



Navigating the 2017-2018 RESA

A walkthrough of the RESA Lesson Reflection

AGENDA

- The 2017-2018 Lesson Reflection: RESA Version 2
- A walkthrough of the Lesson Reflection task and how it will be assessed
- Logistics
 - CORE Registration
 - Account Activation
 - Where to go for Support
 - Getting Ready
- Questions

The 2017-18 Resident Educator Summative Assessment

- The Ohio Department of Education (ODE) has restructured the Resident Educator Summative Assessment (RESA).
- The RESA is a result of feedback from educators throughout Ohio, as well as from an advisory group.
- The RESA is now significantly shorter and the RESA Score Reports will provide more feedback.

How do Resident Educators benefit from taking the RESA?

- Opportunity to analyze and reflect on their teaching
- Ability to choose their best practice as evidence
- Comprehensive feedback from an experienced Ohio educator who is objective and has completed extensive training and certification
- Time to use the comprehensive feedback to work with their mentors and improve their practice before the end of the school year
- Opportunity to showcase the skills acquired and mastered through mentoring and practice

Comparing last year's RESA with the 2017-2018 RESA

	2016-17	2017-18
Number of Tasks Required	Four	One (Lesson Reflection)
Total Number of Questions, Videos, and Uploads	76-79 questions 2+ classroom videos 9+ student assessments 2 Communication examples 20 instructional artifacts to upload	13 questions 1 classroom video No assessments, communication examples or instructional artifacts to upload -- 75% reduction in questions --
Score Reports: Time and Delivery	June 1, 2017	By May 15, 2018
Score Report Feedback	Some feedback with resources, including a webinar for using the feedback	Comprehensive feedback with narrative, and a webinar for using the feedback

Retaking the RESA and Focused Mentoring

- Candidates who participated in the RESA in the past will be required to retake the RESA and complete the 2017-2018 Lesson Reflection if they:
 - Did not pass one or more of the Lesson Cycle Tasks in a past RESA
- Focused Mentoring for those who need extra support
 - Communication and Professional Growth
 - Formative and Summative Assessment

RESA Version 2: The Overall Framework

Purpose

- To see and review direct evidence of each RE's teaching practice

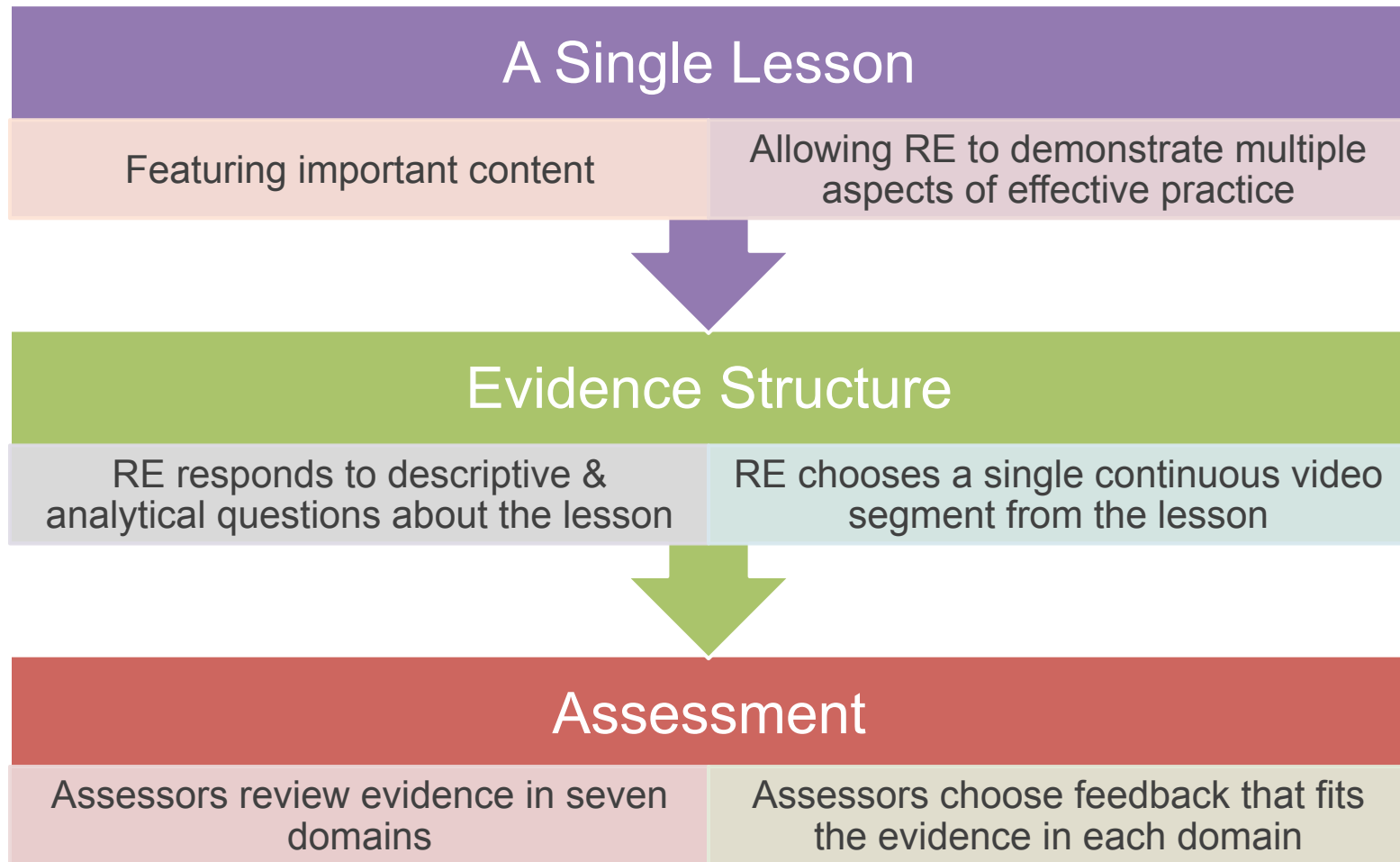
Method

- Each RE submits detailed evidence of a single lesson

Results

- Experienced Ohio educators are trained to give feedback on different aspects of the lesson

The Lesson Reflection



Lesson Reflection Requirements

Explain/Describe

Demonstrate (Video)

Reflect

The Lesson Reflection: Evidence Structure

Domain I <ul style="list-style-type: none"> • Quality of Learning Outcomes • <i>Text Response</i> 	Domain II <ul style="list-style-type: none"> • RE Content Knowledge • <i>Text Response</i> 	Domain VI <ul style="list-style-type: none"> • Formative Assessment • <i>Text Response</i> 	Domain VII <ul style="list-style-type: none"> • Overall lesson reflection • <i>Text Response</i>
Domain IIA <ul style="list-style-type: none"> • RE Content Knowledge • <i>Text response + video</i> 	Domain III <ul style="list-style-type: none"> • RE explanation of content • <i>Video</i> 	Domain IV <ul style="list-style-type: none"> • Classroom Environment • <i>Video</i> 	Domain V <ul style="list-style-type: none"> • Student engagement • <i>Video</i>

Lesson Reflection: Teaching and Learning Context Form

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:

Lesson Reflection: Commentary and Reflection Form

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

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

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

Lesson Reflection: Commentary and Reflection Form

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: Video Evidence

1. Select a video recording of one lesson
2. Upload an unedited video file to the system
3. Select one continuous segment of up to 20 minutes from the uploaded file. The RESA Submission software will guide candidates in this process.

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.

Lesson Reflection: Domains

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

Strong



Evidence

Weak

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

Lesson Reflection: Domains

Lesson Reflection Domain 3: Teacher's Explanation of Content

Evidence Source: Video segment

Criterion

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

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

Strong



Evidence

Weak

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

Lesson Reflection: Domains

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.

Strong



Evidence

Weak

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

Lesson Reflection: Domains

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



Evidence

Weak

- 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.
- 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: Domains

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.
↑	<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 convincing.
↑	<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 specific, but the rationale for the usefulness of this method in the context of the learning outcomes for this lesson is general.
↑	<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 general and not specifically connected to this lesson.
↑	<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.
↑	<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 vague or unclear.
↑	<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 unconvincing.
↑	<ul style="list-style-type: none"> • Teacher offers no rationale for the usefulness of this method in the context of the learning outcomes for this lesson.
Weak	

Lesson Reflection: Domains

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.

Lesson Reflection: Domains

Lesson Reflection Domain 7: Overall Lesson (cont.)

Strong



Evidence

Weak

- 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.

Logistics – Registration, Account Activation, Deadlines

Program Coordinators register Resident Educators taking RESA in CORE. Please try to register them early and make sure that SAFE accounts are up to date.

Submission deadline for all candidates. No extensions will be granted.

Important Dates and Deadlines



Resident Educators who are registered in CORE by this date will receive email invitations to activate their accounts on the Educopia Submission System. Activation emails will be sent every Monday thereafter to newly registered candidates.

Candidates will be emailed when Score Reports are available for download from their accounts.

Getting Ready...

Lesson Reflection Strategy and Preparation

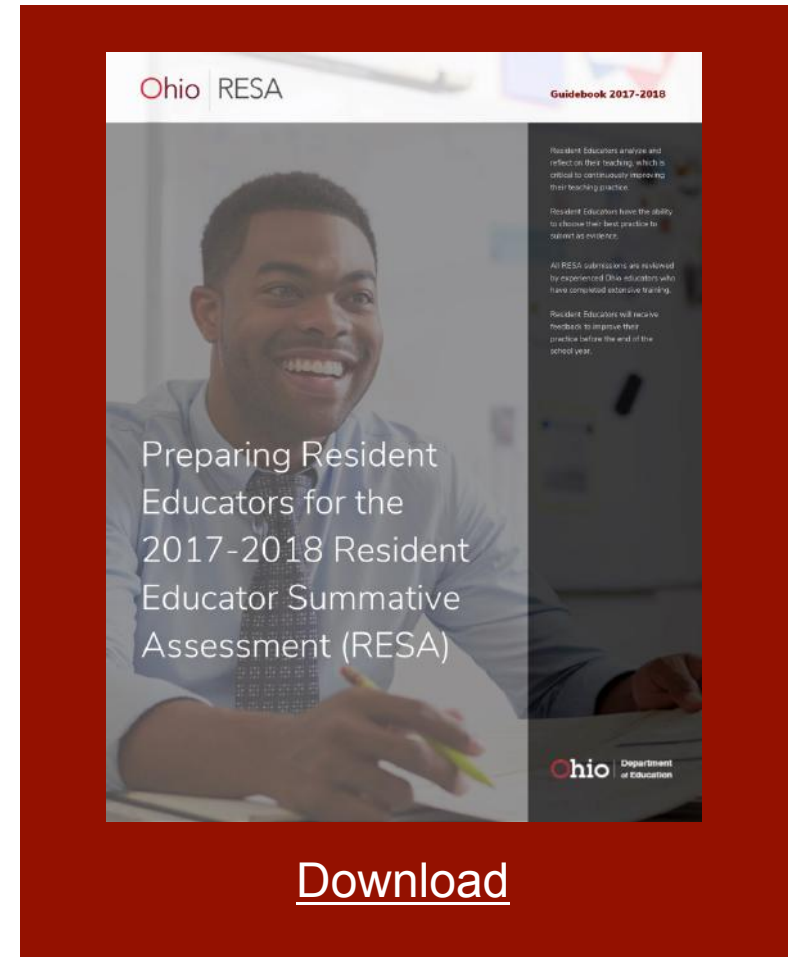
- Consider your lesson selection and begin recording lessons
- Begin crafting responses
- Keep saved copies of your responses and save your video files

Preparing your Computer for the RESA

- Download the latest version of Adobe Reader. Free download: <http://get.adobe.com/reader>
- Make sure you are using the most up-to-date versions of Firefox or Chrome as your selected browser

Resources: OhioRESA.com

- 2017-2018 Guidebook
- Webinars
- FAQ's
- Recommended Student Release Forms and Modification Request Forms
- Screencasts on using the RESA Submission (coming soon!)



[Download](#)

Resources: On-call support

RESA Help Desk

- Technical Support
 - Resa@educopia.com
 - 855-538-8634 (M-F, 8 am – 12 pm; 1 pm – 5 pm ET)

The help desk will be closed from November 22-January 1.

Resa@educopia will be monitored during this time. There may be a delay in response time until Help Desk resumes hours on January 2.

RE Program

- Licensure Questions
 - Office of Licensure (614-466-3593 / 877-644-6338 or Educator.licensure@education.ohio.gov)
- Eligibility, Registration, Task Modification Requests
 - RE Program Team
REProgram@education.ohio.com

QUESTIONS?