perceptual data and objective measures of REs' teaching effectiveness, including OTES ratings and aggregate student achievement data for each year of their teaching. The Evaluation Team also studied associations among different measures of teacher effectiveness, including RESA task completion and scores, OTES annual ratings, and various types of student achievement data, as well as relationships to pre-service TPA results. Further, changes in RE Mentors' perceived effectiveness as teachers and mentors also were measured and are reported here.

Resident Educators' Perceptions of Effectiveness

Resident Educators' perceptions of their own teaching effectiveness have been collected via survey from each RE cohort group during each year of the evaluation. REs' also have been surveyed regarding their future plans at the end of each year of teaching. REs' future plans are an indicator of both their satisfaction with their current teaching situation, and a measure of their satisfaction with their own performance. During all 5 years of the evaluation, REs in their first year of teaching have reported very high levels of confidence in their own teaching effectiveness (Table 4). REs' perceptions of their effectiveness decreased slightly during Years 2 and 3 but improved following their attempts on the RE Summative Assessment, regardless of their individual outcomes. There were no measurable differences in REs' perceptions of their own teaching effectiveness based on whether they passed all RESA tasks on the first attempt between 2013 and 2015 or were retaking tasks during the first two years of RESA administration. As shown in Tables 4 and 5, all cohorts of REs who took RESA during their respective third year in the RE Program reported both more satisfaction with their current teaching situations and more confidence in their own teaching effectiveness. Those who did not attempt RESA when they were first eligible to do so reported being less likely to stay in their current positions and much more likely to leave the profession, though only slightly less confidence in their teaching effectiveness.

Table 4. *Resident Educators' Reports of Teaching Effectiveness by RE Program Status, REP Surveys, Spring 2012 – Spring 2016*

RE Program Status	Cohort 1 (*n* = 1889)	Cohort 2 (*n* = 944)	Cohort 3 (*n* = 2816)	Cohort 4 (*n* = 2777)
At the end of Year 1 of teaching	97%	98%	97%	97%
At the end of Year 2 of teaching	96%	94%	95%	96%
At the end of Year 3 of teaching – RESA takers	96%	96%	100%	
At the end of Year 3 of teaching – non-RESA takers	93%	95%	86%	
Following RESA first attempt	96%	96%		
Following RESA second attempt	96%	94%		

RE Program Status	Cohort 1 (*n* = 1889)	Cohort 2 (*n* = 944)	Cohort 3 (*n* = 2816)	Cohort 4 (*n* = 2777)
Following RESA completion	97%	95%		
At the end of Year 4 of teaching	97%			

Table 5. *Resident Educators' Future Plans by RESA Status, REP Surveys, Fall 2014 – Spring 2016*

Future Plans of REs	Cohort 1 Fall 2014 after RESA		Cohort 2 Fall 2015 after RESA		Cohort 3 Spring 2016	
	Took RESA	Did not take RESA	Took RESA	Did not take RESA	Taking RESA	Not Taking RESA
Stay in my current position	70%	62%	75%	68%	75%	68%
Move to another grade/content area	7%	5%	7%	4%	7%	9%
Leave the profession	**3%**	**13%**	**3%**	**9%**	**3%**	**4%**
Move to another school within the district	2%	1%	2%	3%	2%	3%
Move to another school outside of the district	12%	18%	8%	11%	8%	11%
Move to a non-teaching position with my school	2%	1%	2%	1%	2%	1%
Other – not specified	4%	5%	3%	4%	3%	4%

Note. Totals may not equal 100% due to rounding.

Cohorts 1 and 2 REs were surveyed during Spring 2016 regarding their reflective perceptions on participation in the RE Program. REs (*n* = 1,254) who had successfully completed all RESA tasks and those who were still attempting RESA tasks were asked to describe the contributions of the RE Program to their own teaching effectiveness. As shown in Figure 4, REs reported the most benefit in the areas of reflective practice and collaboration with other teachers.

Additional analyses were conducted to compare RE's perception of benefits of REP participation among REs who had passed all RESA tasks, REs who were retaking one or more tasks, and REs who had completed their participation in the RE Program (Table 6). REs who had passed all RESA tasks and those reporting that they had completed their involvement in the program had significantly better perceptions of REP benefits than did those who were retaking at least one RESA task.

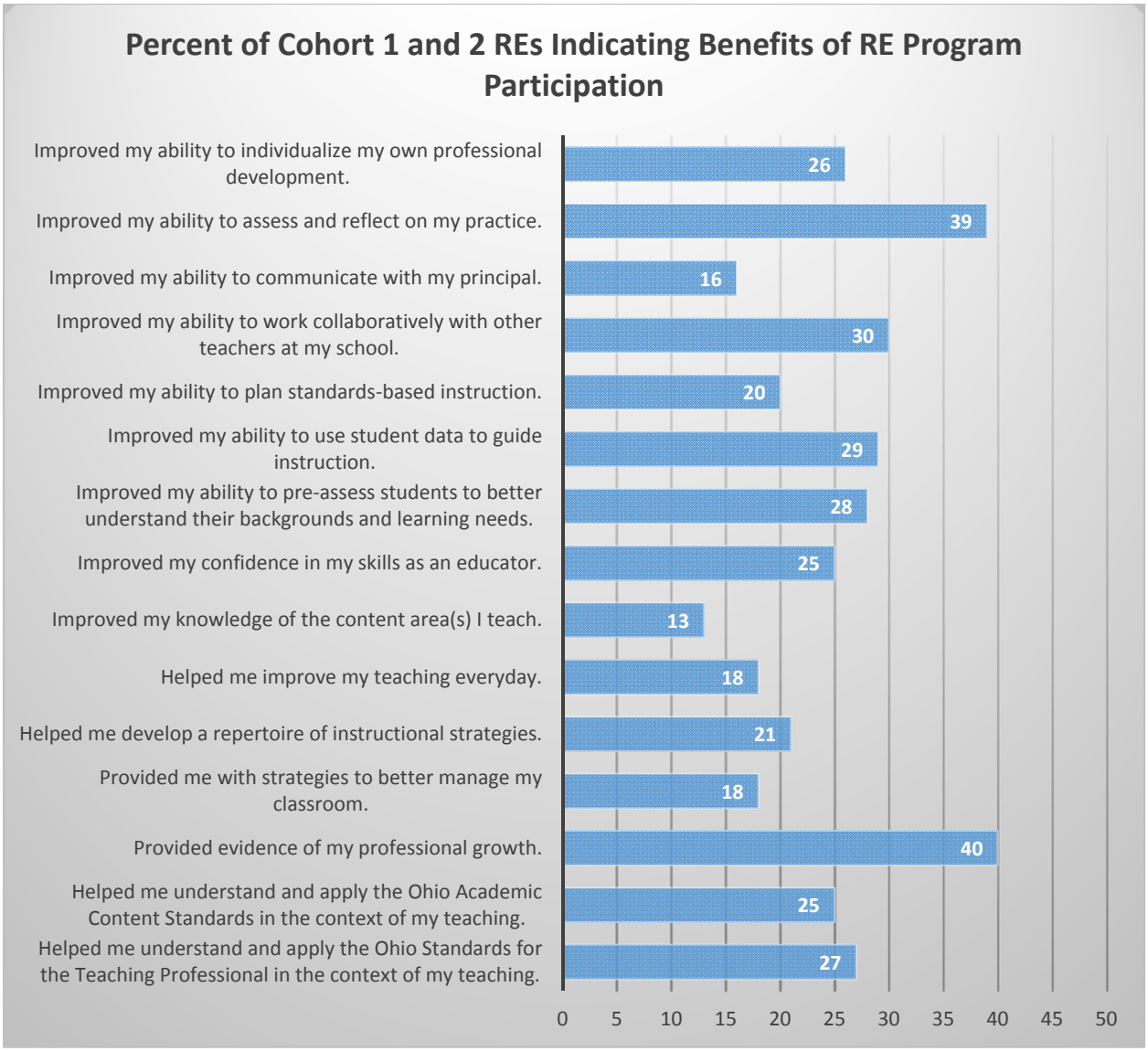


Figure 4. Resident Educators' perceptions of RE Program benefits during years 4 and 5 of their program involvement.

Table 6. *Comparison of REs' Perception of Benefits of RE Program Participation by Program Involvement Status, REP RE Questionnaire (C1 & C2), Spring 2016*

Program Involvement	n	M	SD	F	*p*	η^2
Third or fourth year of RE Program AND passed all RESA tasks	362	37.97	11.25	13.67	**.000**	0.02
Third or fourth year of RE Program AND retaking 1 or more RESA tasks	384	34.08	12.46			
Completed participation in the RE Program	388	37.97	11.75			

Evidence of Resident Educator's Improvement in Teaching Practice

RE Mentor and Program Coordinator Perceptions of REs' Teaching Effectiveness

Data regarding Resident Educators' teaching effectiveness were collected from RE Mentors and RE Program Coordinators via survey and interview. As shown in Table 7, a majority of both RE Mentors and Program Coordinators agreed that they had observed improvements in REs' teaching practice during their time in the RE Program and believed that the REP had accelerated REs' professional growth (Attachment REMS, Table 44; Attachment REPCS, Table 24).

Table 7. *RE Mentors' and Program Coordinators' Perceptions of Impact of RE Program on REs' Teaching Practice, REP RE Mentor Questionnaire and RE Program Coordinator Questionnaire, Spring 2016*

Observations of RE Mentors and RE Program Coordinators	Role	Total N	Disagree	Not Sure	Agree	M	SD
Improvements in REs' teaching practice	Mentors	1743	9%	18%	74%	3.78	0.86
	PCs	341	9%	19%	72%	3.78	0.87
Acceleration of REs' professional growth	Mentors	1739	11%	25%	65%	3.63	0.88
	PCs	339	11%	23%	66%	3.65	0.91

Note. Items are five-scaled questions: 1 – strongly disagree, 2 – disagree, 3 – neither agree nor disagree, 4 – agree, and 5 – strongly agree. Totals may not equal 100% due to rounding.

Interview data from RE Program Coordinators and RE Mentor focus groups revealed mixed perceptions regarding the relationship of the RE Program to new teachers' achievement of effectiveness. Some mentors expressed a belief that new teachers must experience teaching in order to master it, but there was general agreement that "*for 50-70% of (REs) it has helped them."* Other mentors noted that via the RE Program tools and conversations new teachers were able to see their growth.

"I THINK THE TOOLS THAT WE USE SHOW THEM THAT THEY DO THESE THINGS IN THEIR OWN PRACTICE; IT TEACHES THEM TO DEVELOP PARTS OF THEIR PRACTICE . . . AND IT HELPS THEM DEVELOP INTO STRONGER TEACHERS."

~ RE MENTOR

"OVER THE COURSE OF THE FOUR YEARS, THESE TEACHERS ARE MUCH MORE EFFECTIVE TEACHERS. THEY ARE MUCH MORE INTENTIONAL TEACHERS."

~ RE PROGRAM COORDINATOR

RE Program Coordinators struggled with drawing comparisons among different generations of teachers and with defining 'effectiveness'. However, they did feel that Resident Educators were achieving effectiveness in a variety of ways, such as becoming more data conscious. They also found great value in the program in supporting all teachers, as one PC noted, "*When I started teaching . . ., you just got thrown into the fire, and you either lived or you died. And some of those teachers that died would have been good teachers, they didn't have that support. I think that's where this helps."* Several RE Program Coordinators shared a belief that *any* program supporting new teachers would

help them become more effective, but most also agreed that the outcome ultimately depends on the individual teacher's motivation to be successful. Some interviewed PCs spoke positively about the specific impact of REP on new teacher effectiveness, largely because of the deliberate reflection on and conversation about practice that REP facilitates. One PC stated, "*Resident Educators . . . appreciate that protected time they had with their mentors, and the fact that they were forced to stop and think about their teaching, many say because I wouldn't have had the time, if it wasn't required. When principals (asked) why new teachers were doing better than veteran teachers, I remember saying maybe it is because we're talking about what they're doing.*"

Resident Educators' Success on the RE Summative Assessment

The Resident Educator Summative Assessment was first administered in Fall 2013. Since that time, nearly 15,000 Resident Educators have attempted RESA tasks at least once. The Ohio Department of Education CORE database tracks individual REs' attempts and pass rates, though not scores, on RESA. CORE data were analyzed to evaluate REs' overall success on RESA during the first two years of its administration. These aggregate state-level data were compared to data obtained from RE Study Group participants and largely, they are congruent.

Figure 5 and Table 8 show some important and promising trend data regarding REs' success on RESA. Data of note include:

- Percentage of REs passing all RESA tasks on first attempt improved from 54% in 2013-2014 to 60% in 2014-2015;
- Percentage of REs passing all RESA tasks in two attempts improved from 78% for Cohort 1 to 84% for Cohort 2;
- 80% of all Cohort 1 REs had passed all RESA tasks by the end of their fourth year of teaching;
- 58% of all Cohort 2 REs had passed all RESA tasks by the end of their third year of teaching;

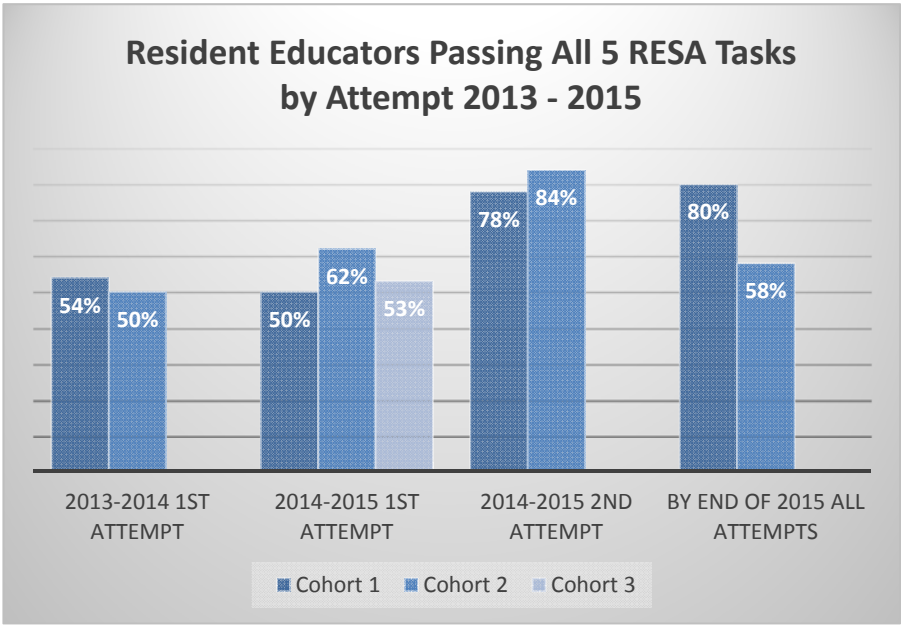


Figure 5. Resident Educators success in passing all 5 RESA tasks by attempt between 2013 and 2015.

- REs in Cohorts 1 and 2 who attempted RESA during their respective third years in the REP were more successful in passing all 5 tasks on the first attempt than were those who delayed taking RESA and those who took RESA early;
- 567 Cohort 1 REs and 796 Cohort 2 REs had not attempted RESA as of Fall 2015; and

- 236 Cohort 1 REs who had not passed all RESA tasks on their first two attempts took it again in 2015-2016.

Table 8. *REs' Resident Educator Summative Assessment Attempt and Pass Data, 2013-2015, CORE database, March 2016*

RESA Taking	Cohort 1		Cohort 2		Cohort 3		Cohort 4	Cohort 5	All Cohorts Combined	
	RESA Taking	Passed All 5 Tasks	RESA Taking	Passed All 5 Tasks	RESA Taking	Passed All 5 Tasks	RESA Taking	RESA Taking	RESA Taking	Passed All 5 Tasks
In 2013-2014 as the 1st Attempt	3058	1651 (54%)	171	85 (50%)					3229	1736 (54%)
In 2014-2015 as the 1st Attempt	411	206 (50%)	4311	2675 (62%)	349	186 (53%)			5071	3067 (60%)
In 2014-2015 as the 2nd Attempt	1258	977 (78%)	70	59 (84%)					1328	1036 (78%)
In 2015-2016 as the 1st Attempt	80	N/A	384	N/A	5579	N/A	451	1	6495	--
In 2015-2016 as the 2nd or 3rd Attempt	428	N/A	1533	N/A	148	N/A			2109	--
Cohort Overall	3549	2834 (80%)	4866	2819 (58%)	5928	186 (3%)	451	1	14795	5839 (39%)

Note. "RESA-Taking" data include REs who registered for RESA but may not have attempted tasks. Therefore, REAS pass rates are underestimated for each cohort.

The Evaluation Team conducted exploratory analyses of RE Study participants' RESA data and their perceptions of their RE Program experiences during prior years of the RE Program. A total of 131 RE Study participants could be matched to data they provided on previous REP surveys (2013-2015). REs' perceptions regarding eight REP components, including Mentor Quality - Instruction, Mentor Quality - Relationship, Mentor Match, Mentor Collaboration, Principal Engagement, Principal Support, Using State REP Tools and RESA Facilitation, were correlated with their RESA data collected on the RE Study Questionnaire. As shown in Table 9, REs' perceptions of their RE Program experiences with their RE Mentors and with their principals were significantly correlated with their success on passing RESA tasks on the first attempt and with their composite scores. REs' reports of the quality of the RE/RE Mentor match (i.e., same grade level, content area) were significantly associated with their success passing RESA Task 2 on the first attempt (i.e., assessment). There were no other significant correlations among REs' perceptions and their task scores, nor were there any associations with REs' success on subsequent attempts to pass RESA tasks.

Table 9. *Correlation between Cohort 1 and 2 RE's Perception of REP Experience and RESA Performance, REP RE Study Questionnaire 2016, and REP RE Cohort 1/2 Questionnaires 2013-2015*

RESA Performance	Cohort		Mentor Quality - Instruction	Mentor Quality - Relationship	Mentor Match	Principal Engagement
Number of Passed Tasks Composite Score	Cohort 1	r	-.822	-.890*	.148	.469*
		p	.088	**.043**	.499	**.024**
	Cohort 2	r	.061	.061	.061	.055
		p	.643	.643	.643	.678
1st RESA Taking: Number of Passed Tasks	Cohort 1	r	-.822	-.890*	.147	.411
		p	.088	**.043**	.504	**.051**
	Cohort 2	r	.068	.068	.068	.014
		p	.608	.608	.608	.917
1st RESA Taking: Task 1 Score	Cohort 1	r	-.476	-.502	.089	.088
		p	.418	.389	.717	.721
	Cohort 2	r	.b	.b	.b	-.328*
		p	0.000	0.000	0.000	.017
1st RESA Taking: Task 2 Score	Cohort 1	r	.000	.411	.644**	.067
		p	.999	.491	**.003**	.784
	Cohort 2	r	.b	.b	.b	-.102
		p	0.000	0.000	0.000	.472
1st RESA Taking: Task 3 Score	Cohort 1	r	-.224	-.196	-.046	.128
		p	.717	.752	.852	.601
	Cohort 2	r	.b	.b	.b	.058
		p	0.000	0.000	0.000	.688
1st RESA Taking: Task 4 Score	Cohort 1	r	.720	.367	.002	-.129
		p	.170	.543	.994	.600
	Cohort 2	r	.b	.b	.b	-.100
		p	0.000	0.000	0.000	.474

* Correlation is significant at the 0.05 level (2-tailed). **.Correlation is significant at the 0.01 level (2-tailed). b. Cannot be computed because at least one of the variables is constant.

Resident Educators' Teaching Effectiveness as Measured by Ohio Teacher Evaluation System Ratings

As described in the ***Evaluation Data Collection and Analyses*** section of this report, the Resident Educator Program Impact Study collected teacher- and classroom-level data from Cohort 1 and 2 REs who entered the program between Fall 2011 and Spring 2013. REs' Ohio Teacher Evaluation System (OTES) ratings for the 2012-13 through 2015-16 school years were collected and reviewed for trends.

As illustrated in Figure 6, no Study Group REs reported being rated as “Ineffective” between 2012 and 2016. By 2014-2015, during either their third or fourth year of teaching, all RE’s in the study group were rated either “Skilled” or “Accomplished.” REs in the study group maintained their ratings during their fourth or fifth years of teaching.

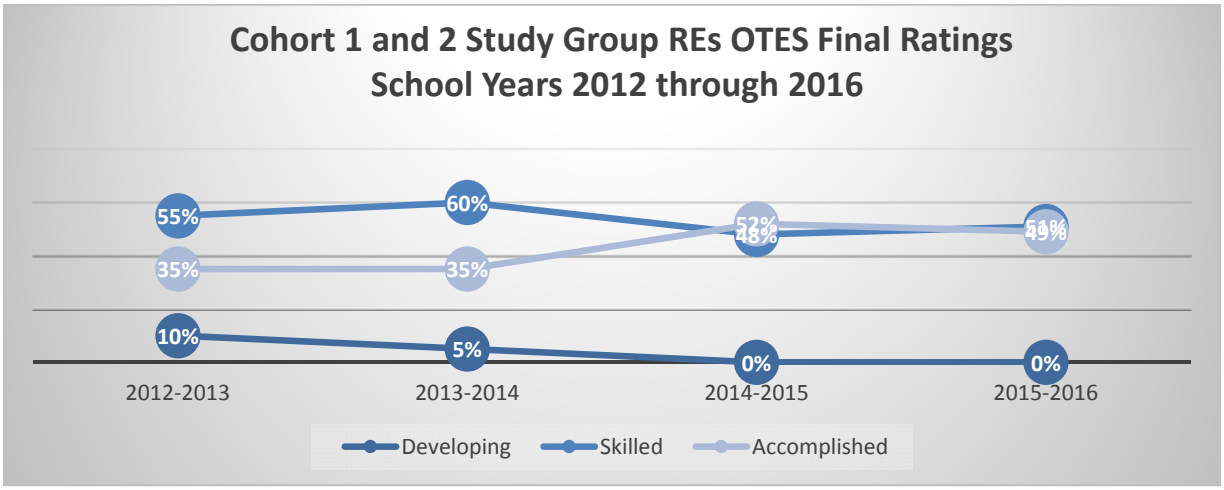


Figure 6. Cohort 1 and 2 Study Group Res OTES Final Ratings for school years 2012 through 2016.

Resident Educators’ Teaching Effectiveness as Measured by Students’ Achievement

Student achievement data were collected from REs who were participating in the RE Study. A total of 64 REs (25 Cohort 1 and 39 Cohort 2) provided at least one type of student achievement data for at least two years of their teaching. In total, 40 different types of student assessments were included in these analyses. A majority of these assessments (*n* = 29) were Ohio State Tests (OST) from SY 2011-2012 to SY 2015-2016 (see Attachment RESTUDY, Table 1). The content areas of these assessments were reading/ELA, mathematics, science, social studies, and others. Analyses of student achievement were conducted by using the RE's total number of students who took each assessment and total number of students who were at or above the proficient level for each specific assessment, during each school year. The weighted average of each RE's percent of students who were at or above proficient each school year was used to observe changes in RE's student achievement over their first years of teaching and compared to either state- or district-level if REs reported students’ data from State assessments.

Data used for these analyses were RE Study participants’ student achievement data from 2011-2012 to 2014-2015. REs who reported their students' state assessment results were selected for the analyses whose results are shown in Figures 7, 8, 9, and 10. The RE-reported percentage of students who were proficient or above on state assessments was adjusted by the state-reported aggregate performance level for the same test, at the same grade level. RE-reported student achievement also was compared to the aggregate performance of the students in the REs’ school district for the same tests, at the same grade levels for each school year. Only public school district data were used; community school data were not available.

As shown in Figure 7, overall, about half of REs' students exceed state and local performance standards each year. The only trend of note is the improvement of Cohort 2 REs' students as measured against local performance standards (from 27% exceeding in 2012-13, to 59% in 2014-15).

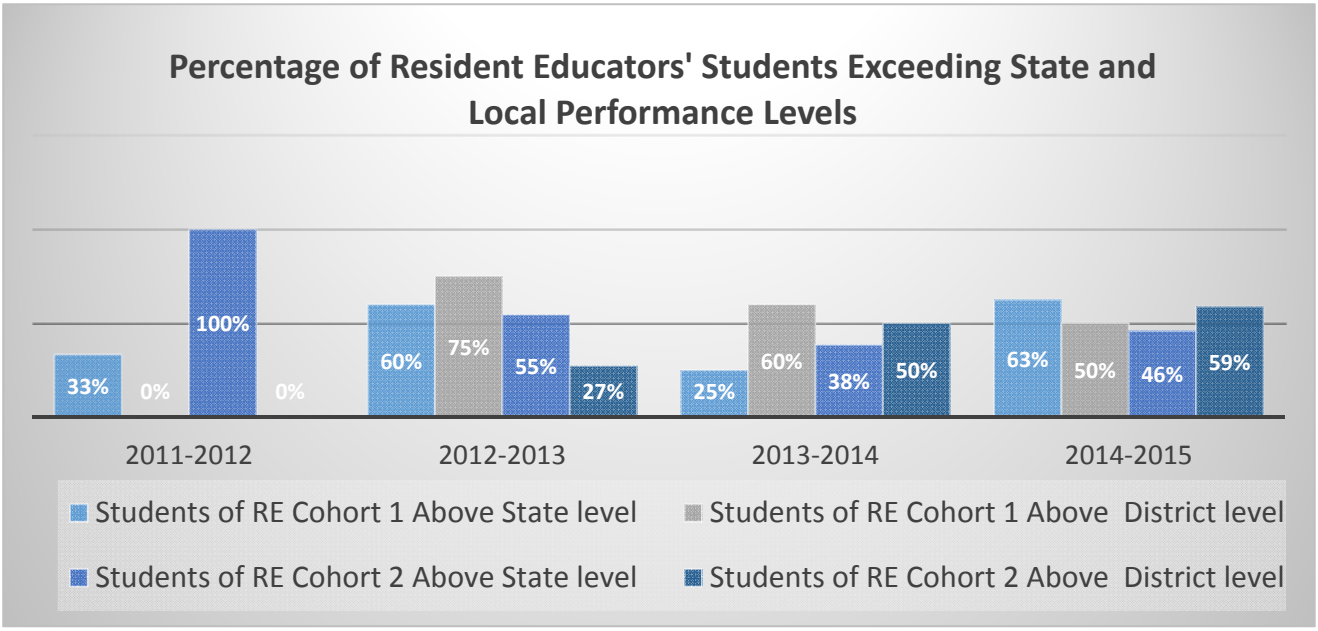


Figure 7. Comparison of RE Study Resident Educators' students' achievement to state and local performance levels using state assessment data from 2012 through 2015.

It should be noted that the number of REs in the RE Study is very small compared to the total number of teachers in their districts and statewide. For this reason, no conclusions should be drawn from these data at this time. It also should be noted that changes in state assessments during this time period make valid year-to-year comparisons of students' performance difficult.

As shown in Figures 8 (ELA/Reading/Writing), 9 (Mathematics), and 10 (Science), REs in each of these three assessed content areas indicated similar levels of student achievement, though more teachers of mathematics and science reported 100% proficiency for their students in multiple years. Further analyses of these data found no statistically significant differences among the performance of REs' students on state assessments by academic content area (Table 10).

Table 10. Comparison of Differences in REs' Student Achievement on State Assessments by Content Area Assessed, Data from 2011-2012 through 2014-2015

Content Area Assessed	N	M	SD	F	p
ELA/Reading/Writing	43	-8.38	21.78	0.83	.441
Mathematics	16	-2.13	30.56		
Science	13	-0.14	18.23		
Total	72	-5.50	23.39		

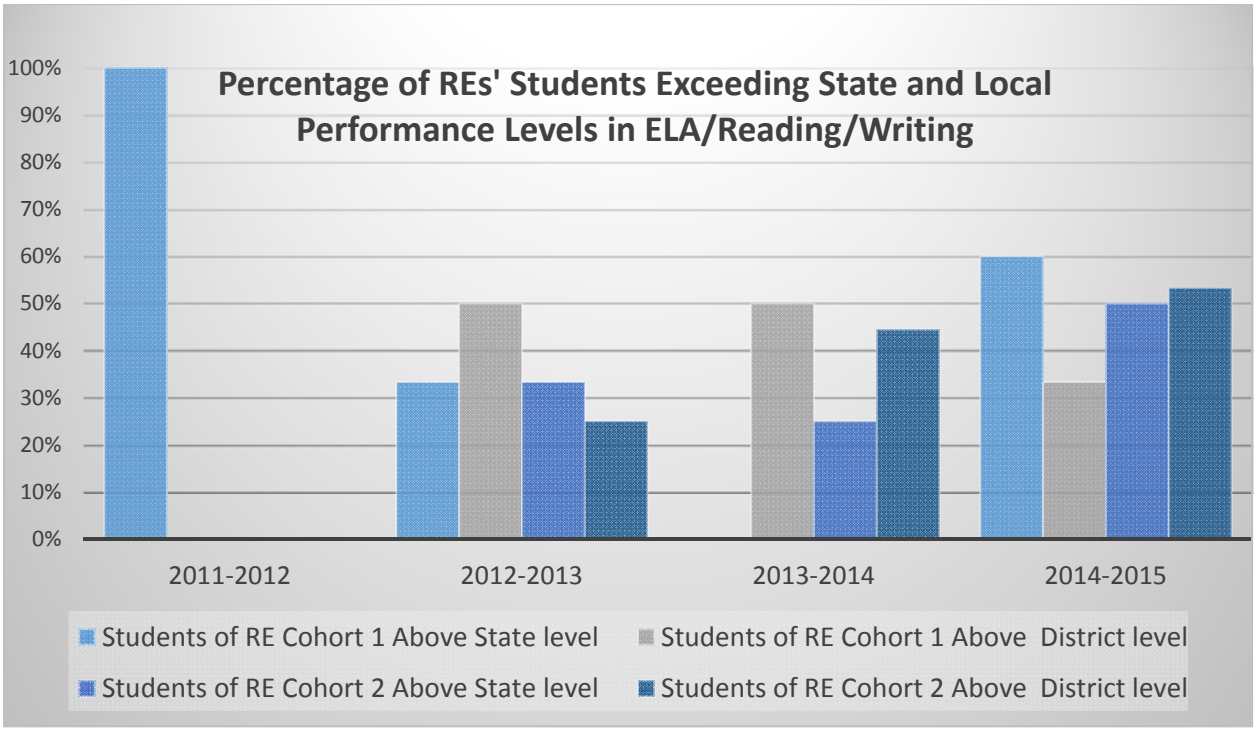


Figure 8. Comparison of RE Study Resident Educators' students' achievement in ELA/Reading/Writing to state and local performance levels using state assessment data from 2011 through 2015.

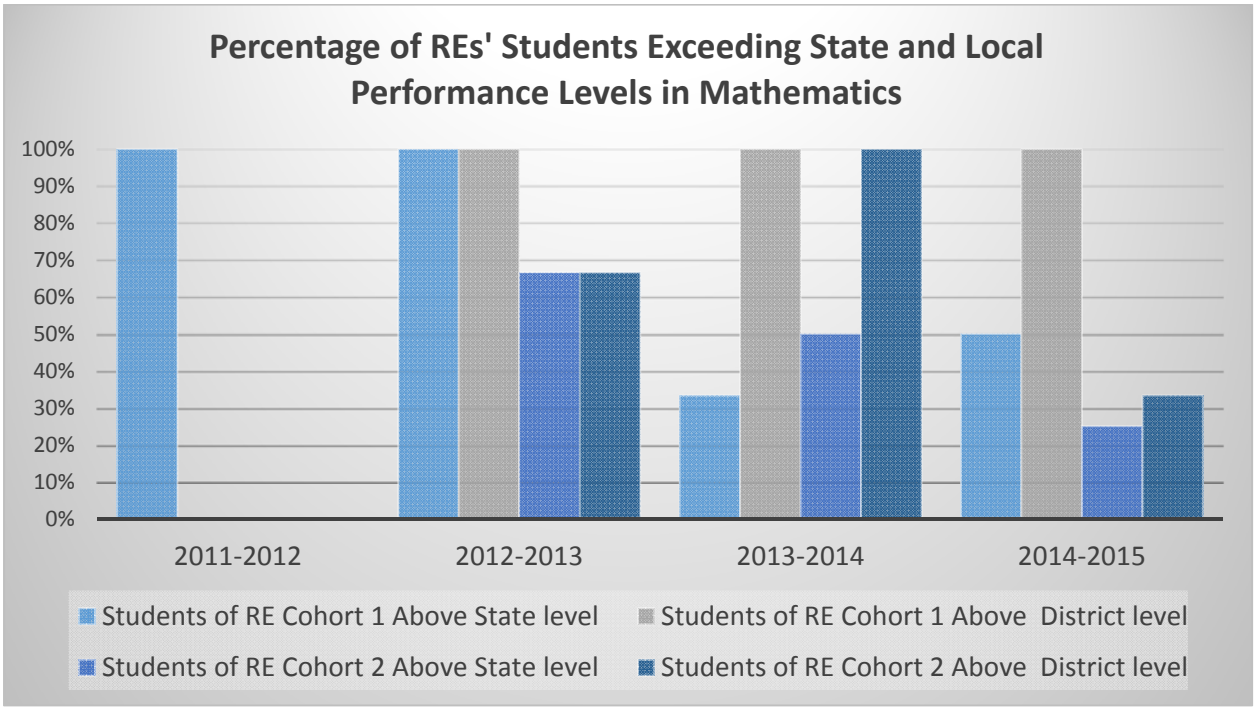


Figure 9. Comparison of RE Study Resident Educators' students' achievement in mathematics to state and local performance levels using state assessment data from 2011 through 2015.

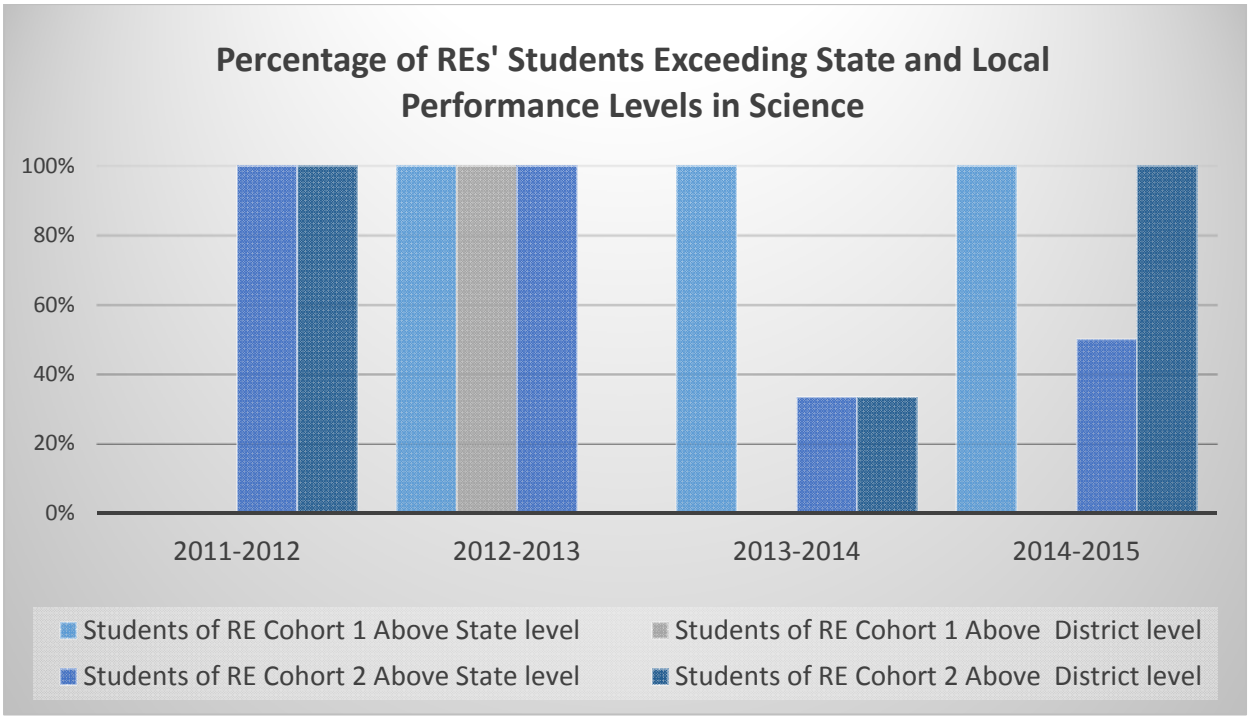


Figure 10. Comparison of RE Study Resident Educators' students' achievement in science to state and local performance levels using state assessment data from 2011 through 2015.

The Evaluation Team conducted exploratory analyses of RE Study participants' student achievement data and their perceptions of their prior RE Program experiences. A total of 131 RE Study participants could be matched to data they provided on previous REP surveys (2013-2015). REs' perceptions regarding eight REP components, including Mentor Quality - Instruction, Mentor Quality - Relationship, Mentor Match, Mentor Collaboration, Principal Engagement, Principal Support, Using State REP Tools and RESA Facilitation, were correlated with their student performance data collected on the RE Study Questionnaire. As shown in Table 11, Cohort 1 REs' perceptions of their RE Program experiences with their RE Mentors (i.e., instructional mentoring, mentor relationship) and with their principals were significantly correlated with their students' performance in years 1 and 5 of their teaching. There were no other significant correlations among Cohort 1 REs' perceptions and their students' performance, nor were there any associations for Cohort 2 REs' related to students' performance.

Table 11. *Correlation between Cohort 1 RE's Perception of REP Experience and Their Students' Performance, REP RE Study Questionnaire 2016, and REP RE Cohort 1/2 Questionnaires 2013-2015*

Student Performance Measure		Mentor Quality - Instruction	Mentor Quality - Relationship	Principal Engagement
Percent of Proficient Student in SY 2011-2012 for Cohort 1 in Year 1	r	.997*	1.000**	.891*
	p	**.047**	**.003**	**.043**
Percent of Proficient Student in SY 2015-2016 for Cohort 1 in Year 5	r	.497	.787*	.279
	p	.257	**.036**	.234

* Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed).

RE Mentors' Perceptions of Effectiveness

RE Mentors' Preparedness for Mentoring

RE Mentors' perceptions of their own effectiveness were measured by asking them about their preparedness for a range of expected mentoring knowledge and skills. As shown in Table 12, RE Mentors who were actively mentoring in 2015-2016 reported somewhat higher levels of preparedness for relational and collaboration activities (i.e., promote trusting, caring, and open environment, positively socialize, positive classroom culture) than for activities related to tailoring support for REs (i.e., use research to guide work with REs, research-based strategies and resources to individualize professional development) and for instructional activities (i.e., support REs in using a variety of formative and summative assessments, assist REs with planning lessons to meet the needs of diverse learners).

Table 12. *RE Mentor's Perceptions of Preparedness for RE Program Responsibilities, REP RE Mentor Questionnaire, Spring 2016*

In my role as an RE Mentor, I am well-prepared to . . .	M	SD
Use research on developmental needs and concerns of REs to guide my work with them.	3.84	0.79
Build relationships to facilitate meaningful conversations with my REs.	4.39	0.57
Apply formative assessment strategies and tools to identify and address professional development needs and interests of my REs.	3.96	0.75
Facilitate professional development experiences that promote collaborative inquiry, analysis, and reflection on practice.	3.95	0.79
Use professional development strategies consistent with best practices in adult learning.	3.95	0.75
Use a variety of research-based strategies and resources to individualize professional development for my REs.	3.86	0.81
Promote a trusting, caring, and open environment in which my REs and I build and maintain strong and positive professional relationships.	4.50	0.57
Use my knowledge of school and community culture to positively socialize my REs.	4.39	0.61
Be an advocate in my school and district for creating supportive environments for REs' personal and professional growth.	4.32	0.66
Promote opportunities to build positive relationships among my REs, school staff, families, and the community.	4.26	0.68
Advocate for student learning as the primary indicator of my REs' professional growth.	4.22	0.72
Support my REs in using a variety of formative and summative assessments to inform instruction.	4.19	0.67
Assist my REs with planning lessons that engage students and integrate content standards with effective instructional strategies to meet the needs of diverse learners.	4.12	0.70
Assist my REs in creating a positive classroom culture that communicates high expectations.	4.30	0.59
Develop my REs' abilities to use student learning data to set instructional goals, self-assess instructional practices, and monitor progress toward those goals.	4.16	0.65
Use assessment data and a variety of coaching strategies to improve the practice of my REs.	4.08	0.70
Model self-reflection and self-assessment for my REs.	4.20	0.68

Note. Items are five-scaled questions: 1 – strongly disagree, 2 – disagree, 3 – neither agree nor disagree, 4 – agree, and 5 – strongly agree

Transition from Resident Educator to RE Mentor

Of RE Mentors responding to the RE Mentor Questionnaire in Spring 2016, 484 were first-year mentors and 129 of these first-year mentors were former Resident Educators (Attachment REMS, Table 2). The Evaluation Team conducted analyses of respondents' data to explore differences in the perceptions of RE Mentors who had transitioned from RE to mentor and those who were new to mentoring but had not been REs. As shown in Table 13, there were no significant differences between former REs and other new mentors with regard to their perceived understanding of the RE Program and of professional expectations associated with mentoring. But as shown in Table 14, RE Mentors who were former REs did report significantly higher preparedness to tailor support for their REs than did non-Resident Educator Mentors (p = .011, Attachment REMS, Table 38, 39).

Table 13. *Comparison of RE Mentors' Understanding of RE Program by RE status, REP RE Mentor Questionnaire, Spring 2016*

Aspects of RE Mentors' Understanding	RE Program Status	M	SD	t	*p*
Mentors' Understanding of RE Program	Mentor & former RE	19.25	5.09	0.87	.386
	Mentor ≤ 1 year & NOT former RE	18.81	4.36		
Mentors' Understanding of Professional Expectations	Mentor & former RE	10.98	2.67	0.28	.776
	Mentor ≤ 1 year & NOT former RE	10.91	2.36		

Note. The data suggest heterogeneity of variance; in addition, note that sample sizes are unequal. Thus, results using the Satterthwaite's test, based on unequal variances, may be most appropriate.

Table 14. *Comparison of RE Mentors' Preparedness for Implementing RE Program by RE status, REP RE Mentor Questionnaire, Spring 2016*

Aspects of RE Mentors' Preparedness for Work with REs	RE Program Status	M	SD	t	*p*
Instruction and Learning	Mentor & former RE	22.48	5.01	0.47	.639
	Mentor ≤ 1 year & NOT former RE	22.24	4.45		
Relationships and Collaboration	Mentor & former RE	22.89	5.10	0.34	.731
	Mentor ≤ 1 year & NOT former RE	22.72	4.88		
Tailoring Support	Mentor & former RE	18.32	3.71	2.54	**.011**
	Mentor ≤ 1 year & NOT former RE	17.35	3.71		

Note. The data suggest heterogeneity of variance; in addition, note that sample sizes are unequal. Thus, results using the Satterthwaite's test, based on unequal variances, may be most appropriate.

Effectiveness of Support Provided to REs

RE Mentors who were actively mentoring during 2015-2016 (n = 3,154) were asked about their impact on their REs' decisions to remain in their current positions and in the profession generally. As shown in Figure 11, one-third of the mentors indicated that they had positively influenced REs' decisions to remain in the profession and in their current positions.

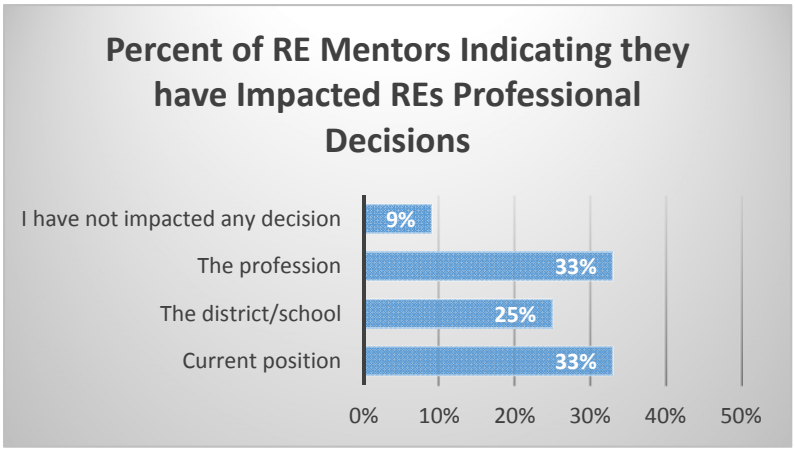


Figure 11. RE Mentors' perceptions of impact on REs' professional decisions, RE Mentor Questionnaire, Spring 2016.

RE Mentors and Cohort 3 and 4 REs who were mentored during 2015-2016 both reflected on their mentoring relationships. As shown in Figure 12, while both REs and their mentors reported positively on their mentoring experiences, RE Mentors reported more positively than did REs on communication, relationships, and impact on teaching practice.

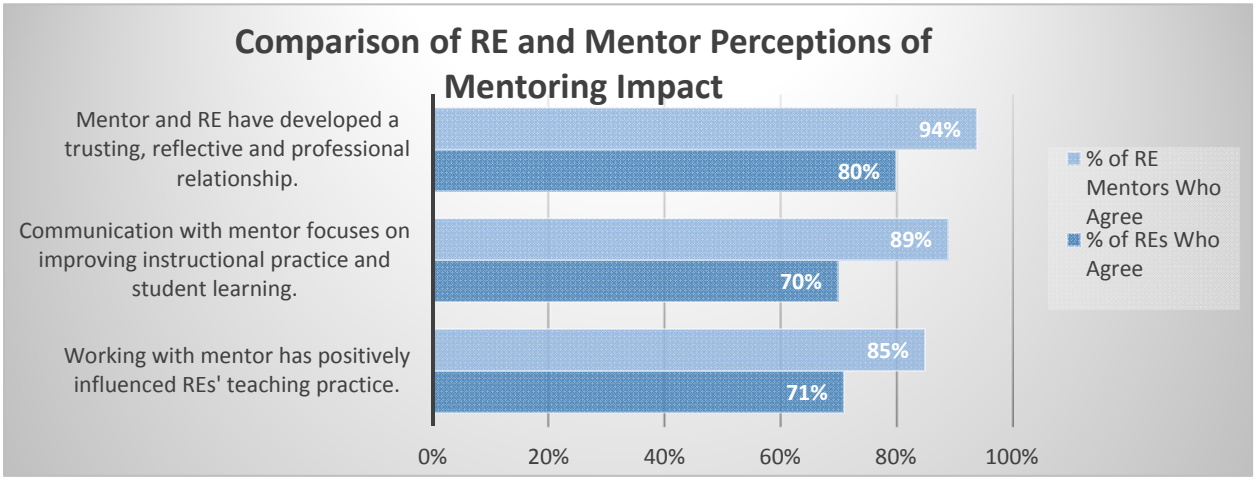


Figure 12. Comparison of RE Mentors' and REs' perceptions of mentoring, RE Mentor and RE Questionnaires, Spring 2016.

Impact of Resident Educator Program on District/School Effectiveness

The evaluation question, *"What is the contribution of the Resident Educator Program to district and school effectiveness as demonstrated by (a) teacher perceptions of collaborative school culture focused on teaching and learning, (b) teacher retention, and (c) systemic outcomes?"* was addressed by collection and analyses of several data sources, including surveys, and analyses of the RE Program CORE database. District/school level outcomes were measured by perceptual surveys of stakeholders and analyses of aggregate student achievement and other educational indicator data.

Educator Perceptions of Collaboration in Their Schools

Findings of Statewide Educator Collaboration Survey

A representative sample of Ohio educators teaching in schools impacted by the RE Program were invited to participate in a statewide survey of educator collaboration. The purpose of the survey was to determine if the RE Program has impacted teachers' opportunities for and participation in collaborative

activities that are focused on student learning. Key findings are discussed in this section and all survey data analyses are provided in Attachment STCS.

Of survey respondents, 122 were school building principals and 2,159 were teachers. As shown in Table 15, nearly half of the survey respondents were current or former Resident Educators, while 22% of teachers responding to the survey had not been involved with the RE Program in any capacity. Approximately half of teacher respondents had been teaching 5 years or fewer, while more than 30% had been teaching for more than 15 years (Attachment STCS, Table 3). Only 25% of teachers reported that they had been teaching in their current schools for more than 10 years (Attachment STCS, Table 4).

Table 15. *Role in the Resident Educator Program, REP Statewide Climate Questionnaire, Spring 2016*

Role	%
Current or former RE	47%
Current or former RE Mentor	24%
Current or former RESA Facilitator	3%
Current or former RE Program Colleague of a Year 4 RE	2%
RE Program Coordinator and a teacher	2%
NOT a current or former participant in the RE Program	22%

Note. This is a multiple choice question, the total responses may exceed the total number of respondents.

Of responding teachers, about 70% reported being a member of a collaborative instructional team (Attachment STCS, Table 6). On average, instructional teams met weekly (Attachment STCS, Table 7) but about one-third of teaming teaches indicated that their team time was insufficient to accomplish their collaborative work (Attachment STCS, Table 5).

Generally, Ohio teachers reported that their schools were highly focused on a common mission, vision, and goals related to improving teaching and learning. About one-third of teachers reported opportunities to help design professional development, provide input or make school-wide decisions about teaching and learning, or exercise collaborative leadership with administrators (Attachment STCS, Table 5).

The responses of Resident Educators and all RE Program participants (REs, RE Mentors, RESA Facilitators, RE Colleagues, and teaching Program Coordinators) were compared to the responses of non-REP teachers in order to measure any differences in the perceptions of teacher collaboration among RE and non-REP participants. Comparisons were conducted at the subscale level using Rasch scores and parametric statistical tests. A significance level of $p < .05$ was selected for all quantitative statistical comparisons.

As shown in Table 16, the responses of 1,076 Resident Educators were compared to the responses of 1,243 teachers who were not current or former Resident Educators. Resident Educators reported significantly higher levels of teacher collaboration than did non-Resident Educators for all subscales except one.

Table 16. *Comparison of Teachers' Perceptions of Teacher Collaboration by RE status, REP Statewide Climate Questionnaire, Spring 2016*

Subscale	RE Status	n	M	SD	t	*p*
Common mission, vision, values, and goals that are focused on teaching and learning	RE	1076	30.74	8.24	1.56	.119
	NOT RE	1243	30.21	8.09		
Interdependent culture based on trust	RE	1074	39.50	11.96	2.13	**.033**
	NOT RE	1239	38.46	11.37		
Collaborative teaming	RE	712	28.95	9.71	3.42	**.001**
	NOT RE	890	27.34	9.00		
Data based decision-making using continuous assessment	RE	1070	41.01	14.13	3.70	**.000**
	NOT RE	1234	38.89	13.19		
Professional development that is teacher driven and embedded in daily work	RE	1061	31.37	10.43	4.58	**.000**
	NOT RE	1233	29.52	8.63		
Principal leadership that is focused on student learning	RE	1060	31.80	11.69	4.54	**.000**
	NOT RE	1228	29.61	11.32		
Participative leadership that is focused on teaching and learning	RE	1037	27.01	10.23	3.75	**.000**
	NOT RE	1196	25.45	9.25		

A subsample of 498 RE Program participants[9], including REs, RE Mentors, RESA Facilitators, RE Colleagues, and Program Coordinators, was randomly selected from the pool of 1,946 REP participants in order compare their responses regarding teacher collaboration to 498 teachers who reported no involvement with the RE Program. Teachers who were REP participants had significantly more positive reports on all aspects of teacher collaboration than did RE Program non-participants (Table 17).

Table 17. *Comparison of Teachers' Perceptions of Teacher Collaboration by RE Program Participation Status, REP Statewide Climate Questionnaire, Spring 2016*

Subscale	REP Participant	N	M	SD	t	*p*
Common mission, vision, values, and goals that are focused on teaching and learning	REP participant	468	31.07	8.22	3.58	**.000**
	NOT REP participant	498	29.19	8.13		
Interdependent culture based on trust	REP participant	466	40.00	11.68	5.40	**.000**
	NOT REP participant	496	36.14	10.43		

[9] A subsample was used, rather than all participant responses, to avoid biased results and Type I error due to unequal sample sizes.

Subscale	REP Participant	N	M	SD	t	*p*
Collaborative teaming	REP participant	321	28.50	9.56	2.98	**.003**
	NOT REP participant	341	26.42	8.34		
Data based decision-making using continuous assessment	REP participant	465	40.56	14.07	3.18	**.002**
	NOT REP participant	494	37.80	12.78		
Professional development that is teacher driven and embedded in daily work	REP participant	463	31.10	9.77	4.15	**.000**
	NOT REP participant	491	28.61	8.70		
Principal leadership that is focused on student learning	REP participant	462	31.15	10.92	3.23	**.001**
	NOT REP participant	490	28.79	11.64		
Participative leadership that is focused on teaching and learning	REP participant	453	26.71	9.59	4.19	**.000**
	NOT REP participant	470	24.20	8.57		

Findings of RE Mentor and RE Program Coordinator Interviews Regarding Teacher Collaboration

"TEACHERS COLLABORATING IS ONE OF THE BIGGEST STRENGTHS EVER."

~ RE MENTOR

Data collected from interviews of RE Mentors and Program Coordinators are congruent with statewide survey data indicating that the RE Program has enhanced teachers' collaboration opportunities and experiences in many schools. RE Mentors and Lead Mentors participating in focus groups shared that the REP has generally had a positive impact on school culture related to collaboration. RE Mentors noted that collaboration on teaching facilitated by the RE Program is a particular strength of the program. They noted that trusting collaborative relationships between mentor and mentee were extremely beneficial. As one participant noted, *". . . you are not judging them, you are open minded; it is a trust issue."* Mentors also indicated that the REP enabled a focus on broad collaboration related to teaching and learning within schools, among multiple schools, and across school districts working with an ESC on the RE Program. Peer observations and reflective collaborative conversations were identified by RE Mentors as most helpful in enhancing RE growth.

Similarly, RE Program Coordinators were generally positive on the RE Program's impact on school climate and teacher collaboration. While some interviewed PCs did not attribute changes in school culture to the RE Program, many PCs described how the focus on practice for both REs and RE Mentors has had a positive effect on schools as a whole. One PC indicated that changes to the REP in Summer 2015 resulted in better alignment of REP with other initiatives such as OTES and would likely result in more collective impact on the school as a whole. Another PC described how her district had become more thoughtful about professional development, in part due to the RE Program's focus on individual development of teachers.

> *"…BECAUSE THE RESIDENT EDUCATOR (PROGRAM) COMING TO SCHOOLS, AND BRINGING SOMETHING TO THE TABLE THAT IS REFRESHING AND GOOD, AND THE MENTORING IN AND OF ITSELF -- THAT COLLABORATIVE PIECE ISN'T JUST ALWAYS FOR THE MENTORS AND RESIDENT EDUCATORS. LEARNING COMMUNITIES ARE BEING CREATED AS A RESULT OF THE GOOD PRACTICES THAT ARE REQUIRED OF A RESIDENT EDUCATOR."*
>
> *~ RE PROGRAM COORDINATOR*

Resident Educator Retention and Mobility

One important outcome of the RE Program evaluation has been the opportunity to study the characteristics, mobility, and retention of Ohio's newest teachers. Analyses of the CORE database and REs' responses to evaluation surveys over 5 years have provided a high level of accurate data on REs, their schools, and their career trajectories, in addition to information on one of the state's largest and most inclusive programs.

Year 5 of the Resident Educator Program

As shown in Figure 13, the RE Program has grown to near maximum capacity with almost 25,000 REs registered in the CORE database this year. This figure includes a small number of Cohort 1 REs (n = 816) who remain in the program largely to attempt or reattempt RESA tasks. Cohort 5 includes 3,000 more educators than were in Cohort 1. High levels of retirements of experienced Ohio teachers is primarily responsible for increasingly large RE Cohorts since 2011, but it also is likely that the average cohort size moving forward will be closer to that of Cohort 5 (n = 7,042) than to that of Cohort 1 (n = 4,116). Increasing cohort size will be balanced by legislated changes to the RE Program which specify that RE's participation in Year 4 of the program (previously required) will be at the discretion of districts/schools. That being said, REs who need to attempt RESA tasks a second time (about 40%) will continue to be involved in the REP during Year 4. For these reasons, the RE Program is likely to grow to a stable membership of about 30,000 REs during any 4-year period.

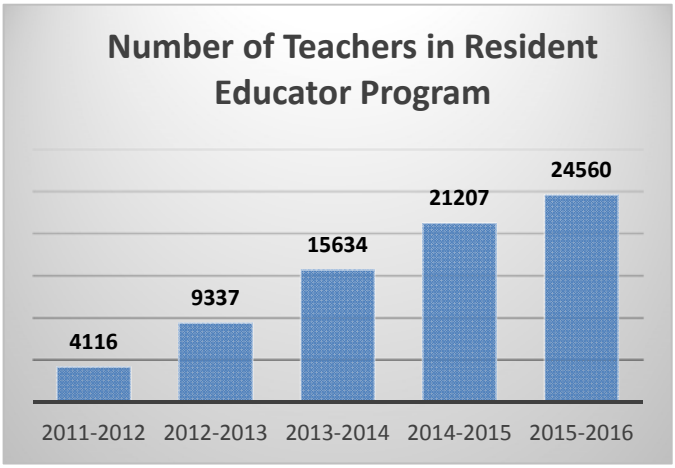


Figure 13. RE Program growth from Fall 2011 through Spring 2016.

Ninety-seven percent of REs have received credit for their participation in the RE Program each year. REP completion is submitted by REs' respective districts/ schools and provides an indicator that a great majority of REs are making progress toward expected levels of teaching effectiveness. Conversely, 3% of REs consistently have not completed RE Program requirements; this percentage is congruent with other data sources that suggest that about 3% of REs are not moving toward obtaining professional teaching credentials in Ohio (Attachment CORE, Table 4).

Resident Educators' Demographic Profile

During the first 5 years of the evaluation, the characteristics of REs, their schools, and their teaching settings have been studied. Analyses of the first five RE Cohorts indicate that:

- 77% are Women;
- 92% are White; 3.5% are African American; 1.5 % are Hispanic;
- 11% teach PreK; 23% Grades K-3; 48% Grades 4-7; and 18% teach Grades 9-12;
- 15% teach ELA; 17% teach math; 13% science; 11% social studies; 16% are intervention specialists, and 3% are career/technical educators;
- 83% were prepared at an Ohio college/university; 10% out-of-state; and 7% via alternative licensure pathways;
- 30% teach in suburban schools; 34% in urban schools; 31% in rural schools; and 5% teach in other settings;
- 84% teach in public schools; 14% in non-public schools; and 2% in other settings;
- 54% teach in schools with fewer than 500 students; and
- Average class size is between 21 and 30 students.

Resident Educator Retention – the First Five Years

Data from the CORE database are analyzed to study the extent to which REs are retained in Ohio teaching positions and how they move among Ohio schools and districts. As shown in Table 18, though Cohort 1's retention rate dipped in Year 3, it rebounded in Year 4. This indicates that some teachers enter, exit, and re-enter districts/schools early in their careers, by choice or due to unanticipated circumstances. In order to determine if this is a trend among Ohio's new teachers, the Evaluation Team hopes that the ODE will make CORE data accessible following the end of the Year 5 evaluation. As shown in Figure 14, Cohorts 1, 2 and 3 follow similar career trajectories during the first two years of teaching, though the 2-year retention rates of Cohorts 2 and 3 are higher than that of Cohort 1.

National rates of retention for beginning teachers indicate that of those entering the classroom in 2007–08, 10 percent did not teach in 2008–09, 12 percent did not teach in 2009–10, 15 percent did not teach in 2010–11, and 17 percent did not teach in 2011–12[10]. Cohort 1 REs' 4-year retention rate is slightly higher than the national average though their annual rates of retention were lower leading up to the end of Year 4.

Table 18. *Retention Rates of RE Cohorts 1, 2, 3 and 4 between Fall 2011 and Spring 2016 Compared to National Average Retention of New Teachers, CORE Database, March 2016*

First year of Teaching	Retained after 1 year	Retained after 2 years	Retained after 3 years	Retained after 4 years
Cohort 1 - 2011-2012	89%	85%	82%	84%
Cohort 2 - 2012-2013	91%	86%	80%	
Cohort 3 - 2013-2014	92%	87%		
Cohort 4 - 2014-2015	92%			
National New Teacher Average 2007-2012	90%	88%	85%	82%

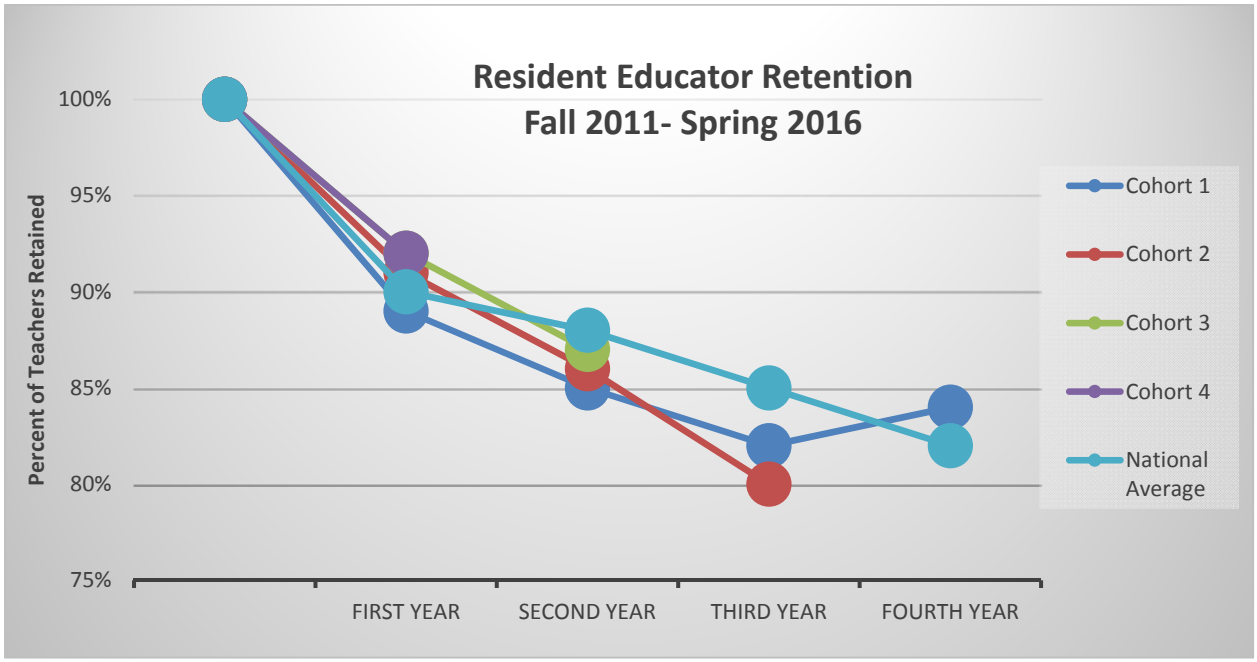


Figure 14. RE Cohorts 1 through 4 retention in Ohio between Fall 2011 and Spring 2016.

[10] Gray, L., and Taie, S. (2015). *Public School Teacher Attrition and Mobility in the First Five Years: Results from the First through Fifth Waves of the 2007–08 Beginning Teacher Longitudinal Study* (NCES 2015-337). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubsearch.

Resident Educator retention also is measured by REs' reported intentions to remain in their current positions, schools, and in the profession generally. As shown in Table 19, the reports of the first 4 cohorts of REs at the end of their respective first years of teaching are very similar. Only 1% of each cohort reported plans to leave the teaching profession following the first year of teaching.

Table 19. *Resident Educators' Future Plans at the End of First Year Teaching, Spring 2012-2015*

My future plans are to…	Cohort 1 2012 (*n* = 1889)	Cohort 2 2013 (*n* = 944)	Cohort 3 2014 (*n* = 2815)	Cohort 4 2015 (*n* = 2646)
Stay in my current position	67%	69%	69%	64%
Move to another grade level or content area but continue teaching	12%	11%	11%	13%
Leave the profession	**1%**	**1%**	**1%**	**1%**
Move to another school within the district	2%	3%	2%	3%
Move to another school outside of the district	13%	13%	12%	15%
Move to a non-teaching position within my school	1%	1%	1%	1%
Other – not specified	4%	2%	4%	3%

Note. Totals may not equal 100% due to rounding.

RE Program Coordinators generally indicated that the program was too new to gauge its impact on new teacher retention. A few PCs indicated that REs who did not pass RESA expressed frustration and questioned whether they wanted to remain in the profession. However, no PC indicated that he/she thought the RE Program was having a negative impact on teacher retention at this time. Similarly, RE Mentors expressed concern about a potential impact on new teacher retention in part because of the amount of pressure and work new teachers were experiencing, not solely as a result of the RE Program, but no mentors indicated that they had observed a negative impact on new teacher retention.

Resident Educator Mobility – the First Five Years

CORE data also make it possible for the Evaluation Team to study REs' movement among different types of Ohio districts and schools. As shown in Figure 15, most REs were initially hired by traditional school districts, while a substantial portion were employed in public community schools and non-public schools. Between Fall 2011 and Fall 2015, the percentage of REs hired by traditional districts increased from 61% to 68%, with decreases in the percentages of those employed by community schools (19% to 14%) and non-public schools (12% to 9%) during the same time period.

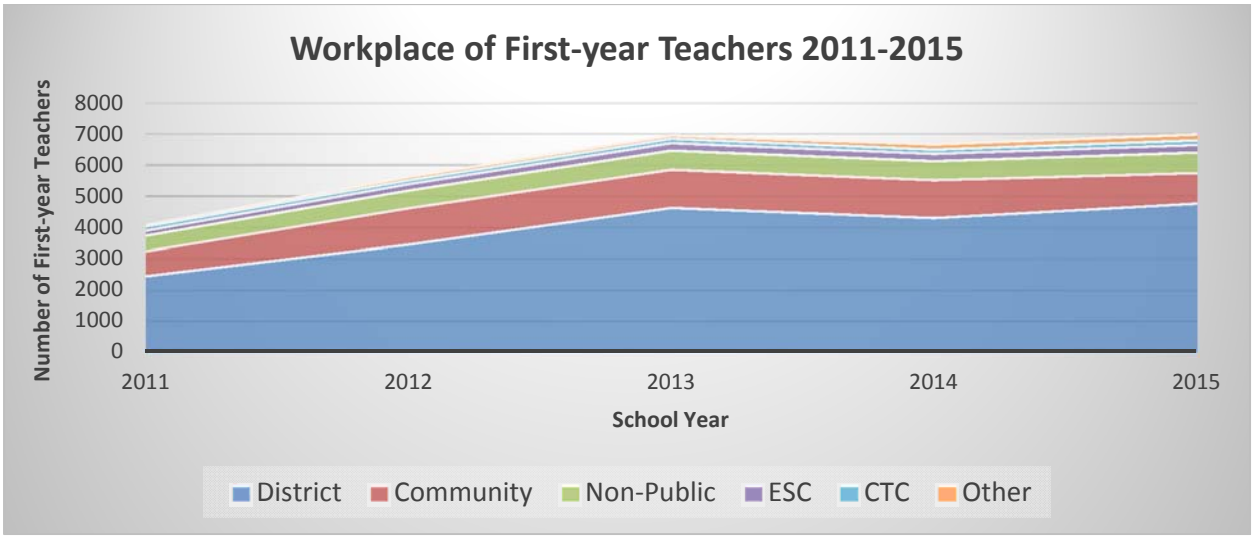


Figure 15. Type of district/school where REs' acquired their first teaching positions for new teachers between Fall 2011 and Fall 2015.

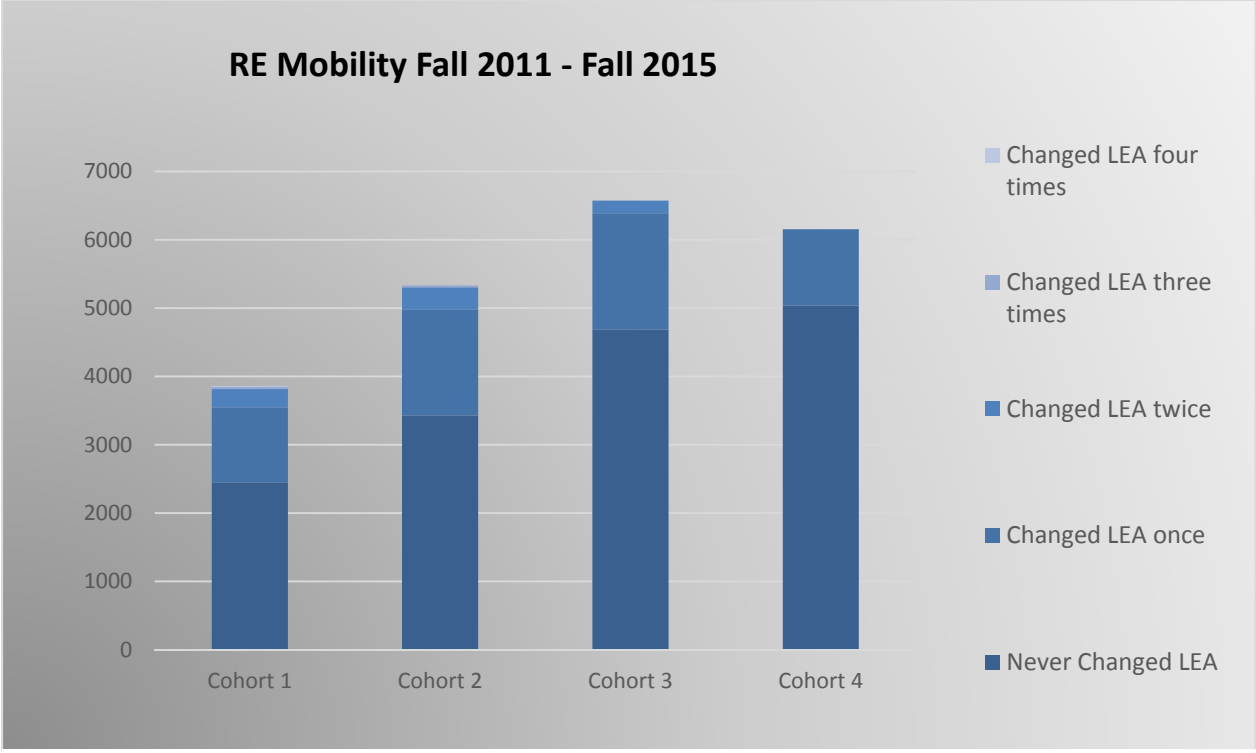


Figure 16. RE movement among Ohio districts/schools between Fall 2011 and Fall 2015.

As shown in Figure 16, REs were highly mobile during their first 4 years in the RE Program. While 59% of Cohort 1 REs did not change their workplace district since they entered their classrooms, 7% of them changed their employing district at least two times in 5 years. The percentage of REs who changed districts/schools within Ohio was greatest following their first year of teaching and stabilized for most REs by the end of their second year in the classroom. About 6% of REs in each cohort were registered in

the CORE database for only 1 year. While it is not possible to track these REs, two outcomes are possible: (1) they left Ohio and may have continued to teach in another state, or (2) they have left teaching either permanently or temporarily for unknown reasons. Ohio REs were similar to a national sample of new teachers with regard to mobility. Of teachers who began their careers in 2007, 70 percent of them were teaching in the same district in 2011-2012.[11]

Figures 17 and 18 illustrate Cohort 1 (Figure 17) and Cohort 2 (Figure 18) retention and mobility during their first years in the classroom. Their patterns of retention are similar, though the overall 3-year retention rate of Cohort 2 is less than the 4-year retention rate of Cohort 1.

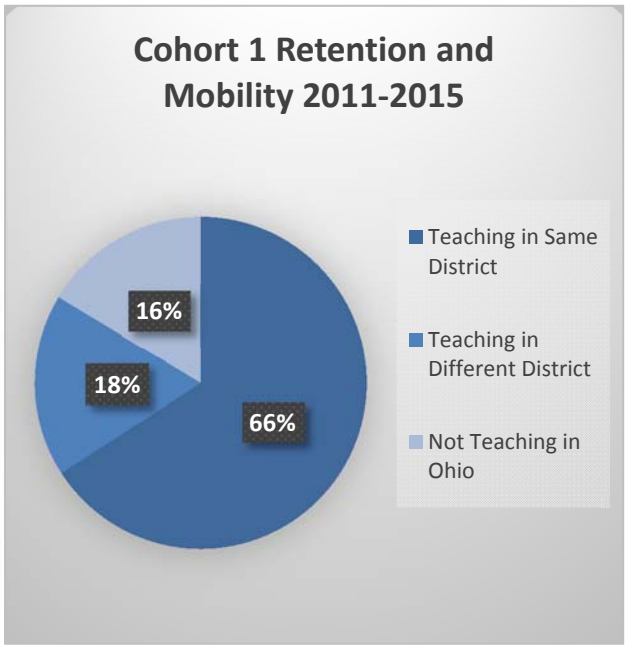


Figure 17. Cohort 1 RE retention and mobility in Ohio between Fall 2011 and Fall 2015. Totals may not equal 100% due to rounding.

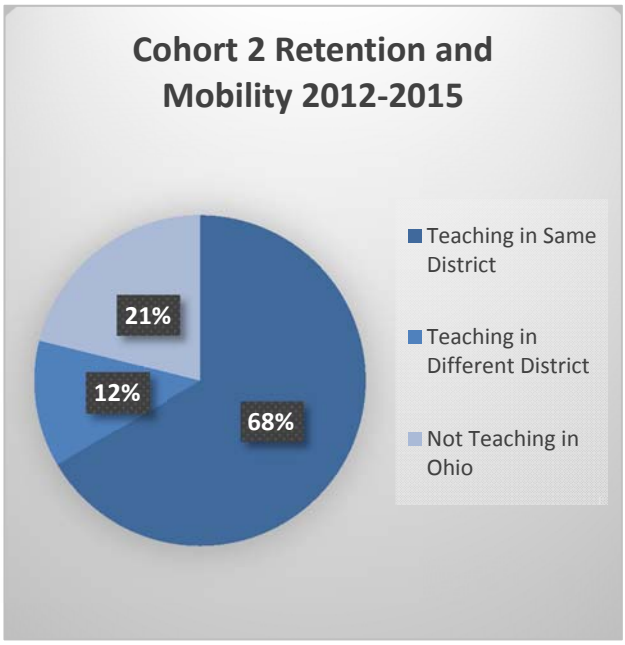


Figure 18. Cohort 2 RE retention and mobility in Ohio between Fall 2012 and Fall 2015. Totals may not equal 100% due to rounding.

The retention rate of Cohort 1 REs improved between Year 3 and Year 4 as a number of REs who were not found in the Year 3 CORE database reappeared in Year 4 CORE data. If Cohort 2 REs' follow this same pattern, their overall retention rate also would increase in Year 4, while their rate of retention in their current districts/schools could be expected to decrease slightly.

[11] Gray, L., and Taie, S. (2015). *Public School Teacher Attrition and Mobility in the First Five Years: Results from the First through Fifth Waves of the 2007–08 Beginning Teacher Longitudinal Study* (NCES 2015-337). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubsearch.

District/School-level Outcomes

Principal Support for Resident Educators and RE Mentors

Findings during all five years of the Resident Educator Program evaluation suggest that building principals are supportive of their new teachers and invested in their professional growth but are not directly and actively involved in the RE Program (Figure 19; Attachment REY2Y3, Table 20; Attachment REY4Y5, Table 19). Interview data from Years 1 through 3 of the evaluation suggested that early communications from the RE Program regarding the importance of maintaining confidentiality of the RE/RE Mentor relationship resulted in principals' being uncertain of their role in supporting the REP. REP inception also coincided with implementation of OTES and OPES, likely resulting in principals having less time to spend with new teachers. While these factors may have contributed to principals' lack of direct participation in the RE Program, REs consistently reported that principals were supportive of them and facilitated REP activities including protecting time for mentoring and collegial observations.

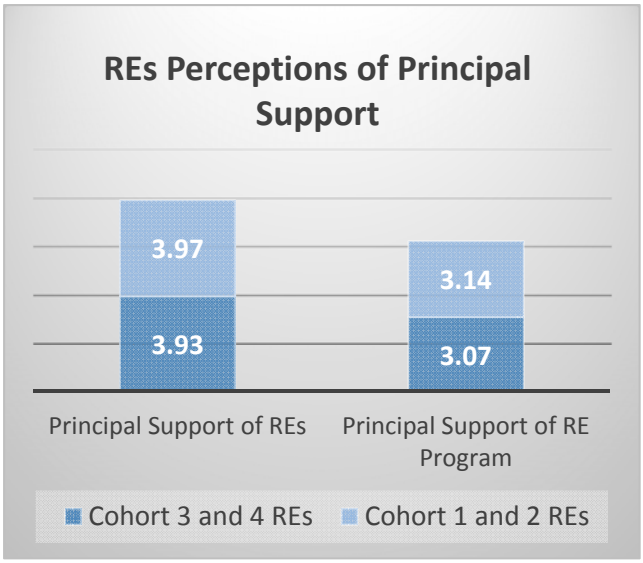


Figure 19. REs' perceptions of principal support, Spring 2016.

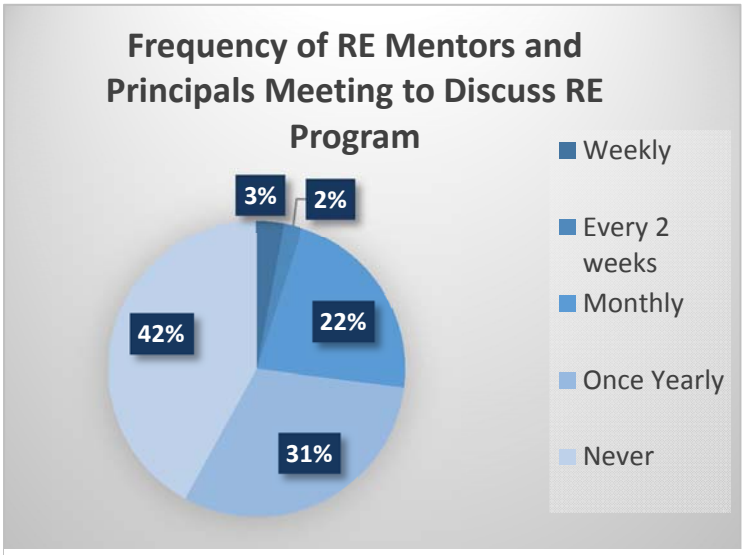


Figure 20. RE Mentors reports of time with principals to discuss RE Program, Spring 2016. Totals may not equal 100% due to rounding.

RE Mentors' views of principals' involvement were largely congruent with the perceptions of their REs. As shown in Figure 20, most RE Mentors met infrequently with their principals to discuss Resident Educators or the RE Program but 62% of these mentors also reported that the time they did have with principals was sufficient to discuss the RE Program (Attachment REMS, Table 27, 28).

RE Mentor interviews in Spring 2016 revealed principals remained supportive of the RE Program but continued to have little involvement in the REP other than assisting with selection of mentors and providing logistically support for mentoring activities. Some mentors indicated they communicated with principals about the program, for example, reminding them Year 3 REs' REP

responsibilities or enquiring about specific teachers' needs for improvement, but in regard to program operations, principals had minimal involvement. One mentor shared, *"They should be more in tune but they feel like they have so much on their plates that they say [sic] please take care of that."* Interview findings related to principal involvement also were evidenced in Spring 2016 survey responses where more than one-third of mentors disagreed that the REP has led to greater involvement of administrators in new teacher development and another third indicated a neutral response to this question (Attachment REMS, Table 44).

Mentor Support for Resident Educators

A vast majority of RE Mentors during 2015-2016 were teaching full-time (92%) while providing support to Resident Educators. Nearly two-thirds of RE Mentors worked with only one RE and provided one-to-one mentoring. For mentors working with more than one RE, most worked with REs who were in the same year of the program (e.g., all first-year REs). While most mentors taught in the same school as their mentees (83%), only about half of these mentors reported that they taught either the same grade level or same content area as their REs (Attachment REMS, Tables 13 – 22).

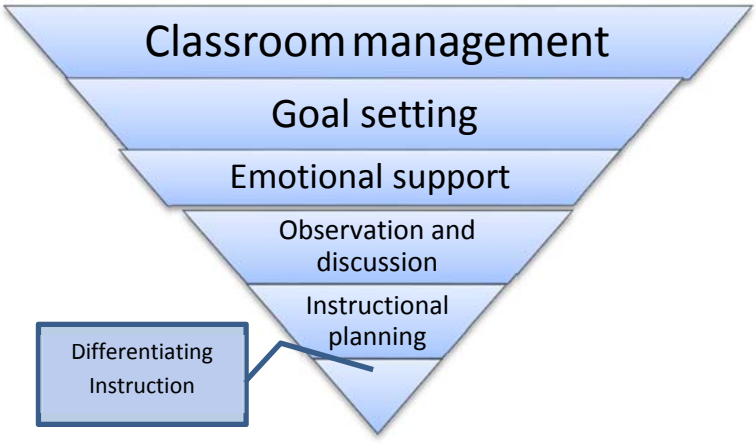


Figure 21. Frequent foci of face-to-face RE Mentor and RE meetings, Spring 2016.

Mentors provided support to REs typically on a weekly basis, meeting together for 30 minutes to one hour. (Attachment REMS, Table 23, 24). Mentors' work with their REs focused most often on the activities shown in Figure 21. Data collected during the 5-year evaluation indicated that the foci of RE Mentors work with REs did not change significantly during any year of REP implementation or as REs progressed through their internship experiences.

Data shown in Figure 22 show RE Mentors' perceptions of the quality of specific types of support they provided to their REs during 2015-2016 (Attachment REMS, Table 40, 41). These data are congruent: (a) with RE Mentors' and REs' reports of the activities on which they focused during their time together, (b) with data reported by REs in different years of the RE Program (i.e., first-year REs, second-year REs), and (c) with REs' and RE Mentors' reports across all five years of the RE Program.

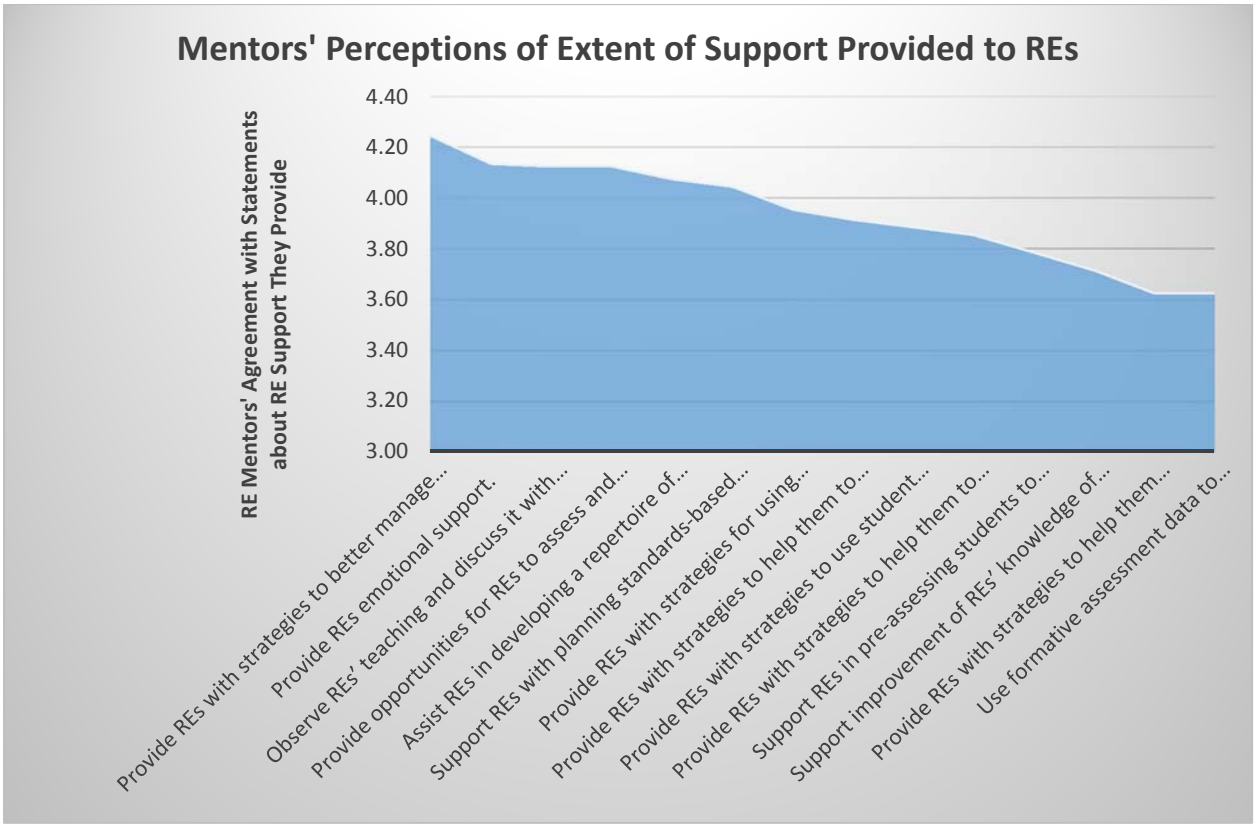


Figure 22. Mentors' perceptions of the extent and quality of support provided to their REs, Spring 2016.

Both Mentors and REs were surveyed about their perceptions of mentor support in 2016. Only RE Mentors who indicated they were mentoring at least one RE this school year (2015-2016) were selected for this analysis. In total, there were 1,717 Mentors and 777 REs responding to questions about mentor support. As shown in Table 20, RE and RE Mentor perceptions of the level of support provided by mentors were very similar.

Table 20. *Comparison of REs' and RE Mentors' Perceptions of RE Mentor Support, REP RE Mentor Questionnaire and REP RE C3Y3 and C4Y2 Questionnaire, Spring 2016*

Subscale	Role in REP	n	M	SD	t	*p*
Mentor Support	RE	777	46.23	12.49	-1.01	.312
	Mentor	1712	46.71	7.28		

Note. Mentor Support subscale is the Rasch score of 14, 5-point Likert agreement items. Data suggest heterogeneity of variance, note that sample sizes are unequal. Thus, it is appropriate to use the Satterthwaite's test, based on unequal variances.

The quality and extent of support provided by RE Mentors is influenced by their understanding of RE Program expectations, particularly in regard to providing differentiated support to individual REs and serving as instructional coaches, in addition to developing trusting professional relationships with their Resident Educators. RE mentors who responded to the Spring 2016 RE Mentor Questionnaire indicated their understanding of REP expectations in light of changes made to the program between 2014-2015 and 2015-2016. As shown in Figure 23, most RE Mentors agreed that they understood expectations for confidentiality of the RE/RE Mentor relationship and the Ohio Standards for the Teaching Profession, while some expressed less understanding of RE Program revisions and new, or revised, mentoring tools and resources (Attachment REMS, Table 30).

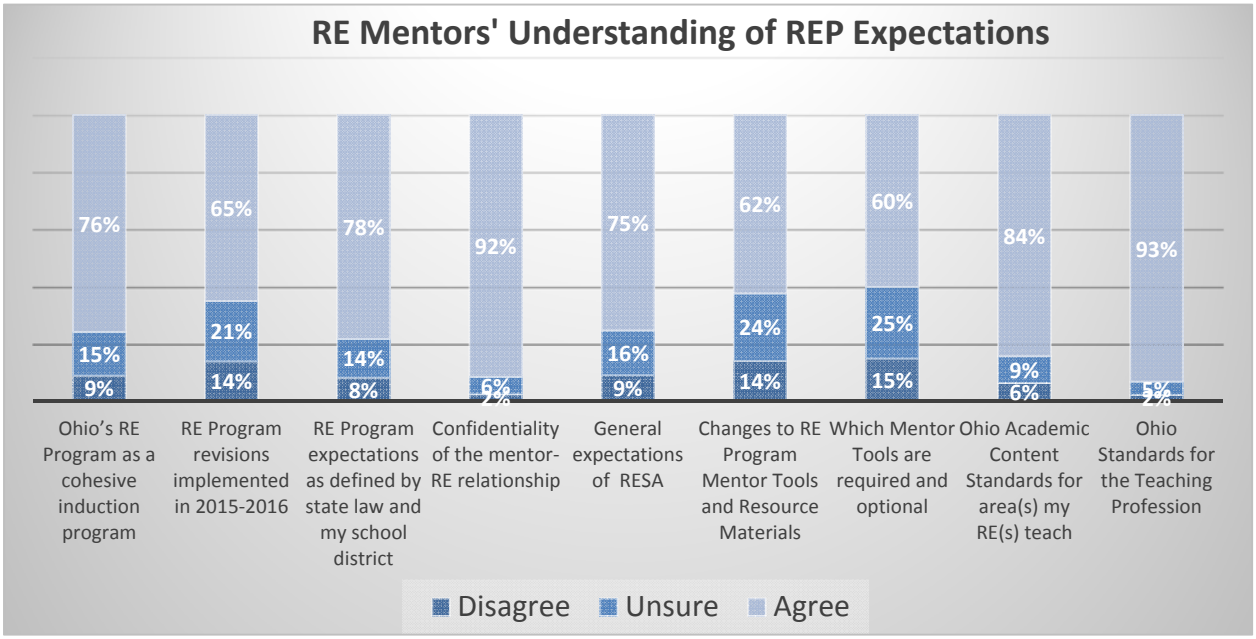


Figure 23. RE Mentors' reported understanding of RE Program expectations, Spring 2016. Totals may not equal 100% due to rounding.

RE Program Coordinator Support for Resident Educators and RE Mentors

RE Program Coordinators who responded to the Spring 2016 questionnaire indicated their understanding of REP expectations in light of changes made to the program between 2014-2015 and 2015-2016. As shown in Figure 24, most PCs agreed that they understood nearly all aspects of the RE Program , while some expressed less understanding of RE Program new, or revised, mentoring tools and resources (Attachment REPCS, Table 22).

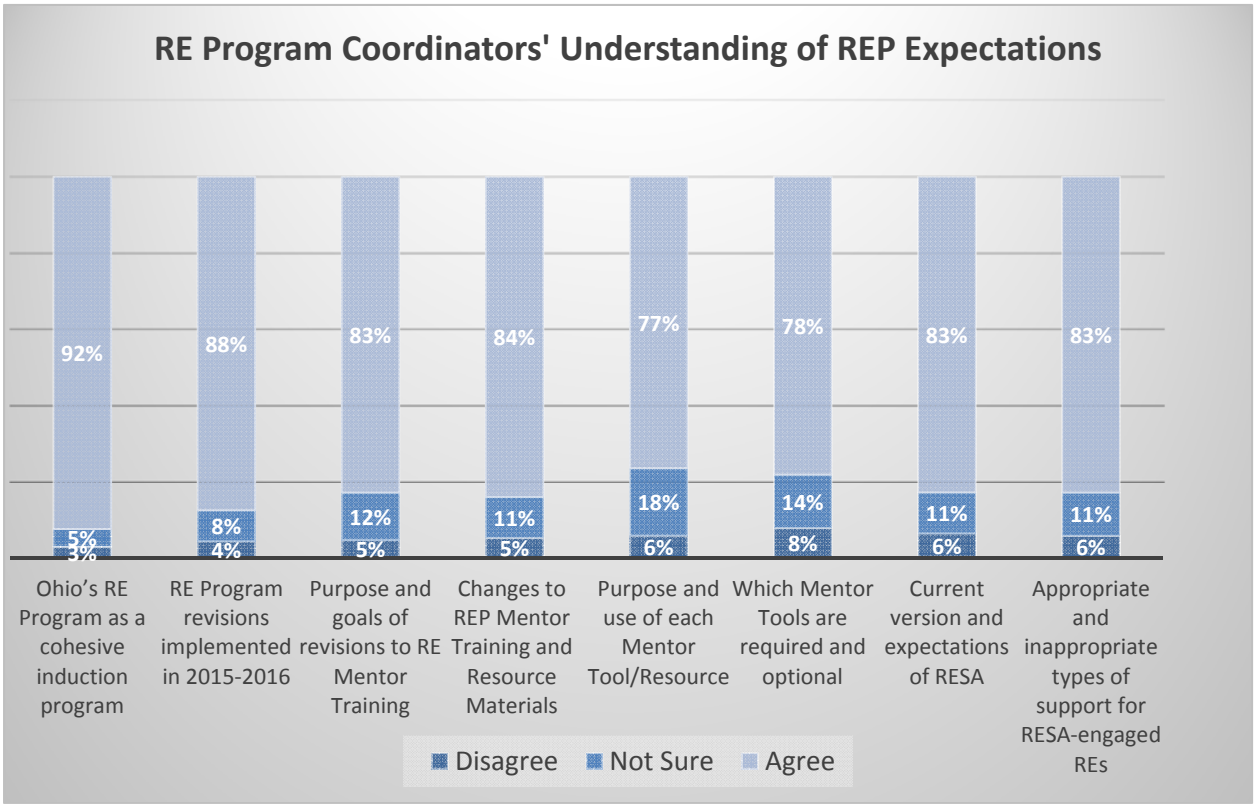


Figure 24. RE Program Coordinators' reported understanding of RE Program expectations, Spring 2016. Totals may not equal 100% due to rounding.

RE Program Coordinators' reports of their preparedness to manage REP responsibilities (Figure 25) indicate that most PCs feel very well-prepared for a wide range of REP tasks (Attachment REPCS, Table 27).

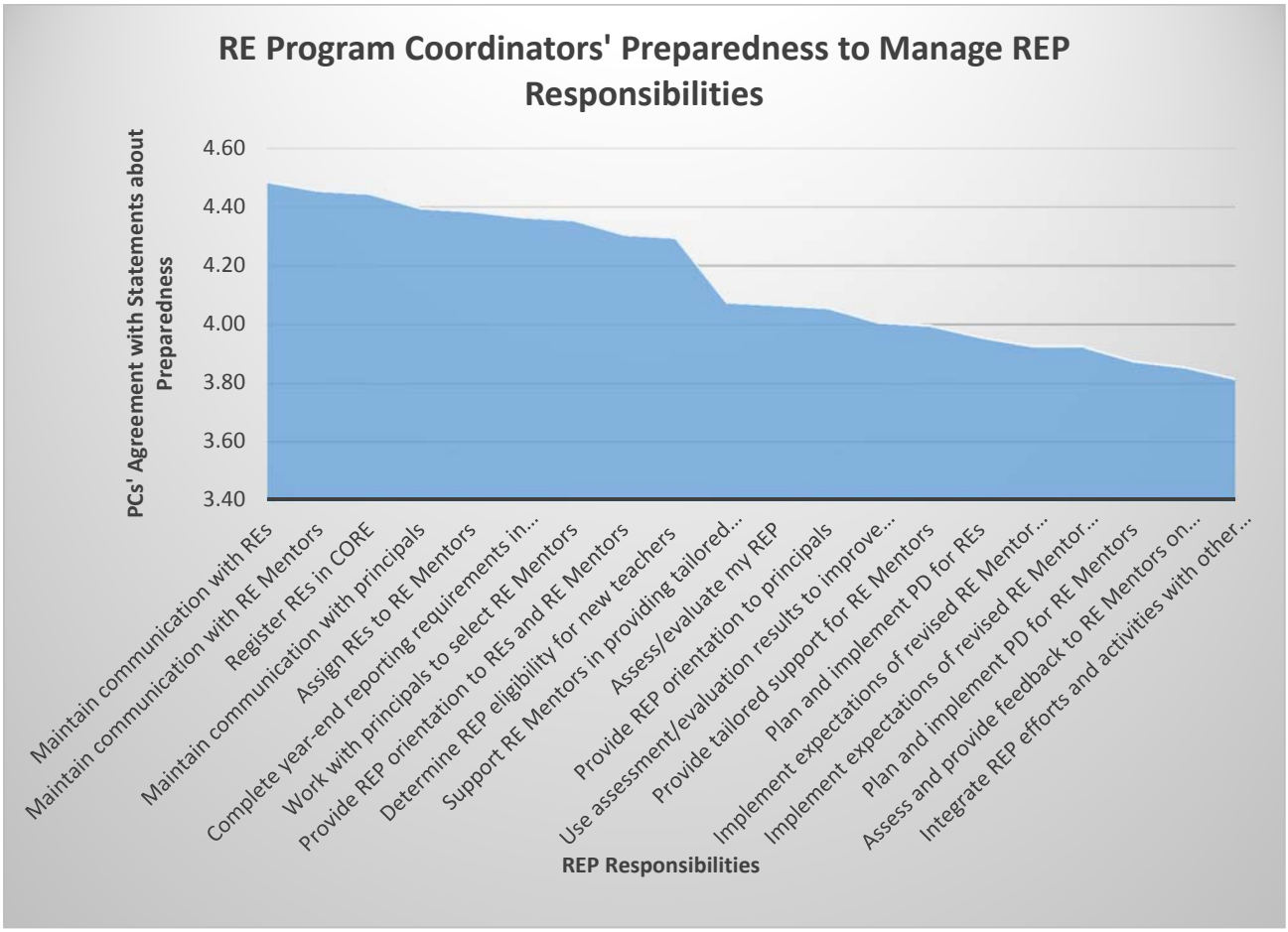


Figure 25. RE Program Coordinators reported preparedness for REP responsibilities, Spring 2016.

District/School Support for Resident Educators

The Evaluation Team also measured RE Program stakeholders' perceptions of district- and school-level support for Resident Educators. During Spring 2016, more than two-thirds of RE Program Coordinators and RE Mentors reported that they had observed improved support for REs and improved teaching collaboration and communication in their schools and districts (Table 21). Fewer than half of the responding RE Mentors and PCs agreed that REP implementation had increased the involvement of principals and administrators in supporting new teacher development or led to changes in district or school policies/procedures to support new teacher development. (Attachment REMS, Table 44, 45; Attachment REPCS, Table 31, 32).

Table 21. *RE Mentors' and Program Coordinator's Reported Evidence of RE Program Impact on Districts and Schools, REP RE Program Coordinator Questionnaire and RE Mentor Questionnaire, Spring 2016*

Observed Evidence of RE Program Impact on District/School	Role	Total N	Disagree	Not Sure	Agree	M	SD
Improved conditions that affect REs' success (e.g., teaching assignments, supportive resources)	Mentor	1746	13%	24%	63%	3.61	0.92
	PC	340	13%	22%	65%	3.62	0.91
Improvement in teacher collaboration and communication about teaching and learning.	Mentor	1737	10%	20%	70%	3.73	0.88
	PC	342	9%	15%	76%	3.85	0.88
Greater involvement of principals/ administrators in supporting new teacher development	Mentor	1739	33%	32%	35%	2.98	1.08
	PC	338	30%	30%	40%	3.10	1.02
Beneficial changes to district/school policies/procedures that support new teacher development.	Mentor	1738	25%	30%	45%	3.21	1.06
	PC	339	22%	26%	52%	3.37	1.01

Note. Items are five-scaled questions: 1 – strongly disagree, 2 – disagree, 3 – neither agree nor disagree, 4 – agree, and 5 – strongly agree. Totals may not equal 100% due to rounding.

Interviewed RE Program Coordinators noted growth in the collaborative culture within their buildings, potentially related to the RE Program. They reported that REs were becoming building leaders much more quickly than they had observed previous cohorts of new teachers, noting Some PCs also reported that veteran teachers were learning from new teachers, particularly in the area of instructional technology. An additional benefit of the RE Program was the opportunity to bring REs together who might not have interacted otherwise (i.e., different grade levels and disciplines). By working with new teachers in cohorts, all new teachers had a shared experience, despite their differences, which helped develop a new culture within school buildings. Program Coordinators noted that in smaller districts with fewer REs they accomplished collaboration by sending their REs to other districts for networking opportunities.

"USUALLY IT WAS VETERAN TEACHERS WHO DID EVERYTHING AND NOW, SOME OF THE NEWER TEACHERS ARE GETTING IN THERE, GETTING THEIR FEET WET AND TEACHING OTHERS."

~ RE PROGRAM COORDINATOR

Impact of Resident Educator Programmatic Changes

Questions regarding "*How have changes to the Resident Educator Program, particularly those related to RE Program Mentoring tools and training, impacted (a) local RE Program implementation, (b) stakeholder perceptions of the RE Program, and (c) short-term outcomes of REs and RE Mentors?"* were answered primarily through analyses of survey and interview data. Findings from quantitative and qualitative data reported here include RE Mentor and RE Program Coordinators' perceptions of programmatic changes made in Summer 2015 and reflections on their own local programs and on support provided by the State RE Program. Data regarding short-term outcomes and impacts of the REP were collected from all REP stakeholders via interview and survey and also are reported in this section.

Changes in Local Resident Educator Program Implementation

IN THE ABSENCE OF A *"PRESCRIPTIVE PROGRAM,"* THE SELECTION AND ASSIGNMENT OF MENTORS BECOMES EVEN MORE CRITICAL TO RESIDENT EDUCATORS' SUCCESS.

The Evaluation Team reported in program implementation Years 3 and 4 that local RE Programs changed very little, particularly for REs in their first and second years of the program. In contrast, changes to the State RE Program in 2014-2015 resulted in some changes in local RE Programs. RE Program Coordinators reported that changes to requirements of the RE Program facilitated their improved understanding of alignment between OTES and REP, and many districts were working to directly align the two programs for their REs. Some examples of these coordination efforts included guiding REs to set the same goals for both programs and excusing Year 3 REs from some OTES requirements.

Another change in local programs included more districts and schools evaluating local implementation of their RE Programs. Some Program Coordinators reported using the RE Program Planning Tool, others reported administering surveys to REs and RE Mentors, some indicated using exit interviews to collect feedback from participants, and others discussed the usefulness of the Formative Progress Review (FPR) in program Years 1 and 2 to help REs target areas where they might benefit from higher levels of support. Some interviewed Program Coordinators observed that Resident Educators struggled with writing generally, and specifically with writing tasks on RESA, where coherent and concise writing was required for success. These PCs noted that FPRs were an excellent exercise for REs to practice writing their reflections.

DESPITE CONCERNS WITH CHANGES TO THE PROGRAM, PROGRAM COORDINATORS IDENTIFIED NUMEROUS STRENGTHS OF THE REP:

- PROGRAM STRUCTURE
- ACCOUNTABILITY (ENSURING THAT DISTRICTS PRIORITIZE THEIR RESOURCES TOWARDS THE PROGRAM)
- INSTRUCTIONAL FOCUS OF THE PROGRAM
- WONDERFUL RE/MENTOR RELATIONSHIPS
- FOCUS ON REFLECTION
- OPPORTUNITIES FOR TEACHER COLLABORATION.

A number of interviewed PCs indicated that their districts/schools had begun to make some professional development decisions based on the specific needs of Resident Educators and the RE Program. PCs appreciated the flexibility to design and provide professional development based on the collective or individual needs of REs and RE Mentors. For example, one PC shared, *". . . RE mentors develop summer institute work that specifically helps REs, so the RE program is very integrated into other PD efforts. Coaches and administration really listen to the PC and mentors when it comes to supporting new teachers."*

While RE Program Coordinators appreciated freedom to adapt their local programs to REs needs, they noted that adaptation and modification came at a cost. For instance, though RE Mentors were always the most integral piece of the REP, in the absence of a "prescriptive program", the selection and assignment of mentors became even more critical. Districts had to ensure they selected mentors with the highest levels of professionalism who could use their judgement and experience to guide individual REs. Additionally, while implementation of a state-level program for new teachers encouraged greater uniformity among districts' induction programs, allowing more control by individual districts raised PCs'

level of concern for REs in districts that were not implementing the RE Program with fidelity to the State's expectations. Program Coordinators expressed concern about hiring new teachers from other districts that had not implemented rigorous local RE Program, as they had observed detrimental impact on the growth of new teachers.

Coupled with their concerns about districts' uneven implementation of the RE Program, some Program Coordinators shared concerns about districts that outsourced their programs to Educational Service Centers or to other districts. PCs expressed two primary concerns regarding this practice. As noted by one PC, "*I don't even know if an ESC running 15 schools' programs is really conducive to this program . . . they're doing the best they can, but (if) there's not somebody housed at that district, I don't know if that's really the best case scenario.*" A second concern was regarding the persistent lack of principal involvement in the RE Program. As one PC shared, "*I feel like this phenomenal program, created to develop teachers and to support teachers, has become something that's not always doing that, because it's not being supported the way it needs to be. District superintendents don't have buy in, principals don't have buy in. It's another state required thing and . . . they're going to farm it out*."

Changes in Local RE Program Mentoring

Of RE Mentors who were actively mentoring during 2015-2016, 22% were new mentors during this school year, and 7% were former Resident Educators (Attachment REMS, Table 1, 2). Additionally, 22% of RE Mentors were serving as RESA Facilitators during 2015-2016 (Attachment REMS, Table 4). Of those mentors responding to the RE Program Mentor Questionnaire, 35% had attended the revised 2-day Mentoring Academy offered by the ODE RE Program, 40% had enrolled in the online Mentor REfresh Course, and 24% had enrolled in the online Mentor REnew Course (Attachment REMS, Tables 5-7).

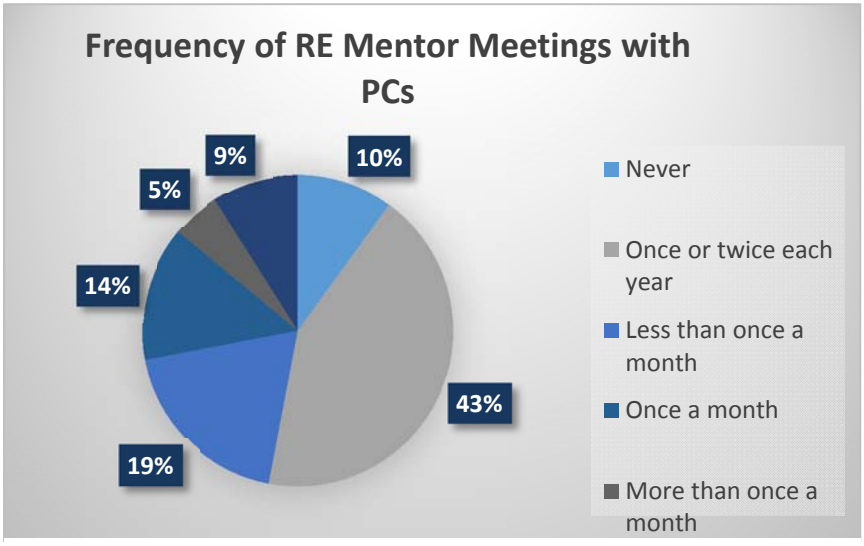


Figure 26. Program Coordinators' frequency of meetings with their RE Mentors, Spring 2016. Totals may not equal 100% due to rounding.

Local RE Programs have continued to evolve as the program has grown to scale and in response to changes to the State RE Program. State redesign of training and support materials for RE Mentors during 2015 was intended to ensure that all RE Mentors were well-prepared to implement instructional mentoring with their REs. Beyond state-provided training, local RE Programs were expected to provide professional development for their mentors to target local needs. During Spring 2016, RE Program Coordinators from across the state reported on the types of support they provided to their RE Mentors. As shown in Figure 26, more than two-thirds of PCs reported meeting with their RE Mentors less than

once per month. On average, RE Mentor meetings with the PC lasted 30 minutes to one hour (Attachment REPCS, Table 14, 15).

Changes in State Support for RE Mentoring

Prior to the 2015-2016 school year, the State revised RE Program mentoring tools and training in order to enhance the program's focus on instructional mentoring and to better support RE Mentors in providing individualized guidance to their REs. Of RE Mentors responding to the Spring 2016 survey, 65% had been exposed to at least one new in-person or online RE Mentor training (Attachment REMS, Table 29). Analyses were conducted to determine if there were any differences in mentors' responses regarding their understanding of the RE Program and of professional expectations of mentoring based on their exposure to new training materials. As shown in Table 22, RE Mentors who participated in any new mentoring course (i.e., Mentor 2-Day Academy, Mentor REfresh, Mentor REnew) reported significantly better understanding of the REP and of professional expectations for mentoring generally, than did non-participating RE Mentors (p = .000, p = .007, respectively).

Table 22. *Comparison of Mentors' Understanding of Aspects of RE Program Based on Exposure to New Mentoring Courses, REP RE Mentor Questionnaire, Spring 2016*

Aspects of RE Mentors' Understanding	Course Participation	n	M	SD	t	*p*
Mentors' Understanding of RE Program	Participated in at least one new course	1133	19.83	4.59	7.62	**.000**
	Did not participate in any new course	614	18.09	4.47		
Mentors' Understanding of Professional Expectations	Participated in at least one new course	1133	11.21	2.37	2.68	**.007**
	Did not participate in any new course	614	10.89	2.42		

Note. The data suggest heterogeneity of variance; in addition, sample sizes are unequal. Thus, results using the Satterthwaite's test, based on unequal variances, may be most appropriate.

RE Mentors also were surveyed regarding their preparedness for aspects of the RE Program. As shown in Table 23, mentors who participated in any new course reported statistically significantly better preparedness for providing tailored support to their REs than did non-participating RE Mentors (p = .000). These findings suggest that revised mentor materials are effectively preparing new and experienced mentors to provide support individualized support for Resident Educators.

Table 23. *Comparison of Mentors' Preparedness for Aspects of RE Program Based on Exposure to New Mentoring Courses, REP RE Mentor Questionnaire, Spring 2016*

Aspects of RE Mentors' Preparedness for Work with REs	Course Participation	n	M	SD	t	*p*
Instruction and Learning	Participated in at least one new course	1129	22.29	4.63	1.77	.077
	Did not participate in any new course	606	21.88	4.64		
Relationships and Collaboration	Participated in at least one new course	1131	23.06	5.01	0.82	.415
	Did not participate in any new course	607	22.86	4.83		
Tailoring Support	Participated in at least one new course	1130	17.76	3.79	3.54	**.000**
	Did not participate in any new course	607	17.07	3.64		

Note. The data suggest heterogeneity of variance; in addition, sample sizes are unequal. Thus, results using the Satterthwaite's test, based on unequal variances, may be most appropriate.

Local Support for RE Summative Assessment Processes

Findings from surveys of RESA-engaged REs between the second administration of the assessment in 2014-2015 and the 2015-2016 assessment administration indicate consistent support for Resident Educators attempting or re-attempting RESA tasks. As shown in Table 24, about one third of REs taking RESA the first time and one-half of REs retaking RESA tasks reported that they received one-to-one facilitation support during their RESA experience this year. A majority of REs who were retaking RESA tasks between 2014 and 2016 also were working with the same RESA Facilitator as they had in the previous year, while about one-quarter of REs taking RESA for the first time were facilitated by their former RE Mentors. It is apparent that local RE Programs are providing higher levels of individualized support to REs retaking RESA tasks than to those engaging in RESA for the first time (Table 24, see also Attachment REY4Y5, Tables 31 – 34; Attachment REY2Y3, Tables 40 – 43).

Table 24. *Comparison of RESA Facilitation Support Provided to REs from Fall 2013 through Spring 2016*

Types of Facilitation Support	RESA-takers 2014-2015	RESA-Retakers 2014-2015	RESA-takers 2015-2016	RESA-Retakers 2015-2016
Supported by same individual as in previous year	24%	66%	26%	57%
One-to-one facilitation	37%	50%	33%	51%
Co-located with facilitator	42%	40%	30%	31%
Facilitator teaches same grade-level or content area	22%	20%	18%	16%
Meet at least monthly	20%	14%	23%	13%

Note. Totals may not equal 100% due to rounding.

Comparing survey data collected from RESA Facilitators and from RESA-engaged REs in Spring 2016, there were quantitative and qualitative differences between RESA Facilitators who also served as RE Mentors and RESA Facilitators who did not. As shown in Table Analyses of survey data suggest that RESA Facilitators who are also RE Mentors provided more one-to-one support and met more frequently with their RESA-taking REs (Attachment REMS, Tables 56-58).

Table 25. *Comparison of REs' and RE Mentors'/RESA Facilitators' Perceptions of RESA Facilitation Support Provided to REs in 2015-2016*

Types of Facilitation Support	All RESA-Takers 2015-2016	RESA Facilitators in 2015-2016 who are also RE Mentors
One-to-one facilitation	35%	75%
Co-located with RE	41%	47%
Facilitator teaches same grade-level or content area	24%	31%
Meet at least monthly	22%	43%

Note. Totals may not equal 100% due to rounding.

Resident Educators attempting or reattempting RESA tasks in 2015-2016 and RESA Facilitators were asked about the effectiveness of the RESA support they received or provided. As shown in Table 26, RESA Facilitators held the most positive perceptions of the support they provided, while REs who were retaking RESA tasks held the least positive perceptions of support. Figure 26 compares the RESA facilitation experiences of all REs taking RESA in 2015-2016 to the experiences of those taking RESA in 2013-2014. REs in 2015-2016 indicated that their RESA Facilitators had better understandings of the REP and of RESA tasks than did those taking RESA during the first administration. Conversely, those taking RESA in 2013-2014 reported more positively on their RESA Facilitators' communication skills and education expertise.

Table 26. *REs' and RESA Facilitators' Perceptions of RESA Facilitation Effectiveness, REP RE Questionnaire (C3 & C4), Spring 2016 and (C1 & C2), Spring 2016, REP RE Mentor Questionnaire, Spring 2016*

RESA Facilitator Qualities	RESA Taking Status	Total	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
		n	%	%	%	%	%
Effective communicator	Year 2 RESA Taking	110	4%	4%	14%	50%	29%
	Year 3 & 4 RESA Taking	1088	5%	7%	15%	42%	31%
	Year 4 & 5 RESA Retaking	208	7%	10%	14%	43%	26%
	RESA Facilitators also serving as RE Mentors	350	0%	0%	5%	55%	39%
Experienced educator	Year 2 RESA Taking	110	1%	0%	16%	49%	34%
	Year 3 & 4 RESA Taking	1086	3%	2%	15%	43%	37%

RESA Facilitator Qualities	RESA Taking Status	Total	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
		n	%	%	%	%	%
	Year 4 & 5 RESA Retaking	207	4%	1%	20%	43%	31%
	RESA Facilitators also serving as RE Mentors	350	1%	0%	1%	41%	57%
Good understanding of content and processes of RE program	Year 2 RESA Taking	110	3%	4%	18%	45%	31%
	Year 3 & 4 RESA Taking	1085	6%	10%	15%	42%	28%
	Year 4 & 5 RESA Retaking	208	9%	14%	22%	37%	19%
	RESA Facilitators also serving as RE Mentors	350	0%	2%	8%	53%	36%
Good understanding of RESA tasks	Year 2 RESA Taking	110	3%	5%	19%	45%	28%
	Year 3 & 4 RESA Taking	1085	6%	10%	16%	40%	27%
	Year 4 & 5 RESA Retaking	208	10%	16%	22%	32%	21%
	RESA Facilitators also serving as RE Mentors	350	1%	4%	9%	53%	33%

Note. Totals may not equal 100% due to rounding.

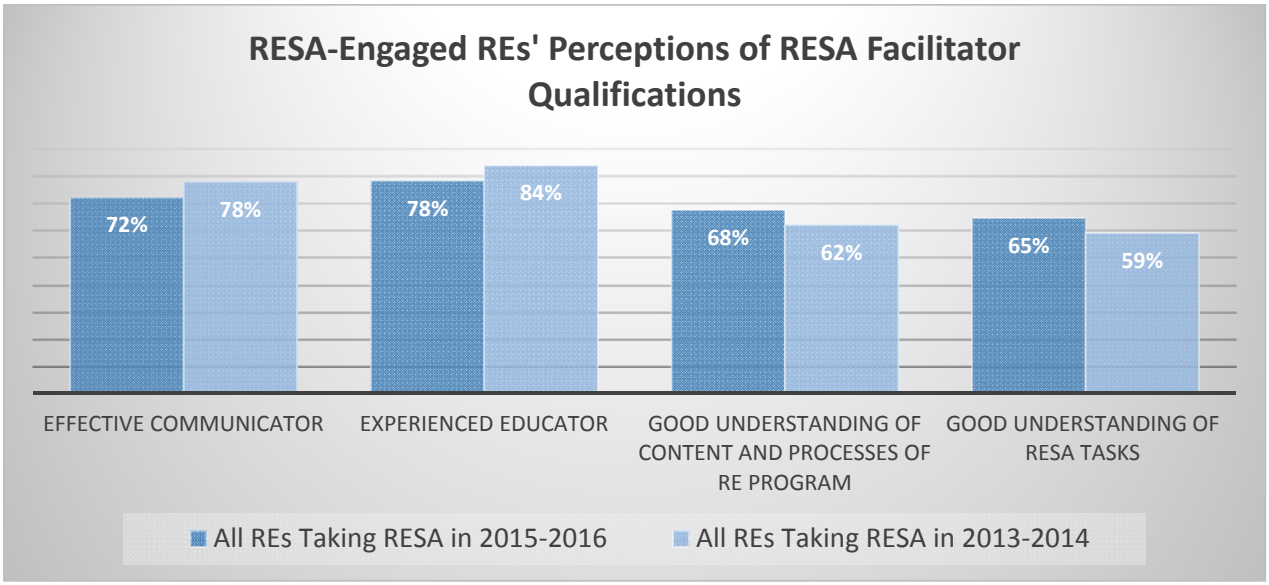


Figure 27. RESA-engaged Resident Educators' perceptions of RESA Facilitator qualifications, Spring 2014 and Spring 2016.

REs taking or retaking RESA tasks in 2015-2016 were surveyed regarding the specific support activities they engaged in with their RESA Facilitators (Attachment REY4Y5, Table 35; Attachment REY2Y3, Table 44). RESA Facilitators also were asked about the specific supports they provided to REs (Attachment REMS, Table 59, 60). Overall, REs who were taking RESA early (in program Year 2 instead of in Year 3) reported the highest levels of support for all specific activities of facilitation. Some of the activities described on the questionnaire were taken from a list of supports deemed inappropriate by the RESA Handbook. Analyses of RE and RESA Facilitator responses regarding their work together are congruent and suggest that a relatively high proportion of RESA Facilitators provided inappropriate types of support to their REs (i.e., facilitator helped correct/edit work before submitted, facilitator helped upload artifacts to Educopia site).

RESA facilitation also was a topic discussed among two of the three RE Mentor focus groups. Focus group discussions of RESA facilitation suggested that RE Mentors had a good understanding of guidelines related to RESA facilitation and that in their work as RESA Facilitators they aligned their support to the guidelines. They discussed not providing opinions to their REs on RESA task submissions but indicated that they provided technical and emotional support, directed REs to RESA rubrics and reviewing rubrics themselves. Some RESA Facilitators shared that REs requested reviews of their draft submissions, which facilitators declined, demonstrating their understanding that this would be an inappropriate type of support to provide to REs.

"CONTINUING EDUCATION IS IN EVERY CAREER. IT'S NOT JUST IN EDUCATION . . . IT'S WHAT YOU HAVE TO DO. AND I THINK SOMETIMES THEY DON'T GIVE THEIR OWN PROFESSION ENOUGH CREDIT THAT THIS IS A REQUIREMENT OF YOUR PROFESSION AND THIS IS WHAT YOU MUST DO . . . SO YOU CAN CHOOSE TO MOVE FORWARD AND LEARN OR YOU CAN CHOOSE TO NOT."

~ RE PROGRAM

RE Program Coordinators were asked about how their districts' RESA Facilitators work with REs completing RESA and it was evident that districts provided different levels of support to Year 3 REs. Some PCs shared that they simply stressed the use of the rubric for their REs, or provided supports such as setting deadlines throughout the year to keep their REs on task. Others provided technology supports or workspaces and time for REs to come together. Some PCs offered facilitated sessions at the beginning of the year where they shared work samples and reviewed sample responses together. However, some PCs reported that they were uneasy about providing group time for REs to work together on RESA tasks. One PC reported that she has received the document from ODE outlining which types of support were appropriate for RESA candidates and this had affected her approach to facilitation. PCs expressed concern regarding how difficult and stressful Year 3 was for their REs but, generally, PCs acknowledged that the requirement to complete RESA was aligned with similar requirements for other professionals.

State Support for RE Summative Assessment Processes

The State provided three types of support for RE Summative Assessment processes. The first support consisted of tools and materials to assist REs in preparation for and engagement in RESA. Both REs who were taking RESA tasks for the first time and those who were re-attempting one or more tasks in 2015-2016 indicated that the RESA Participant Handbook was the most valuable support tool provided by the

State. The REP supportive process identified as the most valuable by RESA-engaged REs was collaboration with Resident Educator colleagues (Figure 28). In all cases, REs who were retaking RESA tasks rated the value of RE Program tools, processes, and resources slightly less valuable than did those REs attempting RESA for the first time (Attachment REY2Y3, Table 39; Attachment REY4Y5, Table 30).

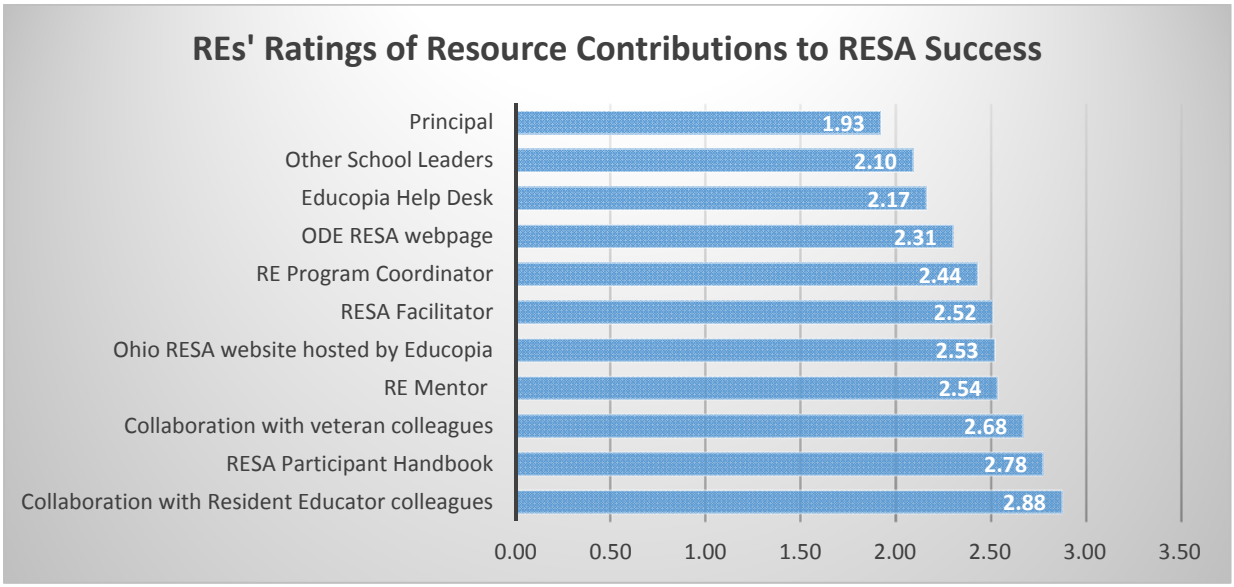


Figure 28. Resident Educators' ratings of RE Program resource contributions to RESA success, Spring 2016.

REP resources and activities completed during REs' Years 1 and 2 in the RE Program that were rated most valuable in preparing for RESA by REs attempting RESA tasks are shown in Figure 29. Cohort 3 and 4 REs attempting RESA in 2015-2016 rated all educator collaboration activities more highly than those in which they engaged on their own. Instructional cycles were cited as the most valuable RE-directed resource activity provided by the State that contributed to REs' preparation for RESA (Attachment REY2Y3, Table 22).

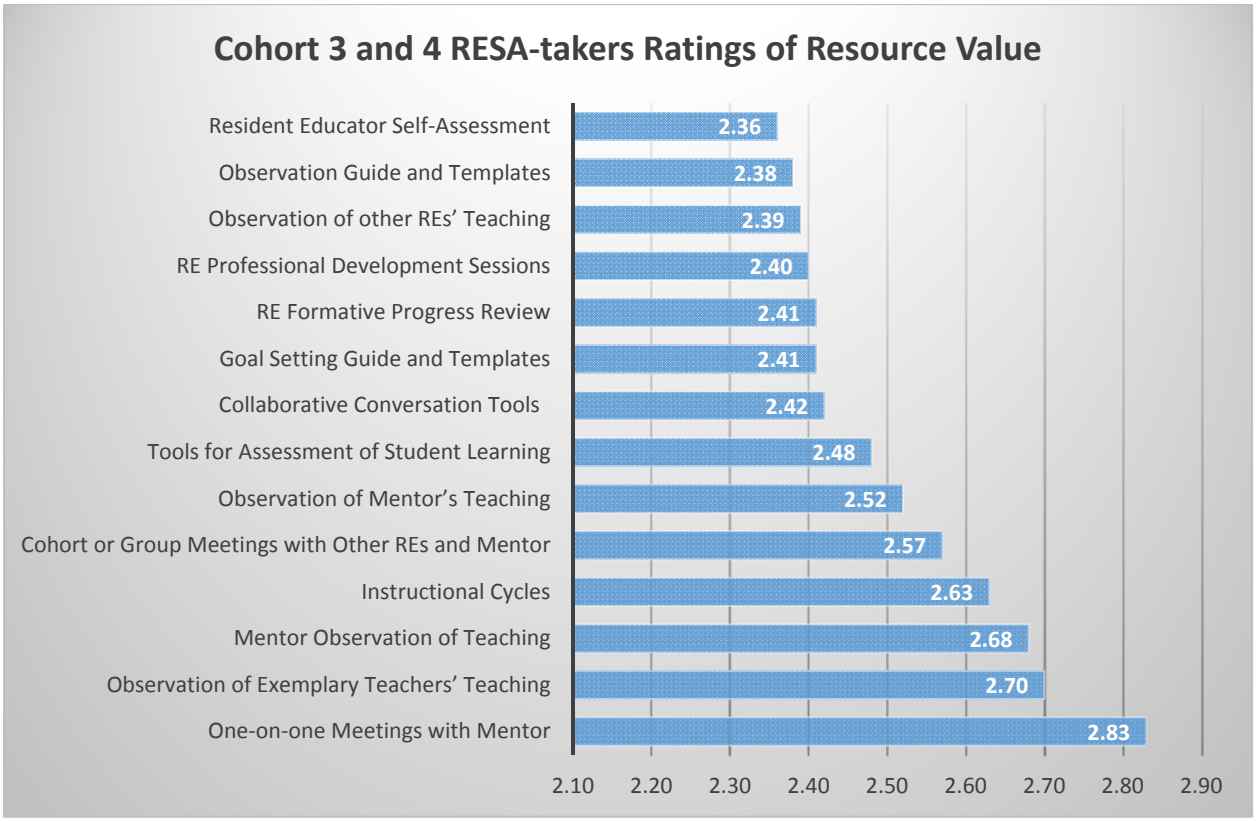


Figure 29. Resident Educators' ratings of the value of RE Program Year 1 and Year 2 activities in preparing for RESA, Spring 2016.

Independent samples t-tests were conducted to compare two subsets of RE Program resources (i.e., REP Materials and Tools, REP Processes and Activities) among RESA-engaged REs and REs who were not taking RESA in 2015-2016. There were significant differences in the perceptions of value between RESA-takers and non-RESA takers for both subsets of RE Program resources (p = .018 and p = .005, respectively, Table 27). RESA-takers indicated that REP Materials and Tools contributed more to their preparation for RESA, while non-RESA takers indicated that REP Processes and Activities contributed more to the development of their instructional practices. In other words, REs' perspective on RE Program resources change as they progress through the induction process.

Table 27. *Comparison of RE's Perception of RE Program Resources by RESA-taking Status, REP RE Questionnaire (C3 & C4), Spring 2016*

RE Tools and/or Processes Subscales	RESA Taking Status	n	M	SD	T	*p*
RE Program Materials and Tools	RESA Takers	1374	17.19	5.14	2.36	**.018**
	Non-RESA Takers	652	16.61	5.19		
RE Program Processes and Activities	RESA Takers	1313	13.36	4.22	-2.80	**.005**
	Non-RESA Takers	644	13.92	4.07		

Note. Subscale used is based on factor analysis result on Table 22 and 24 in REP RE Questionnaire (C3 & C4) analysis results file. Item m and Item n are dropped in order to do the comparison.

The second support provided by the State is technical assistance with RESA processes through Educopia (formerly TeachScape). Survey data indicate that the effectiveness and timeliness of technical support provided to REs who experience technical or logistical issues with RESA registration and/or task submission continues to improve each year. During RESA completion in 2015-2016, 44% of REs reported requesting some type of support from the Educopia Help Desk (Attachment REY4Y5, Table 27). As shown in Table 28, two-thirds of REs who requested assistance agreed that the Educopia Help Desk was able to resolve the issue successfully and nearly half indicated the issue was resolved quickly. Large improvements in resolution speed and perceived helpfulness of help desk staff were noted between 2013-2014 and 2015-2016.

Table 28. *RE's Perception of Support Provided by Educopia Help Desk in 2013 through 2016, REP RE Questionnaires Spring 2015, Spring 2016*

	% of RESA-takers who Agree in 2013-2014	% of RESA-takers who Agree in 2014-2015	% of RESA-takers who Agree in 2015-2016
My issue was resolved successfully.	59%	59%	65%
My issue was resolved quickly.	25%	25%	48%
Educopia Help Desk support staff were courteous and helpful.	55%	55%	72%

The third form of state-level support for REs engaged in RESA is provision of a valid and reliable assessment, aligned with Ohio's expectations for professional educators and designed to represent the authentic work of teachers. The Evaluation Team surveyed Resident Educators following each administration of RESA to determine REs' perceptions of RESA tasks. Subscale measures were used for these analyses. The subscale for each task measured the extent to which REs agreed that the task aligned with REP activities and expectations and with the authentic work of teachers (Attachment REY2Y3, Table 29, 31, 33). This year a one-way repeated measures ANOVA was conducted to compare REs' perceptions of three different RESA Tasks (Tasks 1 & 3 were assessed together, Task 2, and Task 4). There was a significant difference among REs' perceptions of RESA tasks as shown in Table 29. Three paired samples t-tests were used to make post hoc comparisons between the different RESA Tasks. The post hoc tests indicated that RE's perceptions of RESA Task 2 (M = 2.55, SD = 0.67) were significantly less positive than were their perceptions of RESA Tasks 1 & 3 (M = 2.59, SD = 0.61) and Task 4 (M = 2.61, SD = 0.74, p = .000). However, REs' perceptions of RESA Tasks 1 & 3 did not differ significantly from their views of RESA Task 4.

Table 29. *Comparison of RE's Perceptions of RESA Tasks 1 & 3, Task 2, and Task 4, REP RE Questionnaire (C3 & C4), Spring 2016*

RESA Task	n	M	SD	F	p	η^2
Task 1 & 3	1346	2.59	0.61	31.83	**.000**	0.05
Task 2	1346	2.55	0.67			
Task 4	1346	2.61	0.74			

Note. Level of agreement is coded as: 1 – strongly disagree; 2 – disagree; 3 – neither agree nor disagree; 4 – agree; 5 – strongly agree.

REs' perceptions of RESA tasks following the first (2013-2014) and second (2014-2015) RESA administrations are shown in Table 30 along with REs' current year perceptions. Three one-way repeated measures ANOVAs were conducted to compare RE's perceptions of each task, respectively, across three years of assessment administration. There were significant differences among REs' perceptions of all tasks based on the year they took RESA. Post hoc tests indicated that RE's views of all assessment tasks in 2015-2016 were significantly less positive than in either of the two other years of assessment administration.

Table 30. *Comparison of RE's Perceptions of RESA Tasks 1 & 3, Task 2, and Task 4 across Administration Years*

RESA Task	RESA Year	n	M	SD	F	*p*	η^2
Task 1 & 3	2013-2014	1012	2.79	0.85	58.72	**.000**	0.03
	2014-2015	1879	2.89	0.85			
	2015-2016	1346	2.59	0.61			
Task 2	2013-2014	1005	2.85	0.89	76.07	**.000**	0.03
	2014-2015	1858	2.89	0.89			
	2015-2016	1346	2.55	0.67			
Task 4	2013-2014	1000	2.95	0.96	86.88	**.000**	0.04
	2014-2015	1849	3.01	0.91			
	2015-2016	1346	2.61	0.74			

Note. Level of agreement is coded as: 1 – strongly disagree; 2 – disagree; 3 – neither agree nor disagree; 4 – agree; 5 – strongly agree.

Support for Local RE Program Coordinators

During Year 5 of the RE Program, 20% of local RE Program Coordinators reported being new to the position during 2015-2016, while only 31% had served as PCs since program inception in 2011. In addition to managing program coordination, nearly one-half of PCs also served as RE Mentors and/or as RESA Facilitators. Two-thirds of Program Coordinators reported that they typically devoted less than 10% of their time to REP tasks (see Attachment REPCS, Tables 1-11, 16 – 19 for PC demographic profile data).

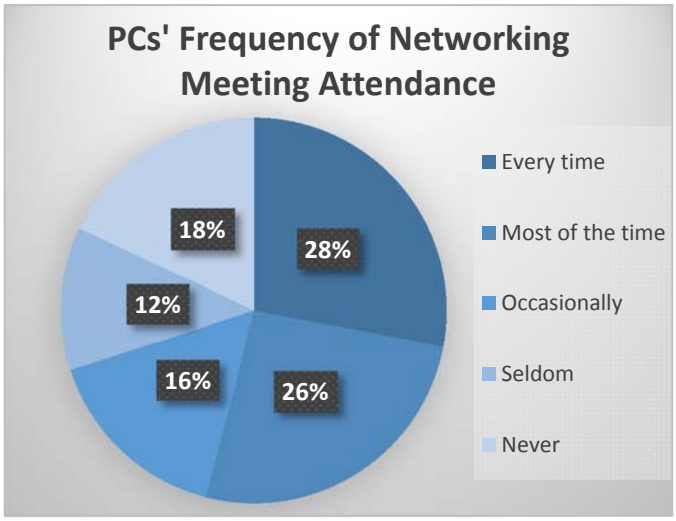


Figure 30. Program Coordinators' reported attendance at PC Network Meetings, Spring 2016. Totals may not equal 100% due to rounding.

During 2015-2016, the State hosted one Program Coordinator Network Meeting. In past years, the ODE had hosted two annual meetings for PCs. As shown in Figure 30, PC Network Meetings were well-attended by PCs responding to the questionnaire in Spring 2016.

In addition to professional development and support provided by PC Network Meetings, many PCs reported that they attended a session of the revised RE Mentor Academy in 2015- 2016 (22%) and/ or reviewed the online Mentor REfresh modules (73%) (Attachment REPCS, Table 12, 13).

Of the other Program Coordinator supports provided by the State, PCs were asked to indicated those that were most useful to them in managing their coordination responsibilities. As shown in Figure 31, Communications from the ODE RE Program staff via the RE Program website pages, newsletter updates, and PC Network Meetings were viewed as most useful by the majority of responding PCs. (Attachment REPCS, Table 35).

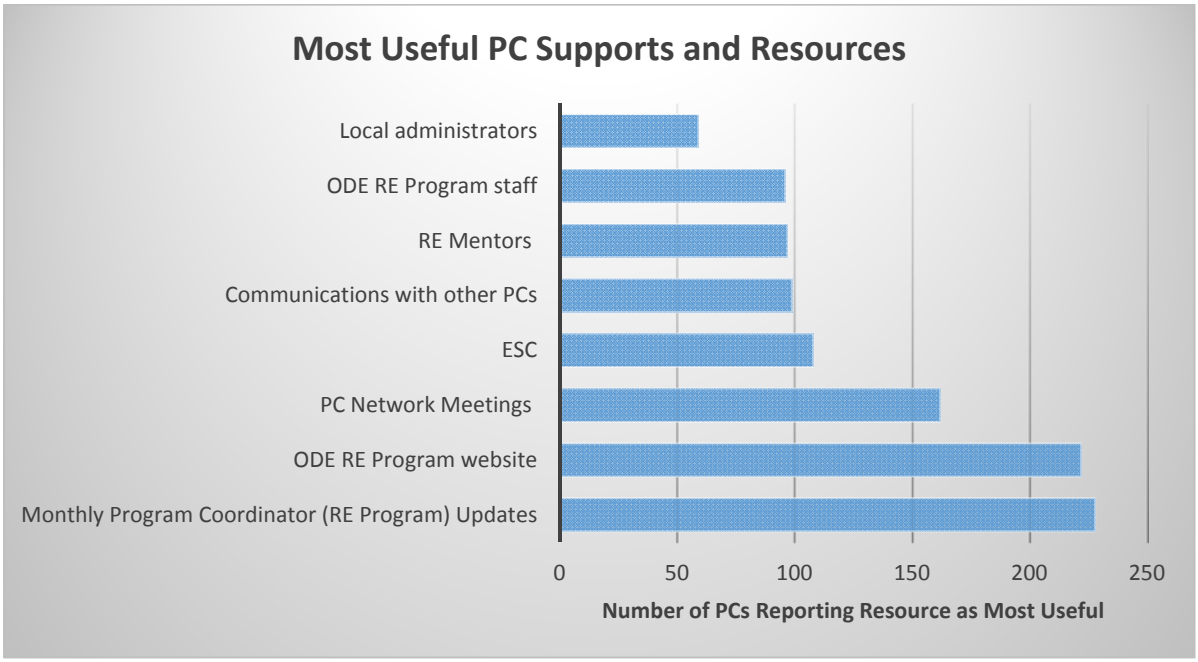


Figure 31. RE Program Coordinators' reports of the most useful RE Program resources, Spring 2016.

Stakeholder Perceptions of Resident Educator Programmatic Changes

RE Program State Trainer Perceptions of Resident Educator Programmatic Changes

RE Program State Trainers reported overall that changes to the RE Program from 2014-2015 to 2015-2016 were positive. They identified that the program had become more tailored for individual districts and materials for the RE Mentor trainings were more interactive and appeared to have significant input from stakeholders. They reported that previously there was too much of a focus on documentation and that revised materials were more practical and less conceptual. One State Trainer reported, "*The new training materials focus on 'What does the mentor need to do when they leave that training?' whereas previously it was a feeling of 'What do I need to do now?'"* They felt that the revised tools and resources for RE Mentors were more applicable to their authentic work.

When asked about their specific roles in programmatic changes to the REP, a few trainers reported that they had contributed to the changes in different ways, while another trainer noted that she did not have any contribution. Most changes were communicated to the State Trainers through the State Trainer Academies. One interviewed trainer noted that it was difficult for some State Trainers to adapt to the new materials, as they were very connected to the existing training; however, positive feedback on the new materials had helped get everyone onboard.

"WHEN THEY LEAVE THE TRAINING, THEY SEEM LESS OVERWHELMED AND MORE CONFIDENT."

~ RE STATE TRAINER

When asked about specific programmatic changes and areas for future improvement, State Trainers were in agreement that a 4-year program was necessary and they all reported that the benefits of the fourth year were diminished by legislation that left requirement of the fourth year to the discretion of districts/schools. They all called for reinstatement of a required fourth year and for additional structure to make Year 4 more meaningful. They all noted that while RESA was an important and necessary component of Year 3, the assessment sometimes overshadowed other aspects of the program. They expressed concern that focusing on RESA in Year 3 drew attention away from the bigger picture of professional growth of REs as a process. With regard to RESA, State Trainers recommended more guidance for RESA Facilitator selection within districts and greater support and increased district/school accountability for RESA candidates who did not pass.

RE Program Coordinator Perceptions of Resident Educator Programmatic Changes

Overall, interviewed RE Program Coordinators reported that changes to the REP in 2015-2016 were generally positive. They described program modifications as allowing more flexibility and reducing time-consuming "paperwork." One PC noted that program revisions "*allowed the mentor to create a program for the individual Resident Educator."*

PCs appreciated the ability to tailor their local RE Programs to meet the individual needs of teachers in their districts, as one summarized "*It's just put the control back at the district level so we've had the opportunity to develop a program that meets the needs of our teachers*." Program Coordinators also reported that their Resident Educators responded positively to programmatic changes. Relative to previous years, they noted that REs reported less pressure, specifically in Year 2. PCs also indicated that RE Mentors described how the changes that allow them to better tailor support based on individual REs,

helping mentors feel better about their role and more positive about the impact they were having on REs.

When asked about perceptions of specific changes, many Program Coordinators reported that, though there was a reduction in the required number of instructional cycles and mentor observations, they still felt these were valuable and encouraged or required their RE Mentors to complete these activities as before. "We know what they have to do in Year 3, so we kind of stepped up our program to say, 'This is what you need to do to prepare.' So even if it isn't an ODE requirement we still do it locally." Program Coordinators varied in whether or not they required their REs to complete the tasks for Year 4. Some reported that they did not require Year 4 activities because the REs and principals felt they had done enough. Others reported creative ways of keeping REs engaged in Year 4, such as dividing up the Year 4 modules amongst a cohort of REs and encouraging them to work together to review them as a "*professional responsibility and almost like a PLC-type atmosphere."*

Program Coordinators' only negative perceptions of changes to REP were related to lack of access to original mentoring resources and tools via the REP website and RE Mentors' initial confusion about modified programmatic requirements. A few PCs indicated that they wanted to continue to use some of the former tools, but those tools were no longer accessible on the website.

Analyses of Program Coordinator questionnaire data regarding programmatic changes were congruent with interview data. As shown in Table 31, a majority of Program Coordinators responding to the Spring 2016 questionnaire agreed that all program changes, with the exception of modified requirements for CTE teachers, were equally beneficial for their Resident Educators, mentors, and districts/schools.

Table 31. *RE Program Coordinator's Perceptions of the RE Program Revisions, REP RE Program Coordinator Questionnaire, Spring 2016*

RE Program Revisions	Benefit to PCs'	Disagree	Not Sure	Agree
REs must annually complete OTES Self-Assessment, use same professional growth/improvement plan for OTES and REP, rather than RE Self-Assessment and Formative Progress Review.	District/ School	9%	18%	73%
	REs and RE Mentors	9%	17%	74%
RE Program requires completion of a collaborative log, interactive journal to show continual implementation of teaching- learning cycle, rather than explicit completion of instructional cycles.	District/ School	12%	20%	68%
	REs and RE Mentors	12%	19%	69%
RE Program tools streamlined for Years 1 and 2 to include mentors completing only one formal observation of REs per year.	District/ School	21%	19%	60%
	REs and RE Mentors	21%	18%	60%

RE Program Revisions	Benefit to PCs'	Disagree	Not Sure	Agree
RE Program tools streamlined to include use of the state's Gathering and Synthesizing Data Tool (or other local data tool) to analyze student work.	District/ School	7%	26%	67%
	REs and RE Mentors	7%	27%	67%
Resident Educators must take RESA in Year 3.	District/ school	16%	21%	62%
	REs and RE Mentors	16%	21%	63%
REs teaching CTE courses are not required to complete program requirements during Years 1 and 2, but are required to take additional course work and pass RESA for 5-year professional license.	District/ school	27%	50%	23%
	REs and RE Mentors	27%	50%	23%
REs should engage in optional activities determined by the district or school in RE Program Year 4.	District/ school	10%	15%	75%
	REs and RE Mentors	11%	15%	74%

Note. Totals may not equal 100% due to rounding.

RE Mentor Perceptions of Resident Educator Programmatic Changes

RE Mentors reported learning about changes to the RE Program though the ODE website but expressed concern about the timeliness of updates on the website, particularly during Summer 2015. RE Mentors were generally positive about most of the changes made to the REP, with particular emphasis on the reduction of paperwork in Year 1 and increased flexibility at the local level related to Year 2 of the program. These changes appeared to be positively impacting local implementation. RE Mentors appreciated having the ability to differentiate to meet the needs of their individual REs. Mentors discussed purposefully using the increased flexibility in Year 2 to prepare REs for greater independence in Year 3 of the program and for completion of RESA. For example, they noted having REs in Year 2 complete an instructional cycle as though it would be used for a RESA Task submission. They perceived adding the video task in Year 2 as very helpful in RESA preparation. RE Mentors also reported that changes to REP increased alignment with OTES.

Mentors expressed concern about changes to the timeline of completion and submission of RESA tasks. The change, which included all tasks submitted by February was of specific concern. Mentors perceived that there was not enough time from the beginning of the academic year for teachers to complete all tasks by February.

Similarly to the reports of local RE Program Coordinators, analyses of RE Mentor questionnaire data regarding programmatic changes were congruent with interview data. As shown in Table 32, a majority of mentors responding to the Spring 2016 questionnaire agreed that most program changes were equally beneficial for their Resident Educators and for RE Mentors. Similarly to RE Program PCs, RE Mentors were less sure of the benefit of changing requirements for CTE teachers. But unlike PCs, RE Mentors also were less sure whether requiring REs to take the RESA in Year 3 and making Year 4 of the program optional were beneficial changes for either REs or mentors. Differences among RE Mentors' and local Program Coordinators' views of REP programmatic changes are shown in Figure 32.

"(RES) LIKED IT MORE. . . AND THE FEEDBACK I'VE GOTTEN IS THAT 'WE DIDN'T FEEL THE PRESSURE.'"

~ RE MENTOR

Table 32. *RE Mentors' Perceptions of the RE Program Revisions, REP RE Mentor Questionnaire, Spring 2016*

RE Program Revisions	Benefit To	Disagree	Not Sure	Agree
REs must annually complete OTES Self-Assessment, use same professional growth/improvement plan for OTES and REP, rather than RE Self-Assessment and Formative Progress Review.	REs	6%	29%	65%
	RE Mentors	7%	32%	61%
RE Program requires completion of a collaborative log, interactive journal to show continual implementation of teaching- learning cycle, rather than explicit completion of instructional cycles.	REs	8%	27%	65%
	RE Mentors	8%	28%	64%
RE Program tools streamlined for Years 1 and 2 to include mentors completing only one formal observation of REs per year.	REs	14%	25%	62%
	RE Mentors	11%	24%	65%
RE Program tools streamlined to include use of the state's Gathering and Synthesizing Data Tool (or other local data tool) to analyze student work.	REs	6%	34%	60%
	RE Mentors	6%	35%	59%
Resident Educators must take RESA in Year 3.	REs	13%	44%	43%
	RE Mentors	13%	47%	40%

RE Program Revisions	Benefit To	Disagree	Not Sure	Agree
REs teaching CTE courses are not required to complete program requirements during Years 1 and 2, but are required to take additional course work and pass RESA for 5-year professional license.	REs	11%	66%	23%
	RE Mentors	10%	68%	22%
REs should engage in optional activities determined by the district or school in RE Program Year 4.	REs	5%	36%	59%
	RE Mentors	4%	39%	56%

Note. Totals may not equal 100% due to rounding.

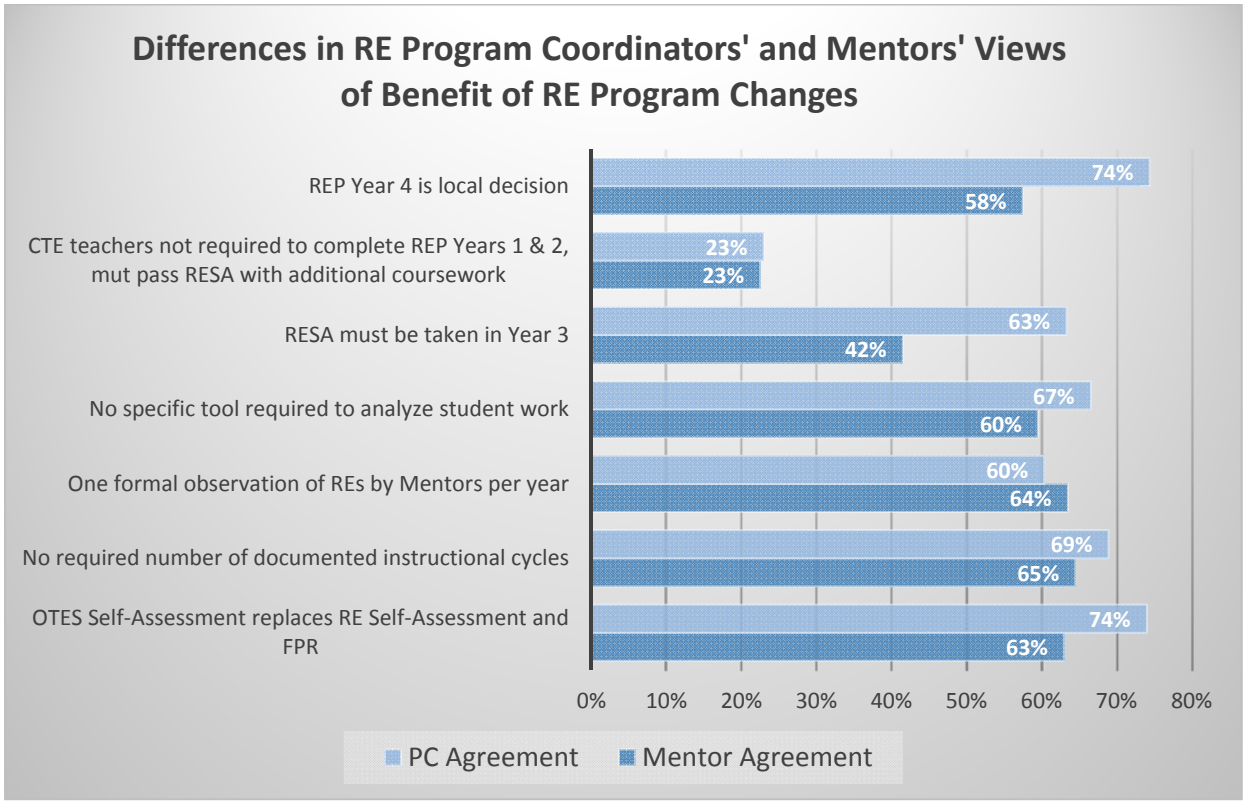


Figure 32. Differences among RE Program Coordinators' and RE Mentors' perceptions of programmatic changes in 2015-2016, Spring 2016.

Stakeholder Perceptions of Changes to Resident Educator Mentoring Tools and Training

"THEY ALWAYS SAY THE STATE-MENTOR TRAININGS … REALLY GIVE THEM A GUIDE OF WHAT THEY'RE SUPPOSED TO BE DOING."

~ RE PROGRAM COORDINATOR

Interview and survey data were collected to determine stakeholder perceptions of the usefulness and quality of new and revised RE Mentor trainings and materials. Program Coordinators who were interviewed reported that the new mentor trainings were generally of high quality, and many reported that they specifically liked the online refresh modules. One piece of the trainings that some of Program Coordinators viewed as excellent was the focus on education as a profession. One PC reported that she shared these slides with her REs to help them better understand the RE Program. She tells them, *"You have a RE license, and we're welcoming you into a profession. This is part of becoming (a) professional . . . the reflection and growth . . . it's the foundation for your self-motivating PD."* Of note, some Program Coordinators reported that trainings were not of the same quality in all locations across the state, noting that there appeared to be some discrepancy between trainings held in different regions.

Program Coordinators reported positively on the feedback they had received on the Mentor REfresh course as well. They appreciated the online format and felt that it helped mentors understand the revised program. Findings from RE Mentor interviews regarding the value of the mentor trainings were mixed, as some noted the REfresh training was helpful and thought provoking, while others indicated that it was not helpful to them and that it took much longer to complete than they expected.

RE Mentor who had attended the 2-day Mentor Academy during 2015-2016 were surveyed regarding their views of the training. As shown in Table 33, most mentors reported positively on all aspects of the academy (Attachment REMS, Table 47).

Table 33. *RE Mentor's Perception of the Mentor Academy - 2-day training 2015-2016, REP RE Mentor Questionnaire, Spring 2016*

	Disagree	Unsure	Agree
The objectives of the Mentor Academy were clearly stated in the beginning of the academy.	7%	15%	78%
The academy introduction/overview provided a good sense of what to expect.	11%	16%	74%
The academy helped me understand the purpose and goals of revisions to Resident Educator Mentor Training.	11%	17%	72%
The academy was interactive, providing me multiple opportunities for collaboration, presentation, and reflection.	7%	20%	73%
The academy provided me with opportunities to engage with colleagues from similar settings or in similar roles.	10%	15%	75%

	Disagree	Unsure	Agree
The expectations for applying new learning from the academy are realistic.	12%	22%	66%
The academy's learning activities were appropriate and aligned with the objectives.	9%	19%	73%
Academy activities were well aligned with my goals for professional learning.	11%	21%	68%
The presenter(s) were knowledgeable about the topic/process.	5%	17%	78%
The presenter(s) used techniques related to the academy's information.	6%	19%	75%
The presenter(s) engaged me in learning.	10%	22%	68%
The presenter(s) provided a clear overview of each new Mentor Tool/Resource.	10%	19%	71%
The presenter(s) led debriefs and discussions about activities in ways that deepened my understanding.	11%	22%	68%
The presenter(s) effectively responded to questions.	7%	18%	74%
During the 2-day Academy, the mentors I interacted with in group activities were actively engaged in the work.	8%	17%	75%
Overall, the 2-day Academy helped me understand how to implement revised RE Mentor Tools with my REs.	10%	21%	69%
Following the 2-day Academy, I feel well-prepared to work with my REs.	14%	23%	63%
I look forward to using the revised RE Mentor Tools with my REs.	10%	30%	60%

Note. Items are five-scaled questions: 1 – strongly disagree, 2 – disagree, 3 – neither agree nor disagree, 4 – agree, and 5 – strongly agree. Totals may not equal 100% due to rounding.

In addition to the revised 2-day Mentor Academy delivered in person, the State provided two other professional development opportunities for RE Mentors. The RE Mentor REfresh course and the RE Mentor REnew course were offered online to enhance the skills of all RE Mentors. Each course consisted of a set of modules that RE Mentors reviewed at their own pace. The RE Mentor REfresh course was designed as a review of quality instructional mentoring as well as an introduction to key programmatic changes impacting mentors. The REnew course presented advanced material for experienced RE Mentors seeking to further enhance their skills and knowledge of instructional mentoring.

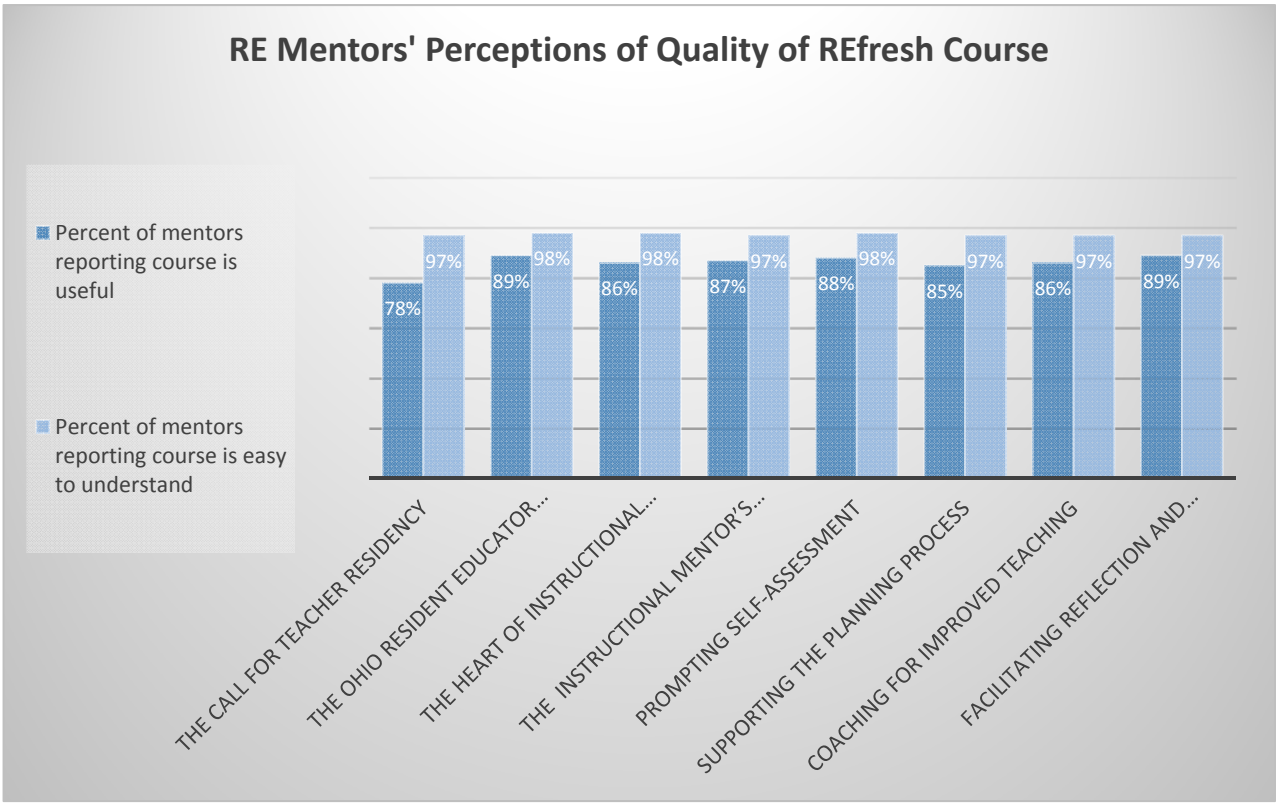
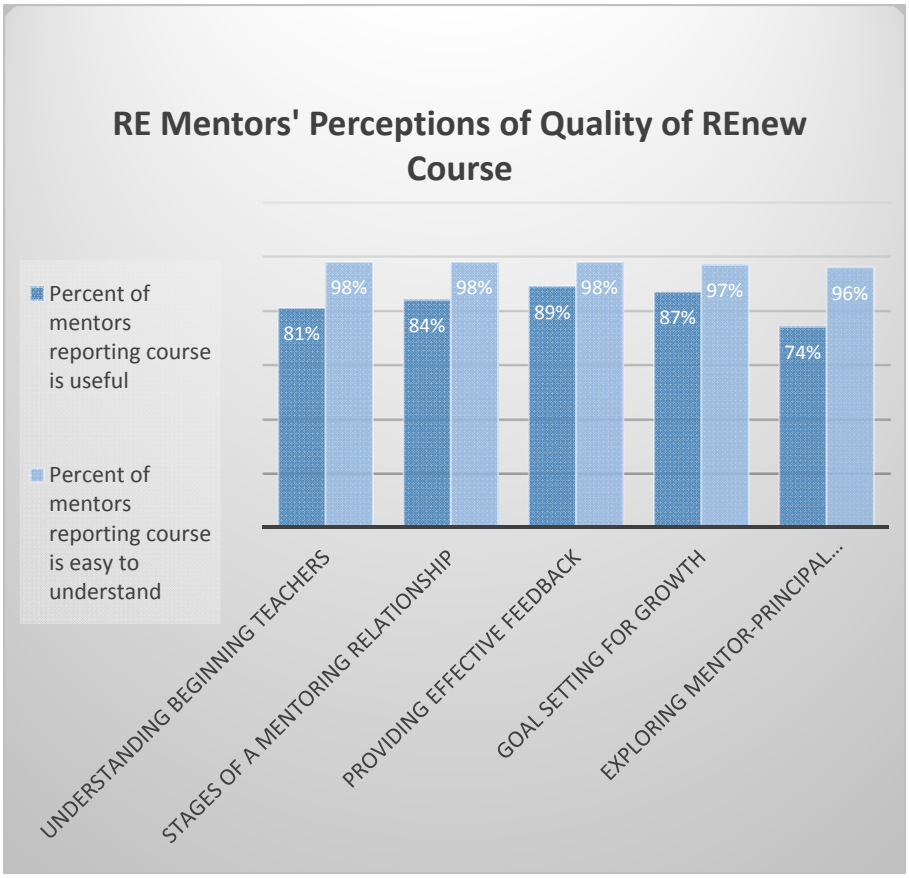


Figure 33. RE Mentors' views of usefulness and clarify of online mentor REfresh course, Spring 2016.

As shown in Figure 33, RE Mentors who had taken the online REfresh course reported very positively on the usefulness and clarity of each module. Similarly, the online REnew course was positively received by RE Mentors who reviewed the modules (Figure 34). The REnew module regarding working with principals was perceived by mentors to be somewhat less useful than were the other modules (Attachment REMS, Table 52, 53)



Data also were collected from RE Mentors' regarding their perceptions of their use of, usefulness, and clarity of the revised Mentor Tool Kit for 2015-2016 (Attachment REMS, Table 50). As shown in Figure 35, tools mentors used most often with their REs, included the Self-assessment Summary, Professional Growth Log, and Collaborative Log. As shown in Figure 36, RE Mentors reported very positively on the ease of use and clarity of all new state-provided mentoring resources.

Figure 34. RE Mentors' views of usefulness and clarify of online mentor REnew course, Spring 2016.

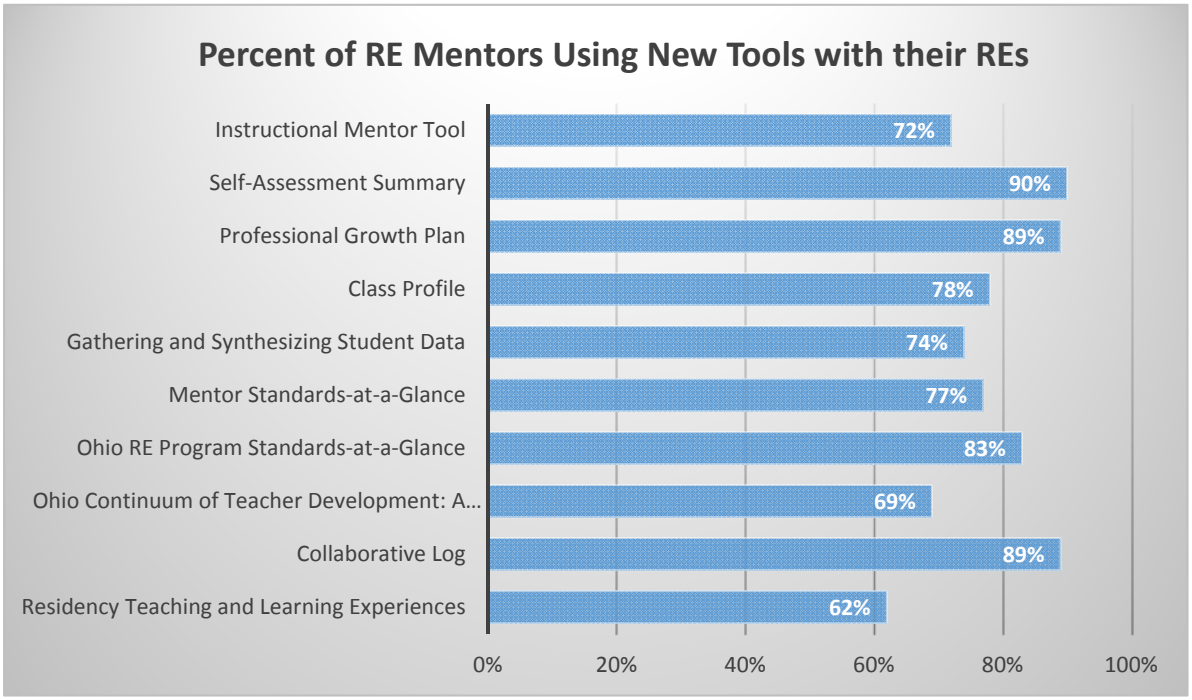


Figure 35. RE Mentors' reported use of new Mentor Toolkit resources with their REs during 2015-2016, Spring 2016.

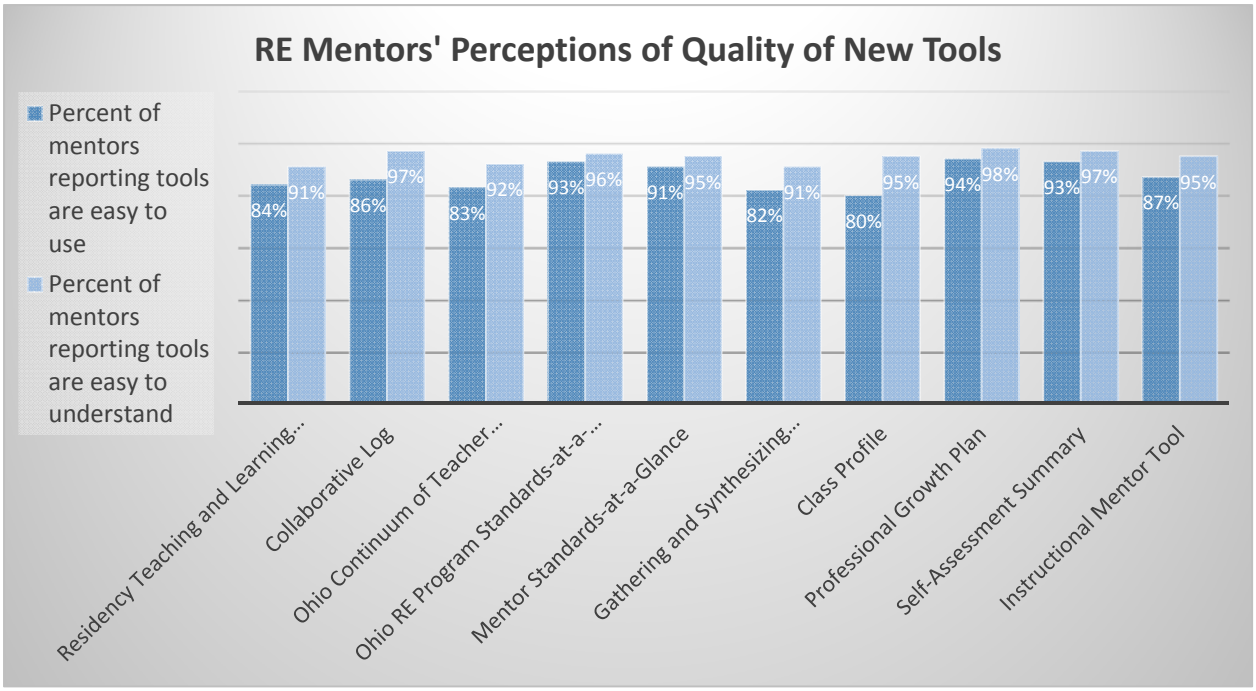


Figure 36. RE Mentors' views of the usefulness and clarity of revised Mentor Toolkit resources, Spring 2016.

Short-Term Outcomes of Resident Educators and Resident Educator Mentors

Resident Educators' Growth as Leaders

In Spring 2016, Resident Educators who had passed as RESA tasks were asked about their REP involvement and opportunities for leadership in their schools and districts during their fourth or fifth years in the RE Program. As shown in Table 34, many REs took the Learn to Lead module, completed the Year 4 FPR, and developed a Year 4 Action plan, even though these activities were no longer requirements of the State RE Program. Fewer REs continued their involvement with the by serving as RE Mentors, RE Colleagues, or RESA Facilitators. Resident Educators also reported a range of different leadership activities following their completion of their required REP involvement (Table 35). A large number of REs engaged in collaborative activities with colleagues such as serving on or leading committee work or participating/leading professional learning communities.

Table 34*. RE's Involvement RE Program Activities After RESA, REP RE Questionnaire (C1 & C2), Spring 2016*

Involvement in the RE Program	N	%
Taking the online "Learn to Lead" module.	413	27%
Completing the Year 4 FPR.	339	22%
Developing a Year 4 Action Plan.	279	18%
Working with REP "colleague" to continue to improve my teaching practice.	217	14%
Serving as an RE colleague.	140	9%
Serving as an RE Mentor.	52	3%
Serving as a RESA Facilitator.	8	1%

Note. This is a multiple choice question. REs could select more than one activity.

Table 35. *RE's Leadership Experiences After RESA, REP RE Questionnaire (C1 & C2), Spring 2016*

Leadership Experience	N	%
Volunteer to lead or serve on school, district or community committees.	401	20%
Organize and conduct a lesson study with at least one colleague.	269	13%
Facilitate professional development for other teachers.	180	9%
Develop a unit or course of study using Ohio's New Learning Standards to share with staff.	166	8%
Organize and lead students in an academic competition or school performance experience.	170	8%
Assist a mentor with collaborative cohorts for Resident Educators.	169	8%
Lead an instructional team in my school.	165	8%
Organize and facilitate an event dedicated to parent-student shared learning.	129	6%
Organize and conduct a study trip for students.	108	5%
Lead the development of a partnership with a local business or university to provide learning opportunities for students or teachers.	80	4%
Develop and share materials that help explain school and state education initiatives to the school community.	86	4%

Note. This is a multiple choice question. REs' could select more than one leadership experience.

Cohort 1 and Cohort 2 RE's perceptions of the impact of their involvement in the RE Program on their opportunities for and willingness to engage in leadership were measured in Spring 2016. Figure 37 shows that REs' viewed their involvement in the REP as most impactful on their desire to mentor other REs. Largely, REs did not associate growth in their leadership capacity with their involvement in the REP. Program Coordinators discussed a possible obstacle to the RE Program impacting leadership opportunities for REs.

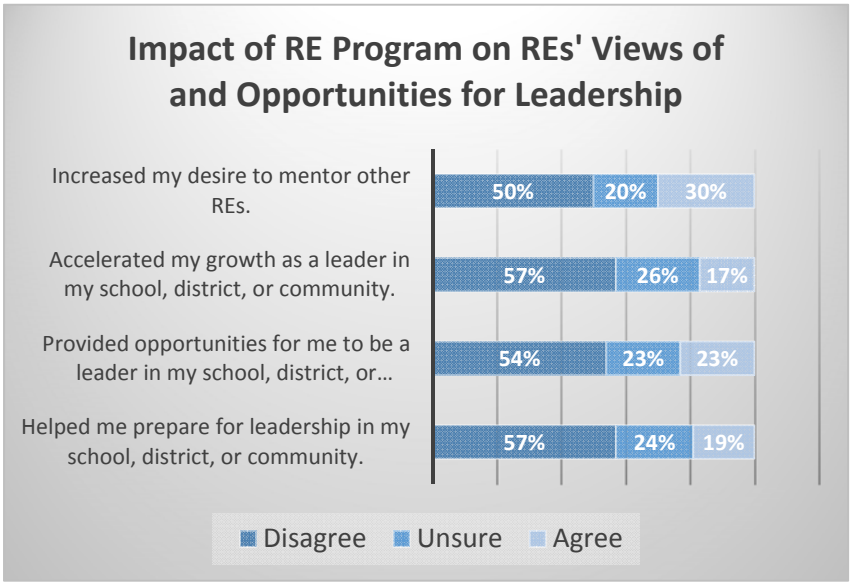


Figure 37. Resident Educators' views opportunities and preparation for leadership, Spring 2016. Totals may not equal 100% due to rounding.

Some PCs expressed concern about uneven involvement of higher education with the RE Program. A few PCs noted evidence that some preservice programs had closely aligned with REP, and this was evident when interviewing new teachers who asked pointed questions about the district's local REP implementation. However, PCs reported that a few preservice programs told their students that the REP would be going away, and others failed to provide their students with information about the REP.

Program Coordinators also discussed interactions with REs who felt that they didn't need the RE Program because they had learned everything they needed in their preservice programs, especially if they had participated in EdTPA. One PC shared a response that she gave to her REs when they reported that the REP was repetitive: "*It's a good thing that you feel like you're doing the same work. It's better than doing different work. The difference is, [in preservice] you have it in theory. And now you have it in practice. And there are very few opportunities throughout one's career in education where you're going to have PD so geared to who you are as a teacher. You will most likely never have PD that is only about you.*"

Mentors' Professional Growth

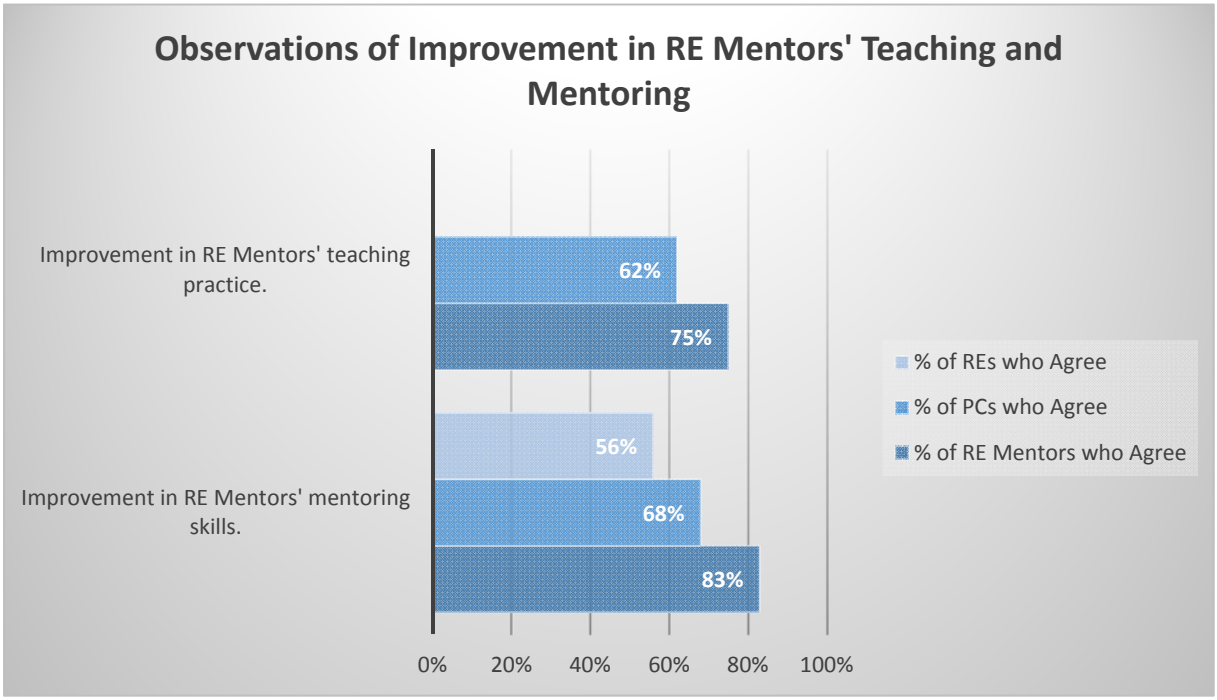


Figure 38. RE Program stakeholders' observations of improvement in RE Mentors' teaching and mentoring, Spring 2016.

The RE Program also aspires that RE Mentor's grow as professionals by their involvement in the program, through collaboration with their Resident Educators and through professional development provided by their districts/schools. Resident Educators, RE Mentors' and RE Program Coordinators' perceptions of the effects of the REP on mentors teaching and mentoring were measured by surveys and interviews in Spring 2016. As shown in Figure 38, RE Mentors reported greater gains in their teaching and mentoring practices than did Resident Educators or Program Coordinators (Attachment REMS, Table 44; Attachment REPCS, Table 31; Attachment REY2Y3, Table 56).

Program Coordinator and RE Mentor interview data are congruent with questionnaire data and suggest that between one-half and three-fourths of RE Mentors' experienced observable growth as professionals during their involvement with the REP. Some interviewed Program Coordinators noted specific examples of professional growth of their mentors, including being more reflective on their own practice, as well as learning from new teachers bringing knowledge from their pre-service programs. As one PC remarked, "*We meet as a mentor group weekly, and we honestly spend a lot of time . . . building our own skills in mentoring and adult learning theory, and we try to be really informed.*"

"I GET NEW IDEAS . . . WHEN YOU TALK WITH PEOPLE, BECAUSE WE DO NOT GET A LOT OF EXTRA TIME TO JUST TALK TO PEOPLE, AND SO LISTENING TO THEM AND HEARING NEW IDEAS AND THEIR NEW OUTLOOK. I THINK IT IS BENEFICIAL TO ALL OF US."

~ RE MENTOR

RE Mentor focus group data also revealed a positive impact on mentors as evidenced by their perceptions that they have a strong influence on REs and by direct comments indicating they benefit from serving as mentors.

Appendices

- Appendix A. Resident Educator Program Resident Educator Questionnaire, Spring 2016, Cohorts 1 and 2
- Appendix B. Resident Educator Program Resident Educator Questionnaire, Spring 2016, Cohorts 3 and 4
- Appendix C. Resident Educator Program RE Program Coordinator Questionnaire, Spring 2016
- Appendix D. Resident Educator Program RE Program Coordinator Network Meeting Questionnaire, Fall 2015
- Appendix E. Resident Educator Program RE Mentor Questionnaire, Spring 2016
- Appendix F. Resident Educator Program Statewide Teacher Collaboration Questionnaire, Spring 2016
- Appendix G. Resident Educator Program RE Program Coordinator Interview Protocol, Spring 2016
- Appendix H. Resident Educator Program RE Mentor Interview Protocol, Spring 2016
- Appendix I. Resident Educator Program State Trainer Interview Protocol, Spring 2016
- Appendix J. Resident Educator Program RE Study Interest Questionnaire, Winter 2015
- Appendix K. Resident Educator Program RE Study Questionnaire 1, Spring 2016
- Appendix L. Resident Educator Program RE Study Questionnaire 2, Summer 2016

Attachments

- Attachment CORE. Analyses of Resident Educator CORE Database Records, October 2011 through March 2016.
- Attachment REY2Y3. Analyses of Cohort 3, Year 3 and Cohort 4, Year 2, Resident Educator Questionnaire, Spring 2016.
- Attachment REY3Y4. Analyses of Cohort 1, Year 5 and Cohort 2, Year 4, Resident Educator Questionnaire, Spring 2016.
- Attachment REMS. Analyses of Resident Educator Mentor Questionnaire, Spring 2016.
- Attachment REPCS. Analyses of Resident Educator Program Coordinator Questionnaire, Spring 2016.
- Attachment STCS. Analyses of Resident Educator Program Statewide Teacher Collaboration Questionnaire, Spring 2016.
- Attachment RESTUDY. Analyses of Resident Educator Study Questionnaires 1 and 2, Spring 2016.
- Attachment COMP. Longitudinal and Comparative Analyses of Resident Educator Program Participant Subgroups.

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