

Preparing Resident Educators for the 2017-2018 Resident Educator Summative Assessment (RESA)

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.

Dear Ohio Resident Educator,

Welcome to the 2017–2018 Resident Educator Summative Assessment (RESA)!

As a result of feedback from educators throughout Ohio, as well as an advisory group, the Ohio Department of Education has restructured the Ohio Resident Educator Program, including the program's summative assessment.

- The RESA is now significantly shorter and the RESA Score Reports will provide more feedback.
- In light of these significant changes, please review this year's RESA Guidebook carefully and do not rely on guidance from past school years.

The 2017-18 RESA is designed to provide the following benefits:

- Resident Educators analyze and reflect on their teaching, which is critical to continuously improving as an educator.
- Resident Educators have the ability to choose their best practice to submit as evidence.
- Resident Educators receive Score Reports with comprehensive feedback on their submission from an objective assessor who is an experienced Ohio educator and has completed extensive training.
- Score Reports will be released earlier, so Resident Educators have time to use the comprehensive feedback to work with their mentors and improve their practice before the end of the school year.

Remember that multiple supports are available to you such as your local program coordinator and facilitator. You may also reach out with questions about the Resident Educator program and RESA eligibility to REProgram@education.ohio.gov and to Educopia at resa@educopia.com for technical questions about the RESA submission process. On behalf of the Ohio Department of Education, thank you for all your efforts to refine and advance your teaching practice in the Resident Educator Program!

The Ohio Resident Educator Program Team

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Overview of the Ohio Resident Educator Summative Assessment

The Ohio Department of Education (ODE) requires all Ohio teachers to begin their careers in the Ohio Resident Educator Program, under a four-year Resident Educator license or alternative Resident Educator license. Beginning teachers, known as Resident Educators, must complete all four 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). The RESA's Lesson Reflection is carefully designed to:

- Reflect and reinforce the goals of the OSTP and the Resident Educator Program.
- Assess the skills developed within the Resident Educator Program that positively impact student learning and achievement.
- Incorporate the developmental continuum of teachers' practice and performance.

Purpose

The Ohio Resident Educator Program is a formal four-year program of support for beginning teachers. As part of the Resident Educator Program, Resident Educators are assigned certified mentors to work with them in the first two years of their teaching career. During their first two years of teaching, Resident Educators 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. In year 3, 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.

Starting in Year 3, Resident Educators are required to complete the RESA Lesson Reflection that provides evidence of your teaching and its impact on student learning based on the Ohio Standards for the Teaching Profession.

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 2017–2018 RESA consists of one task, the Lesson Reflection. Resident Educators are asked 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

A detailed description of what teachers are required to do can be found in the Lesson Reflection section of this Guidebook.

Submission of Work

To complete the Lesson Reflection, teachers will be given online access to the RESA Submission System where they will be able to download resources and upload their work. Teachers will have access to two sections of the Lesson Reflection in the RESA Submission System: What I Need to Know and What I Need to Submit. In the What I Need to Know section, candidates can access an online version of the Guidebook, a video tutorial on how to upload and submit work, and templates that can be downloaded and completed offline. In the What I Need to Submit section, teachers will upload their completed templates and video.

The RESA Lesson Reflection asks Resident Educators to provide evidence of how they implement the Teaching and Learning Cycle.

RESA Scoring Process

RESA assessors are all licensed teachers from the state of Ohio 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.

To begin 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 might know, and they are asked to defer submissions of candidates whom they recognize. Throughout the scoring process, Educopia's Ohio RESA team monitors assessors for accuracy.

RESA Readiness Assumptions

Resident Educators who are prepared to take the RESA:

- Understand the complexity of teaching and learning.
- Complete the rigorous work of years 1 and 2 of the Resident Educator Program by teaching in their area of license and by developing sound habits of teaching: thinking, writing, practicing, conversing, planning, assessing, videotaping, collaborating, and reflecting on their teaching.
- Continually work toward developing the artful, skilled teaching that results from hours of practice, supported by deliberate feedback, collaborative observations, conversations, and intentional teaching adjustments.
- Connect their teaching practices to the OSTP, the Ohio Continuum of Professional Development, and the Teaching and Learning Cycle.
- Implement the Teaching and Learning Cycle both automatically and formally as they assess, plan, teach, reflect, and revise lessons and units of study.

Assessors for the RESA are all licensed teachers from the state of Ohio with at least 10 years of teaching experience and must pass a certification test on the RESA before they can review submissions.

- Collect evidence and artifacts of their teaching journey (build a repertoire of practice).
- Recognize that the RESA asks them to showcase their teaching progress, demonstrate how they implement the Teaching and Learning Cycle daily, and assess their teaching impact on student learning and achievement by responding to the self-reflection questions.
- Approach the RESA as a formal performance assessment that requires thoughtful and skillful attention.
- Understand that the successful completion of the RESA and four years of teaching in the Resident Educator Program lead to professional licensure.

2017–2018 RESA Registration, Submission, and Scoring Timeline

| | |
|------------------------------|-------------------|
| CORE Registration Opens | August 21, 2017 |
| RESA Submission System Opens | October 16, 2017 |
| CORE Registration Deadline | November 15, 2017 |
| Lesson Reflection Deadline | January 19, 2018 |
| RESA Score Reports Released | May 15, 2018 |

To take the RESA in 2017–2018, all candidates must be registered in the Connected Ohio Records for Educators (CORE) system by their Program Coordinator by November 15th.

Guide to RESA Support

The site, www.OhioRESA.com, is the source for all RESA information including resources, important updates, and ongoing communications.

Technical questions about activating RESA accounts or submitting forms and evidence should be directed to the RESA Help Desk. RESA Help Desk support services (toll free at 855-538-8634 or via email at resa@educopia.com) are available Monday through Friday (from 8 am to 12 pm and 1 pm to 5 pm Eastern Time) from October 2nd to November 22nd to assist candidates in the account activation process and to assist candidates with technical questions as they begin uploading evidence and completed forms. The RESA Help Desk will be closed for the holiday

The RESA System opens on October 16, 2017, and the deadline for submitting the Lesson Reflection is January 19, 2018.

season from November 22nd until January 1st. The RESA Help Desk will reopen on January 2nd to support candidates in the submission process and will be available to answer technical questions through the delivery of Score Reports in May.

Questions related to RESA eligibility, assessment modifications, and the Resident Educator Program should be sent to the Ohio Department of Education at OhioRESA@education.ohio.gov. Licensure questions should be directed to the Office of Educator Licensure. Candidates can also find information on the Ohio Department of Education Resident Educator webpage: <http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program>.

Questions related to RESA eligibility, assessment modifications, and the Resident Educator Program should be directed to the Ohio Department of Education.

All technical questions about your RESA account or submitting work should go to the RESA Help Desk.

Lesson Reflection

Purpose

In the first two years of the Ohio Resident Educator Program, Resident Educators (with the support of mentors) have systematically and continually engaged in inquiry and reflection as they implement the Teaching and Learning Cycle.

In this Lesson Reflection, you are asked to record a single lesson that demonstrates your ability to teach meaningful content to your students. 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 minutes long, and reflect on the success of the entire lesson.

The commentary you provide and video segment you choose will give you an opportunity to:

- Explain your learning outcomes for this lesson and why they are important in the context of the subject area this lesson represents.
- Explain your formative assessment strategy for this lesson.
- Demonstrate your instruction (using the video segment).
- Evaluate and reflect on the success of the entire lesson.

The lesson video and commentary must be submitted by **Friday, January 19, 2018**.

What You Must Do

- 1) **Read the Lesson Reflection Domains and Criteria section before you choose your lesson for recording.**
- 2) 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 (you can review Ohio's Learning Standards on the Ohio Department of Education website)
 - b) Academically rigorous expectations for student learning

The Lesson Reflection, including your lesson video and commentary, must be submitted by January 19, 2018.

- 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 just 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
- 3) 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. **Do not edit the video.**
 - 4) Upload the video. Guidance on how to upload the video is provided in the RESA Submission System. After uploading your video, indicate a single continuous segment that is up to 20 minutes long for the assessor’s review. Assessors will **not** view any other part of the lesson video.
 - 5) 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. The actual templates can be downloaded from the Ohio RESA website or the online submission system in the What I Need to Know section. 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.
 - 6) Check your work to ensure it has met all the requirements for scoring (see the Check Your Work Before You Submit section).
 - 7) Submit the following:
 - ✓ The entire lesson video with an identified lesson segment up to 20 minutes long
 - ✓ The Teaching and Learning Context Form
 - ✓ The Video Commentary and Reflection Form

Complete the Lesson Reflection in 4 easy steps:

1. Record your lesson.
2. Download and complete the Teaching and Learning Context Form and the Video Commentary and Reflection Form.
3. Upload both forms and your classroom video and select the 20-minute video segment online after you have uploaded the full unedited video.
4. Review your uploaded documents and submit the Lesson Reflection.

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 write any of the lesson commentary. 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 20-minute 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.

Check Your Work Before You Submit

- For your submission to be scored, it must meet the following requirements:
 - ✓ Video's sound, visual quality, and angle allow an assessor to clearly see what is going on in the class.
 - ✓ 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.

To help you in completing the RESA Lesson Reflection, refer to the What You Must Do section. This checklist is also available as a downloadable resource on the RESA website and in the online submission system.

- When submitting authentic evidence sources, Resident Educators should not select video segments in which the full names (first and last names) of students are revealed. Submissions that include personally identifiable information (PII) of students, parents, caregivers, or others will be disqualified. PII includes but is not limited to first and last names, phone numbers, non-school email addresses, mailing addresses, Social Security numbers, or anything else that identifies an individual specifically or would permit direct communication with the individual. School identification is acceptable.
- 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 ODE Office of Professional Conduct. It is considered cheating to re-use video evidence from any past RESA submission.
- **Notice for Resident Educators in co-teaching assignments or for those who teach with other adults in the room:** 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”).

Before submitting, check that your video and audio are working, make sure all PII has been removed, and indicate how you will be identified in the video if you are co-teaching with another adult in the video. All work submitted must be your work and yours alone.

Sample: Teaching and Learning Context Form

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: | |

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: | |
|---|--|

Guidelines for Recording Video

The video provides an opportunity for you to showcase particular elements of the lesson that you will discuss in your commentary. Take time to carefully choose the video segment that provides the clearest demonstration of the lesson elements that you will write about in your commentary. Careful selection of the video segment is itself an act of self-reflection, which is one of the most important practices of effective teachers.

You should record and upload a video of an entire lesson. Do not edit the video prior to uploading it to the RESA Submission System. After you have uploaded the entire lesson, you will select one continuous segment from the lesson to illustrate your teaching skills. The selected segment should be up to 20 minutes long.

Please be aware that assessors will be looking for evidence of effective instruction in your video. Please make efforts to select the necessary amount of video to showcase your best teaching.

To help you in completing the RESA Lesson Reflection, refer to the What You Must Do section. This checklist is also available as a downloadable resource on the RESA website and in the online submission system.

Sample: Video Commentary and Reflection Form

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.

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 Domains and Criteria

Lesson Reflection Domain 1: Quality of Learning Outcomes

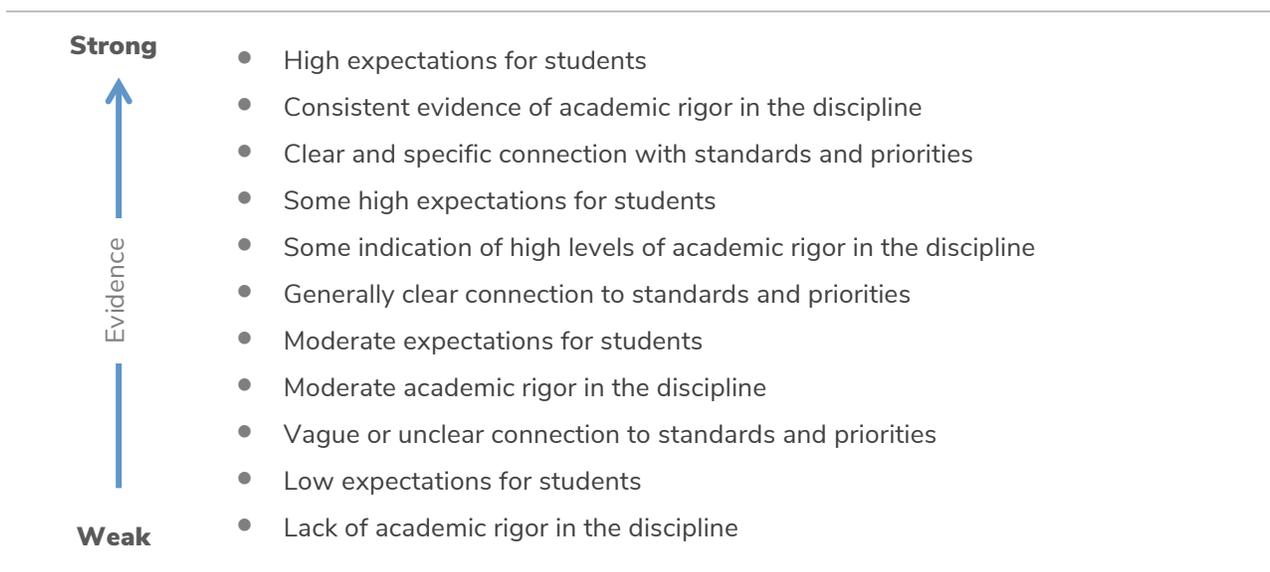
Evidence Source: Resident Educator's response to Question 1

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



Lesson Reflection Domain 2: Teacher’s Knowledge of Content

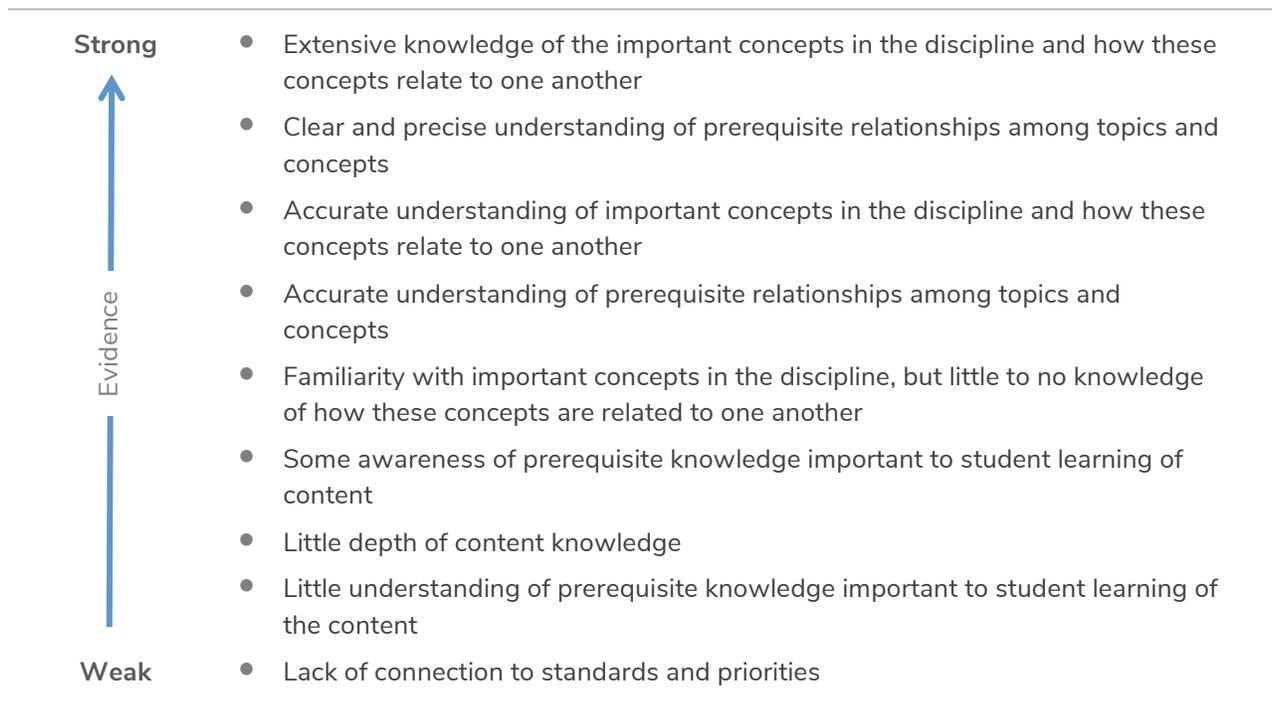
Evidence Source: Resident Educator’s response to Questions 2, 3, and 4 and the video segment

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.



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 | <ul style="list-style-type: none">• 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. |
| ↑ Evidence | <ul style="list-style-type: none">• 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. |
| Weak | <ul style="list-style-type: none">• There is no attempt to connect with students’ knowledge and experience. |

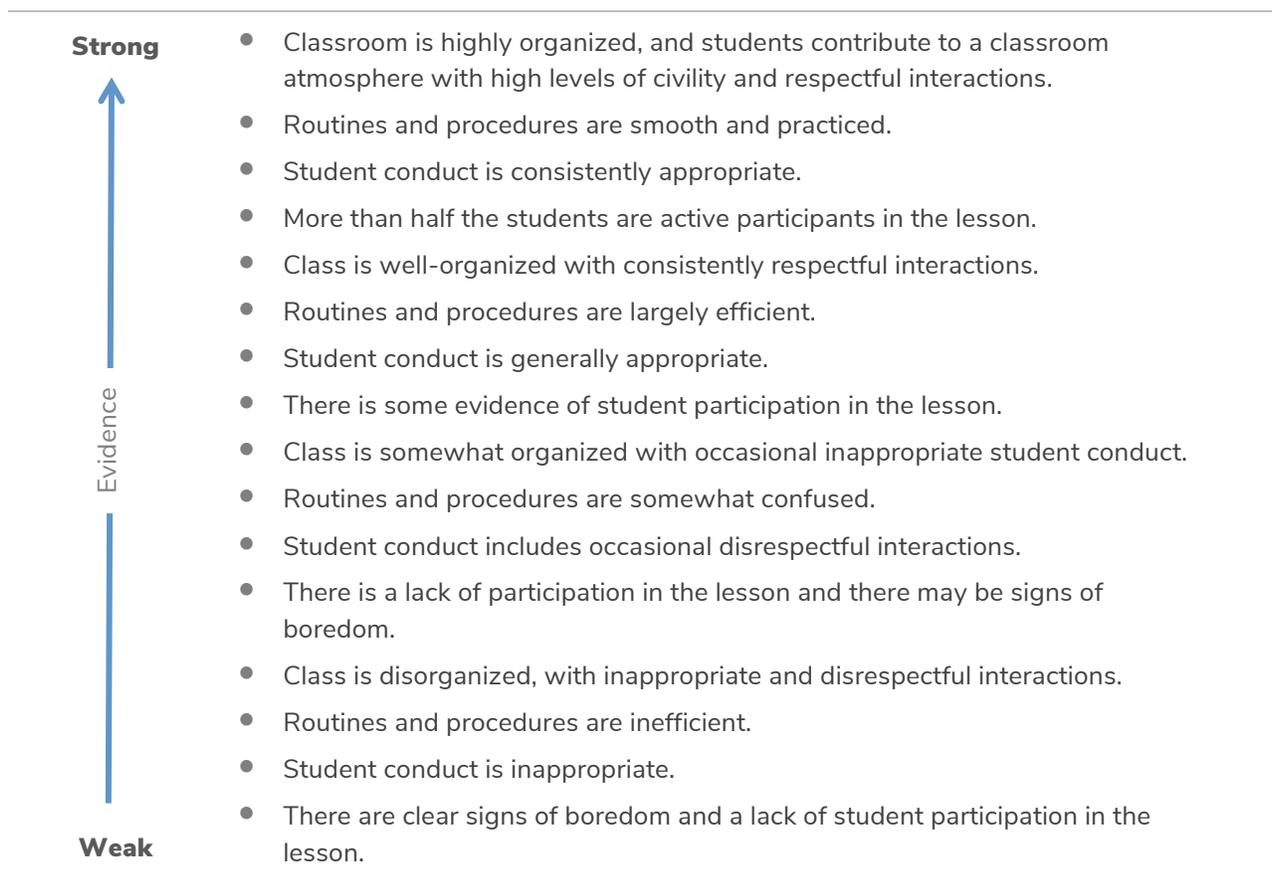
Lesson Reflection Domain 4: Classroom Environment Conducive to Learning

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.
- More than half of the students are active participants 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.

| | |
|--|---|
| Strong | <ul style="list-style-type: none">• Virtually 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 or audible. |
|  | <ul style="list-style-type: none">• Learning tasks require only minimal intellectual activity by students.• Most students appear to be passive or merely compliant.• Learning tasks require only rote responses. |
| Weak | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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. |
| Evidence | |
| Weak | <ul style="list-style-type: none">• 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.)

Strong



Evidence

- 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.

Weak

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.

Central 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.

RESA Submission and Scoring Policies

The Ohio Department of Education has outlined the following submission and scoring policies for the administration of the RESA:

Submission Policies

Eligibility

Resident Educator Program. To be eligible to participate in the Resident Educator Program, beginning teachers must:

- Hold a valid Resident Educator license or alternative Resident Educator license of any type, or a one-year out-of-state educator license. *Individuals teaching career-technical courses under an alternative resident educator workforce development license are exempt from participating in the local Resident Educator Program.*
- Be employed by an ODE-chartered educational entity, a preschool licensed by the ODE or the Ohio Department of Job and Family Services (ODJFS), an Ohio correctional facility, or a private educational agency located in Ohio.
- Teach at least two classes or .25 FTE in their area of licensure or in the area in which the teacher holds a supplemental teaching license during the school year.
- Be responsible for planning and delivering standards-based, pre-K–12 curriculum to students and evaluating their progress during the school year.
- Work a minimum of 120 days as defined by the Ohio Revised Code 3319.09.
- Be assigned an ODE-certified, trained mentor or facilitator by their employer in years 1 and 2 of the Resident Educator Program.

RESA. To be eligible to take the RESA for their first attempt, candidates must be in their second or third year of the Resident Educator Program and be registered by their Program Coordinator. Candidates with prior teaching credit may be eligible to take the RESA in year 2 of the Resident Educator Program, as determined by the Program Coordinator.

Registration

- Resident Educators taking the RESA must be registered in the Ohio Department of Education's CORE database by November 15th.
- Resident Educators who are eligible and registered to take the RESA but do not submit work in the submission window will receive a failing Score Report and it will count as a RESA attempt.

Retaking the RESA in 2017–2018

- All eligible candidates who did not pass at least one of the Lesson Cycle Tasks in 2016–2017 or prior and have not exhausted all RESA attempts will be required to submit the Lesson Reflection for 2017–2018.
- **Re-use of instructional evidence.** Candidates may not resubmit instructional materials (videos) that were submitted and scored in previous RESA administrations.

Lesson Reflection Modification

The Ohio Department of Education 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 Department will consider the following modification request:

- Live observer for a teacher working at a learning institution that guarantees individual client confidentiality and privacy, afforded by law, and therefore prohibits the use of any media that record image or voice of a client or client family (e.g., youth correctional facilities, residential facilities).

Note: For more details on the RESA Modification Request process, see the RESA Modification Process section in this Guidebook.

ADA Amendments Act Accommodations Policy

The Ohio Department of Education 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 2017–2018 RESA, and to ensure that a timely response is received, submit a detailed request in writing (use the RESA ADA Amendments Act Accommodations Request Form, found on the OhioRESA.com Resources Page), along with supporting documentation, to resa@educopia.com by October 1st. 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.

Note: For more details on the accommodations procedure, see the Accommodations for RESA Candidates with Documented Disabilities section in this Guidebook.

Extenuating Circumstances

Educators may submit the Lesson Reflection on the RESA Submission System at any time from October 16th to January 19th. **Deadline extensions will not be granted.** However, the Ohio Department of Education understands that there may be extenuating circumstances pertaining to extended leave due to maternity/paternity leave, medical treatment, or military service. In these cases, Resident Educators are advised to contact their program coordinator.

Professional Conduct Violations

Candidates who publicize or seek financial gain from the sale of their RESA submissions will be reported to the Ohio Department of Education 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.

Scoring and Reporting Policies

Score Reports

Candidates who submit their assessment anytime before the final deadline of the submission window will receive their Score Reports on May 15th. Requests for the release of individual scores before that date will not be granted.

Rescore Requests

All Score Reports delivered on May 15th are considered final. Rescore requests will not be granted.

Submission Policy

The following conditions may cause a submission to be considered incomplete and to not receive a score.

- Submitted evidence does not match the evidence requirements listed in the task description.
- Video evidence is not visible or audible.
- Duplicated videos and forms that suggest inappropriate collaboration. Any Resident Educator who cheats or tries to cheat on the RESA will receive a failing score and will be reported to the ODE Office of Professional Conduct. It is considered cheating to re-use video evidence from any past RESA submission.
- PDFs and other scanned documents are not legible or visible.
- A personally identifiable information (PII) violation is present. To avoid a PII violation, candidates must take the following precautions.

- Remove from all written evidence of all student and parent/caregiver full names and other identifying information such as phone numbers, addresses, email addresses, and Social Security numbers of students and parents/caregivers.
- Exclude all spoken student and parent/caregiver full names from the selected segment of the video submission.
- Exclude all visible student and parent/caregiver full names from the selected segment of the video submission.

Scoring Policies

Bias training. All RESA assessor applicants must complete the Minimizing Bias module in their training.

Assessor accuracy. All assessors are required to pass certification before they are allowed to begin scoring candidate submissions. All assessors who scored the RESA in past RESA administrations are required to complete training and certification for the current administration before being allowed to score submissions again.

Policies for scoring assignments

- **Anonymity.** Assessors cannot be assigned submissions of candidates with whom they may have professionally or personally overlapped.
- **Deferring submissions.** Assessors are required to defer scoring of any submission if they recognize the candidate, if they believe the submission has insufficient evidence and cannot be scored, if they believe that student or parent/caregiver PII has been exposed, or if they do not understand the instructional content. Submissions are then reviewed by the scoring administrator and are either reassigned or undergo further review for possible disqualification.

Ohio RESA System Requirements

The RESA Submission System is a web-based platform that teachers can access from their home or school using a browser running on a Windows operating system (using PC hardware) or Macintosh operating system (using Apple hardware). An iPad with the latest version of iOS can be used to capture and upload video using the Safari browser native to the device.

For the best user experience and most secure environment, we recommend that districts and teachers adhere to the following technical requirements.

Operating System and Browser Support

The RESA Submission System supports the newest versions of most browsers to ensure a secure environment and to enable a more powerful and user-friendly experience, which comes close to what users expect from a desktop application.

| PC Hardware | | | | |
|---|--|--------------|--------|----------------|
| Internal processor of 1.6 GHz or faster with 1GB of RAM | | | | |
| Operating System | Browser | | | |
| | Internet Explorer/ Edge | Firefox (1) | Safari | Chrome |
| Windows 10 | IE 11.X or higher Edge (latest version) | 52 or higher | | 56.x or higher |

Note: A gray box indicates that the browser is not supported by Educopia and/or the operating system.

| | | | | |
|---|------------------------------------|--------------------|--------------------------|----------------|
| Apple Hardware | | | | |
| Internal processor of 1.83 GHz or faster; or PowerPC G4 and G5 of 1 GHz or faster; 1–2GB of RAM | | | | |
| | Browser | | | |
| | Internet Explorer/ Edge | Firefox (1) | Safari | Chrome |
| Mac OS X 10.5–10.9 | | 52 or higher | | 56.x or higher |
| Mac OS X 10.10–10.12 | | 52 or higher | Safari 10.x or higher | 56.x or higher |
| iPad iOS 10.X (for upload only) | | | Safari iOS10.x or higher | |

Note: A gray box indicates that the browser is not supported by Educopia and/or the operating system.

| | |
|--------------------|--|
| Screen Size | Minimum screen resolution of 1280 x 768 or higher (1280 x 960 preferred) for optimal viewing |
|--------------------|--|

Access to the Latest Web Browsers

Recent version of Firefox

<https://www.mozilla.org/en-US/firefox/new/>

Recent version of Chrome

<https://www.google.com/chrome/browser/desktop/index.html>

Note: Turn off pop-up blockers. Refer to your Internet browser’s help section for specific instructions on how to turn off pop-up blocking software.

Lesson Reflection Technical Reference Guide

This section explains how to download templates, record video, upload files and segment video, and submit the entire Lesson Reflection for scoring.

Downloading and Completing Templates

As part of the Lesson Reflection, you are required to complete a Teaching and Learning Context Form and a Video Commentary and Reflection Form. To make the completion of these online forms easier, you can download templates of these forms and complete them offline. To download the templates, go to the Ohio RESA website and open the Resources page.

You can also log in to the RESA Submission System and open the Lesson Reflection assignment. In the What I Need to Know section, you will see a link to this Guidebook along with a template for the Teaching and Learning Context Form and for the Video Commentary and Reflection Form. Click the download icon (a cloud with a down arrow) to download the files to your local computer and complete them. The Teaching and Learning Context Form and the Video Commentary and Reflection Form are PDF forms. These forms must be completed and saved as the original PDF file.

Once you are done, upload the completed files within the What I Need to Submit section of the RESA Submission System—you will see a field for each form in which you can drag and drop or click to browse for your file on your local computer.

Note: You must complete the forms as the original PDF forms. If you try to save it as another document or convert it to MS Word and then try to convert it back to PDF, it will not be read by the RESA Submission System.

Preparing to Record Video

The video segment that you submit for the Lesson Reflection must address all components outlined in the What I Need to Know section. This is your opportunity to demonstrate your teaching practice through a brief, authentic video “observation” of your classroom.

Before recording. You should explain the purpose of the video to your students before recording and should remind students that they should try to ignore the camera. Candidates must make a good-faith effort to obtain the necessary consent forms from any parties who will be recorded. A sample consent form can be found on the Resources page at www.OhioRESA.com. Students who have not consented to be videotaped 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 specifying the segment to be reviewed.

For more information, refer to the Incidental Video Capture Policies located on the Resources page at www.OhioRESA.com. Consent forms will not be submitted or uploaded to the RESA System; however, candidates should keep consent forms on hand because they may be requested at a later date. Follow local district and school policy procedures on release form collection and retention.

More information on how to record video is provided in the Recommendations for Recording Video section of this Guidebook.

Uploading and Segmenting Video

A video tutorial on how to upload and segment your video will be available in the Resources section at www.OhioRESA.com.

1. **Preparing for upload.** To upload a video using the RESA Submission System, first make sure you have a strong, fast Internet connection and that the video file you intend to upload is no larger than 5GB. The recommended file size is under 1.5GB. Video files must be saved as one of the following file types: MP4, M4V, AVI, or MOV. To convert your video to the proper format or reduce the file size of a video without reducing its quality, you may use HandBrake, which is a cost-free, malware-free software program that can convert videos into a smaller size. This program can be found at <http://handbrake.fr>. As a general rule, you can assume each minute of video will take up to a minute to upload.

We recommend a video length of less than one hour, though there is no mandatory limit to the length of video that may be uploaded. The lesson should be filmed in its entirety and uploaded without editing, even if it includes jerky video from moving cameras, focus changes, and periods of little or no activity. If the recording of a lesson is stopped for any reason, you will need to record a different lesson or select the segment that does not include the pause or break in the recording.

Before uploading your video to the RESA Submission System, we recommend that you first transfer the video recording from the recording device to your computer—you may want to first preview your file on your local device to check your video and audio quality.

Note: Videos that do not allow an assessor to clearly see and hear what is going on in the classroom (e.g., no sound, distracting sound, poor quality) will not be scored.

2. **Uploading video.** To upload video to the RESA Submission System, log in and select the Lesson Reflection assignment. In the What I Need to Submit section, you will see a field for your Classroom Observation Video. You may drag and drop the video file or click on the field to browse for your video file.

Note: Keep your computer from timing out! Step-by-step instructions that describe how to keep a computer from going into sleep mode while uploading your video lesson can be found in the “Keeping Your PC Awake While Uploading Video for the RESA” support document on the Resources page at www.OhioRESA.com. If you are using a school computer to upload video, you may need to contact your technology support staff to change the computer settings.

- 3. Processing video.** While the video is uploading, you will see a progress bar. Be careful not to disrupt the process by closing your browser window, selecting the Back button, or otherwise navigating away from the upload screen. Upload times can vary significantly and will depend on factors such as the speed of your Internet connection and the size of the video file. If the video upload is successful, you may navigate away from the screen or exit from the system while the video finishes processing. While your video is processing, do not delete and re-upload your video again during this time. You should delete the file only if you uploaded the wrong video. Video processing can take 30 minutes or up to 2 hours based on the size of the video; you will receive a notification when your video is finished processing and is available to segment.
- 4. Segmenting video.** Before you can submit your Lesson Reflection, you will need to identify one (1) segment of the lesson to be scored. The segment must be up to 20 minutes in length. This selected portion of the lesson is the only portion of the video that will be viewed and scored by assessors.

To segment the video after you have been notified it has finished processing, log in to the RESA Submission System and open the Lesson Reflection assignment. In the What I Need to Submit section, click on the Create Video Segment link in the Classroom Observation Video field. Slide the segment control to the part of the video that you want to submit for scoring. Once you have identified the segment, you may play the segment to ensure that it is visible and audible with no pauses or breaks. Videos that are inaudible or not visible cannot be scored

Once you click the Save button, your video segment will be saved and ready to be submitted when all other work products are complete. If you need to select a different segment to be scored, click on the “Edit Video Segment” link.

Note: A pause or edit in the segment for review may imply that the video has been edited. A video that has been edited or split between two different days will not be scored.

Submitting the Lesson Reflection

Once you have uploaded all required forms and video evidence for your Lesson Reflection, click the “Submit” button to the right of the list of forms and video evidence that you have uploaded. The Submit button will not become available until you have completed and uploaded the following:

- Teaching and Learning Context Form (PDF form)
- Video Recording of the Lesson (that has a selected segment of up to 20 minutes in length)
- Video Commentary and Reflection Form (PDF form)

After you have submitted the Lesson Reflection, the assignment status will change to “Completed” to indicate that you have completed all the requirements. The “Submit” button will change to a Recall button, which you can select up until January 19, 2018. This option lets you recall your submission so that you can edit your work. **After the due date, you will not be able to recall your work**, but you will be able to view a read-only version of the work that you have submitted.

Recommendations for Recording Video

Capture video at a minimum video resolution of 640 x 480 (VGA or DVD) to preserve detail, and do not use video captured at a resolution above 1280 x 720 (720p). Refer to your video recording device owner’s manual for directions on setting the video resolution. External microphones are recommended if the video capture device is a smart phone, tablet, Flip-style camera, or a camera optimized for still images. Place an external microphone where it is least likely to distract learning and most likely to optimize sound quality. Options include an external stand or podium microphones pointed at the classroom or wireless microphones placed around the classroom and/or pinned to the teacher’s clothing.

Other Tips

- Ensure that you have the appropriate permission from the parents/caregivers of students who appear on the video.
- Make arrangements for the necessary video and audio equipment well in advance.
- 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 file 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. Do not use a hand-held camera.

- 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 video should feature either the whole class or a targeted group of students within the class.
- The teacher and students should be visible and clearly heard on the submitted video recording.
- Try not to introduce routines or procedures with which your students are unfamiliar.
- Record your whole class period and do not pause or stop recording in the middle of class.
- After recording, make a backup copy either on your hard drive, USB drive, or on a CD or DVD.

Accessing Equipment and Other Video Resources

Consider the following resources for equipment and videotaping 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 video recording
- Web-based resource collections (e.g., YouTube) to help identify recording devices and tips on recording video

Practicing Beforehand

- Provides the opportunity to get familiar with the equipment
- Ensures the equipment is working properly
- Tests the quality of the video and the 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

RESA Modification Process

The ODE understands that particular conditions may exist that will not allow you 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).

RESA Modification Process and Timeline

If you believe that the accepted special circumstance above applies to your teaching assignment and makes it impossible for you to complete the Lesson Reflection as it is outlined in the RESA Guidebook, work with your Program Coordinator to complete the RESA Modification Request Form (available on the Resources page at www.OhioRESA.com). On the RESA Modification Request Form, you must describe why your teaching circumstances make it impossible for you to provide a video recording of your selected lesson on the RESA Submission System.

Your completed RESA Modification Request Form must be returned to the Ohio Department of Education at OhioRESA@education.ohio.gov no later than October 10th.

The Department will review your request and inform you of the decision, via email, within two weeks of receiving the request. If your request is approved, and a live observation is granted for the Lesson Reflection, you and your Program Coordinator will receive additional information from the Resident Educator Program Representative.

You will be notified by the Department via email if your request is denied.

Accommodations for RESA Candidates with Documented Disabilities

The Ohio Department of Education 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 2017–2018 RESA, and to ensure that a timely response is received, submit a detailed request in writing (as outlined below), along with supporting documentation, to resa@educopia.com by October 1st. The RESA Accommodations Request Form can be found on the Resources page at www.OhioRESA.com. Because many accommodations require early planning, requests for accommodations must be made at least four weeks **before** the CORE registration deadline (November 15th). 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.

The Ohio RESA Team will address each request for accommodations on a case-by-case basis. Alternative testing arrangements that are appropriate in the context of this assessment and supported by documentation of a disability may be provided for candidates who have a disability. 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.

Acceptable documentation meets six broad criteria:

1. The diagnosis is clearly stated.
2. Information is current (issued within the last five years).
3. Educational, developmental, and medical history is presented.
4. The diagnosis is supported.
5. The functional limitation for accessibility or accommodations is described.
6. The medical evaluators' professional credentials are established.

Documentation should come on official letterhead and should include the date and type of the mental health professional's or medical doctor's license and the state or other jurisdiction in which it was issued.

Based on documented disability and supported documentation, accommodations may include the following.

Presentation Accommodations

Presentation accommodations alter the method or format used to administer the RESA to an educator by changing any, or a combination, of the auditory, tactile, and visual characteristics. Educators who

benefit most from presentation accommodations are those with disabilities that affect their reading of standard print, typically as a result of a physical, sensory, cognitive, or specific learning disability.

Presentation accommodations may include:

- Braille or large-print versions of the RESA Guidebook and resources (e.g., webinars, documents featured on the Resources page at www.OhioRESA.com) designed to support candidates with the submission process
- Special assistance with the online system, including but not limited to providing screen reader/writer software or the use of a reader

Response Accommodations

Response accommodations allow educators to use an alternative method for providing responses to test items. Response accommodations can benefit educators who have physical, sensory, or learning disabilities, and who have difficulties with memory, fine-motor skills, sequencing, directionality, alignment, and organization. Response accommodations may include:

- The use of a scribe
- The use of American Sign Language (ASL) in video submissions

Timing and Scheduling Accommodations

Timing and scheduling accommodations are changes in the allowable length of time in which an educator may complete the assessment. Because the RESA is an untimed, online assessment, timing accommodations may benefit educators who require emergency accommodations (see below).

Scoring and Reporting Accommodations

Candidates whose submissions contain American Sign Language (ASL) will be scored by a qualified assessor who understands ASL. Braille or large-print versions of the candidate Score Report will also be available for candidates whose sight is impaired.

Emergency Accommodations

An emergency accommodation may be appropriate for an educator who incurs a temporary disabling condition that interferes with the educator's ability to complete the RESA within the RESA submission window. Cases include educators who have a recently fractured limb (e.g., arm, wrist, or shoulder) or a serious or prolonged illness or injury. If appropriate, the educator may submit the RESA Accommodations Request Form at the time when the accommodation is needed. Educators may not submit a RESA Accommodations Request Form for emergency accommodation after the submission window has closed on January 19, 2018.

Program Coordinator and Facilitator Guidelines

The goal of the Resident Educator Program is to provide systematic, comprehensive support to beginning pre-K–12 teachers and to deepen their understanding of teaching and learning as an ongoing, reciprocal, and collaborative process. The program aims to accelerate teachers' development of the skills they need to positively engage students in learning experiences that nurture student growth and improve student academic performance.

To this end, the support provided to Resident Educators begins with mentors and extends to additional support during their first years of teaching. This extended support takes the form of Program Coordinators or Facilitators, collaborative teams of veteran and beginning teachers, and district-sponsored workshops and networks. Each resource supports a primary goal of the Resident Educator Program: the formation of teachers who systematically and regularly engage in the process of inquiry and reflection.

In years 1 and 2 of the Resident Educator Program, Resident Educators practice inquiry and reflection as these concepts relate to their teaching. They learn that experience is not the greatest teacher unless it is thought about, reflected upon, and used as a catalyst for action. They learn that this reflective action requires an ongoing self-assessment of the impact of their teaching on student growth and academic performance.

Mentors play a key role in supporting beginning teachers as they actively analyze and reflect on their instructional decisions. During Year 1 and Year 2 of the Resident Educator Program, educators are assigned a state-certified mentor to support them as they implement the Ohio Standards for the Teaching Professional and apply the teaching and learning cycle to their instructional practices. These formative mentoring years are a time to practice through reflection and analysis of authentic teacher work (e.g., planning lessons, analyzing data and monitoring student progress). Through collaborative conversations, observation and feedback, mentors support resident educators' professional growth and help them meet their annual goals.

Focused mentoring is a new component of the formative mentoring years. While mentoring overall addresses the instructional support resident educators need as they begin their professional teaching careers, focused mentoring is specific and targeted to address teacher competencies Ohio once measured in the Resident Educator Summative Assessment (RESA) in the years preceding 2017-2018. Through focused mentoring, teachers demonstrate their competency in the targeted skill areas at the local instead of the state level.

In year 3, Resident Educators take the lead and demonstrate their ability to reflect on and assess the impact of their teaching practice through participation in the RESA.

Program Coordinators and Facilitators as well as school and district personnel support Resident Educators through the RESA experience. The method of this support continues to be 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 Resident Educators' actual submission. After receiving their results, Resident Educators are encouraged to meet with their Program Coordinators or Facilitators to discuss their submission, the feedback they have received, and how they can improve their practice.

The Ohio Department of Education has provided resources for Program Coordinators on the following website: <http://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 at:

<https://education.ohio.gov/getattachment/Topics/Teaching/Resident-Educator-Program/The-Assessment-Year-s/Appropriate-Feedback-Chart-for-Web.docx.aspx>.