



Ohio | Department
of Education

Ohio Resident Educator
Summative Assessment
Participant Guide
2016–2017



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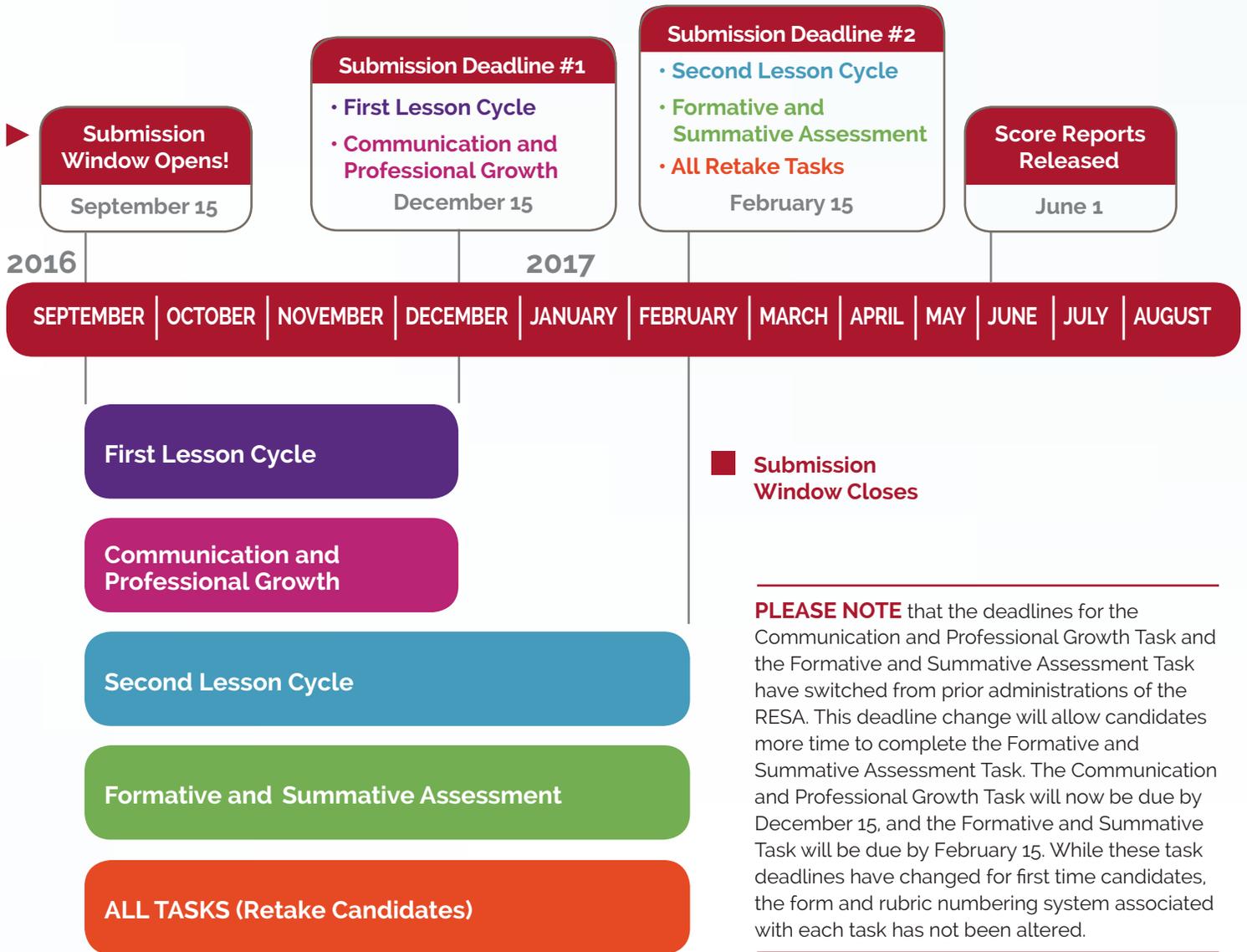
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RESA SUBMISSION SCHEDULE 2016–2017



SECTION A: Getting Started and Registering for the RESA

Candidate Resources

There are six essential sources of information to support RESA candidates:

- 1. The RESA Instrument:** This document contains descriptions of each performance task, an overview of the materials you must submit, the full text of each task and corresponding forms and rubrics, as well as task-specific guidance and support.
- 2. The RESA Participant Guide:** This document contains supporting information and important appendices for the RESA.
- 3. The Ohio RESA website and submission system:** www.educofia.com/resa. The Ohio RESA website is your source for the most current information on the RESA, including:
 - Candidate Frequently Asked Questions
 - Candidate Resources (e.g., webinars, screencasts, and other technical guides)
 - Candidate communications (posted on the News page)
 - Access to the RESA submission system
- 4. Candidate emails:** The Ohio RESA Team communicates regularly with candidates via email. These communications contain reminders, tips, and links to essential resources to help candidates with their submissions.
- 5. The RESA Help Desk:** Available Monday through Friday, 11 a.m – 7 p.m. EST, by calling toll free 855-538-8634 or by emailing resa@educofia.com, the Help Desk can answer questions about registering for the RESA or submitting forms and evidence.
- 6. Ohio Department of Education:** Questions related to licensure, RESA eligibility, and the Resident Educator Program should be sent to the Ohio Department of Education (ODE) at OhioRESA@education.ohio.gov. Candidates can also find information at the ODE RESA webpage: education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Summative-Assessment-RESA.

Registration

If you are a Resident Educator who is eligible to take the 2016–2017 RESA, your Program Coordinator must register you as a RESA candidate with the Ohio Department of Education CORE **no later than November 15, 2016**. CORE registration will open by September 1, 2016. Please provide your Program Coordinator with your correct email address so there will be no issue in accessing your account activation link. After Educopia receives your candidate registration confirmation from the ODE, Educopia will send you an activation email that contains a unique link to a registration page. You will be asked to create an online account with a username and password and supply an answer to a security question. You will also need your Educator State ID to complete registration.

QUICK TIP:

You should read the RESA Instrument and this RESA Participant Guide in their entirety.

Candidates can find their Educator State IDs here:

<https://coreprodint.ode.state.oh.us/core2.3/ode.core.EducatorProfile.UI/EducatorSearch.aspx>

If you do not receive an invitation to register with Educopia by November 15, you should first check all email folders to see if your email provider automatically filed Educopia's email in your spam or junk mail folder. Next, you should contact your Program Coordinator to confirm that you have been registered as a RESA candidate with the ODE and confirm that the correct email address was used. If it was not, you will need to update your SAFE account email address so that both RESA and the ODE has the same email on file for you.

If you have confirmed that you have been accurately registered with the ODE and have still not received an activation email from Educopia, you should contact Educopia's RESA Help Desk by calling 855-538-8634, Monday through Friday, 11 a.m – 7 p.m. Eastern Time.

Resident Educator Program Eligibility

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;
- Be employed by an ODE-chartered educational entity, ODE- or ODJFS-licensed preschool, 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;
- Be responsible for planning and delivering standards-based, pre-K–12 curriculum to students and evaluating their progress;
- Work a minimum 120 days as defined by Ohio Revised Code; and
- Be assigned an ODE-certified, trained mentor by their employer in years 1 and 2 of the RE Program.
- Be assigned a RESA Facilitator.

RESA Eligibility

To be eligible to take the RESA, candidates must be in the third or fourth year of the Resident Educator Program, and inform their Program Coordinator that they will be taking the RESA. Candidates with prior teaching credit may be eligible to take the RESA in year two of the Resident Educator Program, as determined by the Program Coordinator.

To ensure that you receive the activation email, you should confirm that your Program Coordinator uses your most current email address when registering with the ODE. You should also add the following email domains to your contacts or safe-sender list:

- @educopia.com
- @mailchimp.com

SECTION B:

Special Circumstances Task Modification Process, Extended Time, and Accommodations for Candidates with Disabilities

Special Circumstances and Task Modification Process

The RESA is composed of four required performance tasks. The RESA Instrument provides detailed descriptions of the requirements for the completion of each task. It is understood that particular conditions may exist (special circumstances) that will not allow you to complete the First Lesson Cycle, Formative and Summative Assessment, and Second Lesson Cycle Tasks, as they are outlined in the RESA Instrument. The following special circumstances are accepted:

as applicable to the First and Second Lesson Cycle Tasks,

- 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 (i.e., youth correctional facilities, residential facilities).

as applicable to the Formative and Summative Assessment Task,

- a class that is composed of less than three students who are studying a common lesson and taking a common assessment.
- a co-teaching assignment in which a RESA candidate is in a self-contained classroom with another RESA candidate from the current year and there are fewer than six students in that classroom.

If you believe that any of the above special circumstances apply to your teaching assignment and make it impossible to complete the RESA task(s) as outlined in the RESA Instrument, see the task modification process below.

Task Modification Process and Timeline

In order to make a RESA task modification request, you will need to work with your Program Coordinator to complete the RESA Task Modification Request Form (available on the Ohio RESA Resources page). On the RESA Task Modification Request Form, you must describe why your teaching circumstances make it impossible for you to complete the task as described and propose a plan for the task modification required.

Your completed RESA Task Modification Request Form must be returned to the ODE at OhioRESA@education.ohio.gov **no later than November 15, 2016**.

The ODE will review your request and inform you of its decision within two weeks of receiving the request. If your request is approved, Educopia will contact your Program Coordinator and determine the appropriate modifications and accommodations for that particular task. If a live observation is granted for the First and Second Lesson Cycle Tasks and/or the Formative and Summative Assessment Task, you and your Program Coordinator must follow the Live Observation Policy and Protocols (which will be distributed after task modification approval). If your request is

NOTE:

Submissions by candidates who are granted special circumstances task modification approval will be separated from the general RESA scoring pool. These submissions will be scored by an assessor who understands both the task modifications and the unique context in which the candidate has been teaching. Completion of the RESA Task Modification Request Form does not exempt Resident Educators from the requirement to complete a task, but, if approved, it may allow for modifications to be made for specific tasks by Educopia.

denied, you will also receive an email from the ODE. If you would like to know why your request was denied, you may reply to the email and request an explanation.

Task modification requests are used to provide modifications to tasks; however, the RESA Task Modification Request Form should not be used to request an extension on deadlines.

Extension on Task Deadlines

In certain situations, special circumstances may prohibit you from completing the RESA tasks within the timelines stated in the RESA Instrument. If you experience a medical condition or medical emergency that interferes with your ability to complete the required tasks by the deadline, you may qualify for a deadline extension. To request a RESA deadline extension, please complete the RESA Extended Deadline Request Form (available on the Ohio RESA Resources page). Please note that requests for deadline extensions are approved on an individual basis by the ODE and do not exempt you from the completion of the RESA tasks. Your completed RESA Extended Deadline Request Form must be returned to the ODE at OhioRESA@education.ohio.gov.

You will receive an email from the ODE stating whether your request for an extension is approved or not approved. If your request is approved, the new deadline dates for your RESA task(s) will be provided in the email from the ODE. To receive a deadline extension for the First Lesson Cycle Task and/or the Communication and Professional Growth Task, please submit the form by December 8, 2016. If your extension request is for the Second Lesson Cycle Task and/or the Formative and Summative Assessment Task, please submit the form by February 8, 2017.

Accommodations for RESA Candidates with Documented Disabilities

Educopia 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 (ADAA Amendments Act). To request accommodations for the 2016–2017 RESA, and to ensure that a timely response is received, submit a detailed request in writing (as outlined below), along with supporting documentation, to adele@educopia.com by **October 15th**. The RESA Accommodations Request Form can be found on the Ohio RESA Resources page. Because many accommodations require early planning, requests for accommodations should be made at least four weeks prior to the CORE registration deadline and the administration of the assessment.

Educopia will not release any information regarding an individual's diagnosis or medical information without his or her 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 Educopia 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 documentation 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 Instrument, RESA Participant Guide, and resources (e.g., webinars, documents featured on the RESA Resources page) 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 February 15, 2017.

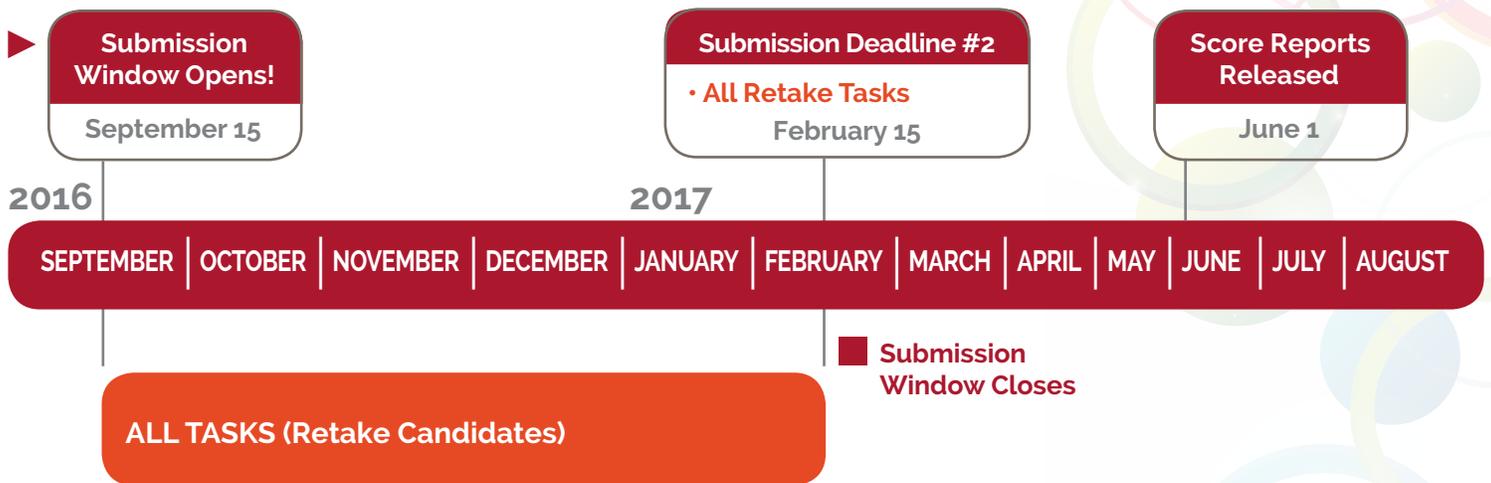
SECTION C: Process for Candidates Retaking the RESA

RESA candidates in prior years who did not pass one or more RESA tasks will need to retake each of the relevant tasks during the 2016–2017 school year. In addition, candidates will be required to retake any submitted tasks that were disqualified by RESA assessors. Notification regarding which submitted tasks were disqualified was included in the candidate Score Report(s). Concurrent with the release of score reports, 2015–2016 candidates received an email with instructions on how to retrieve their final scores from a secure website. Candidates must retake any task that does not receive a passing score or was disqualified. The deadline for all resubmitted tasks is February 15, 2017.

REMINDER:

You may not resubmit evidence from a prior year's RESA. Candidates will not be able to access their submissions from 2015–2016 in the RESA submission system.

RESA SUBMISSION SCHEDULE FOR CANDIDATES RETAKING THE RESA IN 2016–2017



SECTION D: Guide to Using the Online RESA Submission System

Getting Started

Once your RESA account is created with Educopia, you can log on to the RESA submission system at www.educopia.com/resa. You will be taken to the "Submission Overview and Status" page where you can complete your Profile (see information on page 12) and then begin to work on the RESA tasks. The "Submission Overview and Status" page is also where you can navigate to the Media Library to access the Media Uploader, which will be used to upload video and media evidence submissions.

To work on a specific task, you will click on a task and follow the instructions, either by typing answers in the forms or uploading evidence. You can save your work and log back in at a later time to edit or complete the task. Before submitting the task, you should review your work and use the video and PDF previewers to ensure that all evidence can be scored. (For more information on how to ensure evidence can be scored, see Section H: Disqualified Submissions.) When you are ready to submit the task, you simply click the "submit" button. Once you have submitted your task, you will receive an email confirming that you have successfully submitted your task and will see a notification in your "messages" tab of your submission dashboard.

You are not required to work on the RESA tasks in order. Rather, you can work on and submit any of the tasks at any time prior to the submission deadline for that task. However, if you do not complete a task by that task's submission deadline, the task will be locked and you will not be able to work on it after the deadline has passed.

TIP:

Once a task is submitted, it will be locked and you will no longer be able to edit your work. While you will be able to view your submission after you have submitted it, we strongly recommend that you save your work (e.g., videos, PDFs, answers to forms in word processing document) on a local computer so you have a local record of your submission.

RESA System Requirements

Please use this document to ensure your system meets the minimum requirements for successfully using the online submission software.

Operating System

Windows	Windows 10 Windows 8 Windows 7 <i>Note: While the 32-bit and 64-bit versions of Windows Vista and Windows 7 can be used to run Firefox 20, only 32-bit builds of Firefox 20 are supported at this time.</i>
Mac	Mac OS X 10.6 (Snow Leopard) or newer

Processor

Windows	Recommended hardware: Pentium 4 or newer processor—1 GHz processor minimum
Mac	Recommended hardware: Intel x86 processor

Minimum Memory

Windows	1GB of RAM, 200MB of hard drive space
Mac	1GB of RAM, 200 MB of hard drive space

Web Browser Support

Windows	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
Mac	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 <i>Note: Internet Explorer, particularly older versions (prior to version 11), will not provide candidates with an optimal user experience on the RESA submission system.</i>

Additional Programs for Video Preview

Windows	Flash: Adobe Flash Player
Mac	Flash: Adobe Flash Player

PDF Creator and Viewer

Please install the latest versions of Java (<http://java.com/en>) and Adobe Reader (<http://adobe.com/downloads.html>) to create and view PDF documents.

Profile

All candidates must complete a Profile, a series of online forms detailing a candidate's specific education, employment, and professional association history, before they can begin work on any task. **The information submitted in the Profile is confidential and secure and will only be used to ensure that the Ohio assessors assigned to score your tasks do not know you.**

In your Profile, you will be asked to provide information about your education, training, employment, and selected professional and school-related volunteer activities for the past five years. Assessors will be asked similar questions, and Educopia will use this information to assign submissions to assessors for scoring. Assessors will not be paired with candidates with whom they may have had contact in the past. We ask that you provide as much information as possible to help ensure that your submissions will be assigned to assessors who are not likely to know you. You will not be able to begin working on any RESA performance tasks in the system until after you have completed and submitted your Candidate Profile.

Pre-populated Data

Wherever possible, your Profile forms have been populated with data already on file with the ODE. For these items, you will only have to confirm that the information is correct. However, if you teach at a private school or have an unusual or complicated work and education history, you may have to enter that information onto the form. In these complex cases, the form may take up to an hour to complete. It may be helpful to have a current résumé or CV on hand when completing your Profile. If you are a returning RESA candidate, your information will be retained from the previous year and will need to update your profile before you can begin working on this year's submissions.

If any of the pre-populated information is inaccurate, you should indicate that it is incorrect by checking the "yes" box in response to the question **"Are there errors in the employment history above?"** within the Profile form. You should then provide specific information about what is incorrect in response to the question **"What is inaccurate about the displayed employment history?"** within the Profile form. Educopia cannot change the information but will give the corrected employment and work history to the ODE so that state records can be updated.

Subject Area

Within your Profile, you will also be required to **select one subject that best represents your teaching area.** We understand that many candidates may teach in more than one subject area. While you must select one subject area for your profile, you may use evidence from any class you teach for the RESA tasks. You should choose the class/subject area that you feel best suits the task requirements.

For content-specific tasks, you will complete the **"Teaching and Learning Context Form"** to provide information on the number of students, content area, and grade level for that specific task. Educopia will use this information to ensure that the assessor assigned will be matched correctly for that grade level and content area.

The information provided in the Profile will only be used in the scoring assignment process and will only be viewed by individuals who have signed a strict non-disclosure agreement.

TIP:

Within each task, you may only submit materials from one class. For example, a candidate who teaches third grade can use a math lesson for the First Lesson Cycle Task, a reading instruction cycle for the Formative and Summative Assessment Task, and a science lesson for the Second Lesson Cycle Task. However, all First Lesson Cycle Task forms and evidence must be related to the math lesson; the Formative and Summative Assessment Task forms and evidence must be related to the reading instruction cycle; and the Second Lesson Cycle Task forms and evidence must be related to the science lesson.

SECTION E:

Recommendations for Task and Evidence Selection

Selecting a Lesson for the First and Second Lesson Cycle Tasks

Your lesson should reflect a balance of teaching lower-order knowledge and skills (e.g., facts, skills, procedures, conventions) and higher-order knowledge or thinking skills (such as strategies for interpreting or reasoning from facts or evidence, evaluating and synthesizing ideas, and deepening conceptual understandings). The decision on what to teach should be driven by what students are expected to learn at a particular grade level, coupled with students' own particular development and academic learning needs. You should be specific about how your knowledge of your students informed the lesson plan, such as the materials used, how groups were formed or structured, and how you modified the lesson to address students with special needs. District guidelines, school focus, grade-level expectations, classroom curriculum maps, and/or pacing guides should be considered as well.

Selecting a Video Segment for the First and Second Lesson Cycle Tasks

The goal of the video segment is to show how you structure learning activities, tasks, or discussions to engage students in developing their own understandings of the content and how you further your students' knowledge and skills by actively eliciting and monitoring their understanding while teaching. The video that you select should clearly show student engagement in the learning activities. The individual voices of students as they are working should be audible as much as possible so that an observer can hear their engagement. Lessons that require students to engage in passive learning—such as activities that only focus on recall of facts or information—or to practice a set of narrow skills, conventions, or procedures are not appropriate choices, as they are unlikely to show the instructional skills you are asked to demonstrate.

Responding to Commentary Prompts and Providing Evidence

The commentary sections are an opportunity for you to explain the rationale for your instructional decisions and demonstrate your ability to analyze and reflect upon your teaching practice and instructional decision-making. Instructional decisions include decisions you make about the content, standards, and elements of your teaching practice that you identify as central to student learning, as well as the criteria you use to evaluate the effectiveness of your teaching. In completing the commentary sections it is important to cite specific details or examples from the evidence you have provided that support your analysis. The evidence you select should be directly connected to the central focus of the analysis and be observable to an assessor.

It is important that your responses are clear, concise, and complete. In some cases, this may be accomplished through bulleted responses, while others may lend themselves to a narrative response. You should respond in the format that you believe best answers the prompt. The content of your response should only address the questions asked. Additional information may be considered superfluous and may adversely affect the scoring.

Selecting Assessments for the Formative and Summative Assessment Task

The student assessments you choose should be tightly linked to the central focus, content standards, and learning outcomes for the instructional unit. The data from the formative assessments should provide specific information to assist you in monitoring student learning and modifying your instruction as needed during the cycle. The criteria you use to evaluate both formative and summative assessments should be identified before implementing the assessment and should make it clear what qualities you are looking for in student responses. These criteria should go beyond whether a student has the right answer; they should provide an opportunity to evaluate the depth of student knowledge about a concept and to identify potential student misunderstandings. The summative assessment should provide evidence of what students have learned over the entire instructional cycle in relation to the cycle's central focus as well as the stated learning outcomes.

SECTION F:

Uploading, Segmenting, and Submitting Evidence Reference Guide (Video, Audio, and PDFs)

What are the technical requirements for submitting evidence?

Refer to the RESA System Requirements in Section D: Guide to Using the Online RESA Submission System to ensure that your computer has the necessary technology to use the RESA submission software for uploading evidence. While the system can accept files up to 5GB in size, most candidates submit files under 1.5GB.

Evidence must be uploaded in the following formats:

- Text and images must be saved as a PDF.
- Video files must be saved as one of the following: MP4, M4V, AVI, or MOV.
- Audio files must be saved as MP3 or WAV.

The following tips are helpful in using the RESA submission software to upload evidence:

- 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.
- Use Microsoft Word or a PDF converter, such as Adobe Acrobat Pro, to convert images and documents to PDF files. There are many PDF converters that can be downloaded online for free. You may need assistance from your school IT staff if using a school computer.

Keep your computer from timing out: Step-by-step instructions that describe how to keep a computer from going into "sleep" mode while uploading video to the Media Library can be found in the "Keeping Your PC Awake While Uploading Video for the RESA" support document on the Resources page of www.educopia.com/resa. If you are using a school computer to upload video, you may need to contact your IT staff to change the computer settings.

Uploading and Segmenting Video and Audio Evidence

The video segment(s) that you submit for the First and Second Lesson Cycle Tasks must address **all** components outlined in the task description found in the "What You Must Do" section. This is your opportunity to demonstrate your teaching practice through a brief, authentic video "observation" of your classroom. For the Communication and Professional Growth Task and the Formative and Summative Assessment Task, candidates have the option of uploading video evidence that will not be subject to the same time limit restrictions as the video evidence submissions for the First and Second Lesson Cycle Tasks.

You may also find advice on selecting a lesson in Section E: Recommendations for Task and Evidence Selection.

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 Educopia.com/resa website.

Students who have not consented to be videotaped should be seated in some part of the classroom that is not covered by 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 segments to be scored. For more information, refer to the Incidental Video Capture Policies located on the Resources page at www.educopia.com/resa.

Consent forms should not be submitted or uploaded to the Ohio RESA submission system. However, candidates should keep consent forms on hand, as they may be requested at a later date. Follow local district and school policy procedures on release form collection and retention.

Obtaining permission for recording calls: If you are recording a phone call or a conversation with a parent for the Communication and Professional Growth Task and the Formative and Summative Assessment Task, at the beginning of the call or meeting with a parent or caregiver ask permission to record the call before you proceed with your conversation.

Remember: While using only first names is OK, candidates may not refer to a parent or child's first and last name together in any videos or audio recordings or that submission will be disqualified for a personally identifiable information violation.

Uploading Video and Audio Media

Screencasts for the following upload process and other technical processes will be available in the Resources section of Educopia.com/resa.

To upload a video or an audio recording using RESA's web interface, first make sure you have a strong, fast, Internet connection for the upload, and that the video file you intend to upload is no larger than 5GB. The recommended file size for the web interface is under 1.5GB. To assist educators, the Help Desk has used HandBrake, which is a cost-free, malware-free software program that can convert videos into a format that the RESA website can accept, as well as reduce the file size of a video without reducing its quality. This program can be found here: <http://handbrake.fr>.

Before uploading video to the RESA submission system, we recommend that you first transfer the video and audio recordings from the recording device, such as an iPhone or iPad, to your computer. To get started, log in with your username and password on Educopia.com/resa, select the Media Library tab, and then select **Upload new video**. From there you will be directed to the **Upload Video** page; select **Upload** to browse for your file. Please verify that you've selected the correct file, and that it is in an acceptable format (MP4, M4V, AVI, or MOV for video, MP3 or WAV for audio) before you click the **Start Upload** button. You may want to first preview your file on your local device to check your video and audio quality. Note: Videos with no sound, distracting sound, or poor quality that do not allow an assessor to clearly see and hear what is going on in the classroom will be disqualified.

While the video is uploading, be careful not to disrupt the process by closing your browser window, selecting the **Back** button, or otherwise navigating away from the upload process. 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 upload attempt is successful, an **Upload Attempt Complete** message will be displayed. At this point, you may navigate away from the Media Library and/or the submission system while the video finishes processing. You will receive a notification when your video is available in your Media Library and is ready to be attached to your task forms. You may need to wait between 30 minutes and 2–3 hours for your video to be ready for use. Do not attempt to upload your video again during this time. If in four hours, you do not see your video in your Media Library, call the Help Desk at 1-855-538-8634 (Monday to Friday, 11 a.m. – 7 p.m. ET) for further assistance.

REMEMBER:

Candidates may not edit the video of the class lesson prior to uploading it. Uploading a video in which the recording stopped mid-video for any reason is considered an edit.

Length of Video

RESA candidates should submit an unedited video of a classroom lesson for the First Lesson Cycle Task and another video of a different lesson for the Second Lesson Cycle Task. We recommend that you try to keep video length to less than one hour, though there is no technical 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 pauses for breaks, 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 may need to record a different lesson. However, if there is enough content in an uninterrupted portion of the lesson to fulfill the requirements of the task, then you may upload that uninterrupted portion and choose a segment for the assessor to view. If a pause or edit is included in the segment for review, the assessor may infer that the video has been edited and is allowed to reject the submission for that reason. A video split between two different days will also be disqualified.

You are free to film any lesson; however, note that the longer the lesson that is filmed, the more time it will take to upload that video to the online submission system. As a general rule, you can assume each minute of video will take up to a minute to upload.

Segmentation

To complete the First and Second Lesson Cycle Tasks, you will be asked to identify a segment(s) of the lesson to be scored. The segment(s) must be at least 2 minutes, but no more than 15 minutes in length. This selected portion of the lesson is the only portion of the video that will be scored. Assessors will not be able to view your Media Library and watch any other portion that is not selected by you.

To view your video file in your Media Library, you will need to enable or download Adobe Flash Player. When you attach your video submissions to the First and Second Lesson Cycle Tasks, you will need to use the segmenting feature found on the RESA submission system to select segments that provide the best evidence of your teaching practice. If you feel that one segment of up to 15 minutes does not adequately capture the best evidence, you may choose 2 segments of video for the assessor to view. In this case, each segment should be no less than 2 minutes, but the total time selected for the assessor to view can be no more than 15 minutes (for both segments).

There is no penalty for choosing only one segment. You are given the option to choose one or two segments in order to focus on the events you feel are the best illustrations of your teaching practice. There are specific and detailed directions on how to indicate the segments of the video within the RESA software.

If the lesson is 15 minutes or less in its entirety—as may be the case in early childhood and elementary settings—you should upload the entire unedited class video. For such a video, you would indicate that the start time of the segment is the beginning of the video and the end time of the segment is the end of the video.

The following are examples of acceptable videos and segmentation for the First and Second Lesson Cycle Tasks:

- A ninth-grade Spanish teacher films a 30-minute lesson on verb conjugation. The teacher will upload the entire 30 minutes using the Media Uploader. After viewing the video, he decides the best evidence of his teaching practice is the middle portion of the lesson, so he indicates within the RESA software that the assessor should watch the segment of the video starting at minute 7 and ending at minute 22.
- A science teacher films her 55-minute twelfth-grade AP physics class. She uploads the entire 55-minute video but, after viewing the lesson, decides that the best evidence of her teaching practice is during the beginning of the lesson when she is explaining the concepts the students are learning, and at the end of the lesson when the students explain the results of their small discussion group problems. So the teacher indicates within the RESA software that the assessor should score the segments of the video starting at minute 2 and ending at minute 10, and starting at minute 40 and ending at minute 47 (a total of 15 minutes).

- A first-grade teacher films a 12-minute lesson on telling time. She uploads the entire video to the submission system and indicates that the assessor should score the segment starting at 00:00:01 and ending at 00:12:00.

Once you have identified the segment(s) for review, use the Video Previewer to ensure that the video is visible, audible, and correctly uploaded. Videos that are inaudible or not visible will not be scored. For more information on how to ensure your evidence can be scored, see Section H: Disqualified Submissions.

Recommendations for Recording Lessons

Capture video at a minimum video resolution of 640x480 (VGA or DVD) to preserve detail, and do not use video captured at a resolution above 1280x720 (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 or 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 he or she is sitting down.
- Ensure the lights are on and windows are covered.
- Plug in the recording device ahead of time and/or ensure all batteries are charged.
- Use large and empty memory cards.
- Use zooming or rotate the camera to a new position to capture what you or the students are doing.
- Use a sturdy tripod to ensure a steady image. Do not have someone use a hand-held camera.
- Explain the purpose of the recording to the students and tell the students 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 video recording submitted.
- 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.

Accessing Equipment and Other Video Resources

Consider the following resources for equipment and videotaping assistance:

- School or district technology 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

The Benefits of 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

After Recording

Make a backup copy either on your hard drive, USB drive, or on a CD or DVD.

Uploading PDF Evidence

Before uploading PDF evidence, such as a formative assessment or an instructional handout, candidates should redact any personally identifiable information of parents/caregivers or students. This can be best accomplished by physically blacking out the names using a marker and rescanning the documents as opposed to redacting names electronically.

PDFs that are 28MB or larger will not upload successfully to the RESA submission system. Candidates who see that their PDF evidence is 28MB or larger will need to shrink down the size before they upload it to the submission system. One program that has been shown to successfully reduce PDF file sizes is the PDFCreator program, which reduces file size without reducing file quality. The PDFCreator program is a free program found here: <http://www.pdfforge.org/pdfcreator>. Candidates will need to “print” the PDF file to this program and should call the RESA Help Desk if they need additional assistance. Candidates should use the latest version of Java (<http://java.com/en>) and Adobe Reader (<http://adobe.com/downloads.html>), especially in order to view uploaded PDFs to make sure that they can be scored (i.e., PDFs that are either too dark or too light to read or make out or contain personally identifiable information cannot be scored).

Additional guidance on converting Word documents to PDF format can be found on the Ohio RESA Resources page.

TIP:

You are encouraged to record a number of your classes so that you will have a good selection of videos and lessons to choose from when you begin completing the First Lesson Cycle and the Second Lesson Cycle Tasks.

SECTION G: RESA Instructional Evidence Reference Guide

What Is Instructional Evidence in the RESA?

Instructional evidence consists of materials or assessments that were a part of your teaching. It may include, but is not limited to, models, manipulatives, lab setups, blackboard notes, PowerPoint slides, in-class assignments, differentiation plans, handouts sent to parents, a picture of a bulletin board, lesson or unit plans, samples of teacher-constructed assessments, classroom management plan, or samples of student work indicating different levels of performance (with personally identifiable information removed).

While some materials, such as excerpts from textbooks or class readings, may have been used in your preparation, these materials on their own would not be considered appropriate evidence because they would not specifically address aspects of your teaching that are relevant for the assessors. In other words, an assessor would gather more information from a handout than he or she would from seeing photocopied pages from a textbook. You may reference articles or textbook pages in a handout, for example, but you should not include copies of those readings as evidence.

For each task, you should select those materials that you feel best illustrate the focal areas of your instruction.

You must use lessons and evidence of your work from any year during your time in the Ohio Resident Educator Program.

TASK	REQUIRED EVIDENCE TO SUBMIT (IN ADDITION TO ANY FORMS)
First Lesson Cycle	<ul style="list-style-type: none"> • Up to ten (10) pages of instructional evidence • One video file (see Section F: Uploading, Segmenting, and Submitting Evidence Reference Guide (Video, Audio, and PDFs) for details)
Communication and Professional Growth	<ul style="list-style-type: none"> • Two examples of parent/caregiver communication • One example of collaboration with colleagues • One example of collaboration with colleagues initiated by the teacher
Second Lesson Cycle	<ul style="list-style-type: none"> • Up to ten (10) pages of instructional evidence • One video file (see Section F: Uploading, Segmenting, and Submitting Evidence Reference Guide (Video, Audio, and PDFs) for details)
Formative and Summative Assessment	<ul style="list-style-type: none"> • Three (3) focus student responses for each of the following: Formative Assessment 1, Formative Assessment 2, and Summative Assessment • Two formative assessment examples • One summative assessment example

You do not have to use the same students/class for all of the RESA tasks. However, it is expected that the evidence provided within a single task will come from a single class. For example, all the student assessment samples in the Formative and Summative Assessment Task should come from the same class of students.

Likewise, if you teach more than one subject, you are not limited to the subject listed in your Candidate Profile. You may submit materials from any class you feel best suits the task requirements. For content-specific tasks, you must complete the Teaching and Learning Context Form to provide information on the number of students, content area, and grade level for that specific task. Therefore, if you use different classes for different tasks, you must also complete a new Teaching and Learning Context Form for each of those tasks. Educopia will use this information to ensure that the assessor assigned will be matched correctly for that grade level and content area.

However, within each task, you must submit materials from only one class. For example, a candidate who teaches third grade can use a math lesson for the First Lesson Cycle Task, a reading instruction cycle for the Formative and Summative Assessment Task, and a science lesson for the Second Lesson Cycle Task. However, all forms and evidence from the First Lesson Cycle Task must be related to the math lesson; the forms and evidence from the Formative and Summative Assessment Task must be related to the reading instruction cycle; and the forms and evidence from the Second Lesson Cycle Task must be related to the science lesson.

First and Second Lesson Cycle Tasks: Examples of Instructional Evidence

The purpose of submitting instructional evidence in the First and Second Lesson Cycle Tasks is to allow the assessors to see the things that students are interacting with in the class session and/or materials that support the lesson and enhance the students' learning experience. You should use your professional judgment to determine what is most relevant and provides the best evidence of your teaching practice.

Examples of instructional evidence include, but are not limited to:

- Handouts given to students (leave these materials blank; do not submit student work)
- Detailed photos of manipulatives or lab setups and equipment
- Images of pictures, charts, or diagrams from an overhead projector or smartboard
- Posters on the wall or bulletin board that the students use or reference in their work
- Copies of any materials sent out to the students or parents in advance of the class session
- Directions or other relevant materials written on a chalkboard, whiteboard, or SMART Board that may be difficult to see on video (candidates should review the video to determine what the assessor cannot see)

REMEMBER:

You must get the appropriate permissions from all students and parents who are recorded. You will not need to upload these permissions to the submission system, but you will need to save these forms for personal records.

What Is One Page of Instructional Evidence?

For the purposes of the First and Second Lesson Cycle Tasks, a page is considered one image or one page of a document. If you use a slide presentation, each individual slide in the presentation is considered one page, even if the entire presentation is saved as a single PDF document. You should select from the set only slides that are most relevant and that provide the best evidence of your teaching practice as described in the task.

While it is possible to put several small images, pictures, or PowerPoint slides on one physical page, unless each is important to the instructional content and is clearly visible at that small scale, you should not combine them in this way. Note that only one page of instructional evidence is required, and there is no penalty for submitting fewer than 10 pages.

The following are examples of how to determine the number of instructional pages submitted:

- In a high school science class, a candidate may have three photos of a chemistry lab setup and four pages of handouts to direct the lab. If the candidate also had a large periodic table chart on the wall that students used in the lab, he or she could take a photo of it. If the candidate displayed a set of lab safety rules on the projector during the lab, he or she could include that document as well, making a total of nine pages of instructional materials. If the candidate had the same lab safety rules on a set of PowerPoint slides, the slides should not be included, because the information is redundant and this would exceed the 10-page limit.
- In teaching an elementary-level reading class, a candidate may include a picture of the cover of the book or pages of the book if they are important to the instruction (e.g., the pages were used explicitly to help students form or support an inference about the action, context, or feelings of a character). Including images or pages from a book that students did not analyze or otherwise use in their learning would not be appropriate.
- In a middle school physical education class on basketball free throws, a candidate may use film of professional players in class to analyze various details of form, arm position, and style. This candidate might choose to describe this class activity in the provided fields in the online form, and also analyze why he or she chose to do it, its place in the lesson, and the impact on the intended learning outcomes. This would be considered one page as long as it was completed within a single form.

Use of Audio and Video Files in the Communication and Professional Growth Task and the Formative and Summative Assessment Task

Written evidence is the preferred evidence whenever such responses are possible and appropriate. However, you can use audio and video files in circumstances where it is the best or only medium for capturing evidence. If you elect to record and submit an oral response to a prompt when you could have written the same response, you will be penalized in scoring for not following directions.

You are encouraged to use common sense when deciding if audio or video is truly necessary. Some examples where audio or video might provide unique insight or evidence include:

- Telephone or face-to-face parent/teacher conferences
- Assessment (formative or summative) of students who cannot write (including, for example, early childhood or special education settings)
- Assessment of student oral performance (including, for example, speaking a foreign language, or a vocal or instrumental music performance)
- Assessment of student performance tasks (including, for example, theater performance, auto mechanics, food preparation, physical education and coaching, or life skills)

In cases of assessment of a student vocal or instrumental music performance, audio or video will be the preferred

format. However, you should consider whether it is possible to convey the essential aspects in your written summary and how much audio or video is required to support the summary. If the contents of a parent/teacher conference and interactions can be conveyed clearly in a written summary, then the summary is sufficient for the submission. However, if the tone of the interaction is an important aspect of your submission, then you may choose to include the portion of the audio that supports the submission.

When submitting video or audio files as evidence, candidates must comply with the following:

- They must obtain the necessary consent forms from any parties recorded. The Ohio Resident Educator Program strongly recommends that candidates have parents sign the release forms found on the Resources page of Educopia.com/resa, for themselves and for their children. Follow local district and school policy procedures on release form collection and retention.
- All recordings should be limited to essential information. Subsets of complete performances are encouraged if they provide sufficient information to respond to the prompts in the assessment tasks. For example:
 - In the Communication and Professional Growth Task, an audio or video recording submitted as evidence of a parent/teacher communication should be limited to just the part of the discussion regarding student progress and solutions to issues. The entire conversation should not be submitted.
 - The Formative and Summative Assessment Task requests work samples from only three students. Candidates should use their professional judgment about how much evidence is sufficient to support their responses. Note that the student assessment samples themselves are not scored; they are supporting evidence for the candidate responses to the prompts in the task.

SECTION H: Disqualified Submissions

What Makes Evidence Disqualified?

In general, evidence must match the requirements listed in the task description and assessors must be able to see and/or view the evidence. Video evidence must be submitted in the proper format (see Section E: Recommendations for Task and Evidence Selection and Section F: Uploading, Segmenting, and Submitting Evidence Reference Guide (Video, Audio, and PDFs)) and must be visible and audible. PDFs and other scanned documents must be legible.

After uploading evidence, you should use the PDF and Video Previewers found in the submission system to check that there are no technical issues that make it difficult or impossible to view the evidence and/or understand why the evidence is being submitted. Sideways or upside-down videos can be scored, as video orientation will be audited by Educopia and corrected prior to scoring.

No Personal Student or Parent/Caregiver Information

Written Evidence

You must remove or redact all student and parent/caregiver names from written evidence. Written evidence that includes this information will be considered a blatant violation and will be disqualified. If you are removing student or parent information using an electronic redaction tool, please double check the PDF preview tool to make sure that your redactions are correctly placed once you upload to the RESA submission system. We recommend that you use a black marker to physically redact personally identifiable information before you scan and upload documents.

Video/Audio Evidence

You should not refer to students and parents/caregivers by their full names while videotaping a lesson or recording a meeting; instead refer only to first names. You should also avoid writing students' full names where they will be visible in the video.

Candidate Identification

You should try to avoid identifying yourself in evidence submitted in support of the RESA tasks. For example, you should not introduce yourself at the beginning of videotaped lessons and should remove your name from documents used as evidence.

However, you will not be penalized if you have identified yourself in evidence. All submissions are confidential, and individuals who have access to submissions are being trained in confidentiality protocols. Additionally, the assessor-candidate matching system will work to ensure that assessors do not score submissions from candidates they know. Assessors will be instructed to stop scoring a submission if they recognize the candidate and return the submission so that it can be assigned to a different assessor.

REMINDER:

You must make a good faith effort to obtain the necessary consent forms from any parties who will be recorded. Follow local district and school policy procedures on release form collection and retention.

Building or District-Level Identifiers

You should make your best efforts to ensure that video used as evidence in submissions does not contain any obvious identification of the school (for example, a large poster with the school name on the board in the camera shot). However, it is OK if students are wearing clothing showing the school name or mascot, and assessors will not disqualify the video submission if identifying school information is in the segments that will be scored.

Submissions Will Be Disqualified If Evidence of Testing Misconduct Is Detected

In accordance with task instructions, candidates are prohibited from submitting the same evidence and forms for both Lesson Cycle tasks. Identical evidence submissions for the First and Second Lesson Cycles will be flagged and disqualified.

You must submit your own authentic work. RESA candidates are prohibited from collaborating with each other or anyone else on task forms. If you are in a co-teaching assignment with another 2016–2017 RESA candidate, you must work independently on your RESA task submission responses and you may not submit the same instructional evidence on any task. For more information on co-teaching, please review the “Avoid Disqualification” section for each task in the Instrument.

If evidence of testing misconduct is detected and confirmed, the submission(s) in question will be disqualified, and the case will be reported to the ODE’s Office of Professional Conduct for further action.

Process for Confirming Disqualified Submissions

The process outlined below provides more information on how RESA submissions are reviewed and disqualified and direction for candidates who have questions about a disqualified submission.

Given the care and thorough review of the tasks and submitted evidence outlined below, appeals are rarely granted. The Ohio Department of Education will not consider any disputes or appeals, and all such appeals must be made to Educopia.

Review of All RESA Submissions

Assessor Review for Disqualification

When a submission has been assigned to an assessor for scoring, the assessor reviews the submission for the following disqualification criteria:

- That there is no personally identifiable information (PII), as outlined in the Participant Guide and Instrument, e.g., student and parent first and last names, contact information, and other identifiable information that would be considered a violation of the Family Educational Rights and Privacy Act (FERPA). Candidates who include their own personal information do so voluntarily and will not be penalized.
- That the video is viewable (relevant and clear visuals)
- That the video is audible

NOTE:

Assessors must defer scoring a submission assigned to them if they recognize the candidate or they are unable to understand the content of the lesson. Assessors may also defer scoring submissions if an unusual event occurs in the course of the submission.

- That submitted audio recordings are audible
- That PDFs are legible
- That PDFs can be opened
- That the video is available and that all response fields are completed
- That the submission and its associated instructional evidence follow the task instructions, e.g., number of students represented for the Formative and Summative Assessment task
- That the class described in the Teaching and Learning Context Forms (Forms 1.1, 2.1, and 3.1) in each task accurately pertains to the evidence submitted and the forms that follow for that task

Initial Disqualification Determination

If the submission meets all acceptable criteria above, it is scored by the assigned assessor. If the submission does not meet all criteria outlined above, the assessor defers scoring the submission and the submission is then reviewed by the RESA Help Desk or the Scoring Administrator per the process outlined below.

Secondary Review of Deferred Submissions

Technical Review by the RESA Help Desk

If a submission has been deferred due to technical reasons (video issues, PDF issues, audio issues) i.e., the RESA Help Desk then reviews the submission for the following:

- Confirmation that the issue is present
- Confirmation that the issue is not due to local assessor technology error (ISP streaming, loss of connection, etc.) e.g. and thus otherwise can be scored with technology in accordance with system requirements

The Help Desk confirms there is an issue or determines there is no issue and then makes a notation as to its determination for each submission (i.e., no issue, confirmed technical problem, error due to assessor technology) and sends the deferred submission to Scoring Administrator Review.

Scoring Administrator Review

The Educopia RESA Scoring Administrator reviews all non-technical deferrals (content issues, unusual events, inappropriate assignment, etc.) e.g. and the submissions with technical issues that the Help Desk has confirmed.

Review of Technical Issues Following Help Desk Review

- "No Issue" determination: After evaluating the Help Desk's determination, the Scoring Administrator returns the submission to the scoring pool where it is assigned to an assessor and scored.
- "Issue Confirmed" determination: After evaluating the Help Desk's determination, the Scoring Administrator re-reviews the submission, and, if he or she agrees with the determination, the submission is assigned a final disqualified status. A short reason for this status is indicated for the candidate on the Score Report.

Review of Non-technical Deferrals

- "Can Be Scored" determination: If the Scoring Administrator determines that the submission can be scored, the submission is returned to the scoring pool and assigned to a different assessor. The Scoring Administrator may assign the submission to a specific assessor, if it is deemed necessary.
- "Disqualified" determination: If the Scoring Administrator determines that the submission cannot be scored, the submission is assigned a final status of disqualified. A short reason for this status is indicated for the candidate Score Report. No submission is assigned a final status of "Disqualified" until the Educopia RESA Scoring Administrator has personally reviewed it.

Requests for Review of Disqualified Submission Determination

Candidates may contact the Help Desk to request more information regarding their disqualified submissions, escalate their concerns to the Project Manager of the RESA, and request to review the disqualification in their submission.

SECTION I: How the RESA Is Scored

Overview

RESA assessors, predominantly licensed teachers from the state of Ohio with at least 5 years of teaching experience, undergo 30+ hours of training for each RESA task they score.

Educopia assigns assessors to train on one or more RESA tasks, depending on their skills and background. To control for bias, Educopia requires that each assessor provide extensive demographic background information. This data is cross-matched with candidate profile data to ensure candidate anonymity during scoring.

In order to begin scoring RESA submissions, assessors are required to complete the following:

- **Online training modules**—during training, assessors are taught principles of “reliability” and how to avoid “scoring bias.” Assessors are required to do an in-depth review of the scoring rationales for every performance level of each rubric used in the task for which they trained.
- **Scoring Practice**—assessors practice scoring RESA submissions to help refine their understanding of the task rubrics and improve their scoring accuracy.
- **Certification Assessment**—assessors are required to pass a certification test in which they score a set of sample tasks. Assessors are required to meet a minimum accuracy standard in order to pass certification. Assessors who fail to pass certification are deemed ineligible for scoring and are denied employment.

Scoring Assignments

Educopia's scoring assignment policies ensure that a different assessor will score each task that a candidate submits. Assessors will be trained on modules specific to each task and will be assigned to score submissions according to the grade level and subject area of their teaching experience. Assessors are prohibited from scoring submissions of candidates they might know, and are asked to defer submissions of candidates whom they recognize.

Quality Assurance

Once assessors pass the certification test, they are assigned appropriate RESA tasks to score, consistent with each individual assessor's relevant subject area and grade-level expertise. Data from a candidate's Teaching and Learning and Context Form are used to ensure that assessors have the necessary experience to accurately score the performance task.

For quality assurance purposes, assessors are required to pass ongoing calibration assessments. These submissions are checked for accuracy, and assessors who do not meet accuracy standards during scoring are removed from the scoring system.

TIP:

RESA assessors, predominantly licensed teachers for the state of Ohio with at least 5 years of teaching experience, undergo 30+ hours of training for each RESA task they score.

SECTION J:

Program Coordinator and Facilitator Guidelines for Supporting Resident Educators

The goal of the Ohio Resident Educator Program is to provide systematic, comprehensive support to beginning PK–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 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 RE Program, Resident Educators practice inquiry and reflection as they 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.

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 Resident Educator Summative Assessment: RESA.

Trained 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. However, while support in the first years of the program is formative in nature, with Resident Educators receiving structured and collegial feedback on their performance, the RESA is a "summative assessment" that requires Resident Educators to demonstrate what they have learned, including the processes and procedures that have been identified as best practices of reflective and effective educators. Since the RESA is a summative assessment that leads to professional licensure, only certain types of district and external support are appropriate once the candidate has officially begun the process, while other types of support are not appropriate.

The following table highlights different types of support that may be appropriate or inappropriate to provide to Resident Educators when they are participating in the RESA.

REMINDER:

The RESA is a summative assessment that requires Resident Educators to demonstrate what they have learned. Therefore, only certain types of district and external support are appropriate once the candidate has officially begun the process.

TYPE OF SUPPORT	APPROPRIATE	INAPPROPRIATE
<p>Intellectual Support</p> <p>Questioning/ Prompting/Probing</p> <p>Professional Conversations</p>	<p>General overview of the format, expectations, requirements, and timelines; use of facilitative and reflective questions to lead Resident Educators to deeper understandings about their practice and to promote reflection and self-assessment.</p> <p>Use of facilitative questions to assist candidates in aligning their work (not including their actual RESA submission) with the RESA rubrics.</p> <p>Resident Educators are the sole authors of RESA tasks submitted for scoring.</p>	<p>Direct instruction on the meaning of the prompts and interpretation of scoring rubrics on the actual RESA submission.</p> <p>Providing specific advice or a critique of a candidate's written commentary for actual submission, resulting in co-authoring of the RESA submission.</p>
<p>Formative Experiences</p>	<p>Engaging candidates in formative experiences (e.g., assignments analyzing their instruction, assessing student work, written critical reflections, practicing and receiving feedback on the three types of writing) in preparation for the RESA and a lifetime of reflective practice.</p>	<p>Engaging with candidates in formative discussions of their actual written commentaries created for RESA task submissions.</p>
<p>Feedback</p>	<p>Use of feedback questions to guide Resident Educators to richer demonstrations of their knowledge and skills prior to the development of their actual submission.</p>	<p>Predicting a possible score; providing additional information to prompts; revising commentary or providing candidates with specific responses to be included in their actual submissions.</p>
<p>Editing</p>	<p>None.</p>	<p>Offering a critique of candidate responses that provides specific, alternative responses prior to submission for official scoring.</p>
<p>Technical Support</p>	<p>Technical support; connecting Resident Educators with the local technology department and the Educopia Help Desk.</p>	<p>Reviewing video clips and providing feedback; weighing in on the selection of videos; using candidate credentials to log in to candidate submission system.</p>

This chart has been adapted from edTPA and Stanford Center for Assessment, Learning, and Equity (SCALE). Samples of appropriate question stems can be found in the online Facilitation Training: <https://ohiorep.learnwithluma.com/login/index.php>

SECTION K:

Glossary of Key Terms as They Are Used in the RESA

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/or problem solving in a content discipline.

Assessment Criteria: Performance indicators used to evaluate what students have learned. Assessment criteria describe expected levels of achievement on an assessment and may examine correctness of answers or the accuracy or quality of student responses. Examples include rubrics, checklists, point systems for indicating different levels of performance, or criteria for measuring full versus partial credit.

Central Focus: The primary topic(s), concept(s), or essential question(s) that represent the ultimate learning target for the instructional cycle.

Differentiated Instruction: Differentiated instruction refers to the teacher's efforts to tailor content, the classroom environment, activities, processes for learning, assessments, or products to reflect the range of backgrounds, knowledge, interests, and skill levels exhibited by the students within a class.

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 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.

Higher-Order Thinking: Thinking skills that go beyond recalling facts or correct answers and involve some cognitive complexity, for example, analysis, interpretation, compare/contrast, categorization, evaluation, synthesis, drawing evidence-based conclusions, and generating rules, questions, or ideas.

Instructional Evidence: Instructional materials, student assignments, and other kinds of teaching materials that are used in your teaching. See Section G for guidelines on selecting appropriate instructional evidence.

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

Interim Student Learning Outcomes: The learning objectives that represent essential steps toward mastery of the larger (overall) learning goals of the unit of study.

Language Needs: Refers to the needs of students who are English language learners and native English speakers with different levels of language proficiency.

Learning Outcomes: The objectives of the lesson that reflect desired student learning. Learning outcomes refer to 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 reflect important learning and must lend themselves to assessment through which students are able to demonstrate their understanding.

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). In addition, some learning outcomes refer to dispositions; for example, “most teachers believe that it’s important not only that students learn to read but also that they will like to read.” Such dispositions are challenging to assess (what would count as evidence—the number of books students choose to read independently?), but they are no less valuable.

In addition, teachers should be able to link their learning outcomes with state content standards. These typically describe learning over a longer period of time than a single lesson or unit, but the connection should be clear.

Professional Tone: An overall quality that is confident, courteous, sincere, at an appropriate level for the audience, written with a suitable level of formality, and free of unnecessary jargon or complexity.

Self-Assessment: A process by which students evaluate (or examine) their own work against the criteria achievement of a learning outcome.

Set of Assessments: For the purposes of the RESA, a “set of assessments” means two formative assessments and one summative assessment administered within one instructional unit.

Scaffolding: Ongoing support provided by the teacher to students as they acquire complex skills.

Summative Assessment: A formal assessment that is typically implemented at the end of an instructional cycle to measure student learning and performance against instructional outcomes and to plan future instruction.

Teaching-Learning Cycle: The process of planning, teaching, assessing student learning, and reflection that comprises a teacher’s work with a group of students engaging in a segment of the curriculum.



RESA Help Desk | Monday through Friday, 11 a.m.–7 p.m. Eastern Time

855-538-8634 | resa@educopia.com

www.Educopia.com/RESA