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Ohio Resident Educator Summative Assessment Participant Handbook

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Overview of the Ohio Resident Educator Summative Assessment

Purpose

The Ohio Resident Educator Summative Assessment (RESA) is a performance-based assessment. The assessment calls for teachers to demonstrate their ability to design and implement instruction (including assignments that engage students in complex thinking), use formative and summative assessments to inform teaching practice, communicate with key stakeholders, and reflect on their teaching based on the feedback they receive.

The RESA consists of five tasks. For each task, you are asked to provide evidence of your teaching and student learning, based on the [Ohio Standards for the Teaching Profession](#) (hereafter termed Ohio Teaching Standards):

1. Teachers understand student learning and development and respect the diversity of the students they teach.
2. Teachers know and understand the content area for which they have instructional responsibility.
3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
5. Teachers create learning environments that promote high levels of learning and achievement for all students.
6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

As a participant in the assessment, you will be prompted to reflect upon and synthesize what you have learned throughout the Resident Educator program and its application to your teaching context. The evidence you collect and the commentary you submit will demonstrate your teaching proficiency and readiness for a professional license. For more details on the Ohio Teaching Standards, see Appendix A. Appendix B shows the relationship between the Ohio Teaching Standards, the required tasks, and the rubrics used to score RESA tasks.

Getting Started

Two important sources of information are this handbook and [OhioRESA.com](#). The handbook contains the full text of each task and rubric, as well as informative appendices. You should read the handbook in its entirety. OhioRESA.com will be the source of the most current information on the RESA, and will serve as the website where you will submit your tasks to be scored. Visit OhioRESA.com soon and sign in to get started.

How to Read this Document

This handbook details each task and provides guidance on how to complete each task including additional reference materials and the corresponding rubrics. The handbook also contains recommendations for task and evidence selection (Appendix C) and a glossary of key terms and definitions as they are used in the RESA (Appendix D).

To assist you in using the handbook each task has been organized in the following format.

- ❖ **Purpose:** This section briefly describes why the task is being completed.
- ❖ **Overview:** This section explains which Ohio Teaching Standard(s) is addressed through the task and provides a general overview of the task.
- ❖ **Evidence Sources:** This section identifies and describes the mandatory and optional evidence you will submit for each task.
- ❖ **What You Must Do:** This section explains the specific actions required for successful completion of a task.
- ❖ **Glossary (where applicable):** This section defines any technical or potentially unfamiliar terms associated with each task.
- ❖ **Forms:** This section contains any forms you will need to complete a task.
- ❖ **Rubrics:** This section contains the scoring rubrics that will be used to score your performance on the task.

Ohio RESA at a Glance

Task	What to Submit*	Ohio Teaching Standards	Rubrics
Task 1: Lesson Cycle #1 (Fall) (see Task 3 for spring submission)	Teaching and Learning Context Form (1.1)	Standard 1 Standard 4	Not Scored
	Lesson Overview and Commentary Form (1.2) Instructional evidence Instructional Strategies Overview Form (1.3)	Standard 1 Standard 2 Standard 4	1A. Rubric for the Lesson Plan and Commentary 1A.1: Instructional Outcomes 1A.2: Knowledge of Content and Pedagogy 1A.3: Knowledge of Students 1A.4: Learning Activities 1A.5: Design of Formative Assessments 1A.6: Learning Task or Instructional Evidence
	Video Overview Form (1.4) Video Observation (video segments)	Standard 1 Standard 2 Standard 3 Standard 4 Standard 5	1B. Rubric for the Lesson Segment and Commentary 1B.1: Explanation of Content 1B.2: Classroom Environment Conducive to Learning 1B.3: Student Engagement 1B.4: Use of Formative Assessment and Feedback in Instruction
	Overall Lesson Analysis Form (1.5)	Standard 7	1C. General Lesson Reflection Rubric

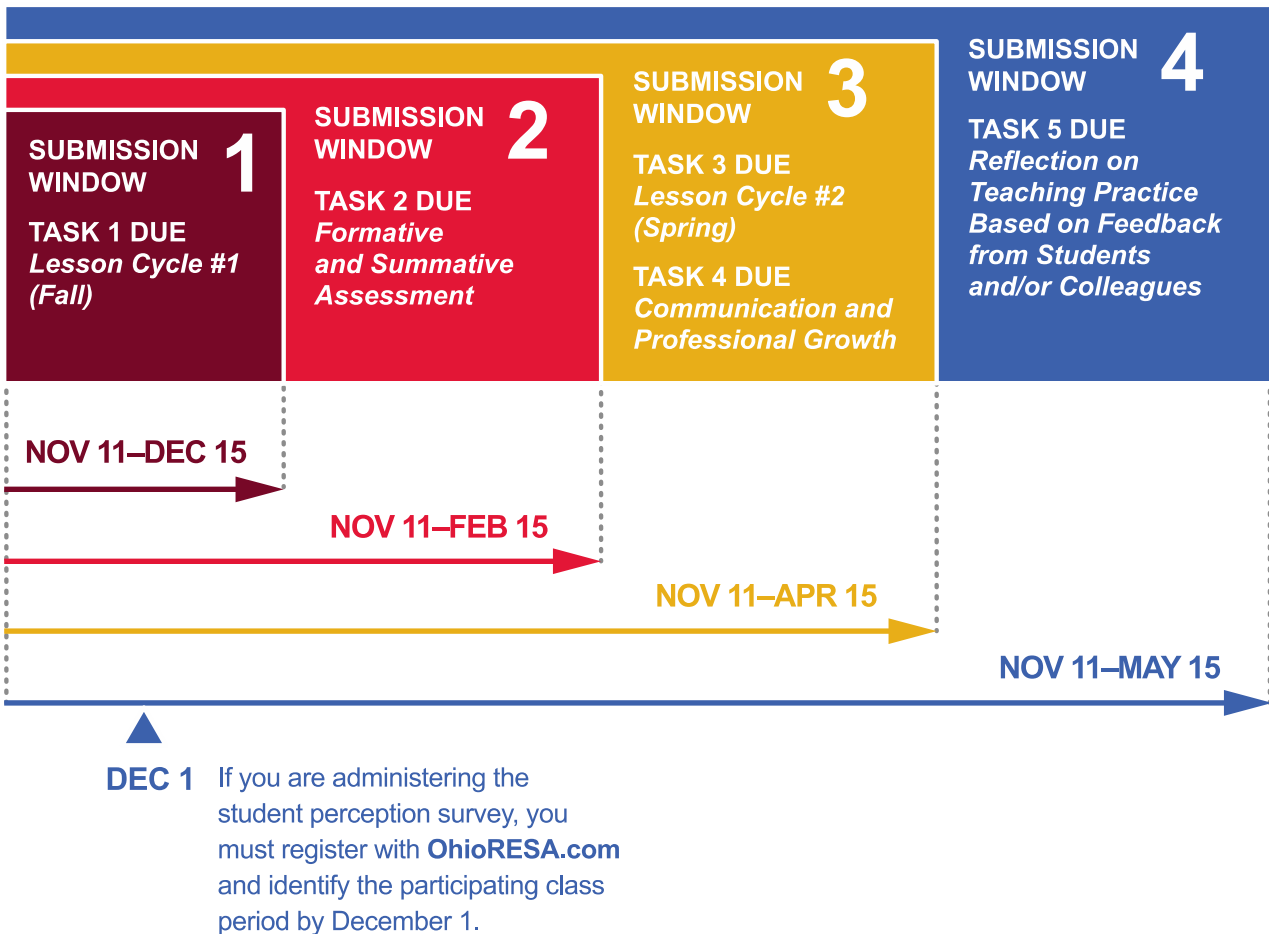
Task	What to Submit*	Ohio Teaching Standards	Rubrics
Task 2: Formative and Summative Assessment	Teaching and Learning Context Form (2.1)	Standard 3 Standard 4	2.1: Rubric for Selecting Assessments to Monitor Student Learning 2.2: Rubric for Designing Assessments Aligned to Academically Rigorous Learning Expectations 2.3: Rubric for Using Formative Assessments to Modify Instruction 2.4: Rubric for Analyzing Student Data to Monitor Achievement 2.5: Rubric for Providing Quality Feedback to Students
	Instructional Cycle Context Form (2.2)		
	Assessment Plan (2.3)		
	Focal Student Selection Rationale Form (2.4)		
	Focal student responses to Formative Assessment 1, Formative Assessment 2, and Summative Assessment for the cycle		
	Formative and Summative Assessment samples (and accompanying form: 2.5)		
	Analysis of Student Progress and Feedback Form (2.6)		
Task 3: Lesson Cycle #2 (Spring)	Evidence of feedback		
	Teaching and Learning Context Form (3.1)	Standard 1 Standard 4	Not Scored
	Lesson Overview and Commentary Form (3.2)	Standard 1 Standard 2 Standard 4	1A. Rubric for the Lesson Plan and Commentary 1A.1: Instructional Outcomes 1A.2: Knowledge of Content and Pedagogy 1A.3: Knowledge of Students 1A.4: Learning Activities 1A.5: Design of Formative Assessments 1A.6: Learning Task or Instructional Evidence
	Instructional evidence		
	Instructional Strategies Overview Form (3.3)	Standard 1 Standard 2 Standard 3 Standard 4 Standard 5	1B. Rubric for the Lesson Segment and Commentary 1B.1: Explanation of Content 1B.2: Classroom Environment Conducive to Learning 1B.3: Student Engagement 1B.4: Use of Formative Assessment and Feedback in Instruction
	Video Overview Form (3.4)		
	Video Observation (video segments)	Standard 7	1C. General Lesson Reflection Rubric
	Overall Lesson Analysis Form (3.5)		

Task	What to Submit*	Ohio Teaching Standards	Rubrics
Task 4: Communication and Professional Growth	<p>Examples of communication with parents or other caregivers</p> <p>Example of communication and collaboration with colleagues</p> <p>Rationale for Communication with Parents and Caregivers Form (4.1)</p> <p>Rationale for Professional Collaboration Form (4.2)</p> <p>Professional Development and Professional Growth Form (4.3)</p>	<p>Standard 6</p> <p>Standard 7</p>	<p>4A. Rubric for Communicating with Families</p> <p>4A.1: Quality and Clarity of Information</p> <p>4A.2: Professionalism and Tone</p> <p>4B. Rubric for Collaborating with Colleagues</p> <p>4B.1: Commitment and Initiative</p> <p>4B.2: Impact on Practice</p> <p>4C. Rubric for Growing and Developing Professionally</p>
Task 5: Reflection on Teaching Practice Based on Feedback from Students and/or Colleagues	<p>Teaching and Learning Context Form (5.1)</p> <p>Reflection on Practice and Feedback Form (5.2)</p>	<p>Standard 1</p> <p>Standard 4</p> <p>Standard 5</p> <p>Standard 6</p>	<p>This task is not scored against a rubric; instead, it will be scored for responsiveness to the questions in the Reflection on Practice and Feedback Form. <i>Note that this task must be complete and the responses appropriate in order to pass the RESA.</i></p>

*As indicated in the table, you will complete a number of forms throughout the RESA tasks. 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.

Note: If you believe that the circumstances of your teaching assignment make it impossible to complete the RESA tasks as described, please contact the Ohio Department of Education at OhioRESA@education.ohio.gov.

Ohio Resident Educator Summative Assessment: Submission Dates



As shown above, due dates are staggered for each task, with Task 1 due no later than December 15, Task 2 due no later than February 15, Tasks 3 and 4 due no later than April 15, and Task 5 due no later than May 15. These dates are **due dates** and should not be interpreted as dates to start working on each task; for example, if you are using the survey for Task 5, work would need to begin prior to when the submission windows open. You are encouraged to begin working on each task as soon as you are able.

The tasks should be submitted in the order shown above. Refer to each task description for guidelines on how to begin working on the requested materials.

RESA Task 1: Lesson Cycle #1

Purpose

In Task 1, you will be asked to demonstrate how you plan and implement a single lesson focused on important content to facilitate achievement of instructional outcomes for diverse groups of students.

Overview

In this task, you will assemble a portfolio of evidence that demonstrates your work with students in the context of a single lesson. You will submit a description of the students and your classroom, a lesson overview, a videotape of that lesson identifying specific segments for assessors to watch, a commentary on that videotape, all instructional evidence associated with the lesson, and an analysis of the entire lesson. Self-reflection on instructional practice and using instructional evidence is an essential component to ongoing professional development and growth, so this task is meant to ensure that this vital activity is a regular part of your teaching.

Note: In Task 3, you will be asked to demonstrate your planning and implementation of a second, different lesson.

Evidence Sources

All forms, instructional evidence, and video segment(s) will be submitted online.

- ✓ Teaching and Learning Context Form (Form 1.1)
- ✓ Lesson Overview and Commentary Form (Form 1.2)
- ✓ Up to 10 pages of instructional evidence that students interacted with during the lesson (see directions, Form 1.2)
- ✓ Instructional Strategies Overview Form (Form 1.3)
- ✓ Video Overview Form (Form 1.4)
- ✓ Video segment(s)
- ✓ Overall Lesson Analysis Form (Form 1.5)

Note: The questions on each of the required forms for this task will help you to understand the kind of lesson you must select in order to demonstrate your practice and comment on it appropriately. Therefore, we recommend that you review the forms before selecting a lesson to submit. You will not submit a lesson plan; all lesson information will be provided through the forms, instructional evidence, and video segments.

What You Must Do

1. Choose a lesson that allows you to demonstrate all of the following:
 - a. Important content clearly connected to the Ohio Academic Content Standards and/or national standards for subject areas that do not have Ohio Academic Content Standards, and your district curricula

Form 1.1: Teaching and Learning Context Form

Complete the following **Teaching and Learning Context Form** online to provide information about the students within the class.

This form is required but will not be scored. However, your responses on this form will provide critical information that will help assessors to understand and interpret the parts of the task that are scored.

Subject area and course title

Grade level(s)

How often does the class meet (e.g., daily, 3 days a week)?

How long is each class session (in minutes)?

What is the length of the course (e.g., quarterly, semester, yearlong)?

Total number of students

Number of male and female students

Ethnicities of students

English language proficiency of students

Number of students with exceptionalities	<p>Students with disabilities:</p> <p>Students who are gifted:</p> <p>Students who are English language learners:</p> <p>Students struggling with grade-level academic content but not yet identified as students with disabilities:</p>
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Total number of students in the class section who are high, middle, and low performing based on data and/or your observations of student proficiency with respect to the content area.

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Form 1.2: Lesson Overview and Commentary Form

Complete the following **Lesson Overview and Commentary Form** online to provide information about the instructional outcomes and overall structure of the lesson you selected for this task. This lesson overview must describe the lesson you captured in the video. This form will be scored using **Rubrics 1A.1–1A.3**.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. Describe the content focus of the selected lesson and analyze its importance in the overall context of the content area. **(Rubric 1A.2)**

2. Describe the instructional outcomes and analyze how they are connected to the Ohio Academic Content Standards or relevant national standards if the Ohio Academic Content Standards do not apply. **(Rubric 1A.1)**

3. Describe the prior knowledge and skills (including language skills) students need in order to achieve these instructional outcomes. **(Rubric 1A.2)**

4. Describe how the lesson addresses the range of student understandings (what they know, are struggling with, and are working on) among the subgroups you have indicated in the **Teaching and Learning Context Form**. Analyze how the different levels of understanding are addressed in your plan to help students achieve the desired instructional outcomes of this lesson. **(Rubric 1A.3)**

Form 1.3: Instructional Strategies Overview Form

Complete the following **Instructional Strategies Overview Form** online to provide information about the instructional strategies you used in the lesson you selected for this task. This form will be scored using **Rubrics 1A.4–1A.6**.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. Describe the sequence of instructional strategies. **(Not scored)**

2. Analyze how your selected instructional strategies and learning activities connect to the instructional outcomes for this lesson and support the range of student understandings and varied learning needs of students in this class. **(Rubric 1A.4)**

3. Describe your plan for formative assessment during the lesson, including assessment of your students' attainment of the instructional outcomes and modifications to instruction, if necessary. **(Rubric 1A.5)**

4. The following question asks you to reflect on what actually took place in the lesson. What, specifically, in the video segment(s) demonstrates a method of formative assessment you used in this lesson? **(Rubric 1A.5)**

Instructional Evidence

Submit at least one (1) and no more than ten (10) pages of instructional evidence that students interacted with during the lesson to illustrate your teaching of this lesson. Note that instructional evidence in this case includes the assignment, activity, etc., that a student interacted with or responded to during the lesson; you should not submit student work as instructional evidence. (Rubric 1A.6)

- ✓ You will be submitting evidence online, so, if the evidence is **not** a text-based document (a manipulative, for example), you will need to take a picture of the evidence and scan or convert it to an acceptable file format. See the technical FAQs (available at OhioRESA.com) for information on which file types are accepted.
- ✓ If one or more of your instructional strategies involved an activity that does not have tangible evidence to submit, use the fields provided online to briefly and specifically analyze that activity and its place in the lesson (each description will count as one page).

Form 1.4: Video Overview Form

Complete the following **Video Overview Form** online. Submit a video of the entire lesson. A full lesson video can be uploaded to the submission system. You may identify one or two segments from the lesson video. Each segment must be at least 2 minutes in length, and the segments included cannot be more than 15 minutes in length.

This form is required but will not be scored. However, your responses on this form will provide critical information that will help assessors to understand and interpret the parts of the task that are scored.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. Describe anything that happened in your classroom just prior to the videotaped 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.)

2. What aspect of the content focus of this lesson is illustrated in the video segment(s)? Why is this segment important?

Video Observation

Your video of this lesson will be scored using **Rubrics 1B.1–1B.4**.

Form 1.5: Overall Lesson Analysis Form

Complete the following **Overall Lesson Analysis Form** online. This form will be scored using **Rubric 1C**.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. Overall, how successful was this lesson in relation to the instructional outcomes stated in your lesson overview? Be specific in your answer, and explain what evidence (student behaviors, responses) supports your answer.

2. Which of your selected instructional strategies for this lesson was/were most successful in supporting the range of student understandings and varied learning needs of students in this class?

3. Which instructional strategies would you change in re-teaching this lesson, and why?

Task 1 Rubrics

1A. Rubric for the Lesson Plan and Commentary

1A.1: What does the evidence indicate about the quality of the teacher's stated outcomes for student learning?				
	Level 1	Level 2	Level 3	Level 4
Instructional Outcomes (Rubric 1A.1)	<p>The instructional outcomes indicate most or all of the following:</p> <ul style="list-style-type: none"> • low expectations for students • lack of academic rigor in the discipline • lack of connection to school and district curriculum priorities or state academic content standards • no differentiation for students 	<p>Instructional outcomes indicate most or all of the following:</p> <ul style="list-style-type: none"> • moderate expectations and rigor in the discipline • partial connection to school and district curriculum priorities and state academic content standards • no differentiation for students 	<p>Most instructional outcomes indicate most or all of the following:</p> <ul style="list-style-type: none"> • high expectations and levels of academic rigor • connection to school and district curriculum priorities and state academic content standards • differentiation, if needed, for different groups of students 	<p>All instructional outcomes indicate most or all of the following:</p> <ul style="list-style-type: none"> • high expectations and a demand for academic rigor for all students • full alignment with school and district curriculum priorities and state academic content standards • differentiation, as appropriate, for individual students
1A.2: What does the evidence indicate about the depth of the teacher's knowledge of the content?				
Knowledge of Content and Pedagogy (Rubric 1A.2)	<p>The teacher displays most or all of the following:</p> <ul style="list-style-type: none"> • little depth of content knowledge • little understanding of prerequisite knowledge important to student learning of the content • little or no understanding of the range of pedagogical approaches suitable to student learning of the content 	<p>The teacher displays most or all of the following:</p> <ul style="list-style-type: none"> • familiarity with the important concepts in the discipline but little to no knowledge of how these concepts are related to one another • some awareness of prerequisite knowledge important to student learning of the content • a limited range of pedagogical approaches to the discipline or to the students 	<p>The teacher displays most or all of the following:</p> <ul style="list-style-type: none"> • accurate understanding of important concepts in the discipline and how these relate to one another • accurate understanding of prerequisite relationships among topics • familiarity with a wide range of effective pedagogical approaches in the subject 	<p>The teacher displays most or all of the following:</p> <ul style="list-style-type: none"> • extensive knowledge of the important concepts in the discipline and how these relate to one another • understanding of prerequisite relationships among topics and concepts and necessary cognitive structures that ensure student understanding • familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions

1A.3: What does the evidence indicate about the teacher's understanding of the students' knowledge and skills, special needs, interests, and cultural heritage?				
Knowledge of Students (Rubric 1A.3)	The teacher displays minimal or inaccurate knowledge of the students' knowledge and skills, special needs, interests, and cultural heritages.	The teacher displays limited but mostly accurate knowledge of the overall class's knowledge, skills, special needs, interests, and cultural heritages, and applies this knowledge to plan instruction for the class as a whole.	The teacher displays accurate knowledge of the knowledge, skills, special needs, interests, and cultural heritages of the whole class and specific subgroups of students, and applies this knowledge to differentiate instruction for some subgroups in the class.	The teacher displays accurate and detailed knowledge about the knowledge, skills, special needs, interests, and cultural heritages of individuals and subgroups of students, and uses this knowledge to consistently differentiate instruction for individuals and subgroups in the class.
1A.4: What does the evidence indicate about the quality of learning activities planned by the teacher?				
Learning Activities (Rubric 1A.4)	<p>Most or all of the instructional strategies and learning activities have most or all of the following characteristics:</p> <ul style="list-style-type: none"> poorly aligned with the instructional outcomes limited cognitive challenge to engage students in active intellectual activity not supported by selected resources, including technology 	<p>Most or all of the instructional strategies and learning activities have most or all of the following characteristics:</p> <ul style="list-style-type: none"> partially aligned with the instructional outcomes moderate cognitive challenge not differentiated for different students partially supported by selected resources, including technology 	<p>Most or all of the instructional strategies and learning activities have most or all of the following characteristics:</p> <ul style="list-style-type: none"> aligned with the instructional outcomes significant cognitive challenge differentiated for different groups of students supported by selected resources, including technology 	<p>All of the instructional strategies and learning activities have most or all of the following characteristics:</p> <ul style="list-style-type: none"> aligned to instructional outcomes designed to engage students in high-level cognitive activity differentiated, as needed, for individual learners fully supported by the selected resources, including technology
1A.5: What does the evidence indicate about the teacher's plan for using assessments to evaluate instructional outcomes?				
Design of Formative Assessments (Rubric 1A.5)	The teacher has no plan to incorporate formative assessment in the lesson or articulates a plan that does not address the stated instructional outcomes.	The teacher's plan for using formative assessment is general, and addresses only some of the stated instructional outcomes.	The teacher's plan for using formative assessment is detailed and includes particular approaches to be used in assessing most instructional outcomes.	The teacher's plan for using formative assessment includes assessment strategies that evaluate all instructional outcomes and student as well as teacher use of the assessment information.

1A.6: What does the evidence indicate about the quality of the materials and tasks for student use?				
Learning Task or Instructional Evidence (Rubric 1A.6)	<p>The instructional evidence is minimally or not aligned with instructional activities and instructional outcomes.</p> <p>Instructional activities and outcomes require students only to recall information.</p>	<p>The instructional evidence is partially aligned with instructional activities and instructional outcomes.</p> <p>Instructional activities and outcomes primarily require students to recall information, but include some indication that students must comprehend and explain that information as well.</p>	<p>The instructional evidence is mostly aligned with instructional activities and instructional outcomes.</p> <p>Instructional activities and outcomes require students to go beyond recalling information, asking them to analyze it or apply it in other contexts.</p>	<p>The instructional evidence is well aligned with instructional activities and instructional outcomes, which work to deepen student understanding.</p> <p>Instructional activities and outcomes require students to evaluate quality, synthesize information from multiple sources, draw conclusions, make generalizations, and/or produce arguments.</p>

1B. Rubric for the Lesson Segment and Commentary

1B.1: What does the video demonstrate about the teacher's command of academic language in explaining content, the clarity of the teacher's explanations, and the teacher's connections of content with students' knowledge and experience?				
	Level 1	Level 2	Level 3	Level 4
Explanation of Content (Rubric 1B.1)	The teacher's explanation of the content contains major errors and imprecise academic language. There is no attempt to connect with students' knowledge and experience.	The teacher's explanation of the 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 with students' knowledge and experience.	The teacher's explanation of content is appropriately scaffolded, accurate, and correct academic language. The explanation consistently connects with students' knowledge and experience.	The teacher's explanation of content is accurate, thorough, and clear, developing conceptual understanding through clear scaffolding and connecting with students' knowledge and experience. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.
1B.2: What does the video indicate about the classroom environment, related to the following? <ul style="list-style-type: none"> • Respectful interactions • Efficient routines and procedures • Appropriate student behavior • Energy students devote to learning 				
Classroom Environment Conducive to Learning (Rubric 1B.2)	Overall, the class is disorganized, student behavior is inappropriate, and students are disengaged from the lesson. There may be disrespectful interactions, inefficient routines and procedures, inappropriate student conduct, and clear signs of boredom and disengagement.	Overall, the class shows occasional disrespectful interactions, inappropriate conduct, some confused routines and procedures, and generally low levels of student engagement in the lesson.	Overall, the class shows consistently respectful interactions, largely efficient routines and procedures, generally appropriate student conduct, and some evidence of student engagement in the lesson.	Overall, the class shows a high level of engagement in the lesson, with students contributing to a classroom atmosphere with high levels of civility and respect in interactions, smooth and practiced routines and procedures, and consistently appropriate student behavior.

1B.3: What does the video indicate about the level of intellectual engagement in the class?				
Student Engagement (Rubric 1B.3)	The learning tasks/activities, materials, and resources the teacher uses require only rote responses. Very few students appear intellectually engaged.	The learning tasks and activities the teacher uses require only minimal intellectual activity by students. Most students appear to be passive or merely compliant.	The learning tasks and activities the teacher uses are designed to challenge student thinking, inviting students to make their thinking visible. Active cognitive engagement by most students is visible or audible.	Virtually all students are cognitively engaged through learning tasks and activities that require complex thinking by students. There may be evidence of some student initiation of inquiry and student contributions to the exploration of important content. Students may serve as resources for one another.
1B.4: What does the video indicate about the teacher's use of formative assessment and feedback during the lesson?				
Use of Formative Assessment and Feedback in Instruction (Rubric 1B.4)	The teacher demonstrates little or no monitoring of student learning. Feedback to students is absent or of poor quality. Students do not engage in self- or peer-assessment.	The teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning during the lesson. Feedback to students is general. Few students assess their own work or that of their peers.	The teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning during the lesson. Teacher feedback to groups of students is accurate and specific. Some students engage in self-assessment or assess work from peers.	The teacher fully integrates assessment into instruction. Questions and assessments are used regularly throughout the lesson to diagnose evidence of learning by individual students, as well as groups and the class. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress.

1C. General Lesson Reflection Rubric

1C. What does the evidence indicate about the teacher's ability to accurately evaluate the lesson, using the video and other evidence, and to suggest specific alternatives for improvement?			
Level 1	Level 2	Level 3	Level 4
<p>The teacher cannot accurately evaluate the lesson.</p> <ul style="list-style-type: none"> The teacher does not know whether the lesson was effective or if it achieved its expected instructional outcomes. <p>or</p> <ul style="list-style-type: none"> The teacher profoundly misjudges the success of a lesson. <p>The teacher has a few superficial or no meaningful suggestions for how a lesson could be improved.</p>	<p>The teacher has a partly accurate impression of the lesson's effectiveness and the extent to which instructional outcomes were met. The teacher shows limited awareness of the evidence for the relative effectiveness of instructional strategies in the lesson. The teacher makes general or surface-level suggestions about how a lesson could be improved.</p>	<p>The teacher makes an accurate assessment of the lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher offers some specific suggestions for alternative instructional strategies to improve the lesson and may reference current students in analyzing whether these approaches might be successful.</p>	<p>The teacher makes a thoughtful and accurate assessment of the lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific possible alternative approaches, and applies knowledge of students typical to that school, grade, and/or class to comment on how each might be received.</p>

RESA Task 2: Formative and Summative Assessment

Purpose

Task 2 addresses your ability to assess, analyze, and provide feedback on students' learning within the context of an entire instructional cycle. An instructional cycle provides students with learning experiences that address an integrated set of connected topics or essential questions over the course of multiple lessons. Depending on the content area and the grade level of your students, an instructional cycle may cover a span of time from about **one to four weeks**.

Overview

To complete Task 2, you will submit a description of the students and your classroom, a commentary about your instructional cycle, and an assessment plan that includes two formative assessments and one summative assessment. In addition, you will submit student responses from the same three (3) focal students for each assessment, analyze the results for the entire class for each assessment, and reflect on your analysis of student learning based on the assessment data. Self-reflection on assessment practices may provide valuable information that can be used to improve the quality of feedback a teacher provides.

Evidence Sources

All forms and additional evidence sources, such as the focal student responses, will be submitted online.

- ✓ Teaching and Learning Context Form (Form 2.1)
- ✓ Instructional Cycle Context Form (Form 2.2)
- ✓ Assessment Plan (Form 2.3)
- ✓ Focal Student Selection Rationale Form (Form 2.4)
- ✓ Three focal student responses to Formative Assessment 1 and Formative Assessment 2
- ✓ Three focal student responses to the summative assessment for the cycle
- ✓ Assessments (Form 2.5)
- ✓ Analysis of Student Progress and Feedback Form (Form 2.6)

What You Must Do

1. Choose an instructional cycle that demonstrates the following:
 - a. Important content clearly connected to the Ohio Academic Content Standards and/or national standards for subject areas that do not have Ohio Academic Content Standards, and your district curricula
 - b. Academically rigorous expectations for student learning
 - c. Formative and summative assessments of student learning of content across the instructional cycle and aligned to the learning expectations
 - d. Opportunities to provide high-quality and useful feedback to students
 - e. Opportunities for students to self-assess and set learning goals during the instructional cycle

2. Choose three focal students whose achievement you will track throughout the instructional cycle.
 - a. If you have a student participating in this instructional cycle who requires modifications to access the content (i.e., language, IEP, or 504), one of the focal students **must** come from this group.
 - b. Choose students who will likely represent the range of achievement across your class.
 - c. Consider the following when choosing your focal students: abilities, performance levels, language needs, backgrounds, and experiences.
3. Select **two formative assessments (Formative 1 and 2)** and **one summative assessment** from the instructional cycle. These assessments should provide evidence of academically rigorous expectations for student achievement on key instructional outcomes and/or standards in relation to the central focus across the instructional cycle. Assessments may require written, oral, and/or visual responses, or performances; assessments that are not written may be captured through photographs, audio clips, and video clips.
4. Collect student responses from the entire class for all three assessments. If responses are not written responses, be sure to photograph, audiotape, or videotape a sufficient number of student responses so that you will have samples to draw on for your analysis. See the technical FAQs (available on OhioRESA.com) for information on which file types are accepted.
5. Submit student responses for all three assessments for each of the three focal students you've selected. Responses for **the same three focal students must be used for each assessment**—Formative 1, Formative 2, and Summative.
6. Provide feedback as you normally would in your work with students. Submit evidence of your feedback to the three focal students for all three assessments. Evidence of feedback may be submitted as written feedback on the student responses, **or** you may capture feedback provided in other ways (e.g., audio or video clips, rubrics).
7. Complete Forms 2.1–2.6.

Glossary

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

Formative assessment: A formal or informal assessment used to evaluate students' understanding and skills in relation to instructional outcomes, 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. Results are used to inform instruction or to make modifications and adjustments during the instructional cycle.

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.

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

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

Form 2.1: Teaching and Learning Context Form

Complete the following **Teaching and Learning Context Form** online to provide information about the students within the class.

This form is required but will not be scored. However, your responses on this form will provide critical information that will help assessors to understand and interpret the parts of the task that are scored.

Subject area and course title

Grade level(s)

How often does the class meet (e.g., daily, 3 days a week)?

How long is each class session (in minutes)?

What is the length of the course (e.g., quarterly, semester, yearlong)?

Total number of students

Number of male and female students

Ethnicities of students

English language proficiency of students

Number of students with exceptionalities	<p>Students with disabilities:</p> <p>Students who are gifted:</p> <p>Students who are English language learners:</p> <p>Students struggling with grade-level academic content but not yet identified as students with disabilities:</p>
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Total number of students in the class section who are high, middle, and low performing based on data and/or your observations of student proficiency with respect to the content area.

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Form 2.2: Instructional Cycle Context Form

This form is required but will not be scored. However, your responses on this form will provide critical information that will help assessors to understand and interpret the parts of the task that are scored.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. What is the overall focus of your instructional cycle? Include the following in your description:

- Essential question(s)
- Key content standards
- Key instructional outcomes

2. How many lessons are included in this instructional cycle?

3. When during the lesson cycle did the Formative 1, Formative 2, and Summative Assessments take place?

Form 2.3: Assessment Plan

This task is scored using Rubrics 2.1 and 2.2.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. In the chart below describe the three assessments you chose (Formative 1 and 2 and Summative).

	Student Outcomes	Assessment Descriptions
1a Formative Assessment 1:		
1b Formative Assessment 2:		
1c Summative Assessment:		

2. Explain how the instructional outcomes represent appropriately high expectations for students’ use or application of central concepts, skills, higher-order thinking, and/or problem solving in your discipline. (Rubric 2.2)

3. Explain how the set of assessments provides evidence to monitor the achievement of your students over time during the instructional cycle. Cite evidence that clearly demonstrates the connections among the selected assessments and the essential question(s), content standards, and/or instructional outcomes. (Rubric 2.1)

Form 2.4: Focal Student Selection Rationale Form

This form is required but will not be scored. However, your responses on this form will provide critical information that will help assessors to understand and interpret the parts of the task that are scored.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

Who are the three focal students you have chosen to analyze for this task?

1. Focal student 1:

1a. Grade Level:

1b. Gender:

1c. Age:

1d. Important characteristics as a learner

(e.g., abilities, performance levels, language needs, backgrounds, and experiences)

1e. Is this learner a Limited English Proficient student?

☐Yes ☐No

1f. Is this learner a student with an IEP/504 plan?

☐Yes ☐No

2. Focal student 2:

2a. Grade Level:

2b. Gender:

2c. Age:

2d. Important characteristics as a learner

(e.g., abilities, performance levels, language needs, backgrounds, and experiences)

2e. Is this learner a Limited English Proficient student?

☐Yes ☐No

2f. Is this learner a student with an IEP/504 plan?

☐Yes ☐No

3. Focal student 3:

3a. Grade Level:

3b. Gender:

3c. Age:

3d. Important characteristics as a learner

(e.g., abilities, performance levels, language needs, backgrounds, and experiences)

3e. Is this learner a Limited English Proficient student?

☐Yes ☐No

3f. Is this learner a student with an IEP/504 plan?

☐Yes ☐No

Form 2.5: Assessments

This form is scored using [Rubrics 2.3 and 2.4](#). Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. Identify the assessment criteria used to assess student responses.

Formative Assessment 1

Formative Assessment 2

Summative Assessment

2. Analyze student learning across the whole class. Explain where the students succeeded and struggled in relation to the objectives/standards and your assessment criteria. Draw evidence from the three focal student responses to support your analysis. Indicate how the results of this assessment were used to inform or modify the instruction that followed it. Note that it is possible for assessment results to confirm students' desired progress toward the learning outcomes. (Rubrics 2.3 and 2.4)

Formative Assessment 1

Formative Assessment 2

Summative Assessment

Form 2.6: Analysis of Student Progress and Feedback Form

This form is scored using [Rubrics 2.4 and 2.5](#).

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. Analysis of Student Progress

Analyze the progress toward the instructional outcomes for **each** of the three focal students across **all three assessments**. Discuss how the student learning data from the formative assessments relate to the student learning data on the summative assessment. Cite evidence from the focal student responses to support your claims. ([Rubric 2.4](#))

2. Student Feedback

Identify the submitted materials (e.g., video clips, audio clips, photographs) that provide evidence of your feedback to students. Analyze how your feedback addresses student learning and provides opportunities for student self-assessment in relation to the instructional outcomes. Draw evidence from the appropriate student responses to support your response. ([Rubric 2.5](#))

Task 2 Rubrics

2.1: Rubric for Selecting Assessments to Monitor Student Learning

2.1: How does the set of assessments provide evidence to monitor the achievement of students across the instructional cycle?			
Level 1	Level 2	Level 3	Level 4
The assessment plan provides little to no evidence to monitor student achievement across the instructional cycle, or the set of assessments is not aligned to the essential question(s), instructional outcomes, and/or content standards.	The assessment plan provides limited evidence to monitor student achievement across the instructional cycle in relation to the essential question(s), instructional outcomes, and/or content standards.	The assessment plan provides consistent evidence to monitor student achievement across the instructional cycle in relation to the essential question(s), instructional outcomes, and/or content standards.	The assessment plan provides consistent evidence to monitor student achievement across the instructional cycle in relation to the essential questions, instructional outcomes, and/or standards, and the teacher cites specific evidence from the assessment plan that clearly demonstrates relationships among all three assessments to the essential question(s), instructional outcomes, and/or content standards.

2.2: Rubric for Designing Assessments Aligned to Academically Rigorous Learning Expectations

2.2: How are the assessments aligned to academically rigorous instructional outcomes, including central concepts, skills, higher-order thinking, and problem solving in the discipline?

Level 1	Level 2	Level 3	Level 4
The assessments primarily focus on student recall of facts or skills with little connection to the central concepts of the discipline, or evidence of conceptual understanding, higher-order thinking, or problem solving.	The assessments focus on student understanding of central concepts or skills of the discipline, with some evidence of higher-order thinking or problem solving.	The assessments focus on student understanding of central concepts and skills of the discipline with evidence of higher-order thinking and problem solving.	The assessments focus on student understanding of central concepts and skills of the discipline with consistent evidence of higher-order thinking and problem solving. The assessments require students to explain their thinking.

2.3: Rubric for Using Formative Assessments to Modify Instruction

2.3: How were the results of the formative assessments used to inform subsequent instruction in the instructional cycle?

Level 1	Level 2	Level 3	Level 4
Teacher does not connect assessment results with instructional decisions. Teacher describes instructional strategies that have little to no relationship to the results of the formative assessments, or teacher describes instructional strategies that have little to no relationship to instructional outcomes and/or standards	Teacher makes only very general connections between assessment results and instructional decisions. Teacher describes instructional strategies that address the needs of the whole class and are generally related to the results of the formative assessments and instructional outcomes.	Teacher connects assessment results with instructional decisions, including, when appropriate, assessment results that indicate that no change in instructional strategy is necessary. Teacher describes instructional strategies that address the needs of the whole class and subgroups and that are directly related to the results of the formative assessments and instructional outcomes.	Teacher connects assessment results with instructional decisions, explaining specifically how the assessments led to particular instructional strategies for individuals, groups, and the whole class. Teacher describes instructional strategies that address the needs of the whole class, subgroups, and individuals and that are directly related to the results of the formative assessments and instructional outcomes.

2.4: Rubric for Analyzing Student Data to Monitor Achievement

2.4: How does the teacher use student data to analyze the achievement of the three focal students and the class?

Level 1	Level 2	Level 3	Level 4
Analysis is inaccurate or fails to identify apparent trends in student performance. Analysis draws inappropriate inferences based on obvious results in student performance and is superficially supported by evidence from the student responses. Analysis fails to align student results with intended learning outcomes.	Analysis is concentrated narrowly on the outcomes of the focal students and the progress toward intended learning outcomes. Analysis either does not generalize to the broader group, or inappropriately generalizes without supporting evidence from the results of the broader group.	Analysis uses examples from multiple assessments that support accurate conclusions about the learning outcomes for the focal students in relation to the intended learning outcomes. Generalizations to learning outcomes for the broader group of students are supported with evidence across the set of assessments, but the group and focal student outcomes may not be connected.	Analysis uses detailed examples to delineate the successes and struggles for the focal students in relation to the learning outcomes. Generalizations about student learning outcomes include connections between the examples from the focal students and the outcomes for the broader group of students to thoroughly explain student achievement over time based on the assessment results and intended learning outcomes.

2.5 Rubric for Providing Quality Feedback to Students

2.5: How does feedback address student learning and provide opportunities for student self-assessment?

Level 1	Level 2	Level 3	Level 4
Feedback is focused on surface-level features of student performance. or Feedback addresses criteria unrelated to the instructional outcomes.	Feedback identifies general strengths and weaknesses in relation to the instructional outcomes. Students have no opportunity to engage in meaningful self-assessment.	Feedback is targeted and identifies specific strengths and weaknesses in relation to the instructional outcomes. Students have an opportunity to self-assess, identify strategies for improvement, or set learning goals.	Feedback is targeted and identifies specific strengths and provides recommendations for improvement in relation to the instructional outcomes. Students have multiple opportunities to self-assess, identify strategies for improvement, and/or set learning goals.

RESA Task 3: Lesson Cycle #2

Purpose

In Task 3, as in Task 1, you will be asked to demonstrate how you plan and implement a single lesson focused on important content to facilitate achievement of instructional outcomes for diverse groups of students. Task 3 includes the same form submissions as Task 1, but with a different lesson.

*Note: You **must** choose a different lesson for Task 3 than you chose for Task 1.*

Overview

In this task, you will assemble another portfolio of evidence that demonstrates your work with students in the context of a single lesson. You will submit a description of the students and your classroom, a lesson overview, a videotape of that lesson identifying specific segments for assessors to watch, a commentary on that videotape, all instructional evidence associated with the lesson, and an analysis of the entire lesson. Self-reflection on instructional practice and using instructional evidence is an essential component to ongoing professional development and growth, so this task is meant to ensure that this vital activity is a regular part of your teaching.

Evidence Sources

All forms, instructional evidence, and video segment(s) will be submitted online.

- ✓ Teaching and Learning Context Form (Form 3.1)
- ✓ Lesson Overview and Commentary Form (Form 3.2)
- ✓ Up to 10 pages of instructional evidence that students interacted with during the lesson (see directions, Form 3.2)
- ✓ Instructional Strategies Overview Form (Form 3.3)
- ✓ Video Overview Form (Form 3.4)
- ✓ Video segment(s)
- ✓ Overall Lesson Analysis Form (Form 3.5)

Note: The questions on each of the required forms for this task will help you to understand the kind of lesson you must select in order to demonstrate your practice and comment on it appropriately. Therefore, we recommend that you review the forms before selecting a lesson to submit. You will not submit a lesson plan; all lesson information will be provided through the forms, instructional evidence, and video segments.

What You Must Do

1. Choose a lesson that allows you to demonstrate all of the following:
 - a. Important content clearly connected to the Ohio Academic Content Standards and/or national standards for subject areas that do not have Ohio Academic Content Standards, and your district curricula
 - b. Academically rigorous expectations for student learning
 - c. Explanation of content

- d. Direct engagement with students during the lesson, allowing you to demonstrate questioning strategies and other varied instructional strategies and materials differentiated as appropriate for student needs
 - e. The way(s) you use formative assessment strategies as part of the instructional process
 - f. Your provision of a classroom environment conducive to learning—for example, positive interactions, academic rigor, and efficient management of learning activities, students, and materials
2. Record the lesson. Refer to the Video Reference Guide in Appendix E for details on recording lesson videos.
 3. Collect all of your instructional evidence for this lesson and convert the related digital files into acceptable formats as required (see the technical FAQs, available on OhioRESA.com, for information on which file types are acceptable). Form 3.3 and the RESA Instructional Evidence Reference Guide in Appendix F provide more information about instructional evidence.
 4. Complete Forms 3.1–3.5 online.

Glossary

Academic language: The accurate and appropriate terminology and vocabulary for a discipline 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 your discipline.

Differentiated: Instruction is differentiated when it accounts for the various learning styles of students and uses different strategies as a result.

Formative assessment: A formal or informal assessment used to evaluate students' understanding and skills in relation to instructional outcomes, 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. Results are used to inform instruction or to make modifications and adjustments during the instructional cycle.

Instructional evidence: Instructional materials, student assignments, and other kinds of teaching materials that are used in your teaching. (See Appendix F for guidelines on selecting appropriate instructional evidence.)

Instructional outcomes: The objectives of the lesson that reflect desired student learning.

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

Form 3.1: Teaching and Learning Context Form

Complete the following **Teaching and Learning Context Form** online to provide information about the students within the class.

This form is required but will not be scored. However, your responses on this form will provide critical information that will help assessors to understand and interpret the parts of the task that are scored.

Subject area and course title

Grade level(s)

How often does the class meet (e.g., daily, 3 days a week)?

How long is each class session (in minutes)?

What is the length of the course (e.g., quarterly, semester, yearlong)?

Total number of students

Number of male and female students

Ethnicities of students

English language proficiency of students

Number of students with exceptionalities	<p>Students with disabilities:</p> <p>Students who are gifted:</p> <p>Students who are English language learners:</p> <p>Students struggling with grade-level academic content but not yet identified as students with disabilities:</p>
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Total number of students in the class section who are high, middle, and low performing based on data and/or your observations of student proficiency with respect to the content area.

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Form 3.2: Lesson Overview and Commentary Form

Complete the following **Lesson Overview and Commentary Form** online to provide information about the instructional outcomes and overall structure of the lesson you selected for this task. This lesson overview must describe the lesson you captured in the video. This form will be scored using **Rubrics 1A.1–1A.3**.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. Describe the content focus of the selected lesson and analyze its importance in the overall context of the content area. (Rubric 1A.2)

2. Describe the instructional outcomes and analyze how they are connected to the Ohio Academic Content Standards or relevant national standards if the Ohio Academic Content Standards do not apply. (Rubric 1A.1)

3. Describe the prior knowledge and skills (including language skills) students need in order to achieve these instructional outcomes. (Rubric 1A.2)

4. Describe how the lesson addresses the range of student understandings (what they know, are struggling with, and are working on) among the subgroups you have indicated in the **Teaching and Learning Context Form**. Analyze how the different levels of understanding are addressed in your plan to help students achieve the desired instructional outcomes of this lesson. (Rubric 1A.3)

Form 3.3: Instructional Strategies Overview Form

Complete the following **Instructional Strategies Overview Form** online to provide information about the instructional strategies you used in the lesson you selected for this task. This form will be scored using **Rubrics 1A.4–1A.6**.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. Describe the sequence of instructional strategies. **(Not scored)**

2. Analyze how your selected instructional strategies and learning activities connect to the instructional outcomes for this lesson and support the range of student understandings and varied learning needs of students in this class. **(Rubric 1A.4)**

3. Describe your plan for formative assessment during the lesson, including assessment of your students' attainment of the instructional outcomes and modifications to instruction, if necessary. **(Rubric 1A.5)**

4. The following question asks you to reflect on what actually took place in the lesson. What, specifically, in the video segment(s) demonstrates a method of formative assessment you used in this lesson? **(Rubric 1A.5)**

Instructional Evidence

Submit at least one (1) and no more than ten (10) pages of instructional evidence that students interacted with during the lesson to illustrate your teaching of this lesson. Note that instructional evidence in this case includes the assignment, activity, etc., that a student interacted with or responded to during the lesson; you should not submit student work as instructional evidence. (Rubric 1A.6)

- ✓ You will be submitting evidence online, so, if the evidence is **not** a text-based document (a manipulative, for example), you will need to take a picture of the evidence and scan or convert it to an acceptable file format. See the technical FAQs (available at OhioRESA.com) for information on which file types are accepted.
- ✓ If one or more of your instructional strategies involved an activity that does not have tangible evidence to submit, use the fields provided online to briefly and specifically analyze that activity and its place in the lesson (each description will count as one page).

Form 3.4: Video Overview Form

Complete the following **Video Overview Form** online. Submit a video of the entire lesson. A full lesson video can be uploaded to the submission system. You may identify one or two segments from the lesson video. Each segment must be at least 2 minutes in length, and the segments included cannot be more than 15 minutes in length.

This form is required but will not be scored. However, your responses on this form will provide critical information that will help assessors to understand and interpret the parts of the task that are scored.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. Describe anything that happened in your classroom just prior to the videotaped 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.)

2. What aspect of the content focus of this lesson is illustrated in the video segment(s)? Why is this segment important?

Video Observation

Your video of this lesson will be scored using **Rubrics 1B.1–1B.4**.

Form 3.5: Overall Lesson Analysis Form

Complete the following **Overall Lesson Analysis Form** online. This form will be scored using **Rubric 1C**.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. Overall, how successful was this lesson in relation to the instructional outcomes stated in your lesson overview? Be specific in your answer, and explain what evidence (student behaviors, responses) supports your answer.

2. Which of your selected instructional strategies for this lesson was/were most successful in supporting the range of student understandings and varied learning needs of students in this class?

3. Which instructional strategies would you change in re-teaching this lesson, and why?

Task 3 Rubrics

The rubrics used in Task 3 are identical to those used in Task 1 (and are labeled the same as they are in Task 1).

1A. Rubric for the Lesson Plan and Commentary

1A.1: What does the evidence indicate about the quality of the teacher's stated outcomes for student learning?				
	Level 1	Level 2	Level 3	Level 4
Instructional Outcomes (Rubric 1A.1)	<p>The instructional outcomes indicate most or all of the following:</p> <ul style="list-style-type: none"> • low expectations for students • lack of academic rigor in the discipline • lack of connection to school and district curriculum priorities or state academic content standards • no differentiation for students 	<p>Instructional outcomes indicate most or all of the following:</p> <ul style="list-style-type: none"> • moderate expectations and rigor in the discipline • partial connection to school and district curriculum priorities and state academic content standards • no differentiation for students 	<p>Most instructional outcomes indicate most or all of the following:</p> <ul style="list-style-type: none"> • high expectations and levels of academic rigor • connection to school and district curriculum priorities and state academic content standards • differentiation, if needed, for different groups of students 	<p>All instructional outcomes indicate most or all of the following:</p> <ul style="list-style-type: none"> • high expectations and a demand for academic rigor for all students • full alignment with school and district curriculum priorities and state academic content standards • differentiation, as appropriate, for individual students
1A.2: What does the evidence indicate about the depth of the teacher's knowledge of the content?				
Knowledge of Content and Pedagogy (Rubric 1A.2)	<p>The teacher displays most or all of the following:</p> <ul style="list-style-type: none"> • little depth of content knowledge • little understanding of prerequisite knowledge important to student learning of the content • little or no understanding of the range of pedagogical approaches suitable to student learning of the content 	<p>The teacher displays most or all of the following:</p> <ul style="list-style-type: none"> • familiarity with the important concepts in the discipline but little to no knowledge of how these concepts are related to one another • some awareness of prerequisite knowledge important to student learning of the content • a limited range of pedagogical approaches to the discipline or to the students 	<p>The teacher displays most or all of the following:</p> <ul style="list-style-type: none"> • accurate understanding of important concepts in the discipline and how these relate to one another • accurate understanding of prerequisite relationships among topics • familiarity with a wide range of effective pedagogical approaches in the subject 	<p>The teacher displays most or all of the following:</p> <ul style="list-style-type: none"> • extensive knowledge of the important concepts in the discipline and how these relate to one another • understanding of prerequisite relationships among topics and concepts and necessary cognitive structures that ensure student understanding • familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions

1A.3: What does the evidence indicate about the teacher’s understanding of the students’ knowledge and skills, special needs, interests, and cultural heritage?				
Knowledge of Students (Rubric 1A.3)	The teacher displays minimal or inaccurate knowledge of the students’ knowledge, skills, special needs, interests, and cultural heritages.	The teacher displays limited but mostly accurate knowledge of the overall class’s knowledge, skills, special needs, interests, and cultural heritages, and applies this knowledge to plan instruction for the class as a whole.	The teacher displays accurate knowledge of the knowledge, skills, special needs, interests, and cultural heritages of the whole class and specific subgroups of students, and applies this knowledge to differentiate instruction for some subgroups in the class.	The teacher displays accurate and detailed knowledge about the knowledge, skills, special needs, interests, and cultural heritages of individuals and subgroups of students, and uses this knowledge to consistently differentiate instruction for individuals and subgroups in the class.
1A.4: What does the evidence indicate about the quality of learning activities planned by the teacher?				
Learning Activities (Rubric 1A.4)	<p>Most or all of the instructional strategies and learning activities have most or all of the following characteristics:</p> <ul style="list-style-type: none"> poorly aligned with the instructional outcomes limited cognitive challenge to engage students in active intellectual activity not supported by selected resources, including technology 	<p>Most or all of the instructional strategies and learning activities have most or all of the following characteristics:</p> <ul style="list-style-type: none"> partially aligned with the instructional outcomes moderate cognitive challenge not differentiated for different students partially supported by selected resources, including technology 	<p>Most or all of the instructional strategies and learning activities have most or all of the following characteristics:</p> <ul style="list-style-type: none"> aligned with the instructional outcomes significant cognitive challenge differentiated for different groups of students supported by selected resources, including technology 	<p>All of the instructional strategies and learning activities have most or all of the following characteristics:</p> <ul style="list-style-type: none"> aligned to instructional outcomes designed to engage students in high-level cognitive activity differentiated, as needed, for individual learners fully supported by the selected resources, including technology
1A.5: What does the evidence indicate about the teacher’s plan for using assessments to evaluate instructional outcomes?				
Design of Formative Assessments (Rubric 1A.5)	The teacher has no plan to incorporate formative assessment in the lesson or articulates a plan that does not address the stated instructional outcomes.	The teacher’s plan for using formative assessment is general, and addresses only some of the stated instructional outcomes.	The teacher’s plan for using formative assessment is detailed and includes particular approaches to be used in assessing most instructional outcomes.	The teacher’s plan for using formative assessment includes assessment strategies that evaluate all instructional outcomes and student as well as teacher use of the assessment information.

1A.6: What does the evidence indicate about the quality of the materials and tasks for student use?				
Learning Task or Instructional Evidence (Rubric 1A.6)	<p>The instructional evidence is minimally or not aligned with instructional activities and instructional outcomes.</p> <p>Instructional activities and outcomes require students only to recall information.</p>	<p>The instructional evidence is partially aligned with instructional activities and instructional outcomes.</p> <p>Instructional activities and outcomes primarily require students to recall information, but include some indication that students must comprehend and explain that information as well.</p>	<p>The instructional evidence is mostly aligned with instructional activities and instructional outcomes.</p> <p>Instructional activities and outcomes require students to go beyond recalling information, asking them to analyze it or apply it in other contexts.</p>	<p>The instructional evidence is well aligned with instructional activities and instructional outcomes, which work to deepen student understanding.</p> <p>Instructional activities and outcomes require students to evaluate quality, synthesize information from multiple sources, draw conclusions, make generalizations, and/or produce arguments.</p>

1B. Rubric for the Lesson Segment and Commentary

1B.1: What does the video demonstrate about the teacher's command of academic language in explaining content, the clarity of the teacher's explanations, and the teacher's connections of content with students' knowledge and experience?				
	Level 1	Level 2	Level 3	Level 4
Explanation of Content (Rubric 1B.1)	The teacher's explanation of the content contains major errors and imprecise academic language. There is no attempt to connect with students' knowledge and experience.	The teacher's explanation of the 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 with students' knowledge and experience.	The teacher's explanation of content is appropriately scaffolded, accurate, and uses correct academic language. The explanation consistently connects with students' knowledge and experience.	The teacher's explanation of content is accurate, thorough, and clear, developing conceptual understanding through clear scaffolding and connecting with students' knowledge and experience. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.
1B.2: What does the video indicate about the classroom environment, related to the following?				
<ul style="list-style-type: none"> • Respectful interactions • Efficient routines and procedures • Appropriate student behavior • Energy students devote to learning 				
Classroom Environment Conducive to Learning (Rubric 1B.2)	Overall, the class is disorganized, student behavior is inappropriate, and students are disengaged from the lesson. There may be disrespectful interactions, inefficient routines and procedures, inappropriate student conduct, and clear signs of boredom and disengagement.	Overall, the class shows occasional disrespectful interactions, inappropriate conduct, some confused routines and procedures, and generally low levels of student engagement in the lesson.	Overall, the class shows consistently respectful interactions, largely efficient routines and procedures, generally appropriate student conduct, and some evidence of student engagement in the lesson.	Overall, the class shows a high level of engagement in the lesson, with students contributing to a classroom atmosphere with high levels of civility and respect in interactions, smooth and practiced routines and procedures, and consistently appropriate student behavior.

1B.3: What does the video indicate about the level of intellectual engagement in the class?				
Student Engagement (Rubric 1B.3)	The learning tasks/activities, materials, and resources the teacher uses require only rote responses. Very few students appear intellectually engaged.	The learning tasks and activities the teacher uses require only minimal intellectual activity by students. Most students appear to be passive or merely compliant.	The learning tasks and activities the teacher uses are designed to challenge student thinking, inviting students to make their thinking visible. Active cognitive engagement by most students is visible or audible.	Virtually all students are cognitively engaged through learning tasks and activities that require complex thinking by students. There may be evidence of some student initiation of inquiry and student contributions to the exploration of important content. Students may serve as resources for one another.
1B.4: What does the video indicate about the teacher's use of formative assessment and feedback during the lesson?				
Use of Formative Assessment and Feedback in Instruction (Rubric 1B.4)	The teacher demonstrates little or no monitoring of student learning. Feedback to students is absent or of poor quality. Students do not engage in self- or peer-assessment.	The teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning during the lesson. Feedback to students is general. Few students assess their own work or that of their peers.	The teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning during the lesson. Teacher feedback to groups of students is accurate and specific. Some students engage in self-assessment or assess work from peers.	The teacher fully integrates assessment into instruction. Questions and assessments are used regularly throughout the lesson to diagnose evidence of learning by individual students, as well as groups and the class. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress.

1C. General Lesson Reflection Rubric

1C. What does the evidence indicate about the teacher's ability to accurately evaluate the lesson, using the video and other evidence, and to suggest specific alternatives for improvement?			
Level 1	Level 2	Level 3	Level 4
<p>The teacher cannot accurately evaluate the lesson.</p> <ul style="list-style-type: none"> The teacher does not know whether the lesson was effective or if it achieved its expected instructional outcomes. <p>or</p> <ul style="list-style-type: none"> The teacher profoundly misjudges the success of a lesson. <p>The teacher has a few superficial or no meaningful suggestions for how a lesson could be improved.</p>	<p>The teacher has a partly accurate impression of the lesson's effectiveness and the extent to which instructional outcomes were met. The teacher shows limited awareness of the evidence for the relative effectiveness of instructional strategies in the lesson. The teacher makes general or surface-level suggestions about how a lesson could be improved.</p>	<p>The teacher makes an accurate assessment of the lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher offers some specific suggestions for alternative instructional strategies to improve the lesson and may reference current students in analyzing whether these approaches might be successful.</p>	<p>The teacher makes a thoughtful and accurate assessment of the lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific possible alternative approaches, and applies knowledge of students typical to that school, grade, and/or class to comment on how each might be received.</p>

RESA Task 4: Communication and Professional Growth

Purpose

In Task 4, you will be asked to demonstrate how you fulfill professional responsibilities in the areas of communication, collaboration, and professional growth.

Overview

In this task you will choose examples of your practice that illustrate your approach to three areas of professional responsibility: communication with parents or caregivers, communication and collaboration with colleagues, and purposeful development of your own professional growth.

Evidence Sources

All forms and examples will be submitted online.

- ✓ Two (2) examples of your communication with parents or other caregivers (select two examples from four options; see Form 4.1 for details)
- ✓ Rationale for Communication with Parents and Caregivers Form (Form 4.1)
- ✓ One (1) example of your communication and collaboration with colleagues (select one example from three options; see Form 4.2 for details)
- ✓ One (1) example of a collaboration you initiated, with your contributions (see Form 4.2 for details)
- ✓ Rationale for Professional Collaboration Form (Form 4.2)
- ✓ An analysis of one (1) professional development experience (Form 4.3)

*Note: These examples may be the actual written communication, an audio recording, **or** a brief narrative description of a telephone or other interpersonal communication, with date and specific occasion noted. You must ask for and receive permission from all parties participating in a phone call before recording and submitting the call.*

When submitting authentic evidence sources, be sure to remove the real names of parents or students from communications.

What You Must Do

1. Review all of your communications with parents and caregivers from the start of the school year until the present time, and then select and submit two (2) examples that best reflect clarity in communication, appropriateness for the audience, and a professional tone. Your examples must represent **two** of the four communication options listed below.
 - a. How you communicate about instruction with a group of parents or caregivers (Example A)
 - b. How you communicate about individual students with their parents or caregivers (Example B)

- c. How you respond to an inquiry or concern initiated by a parent or caregiver (Example C)
- 2. How you tailor your communications for particular characteristics of the community in which you teach (Example D)
- 3. Complete Form 4.1.
- 4. Select and submit **two** examples of your collaboration with colleagues.
 - a. Choose one (1) example from the three (3) types of collaboration below.
 - i. Collaboration with colleagues to make a substantial contribution to the change or improvement of some specific aspect of your teaching practice (Example E)
 - ii. Collaboration with colleagues in specialized support services to make a substantial contribution to the creation of richer learning opportunities for students (Example F)
 - iii. Collaboration with an individual or an agency from your local community to substantially enhance your teaching practice and/or to directly support student learning (Example G)
 - b. Choose one (1) example of your collaboration with colleagues that best represents your initiative in seeking out opportunities to collaborate, and your contributions to those collaborations.
- 5. Complete Form 4.2.
- 6. Consider all of the professional development activities you have engaged in over the past two academic school years, both formal (such as classes and workshops) and informal (such as professional learning community sessions, collaboration over time with a colleague, and action research you have devised and pursued). Choose one (1) activity that had a significant impact on your growth as a professional. You will be asked to explain how this engagement changed your practice and your view of yourself as an educator.
- 7. Complete Form 4.3.

Glossary

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.

Form 4.1: Rationale for Communication with Parents and Caregivers Form

Complete only the sections of this form relevant to the examples that you selected. You must submit two (2) examples from A–D that reflect **your communication with parents and caregivers**. This form, and the examples that you submit, will be scored using **Rubrics 4A.1 and 4A.2**.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

Example A: Communication with parents and caregivers about the instructional program

1. What was the occasion for this communication? (for example, beginning of school)

2. What did you want to accomplish with this communication? Do you believe it accomplished this goal? Why or why not?

3. Why did you select this communication as an exemplar of the way you communicate with parents or caregivers about the instructional program?

Example B: Communication with parents and caregivers about individual students

1. What was the occasion for this communication?

2. What did you want to accomplish with this communication? Do you believe it accomplished this goal? Why or why not?

3. Why did you select this communication as an exemplar of the way you communicate with parents or caregivers about individual students?

4. Did the parents or caregivers respond to this communication? If so, how? If not, what did you do to follow up?

Example C: Response to parental or caregiver concerns or inquiries

1. What was the concern or inquiry from a parent or caregiver that prompted this communication?

2. What did you want to accomplish with this communication? Do you believe it accomplished this goal? Why or why not?

3. Why did you select this communication as an exemplar of the way you respond to concerns or inquiries expressed by parents or caregivers?

4. Did the parents or caregivers respond to this communication? If so, did it resolve the concern or inquiry? If not, what did you do to follow up?

Example D: Tailoring communications to a specific community

1. What was the occasion for this communication?

2. What are the essential characteristics you have identified as important to keep in mind when you communicate with parents and caregivers in this particular community?

3. How does this communication show your awareness of and responsiveness to these particular characteristics, which may include but are not limited to cultural and linguistic diversity?

Form 4.2: Rationale for Professional Collaboration Form

Complete only the sections of this form for the examples that you selected. You must submit one (1) example from E–G and one (1) of your choosing that reflect **your collaboration with colleagues**. This form, and the examples you submit, will be scored using **Rubrics 4B.1 and 4B.2**.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

Example E

1. What example have you chosen to demonstrate the way(s) in which you have collaborated and communicated with your colleagues to make a substantial contribution to the change or improvement of some specific aspect of your teaching practice?

2. Why did you choose this particular example?

3. How, specifically, did this collaboration improve or change your practice?

Example F

1. What example have you chosen to demonstrate the way(s) in which you have collaborated with your colleagues in specialized support services to make a substantial contribution to the creation of richer learning opportunities for students?

2. Why did you choose this particular example?

3. How, specifically, did this collaboration improve your teaching practice?

Example G

1. What example have you chosen to demonstrate the way(s) in which you have collaborated with some individual or an agency from your local community to substantially enhance your teaching practice and/or directly support student learning?

2. Why did you choose this particular example?

3. Why did you choose to collaborate with this particular person or agency?

4. How, specifically, did this collaboration improve your teaching practice and/or directly support student learning?

Example of your choosing

1. What example have you chosen to demonstrate your initiative in seeking out opportunities to collaborate with colleagues, and your contributions to those collaborations?

2. Explain how this example shows initiative.

3. Briefly analyze your contribution(s) to the collaboration.

Form 4.3: Professional Development and Professional Growth Form

Select one example of a meaningful professional growth experience and answer the questions below. This form will be scored using **Rubric 4C**.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. Describe the example you chose.

2. Why did you choose this example to demonstrate significant impact on your growth as a professional?

3. How has this opportunity or experience strengthened your work with students?

Task 4 Rubrics

4A. Rubric for Communicating with Families

4A.1: Does the teacher communicate clearly with parents and caregivers and invite their follow up to any communication?				
	Level 1	Level 2	Level 3	Level 4
Quality and Clarity of Information (4A.1)	The information that the teacher provides to parents or caregivers is confusing and does not convey how parents and caregivers can follow up for more information if necessary.	The information provided to parents or caregivers is imprecise or vague and does not help parents and caregivers know how to follow up if necessary.	The information provided to parents or caregivers is clear and sufficient for informing the intended audience. The communication provides directions for how parents and caregivers can follow up with the teacher.	The information provided to parents and caregivers is clear, comprehensive, and actionable. There are clear invitations for parents and caregivers to follow up with the teacher when appropriate.
4A.2: Are the teacher's communications with parents and caregivers respectful, clearly addressing concerns and encouraging families to engage in the life of the school?				
Professionalism and Tone (4A.2)	The tone of the communications is inappropriate or insensitive. It conveys negativity about students, the classroom, instruction, or the school. It does not encourage family engagement in the life of the school.	The tone of communications with parents and caregivers about students, the classroom, instruction, or the school is neutral. The communication does not adequately address the concerns and needs of parents and caregivers, and does not encourage family engagement in the life of the school.	The tone of communications with parents and caregivers is appropriate, professional, and positive. The communication addresses some concerns and needs of parents and caregivers. It offers some opportunity for family engagement in the life of the school.	The tone of communications with parents and caregivers is highly professional, is responsive to concerns and needs, and encourages family engagement in the life of the school.

4B. Rubric for Collaborating with Colleagues

4B.1: What is the extent of the teacher's participation and initiative in collaborative activities with colleagues?				
	Level 1	Level 2	Level 3	Level 4
Commitment and Initiative (4B.1)	The teacher demonstrates, through the examples selected and the explanations given, neither initiative to collaborate nor substantial contributions to outcomes for students from professional collaboration.	The teacher demonstrates, through the examples selected and the explanations given, some initiative to collaborate or minimal contributions to outcomes for students from professional collaboration.	The teacher demonstrates, through the examples selected and the explanations given, initiative in professional collaboration and substantial contributions to outcomes for students from professional collaboration.	The teacher demonstrates, through the examples selected and the explanations given, that he or she takes a leadership role in professional collaboration and actively contributes to collaborative activity that results in substantial benefits to students and teachers.
4B.2: How well is the teacher able to articulate the impact of professional collaboration on his or her teaching practice?				
Impact on Practice (4B.2)	The teacher is not able to explain the impact on teaching practice.	The teacher's explanation of the impact on practice is limited and/or vague.	The teacher's explanation of the impact on practice is clear and detailed.	The teacher explains how the collaboration can have an ongoing effect on his or her practice.

4C. Rubric for Growing and Developing Professionally

4C. What is the significance and impact on teaching practice of the professional development activities the teacher has chosen to undertake and analyze?			
Level 1	Level 2	Level 3	Level 4
<p>The teacher's analysis has most or all of the below characteristics.</p> <ul style="list-style-type: none"> • The teacher shows little evidence of awareness of the potential impact of professional development activities on teaching practice. • The professional development activities the teacher describes are trivial or unlikely to enhance knowledge and skills. • The teacher is unable to explain what has been learned from these activities. 	<p>The teacher's analysis has most or all of the below characteristics.</p> <ul style="list-style-type: none"> • The teacher shows some evidence of awareness of the value of professional development for improving teaching practice. • The professional development activities the teacher describes are limited in their ability to enhance teaching practice or student performance. • The teacher is not able to clearly explain what has been learned from these activities. 	<p>The teacher's analysis has most or all of the below characteristics.</p> <ul style="list-style-type: none"> • The teacher shows evidence of seeking out opportunities for professional development to enhance content knowledge and pedagogical skill. • The professional development activities the teacher describes represent meaningful professional learning. • The teacher can adequately explain what has been learned from these activities. 	<p>The teacher's analysis has most or all of the below characteristics.</p> <ul style="list-style-type: none"> • The teacher shows evidence of seeking out opportunities for professional development and making a systematic effort to conduct action research. • The teacher shows evidence of initiating important activities to contribute to the profession, such as leading a professional development session for other teachers. • The teacher can clearly explain what has been learned from these activities.

RESA Task 5: Reflection on Teaching Practice Based on Feedback from Students and/or Colleagues

Purpose

In this task, you will be asked to demonstrate your ability to use feedback on your teaching practice to reflect on your strengths and areas for improvement.

Overview

In this task, you will assemble feedback on your teaching practice from one of two sources. Using that feedback, you will respond to a set of prompts that require you to reflect on your teaching practice. You will submit a set of written responses to the prompts. This task is not scored against a rubric but will be scored as complete or incomplete. In order to successfully pass the RESA, you must complete the evidence submission and respond to the prompts by reflecting upon your teaching practice and demonstrating your ability to understand, analyze, and apply feedback received from others.

Evidence Sources

- ✓ Teaching and Learning Context Form (Form 5.1)
- ✓ Reflection on Practice and Feedback Form (Form 5.2)

Successful completion of this task requires you to analyze one of two possible sources: a student perception survey or colleague feedback. Those teachers whose students are able to complete the survey (guidelines are below) will be required to use the survey, while those teachers whose students are not able to complete the survey should instead use feedback from a colleague. The individual report of survey results will be sent **only** to the teacher whose students responded to the survey, in an effort to encourage teachers to reflect openly and honestly.

In order to complete the student perception survey option of this task, you must have at least 5 students who are considered able to complete the survey. Read the directions for this task carefully and determine whether or not your students are able to complete the student perception survey. This will depend on whether or not you think they are capable of making judgments independently. Feel free to discuss this with your facilitator.

If you do not have at least 5 students who are able to complete the survey, complete this task by following the directions below for teachers whose students **are not able** to complete a student perception survey. If there are any additional questions about the requirements for participating in the survey, teachers should visit the project website, www.TripodProject.org/ODE, for further information and support.

What You Must Do

For teachers whose students **are able** to complete a student perception survey:

1. Select one class that you teach or one group of at least 5 students to whom you provide support services to be surveyed. If you are in a co-teaching arrangement, this class should be one in which you play a leading role or teach equally as often as your co-teacher. If you are selecting a class, note that it is preferable that it have a minimum of 15 students enrolled in it, and can enroll no fewer than 5 students for valid survey results.
2. When you register with OhioRESA.com, you will identify the class period and approximate number of students who will complete the survey. This must be completed by **December 1, 2013**.
3. Coordinate with your program mentor to find a time to administer the survey between **January 13 and February 14**.
4. If you teach grades K–2, you will receive an individually shipped class pack with hard copy surveys, the administration protocol, script, and a prepaid return envelope—all of which can be tracked—between **January 6 and January 10**. K–2 students will complete the survey using pen and paper. Once completed, all survey materials, used and unused, and including the class coversheets, must be shipped back to the scanning facility for processing.
5. If you teach grades 3–12, you will receive an email with PDFs attached that will include the administration protocol, script, and unique logins for each student between **January 6 and January 10**. Teachers should reserve a technology lab or laptops for the day on which they wish to administer the surveys during the designated window. Teachers will print and distribute login information to students when ready, and students will use their unique login details to complete the survey online.
6. You will receive your survey results for either paper-based or online surveys by **April 14**. (Individual survey results will not be reported to the State.) Review your results and reflect on the responses by completing the Reflection on Practice and Feedback Form (Form 5.2), which asks questions about what you learned from the feedback and how you may use the feedback to inform your practice.

Note: If you teach pre-K, your students are considered not able to complete a student perception survey; follow the directions below for information about how to complete this task.

For teachers whose students **are not able** to complete a student perception survey based on the criteria above:

1. Select a colleague (this can be, but is not required to be, your facilitator) to observe you while you teach one of your classes.
2. Have your colleague complete the Observation Response Form. This form includes questions that are aligned to the questions that students will answer on the student survey. The observer should return this form to you when it is complete. You are not required to submit this form.
3. Review the feedback you received on the Observation Response Form and complete the online Reflection on Practice and Feedback Form, which asks questions about what you learned from the feedback you received and how you may use the feedback to inform your practice.

Form 5.1: Teaching and Learning Context Form

Complete the following **Teaching and Learning Context Form** online to provide information about the students within the class.

Subject area and course title

Grade level(s)

How often does the class meet (e.g., daily, 3 days a week)?

How long is each class session (in minutes)?

What is the length of the course (e.g., quarterly, semester, yearlong)?

Total number of students

Number of male and female students

Ethnicities of students

English language proficiency of students

Number of students with exceptionalities	<p>Students with disabilities:</p> <p>Students who are gifted:</p> <p>Students who are English language learners:</p> <p>Students struggling with grade-level academic content but not yet identified as students with disabilities:</p>
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Total number of students in the class section who are high, middle, and low performing based on data and/or your observations of student proficiency with respect to the content area.

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Form 5.2: Reflection on Practice and Feedback Form

Complete the following **Reflection on Practice and Feedback Form** online.

Each response should be complete and concise. The submission system will not allow a response of more than 200 words, and if any responses exceed 200 words, you will not be able to successfully submit your work.

1. What is one area of your practice that you believe, **and your feedback source(s) agrees**, is your greatest strength? Be specific in your statements, citing specific details from the submitted feedback.

2. In this area of strength, for you, what are **three specific actions, activities, or strategies** that you use successfully and that you would advise a colleague who is struggling in this area to try? Why do you believe these actions, activities, or strategies in particular work well for you?

3. What is one area of your practice that you believe, **and your feedback source(s) agrees**, is most important to improve? Be specific in your statements, citing specific details and support from the submitted feedback.

4. In this area of improvement, for you, what are **three specific actions, activities, or practices** that you intend to try or alter in order to improve your teaching? Why do you believe trying or changing these actions, activities, or practices will work well for you?

5. What areas of the feedback were the most surprising to you? Cite one or two specific items from the submitted feedback, and describe why they surprised you.

Observation Response Form (for those not completing the survey)

Directions: Prior to the lesson observation, have your observer (either your facilitator or a colleague of your choice) familiarize him- or herself with the *Tripod 7Cs Framework* (see information about Tripod's 7Cs™ framework below). Then, your observer should complete the form that follows after observing your class and submit it to you after it is completed.

Tripod's 7Cs™ framework captures the central constructs used by the *Tripod Project*® to measure effective teaching. Each construct is supported by research in peer-reviewed publications that have appeared in education books and journals over the past several decades. Prior to observing your colleague's lesson, review and think about how you would recognize these 7 components of effective classroom instruction:

1. **Care** pertains to teacher behaviors that help students to feel emotionally safe and to rely on the teacher to be a dependable ally in the classroom. Caring reduces anxiety and provides a sense of positive affiliation and belonging. Caring goes beyond “niceness”; caring teachers work hard, and they go out of their way to help. They signal to their students, “I want you to be happy and successful, and I will work hard to serve your best interest; your success is an important source of my personal satisfaction.”
2. **Confer** concerns seeking students' points of view by asking them questions and inviting them to express themselves. When students expect that the teacher might call on them to speak in class, they have an incentive to stay alert. In addition, believing that the teacher values their points of view provides positive reinforcement for the effort that it takes to formulate a perspective in the first place.
3. **Captivate** concerns teacher behaviors that make instruction stimulating, instead of boring. Captivating teachers make the material interesting, often by making it seem relevant to things about which students already care. Brain research establishes clearly that stimulating learning experiences and relevant material make lessons easier to remember than when the experience is boring and the material seems irrelevant.
4. **Clarify** concerns teacher behaviors that promote understanding. Interactions that clear up confusion and help students persevere are especially important. Each student comes with particular gaps in understanding and with both correct and incorrect interpretations of the world around him or her. To be most effective, teachers should be able to diagnose students' skills and knowledge, and they need multiple ways of explaining ideas that are likely to be difficult for students to grasp.
5. **Consolidate** concerns how teachers help students to organize material for more effective encoding in memory and for more efficient reasoning. These practices include reviewing and summarizing material at the end of classes and connecting ideas to material covered in previous lessons. Teachers who excel at consolidation talk about the relationships between ideas and help students to see patterns.
6. **Challenge** concerns both effort and rigor—pressing students to work hard and to think hard. Challenging teachers tend to monitor student effort and to confront students if their effort is unsatisfactory. Students who do not devote enough time to their work or who give up too easily in the face of difficulty are pushed to do more. Similarly, students who do not think deeply or try to reason their way through challenging questions are both supported and pushed. The teacher may ask a series of follow-up questions intended to elicit deeper, more thorough reasoning.
7. **Control** pertains to classroom management. Teachers need skills to manage student propensities toward off-task or out-of-order behaviors, in order to foster conditions in the classroom that allow for effective communication and focus. Effective control helps to maintain order and supplements caring in making the classroom calm and emotionally safe from such things as negative peer pressures.

Using the Tripod 7Cs of Effective Teaching,¹ describe some things that you notice about teaching in this classroom. The left column provides some guidance about what you might look for during the observation. Please note that this is not an all-inclusive list, but rather is intended to serve as an indicative set of examples to help you in the observation process.

Tripod 7Cs of Effective Teaching	<i>Note: For each of the 7Cs below please briefly describe what you observed in relation to each "C" and describe at least one way the teacher could have done more in relation to each particular C during the course of the lesson you observed.</i>
For Care, you might observe, for example: <ol style="list-style-type: none"> 1. How the teacher responds when students appear to be sad or upset. 2. The rules the teacher has set for how students should support one another. 3. The words the teacher uses when providing encouragement. 4. The words the teachers uses if students misbehave. 5. The interest the teacher expresses in the students' interests. 6. The nature of comments on students' work when they do well, or not. 	What did you observe that demonstrates teaching practices related to Care ? Please describe at least one way the teacher could do more in this area.
For Confer, you might observe, for example: <ol style="list-style-type: none"> 1. Any influence that students have over aspects of how the lesson is organized. 2. If the students and teacher are effectively communicating with each other. 3. If students are encouraged to discuss their perspectives with one another. 4. If students are asked to solve problems together then discuss their findings. 5. If the teacher sincerely expresses respect for students' perspectives. 	What did you observe that demonstrates teaching practices related to Confer ? Please describe at least one way the teacher could do more in this area.

¹ Tripod 7Cs™ of Effective Teaching, copyright 2013, Tripod Project ®.

Tripod 7Cs of Effective Teaching	<p><i>Note: For each of the 7Cs below please briefly describe what you observed in relation to each "C" and describe at least one way the teacher could have done more in relation to each particular C during the course of the lesson you observed.</i></p>
<p>For Captivate, you might observe, for example:</p> <ol style="list-style-type: none"> 1. How the teacher works to make the lessons relevant to students' lives. 2. Whether the lesson is geared to be interesting even to students at low skill levels. 3. Whether the lesson seems clear and engaging. 4. Whether the teacher notices when students are not paying attention and responds appropriately to get them interested. 5. If the teacher uses a range of communication styles and methods to connect with students. 	<p>What did you observe that demonstrates teaching practices related to Captivate? Please describe at least one way the teacher could do more in this area.</p>
<p>For Clarify, you might observe, for example:</p> <ol style="list-style-type: none"> 1. If the teacher provides orderly, structured explanations when introducing new ideas. 2. If the teacher checks for understanding and responds appropriately. 3. If the teacher speaks at the right pace and communicates clearly when covering difficult topics. 4. Whether, when students do not understand something, the teacher recognizes this and effectively clears up the confusion. 5. Whether the teacher provides multiple explanations or examples for tricky concepts. 	<p>What did you observe that demonstrates teaching practices related to Clarify? Please describe at least one way the teacher could do more in this area.</p>
<p>For Consolidate, you might observe, for example:</p> <ol style="list-style-type: none"> 1. If the teacher encourages students to identify their own connections to previous lessons. 2. If the material is delivered in a manner that connects past, current, and future lessons. 3. If the teacher makes sure the lesson is summarized at the end of each class. 4. If the teacher helps students relate lessons to what they are learning in other classes. 	<p>What did you observe that demonstrates teaching practices related to Consolidate? Please describe at least one way the teacher could do more in this area.</p>

Tripod 7Cs of Effective Teaching	<p><i>Note: For each of the 7Cs below please briefly describe what you observed in relation to each "C" and describe at least one way the teacher could have done more in relation to each particular C during the course of the lesson you observed.</i></p>
<p>For Challenge, you might observe, for example:</p> <ol style="list-style-type: none"> 1. Whether the teacher knows how to encourage students when they express doubts about their own abilities. 2. If the teacher sets challenges that are hard enough, but not too hard, for each student. 3. If the teacher is able to motivate students to persist at moments when he or she sees them beginning to give up. 4. If the teacher requires students to understand, not just memorize material. 5. If, when students do well, success is recognized and celebrated. 	<p>What did you observe that demonstrates teaching practices related to Challenge? Please describe at least one way the teacher could do more in this area.</p>
<p>For Control, you might observe, for example:</p> <ol style="list-style-type: none"> 1. Whether the teacher responds appropriately if students treat one another disrespectfully. 2. How students are responded to if they speak to the teacher disrespectfully. 3. How the teacher responds when students appear to be off task—not focused on their work. 4. Whether the class is generally busy and accomplishing what needs to get done during class time. 	<p>What did you observe that demonstrates teaching practices related to Control? Please describe at least one way the teacher could do more in this area.</p>

Appendix A: Ohio Standards for the Teaching Profession

1. Teachers understand student learning and development and respect the diversity of the students they teach.
 - 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
 - 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
 - 1.3 Teachers expect that all students will achieve to their full potential.
 - 1.4 Teachers model respect for students' diverse cultures, language skills and experiences.
 - 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.
2. Teachers know and understand the content area for which they have instructional responsibility.
 - 2.1 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
 - 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
 - 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.
 - 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.
 - 2.5 Teachers connect content to relevant life experiences and career opportunities.
3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
 - 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.
 - 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
 - 3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
 - 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.
 - 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.
4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
 - 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
 - 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
 - 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.

- 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 4.7 Teachers use resources effectively, including technology, to enhance student learning.
- 5. Teachers create learning environments that promote high levels of learning and achievement for all students.
 - 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
 - 5.2 Teachers create an environment that is physically and emotionally safe.
 - 5.3 Teachers motivate students to work productively and assume responsibility for their own learning.
 - 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
 - 5.5 Teachers maintain an environment that is conducive to learning for all students.
- 6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
 - 6.1 Teachers communicate clearly and effectively.
 - 6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
 - 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.
 - 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
- 7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
 - 7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
 - 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.
 - 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Appendix B: Crosswalk of Ohio Teaching Standards, RESA Tasks, and RESA Rubrics

Ohio Teaching Standards	Tasks	Rubrics
<p>2. Teachers know and understand the content area for which they have instructional responsibility.</p> <p>2.1 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.</p> <p>2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.</p> <p>4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.</p>	<p>Task 1 – Lesson Cycle #1</p> <p>Task 3 – Lesson Cycle #2</p>	<p>1A.1: Instructional Outcomes</p> <p>1A.2: Knowledge of Content and Pedagogy</p> <p>1A.4: Learning Activities</p> <p>1B.1: Explanation of Content</p>
<p>2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.</p> <p>4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.</p> <p>4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.</p> <p>5.3 Teachers motivate students to work productively and assume responsibility for their own learning.</p> <p>5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.</p>	<p>Task 1 – Lesson Cycle #1</p> <p>Task 3 – Lesson Cycle #2</p>	<p>1A.1: Instructional Outcomes</p> <p>1A.2: Knowledge of Content and Pedagogy</p> <p>1A.4: Learning Activities</p> <p>1A.6: Learning Task or Instructional Evidence</p> <p>1B.1: Explanation of Content</p> <p>1B.3: Student Engagement</p>

Ohio Teaching Standards	Tasks	Rubrics
<p>1. Teachers understand student learning and development and respect the diversity of the students they teach.</p> <p>1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.</p> <p>1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of students.</p> <p>1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention.</p> <p>2.5 Teachers connect content to relevant life experiences and career opportunities.</p> <p>4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.</p> <p>4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.</p>	<p>Task 1 – Lesson Cycle #1</p> <p>Task 2 – Formative and Summative Assessment</p> <p>Task 3 – Lesson Cycle #2</p>	<p>1A.3: Knowledge of Students</p> <p>1A.4: Learning Activities</p> <p>1B.4: Use of Formative Assessment and Feedback in Instruction</p> <p>2.3: Rubric for Using Formative Assessment to Modify Instruction</p> <p>2.4: Rubric for Analyzing Student Data to Monitor Achievement</p>
<p>4. Teachers plan and deliver effective instruction that advances the learning of each individual student.</p> <p>4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.</p>	<p>Task 1 – Lesson Cycle #1</p> <p>Task 3 – Lesson Cycle #2</p>	<p>1A.3: Knowledge of Students</p> <p>1A.4: Learning Activities</p>
<p>1.3 Teachers expect that all students will achieve to their full potential.</p> <p>1.4 Teachers model respect for students' diverse cultures, language, skills, and experiences.</p> <p>5. Teachers create learning environments that promote high levels of learning and achievement for all students.</p> <p>5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.</p> <p>5.2 Teachers create an environment that is physically and emotionally safe.</p> <p>5.5 Teachers maintain an environment that is conducive to learning for all students.</p>	<p>Task 1 – Lesson Cycle #1</p> <p>Task 3 – Lesson Cycle #2</p>	<p>1B.2: Classroom Environment Conducive to Learning</p>

Ohio Teaching Standards	Tasks	Rubrics
<p>2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.</p> <p>4.7 Teachers use resources effectively, including technology, to enhance student learning.</p>	<p>Task 1 – Lesson Cycle #1</p> <p>Task 3 – Lesson Cycle #2</p>	<p>1A.2: Knowledge of Content and Pedagogy</p> <p>1A.4: Learning Activities</p>
<p>3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</p> <p>3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.</p> <p>3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.</p> <p>3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.</p> <p>3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.</p>	<p>Task 2 – Formative and Summative Assessment</p>	<p>1A.5: Design of Formative Assessments</p> <p>2.1: Rubric for Selecting Assessments to Monitor Student Learning</p> <p>2.2: Rubric for Designing Assessments Aligned to Academically Rigorous Learning Expectations</p> <p>2.3: Rubric for Using Formative Assessments to Modify Instruction</p> <p>2.4: Rubric for Analyzing Student Data to Monitor Achievement</p> <p>2.5: Rubric for Providing Quality Feedback to Students</p>
<p>3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.</p> <p>6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</p> <p>6.1 Teachers communicate clearly and effectively.</p> <p>6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.</p> <p>7.1 Teachers understand, uphold, and follow professional ethics, policies and legal codes of professional conduct.</p>	<p>Task 4 – Communication and Professional Growth</p>	<p>4A.1: Quality and Clarity of Information</p> <p>4A.2: Professionalism and Tone</p> <p>4B.1: Commitment and Initiative</p>

Ohio Teaching Standards	Tasks	Rubrics
<p>6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.</p> <p>6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.</p> <p>7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</p> <p>7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.</p> <p>7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.</p>	<p>Task 4 – Communication and Professional Growth</p>	<p>4B.1: Commitment and Initiative 4B.2: Impact on Practice 4C. Rubric for Growing and Developing Professionally</p>

Appendix C: Recommendations for Task and Evidence Selection

Selecting a Lesson for Task 1 and Task 3: Lesson Cycles #1 and #2

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, 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 Task 1 and Task 3: Lesson Cycles #1 and #2

The goal of the video segment is to show how you structure learning activities, tasks, or discussions that 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 decision making includes the content, standards, and aspects 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 evidence from the evidence you have provided that supports your analysis. Evidence you select should have a direct connection to the central focus of the analysis and be observable to an assessor. Concrete examples provided in straightforward text are more appropriate than anecdotal evidence.

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 Task 2: Formative and Summative Assessment

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

Appendix D: Glossary

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

Academic language: The accurate and appropriate terminology and vocabulary for a discipline 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 your 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 is differentiated when it accounts for the various learning styles of students and uses different strategies as a result.

Formative assessment: A formal or informal assessment used to evaluate students' understanding and skills in relation to instructional outcomes, 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. Results are used to inform instruction or to make modifications and adjustments during the instructional cycle.

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 Appendix F for guidelines on selecting appropriate instructional evidence.

Instructional outcomes: The objectives of the lesson that reflect desired student learning.

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

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.

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

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

Appendix E: Video Reference Guide

The video segment that you submit 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.

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

You should explain the purpose of the video to your students **before** recording, and remind students that they should try to ignore the camera. In addition, you **must** have parent or caregiver permission for **all** students who are visible in the video. You are not required to submit the permission forms, but you should keep them for your records, because randomly selected candidates will be contacted by Teachscape and asked to produce this documentation.

Video Requirements and Recommendations

A full lesson video can be uploaded to the submission system. You may identify one or two segments from the lesson video. Each segment must be at least 2 minutes in length, and the segments included cannot be more than 15 minutes in length. The total length of the segment(s) should be adequate to demonstrate all of the skills, knowledge, and attributes associated with the relevant task prompts.

See the technical FAQs (available at OhioRESA.com) for information on which video file types are acceptable.

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. Options include:

- External stand or podium microphones pointed at the classroom
- Wireless microphones placed around the classroom and/or pinned to the teacher’s clothing

Ensure that you have the appropriate permission from the parents or caregivers of the students who appear on the video.

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 producing video

Preparation, Setup, and Testing

- Make arrangements for the necessary video and audio equipment well in advance.
- Place an external microphone where it is least likely to distract learning and most likely to optimize sound quality.
- Align the height of the camera with the tallest student while sitting down.
- Ensure the lights are on and windows are covered.
- Ensure the power source is reliable and the batteries are charged.
- 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.

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

Recommendations for Recording Lessons

- 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 that your students are unfamiliar with.

After Recording

Make a back-up copy either on your hard drive, USB drive, or on a CD or DVD. Refer to OhioRESA.com for more information on submitting the video required for the RESA.

Appendix F: RESA Instructional Evidence Reference Guide

What is instructional evidence in the RESA?

Instructional evidence consists of instructional materials or assessments that were a part of your teaching. They may include, but are not limited to, models, manipulatives, lab setups, blackboard notes, PowerPoint slides, in-class assignments, differentiation plan, 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 personal identifying 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 of interest to 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.

Select those materials that you feel best illustrate the focal areas of your instruction.

Task	Required Evidence to Submit (in addition to any forms)
1: Lesson Cycle #1	<ul style="list-style-type: none">• Up to ten (10) pages of instructional evidence• One video file (no more than 15 minutes total length)
2: Formative and Summative Assessment	<ul style="list-style-type: none">• Three focal student responses for each of the following: Formative Assessment 1, Formative Assessment 2, and Summative Assessment• Two formative assessment examples• One summative assessment example
3: Lesson Cycle #2	<ul style="list-style-type: none">• Up to ten (10) pages of instructional evidence• One video file (no more than 15 minutes total length)
4: 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

What makes evidence scorable or unscorable?

Evidence can be scored if it:

- Is submitted in the proper format (see technical requirements)
- Contains **no** personal student or parent/caregiver information
- Contains **no** building or district-level identifiers
- Matches the requirements listed in the task description

Evidence that does not meet these requirements **may** be considered unscorable.

What are the technical requirements for submitting evidence?

You will upload your evidence online, meaning you will need access to the Internet. Please see the technical FAQs (available on OhioRESA.com) for information on which file types are acceptable. Physical evidence may be photographed or scanned and converted to PDF. For photographs or other non-text evidence, include a brief written explanation of the evidence.