

Ohio Resident Educator Program

— REPORT OF THE PROGRAM EVALUATION —

June 16, 2016



Presentation Overview

- » Evaluation
- » Resident Educator Profile
- » Resident Educator Program Impact
 - *Contributions to Teacher Retention*
 - *Contributions to Teacher Effectiveness*
 - *Contributions to District and School Effectiveness*



Resident Educator Program Evaluation Team

- » Miami University, Discovery Center:
Dr. Sarah Woodruff, Chris Cox, and Dr. Queenie Nian
- » University of Cincinnati, Evaluation Services Center:
Dr. Debbie Zorn and Dr. Julia DeGreg
- » Ohio University, Voinovich School of Leadership and
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Dr. Marsha Lewis and Margaret Hutzel

Resident Educator Program Theory and Goals

- » The Ohio RE Program has been designed to:
- *Improve teacher retention,*
 - *Enhance teacher quality and effectiveness, and*
 - *Result in improved student achievement.*

Resident Educators and RE Mentors develop supportive relationships and collaboratively engage in cycles of inquiry to reflect on and improve practice, strategically using data and resources with principal and school/district active support.

Evaluation Activities

- » Surveys
- » Interviews
- » Analyses of CORE Database
- » Observations
- » Case Study of Sample Districts/Schools – Years 1 - 4
- » Study of RE-RE Mentor Dyads – Year 4
- » Study of RE Program Impact on Teachers, Students, and Schools – Year 5 In Progress

Resident Educator Profile

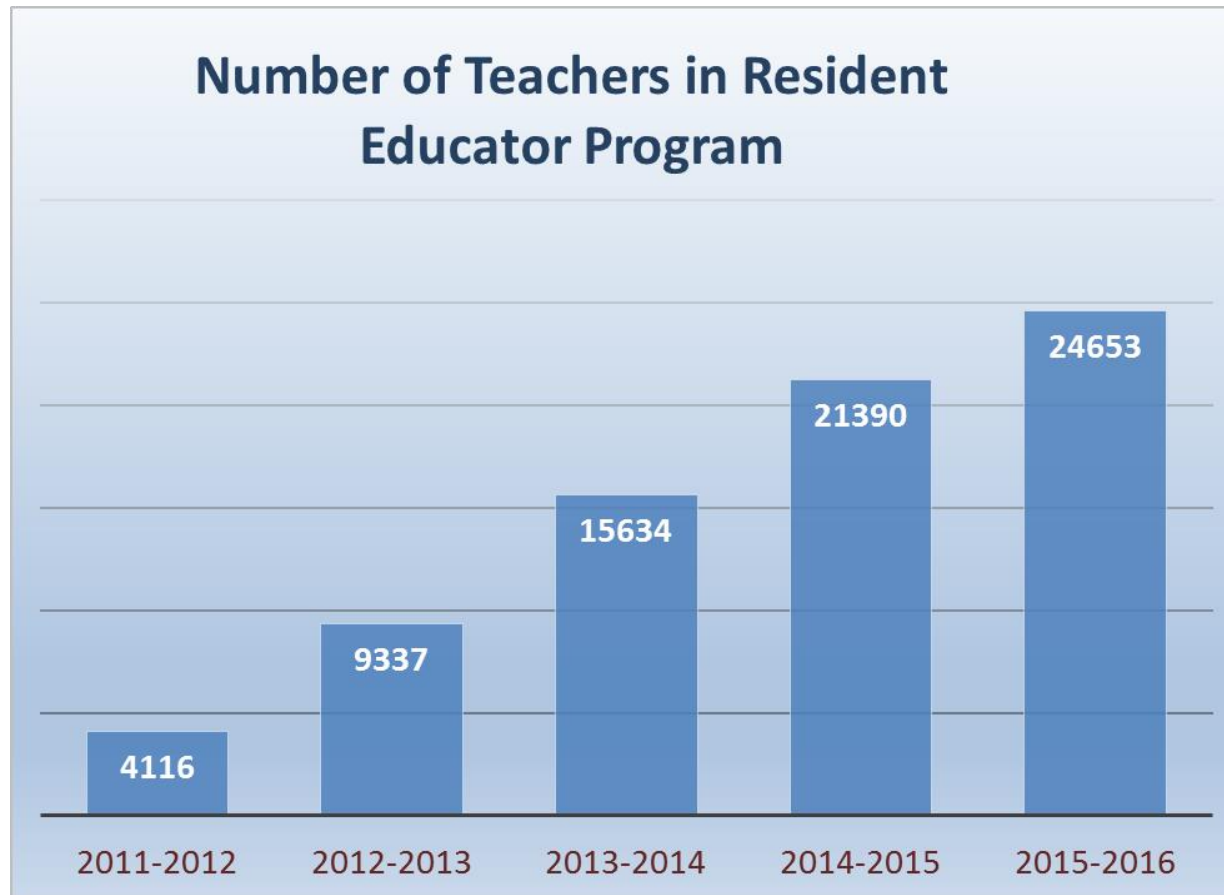


Ohio's Resident Educators

Year	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Total	% Completing Program Requirements
2011-2012	4116					4116	97 %
2012-2013	3675	5662				9337	97 %
2013-2014	3499	5146	6989			15634	97 %
2014-2015	3397	4872	6413	6708		21390	97 %
2015-2016	3442	4466	6111	6147	7042	24560	--

- 30,504 new teachers entered Ohio schools between Fall 2011 and Fall 2015

Resident Educator Program Participation



- 2,635 new teachers have successfully completed the RE Program and are no longer registered as REs

First-Year Teacher Demographics

- » 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; 18% teach Grades 9-12
- » 15% teach ELA; 17% teach math; 13% science; 11% social studies; 16% are intervention specialists; 2% are career/technical educators
- » 83% were prepared at an Ohio college/university; 10% out-of-state; and 7% via alternative licensure pathway

First-Year Teachers' Schools

- 》 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
- 》 Average class size is between 21 and 30 students

Resident Educator Program Impact

» Contributions to Teacher Retention



REs' Plans after First Year of Teaching

My future plans are to...	Cohort 1 Spring 2012 (n = 1889)	Cohort 2 Spring 2013 (n = 944)	Cohort 3 Spring 2014 (n = 2815)	Cohort 4 Spring 2015 (n = 2646)
Stay in my current position	67%	69%	69%	67%
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%

Cohort 1 Future Plans 2012 - 2015

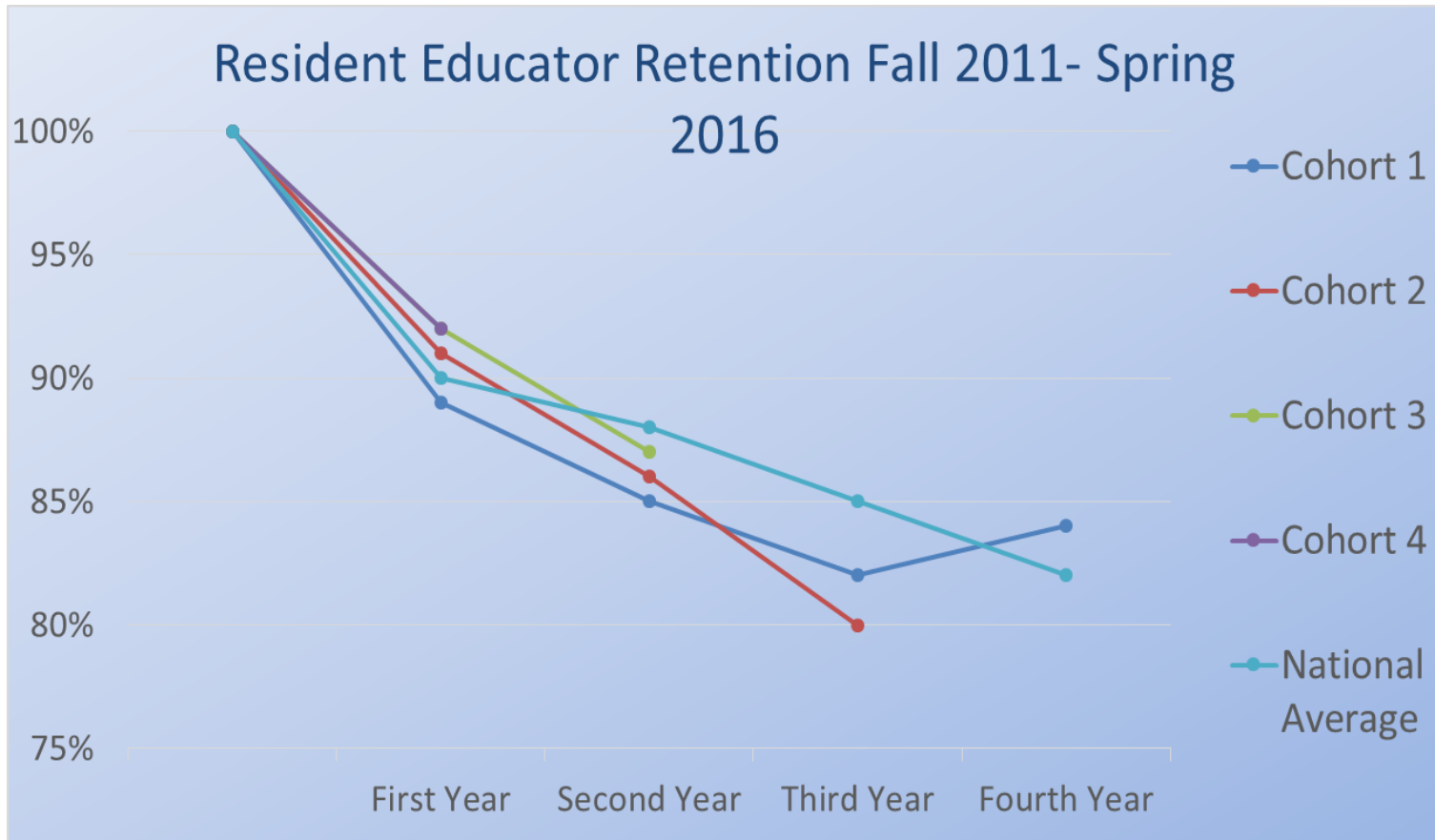
Future Plans of Cohort 1 REs	2012	2013	Spring 2014	Fall 2014 before RESA	2015 after RESA	
					Took RESA	Did not take RESA
Stay in my current position	67%	64%	70%	70%	70%	66%
Move to another grade/content area	12%	12%	8%	8%	5%	0%
Leave the profession	1%	2%	3%	3%	4%	13%
Move to another school within the district	3%	2%	2%	2%	2%	0%
Move to another school outside of the district	14%	15%	12%	12%	11%	8%
Move to a non-teaching position with my school	< 1%	2%	2%	2%	3%	3%

Resident Educator Retention

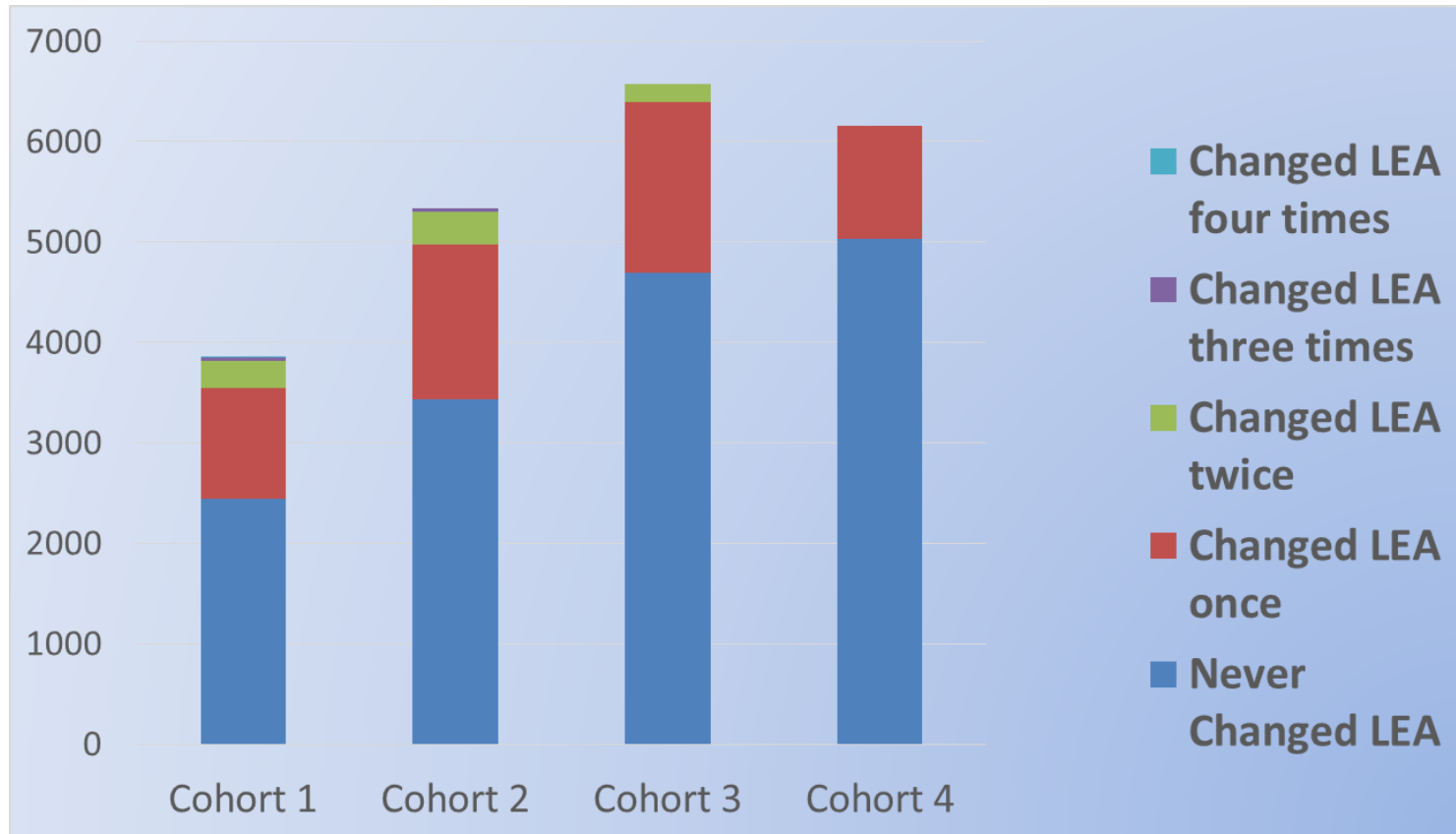
Fall 2011 – Spring 2016

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

Resident Educator Retention Fall 2011 – Spring 2016

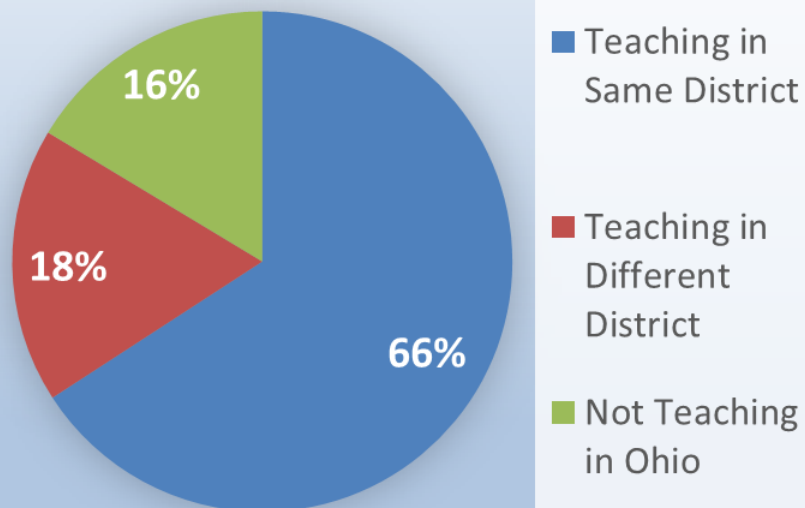


Cohort Comparison of RE Mobility Fall 2011 – Fall 2015

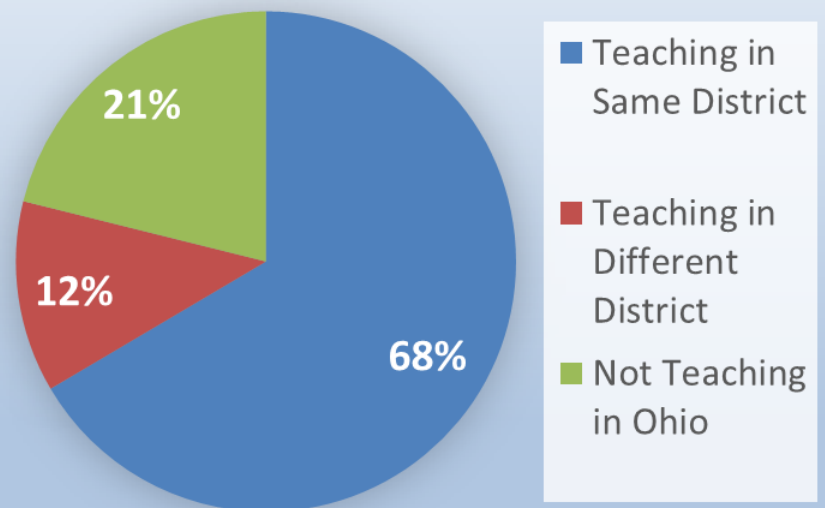


Cohorts 1 and 2 Retention and Mobility 2011 - 2015

**Cohort 1 Retention and Mobility
2011-2015**



**Cohort 2 Retention and Mobility
2012-2015**



Resident Educator Program Impact

» Contributions to Teacher Effectiveness



Resident Educators' Views of their Effectiveness

Agreement with Statement	2012	2013	Spring 2014	Fall 2014 before RESA	2015 after RESA	
					Took RESA	Did not take RESA
I feel effective in my teaching	97%	96%	95%	93%	96%	95%

- No measurable differences in REs' perceptions of their own teaching effectiveness based on whether they passed all RESA tasks on the first attempt ($M = 4.32$) or were retaking tasks ($M = 4.30$) in 2014-2015.

Evidence of Improved Instruction – Educator Interviews

» New teachers, their mentors, and principals provided specific examples of how REs' instruction had improved:

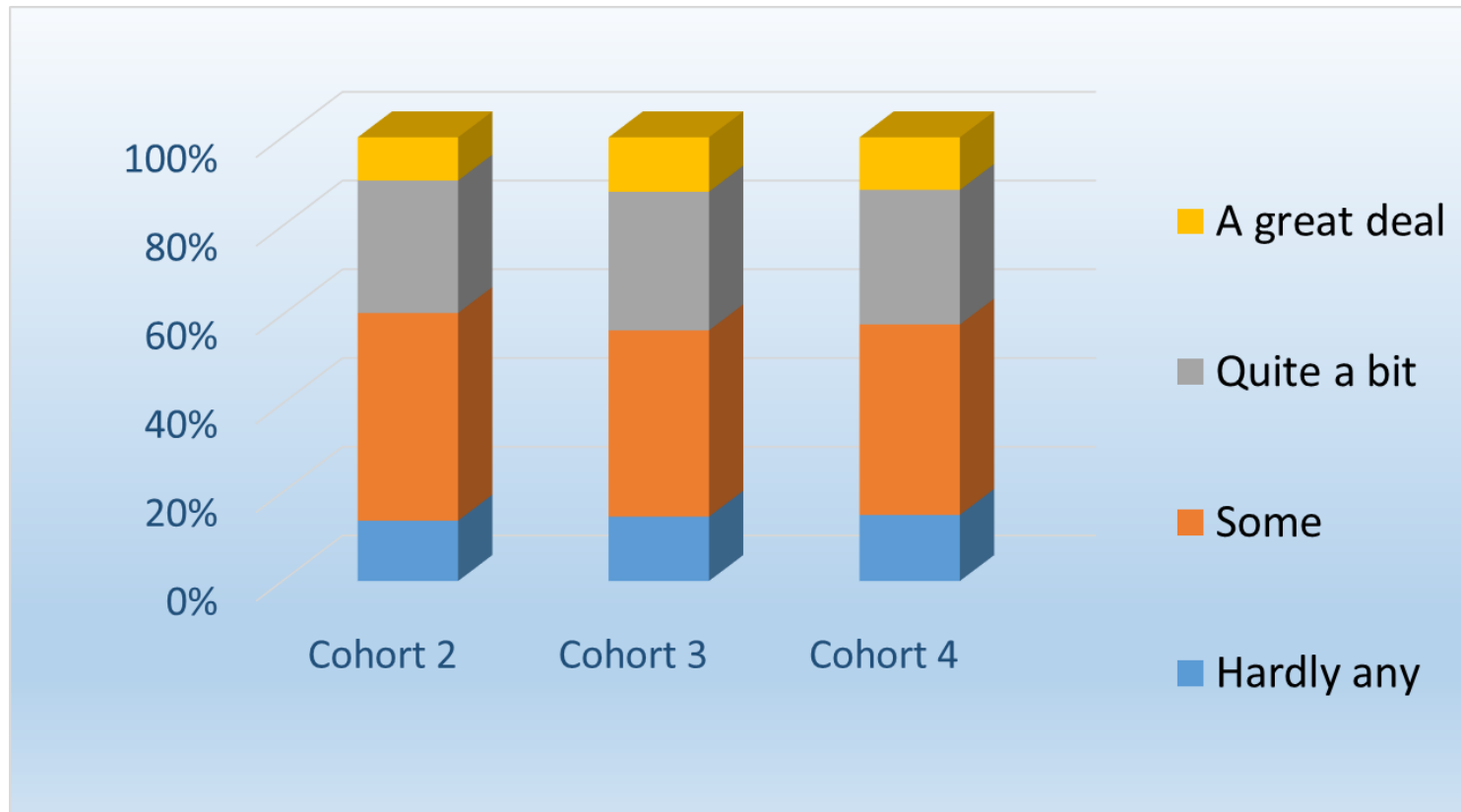
- *Use of assessments*
- *Differentiated Instruction*
- *Use of data*
- *Planning*
- *Enhanced range of instructional strategies*
- *Self-confidence*
- *Ability to reflect*
- *Higher expectations*
- *Creativity*
- *Collaboration*
- *Resourcefulness*

Evidence of Improved Instruction – Dyad Study Document Review

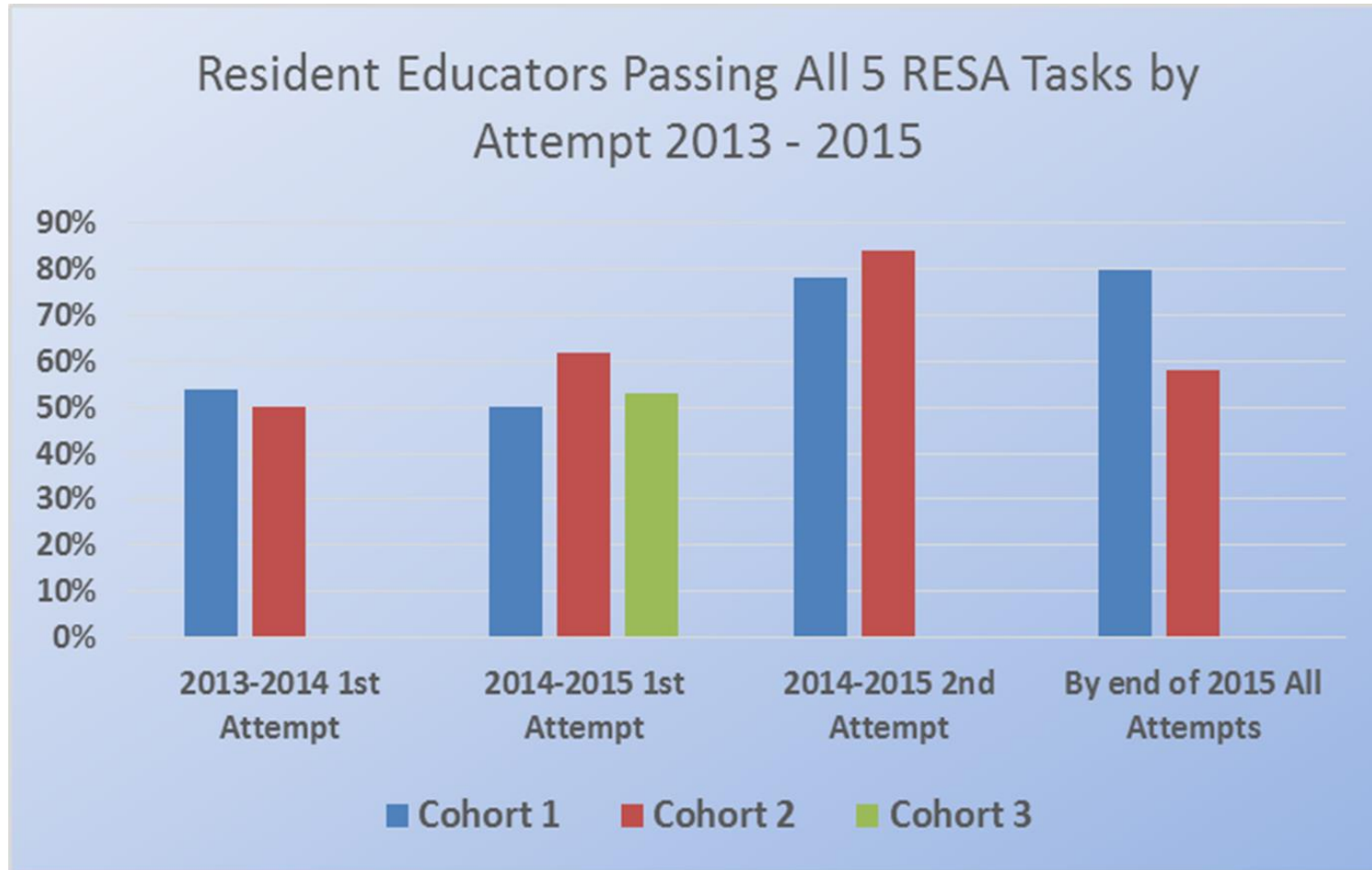
» Review of a sample of new teachers' RE Program documentation found one-third of reviewed samples included evidence of projects and planning demonstrating substantial progress in understanding:

- *How students learn, and*
- *How to individualize instruction*

Resident Educators' Perceptions of Improvement in Teaching Practice after First of Teaching



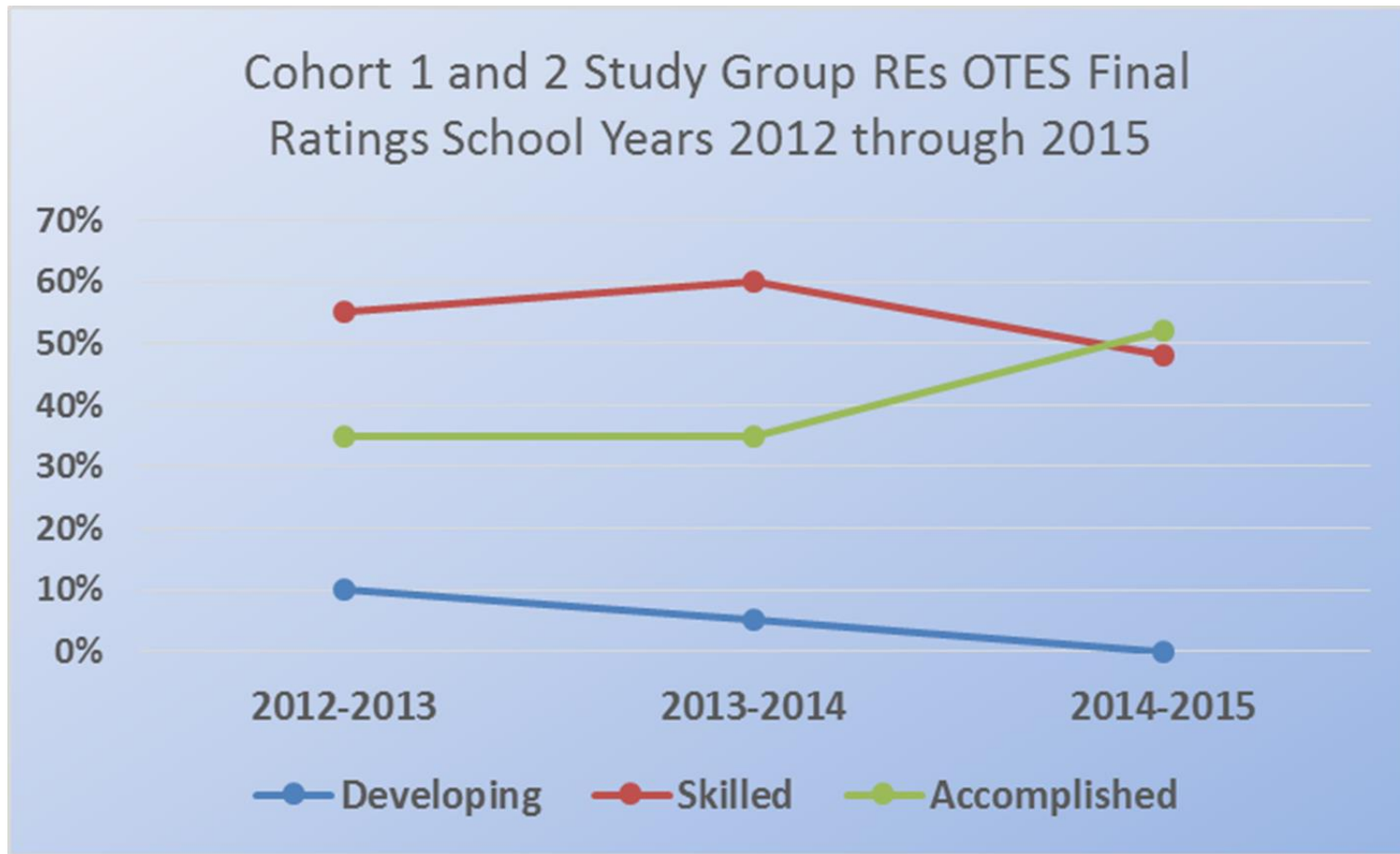
Resident Educator RESA Success



RESA Facts 2013 - 2015

- » REs passing **all RESA tasks on first attempt** improved from 54% in 2013-14 to 60% in 2014-15
- » 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 4th year teaching
- » 58% of all Cohort 2 REs had passed all RESA tasks by the end of their 3rd year teaching
- » REs in Cohorts 1 and 2 who attempted RESA during their 3rd year in RE Program were more successful passing all 5 tasks on first attempt than were those who delayed or took RESA early
- » **567 Cohort 1 REs and 796 Cohort 2 REs had not attempted RESA as of Fall 2015**
- » 237 Cohort 1 REs were retaking RESA tasks in 2015-2016

Resident Educator OTES Success



Resident Educator Program Impact

» Contributions to District and School Effectiveness



Resident Educator Mentoring and Learning Communities

- » 20% of new teachers received a combination of one-to-one and cohort mentoring during first year of teaching
- » 70% of new teachers met weekly or bi-weekly with their mentors for 30 min to 1 hour
- » More than 50% of new teachers reported that their mentors significantly impacted their decisions to remain in the profession

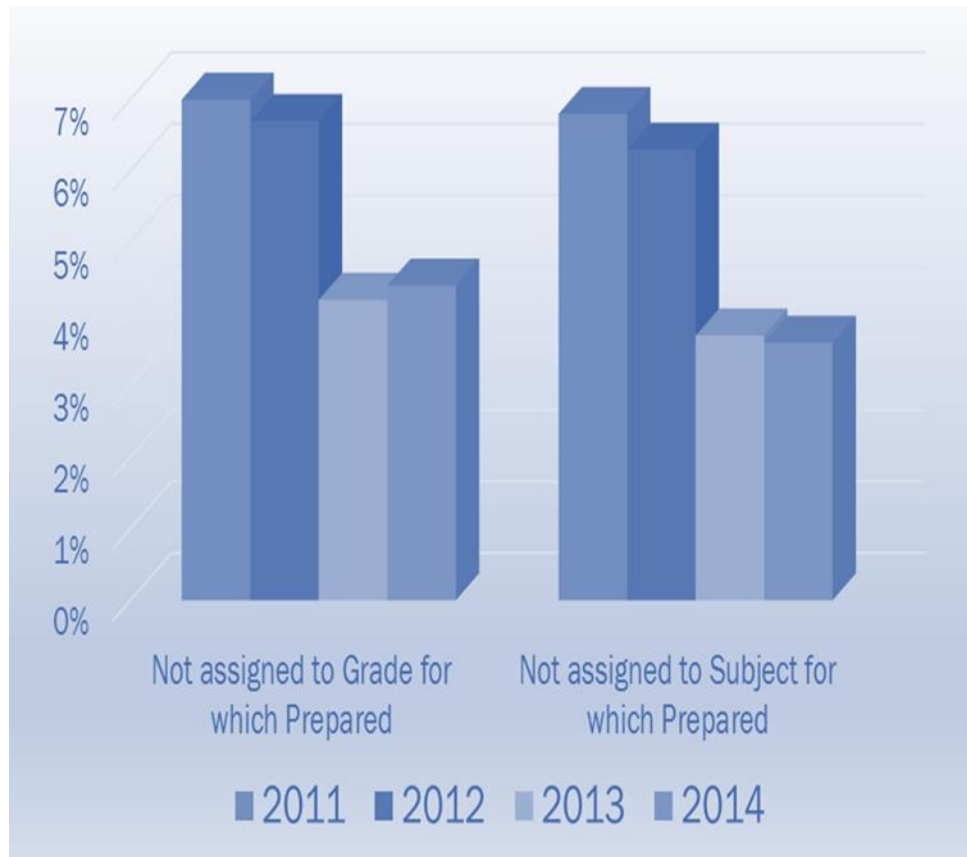
Teacher Collaboration and the RE Program – Survey Findings

- » Educators involved in the RE Program had better perceptions of teacher collaboration than did non-REP colleagues
 - » REP participants' views of collaborative teaming; data-based decision making; teacher-driven, embedded professional development; and participative leadership focused on teaching and learning were significantly more positive than were views of non-REP colleagues
 - » As % of educators involved in REP increased, so did the staffs' positive perceptions of teacher collaborative culture
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Improved Organizational Support for Resident Educators – Educator Interviews

- *Increased familiarity to induction*
- *Greater focus on instruction*
- *More meaningful and direct conversations*
- *More rigor*
- *Less variation in induction experiences within and across schools*
- *Greater collaboration between new teachers and mentors*
- *More consistent support for new teachers*

Improved Organizational Support for Resident Educators



- *Aligned RE Program to OTES*
- *Provided and supported state-trained mentors*
- *Gave greater attention to new teacher assignment*

To learn more about the Resident Educator Program Evaluation:

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