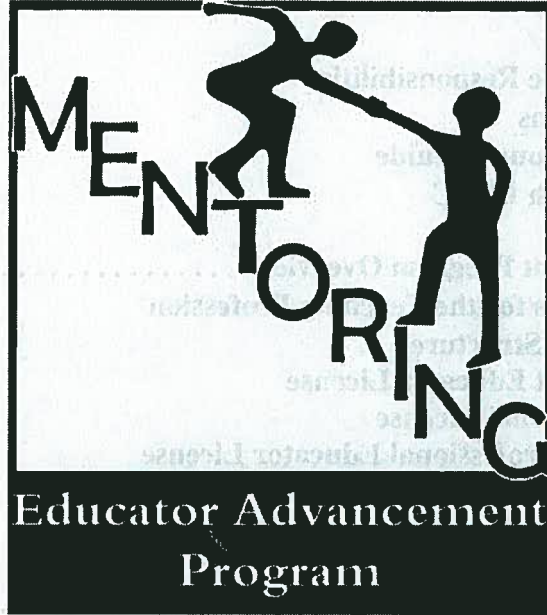


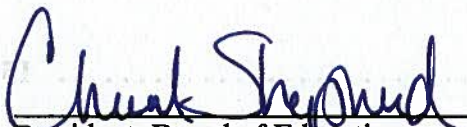
Louisville City Schools



**EDUCATOR ADVANCEMENT
PROGRAM HANDBOOK**

November 2012

APPROVED




President, Board of Education



Date



President, Louisville Education Association



Date

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Educator Advancement Program Introduction

HISTORY

In July 2009, Gov. Ted Strickland signed Ohio House Bill 1, which mandates a new licensure system for teachers in Ohio, including a Resident Educator License. In January of 2011, the Ohio Department of Education (ODE) launched the Resident Educator Program and new licensure systems.

In response to the initiative mandated by HB 1 and the Ohio Department of Education, Louisville City School's Educator Advancement Program (EAP) Committee has revised the previous Entry-Year program to align with the new requirements of the new Resident Educator program. With the elimination of the Praxis III structure for teacher assessment and licensure process, and with the timeline in place for a newly adopted procedure for licensure, Louisville's EAP Committee seeks not only to assist teachers new to the profession but to foster leadership and facilitate expansion, investment, and advancement for teachers within the district toward improved student success.

PURPOSE

Louisville City Schools Educator Advancement Program honors its commitment of support to teacher partnerships and professional practice. The Louisville EAP is designed to support teachers in meeting licensure requirements of the Ohio Department of Education. By continuing this commitment, the committee has acknowledged a need for coordination and collaboration with the Louisville Professional Development Committee (LPDC) for both resident educators and lead teachers seeking advancement beyond professional licensure.

The goal of the EAP program is to assist teachers through mentoring, to provide professional support, and to communicate information regarding teacher licensure. Reports or formative assessments generated between the mentor and the resident educator may not be used for evaluative purposes.

EAP COMMITTEE RESPONSIBILITIES

The work of the Education Advancement Program will be based on the Ohio Standards for the Teaching Profession and other standards currently in development through ODE. The application of these guidelines will be used as the basis for developing mentoring frameworks and procedures. The committee will continue to train mentors and coaches by familiarizing them with mentoring practices and techniques as well as reviewing and aligning the Ohio Standards for the Teaching Profession as part of the mentoring process. In addition, the committee will provide professional development and support for new

teachers, Master Teacher applicants and initiate a Coaching for Student Success professional development option.

COMMUNICATIONS

Standardized informative material and a common communication plan, regarding the new licensure structure as defined in House Bill 1, will be developed and disseminated to all certified staff through the Louisville EAP and LPDC. This Educator Advancement Program Handbook will be used as a means for establishing consistent and accurate information.

Each year, the EAP committee will collect feedback from all program stakeholders for the purpose of updating and refining the mentoring process. The committee will review the feedback, evaluate the success of the program and determine if the EAP Handbook or program components need to be up-dated. The committee may also modify the contents of the Educator Advancement Handbook to reflect current requirements as outlined in the negotiated Master Contract or provided by the Ohio Department of Education. If changes are made to the Educator Advance Program, a revised Handbook will be submitted to both the Association and the Board of Education for approval.

EAP INTERACTIVE RESOURCE GUIDE

All supporting information and forms will be located on the district's web site under the Staff Resources. This method for information dissemination will make the resources of the committee available to all certified staff.

INTEGRATION WITH LPDC

The EAP and LPDC will work together to establish protocols for integrating the work of the EAP committee with the process of license renewal for staff.

The Educator Advancement Program Committee will be composed of three teachers appointed by the Association and two administrators appointed by the superintendent. We acknowledge the following staff for their commitment to the development of this plan:

Denise Mast
Cheryl Linhart
Garth Evans
Jason Orin
Sherry Unger

Educator Advancement Program Overview

OHIO STANDARDS FOR THE TEACHING PROFESSION

The Educator Advancement Program will be based on the Ohio Standards for the Teaching Profession as outlined below:

1. Teachers understand student learning and development and respect the diversity of the students they teach.
 - Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
 - Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
 - Teachers expect that all students will achieve to their full potential.
 - Teachers model respect for students' diverse cultures, language skills and experiences.
 - Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.
2. Teachers know and understand the content area for which they have instructional responsibility.
 - Teachers know the content they teach and use their knowledge of content area concepts, assumptions and skills to plan instruction.
 - Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
 - Teachers understand school and district curriculum priorities and the Ohio academic content standards.
 - Teachers understand the relationship of knowledge within the discipline to other content areas.
 - Teachers connect content to relevant life experiences and career opportunities.
3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
 - Teachers are knowledgeable about assessment types, their purposes and the data they generate.
 - Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
 - Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
 - Teachers collaborate and communicate student progress with students, parents and colleagues.
 - Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.
4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
 - Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
 - Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
 - Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
 - Teachers apply knowledge of how students think and learn to instructional design and delivery.
 - Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
 - Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
 - Teachers use resources effectively, including technology, to enhance student learning.

5. Teachers create learning environments that promote high levels of learning and achievement for all students.
 - Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
 - Teachers create an environment that is physically and emotionally safe.
 - Teachers motivate students to work productively and assume responsibility for their own learning.
 - Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
 - Teachers maintain an environment that is conducive to learning for all students.

6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
 - Teachers communicate clearly and effectively.
 - Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
 - Teachers collaborate effectively with other teachers, administrators, school and district staff.
 - Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
 - Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
 - Teachers take responsibility for engaging in continuous, purposeful professional development.
 - Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

NEW LICENSING STRUCTURE

In January of 2011, the Ohio Department of Education instituted a new licensing structure for educators. Details of the various licenses are outlined below.

Resident Educator License - The Resident Educator License is valid for a period of four years and is issued to those teachers who have at least a bachelor's degree from an accredited teacher preparation program. Once a Resident Educator has successfully completed their four-year residency program, they will be issued a Professional License.

Professional Educator License – The Professional Educator License is valid for a period of five years and is renewable with the completion of 18 CEUs approved by the Local Professional Development Committee or other methods outlined in Ohio Administrative Code. The requirement for acquiring a master's degree prior to the second renewal has been eliminated from OAC.

Senior Professional Educator License – The Senior Professional Educator License requires a candidate to hold at least a master's degree from a regionally accredited organization, to have taught for a minimum of nine years, to have previously held a Permanent or Professional Educator License and to have the Master Teacher designation. The license is valid for a period of five years.

Lead Professional Educator License – The Lead Professional Educator License requires a candidate to hold at least a master’s degree from a regionally accredited organization, to have taught for a minimum of nine years, to have previously held a Permanent, Professional Educator or Senior Professional Educator License and to either acquire the Teacher Leader Endorsement and the Master Teacher designation or to hold active National Board Certification.

MASTER TEACHER OVERVIEW

Ohio Senate Bill 2 directed the ODE’s Educator Standards Board (ESB) to define a *master teacher* in a manner that can be used uniformly by all districts and to adopt criteria to use in determining whether a person is a master teacher. The current Master Teacher program will also align with the new licensure structure in House Bill 1. Successful completion of the Master Teacher program will satisfy one of the requirements for an advanced license. The Educator Advancement Program committee will assist teachers who wish to become Master Teachers through the following activities:

Year 1	<ul style="list-style-type: none"> • Verify eligibility for candidates • Provide information about program to teacher candidates • Establish formatting, submitting and assembling requirements • Establish district timeline • Determine local procedures for review of applications and designation using state-designed forms • Score applications using rubric • Maintain records 		
Year 2	Pending ODE design To be determined		Pending ODE design To be determined
Year 3	Pending ODE design To be determined		Pending ODE design To be determined

Resident Educator Program Framework

	Year 1	Year 2	Year 3	Year 4
Lead Mentor	<ul style="list-style-type: none"> Facilitate large group meetings Observe each RE two (2) times Conduct individual collaborative meetings Represent LCS at county LEAD mentor meetings Stay current on state mandates Professional development for mentors 	<ul style="list-style-type: none"> Facilitate large group meetings Observe each RE one (1) time Conduct individual collaborative meetings Represent LCS at county LEAD mentor meetings Stay current on state mandates Provide professional development for mentors 	To be determined Pending ODE details	To be determined Pending ODE details
Mentor (1 to 1)	<ul style="list-style-type: none"> Attend required meetings Meet w/beginning teachers regularly Conduct two (2) classroom observations Log hours Complete Formative Progress Review Meet collaboratively w/Lead Mentor and beginning teachers Guide the development of the RE portfolio 			
Coach (1 to 1)		<ul style="list-style-type: none"> Spend a minimum of at least one (1) hour per month. One (1) observation and one (1) collaborative conference with RE Continue to guide the development of the RE Portfolio Assist RE with Year 2 Instructional Cycles 1, 2, & 3 Work with other Coaches to plan, implement, and deliver PD opportunities for the RE Year-2 	To be determined Pending ODE details	To be determined Pending ODE details

Year 1	Resident Educator	Year 2	Framework for both Cohort and Coach Models	Year 3	To be determined Pending ODE details Possible Action Research Project.	Year 4	To be determined Pending ODE details Possible Action Research Project.
<ul style="list-style-type: none"> • Attend all required RE meetings • Complete RE Self Assessments • Beginning and end formative progress review • Prepare for four observations • Participate in two (2) collaborative conferences • Complete a profile of practice • Complete at least one (1) reciprocal observation 	<ul style="list-style-type: none"> • Attend all required RE meetings • Complete RE Self Assessments and beginning and end formative progress review • Prepare for at least one (1) observations • Participate in one (1) collaborative conferences • Complete a profile of practice • Complete at least one (1) reciprocal observation 						

***See Master Contract for Definitions**

Resident Educator Framework Framework

STAKEHOLDER EXPECTATIONS

Participants in the Educator Advancement Program must meet certain eligibility requirements and will be assigned various roles and responsibilities. Below is an outline of each role in the program.

Resident Educator – Year 1

- **Eligibility** - Employed under a Teaching Contract or Employed as a Title I Tutor and has not met the requirements for a Professional Educator License
- **Expectations**
 - Signed Resident Educator Agreement outlining expectations below
 - Attend the five (5) full group meetings and two (2) Collaborative Meetings as scheduled by the Lead Mentor.
 - Spend a minimum of 2 hours per month in addition to the required Educator Advancement Program Meetings and the scheduled Collaborative Conferences with the assigned Mentor and recording the time spent in the Mentor Log. Logged time is defined as the “time spent discussing teaching responsibilities one-on-one with the Resident Educator.”
 - Develop goals for professional improvement aligned with the Ohio Standards for the Teaching profession in Collaboration with the assigned Mentor
 - Complete a minimum of one (1) classroom observation or visitation of a Professional Educator as recommended by the Principal/Supervisor and/or Lead Mentor
 - Work cooperatively with the Mentor and the Lead Mentor to complete mentor documents required by the program and the Ohio Department of Education
 - Develop a Resident Educator’s portfolio as outlined in the Interactive Resource Guide
 - Maintain confidentiality and professionalism with the Mentor regarding the formative assessments
 - If an assignment conflict arises during the Mentoring process the Resident Educator should notify the Lead Mentor and/or the District Curriculum Director

Resident Educator – Year 2 – Coaching Model Option

- **Eligibility** - Employed under a Teaching Contract or Employed as a Title I Tutor and have successfully completed Resident Educator – Year 1
- **Expectations**
 - Signed Resident Educator Agreement outlining expectations below
 - Attend the three (3) full group meetings and one (1) Collaborative Meetings as scheduled by the Lead Mentor.
 - Spend a minimum of 1 hours per month in addition to the required Educator Advancement Program Meetings and the scheduled Collaborative Conferences with the assigned Coach and recording the time spent in the Mentor Log. Logged time is defined as the “time spent discussing teaching responsibilities one-on-one with the Resident Educator.”

- Develop goals for professional improvement aligned with the Ohio Standards for the Teaching profession in Collaboration with the assigned Mentor
- Complete a minimum of one (1) classroom observation or visitation of a Professional Educator as recommended by the Principal/Supervisor and/or Lead Mentor
- Work cooperatively with the Coach and the Lead Mentor to complete mentor documents required by the program and the Ohio Department of Education
- Develop a Resident Educator's portfolio as outlined in the Interactive Resource Guide
- Maintain confidentiality and professionalism with the Mentor regarding the formative assessments
- If an assignment conflict arises during the Mentoring process the Resident Educator should notify the Lead Mentor and/or the District Curriculum Director

Resident Educator – Year 2 – Cohort Option Model

- **Eligibility** - Employed under a Teaching Contract or Employed as a Title I Tutor and have successfully completed Resident Educator – Year 1
- **Expectations**
 - Signed Resident Educator Agreement outlining expectations below
 - Attend the three (3) full group meetings and one (1) Collaborative Meetings as scheduled by the Lead Mentor.
 - Spend a minimum of 1 hour per month in addition to the required Educator Advancement Program Meetings and the scheduled Collaborative Conferences with the other RE-2 teachers and record the time spent in the Mentor Log.
 - Develop goals for professional improvement aligned with the Ohio Standards for the Teaching profession in Collaboration with the assigned Mentor
 - Complete a minimum of one (1) classroom observation or visitation of a Professional Educator as recommended by the Principal/Supervisor and/or Lead Mentor
 - Work cooperatively with the Lead Mentor to complete mentor documents required by the program and the Ohio Department of Education
 - Develop a Resident Educator's portfolio as outlined in the Interactive Resource Guide
 - If an assignment conflict arises during the process the Resident Educator should notify the Lead Mentor and/or the District Curriculum Director

Resident Educator – Year 3

- **Eligibility** - Employed under a Teaching Contract or Employed as a Title I Tutor and have successfully completed Resident Educator – Year 1 and Year 2
- **Expectations**
 - (Pending clarification from ODE)

Resident Educator – Year 4

- **Eligibility** - Employed under a Teaching Contract or Employed as a Title I Tutor and have successfully completed Resident Educator – Year 1, Year 2 and Year 3
- **Expectations**
 - (Pending clarification from ODE))

Mentor

- **Eligibility** - Possess a Professional Educator License as per State of Ohio Guidelines, have at least 3 years of teaching experience in Louisville, trained to use ODE's Instructional Mentoring Program and be assigned by the Building Principal in collaboration with the Lead Mentor.
- **Expectations**
 - Signed Mentor Agreement outlining expectations below
 - Attend the five (5) full group meetings and two (2) Collaborative Meetings as scheduled by the Lead Mentor.
 - Spend a minimum of 2 hours per month in addition to the required Educator Advancement Program Meetings and the scheduled Collaborative Conferences guiding the Resident Educator and recording the time spent in the Mentor Log. Logged time is defined as the "time spent discussing teaching responsibilities one-on-one with the Resident Educator."
 - Assist the Resident Educator with Goal Development
 - Complete a minimum of two (2) observations of Resident Educator
 - Submission of required monthly Mentor Summary Reports and Meeting Logs as scheduled
 - Guide the development of the Resident Educator's portfolio
 - Attend training required to be a mentor as needed
 - Maintain confidentiality and professionalism with the Resident Educator regarding the formative assessments
 - If conflict arise during the Mentoring process the Mentor should notify the Lead Mentor and/or the District Curriculum Director
- **Compensation** – Successful complete of the program will earn the Mentor the paid stipend as per the negotiated agreement and three (3) CEUs

Coach

- **Eligibility** - Possess a Professional Educator License as per State of Ohio Guidelines, have at least 3 years of teaching experience in Louisville, trained to use ODE's Instructional Mentoring Program and be assigned by the Building Principal in collaboration with the Lead Mentor.
- **Expectations**
 - Signed Mentor Agreement outlining expectations below
 - Attend the three (3) full group meetings and one (1) Collaborative Meetings as scheduled by the Lead Mentor.
 - Spend a minimum of 1 hour per month in addition to the required Educator Advancement Program Meetings and the scheduled Collaborative Conferences guiding the Resident Educator and recording the time spent in the Mentor Log. Logged time is defined as the "time spent discussing teaching responsibilities one-on-one with the Resident Educator."
 - Assist the Resident Educator with Goal Development
 - Complete a minimum of two (2) observations of Resident Educator
 - Submission of required monthly Mentor Summary Reports and Meeting Logs as scheduled
 - Continue to guide the development of the Resident Educator's portfolio

- Attend training required to be a mentor as needed
- Maintain confidentiality and professionalism with the Resident Educator regarding the formative assessments
- Facilitate planning, organization and deliver of PD for RE-2 meetings
- If conflict arise during the Mentoring process the Mentor should notify the Lead Mentor and/or the District Curriculum Director
- Compensation – Successful complete of the program will earn the Coach the paid stipend as per the negotiated agreement and three (3) CEUs

Lead Mentor

- **Eligibility** - Employed by Louisville Schools under a Supplemental Lead Mentor Contract
- **Expectations**
 - Coordinate the implementation of the Educator Advancement Program
 - Attend the Ohio Department of Education and Stark County Lead Mentor Meetings
 - Train Mentors
 - Facilitate the five (5) full group meetings for RE-1 participants.
 - Coordinate meetings and assist Coaches with planning RE-2 meetings
 - Schedule and facilitate the two (2) Collaborative Meetings for each Mentor/Resident Educator Team
 - Assist in the development of goals for professional improvement aligned with the Ohio Standards for the Teaching profession in collaboration with the assigned Mentor
 - Complete a minimum of two (2) classroom observation for Resident Educators – Year 1
 - Complete a minimum of one (1) classroom observation for Resident Educators – Year 2
 - Assess and provide feedback to the Mentor and Resident Educator on the required paperwork
 - Assess and provide feedback on the developed Resident Educator’s portfolio as outlined in the EAP website
 - Assists in recruiting, training and assignment of Mentors and Coaches
 - Maintain confidentiality and professionalism with the Mentor regarding the formative assessments
 - Assemble and submit the year end summary reports as required by the Curriculum Director
 - If conflict arise during the Mentoring process the Lead Mentor shall notify the District Curriculum Director
- **Compensation** - The Lead Mentor will receive a stipend as outlined in the Master Contract.

Building Administrator

- Communicate the purpose and objectives of the Educator Advancement Program including the Master Teacher Program
- Works with Lead Mentor to identify Mentor Candidates and assignments
- Facilitate release time for Mentor training and observations as outlined in the EAP Handbook
- Respect the confidentiality and professional relationship between the Mentor and Resident Educator regarding the formative assessments

- If conflicts arise during the Mentoring process work with the Lead Mentor and/or Curriculum Director to mediate solutions
- Recruit and support trainings for Mentors and Coaches

Curriculum Director

• **Expectations**

- Communicate teacher licensure status to Lead Mentor
- Work with Building Principals to identify Mentor Candidates and assignments
- Supervise implementation of Educator Advancement Program and the Lead Mentor
- Coordinate release time for Mentor training and observations
- Submit program approval and implementation to the Board of Education
- Schedule Educator Advancement Program Meetings
- Maintain confidentiality and professionalism with the Mentor and/or Resident Educator regarding the formative assessments
- If conflicts arise during the Mentoring process, the Curriculum Director will help mediate solutions
- Organize Master Teacher portfolio evaluation process
- Recruit and support trainings for Mentors and Coaches

MASTER TEACHER PROCESS

Eligibility -- In order to pursue the Master Teacher designation, a teacher must be working under a professional teaching license or certificate, have taught at least seven years, work a minimum of 120 days per year, be employed under a teaching contract and complete the required application, checklist and narratives. The Master Teacher designation remains valid for a period of five (5) years.

Requirements – The requirements for obtaining the Master Teacher designation are determined by the Ohio Department of Education and currently focus on the following five areas: Leadership; Collaboration; Students and Environments; Content, Instruction and Assessment; and Continued Professional Growth.

Application -- Teachers wishing to obtain the Master Teacher designation must submit an application portfolio as outlined by the Ohio Department of Education for writing and evidence guidelines. Responses must reflect excellence in the *Ohio Standards for the Teaching Profession* and the *Ohio Standards for Professional Development* from the *Standards for Ohio Educators* area inside and/or outside of the classroom and demonstrate an impact on student learning. Examples referenced and evidence provided must be no more than five years old. Candidates will need to respond to each of the prompts for each criterion in two to three pages, not to exceed 12 total pages. Candidates must also submit two recommendation forms, signed by supervisors or colleagues who know and have observed their professional practice. Directions for formatting, assembling and submitting the application will be provided at a Master Teacher orientation meeting. A minimum of one piece of evidence for each criterion is required.

Deadlines – Professional staff must have completed portfolios submitted to the Educator Advancement Program committee by March 31st with scores to be returned by June 30th.

Educator Advancement Program Appendix

Ohio Administrative Code Rule 3301-24-05

The Ohio Department of Education staff is collaborating with the Ohio Educators Standards Board to create new educator licenses and endorsements to meet the mandates of recently passed legislation. Here are the updates regarding proposed amendments to Ohio Administrative Code rule 3301-24-05:

Teacher Leader Endorsement: This endorsement may be added to any standard teaching certificate, or provisional or professional teaching license. Candidates for the teacher leader endorsement shall hold a master's degree and have at least four years of successful teaching experience. The program of preparation shall include a practicum experience during which the candidate shall be required to demonstrate the knowledge, skills, and dispositions at the distinguished level that are described in the Ohio standards for the teaching profession.

Urban Principal Endorsement: This endorsement may be added to any standard principal license or certificate following completion of an approved program of preparation for this endorsement. The endorsement shall be valid for the same ages and grade levels as the principal license or certificate that is held by the candidate obtaining the endorsement. The approved program of preparation for the endorsement shall include an extensive structured internship during which the candidate demonstrates effective urban leadership practices.

Resident Educator License: This teaching license will replace the two-year provisional license for new teachers. This license will be valid for four years and requires the candidate to hold at least a bachelor's degree from an accredited teacher preparation program.

Professional Educator License: This teaching license is valid for five years and is renewable. Candidates for this license must hold at least a bachelor's degree and have successfully completed the Ohio teacher residency program (formerly mentoring and Praxis III).

Senior Professional Educator License: This teaching license will be valid for five years and is renewable. This license requires candidates to hold at least a master's degree; to have previously held a Professional educator license; to meet criteria for the Accomplished or Distinguished level of performance as described in the Ohio Standards for the Teaching Profession adopted by the State Board of Education.

Lead Professional Educator License: This teaching license is valid for five years and is renewable. This license requires candidates to hold at least a master's degree; to have previously held a Professional educator license or Senior Professional educator license; to meet the criteria for the Distinguished level of performance as described in the Ohio Standards for the Teaching Profession; to either hold National Board Certification or meet Master teacher criteria or other criteria for a Lead Teacher adopted by the Educator Standards Board.

WEB RESOURCES AND LINKS

[Educator
Advancement
Program](#)

[EAP Interactive
Guide](#)

[Features
Resident Educator
Timeline](#)

[Coaching
Conversations
Meeting Calendar
Resources
Documents
Classroom Connect](#)

[Back to Louisville City
Schools](#)

Educator Advancement Program



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