

# **RESIDENT EDUCATOR YEAR 3 (For those teachers who have taken the RESA and passed)**

## **TOPIC AREAS**

Select one of the following topics listed below to fulfill the requirements for the year. In May, you will be asked to complete a Final Report Form for the topic you selected to pursue.

### **1. Using RESA Score Report Feedback**

The RESA was scored on a continuum to provide more personalized and comprehensive feedback to teachers. You may view each domain's continuum in the 2019-2020 RESA Guidebook.

Assessors provided feedback statements for each of the seven domains, so it will be most helpful to have the evidence you submitted for each domain available for your review when reading your RESA Score Report. You can view the evidence that you submitted by navigating to the "What I Need to Submit" section of your TeachForward account.

Since your report provides individual feedback statements from assessors for each of the seven Lesson Reflection domains, it is recommended that you review your RESA Score Reports with your program facilitator and/or mentor. In a review session with your facilitator and/or mentor, bring your Lesson Reflection submission materials, your score report, and a copy of the RESA Guidebook, which contains sample continuums of feedback for each domain. For each of the domains, review the feedback, the sample continuum for that domain, and the evidence that the assessor used to score that domain (questions and/or video). With your facilitator and/or mentor, identify ways that you will use this feedback to improve your instructional practice. Develop a plan for using the data.

*Document your plan and reflect on the ways you used the feedback to improve instruction.*

### **2. Organize and Conduct a Professional Book Study**

A book study is a group of people who get together to talk about a book each member has read. In schools, book studies have become one tool for promoting professional learning and are most often focused on developing teacher expertise and improving teaching and learning. Book studies are useful for engaging teachers and other school staff in their own professional growth. A book study can promote a school-wide discussion of ways to improve student learning and to assure greater student success. They are most successful when focused on a topic of mutual interest, one connected to a real issue in the school.

Membership should be voluntary and include at least 2 colleagues. Have a meeting schedule, meeting place, beginning and ending time, and an agenda. You will serve as the facilitator. The role of the facilitator is to keep the conversation going and to assure that every voice is heard, not control the discussion or limit interaction. Select a book with a clear objective in mind. If the goal of the book study is professional learning and school improvement, select a book related to your school improvement plan. Connect the book study to a real-life issue in the school. Involve study group members in making the selection. Maximize conversation and discussion but always have a focus on how the learning can be applied directly to the classroom or school.

improvement. Members of the group should share their insights from the reading, ask questions of group members, and identify learning from the text.

Choose a book, create a schedule of your book study sessions, and identify topics to be discussed at each session. Reflect on how the information discussed can be applied to improve teaching and learning in the classroom.

*Document and reflect on the discussions from the book that was discussed.*

### **3. Organize a Study Circle**

The goal of a Study Circle is to improve instructional practices and/or student learning. A study circle is a group of teachers who meet regularly to discuss a particular aspect or issue related to their teaching. The number of participants can range from three to ten or more. The meetings are structured and have an agenda to follow, and each teacher takes a turn as the facilitator of a meeting. However, the meetings are informal and collegial, with everyone participating in the dialogue. Such meetings are not the same as workshops; no one teacher is “the expert,” and the goal is to learn together about a specific aspect of teaching strategies and practices. Between meetings, the group reads materials related to the issue to be discussed at the next session. A study group can also be conducted online if that is more convenient and the technology is available.

Choose a topic area (i.e., instructional practices), create a schedule of sessions, and identify sub-topics to be discussed at each session. Reflect on how the information discussed can be applied to improve teaching and learning in the classroom.

*Document and reflect on the topics that were discussed.*

### **4. Assume and Document a Leadership Role within Your School**

Assume and document a leadership role for your school in a department team, teacher-based team, data team, or other school team. The team you choose must be ongoing throughout the school year and contribute to improving your teaching.

*Document and reflect on your participation within the leadership role chosen.*

### **5. Local Professional Development Committee**

Formally meet with your Local Professional Development Committee to learn more about the expectations and responsibilities of professional licensure; learn about the processes and requirements of the LPDC; and consider the professional goals you may establish for your Individual Professional Development Plan once you move to a professional license.

*Document and reflect on your participation within the leadership role chosen.*

### **6. Instruction**

Demonstrate expertise in instruction and share that knowledge formally with other teachers in your grade band, department or school.

## **7. Data Coach**

Access and analyze data for the classes you teach. After analyzing the data, determine ways to use that data to drive classroom instruction. Lead conversations with your colleagues that engage them in analyzing and using this information to strengthen instruction.

*Document and reflect on your participation within the leadership role chosen.*