

Preparing Resident Educators for the 2021-2022 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 2021–2022 Resident Educator Summative Assessment (RESA)!

The RESA is 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 and program coordinators to improve their practice before the end of the school year.

The Ohio Resident Educator Program Team understands that this is a challenging school year, and this year's submissions may look and sound different from submissions completed prior to COVID. Following the same guidance as last year, assessors will give candidates every benefit of the doubt when reviewing evidence, especially evidence related to student engagement. RESA scoring will not be impacted by any COVID-related face-to-face or virtual classroom issues that may appear in the video. For the past few years, the overall pass rate for RESA submissions has been over 98%, so candidates should view the process as an opportunity to reflect on their practice and receive written feedback from an unbiased, experienced Ohio educator.

Please note the following policy updates, which were first detailed in last year's guidebook:

1. Automatic re-scoring by a second assessor of all submissions that initially receive a failing score,
2. Revised PII policy that allows selected directory information such as the students' names to appear in the evidence, and
3. Elimination of the requirement that more than half of the students are active participants.

For updated guidance on recording virtual classes and an FAQ regarding COVID-related face-to-face or virtual classroom issues, please visit the Resources and FAQ pages of the Ohio RESA website.

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 TeachForward at resa@teachforward.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

During their first two years of teaching, 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 Lesson Reflection 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 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

Templates for the forms can be downloaded from the Resources page of the Ohio RESA website or the online submission system in the What I Need to Know section. 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 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 must 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.

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

If a submission receives a failing score, 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.

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.

2021–2022 RESA Registration, Submission, and Scoring Timeline

CORE Registration Opens	August 1, 2021
RESA Submission System Opens	October 13, 2021
CORE Registration Deadline ¹	November 15, 2021
Account Activation Deadline ²	December 1, 2021
Lesson Reflection Deadline ³	January 28, 2022
RESA Score Reports Released	April 8, 2022
Final Day to Download Score Reports	June 15, 2022

¹To take the RESA, Program Coordinators must register candidates in the Connected Ohio Records for Educators (CORE) system.

²First-time candidates must activate their accounts and complete their profile, and returning candidates must update their profile.

- By completing these steps, candidates are confirming they are properly registered and can access their account.
- When the submission system opens, TeachForward will send account activation emails to candidates who are registered to take the RESA for the first time.
- Returning candidates are able to log in to their existing account and will not receive an account activation email.

³Candidates are strongly encouraged to submit at least 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. After submitting, candidates have the option to recall their submission and resubmit before the deadline.

IMPORTANT: After the deadline, candidates are not able to revise their submission or submit new materials.

The RESA System opens on October 13, 2021, and the deadline for submitting the Lesson Reflection is January 28, 2022 at 11:59PM ET.

After the deadline, no materials may be submitted.

Guide to RESA Support

The RESA website, 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 by emailing resa@teachforward.com. The RESA Help Desk is also available by phone in December and January.

Please visit <http://www.ohioresa.com/contact-us/> to view this year's RESA Help Desk schedule and phone number.

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 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) **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
 - 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

RESA candidates must submit the Lesson Reflection, which includes the lesson video and two forms, by 11:59PM ET on January 28, 2022.

- 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 before uploading to the website.**
- 4) Upload the **unedited** video of the **entire** lesson to the website. Guidance on how to upload the video is provided in the RESA Submission System in the What I Need to Submit section. 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. While there is no specific minimum length for the video segment, you should select the necessary amount of video to showcase your best teaching.
- 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. Do not submit the sample templates. The actual templates can be downloaded from the Resources page of 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) Preview your video and forms on the website to ensure they meet all the requirements for scoring (see the Check Your Work Before You Submit section).
- 7) Submit the following by clicking on the blue Submit button in the What I Need to Submit section of the Ohio RESA website:
 - a) The entire lesson video with an identified lesson segment up to 20 minutes long
 - b) The Teaching and Learning Context Form
 - c) 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. After previewing your video segment and both forms, 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.

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 in the online submission system.

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, email 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 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").

Teaching and Learning Context Form*

*This is a sample template. The actual templates can be downloaded from the Ohio RESA website or the online submission system in the What I Need to Know section.

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:	
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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:	
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3. Grade Level/s

Grade Level:	
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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:	
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Video Commentary and Reflection Form*

*This is a sample template. The actual templates can be downloaded from the Ohio RESA website or the online submission system in the What I Need to Know section.

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

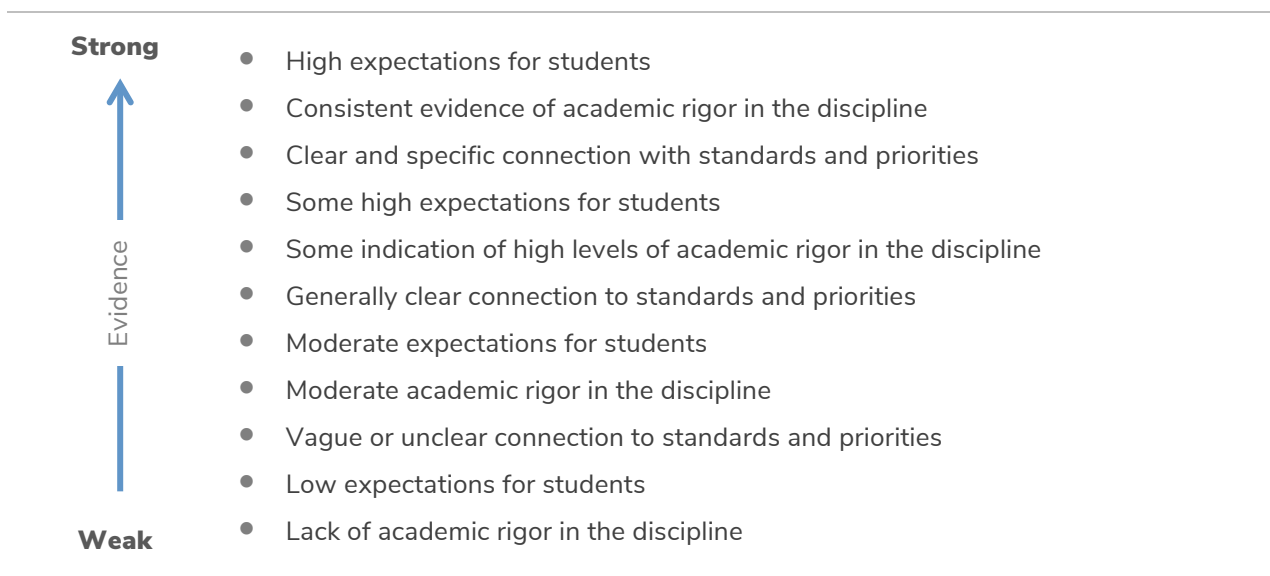
Evidence Source: Resident Educator's response to Question 1

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 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<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.

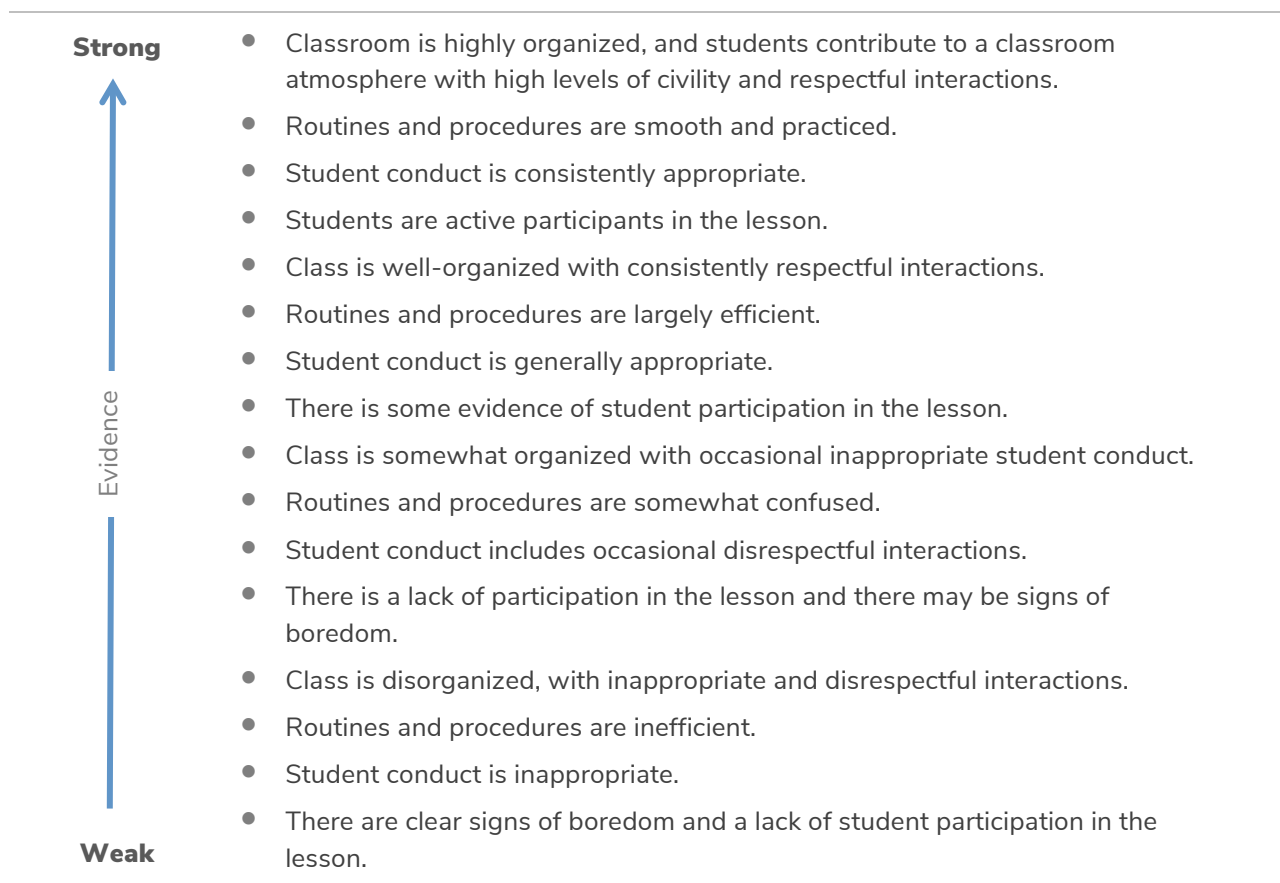
Lesson Reflection Domain 4: Classroom Environment Conducive to Learning

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.
- 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">• 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.
Evidence ↑	
Weak	<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.• 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

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.

Registration

- Resident Educators taking the RESA must be registered (by their Program Coordinators) in the Ohio Department of Education's CORE database by November 15.
- 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 2021–2022

- All eligible candidates who did not pass the **2020-2021 RESA** and have not exhausted all RESA attempts will be required to submit the Lesson Reflection for **2021–2022**.
- **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.

To request a RESA modification, complete and submit the RESA Modification Request Form (available for download on the Resources page of the Ohio RESA website) to OhioRESA@education.ohio.gov by **October 12**.

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 RESA, complete and submit the RESA ADA Accommodations Request Form (available for download on the Resources page of the Ohio RESA website), along with supporting documentation, to resa@teachforward.com by **October 12**. 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 13 to January 28. 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 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.

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

For all candidates who submit the Lesson Reflection before the submission deadline, Score Reports will be released in the spring and **available for download until June 15**. Requests for the early release of individual scores will not be granted.

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.

Submission Policy

Prior to submission, candidates are required to **preview** their video and both forms **on the Ohio RESA website** to ensure the video and both forms have uploaded properly. When previewing their materials, candidates should consider the following conditions that may cause a submission to not receive a score:

- ✓ Forms are not legible or visible.
- ✓ Video evidence is not visible or audible.
- ✓ Submitted evidence does not match the evidence requirements listed in the task description.
- ✓ Duplicated videos and/or forms that suggest inappropriate collaboration. Any candidate 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.
- ✓ Sensitive personally identifiable information (PII) of a student, parent, or caregiver is revealed in the submission materials. Sensitive PII includes financial account numbers, medical information, Social Security numbers, driver's license numbers, and passport numbers.

Ohio RESA System Requirements

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

For detailed information on the current system requirements, please visit the Resources page of the Ohio RESA website.

Lesson Reflection Technical Reference Guide

This section explains how to download templates, record video, upload files, 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. These forms must be downloaded and completed offline.

To download templates for the forms, you can go to the Resources page of the Ohio RESA website. 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.

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 website.

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.

Prior to submission, candidates are required to preview every page of both forms on the Ohio RESA website to ensure all the pages are visible and legible. The first page of the Video Commentary and Reflection 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.

IMPORTANT: The form templates 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.

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 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 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 specifying the segment to be reviewed.

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

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>.

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, 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 awake while uploading your video lesson. If you are using a school computer, 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 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 may 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 are required to play the segment and 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 your completed forms and video evidence for the Lesson Reflection, click the blue 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 uploaded both forms and the video.

After you have submitted the Lesson Reflection, the assignment status will change to “Completed” and you will receive a submission confirmation email.

IMPORTANT: If the submission percentage under “What I Need to Know” is below 100% (e.g. 99%), you have not completed the submission process.

After completing the submission process, the Submit button will change to a Recall button, which you can select up until the submission deadline. 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 or submit new materials,** 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 and keep (personally or through your school/district) the appropriate permission forms for the students who appear on the video. Do not submit the permission forms.
- 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 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 12**.

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, 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 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@teachforward.com by **October 12**. The RESA Accommodations Request Form can be found on the Resources page at www.OhioRESA.com. 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 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. 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.**

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 Profession 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 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: <http://education.ohio.gov/getattachment/Topics/Teaching/Resident-Educator-Program/The-Assessment-Year-s/Appropriate-Feedback-Chart-for-Web.pdf.aspx?lang=en-US>