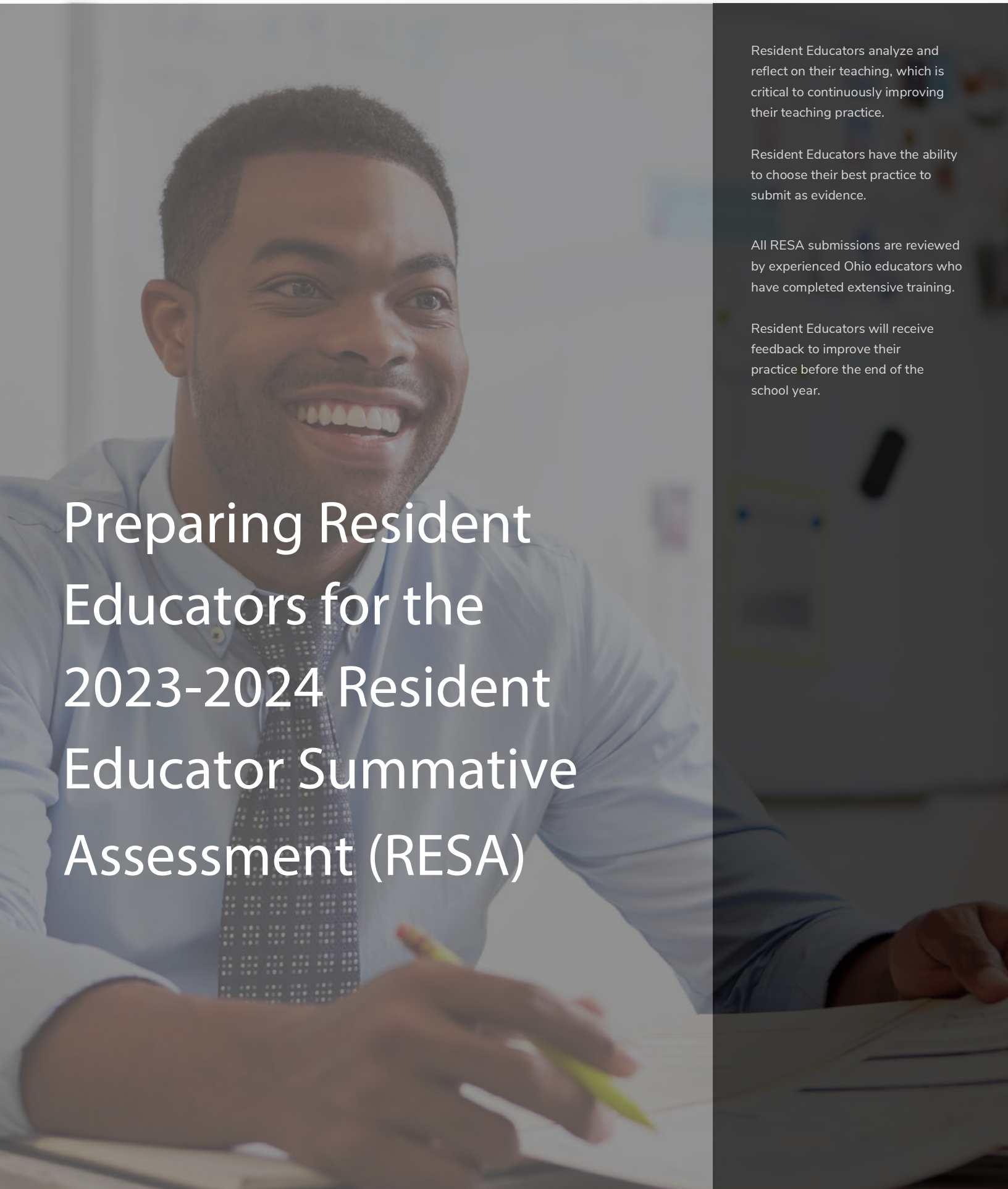

Resident Educators analyze and reflect on their teaching, which is critical to continuously improving their teaching practice.

Resident Educators have the ability to choose their best practice to submit as evidence.

All RESA submissions are reviewed by experienced Ohio educators who have completed extensive training.

Resident Educators will receive feedback to improve their practice before the end of the school year.

Preparing Resident Educators for the 2023-2024 Resident Educator Summative Assessment (RESA)

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Overview of the Ohio Resident Educator Summative Assessment

The Ohio State Board of Education (SBOE) requires Ohio teachers to begin their careers in the Ohio Resident Educator Program, under a two-year Resident Educator License or Alternative Resident Educator License. Beginning teachers, known as Resident Educators, must complete both years of the program and successfully pass the Resident Educator Summative Assessment (RESA) in order to advance their license to a five-year professional license. The Resident Educator Program and the RESA are aligned to the Ohio Standards for the Teaching Profession (OSTP).

Purpose

Resident Educators work with their assigned certified mentors to discover, practice, and refine the art and science of teaching, as they learn to self-assess, adjust their teaching, reflect upon their progress, and strengthen their teaching practices. Resident Educators are asked to demonstrate these teaching skills and assess their teaching performance by taking the RESA. The RESA Lesson Reflection requires candidates to provide evidence of teaching and its impact on student learning based on the OSTP. The RESA was developed to be a part of Ohio's multi-tiered teacher licensure system. RESA results are not intended to be used by a school or district for the evaluation of teacher performance or to make hiring decisions.

The RESA is carefully designed to provide the following benefits:

- Through viewing their own practice on video and selecting the best evidence to submit, Resident Educators have a unique opportunity to analyze and reflect on their teaching, which is critical to continuously improving as an educator and successfully adjusting to new circumstances.
- Resident Educators receive score reports with written feedback on their submission from an objective assessor who is an experienced Ohio educator and has completed extensive training.
- Resident Educators have time to use the written feedback to work with their Facilitators, Mentors and/or Program Coordinators to improve their practice before the end of the school year.

Description

The RESA requires candidates to demonstrate their knowledge and skills, as revealed in their day-to-day teaching. Performance assessments provide direct evidence of what teachers do in the classroom, supported by required written commentary that accurately reflects the daily work of teachers.

The RESA consists of one task, the Lesson Reflection, which asks Resident Educators to provide evidence of how they implement the Teaching and Learning Cycle in their teaching to support important learning outcomes for all students. As participants in the assessment, Resident

Educators will be prompted to reflect upon and synthesize what they have learned throughout the Resident Educator Program. The evidence Resident Educators collect and the commentary they submit will demonstrate their teaching proficiency and readiness for a professional license. The Lesson Reflection requires teachers to submit three items:

- Teaching and Learning Context Form
- Video recording of the lesson
- Video Commentary and Reflection Form

Eligibility & CORE Registration

- Resident Educators take the RESA in their second year of the Resident Educator Program.
- To be eligible to take the RESA, Resident Educators must be registered by their Program Coordinator in the Connected Ohio Records for Educators (CORE) database by November 15.
- Resident Educators who are eligible and registered to take the RESA but do not pass or do not submit during this year's submission window will not be able to advance to a professional license and must retake the RESA.

Account Registration

- RESA candidates must register an account and complete their profile by February 1.
- Unlike previous years, RESA candidates will not receive account activation emails.
- **IMPORTANT: Starting October 3, RESA candidates should follow the instructions below to register an account.**

Account Registration Instructions

1. Navigate to ohioresa.com and click the "Log In" button in the upper-right corner.
2. On the Login page, click the blue "Register Now" link at the bottom of the page.
3. Enter an email address for your account.
    a. **IMPORTANT**: Choose a personal email address that you check on a regular basis.
        i. Some school or district servers block automated emails from the platform.
        ii. Do not enter a college or university email address, which could close while you are using the platform.
4. Enter a password that meets the following requirements, which are listed on the website:
    a. Does not contain your email
    b. Does not contain 3 or more consecutive identical characters
    c. Contains at least 6 characters that are not numbers
    d. Contains a total of at least 12 characters
5. Confirm your password, making sure it matches the password you entered in the line above.
6. Click on the "I have read and agree" checkbox after reviewing the Privacy Statement and Terms of Use for the platform.
7. Click the "SIGN UP" button.

8. **<u>IMPORTANT</u>: Check your inbox and junk/spam folder for an email from support@teachforward.com with the subject "Verify Your Email Address", open the email, and click on the blue "Verify Email and Log In" button at the bottom of the email.**
    a. You will not be able to log in until you have taken this step to verify your email address.
    b. If you do not see the verification email in your inbox or junk/spam folder within a few minutes of registering, please click on "Resend Verification Email" at the bottom of the Login page.
    c. If you do not receive the verification email, email support@teachforward.com.
9. After logging in for the first time, complete your account profile.
10. If you have any questions or need technical assistance, contact the TeachForward Help Desk at support@teachforward.com.

Submission of Work

To complete the Lesson Reflection, registered RESA candidates have online access to the RESA Submission System where they will be able to download resources and upload their work.

Templates for the forms can be downloaded from the submission system or the Resources page of the Ohio RESA website. A detailed description of what teachers are required to do can be found in the Lesson Reflection section of this Guidebook.

Scoring Process

RESA assessors are all Ohio educators with at least 10 years of teaching experience. Assessors undergo up to 10 hours of online training, during which they learn how to consistently assess the evidence Resident Educators provide about their practice using the domains and criteria for the assessment. Assessors also review the rationales for feedback for different kinds and levels of evidence for each aspect of the seven domains in the Lesson Reflection.

Every year, prior to scoring RESA submissions, assessors must pass a certification test in which they score a set of sample submissions. Assessors must meet a minimum accuracy standard to pass certification. Assessor applicants who fail to pass certification are deemed ineligible for scoring and do not have contact with candidate submissions.

To control for bias, assessors are prohibited from scoring submissions of candidates they recognize or might know. Throughout the scoring process, scoring administrators monitor assessors for accuracy.

If a submission is scored Not Pass, it is automatically rescored by another assessor who is unaware that the submission has already been scored. The score and feedback from the second round of scoring are final.

Virtual Instructional Coaching

Candidates whose submissions are scored "Not Pass" have the option to meet online with a virtual instructional coach, at no cost, to discuss their submission, score report, improvement strategies, and professional development. In order to schedule a meeting, candidates must email support@teachforward within 30 days of receiving their score report.

Submission Attempts

- Candidates who receive a score of "Not Pass" are able to retake the RESA during the same school year if it is before the submission deadline.
- Before retaking the RESA, candidates are strongly encouraged to meet with a virtual instructional coach, as described above, and their Facilitator, Mentor, and/or Program Coordinator.
- The limit on the total number of attempts has been eliminated.

Program Coordinator and Facilitator Guidelines for the RESA

Program Coordinators, Facilitators, and district personnel should follow these guidelines while supporting Resident Educators throughout the RESA process:

- Resident Educators should be supported through deep inquiry leading to critical reflection.
- **Resident Educators must submit their own authentic work for their Lesson Reflection, which means that others are prohibited from producing or editing a Resident Educator's actual submission.**
- After receiving their results, Resident Educators are strongly encouraged to meet with their Facilitator, Mentor, and/or Program Coordinator to discuss their submission, the feedback that they received, and how they can improve their practice.

SBOE has provided resources for Program Coordinators on the following website: https://education.ohio.gov/Topics/Teaching/Resident-Educator-Program

A table that highlights the different types of support that may be appropriate or inappropriate to provide to Resident Educators when they are participating in the RESA is available here: http://education.ohio.gov/getattachment/Topics/Teaching/Resident-Educator-Program/The-Assessment-Year-s/Appropriate-Feedback-Chart-for-Web.pdf.aspx?lang=en-US

RESA Timeline

CORE Registration Opens	August 1, 2023
RESA Submission System Opens	October 3, 2023
CORE Registration Deadline[1]	November 15, 2023
Account Registration Deadline[2]	February 1, 2024
RESA Submission Deadline[3]	April 5, 2024
RESA Score Reports Released[4]	October 2023 – May 5, 2024
Final Day to Download Score Reports	June 15, 2024

1. To take the RESA, Program Coordinators must register candidates in the CORE system.

2. All candidates must register and complete their profile. See the Account Registration Instructions section of this guidebook for more information.

3. **Candidates are strongly encouraged to submit <u>at least</u> two weeks before the deadline.** By completing the RESA earlier in the submission window, candidates give themselves more time, if necessary, to receive technical assistance, select a different video, or edit their forms. **<u>IMPORTANT</u>: The submission deadline is a hard deadline that cannot be extended. After the submission deadline, candidates are not able to revise their submission or submit new materials.**

4. Candidates will have access to their score report within 30 days of submitting the RESA and will receive an email notification from support@teachforward.com when their score report is available.

RESA Support

The RESA website, www.ohioresa.com, is the source for all RESA information including resources and important updates.

Technical questions about activating RESA accounts or submitting forms and evidence should be directed to the TeachForward Help Desk by emailing support@teachforward.com. The TeachForward Help Desk is also available by phone throughout the submission window.

Please visit http://www.ohioresa.com/contact-us/ to view this year's help desk schedule and phone number.

SBOE publishes information on the Resident Educator Program and the RESA on the following website: https://education.ohio.gov/Topics/Teaching/Resident-Educator-Program.

Questions related to RESA eligibility, assessment modifications, and the Resident Educator Program should be sent to SBOE at REProgram@education.ohio.gov.

Questions related to licensure should be directed to the Office of Educator Licensure at educator.licensure@education.ohio.gov.

Lesson Reflection

Purpose

In this Lesson Reflection, you are asked to select a single lesson that demonstrates your ability to teach meaningful content to your students. The careful selection of the lesson is an act of self-reflection, which is one of the most important practices of effective teaching. You will analyze your planning decisions for this lesson, choose an illustration of your actual teaching in a video segment that is up to 20 consecutive minutes long, and reflect on the success of the entire lesson.

What You Must Do

1. Register an account and complete your profile for the RESA Submission System. See the Account Registration Instructions section of this Guidebook for more information.
2. Read the Lesson Reflection Domains and Criteria section before you choose your lesson for recording.
3. Choose a single lesson that allows you to demonstrate all of the following:
    a. Important content clearly connected to your school and district priorities, Ohio's Learning Standards, and/or national standards for subject areas that do not have Ohio's Learning Standards
    b. Academically rigorous expectations for student learning
    c. Explanation and/or demonstration of academically rigorous content
    d. Direct engagement with students during the lesson – for example, questioning strategies, explanations of content, response to student inquiries, and other kinds of direct engagement with students
    e. Classroom environment conducive to learning – for example, positive and respectful interactions, appropriate student behavior, efficient routines and procedures, and student participation
    f. Intellectual engagement on the part of your students, not that they are compliant or enjoying an activity, but that they are cognitively engaged and thinking about the learning that is the focus of the lesson
    g. Use of formative assessment to monitor student understanding and progress toward the learning outcomes of the lesson
4. Record the entire lesson. The video provides an opportunity for you to showcase particular elements of the lesson that you will subsequently discuss on your Video Commentary and Reflection Form.
5. If you would like to make the uploading process faster and easier, you can trim the video by cutting off the beginning or end of the full video on your phone, tablet or computer before uploading it to the RESA Submission System. **IMPORTANT:** Do not edit the video. While trimming off the beginning or end of the video is permitted, the video segment you submit must be **unedited** with no time lapses or breaks.

6. Upload the unedited video of the lesson to the RESA Submission System. After uploading, you can use the system's segmenting tools to trim the video to 20 consecutive minutes or less. Assessors will only view the video segment that you submit. While there is no specific minimum length for the video segment, you should select the necessary amount of video to showcase your best teaching. Guidance on how to upload the video is available in the Uploading and Segmenting Video section of this Guidebook and in a video tutorial on the RESA Submission System.
7. Complete and upload the Teaching and Learning Context Form and the Video Commentary and Reflection Form for the lesson you record. A sample template for each form is provided in this Guidebook. Do not submit the sample templates. The actual templates can be downloaded from the Resources page of the Ohio RESA website or the RESA Submission System. Remember that this commentary and reflection must be your own work. It must not be written or edited by anyone else. Definitions of specific terminology used in the forms can be found in the Glossary section of this Guidebook.
8. Preview your video and forms on the RESA Submission System to ensure they meet all the requirements for scoring (see the Check Your Work Before You Submit section).
9. Submit the following three files by clicking on the blue Submit button:
    a. The Teaching and Learning Context Form
    b. Video segment of approximately 20 consecutive minutes or less
    c. The Video Commentary and Reflection Form

Key Success Factors for the Lesson Reflection

- Read the Lesson Reflection Domains and Criteria section in its entirety before you choose and record your lesson or complete the forms. Understanding the basis for the lesson evaluation will inform the best choice for the Lesson Reflection.
- Use the list in the previous What You Must Do section as a checklist for the lesson you choose to record and analyze for the Lesson Reflection.
- When completing the Video Commentary and Reflection, be certain that you explicitly connect the lesson's content focus to:
    - The learning outcomes for the lesson
    - Its overall importance in the content area (Question 2)
    - How it illustrates relationships among important concepts in the discipline (Question 3 for the overall lesson and Question 4 for the selected video segment)
    - Your understanding of the prerequisite knowledge and skills students need to achieve the learning outcomes for the lesson (Question 3 for the overall lesson and Question 4 for the selected video segment)
- Remember that your entire recorded lesson might well be longer than the video segment. In your commentary, you may need to explain what you planned or what took place in your classroom at other points in the lesson not shown in the video segment you have chosen for assessors to review. Assessors will not have access to the video beyond what is shown in the selected segment.

Teaching and Learning Context Form*

*This is a sample template. The actual templates can be downloaded from the Resources page of the Ohio RESA website or the RESA Submission System.

Complete the following **Teaching and Learning Context Form** for the lesson you have selected to provide information about the students in the class. Your responses on this form will provide critical information that will help assessors understand and interpret the Lesson Reflection. Once you are ready to submit, you may upload the completed form to the RESA Submission System. You are advised to keep a copy of this completed form for your records.

1. **School Setting/Environment**

Setting:	

For example: traditional elementary/middle/high school; school for the blind; magnet school for science and mathematics; online education program; juvenile detention center.

2. **Identify the subject area and title of the course (for example, third-grade reading or U.S. History 1) in which this lesson was taught**.

Subject:	

3. **Grade Level/s**

Grade Level:	

4. **Number of Students *in This Class***

Total Number of Students:	
English Language Learners:	
Students with Learning Disabilities:	
Gifted and Talented Students:	
Students with Exceptionalities*:	
***Exceptionalities include the following categories: developmental delays, emotional and behavioral disorders, communication disorders, hearing disabilities, visual impairments, and physical disabilities.**	

5. **If there are other adults or you are co-teaching with someone else in the video, please describe how you are to be identified in the video.**

Please explain how you will be identified in the video:	

SAMPLE FORM

Video Commentary and Reflection Form*

*This is a sample template. The actual templates can be downloaded from the Resources page of the Ohio RESA website or the RESA Submission System.

Complete the following Video Commentary and Reflection Form about the learning outcomes and overall structure of the lesson you have selected. This lesson overview must describe the lesson you captured in the video.

Each response should be complete and concise. Each response should not exceed ***250 words*** *(approximately half a page, single-spaced). For some responses, you may choose to respond in a bulleted list, in whole or in part.*

We suggest that you write a first draft and carefully edit before you complete each answer on this form. Once you are satisfied with the form, you may upload it along with the Teaching and Learning Context Form and the video.

SAMPLE FORM

1. **List the learning outcomes for this lesson, in the table below, and explain (a) why the outcomes are academically rigorous and (b) how they are connected to your school and/or district priorities and Ohio's Learning Standards or relevant national standards if Ohio's Learning Standards do not apply. (Lesson Reflection Domain 1)**

List the learning outcomes.
Explain why these learning outcomes are academically rigorous.
How are these learning outcomes **connected** to **both** your school and/or district priorities and Ohio's Learning Standards or relevant national standards?

2. **Describe the selected lesson's content focus and its importance to the overall content area. (Lesson Reflection Domain 2)**

3. **Describe the prior knowledge and skills (including general language skills and academic language skills) students must have in order to achieve the learning outcomes for this lesson. *Be sure to demonstrate your knowledge of how important concepts in the discipline relate to one another and your understanding of prerequisite relationships among topics and concepts that students need in order to understand the focus of this lesson.* (Lesson Reflection Domain 2)**

Describe anything that happened in your classroom just prior to the selected video segment that you believe will help the assessor understand the context. ("Just prior" means that it occurred in the minutes before the segment you have chosen begins or, in the case of a segment that shows the beginning of the class, the day before this class.) *This response is provided as context for the assessment of your analyses below. This critical information will help assessors understand and interpret the parts of the submission that are the focus of evaluative feedback.*

4. **What aspect of the content focus of this lesson is illustrated in the video segment? Why is this aspect of the content focus important?** *Be sure that you point out how the content focus of the video illustrates relationships among important concepts in the discipline* ***and*** *how your understanding of prerequisite relationships among topics and concepts in the discipline is demonstrated in this segment.* **(Lesson Reflection Domain 2)**

5. **Describe the specific method of formative assessment you used to assess student progress toward the learning outcomes for this lesson. Why is this method useful as a check-in point for student progress toward the learning outcomes of this lesson? (Lesson Reflection Domain 6)**

6. **How successful was this entire lesson in relation to the learning outcomes stated in your lesson overview? Be specific in your answer and explain what evidence (e.g., student behaviors, responses) supports your answer. (Lesson Reflection Domain 7)**

7. **Which of your selected instructional strategies for this entire lesson was/were most successful in supporting the range of student understandings and varied learning needs of students in this class? (Lesson Reflection Domain 7)**

8. **Which instructional strategies, if any, would you change in re-teaching this lesson and why? Explain what you would do instead. If you would not change anything, explain why. (Lesson Reflection Domain 7)**

Lesson Reflection Domain 1: Quality of Learning Outcomes

Evidence Source: Resident Educator's response to Question 1

1. List the learning outcomes for this lesson, in the table below, and explain (a) why the outcomes are academically rigorous and (b) how they are connected to your school and/or district priorities and Ohio's Learning Standards or relevant national standards if Ohio's Learning Standards do not apply.

Criterion

Assessors are looking for the extent to which the teacher's stated learning outcomes as a whole are characterized by most of the following:

- high expectations for students
- consistent evidence of academic rigor in the discipline
- clear and specific connection with school and/or district curriculum priorities and state academic content standards

- High expectations for students
- Consistent evidence of academic rigor in the discipline
- Clear and specific connection with standards and priorities
- Some high expectations for students
- Some indication of high levels of academic rigor in the discipline
- Generally clear connection to standards and priorities
- Moderate expectations for students
- Moderate academic rigor in the discipline
- Vague or unclear connection to standards and priorities
- Low expectations for students
- Lack of academic rigor in the discipline

Lesson Reflection Domain 2: Teacher's Knowledge of Content

Evidence Source: Resident Educator's responses to Questions 2, 3, and 4 and the video segment

2. Describe the selected lesson's content focus and its importance to the overall content area.
3. Describe the prior knowledge and skills (including general language skills and academic language skills) students must have in order to achieve the learning outcomes for this lesson. *Be sure to demonstrate your knowledge of how important concepts in the discipline relate to one another and your understanding of prerequisite relationships among topics and concepts that students need to understand the focus of this lesson.*
4. What aspect of the content focus of this lesson is illustrated in the video segment? Why is this aspect of the content focus important? *Be sure that you point out how the content focus of the video illustrates relationships among important concepts in the discipline* ***and*** *how your understanding of prerequisite relationships among topics and concepts in the discipline is demonstrated in this segment.*

Criterion

Assessors are looking for the extent to which the teacher's materials reflect this level of achievement:

- The teacher demonstrates extensive knowledge of the important concepts in the discipline and how these concepts relate to one another.
- The teacher displays clear and precise understanding of prerequisite relationships among topics and concepts.

Strong	• Extensive knowledge of the important concepts in the discipline and how these concepts relate to one another • Clear and precise understanding of prerequisite relationships among topics and concepts • Accurate understanding of important concepts in the discipline and how these concepts relate to one another • Accurate understanding of prerequisite relationships among topics and concepts • Familiarity with important concepts in the discipline, but little to no knowledge of how these concepts are related to one another • Some awareness of prerequisite knowledge important to student learning of content • Little depth of content knowledge • Little understanding of prerequisite knowledge important to student learning of the content
Evidence ↑	
Weak	• Lack of connection to standards and priorities

Lesson Reflection Domain 3: Teacher's Explanation of Content

Evidence Source: Video segment

Criterion

Assessors are looking for the extent to which the teacher's materials reflect this level of achievement:

- The teacher's explanation of content is accurate, thorough, and clear.
- The teacher's explanation develops conceptual understanding through clear scaffolding and connection with students' knowledge and experience. Students may contribute to extending the content by explaining concepts to their classmates and sharing their own approaches to learning the content.

Strong Evidence **Weak**	• Explanation is accurate, thorough, and clear, developing conceptual understanding through clear scaffolding and connection with students' knowledge and experience. • Students contribute to extending the content by explaining concepts to their classmates and sharing their own approaches to learning the content. • Teacher's knowledge of content is appropriately scaffolded and accurate, and uses appropriate academic language. • The explanation consistently connects with students' knowledge and experience. • Teacher's explanation of content contains minor errors and/or imprecise academic language. Some portions may be clear, while others may be difficult to follow. • There is minimal connection to students' knowledge and experience. • The teacher's explanation of content contains major errors and imprecise academic language. • There is no attempt to connect with students' knowledge and experience.

Lesson Reflection Domain 4: Classroom Environment Conducive to Learning

Evidence Source: Video segment

Criterion

Assessors are looking for the extent to which the teacher's materials reflect this level of achievement:

- Overall, the class is highly organized, with smooth and practiced routines and procedures.
- Students contribute to a classroom atmosphere with high levels of civility and respectful interactions and display consistently appropriate conduct.
- Students are active participants in the lesson.

Strong ↑ Evidence ↓ **Weak**	• Classroom is highly organized, and students contribute to a classroom atmosphere with high levels of civility and respectful interactions. • Routines and procedures are smooth and practiced. • Student conduct is consistently appropriate. • Students are active participants in the lesson. • Class is well-organized with consistently respectful interactions. • Routines and procedures are largely efficient. • Student conduct is generally appropriate. • There is some evidence of student participation in the lesson. • Class is somewhat organized with occasional inappropriate student conduct. • Routines and procedures are somewhat confused. • Student conduct includes occasional disrespectful interactions. • There is a lack of participation in the lesson and there may be signs of boredom. • Class is disorganized, with inappropriate and disrespectful interactions. • Routines and procedures are inefficient. • Student conduct is inappropriate. • There are clear signs of boredom and a lack of student participation in the lesson.

Lesson Reflection Domain 5: Student Intellectual Engagement

Evidence Source: Video segment

Criterion

Assessors are looking for the extent to which the teacher's materials reflect this level of achievement:

- The learning tasks and activities require complex thinking by students.
- Students are cognitively engaged in learning.
- There is evidence of some student initiation of inquiry and student contributions to the exploration of important content. Students may serve as resources for one another.

- Almost all students are cognitively engaged.
- Learning tasks require complex thinking by students.
- There is some student initiation of inquiry and student contributions to exploration of content.
- Students serve as resources for one another.
- Learning tasks are designed to challenge student thinking, inviting students to make their thinking visible.
- Active cognitive engagement by most students is visible and audible.
- Learning tasks require only minimal intellectual activity by students.
- Most students appear to be passive or merely compliant.
- Learning tasks require only rote responses.
- Very few students appear intellectually engaged.

Lesson Reflection Domain 6: Formative Assessment

Evidence Source: Resident Educator's response to Question 5

5. Describe the specific method of formative assessment you used to assess student progress toward the learning outcomes for this lesson. Why is this method useful as a check-in point for student progress toward the learning outcomes of this lesson?

Criterion

Assessors are looking for the extent to which the teacher's materials reflect this level of achievement:

- The explanation of the strategy for formative assessment is specific and makes a convincing case for the usefulness of this method in the context of this lesson.
- The strategy for formative assessment is clearly connected to the lesson's learning outcomes.

Strong ↑ Evidence ↓ **Weak**	• Teacher's description of the method of formative assessment used to assess progress toward learning outcomes for this unit is clear and specific. • Teacher's rationale for the usefulness of this method in the context of the learning outcomes for this lesson is convincing. • Teacher's description of the method of formative assessment used to assess progress toward learning outcomes for this unit is specific, but the rationale for the usefulness of this method in the context of the learning outcomes for this lesson is general. • Teacher's description of the method of formative assessment used to assess progress toward learning outcomes for this unit is general and not specifically connected to this lesson. • Teacher's rationale for the usefulness of this method in the context of the learning outcomes for this lesson is vague or unclear. • Teacher's description of the method of formative assessment used to assess progress toward learning outcomes for this unit is vague or unclear. • Teacher's rationale for the usefulness of this method in the context of the learning outcomes for this lesson is unconvincing. • Teacher offers no rationale for the usefulness of this method in the context of the learning outcomes for this lesson.

Lesson Reflection Domain 7: Overall Lesson

Evidence Source: Resident Educator's response to Questions 6, 7, and 8

6. How successful was this entire lesson in relation to the learning outcomes stated in your lesson overview? Be specific in your answer and explain what evidence (e.g., student behaviors, responses) supports your answer.
7. Which of your selected instructional strategies for this entire lesson was/were most successful in supporting the range of student understandings and varied learning needs of students in this class?
8. Which instructional strategies, if any, would you change in re-teaching this lesson and why? Explain what you would do instead. If you would not change anything, explain why.

Criterion

Assessors are looking for the extent to which the teacher's materials reflect this level of achievement:

- The teacher draws accurate conclusions about the extent to which learning outcomes were met, citing specific examples from the lesson to support a judgment that draws clear distinctions about effectiveness of strategies.
- The teacher offers a convincing rationale for either adding an alternative instructional strategy (or strategies) to improve the lesson or keeping the lesson the same.

See the Weak-to-Strong Evidence Continuum on the Next Page

Lesson Reflection Domain 7: Overall Lesson (cont.)

- Teacher draws accurate conclusions about the extent to which the learning outcomes were met.
- Teacher cites specific examples from the lesson to support judgments that draw clear distinctions about the effectiveness of instructional strategies.
- Teacher offers a convincing rationale for adding alternative instructional strategies to improve the lesson or keeping the lesson the same.
- Teacher makes general references to support accurate conclusions about the lesson.
- Teacher offers some specific suggestions for alternative strategies and explains why they are likely to be effective.
- Teacher makes a generally persuasive case for keeping the strategies the same.
- Teacher draws a partly accurate conclusion or conclusions, but shows limited awareness of the evidence for the relative effectiveness of instructional strategies used in the lesson.
- Teacher makes general or surface-level suggestions about either how the lesson could be improved or why it should be left unchanged, but does not explain why these suggestions are likely to be effective or offers only a vague explanation for their usefulness.
- Teacher does not know whether or not the lesson was effective in achieving the learning outcomes.
- Teacher profoundly misjudges the success of the lesson.
- Teacher makes no relevant or actionable suggestions for how the lesson could be improved or why it should stay the same.

Glossary

This glossary provides definitions of key terms as they are used in the RESA.

Academic language: Oral and written language appropriate for academic purposes across content areas as well as the accurate use of content-specific vocabulary for a particular discipline or area of study.

Academic rigor: Appropriately high expectations for students in their use or application of central concepts, skills, higher-order thinking, and problem solving in a content discipline.

Content focus: The primary topic(s), concept(s), or essential question(s) that represent the ultimate learning target for the chosen lesson.

Formative assessment: A formal or informal assessment used to evaluate students' understanding and skills in relation to learning outcomes. The results of a formative assessment are used to inform instruction or to make modifications and adjustments during or after the lesson, which may be part of a larger instructional unit or cycle. Formative assessments may take many forms, including oral or visual presentations, group activities, performances, quizzes, anecdotal records based on systematic observations of student behavior, running records, and written tasks during instruction and in homework assignments.

Instructional strategy: A specific approach to teaching a certain concept or skill that results in student learning of that content.

Learning outcomes: Learning outcomes articulate what students are expected to learn during a lesson or unit of instruction. The outcomes describe not what students will do ("students will make circuits using different materials") but what they will learn ("students will know the characteristics of an electrical circuit").

- The learning outcomes should express important learning targets in a content area.
- Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies.
- Many lessons include learning outcomes of more than one type, for example, "students will make accurate predictions regarding materials that will conduct electricity" (reasoning) and "students will demonstrate collaborative skills in working with classmates" (collaboration skills).
- All learning outcomes should be assessable. That is, a clear and specific strategy for determining whether or not the learning outcome has been achieved must be an implicit part of every learning outcome.

Instructional Scaffolding: These are the supports a teacher adds for students in order to enhance learning and aid in the mastery of tasks, particularly when teaching new skills or

complex new ideas. The teacher does this by systematically building on students' prior and current experiences and knowledge as they are learning new skills. Just like scaffolding on a building, the supports for new learning are temporary and adjustable. As students master the assigned tasks, the supports are gradually removed.

Teaching and Learning Cycle: The process of planning, teaching, assessing student learning, and reflecting that comprises a teacher's work with a group of students engaged in a particular lesson or group of lessons in an instructional unit.

Submission and Scoring Policies

Check Your Work Before You Submit

For your submission to be scored, it must meet the following requirements:

- ☐ Forms are visible and clearly legible. Candidates must preview their forms on the website to ensure every page is visible and clearly legible.
- ☐ Video's sound, visual quality, and angle allow an assessor to clearly see and hear the students and Resident Educator. Not every student needs to be visible or heard; however, the video should include evidence of the Resident Educator's direct engagement with the students and the students' intellectual engagement during the lesson.
- ☐ Video evidence is authentic, without editing or noticeable time lapses.
- ☐ Video segment shows a lesson conducted in a single class period.
- ☐ Video segment portrays the learning outcomes stated in the Video Commentary and Reflection Form.
- ☐ Does not contain sensitive personally identifiable information (PII), which includes financial account numbers, medical information, Social Security numbers, driver's license numbers, and passport numbers.
    - Note: a submission will be scored if it contains directory information, which includes first and last names, street addresses, and phone numbers. In addition, a submission will be scored if it shows a school name, logo, and/or mascot.
- ☐ The teaching evidence and analysis submitted as part of this Lesson Reflection must be your work and yours alone. Any Resident Educator who cheats or tries to cheat on the RESA will receive a failing score and will be reported to the Office of Professional Conduct. **It is considered cheating to re-use forms or video evidence from any past RESA submission.**
- ☐ **If you are in a co-teaching assignment and the other co-teacher is also submitting a Lesson Reflection**, you are prohibited from using the same lesson in your Lesson Reflection. If you are teaching in the same room with another adult, indicate whose teaching should be reviewed in Question 5 of the Teaching and Learning Context Form associated with the video (for example, "I'm the teacher in the blue shirt").

Professional Conduct Violations

- Candidates who publicize or seek financial gain from the sale of their RESA submissions will be reported to the Office of Professional Conduct.
- Any detected instances of testing misconduct (e.g., plagiarism, submission edited or partially to completely produced by others) will result in a disqualified submission, and the educator will be reported to the Office of Professional Conduct.

Fair Use of Copyrighted Materials

Because it is considered "fair use," the use of legal copies of copyrighted material in the classroom does not violate copyright laws when included in a RESA submission. The fair use doctrine allows for duplication of these materials for the purposes of non-profit educational use, such as the RESA.

Rescore Requests

If a submission receives a failing score, it is automatically rescored by another assessor who is unaware the submission has already been scored. The score and feedback statements from the second round of scoring are final. Requests for a third round of scoring will not be granted.

Extenuating Circumstances

Educators may submit the Lesson Reflection on the RESA Submission System at any time from October 3 to April 5. **Deadline extensions will not be granted.** However, SBOE understands that there are extenuating circumstances pertaining to extended leave due to being on approved leave taken under the Family Medical Leave Act of 1993. In these cases, Resident Educators are advised to contact their Program Coordinator.

Lesson Reflection Modification

SBOE understands that particular conditions may exist (special circumstances) that will not allow candidates to complete the Lesson Reflection as it is outlined in the RESA Guidebook.

The following special circumstance is accepted:

- Learning institutions that guarantee individual client confidentiality and privacy, afforded by law, and therefore prohibit the use of any media that record image or voice of a client or client family (e.g. youth correctional facilities, residential facilities).

If the accepted special circumstance above applies to your teaching assignment, work with your Program Coordinator to complete the RESA Modification Request Form (available for download at http://www.ohioresa.com/resources/). On the RESA Modification Request Form, you must describe why it is impossible for you to provide a video recording of your selected lesson.

Your completed RESA Modification Request Form must be emailed to support@teachforward.com by February 1.

The Ohio RESA Team will review your request and inform you of the decision, via email, within two weeks of receiving the request.

Accommodations for RESA Candidates with Documented Disabilities

SBOE is committed to providing appropriate testing accommodations for candidates with documented disabilities or health-related needs, as recognized under the Americans with Disabilities Act Amendments Act (ADA Amendments Act). To request accommodations for the RESA, and to ensure that a timely response is received, submit a completed RESA Accommodations Request Form, which can be found at http://www.ohioresa.com/resources/, along with supporting documentation, to support@teachforward.com by February 1.

The Ohio RESA Team reviews each request, on a case-by-case basis, to determine if the accommodations are appropriate in the context of this assessment and supported by documentation of a disability. The Ohio RESA Team will not release any information regarding an individual's diagnosis or medical information without the individual's informed written consent, or under legal compulsion. If you are denied some or all of the accommodations that you requested, you may appeal and ask the Ohio RESA Team to consider additional documentation of your disability.

Technical Reference Guide

This section explains how to download and complete form templates, upload files, segment video, and submit the Lesson Reflection on the RESA Submission System for scoring.

On the Lesson Reflection page of the RESA Submission System, you can view "Uploading and Submitting the RESA", a video tutorial that demonstrates the uploading and submission process.

System Requirements

The RESA Submission System is a web-based platform developed and hosted by TeachForward that supports the newest versions of most browsers to ensure a secure environment and to enable a more powerful and user-friendly experience.

Downloading and Completing Form Templates

As part of the Lesson Reflection, you are required to download and complete offline a Teaching and Learning Context Form and a Video Commentary and Reflection Form.

- These forms are available on the RESA Submission System and the Resources page of the Ohio RESA website (http://www.ohioresa.com/resources/).
- When completing the forms, we strongly recommend typing responses directly into the templates. Copying and pasting formatted or bulleted text into the templates can result in the modification of the templates or the addition of blank pages, which will cause the forms to appear blank when they are uploaded to the system.
- **IMPORTANT:** The forms can be downloaded and saved as either MS Word documents (.docx) or PDFs (.pdf). If you try to save it as another document or convert file types (from PDF to MS Word or vice versa), the RESA Submission System will not read it.

Reviewing Completed Forms

After you have completed your two forms, you should carefully review every page of the forms to make sure:

1. You have proofread and are satisfied with the final version of all your responses.
2. You have responded to all the questions.
3. Your responses fit within the response boxes provided.
4. You have not modified the size or sequence of the response boxes.
5. You have not added or deleted any pages to the forms.

Uploading Completed Forms

After you have completed and reviewed every page of your forms, you can upload them by following the instructions below for both forms.

1. Log in to the RESA Submission System.
2. Select “Ohio RESA Lesson Reflection”.
3. Go to the “Lesson Reflection Submissions (Uploads)” section at the bottom of the Lesson Reflection page.
4. Click on the “Upload File” button beneath the file name, “RESA Teaching and Learning Context Form” or “RESA Video Commentary and Reflection Form” to open the “Add File” window.
5. Click on the “Select File” button to find your completed form where you saved it on your device.
6. Double-click on the file or click on it once and choose “Open”.
7. Click on the “Add File” button to upload it.
8. If the upload is successful, the file you uploaded will appear under the file name, “Teaching and Learning Context Form” or “RESA Video Commentary and Reflection Form”.
    - Click on the name of the file in blue to open it in a new browser tab and preview the form to make sure the form is correct and uploaded properly.
    - The first time you do this, the system will warn you that you are opening a new tab. You can check this box, if you don’t want to see that warning again.
9. If you see a red error message, the file did not upload properly. Click on the trash icon to remove the file and try uploading it again.
10. After you’ve previewed the uploaded form on the platform, you can close the browser tab to get back to your assessment page.
11. If you would like to change the file, you can click on the trash icon on the right side of the screen to delete it, and then upload a different one.
12. Optional: You can enter a different name and a description for the file, but the assessor will not see the file name or description that you enter.

IMPORTANT: Prior to submission, candidates are required to preview every page of both forms on the RESA Submission System to ensure all the pages are visible and legible. The first page of the Video Commentary Form is only for instructions, so it is very important for candidates to scroll past the first page in order to confirm that their responses are visible and legible.

Video Segment

The video segment is your opportunity to demonstrate your teaching practice through a brief, authentic video "observation" of your classroom.

Release Forms

- Candidates must make a good-faith effort to obtain the necessary release forms from any parties who will be recorded.
- A sample release form can be found on the Resources page of the Ohio RESA website.
- Students who have not consented to be recorded should be seated in a part of the classroom that does not appear in the planned camera shot and instructed to remain out of any areas being captured.
- If a non-permitted student is accidentally filmed during a lesson, the candidate should not select that portion of the video when segmenting the video.
- Release forms will not be submitted or uploaded to the RESA Submission System.
- Candidates should retain the signed release forms in case they are requested at a later date.
- Follow local district and school policies and procedures on release form collection and retention.

Recommendations for Recording Video

- Ensure you have and retain (personally or through your school/district) the appropriate release forms for the students who appear on the video. Do not submit the release forms.
- Make arrangements for the necessary video and audio equipment well in advance.
- Consider the following resources for equipment and recording assistance:
    - School or district technology support staff or administrators
    - Another teacher who has recorded video in the past
    - Your Program Coordinator or Facilitator, who can identify potential resources in the school as well as assist you with recording
    - Online resources (e.g., YouTube) to help identify recording devices and tips on recording video
- Check your camera settings and avoid recording in HD, which creates very large video files that are more difficult to save and upload.
- Align the height of the camera with the tallest student while the student is sitting down.
- Ensure the lights are on and windows are covered.
- Plug in the recording device ahead of time and ensure all batteries are charged.
- Use memory cards with a high storage capacity and empty of files.
- Use a zoom function or rotate the camera throughout the lesson to capture what you or the students are doing.
- Use a sturdy tripod to ensure a steady image.
- Explain the purpose of the recording to the students and tell the students to try to forget that the camera is in the room.
- Know where you and your students will be located in the classroom during the activities.

- The video should capture interactions between you and your students and your responses to student comments, questions, and needs.
- The teacher and students should be visible and heard on the submitted video recording.
- Try not to introduce routines or procedures with which your students are unfamiliar.
- After recording, save the video file in multiple places: your recording device, hard drive, USB drive, and/or Google Drive.

Practicing Beforehand

- Provides the opportunity to become familiar with the equipment
- Ensures the equipment is working properly
- Tests the quality of the video and sound
- Helps you and your students become comfortable with the process
- Provides the opportunity to get used to the camera and reduce "capture anxiety"
- Allows you to review your teaching practice
- Allows you to identify areas of focus in your classroom
- Gives you more lessons to choose from

Uploading and Segmenting Video

A video tutorial, "Uploading and Submitting the RESA", that demonstrates the video uploading and segmenting process, as outlined below, is available on the Lesson Reflection page of the RESA Submission System.

To upload video to the RESA Submission System, follow the instructions below.

1. Before uploading, make sure you have a good internet connection, which you can test by typing "Speed Test" into Google and clicking on the test button that appears.
2. Optional: If you would like to make the uploading process faster and easier, you can trim the video by cutting off the beginning and/or end of the full video on your phone, tablet or computer before uploading it to the RESA Submission System. While trimming off the beginning and/or end of the video is permitted, the video segment you submit must be **unedited** with no time lapses or breaks.
3. Before uploading your video to the RESA Submission System, preview your file on your device to check your video and audio quality. **IMPORTANT: Videos that do not allow an assessor to clearly see and hear what is going on in the classroom (e.g., no sound) will not be scored.**
4. Log in to the RESA Submission System.
5. Select "Ohio RESA Lesson Reflection".
6. Go to the "Lesson Reflection Submissions (Uploads)" section at the bottom of the Lesson Reflection page.
7. Click on the "Upload File" button beneath "Classroom Video" to open the "Add File" window.
8. Select the file on your device and upload it. The file upload process occurs in two parts:

a. First, your video file is uploaded from your device to the TeachForward server, while that is happening you will see an uploading message and you should keep your browser open and not leave this page.
b. Next, the file is converted to a web-friendly format. When that process starts, the message will change, and you can navigate away from the page.
c. Depending on the size of your file and the strength of your internet connection, the upload and conversion process may take up to an hour. Please plan accordingly.

9. After your file is uploaded and processed, you will see the uploaded file name if there are no issues (just as with the forms). If there is an issue, you will see a red warning message in which case you can either delete the file and upload a new one; or, if the message indicates that the video file is over the 20-minute maximum length, you can use the segmenting tool on the platform to trim it.
10. Click on either the "Trim video" link or the "scissors" icon to open the "Video Segment" tool. You can play the video by clicking the play icon, or you can get to specific points in the video by dragging the scroll button. When you find the point where you want your shortened clip to start, drag the green start marker there and/or drag the red end marker to where you want the clip to end. Once you have specified a video segment that fits within the 20-minute maximum, the "Save Segment" button will become active. Click on the "Save Segment" button to save your new video segment.
11. After your video is uploaded (and segmented if necessary) and the file name appears in blue, you can click on it to preview it as with the form documents to ensure it is what you would like to submit. If it is not, click on the "trash" icon to remove it, and upload a new file or segment.

Submitting the Lesson Reflection

A video tutorial, "Uploading and Submitting the RESA", that demonstrates the submission process, as described below, is available on the Lesson Reflection page of the RESA Submission System.

Once you have uploaded your completed forms and video evidence for the Lesson Reflection, click the blue Submit button. The Submit button will not become active until you have successfully uploaded both forms and the video. If the Submit button is not active, check to make sure that all three of your files have finished uploading and there are no error messages.

When you click on the Submit button, you will go through four steps to finalize your submission. After you complete the four steps and click the final "Submit" button, you will see a message on the platform that your submission was successful, and the status of your RESA submission will change to "Submitted" and indicate the date and time of your submission. You can view the status of your RESA submission at the top of the RESA Lesson Reflection page and on the homepage.

Note: Unlike previous years, you will not receive a submission confirmation email.

After you click the Submit button, you will not be able to recall your work or submit new materials, but you will be able to view a read-only version of the work that you have submitted.

Score Reports

Within 30 days of submitting the RESA, you will receive an email notification from support@teachforward.com that your score report is available, which you will be able to access by following the instructions below.

1. Log in to the RESA Submission System.
2. Select “Ohio RESA Lesson Reflection”.
3. Click on the “Results” tab at the top of the page.
4. Click “Download Full Report” to view and save your full score report.