

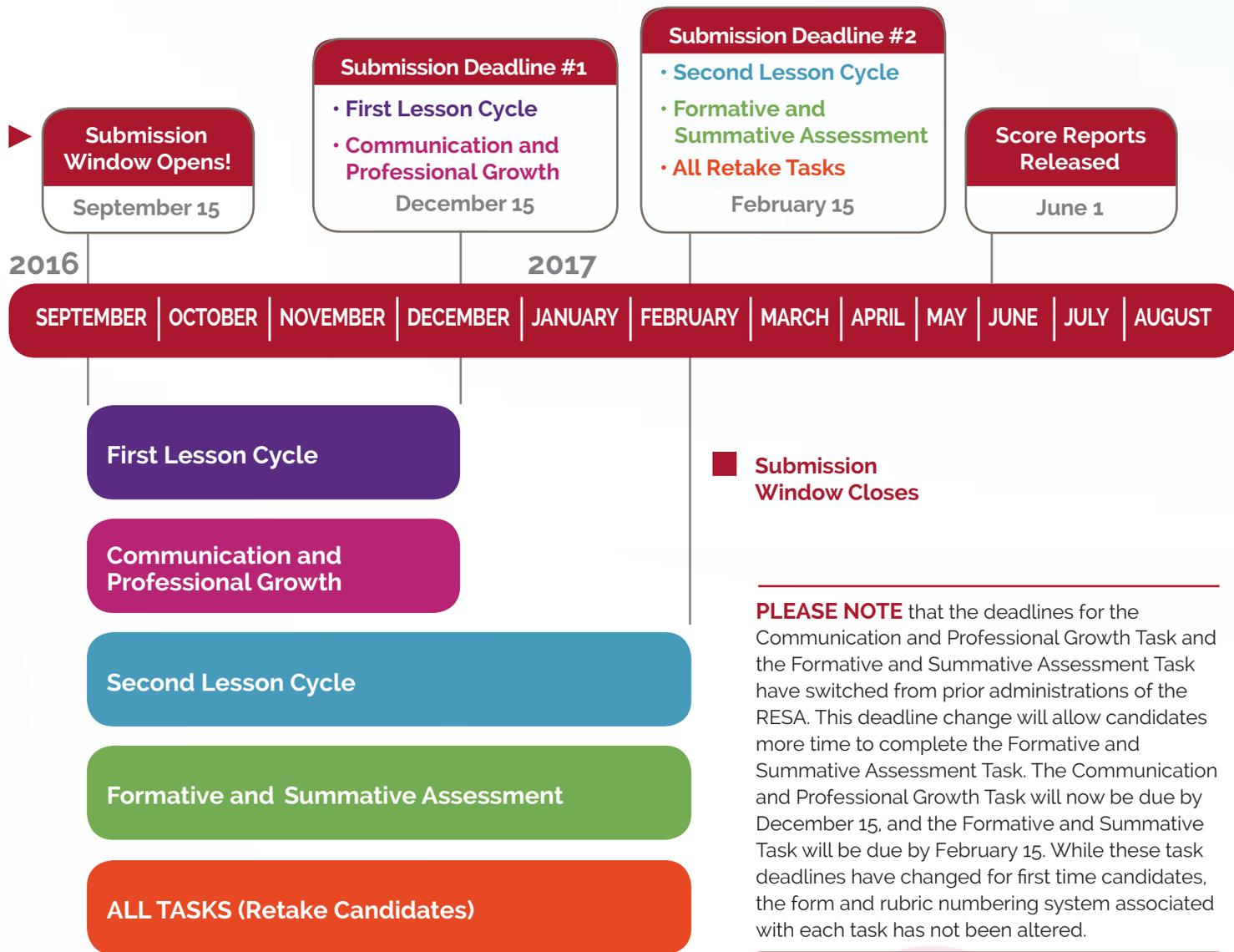


Ohio | Department of Education

2016-2017 Resident Educator Summative Assessment Instrument



RESA SUBMISSION SCHEDULE 2016–2017



This 2016–2017 edition of the Resident Educator Summative Assessment (RESA) Instrument was developed by Educopia, LLC, in collaboration with the Ohio Department of Education.

The support and guidance of Charlotte Danielson, Mari Pearlman, and the Ohio RESA Design Team, which includes teachers, principals, higher education faculty, consultants, and staff from the Ohio Department of Education, are gratefully acknowledged. Prior editions of the RESA were developed with the support and guidance of the Stanford Center for Assessment, Learning and Equity. All contributions are recognized and appreciated.



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OVERVIEW OF THE OHIO RESIDENT EDUCATOR SUMMATIVE ASSESSMENT

The Ohio Department of Education (ODE) requires all Ohio teachers to begin their careers in the Ohio Resident Educator Program, under a four-year resident educator license or alternative resident educator license. Beginning teachers, known as "Resident Educators (REs)," must complete all four years of the program and successfully pass the Resident Educator Summative Assessment (RESA) in order to advance their license to a five-year professional license. The Resident Educator Program and the RESA are aligned to the Ohio Standards for the Teaching Profession. The RESA's performance tasks are carefully designed to:

- **Reflect and reinforce the goals of the Ohio Standards for the Teaching Profession (OSTP) and the Ohio Resident Educator Program.**
- **Assess the skills developed within the Resident Educator Program that positively impact student learning and achievement.**
- **Incorporate the developmental continuum of teachers' practice and performance.**

Purpose

The Ohio Resident Educator (RE) Program is a formal four-year program of support for beginning teachers. As part of the RE Program, REs are assigned certified mentors to work with them in the first two years of their teaching career. During their first two years of teaching, REs discover, practice, and refine the art and science of teaching, as they learn to self-assess, adjust their teaching, reflect upon their progress, and strengthen their teaching practices. In year 3 or 4, REs are asked to demonstrate these teaching skills and assess their teaching performance by taking the RESA. RESA performance tasks require candidates to provide evidence of teaching and its impact on student learning based on the OSTP.

The RESA was developed to be a part of Ohio's multi-tiered teacher licensure system. RESA results are not intended to be used by a school or district for the evaluation of teacher performance or to make hiring decisions.

Description

The RESA is a performance assessment that requires candidates to demonstrate their knowledge and skills, as revealed in their day-to-day teaching. Performance assessments provide direct evidence of what teachers do in the classroom, supported by required written commentary and supporting materials that accurately reflect the daily work that teachers do.

The 2016–2017 RESA consists of four performance tasks. For each task, REs are asked to provide evidence of their teaching and its impact on student learning, based on the OSTP (see the "Ohio RESA at a Glance" section on page 7). As participants in the assessment, REs will be prompted to reflect upon and synthesize what they have learned throughout the Resident Educator Program.

UPDATES FROM 2015-2016:

The task questions and task evidence requirements in this year's RESA Instrument **have not changed** from 2015-2016. However, we have made the following adjustments to submission rules based on feedback from the field.

1. **Candidates may now submit instructional evidence from any year during their experience as a Resident Educator.**
2. **1st-time candidates will receive more time to complete the Formative and Summative Assessment Task, which is now due on February 15, 2017. The Communication and Professional Growth Task will now be due on December 15, 2016.**

The evidence REs collect and the commentary REs submit will demonstrate their teaching proficiency and readiness for a professional license.

RESA Readiness Assumptions

Resident Educators who are prepared to take the RESA:

- Understand the complexity of teaching and learning.
- Complete the rigorous work of years 1 and 2 of the residency program by teaching in their area of license and by developing sound habits of teaching: thinking, writing, practicing, conversing, planning, assessing, videotaping, collaborating, and reflecting on their teaching.
- Continually work toward developing the artful, skilled teaching that results from hours of practice, supported by deliberate feedback, collaborative observations, conversations, and intentional teaching adjustments.
- Connect their teaching practices to the OSTP, the Ohio Continuum of Professional Development, and the Teaching-Learning Cycle.
- Implement the Teaching-Learning Cycle both automatically and formally as they assess, plan, teach, reflect, and revise lessons and units of study.
- Collect evidence/artifacts of their teaching journey (build a repertoire of practice).
- Recognize that the Resident Educator Summative Assessment asks them to showcase their teaching progress, demonstrate how they implement the Teaching-Learning Cycle on a daily basis, and assess their teaching impact on student learning and achievement by responding to the self-reflection questions.
- Approach the RESA as a formal performance assessment that requires thoughtful and skillful attention to each task.
- Understand that the successful completion of the RESA and four years of the Resident Educator Program lead to professional licensure.

RESA Program Coordinators are encouraged to register their candidates with a working email address in CORE as early in the school year as possible to make sure that candidates have adequate time to complete RESA tasks. For more information on the registration process, please see Section A: Getting Started and Registering for the RESA in the Participant Guide.

CANDIDATE RESOURCES AND HELP DESK SUPPORT

This document contains the assessment details for each task, along with the corresponding rubrics that will be used to evaluate an RE's performance. Additional resources are available for reference in the Participant Guide:

- **Section A:** Getting Started and Registering for the RESA
- **Section B:** Special Circumstances Task Modification Process, Extended Time, and Accommodations for Candidates with Disabilities
- **Section C:** Process for Candidates Retaking the RESA
- **Section D:** Guide to Using the Online RESA Submission System
- **Section E:** Recommendations for Task and Evidence Selection
- **Section F:** Uploading, Segmenting, and Submitting Evidence Reference Guide (Video, Audio, and PDFs)
- **Section G:** RESA Instructional Evidence Reference Guide
- **Section H:** Disqualified Submissions
- **Section I:** How the RESA Is Scored
- **Section J:** Program Coordinator and Facilitator Guidelines for Supporting Resident Educators
- **Section K:** Glossary of Key Terms as They Are Used in the RESA

Guide to RESA Support

The **RESA Help Desk** will open on September 15 and will be available **Monday through Friday, 11 a.m. – 7 p.m. Eastern Time**, by calling toll free **855-538-8634** or by emailing **resa@educopia.com**. The RESA Help Desk is closed on major holidays. Questions about registering for the RESA with Educopia or submitting forms and evidence should be directed to the RESA Help Desk.

Educopia.com/RESA is the source for all RESA information, candidate resources and important updates, and candidate communications (posted on the News page).

Questions related to licensure, RESA eligibility, and the RE Program should be sent to the ODE at **OhioRESA@education.ohio.gov**. Candidates can also find information at the ODE RESA webpage: **education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Summative-Assessment-RESA**.

The **2016–2017 Participant Guide** can be found on the **Resources** page of the **Ohio RESA** website: www.educopia.com/resa/educopia-resa-resources/

OHIO RESA AT A GLANCE

While the task deadlines have shifted in order from prior administrations of the RESA, the task and rubric numbering system have not been altered.

Task	What to Submit	Ohio Teaching Standards	Rubrics
First Lesson Cycle	• 1.1 <i>Teaching and Learning Context Form, Not Scored</i>		<i>Not Scored</i>
	• 1.2 Lesson Overview and Commentary Form • 1.3 Instructional Strategies Overview Form • Instructional Evidence	Standard 1 Standard 2 Standard 4	1.2 A: Quality of Learning Outcomes 1.2 B: Teacher's Knowledge of Content 1.3 A: Teacher's Knowledge of Students 1.3 B: Quality of Learning Activities 1.3 C: Plan for Using Formative Assessment 1.3 D: Quality of Instructional Evidence
	• 1.4 Video Overview Form • Video Observation	Standard 1 Standard 2 Standard 3 Standard 4 Standard 5	1.4 A: Teacher's Knowledge of Content 1.4 B: Teacher's Explanation of Content 1.4 C: Classroom Environment Conducive to Learning 1.4 D: Student Engagement 1.4 E: Use of Formative Assessment and Feedback in Instruction
	• 1.5 Overall Lesson Analysis Form	Standard 1 Standard 3	1.5 A: Overall Lesson Reflection
Communication and Professional Growth	• 4.1 Rationale for Communication with Parents and Caregivers Form • Examples of communication with parents or other caregivers • 4.2 Rationale for Professional Collaboration Form • Examples of communication and collaboration with colleagues • 4.3 Professional Development and Professional Growth Form	Standard 6 Standard 7	4.1 A: Quality and Clarity of Information 4.1 B: Professionalism and Tone 4.2 A: Commitment and Initiative 4.2 B: Teacher's Explanation of Impact on Practice 4.3 A: Teacher's Analysis of Professional Growth
Second Lesson Cycle	• 3.1 <i>Teaching and Learning Context Form, Not Scored</i>		<i>Not Scored</i>
	• 3.2 Lesson Overview and Commentary Form • 3.3 Instructional Strategies Overview Form • Instructional Evidence	Standard 1 Standard 2 Standard 4	3.2 A: Quality of Learning Outcomes 3.2 B: Teacher's Knowledge of Content 3.3 A: Teacher's Knowledge of Students 3.3 B: Quality of Learning Activities 3.3 C: Plan for Using Formative Assessment 3.3 D: Quality of Instructional Evidence
	• 3.4 Video Overview Form • Video Observation	Standard 1 Standard 2 Standard 3 Standard 4 Standard 5	3.4 A: Teacher's Knowledge of Content 3.4 B: Teacher's Explanation of Content 3.4 C: Classroom Environment Conducive to Learning 3.4 D: Student Engagement 3.4 E: Use of Formative Assessment and Feedback in Instruction
	• 3.5 Overall Lesson Analysis Form	Standard 1 Standard 3	3.5 A: Overall Lesson Reflection
Formative and Summative Assessment	• 2.1 <i>Teaching and Learning Context Form, Not Scored</i>		<i>Not Scored</i>
	• 2.2 Instructional Unit Context Form • 2.3 Assessments • 2.4 Assessment Results Analysis /Three Selected Students • 2.4.1a Formative Assessment 1 • 2.4.1b Formative Assessment 2 • 2.4.1c Analysis of Learning Progress for Students across the Set of Assessments	Standard 3 Standard 4	Rubric 1: Quality of Learning Outcomes Rubric 2: Connection of Learning Outcomes with School/District Priorities or Academic Content Standards Rubric 3: Planning for Differentiation Rubric 4: Rationale for the Content of Formative Assessments in the Context of the Learning Outcomes for the Instructional Unit Rubric 5: Design of Opportunities for Student Self-Assessment Rubric 6: Accuracy of Scoring Individual Student Responses Rubrics 7a/b: Analyzing Individual Student Data to Monitor Learning Rubrics 8a/b: Using Assessments to Chart Future Learning for Three Selected Students Rubric 9: Analysis of Learning Progress for Three Selected Students

OHIO RESA SUBMISSION DEADLINES

First-Time Candidates

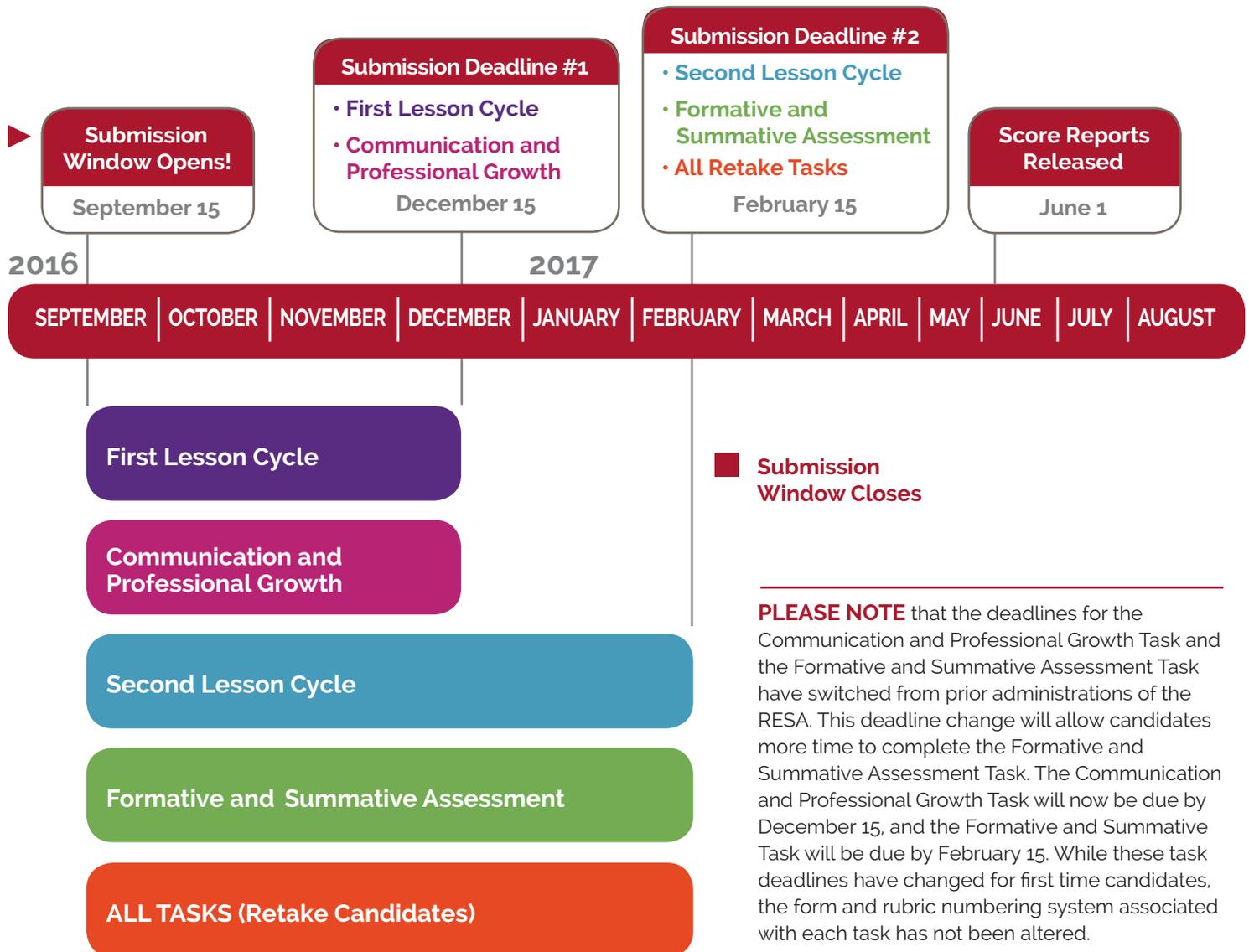
- The First Lesson Cycle Task and the Communication and Professional Growth Task are due no later than December 15, 2016.
- The Second Lesson Cycle Task and the Formative and Summative Assessment Task are due no later than February 15, 2017.

Candidates Retaking the RESA

Candidates retaking the RESA must submit all retake tasks by February 15, 2017. More information on the retake process can be found in Section C of the Participant Guide.

These dates are due dates and should not be interpreted as dates to start working on each task. In short, you are encouraged to begin working on each task and collecting instructional evidence as soon as you are able.

IMPORTANT REMINDER:
The RESA Help Desk experiences huge spikes in demand in the last three or four days leading up to a task deadline. Submitting earlier in the window is recommended because it allows candidates more time to address any technical issues that may arise.



FIRST LESSON CYCLE

Purpose

In years 1 and 2 of the RE Program, Resident Educators, through the support of mentors, have systematically and continually engaged in inquiry and reflection as they progressed through the Teaching-Learning Cycle. The RESA asks that Resident Educators demonstrate their acquired knowledge and skills.

Self-reflection on instructional practices and the **use of instructional evidence** are essential components in ongoing professional development and growth. This First Lesson Cycle Task requires Resident Educators to perform both of these processes; professional growth occurs as Resident Educators progress through the task.

The First Lesson Cycle asks you to demonstrate your understanding of and ability to implement the **plan, teach, reflect** elements of the Teaching-Learning Cycle in real time, and describe, reflect on, and analyze **how and why** lesson planning decisions were made and **how** they were implemented. Research has found that educators can be poor selectors of examples of their own best practice. As such, the RESA requires that candidates submit two distinct examples of their ability to implement the plan, teach, and reflect elements of the Teaching-Learning Cycle. Think carefully about your choice of lessons. Your goal is to demonstrate your command of all parts of the Teaching-Learning Cycle. Read the rubrics that accompany the task directions before you make your choices.

Overview and Evidence Sources

In this task you will assemble a portfolio of evidence that demonstrates your work with students in the context of a single lesson. You must submit the following forms, instructional evidence, and video segment(s) online.

- **Teaching and Learning Context Form 1.1:** Describe your students and your classroom.
- **Lesson Overview and Commentary Form 1.2:** Provide an overview of the lesson and up to 10 pages of **instructional evidence** that students used during the lesson.
- **Instructional Strategies Overview Form 1.3:** Provide information about the instructional strategies you used in the lesson.
- **Video Overview Form 1.4:** Submit video of the lesson, identify specific segments for assessors to watch, and provide commentary.
- **Overall Lesson Analysis Form 1.5:** Provide an analysis of the entire lesson.

What You Must Do

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

TIPS:

Selecting a Lesson:

The questions on each of the required forms for this task and rubrics will help you understand the kind of lesson you should select in order to demonstrate your practice and comment on it appropriately.

Lesson Plans: You will not be required to submit a formal lesson plan, though you may find that you can insert parts of your lesson plan in response to the specific questions on the forms below.

Video: Before you complete these forms, you will need to upload an unedited video of your classroom teaching to your media library in the submission system. You will then be prompted to select 15 minutes of your lesson (potentially from two sections of the class) for the final task submission.

FIRST LESSON CYCLE

- b. Academically rigorous expectations for student learning
 - c. Explanation or demonstration 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. **Do not pause or stop the video while you are recording your class, and do not attempt to edit your video before uploading it to the submission system or your submission will be disqualified.** Refer to the Uploading, Segmenting, and Submitting Evidence Reference Guide in Section F of the Participant Guide for more details on recording lesson videos.
3. Collect all of your instructional evidence for this lesson and convert the related digital files into acceptable file formats as required. Please see Section F: Uploading, Segmenting, and Submitting Evidence Reference Guide (Video, Audio, and PDFs) in the Participant Guide for information on which file types are accepted. Form 1.3 in the Instrument and the RESA Instructional Evidence Reference Guide in Section G of the Participant Guide provide more information about instructional evidence.
4. Complete Forms 1.1–1.5 online. If you have questions about terminology found in the task forms, please refer to Section K: Glossary of Key Terms as They Are Used in the RESA in the Participant Guide.

NOTE:

Each form is scored separately. **Assessors do not have access to the entire response while they are scoring the individual forms.** You will be asked to provide contextual information within the forms that is itself not scored, but provides essential information for assessors as they evaluate the scored portions of the response.



Avoid Disqualification

- Videos with no sound, distracting sound, poor video quality, or orientation at an angle that does not allow an assessor to clearly see what is going on in the class will be disqualified.
- Candidates will be disqualified and reported to the ODE Office of Professional Conduct if they re-use the video evidence from a past or current submission for the Lesson Cycle Tasks or for the Formative and Summative Assessment Task.
- Candidates will be disqualified if they edit the class video prior to uploading it. If a pause or edit is included in the segment for review, the assessor may infer that the video has been edited and is allowed to reject the submission for that reason. A video split between two different days will also be disqualified.
- **When submitting authentic evidence sources, be sure to remove the full names (first and last names) of students.** Submissions that include personally identifiable information (PII) of students, parents, caregivers, or others will be disqualified and result in a failing score on this task. PII includes but is not limited to first and last name, phone numbers, non-school email addresses, mailing addresses, Social Security numbers, or anything else that identifies an individual specifically or would permit direct communication with him or her.
- Please review all PDF evidence prior to submission to make sure that it is legible and can be clearly viewed. Likewise, please review all video submissions to make sure that they play without issue, are audible, and have no visual issues.
- **Notice for candidates in co-teaching assignments:** If you are in a co-teaching assignment and the other co-teacher is also a RESA candidate, you are prohibited from using the same lesson to submit for this task. If you are not in a self-contained classroom with your co-teacher, you must select a different classroom of students for each task submission from that of your co-teacher. If you are teaching in the same room with another adult, please indicate whose teaching should be scored in one of the text boxes associated with the video (for example: "I'm the teacher in the blue shirt."). In addition, you may not collaborate on responses to the questions in the task forms. Collaboration on RESA tasks will be monitored, and, if detected, your task submission(s) will be disqualified and you will be reported to the ODE's Office of Professional Conduct.

FIRST LESSON CYCLE

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 provided as context for the scoring of your analyses below, and is unscored. However, your responses on this form will provide critical information that will help assessors understand and interpret the parts of the task that are scored.

School setting/environment*

Subject area and course title (for example, third-grade reading or U.S. History 1)

Grade level(s)

How often does the class meet (e.g., daily, three 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 males:

Number of females:

Student ethnicity:

Caucasian

Hispanic

African American

Multi-racial

Native American

Asian/A-P Islander

Characteristics of student population in this class:

• Number of English language learners:

• Students with learning disabilities:

• Students struggling with grade-level academic content but not yet diagnosed with a disability:

• Students who are gifted:

• Total number of students with exceptionalities:

Total number of students in the class section who are high, mid, and low performing based on data and/or your observations of student proficiency with respect to the content area.

*For example: traditional elementary/middle/high school; school for the blind; magnet school for science and mathematics; online education program; school for incarcerated students.

FIRST LESSON CYCLE

Form 1.2: Lesson Overview and Commentary Form

Complete the following **Lesson Overview and Commentary Form** online to provide information about the learning 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 1.2 A–1.2 B.

Each response should be complete and concise. Each answer (that is, each box) **must not exceed 200 words unless otherwise noted**. If you choose, your response may be in a bulleted list, in whole or in part. Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.

1. Describe the content focus of the selected lesson and its importance in the overall context of the content area. (Rubric 1.2 B)

2. List the learning outcomes for this lesson using the table below, explaining (a) why they are academically rigorous and (b) how they are connected to your school and district priorities and the Ohio Academic Content Standards or relevant national standards if the Ohio Academic Content Standards do not apply. (Rubric 1.2 A) (200 words for each of the three boxes below)

Learning Outcomes:

Why are these learning outcomes academically rigorous?

How are they connected to your school and district priorities, and the Ohio Academic Content Standards or relevant national standards if the Ohio Academic Content Standards do not apply?

3. Describe the prior knowledge and skills (including general language skills and academic language skills) students need in order to achieve these learning outcomes. (Rubric 1.2 B)

First Lesson Cycle: Rubric 1.2

First Lesson Cycle, Rubric 1.2 A **Quality of Learning Outcomes**

1.2 A: What does the evidence indicate about the quality of the teacher's stated learning outcomes?

LEVEL 1

The learning outcomes as a whole are characterized by most of the following:

- 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

LEVEL 2

The learning outcomes as a whole are characterized by most of the following:

- moderate expectations for students
- moderate academic rigor in the discipline
- vague or unclear connection to school and district curriculum priorities and state academic content standards

LEVEL 3

The learning outcomes as a whole are characterized by most of the following:

- some high expectations for students
- some indication of high levels of academic rigor in the discipline
- generally clear connection to school and district curriculum priorities and state academic content standards

LEVEL 4

The learning outcomes as a whole are characterized by most of the following:

- high expectations for students
- consistent evidence of academic rigor for all students
- full alignment with school and district curriculum priorities and state academic content standards

First Lesson Cycle, Rubric 1.2 B **Teacher's Knowledge of Content**

1.2 B: What does the evidence indicate about the depth of the teacher's knowledge of the content?

LEVEL 1

The teacher displays the following:

- little depth of content knowledge
- little understanding of prerequisite knowledge important to student learning of the content

LEVEL 2

The teacher displays the following:

- 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

LEVEL 3

The teacher displays the following:

- accurate understanding of important concepts in the discipline and how these relate to one another
- accurate understanding of prerequisite relationships among topics

LEVEL 4

The teacher displays the following:

- 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

FIRST LESSON CYCLE

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 1.3 A–1.3 D.

Each response should be complete and concise. Each answer (that is, each box) **must not exceed 200 words unless otherwise noted**. If you choose, your response may be presented in a bulleted list, in whole or in part. Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.

1. 275 words total for A and B

(A) Describe the sequence or order of instructional strategies during the lesson.

(B) Describe how you have differentiated your instruction in this lesson to appropriately meet the needs of all of the students in this class (in particular, the subgroups you have mentioned in Form 1.1: Teaching and Learning Context Form, and the range of student understandings in the particular group of students shown in the video). Describe how the differences among students in what they know, what they are struggling with, and what they are working on are addressed in your plan to help students achieve the desired learning outcomes of this lesson. (Rubric 1.3 A)

2. Analyze how your selected instructional strategies and learning activities support the academic rigor of your learning outcomes for this lesson and the range of student understandings and varied learning needs of students in this class. (Rubric 1.3 B)

3. Describe the plan you made for formative assessment during this lesson prior to teaching the videotaped lesson you have submitted. Note that this description does not deal with what actually happened in the lesson, but rather with your planned strategy for formative assessment to monitor progress toward learning outcomes. (Rubric 1.3 C)

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 or activity that students used or responded to during the lesson; **you should not submit student work as instructional evidence**. (Rubric 1.3 D)

- You will be submitting evidence online, so, if the evidence is not a text-based document (a physical manipulative material, for example), you will need to take a picture of the evidence and scan or convert it to an acceptable file format. Please see Section F: Uploading, Segmenting, and Submitting Evidence Reference Guide (Video, Audio, and PDFs) in the Participant Guide for information on which file types are accepted. Please redact personally identifiable information from these evidence submissions (first and last names of students or parents, phone numbers, non-school email addresses, mailing addresses, Social Security numbers, or anything else that identifies an individual specifically or would permit direct communication with him or her).
- 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).

First Lesson Cycle: Rubric 1.3

First Lesson Cycle, Rubric 1.3 A **Teacher's Knowledge of Students**

1.3 A: What does the evidence indicate about the teacher's understanding of the students' knowledge and skills, special needs, interests, and ethnic identities?

LEVEL 1

The teacher displays minimal or inaccurate knowledge of such differentiators in the whole class as student knowledge and skills, interests, special needs, and/or ethnic identities, and gives no evidence of applying any knowledge of differentiation to plan instruction.

LEVEL 2

The teacher displays limited but mostly accurate knowledge of such differentiators as student knowledge and skills, interests, special needs, and/or ethnic identities, and applies this knowledge to plan instruction for the class as a whole.

LEVEL 3

The teacher displays accurate knowledge of such differentiators as knowledge and skills, interests, special needs, and/or ethnic identities for the whole class as well as for specific subgroups of students, and applies this knowledge to differentiate instruction for some subgroups in the class.

LEVEL 4

The teacher displays accurate and detailed knowledge of such differentiators as knowledge, skills, special needs, interests, and/or ethnic identities of individuals and subgroups of students, and uses this knowledge to consistently differentiate instruction for individuals and subgroups in the class.

First Lesson Cycle, Rubric 1.3 B **Quality of Learning Activities**

1.3 B: What does the evidence indicate about the quality of learning activities planned by the teacher?

LEVEL 1

The instructional strategies and learning activities are characterized by most or all of the following:

- poor alignment with the learning outcomes
- limited cognitive challenge to engage students in active intellectual activity
- lack of differentiation for different students
- lack of support by selected resources, including, but not limited to, technology

LEVEL 2

The instructional strategies and learning activities are characterized by most or all of the following:

- partial alignment with the learning outcomes
- moderate cognitive challenge
- lack of differentiation for different students
- partial support by selected resources, including, but not limited to, technology

LEVEL 3

The instructional strategies and learning activities are characterized by most or all of the following:

- alignment with the learning outcomes
- examples of significant cognitive challenge
- differentiation for different groups of students
- support by selected resources, including, but not limited to, technology

LEVEL 4

The instructional strategies and learning activities are characterized by most or all of the following:

- alignment with the learning outcomes
- consistent significant cognitive challenge
- differentiation as needed, for individual learners
- full support by the selected resources, including, but not limited to, technology

First Lesson Cycle: Rubric 1.3 (continued)

First Lesson Cycle, Rubric 1.3 C Plan for Using Formative Assessment

1.3 C: What does the evidence indicate about the teacher's plan for using assessments to monitor learning outcomes?

LEVEL 1

The teacher has no plan to incorporate formative assessment in the lesson or articulates a plan that does not address the stated learning outcomes.

LEVEL 2

The teacher's plan for using formative assessment is general, and addresses only some of the stated learning outcomes.

LEVEL 3

The teacher's plan for using formative assessment is detailed and includes specific approaches to be used in assessing most learning outcomes.

LEVEL 4

The teacher's plan for using formative assessment includes assessment strategies that evaluate all learning outcomes and teacher use of the assessment information.

First Lesson Cycle, Rubric 1.3 D Quality of Instructional Evidence

1.3 D: What does the evidence indicate about the quality of the activities, materials, and tasks for student use, and their support of the learning outcomes?

LEVEL 1

The materials and tasks are minimally or not at all aligned with the learning outcomes.

Instructional activities require students only to recall information.

LEVEL 2

The materials and tasks are partially aligned with learning outcomes.

Instructional activities primarily require students to recall information, but include some indication that students must comprehend and explain that information as well.

LEVEL 3

The materials and tasks are mostly aligned with learning outcomes.

Instructional activities require students to go beyond recalling information, asking them to analyze it or apply it in other contexts.

LEVEL 4

The materials and tasks are well aligned with learning outcomes, and work to deepen student understanding.

Instructional activities require students to evaluate quality, synthesize information from multiple sources, draw conclusions, make generalizations, and/or produce arguments.

FIRST LESSON CYCLE

Form 1.4: Video Overview Form

Videos provide opportunities for you to showcase particular elements of the lesson that you will discuss in your commentary. Videos provide depth and insights into teaching moments that go beyond what can be captured in a real-time classroom observation. Take time to carefully choose the video segments that provide the clearest demonstration of the lesson elements that you will write about in your commentary. Careful selection of the video segments is itself an act of self-reflection, one of the most important practices of effective teachers.

Complete the following **Video Overview Form** online. You will submit a video of an entire lesson (see Section E in the Participant Guide for recommendations on choosing a lesson for videotaping), and select either one or two segments from the lesson to illustrate your teaching skills as requested in this task. Each segment must be at least 2 minutes in length and the segments, taken together, cannot be more than 15 minutes in length.

Each response should be complete and concise. Each answer (that is, each box) **must not exceed 200 words unless otherwise noted**. If you choose, your response may be presented in a bulleted list, in whole or in part. Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.

QUICK TIP:

It is recommended that the entire class be featured in the video to best demonstrate student engagement.

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.) This answer is provided as context for the scoring of your analyses below, and is unscored. However, your response will provide critical information that will help assessors to understand and interpret the parts of the task that are scored.

2. What aspect of the content focus of this lesson is illustrated in the video segment(s)? Why is this segment important? (Rubrics 1.4 A–1.4 B)

3. Think about what actually took place when you taught this lesson. What, specifically, in the video segment(s) demonstrates a method of formative assessment you used in this lesson? Briefly and specifically articulate what you learned from this formative assessment and how you used this information in this lesson or in subsequent lessons. (Rubric 1.4 E)

Video Observation

Your video of this lesson will be scored using Rubrics 1.4 A–1.4 E.

First Lesson Cycle: Rubric 1.4

First Lesson Cycle, Rubric 1.4 A **Teacher's Knowledge of Content**

1.4 A: What does the evidence indicate about the depth of the teacher's knowledge of the content?

LEVEL 1

The teacher displays the following:

- little depth of content knowledge
- little understanding of prerequisite knowledge important to student learning of the content

LEVEL 2

The teacher displays the following:

- 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

LEVEL 3

The teacher displays the following:

- accurate understanding of important concepts in the discipline and how these relate to one another
- accurate understanding of prerequisite relationships among topics

LEVEL 4

The teacher displays the following:

- 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

First Lesson Cycle, Rubric 1.4 B **Teacher's Explanation of Content**

1.4 B: 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

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.

LEVEL 2

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.

LEVEL 3

The teacher's explanation of content is appropriately scaffolded, accurate, and uses appropriate academic language. The explanation consistently connects with students' knowledge and experience.

LEVEL 4

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

FIRST LESSON CYCLE

First Lesson Cycle: Rubric 1.4 (continued)

First Lesson Cycle, Rubric 1.4 C Classroom Environment Conducive to Learning

1.4 C: What does the video indicate about the classroom environment, related to the following?

- Respectful interactions
- Efficient routines and procedures
- Appropriate student behavior
- Student participation

LEVEL 1

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 a lack of student participation.

LEVEL 2

Overall, the class is somewhat organized, with occasional disrespectful interactions, inappropriate conduct, some confused routines and procedures, and generally low levels of student participation in the lesson.

LEVEL 3

Overall, the class is well organized, with consistently respectful interactions, largely efficient routines and procedures, generally appropriate student conduct, and evidence of student participation in the lesson.

LEVEL 4

Overall, the class is highly organized, with students contributing to a classroom atmosphere of high levels of civility and respectful interactions, smooth and practiced routines and procedures, and consistently appropriate student behavior. More than half of the students are active participants in the lesson.

First Lesson Cycle, Rubric 1.4 D Student Engagement

1.4 D: What does the video indicate about the level of intellectual engagement in the class?

LEVEL 1

The learning tasks/ activities, materials, and resources the teacher uses require only rote responses. Very few students appear intellectually engaged.

LEVEL 2

The learning tasks and activities the teacher uses require only minimal intellectual activity by students. Most students appear to be passive or merely compliant.

LEVEL 3

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.

LEVEL 4

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.

First Lesson Cycle, Rubric 1.4 E Use of Formative Assessment and Feedback in Instruction

1.4 E: What does the video indicate about the teacher's use of formative assessment and feedback during the lesson?

LEVEL 1

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's reflection on the formative assessment used does not indicate an understanding of the value of formative assessment methods.

LEVEL 2

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. The teacher's reflection on the formative assessment used indicates some limited understanding of the value of the formative assessment in the lesson segment.

LEVEL 3

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. The teacher's reflection on the formative assessment used indicates understanding of the value of the formative assessment in the lesson segment, and the teacher draws some specific conclusions from the assessment about the status of student learning.

LEVEL 4

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. Teacher feedback is varied in form, accurate and specific, and advances learning. The teacher's reflection on the formative assessment used indicates conscious command of formative assessment in the lesson segment, and the teacher draws specific and insightful conclusions from the assessment about the status of student learning.

FIRST LESSON CYCLE

Form 1.5: Overall Lesson Analysis Form

Complete the following **Overall Lesson Analysis Form** online. This form will be scored using Rubric 1.5 A. Please note that whether or not the lesson was completely successful in achieving all of your learning outcomes is less important than your ability to convincingly identify the reasons it fell short (if it did) of your intentions.

Each response should be complete and concise. Each answer (that is, each box) **must not exceed 200 words unless otherwise noted**. If you choose, your response may be presented in a bulleted list, in whole or in part. Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.

1. Overall, how successful was this lesson in relation to the learning outcomes stated in your lesson overview? Be specific in your answer, and explain what evidence (student behaviors, responses) supports your answer. (Rubric 1.5 A)

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? (Rubric 1.5 A)

3. Which instructional strategies, if any, would you change in re-teaching this lesson, and why? If you would not change anything, explain why you would make that decision. (Rubric 1.5 A)

First Lesson Cycle: Rubric 1.5

First Lesson Cycle, 1.5 A Overall Lesson Reflection

1.5 A: 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

The teacher cannot accurately evaluate the lesson.

- The teacher does not know whether the lesson was effective or if it achieved its expected learning outcomes.

or

- The teacher profoundly misjudges the success of a lesson. The teacher makes no relevant or actionable suggestions for how the lesson could be improved.

LEVEL 2

- The teacher draws a partly accurate conclusion or conclusions about the extent to which learning 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 the lesson could be improved but does not explain why these suggestions might be effective or offers only a vague explanation of their potential effectiveness.

LEVEL 3

- The teacher draws accurate conclusions about the extent to which learning outcomes were met, and can cite general references to support those conclusions.

- The teacher offers some specific suggestions for alternative instructional strategies to improve the lesson and explains why they are likely to be effective.

LEVEL 4

- The teacher draws accurate conclusions about the extent to which learning outcomes were met, citing specific examples from the lesson to support a judgment that draws clear distinctions about effectiveness of strategies.

- The teacher offers a convincing rationale for either keeping the lesson the same or adding alternative instructional strategies to improve the lesson.

Purpose

The Resident Educator Program provides four years of **ongoing job-embedded professional development** through support and professional conversations with State-certified instructional mentors, as well as opportunities to collaborate with veteran teachers, facilitators, and colleagues. In this task you are asked to reflect on these experiences to this point in your residency and analyze their impact on your professional progress.

Overview and Evidence Sources

In this task you will submit 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.

- **Rationale for Communication with Parents and Caregivers Form 4.1:** Provide two (2) examples of your communication with parents or other caregivers (select two examples from four options).
- **Rationale for Professional Collaboration Form 4.2:** Provide two (2) examples of your communication and collaboration with colleagues, with your contributions.
- **Professional Development and Growth Form 4.3:** Provide an analysis of one (1) professional development experience.

What You Must Do

Category I: Communication with Parents and Caregivers

1. Review all of your communications with parents and caregivers from the start of your teaching experience in the Ohio Resident Educator Program 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, and you **must** submit evidence to support each of these two communications in addition to responding to the items on Form 4.1.
 - 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)
 - d. How you tailor your communications for particular characteristics of the community in which you teach (Example D)
2. Complete Form 4.1.

Category II: Collaboration with Colleagues

3. Select and submit two examples of your collaboration with colleagues from your teaching experience in the Ohio Resident Educator Program.
 - a. Choose one (1) example from the three (3) types of collaboration below.
 - i. Collaboration with colleagues to analyze and/or address a common challenge of teaching practice (Example E)
 - ii. Collaboration with colleagues in specialized support services to create richer learning opportunities for students (Example F)
 - iii. Collaboration with an individual or an agency from your local community to substantially increase the resources available 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. (Example H)
4. Complete Form 4.2.

Category III: Professional Development

5. Consider all of the professional development activities you have engaged in during your teaching experience in the Ohio Resident Educator Program, 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) 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. You may choose to submit evidence to support this example in addition to responding to the items on Form 4.3, but it is not required that you do so and choosing not to do so will not affect your score.
6. Complete Form 4.3.



Avoid Disqualification

- **Form 4.1:** Submission of two examples of the same type of communication (options a–d above under Category I) will be disqualified and will result in a failing score on the task; you must select two different options from the choices provided.
- **Form 4.2:** Your examples must represent one of the three options listed in 3.a **plus** the one described in 3.b. You **may choose** to submit evidence to support each of these examples in addition to responding to the items on Form 4.2, but it is **not required** that you do so, and choosing not to do so will not affect your score.
- All communication evidence for Form 4.2 must originate with the candidate so that the assessor can evaluate the quality of information and the tone being conveyed by the candidate. Form letter communications written by third parties will be disqualified.
- All parent and caregiver communications for Forms 4.1 and 4.2 must have occurred prior to the submission of the task. Candidates who submit material that will be communicated to parents and caregivers after the submission of the task will be disqualified.
- **When submitting authentic evidence sources, be sure to remove the full names (first and last names) of students.** Submissions that include personally identifiable information (PII) of students, parents, caregivers, or others will be disqualified and result in a failing score on this task. PII includes but is not limited to first and last name, phone numbers, non-school email addresses, mailing addresses, Social Security numbers, or anything else that identifies an individual specifically or would permit direct communication with him or her.
- Please review all PDF evidence prior to submission to make sure that it is legible and can be clearly viewed. Likewise, videos with no sound, distracting sound, poor video quality, or orientation at an angle that does not allow an assessor to clearly see what is going on in the class will be disqualified.
- **Notice for candidates in co-teaching assignments:** If you are in a co-teaching assignment and the other co-teacher is also a RESA candidate, you are prohibited from submitting the same instructional evidence and may not collaborate on your responses to the questions in the task forms. Collaboration on RESA tasks will be monitored, and, if detected, your task submission(s) will be disqualified and you will be reported to the ODE's Office of Professional Conduct.

COMMUNICATION AND PROFESSIONAL GROWTH

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 4.1 A and 4.1 B.

Each response should be complete and concise. Each answer (that is, each box) **must not exceed 200 words unless otherwise noted**. If you choose, your response may be in a bulleted list, in whole or in part. Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.

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 you 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? (for example, beginning of school)

2. What did you want to accomplish with this communication? Do you believe you 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?

COMMUNICATION AND PROFESSIONAL GROWTH

Example C: Response to parental or caregiver concerns or inquiries

1. What was the occasion, 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 you 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?

Communication and Professional Growth: Rubric 4.1

Communication and Professional Growth, Rubric 4.1 A **Quality and Clarity of Information**

4.1 A: Does the teacher communicate clearly with parents and caregivers and invite their follow-up to any communication?

LEVEL 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.

LEVEL 2

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.

or

The evidence the teacher submits is uneven, with one communication markedly more effective than the other.

LEVEL 3

The information provided to parents or caregivers is clear and sufficient for informing the intended audience. The communication provides adequate directions for how parents and caregivers can follow up with the teacher.

LEVEL 4

The information provided to parents and caregivers is clear, comprehensive, and actionable. The communication makes clear that the teacher welcomes follow-up questions or comments from parents and caregivers and gives clear directions for how to follow up with the teacher.

Communication and Professional Growth, Rubric 4.1 B **Professionalism and Tone**

4.1 B: Are the teacher's communications with parents and caregivers respectful, clearly addressing concerns and encouraging families to participate in the life of the school?

LEVEL 1

The tone of the communications is inappropriate or insensitive. The communication does not address the concerns and needs of parents and caregivers. It may convey negativity about students, the classroom, instruction, or the school; or it may discourage family engagement in the life of the school.

LEVEL 2

The tone of communications with parents and caregivers is neutral. The communication does not adequately address the concerns and needs of parents and caregivers. It neither discourages nor encourages family engagement in the life of the school.

or

The two communications differ markedly in tone, with one much more professional and positive than the other.

LEVEL 3

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.

LEVEL 4

The tone of communications with parents and caregivers is highly positive and professional, is responsive to concerns and needs, and encourages family engagement in the life of the school.

COMMUNICATION AND PROFESSIONAL GROWTH

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 (Example H) that **reflect your collaboration with colleagues**. This form, and the examples you submit, will be scored using Rubrics 4.2 A and 4.2 B.

Each response should be complete and concise. Each answer (that is, each box) **must not exceed 200 words unless otherwise noted**. If you choose, your response may be in a bulleted list, in whole or in part. Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.

Example E

1. What example have you chosen to demonstrate the way(s) in which you have collaborated and communicated with your colleagues to analyze and/or address a common challenge of teaching practice?

2. Why did you choose this particular example?

3. How, specifically, did this collaboration improve or change your practice in some way that would not have been possible without the collaboration?

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 create richer learning opportunities for students?

2. Why did you choose this particular example?

3. How, specifically, did this collaboration improve your teaching practice in some way that would not have been possible without the collaboration?

COMMUNICATION AND PROFESSIONAL GROWTH

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 increase the resources available to 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 in some way that would not have been possible without the collaboration?

Example H: 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 how you took initiative.

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

Communication and Professional Growth: Rubric 4.2

Communication and Professional Growth, Rubric 4.2 A **Commitment and Initiative**

4.2 A: What is the extent of the teacher's participation and initiative in collaborative activities with colleagues?

LEVEL 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.

LEVEL 2

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.

or

The teacher's examples exhibit markedly different levels of initiative and contribution, with one example weak and one much stronger.

LEVEL 3

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.

LEVEL 4

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.

Communication and Professional Growth, Rubric 4.2 B **Teacher's Explanation of Impact on Practice**

4.2 B: How well is the teacher able to articulate the impact of professional collaboration on his or her teaching practice?

LEVEL 1

The teacher is not able to explain the impact on teaching practice.

LEVEL 2

The teacher's explanation of the impact on practice is limited and/or vague.

or

The teacher's explanation of one example is much clearer and more detailed than the other.

LEVEL 3

The teacher's explanation of the impact on practice includes some credible and specific information that connects the information in the submitted forms with changes in practice.

LEVEL 4

The teacher's explanation of the impact on practice presents a detailed and convincing explanation of specific changes in practice that are specifically connected to information in the submitted forms.

Form 4.3: Professional Development and Professional Growth Form

Select one example of a professional development and growth experience that has changed your teaching practice and answer the questions below. This form will be scored using Rubric 4.3 A.

Each response should be complete and concise. Each answer (that is, each box) **must not exceed 200 words unless otherwise noted**. If you choose, your response may be in a bulleted list, in whole or in part. Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.

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 changed the way you work with students?

Communication and Professional Growth: Rubric 4.3

Communication and Professional Growth, Rubric 4.3 A **Teacher's Analysis of Professional Growth**

4.3 A: What is the significance and impact on his or her own teaching practice of the professional development activities the teacher has chosen to undertake and analyze?

LEVEL 1

The teacher's analysis has most or all of the below characteristics.

- The teacher shows little awareness of the potential impact of professional development activities on his or her own teaching practice.
- The professional development activities the teacher describes are trivial or unlikely to enhance his or her knowledge and skills.
- The teacher is unable to explain what he or she learned from these activities.

LEVEL 2

The teacher's analysis has most or all of the below characteristics.

- The teacher shows some awareness of the value of professional development for improving his or her own teaching practice.
- The professional development activities the teacher describes are limited in their enhancement of his or her own teaching practice.
- The teacher is not able to clearly explain what he or she learned from these activities.

LEVEL 3

The teacher's analysis has most or all of the below characteristics.

- The teacher shows evidence of seeking out opportunities for professional development to enhance his or her own teaching practice.
- The professional development activities the teacher describes represent professional learning resulting in substantive enhancements to his or her own teaching practice.
- The teacher clearly explains what he or she learned from these activities.

LEVEL 4

The teacher's analysis has most or all of the below characteristics.

- The teacher provides evidence of seeking out specific opportunities for professional development chosen to address his or her own challenges in content knowledge and/or pedagogical skills, explaining how the choice of PD was made.
- There is some evidence that the teacher systematically tries to implement new learning from professional development activities in his or her teaching practice.
- 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 makes an evidence-based case for the importance of these activities to changes in practice.

SECOND LESSON CYCLE

Purpose

In years 1 and 2 of the RE Program, Resident Educators, through the support of mentors, have systematically and continually engaged in the cycle of inquiry and reflection as they progressed through the Teaching-Learning Cycle. The RESA asks that Resident Educators demonstrate their acquired knowledge and skills.

Self-reflection on instructional practices and the **use of instructional evidence** are essential components in ongoing professional development and growth. This Second Lesson Cycle Task requires Resident Educators to perform both of these processes; professional growth occurs as Resident Educators progress through the task.

The Second Lesson Cycle asks you to demonstrate your understanding of and ability to implement the **plan, teach, reflect** elements of the Teaching-Learning Cycle in real time, and describe, reflect on, and analyze **how and why** lesson planning decisions were made and **how** they were implemented. Research has found that educators can be poor selectors of examples of their own best practice. As such, the RESA requires that candidates submit two distinct examples of their ability to implement the plan, teach, and reflect elements of the Teaching-Learning Cycle. Think carefully about your choice of lessons. Your goal is to demonstrate your command of all parts of the Teaching-Learning Cycle. Read the rubrics that accompany the task directions before you make your choices.

Overview and Evidence Sources

In this task you will assemble a portfolio of evidence that demonstrates your work with students in the context of a single lesson. You must submit the following forms, instructional evidence, and video segment(s) online.

- **Teaching and Learning Context Form 3.1:** Describe students and your classroom.
- **Lesson Overview and Commentary Form 3.2:** Provide an overview of the lesson and up to 10 pages of **instructional evidence** that students used during the lesson.
- **Instructional Strategies Overview Form 3.3:** Provide information about the instructional strategies you used in the lesson.
- **Video Overview Form 3.4:** Submit video of the lesson, identify specific segments for assessors to watch, and provide commentary.
- **Overall Lesson Analysis Form 3.5:** Provide an analysis of the entire lesson.

TIPS:

Selecting a Lesson:

The questions on each of the required forms for this task and rubrics will help you understand the kind of lesson you should select in order to demonstrate your practice and comment on it appropriately.

Lesson Plans: You will not be required to submit a formal lesson plan, though you may find that you can insert parts of your lesson plan in response to the specific questions on the forms below.

Video: Before you complete these forms, you will need to upload an unedited video of your classroom teaching to your media library in the submission system. You will then be prompted to select 15 minutes of your lesson (potentially from two sections of the class) for the final task submission.

SECOND LESSON CYCLE

What You Must Do

1. Choose a lesson that allows you to demonstrate all of the following:
 - a. Important content clearly connected to your school and district priorities, the Ohio Academic Content Standards, and/or national standards for subject areas that do not have Ohio Academic Content Standards
 - b. Academically rigorous expectations for student learning
 - c. Explanation or demonstration 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. **Do not pause or stop the video while you are recording your class, and do not attempt to edit your video before uploading it to the submission system or your submission will be disqualified.** Refer to the Uploading, Segmenting, and Submitting Evidence Reference Guide in Section F of the Participant Guide for more details on recording lesson videos.
3. Collect all of your instructional evidence for this lesson and convert the related digital files into acceptable file formats as required. Please see Section F: Uploading, Segmenting, and Submitting Evidence Reference Guide (Video, Audio, and PDFs) in the Participant Guide for information on which file types are accepted. Form 3.3 and the RESA Instructional Evidence Reference Guide in Section G of the Participant Guide provide more information about instructional evidence.
4. Complete Forms 3.1–3.5 online. If you have questions about terminology found in the task forms, refer to the Section K: Glossary of Key Terms as They Are Used in the RESA in the Participant Guide.

NOTE:

Each form is scored separately. **Assessors do not have access to the entire response while they are scoring the individual forms.**

You will be asked to provide contextual information within the forms that is itself not scored, but provides essential information for assessors as they evaluate the scored portions of the response.



Avoid Disqualification

- Videos with no sound, distracting sound, poor video quality, or orientation at an angle that does not allow an assessor to clearly see what is going on in the class will be disqualified.
- Candidates will be disqualified and reported to the ODE Office of Professional Conduct if they re-use the video evidence from a past or current submission for the Lesson Cycle Tasks or for the Formative and Summative Assessment Task.
- Candidates will be disqualified if they edit the class video prior to uploading it. If a pause or edit is included in the segment for review, the assessor may infer that the video has been edited and is allowed to reject the submission for that reason. A video split between two different days will also be disqualified.
- **When submitting authentic evidence sources, be sure to remove the full names (first and last names) of students.** Submissions that include personally identifiable information (PII) of students, parents, caregivers, or others will be disqualified and result in a failing score on this task. PII includes but is not limited to first and last name, phone numbers, non-school email addresses, mailing addresses, Social Security numbers, or anything else that identifies an individual specifically or would permit direct communication with him or her.
- Please review all PDF evidence prior to submission to make sure that it is legible and can be clearly viewed. Likewise, please review all video submissions to make sure that they play without issue, are audible, and have no visual issues.
- **Notice for candidates in co-teaching assignments:** If you are in a co-teaching assignment and the other co-teacher is also a RESA candidate, you are prohibited from using the same lesson to submit for this task. If you are not in a self-contained classroom with your co-teacher, you must select a different classroom of students for each task submission from that of your co-teacher. If you are teaching in the same room with another adult, please indicate whose teaching should be scored in one of the text boxes associated with the video (for example: "I'm the teacher in the blue shirt."). In addition, you may not collaborate on responses to the questions in the task forms. Collaboration on RESA tasks will be monitored, and, if detected, your task submission(s) will be disqualified and you will be reported to the ODE's Office of Professional Conduct.

SECOND LESSON CYCLE

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 provided as context for the scoring of your analyses below, and is unscored. However, your responses on this form will provide critical information that will help assessors understand and interpret the parts of the task that are scored.

School setting/environment*

Subject area and course title (for example, third-grade reading or U.S. History 1)

Grade level(s)

How often does the class meet (e.g., daily, three 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 males:

Number of females:

Student ethnicity:

Caucasian

Hispanic

African American

Multi-racial

Native American

Asian/A-P Islander

Characteristics of student population in this class:

• Number of English language learners:

• Students with learning disabilities:

• Students struggling with grade-level academic content but not yet diagnosed with a disability:

• Students who are gifted:

• Total number of students with exceptionalities:

Total number of students in the class section who are high, mid, and low performing based on data and/or your observations of student proficiency with respect to the content area.

HIGH

MID

LOW

*For example: traditional elementary/middle/high school; school for the blind; magnet school for science and mathematics; online education program; school for incarcerated students.

SECOND LESSON CYCLE

Form 3.2: Lesson Overview and Commentary Form

Complete the following **Lesson Overview and Commentary Form** online to provide information about the learning 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 3.2 A–3.2 B.

Each response should be complete and concise. Each answer (that is, each box) **must not exceed 200 words unless otherwise noted**. If you choose, your response may be in a bulleted list, in whole or in part. Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.

1. Describe the content focus of the selected lesson and its importance in the overall context of the content area. (Rubric 3.2 B)

2. List the learning outcomes for this lesson using the table below, explaining (a) why they are academically rigorous and (b) how they are connected to your school and district priorities and the Ohio Academic Content Standards or relevant national standards if the Ohio Academic Content Standards do not apply. (Rubric 3.2 A) (200 words for each of the three boxes below)

Learning Outcomes:

Why are these learning outcomes academically rigorous?

How are they connected to your school and district priorities, and the Ohio Academic Content Standards or relevant national standards if the Ohio Academic Content Standards do not apply?

3. Describe the prior knowledge and skills (including general language skills and academic language skills) students need in order to achieve these learning outcomes. (Rubric 3.2 B)

Second Lesson Cycle: Rubric 3.2

Second Lesson Cycle, Rubric 3.2 A **Quality of Learning Outcomes**

3.2 A: What does the evidence indicate about the quality of the teacher's stated learning outcomes?

LEVEL 1

The learning outcomes as a whole are characterized by most of the following:

- 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

LEVEL 2

The learning outcomes as a whole are characterized by most of the following:

- moderate expectations for students
- moderate academic rigor in the discipline
- vague or unclear connection to school and district curriculum priorities and state academic content standards

LEVEL 3

The learning outcomes as a whole are characterized by most of the following:

- some high expectations for students
- some indication of high levels of academic rigor in the discipline
- generally clear connection to school and district curriculum priorities and state academic content standards

LEVEL 4

The learning outcomes as a whole are characterized by most of the following:

- high expectations for students
- consistent evidence of academic rigor for all students
- full alignment with school and district curriculum priorities and state academic content standards

Second Lesson Cycle, Rubric 3.2 B **Teacher's Knowledge of Content**

3.2 B: What does the evidence indicate about the depth of the teacher's knowledge of the content?

LEVEL 1

The teacher displays the following:

- little depth of content knowledge
- little understanding of prerequisite knowledge important to student learning of the content

LEVEL 2

The teacher displays the following:

- 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

LEVEL 3

The teacher displays the following:

- accurate understanding of important concepts in the discipline and how these relate to one another
- accurate understanding of prerequisite relationships among topics

LEVEL 4

The teacher displays the following:

- 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

SECOND LESSON CYCLE

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 3.3 A–3.3 D.

Each response should be complete and concise. Each answer (that is, each box) **must not exceed 200 words unless otherwise noted**. If you choose, your response may be presented in a bulleted list, in whole or in part. Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.

1. 275 words total for A and B

(A) Describe the sequence or order of instructional strategies during the lesson.

(B) Describe how you have differentiated your instruction in this lesson to appropriately meet the needs of all of the students in this class (in particular, the subgroups you have mentioned in Form 3.1: Teaching and Learning Context Form, and the range of student understandings in the particular group of students shown in the video). Describe how the differences among students in what they know, what they are struggling with, and what they are working on are addressed in your plan to help students achieve the desired learning outcomes of this lesson. (Rubric 3.3 A)

2. Analyze how your selected instructional strategies and learning activities support the academic rigor of your learning outcomes for this lesson and the range of student understandings and varied learning needs of students in this class. (Rubric 3.3 B)

3. Describe the plan you made for formative assessment during this lesson prior to teaching the videotaped lesson you have submitted. Note that this description does not deal with what actually happened in the lesson, but rather with your planned strategy for formative assessment to monitor progress toward learning outcomes. (Rubric 3.3 C)

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 or activity that students used or responded to during the lesson; **you should not submit student work as instructional evidence**. (Rubric 3.3 D)

- You will be submitting evidence online, so, if the evidence is not a text-based document (a physical manipulative material, for example), you will need to take a picture of the evidence and scan or convert it to an acceptable file format. Please see Section F: Uploading, Segmenting, and Submitting Evidence Reference Guide (Video, Audio, and PDFs) in the Participant Guide for information on which file types are accepted. Please redact personally identifiable information from these evidence submissions (first and last names of students or parents, phone numbers, non-school email addresses, mailing addresses, Social Security numbers, or anything else that identifies an individual specifically or would permit direct communication with him or her).
- 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).

Second Lesson Cycle: Rubric 3.3

Second Lesson Cycle, Rubric 3.3 A **Teacher's Knowledge of Students**

3.3 A: What does the evidence indicate about the teacher's understanding of the students' knowledge and skills, special needs, interests, and ethnic identities?

LEVEL 1

The teacher displays minimal or inaccurate knowledge of such differentiators in the whole class as student knowledge and skills, interests, special needs, and/or ethnic identities, and gives no evidence of applying any knowledge of differentiation to plan instruction.

LEVEL 2

The teacher displays limited but mostly accurate knowledge of such differentiators as student knowledge and skills, interests, special needs, and/or ethnic identities, and applies this knowledge to plan instruction for the class as a whole.

LEVEL 3

The teacher displays accurate knowledge of such differentiators as knowledge and skills, interests, special needs, and/or ethnic identities for the whole class as well as for specific subgroups of students, and applies this knowledge to differentiate instruction for some subgroups in the class.

LEVEL 4

The teacher displays accurate and detailed knowledge of such differentiators as knowledge, skills, special needs, interests, and/or ethnic identities of individuals and subgroups of students, and uses this knowledge to consistently differentiate instruction for individuals and subgroups in the class.

Second Lesson Cycle, Rubric 3.3 B **Quality of Learning Activities**

3.3 B: What does the evidence indicate about the quality of learning activities planned by the teacher?

LEVEL 1

The instructional strategies and learning activities are characterized by most or all of the following:

- poor alignment with the learning outcomes
- limited cognitive challenge to engage students in active intellectual activity
- lack of differentiation for different students
- lack of support by selected resources, including, but not limited to, technology

LEVEL 2

The instructional strategies and learning activities are characterized by most or all of the following:

- partial alignment with the learning outcomes
- moderate cognitive challenge
- lack of differentiation for different students
- partial support by selected resources, including, but not limited to, technology

LEVEL 3

The instructional strategies and learning activities are characterized by most or all of the following:

- alignment with the learning outcomes
- examples of significant cognitive challenge
- differentiation for different groups of students
- support by selected resources, including, but not limited to, technology

LEVEL 4

The instructional strategies and learning activities are characterized by most or all of the following:

- alignment with the learning outcomes
- consistent significant cognitive challenge
- differentiation as needed, for individual learners
- full support by the selected resources, including, but not limited to, technology

Second Lesson Cycle: Rubric 3.3 (continued)

Second Lesson Cycle, Rubric 3.3 C **Plan for Using Formative Assessment**

3.3 C: What does the evidence indicate about the teacher's plan for using assessments to monitor learning outcomes?

LEVEL 1

The teacher has no plan to incorporate formative assessment in the lesson or articulates a plan that does not address the stated learning outcomes.

LEVEL 2

The teacher's plan for using formative assessment is general, and addresses only some of the stated learning outcomes.

LEVEL 3

The teacher's plan for using formative assessment is detailed and includes specific approaches to be used in assessing most learning outcomes.

LEVEL 4

The teacher's plan for using formative assessment includes assessment strategies that evaluate all learning outcomes and teacher use of the assessment information.

Second Lesson Cycle, Rubric 3.3 D **Quality of Instructional Evidence**

3.3 D: What does the evidence indicate about the quality of the activities, materials, and tasks for student use, and their support of the learning outcomes?

LEVEL 1

The materials and tasks are minimally or not at all aligned with the learning outcomes.

Instructional activities require students only to recall information.

LEVEL 2

The materials and tasks are partially aligned with learning outcomes.

Instructional activities primarily require students to recall information, but include some indication that students must comprehend and explain that information as well.

LEVEL 3

The materials and tasks are mostly aligned with learning outcomes.

Instructional activities require students to go beyond recalling information, asking them to analyze it or apply it in other contexts.

LEVEL 4

The materials and tasks are well aligned with learning outcomes, and work to deepen student understanding.

Instructional activities require students to evaluate quality, synthesize information from multiple sources, draw conclusions, make generalizations, and/or produce arguments.

SECOND LESSON CYCLE

Form 3.4: Video Overview Form

Videos provide opportunities for you to showcase particular elements of the lesson that you will discuss in your commentary. Videos provide depth and insights into teaching moments that go beyond what can be captured in a real-time classroom observation. Take time to carefully choose the video segments that provide the clearest demonstration of the lesson elements that you will write about in your commentary. Careful selection of the video segments is itself an act of self-reflection, one of the most important practices of effective teachers.

Complete the following **Video Overview Form** online. You will submit a video of an entire lesson (see Section E in the Participant Guide for recommendations on choosing a lesson for videotaping), and select either one or two segments from the lesson to illustrate your teaching skills as requested in this task. Each segment must be at least 2 minutes in length, and the segments, taken together, cannot be more than 15 minutes in length.

Each response should be complete and concise. Each answer (that is, each box) **must not exceed 200 words unless otherwise noted**. If you choose, your response may be presented in a bulleted list, in whole or in part. Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.

QUICK TIP:

It is recommended that the entire class be featured in the video to best demonstrate student engagement.

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.) This answer is provided as context for the scoring of your analyses below, and is unscored. However, your response will provide critical information that will help assessors to understand and interpret the parts of the task that are scored.

2. What aspect of the content focus of this lesson is illustrated in the video segment(s)? Why is this segment important? (Rubrics 3.4 A–3.4 B)

3. Think about what actually took place when you taught this lesson. What, specifically, in the video segment(s) demonstrates a method of formative assessment you used in this lesson? Briefly and specifically articulate what you learned from this formative assessment and how you used this information in this lesson or in subsequent lessons. (Rubric 3.4 E)

Video Observation

Your video of this lesson will be scored using Rubrics 3.4 A–3.4 E.

Second Lesson Cycle: Rubric 3.4

Second Lesson Cycle, Rubric 3.4 A **Teacher's Knowledge of Content**

3.4 A: What does the evidence indicate about the depth of the teacher's knowledge of the content?

LEVEL 1

The teacher displays the following:

- little depth of content knowledge
- little understanding of prerequisite knowledge important to student learning of the content

LEVEL 2

The teacher displays the following:

- 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

LEVEL 3

The teacher displays the following:

- accurate understanding of important concepts in the discipline and how these relate to one another
- accurate understanding of prerequisite relationships among topics

LEVEL 4

The teacher displays the following:

- 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

Second Lesson Cycle, Rubric 3.4 B **Teacher's Explanation of Content**

3.4 B: 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

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.

LEVEL 2

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.

LEVEL 3

The teacher's explanation of content is appropriately scaffolded, accurate, and uses appropriate academic language. The explanation consistently connects with students' knowledge and experience.

LEVEL 4

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

SECOND LESSON CYCLE

Second Lesson Cycle: Rubric 3.4 (continued)

Second Lesson Cycle, Rubric 3.4 C Classroom Environment Conducive to Learning

3.4 C: What does the video indicate about the classroom environment, related to the following?

- Respectful interactions
- Efficient routines and procedures
- Appropriate student behavior
- Student participation

LEVEL 1

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 a lack of student participation.

LEVEL 2

Overall, the class is somewhat organized, with occasional disrespectful interactions, inappropriate conduct, some confused routines and procedures, and generally low levels of student participation in the lesson.

LEVEL 3

Overall, the class is well organized, with consistently respectful interactions, largely efficient routines and procedures, generally appropriate student conduct, and evidence of student participation in the lesson.

LEVEL 4

Overall, the class is highly organized, with students contributing to a classroom atmosphere of high levels of civility and respectful interactions, smooth and practiced routines and procedures, and consistently appropriate student behavior. More than half of the students are active participants in the lesson.

Second Lesson Cycle, Rubric 3.4 D Student Engagement

3.4 D: What does the video indicate about the level of intellectual engagement in the class?

LEVEL 1

The learning tasks/ activities, materials, and resources the teacher uses require only rote responses. Very few students appear intellectually engaged.

LEVEL 2

The learning tasks and activities the teacher uses require only minimal intellectual activity by students. Most students appear to be passive or merely compliant.

LEVEL 3

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.

LEVEL 4

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.

Second Lesson Cycle, Rubric 3.4 E Use of Formative Assessment and Feedback in Instruction

3.4 E: What does the video indicate about the teacher's use of formative assessment and feedback during the lesson?

LEVEL 1

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's reflection on the formative assessment used does not indicate an understanding of the value of formative assessment methods.

LEVEL 2

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. The teacher's reflection on the formative assessment used indicates some limited understanding of the value of the formative assessment in the lesson segment.

LEVEL 3

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. The teacher's reflection on the formative assessment used indicates understanding of the value of the formative assessment in the lesson segment, and the teacher draws some specific conclusions from the assessment about the status of student learning.

LEVEL 4

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. Teacher feedback is varied in form, accurate and specific, and advances learning. The teacher's reflection on the formative assessment used indicates conscious command of formative assessment in the lesson segment, and the teacher draws specific and insightful conclusions from the assessment about the status of student learning.

SECOND LESSON CYCLE

Form 3.5: Overall Lesson Analysis Form

Complete the following **Overall Lesson Analysis Form** online. This form will be scored using Rubric 3.5 A. Please note that whether or not the lesson was completely successful in achieving all of your learning outcomes is less important than your ability to convincingly identify the reasons it fell short (if it did) of your intentions.

Each response should be complete and concise. Each answer (that is, each box) **must not exceed 200 words unless otherwise noted**. If you choose, your response may be presented in a bulleted list, in whole or in part. Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.

1. Overall, how successful was this lesson in relation to the learning outcomes stated in your lesson overview? Be specific in your answer, and explain what evidence (student behaviors, responses) supports your answer. (Rubric 3.5 A)

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? (Rubric 3.5 A)

3. Which instructional strategies, if any, would you change in re-teaching this lesson, and why? If you would not change anything, explain why you would make that decision. (Rubric 3.5 A)

Second Lesson Cycle: Rubric 3.5

Second Lesson Cycle, 3.5 A Overall Lesson Reflection

3.5 A: 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

The teacher cannot accurately evaluate the lesson.

- The teacher does not know whether the lesson was effective or if it achieved its expected learning outcomes.

or

- The teacher profoundly misjudges the success of a lesson. The teacher makes no relevant or actionable suggestions for how the lesson could be improved.

LEVEL 2

- The teacher draws a partly accurate conclusion or conclusions about the extent to which learning 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 the lesson could be improved but does not explain why these suggestions might be effective or offers only a vague explanation of their potential effectiveness.

LEVEL 3

- The teacher draws accurate conclusions about the extent to which learning outcomes were met, and can cite general references to support those conclusions.

- The teacher offers some specific suggestions for alternative instructional strategies to improve the lesson and explains why they are likely to be effective.

LEVEL 4

- The teacher draws accurate conclusions about the extent to which learning outcomes were met, citing specific examples from the lesson to support a judgment that draws clear distinctions about effectiveness of strategies.

- The teacher offers a convincing rationale for either keeping the lesson the same or adding alternative instructional strategies to improve the lesson.

FORMATIVE AND SUMMATIVE ASSESSMENT

Purpose

Teaching is a purposeful activity; it is goal directed and designed to achieve certain well-defined ends. Even when operating within the confines of an established curriculum (as virtually all teachers are), teachers must determine the purposes for a given class on a given day. In all disciplines, those daily purposes are embedded in larger goals that develop over time. In years 1 and 2, Resident Educators, with the support of mentors, have systematically and continually engaged in the cycle of inquiry and reflection as they progressed through the Teaching-Learning Cycle.

Self-reflection on instructional practice and the **use of instructional evidence** are essential components to ongoing professional development and growth. The Formative and Summative Assessment Task asks you to demonstrate your understanding of and ability to implement the Teaching-Learning Cycle: describe, analyze, and reflect upon how evidence from assessments was used to modify your teaching practice as needed to improve student learning and achievement of the learning outcomes for this unit.

An instructional unit provides students with learning experiences that address an integrated set of connected topics and complex concepts over the course of multiple lessons. This task asks you to demonstrate your ability to use formative and summative assessments to monitor your teaching impact and student progress toward the intended learning outcomes and to adjust your instruction as needed based on the assessment result.

An instructional unit should consist of a minimum of 10 days or class periods and a maximum of 35 days or class periods. If you meet with students fewer than two times per week, choose a sequence of instruction over the course of several lessons (i.e., more than two). For this task, the sequence of lessons should address complex concepts designed to support ambitious learning outcomes over the course of several lessons. It is recommended that you begin collecting evidence and preparing for this task as early as possible in the school year.

Overview and Evidence Sources

To complete the Formative and Summative Assessment Task, you will submit information about an instructional unit you have taught. All forms and additional evidence sources, such as the selected student responses, will be submitted online.

- **Teaching and Learning Context Form 2.1:** A description of the students and your classroom, to provide assessors with the context in which you work.
- **Instructional Unit Context Form 2.2:** A commentary about your instructional unit that gives a rationale for:
 - The final learning outcomes at the end of the unit and important check points for these outcomes during the unit.
 - The alignment of your selected formative and summative assessments with these outcomes. It is recommended that you monitor these outcomes throughout each assessment.

TIP:

Each formative assessment should represent a useful check-in point, and should measure student learning progress toward the learning outcomes of the unit as a whole.

FORMATIVE AND SUMMATIVE ASSESSMENT

- **Assessments Form 2.3:** Two formative assessments you used during the unit to assess learning outcomes with selected student responses. One summative assessment you used to assess the learning outcomes of the unit as a whole with selected student responses. *Note: You must use the same three assessments for all three students (i.e., Student A, Student B, and Student C will all receive the same Formative Assessment 1, the same Formative Assessment 2, and the same Summative Assessment). If the assessments submitted are different for each student, you must include some rationale for why they are different.*
- **Assessment Results Analysis Form 2.4:** An analysis of what the individual assessment responses from the selected students tell you about each individual student's progress toward mastery of your unit's learning outcomes.

What You Must Do

1. Choose an instructional unit that demonstrates the following. *(Your submission may include the lessons featured in the individual First and Second Lesson Cycle Tasks in this assessment.)*
 - a. Important content clearly connected to your school and district priorities, the Ohio Academic Content Standards, and/or national standards for subject areas that do not have Ohio Academic Content Standards
 - b. Academically rigorous expectations for student learning
 - c. Formative and summative assessments of student learning of content across the instructional unit and aligned to the learning outcomes
 - d. Opportunities for students to self-assess and set learning goals during the instructional unit
2. Select **two formative assessments (Formative 1 and 2)** and **one summative assessment** that you used in the instructional unit. These assessments should provide evidence of student progress toward academically rigorous learning outcomes and/or standards that are the focus of the instructional unit. Assessments may take many forms, from specially designed questions to ask of students during instruction, or more formal solicitations of their understanding of the content through written, oral, material and/or visual responses, or performances. Assessments that are not written may be captured through photographs, audio clips, and video clips.
3. Indicate, for each assessment, how the student responses were evaluated, e.g., a rubric or a point system, and include your scoring or evaluation of each response using that method. Note that the accuracy of your scoring of each student response is the evidence used to score your submission using Formative and Summative Assessment Task, Rubric 6.
4. **Using results from Formative Assessment 1, choose three students: one low-performing, one mid-performing, and one high-performing student.** These are the three exact same students you will track across all three assessments. Your submission will be disqualified if Student A, B, and C are different in each assessment submitted (i.e., if Student A in Formative 1 is not the same individual as Student A in Formative 2.)

TIP:

You will have better opportunities to demonstrate your ability to analyze student learning if you choose an instructional unit in which there was considerable variability in student performance.

FORMATIVE AND SUMMATIVE ASSESSMENT

- 5. The assessments themselves must be the same administered to all three students (i.e., Students A, B, and C must each complete the same Formative 1, Formative 2, and Summative).** If the assessments submitted are different for each student, you must include some rationale for why they are differentiated. By analyzing their responses to each assessment, you will demonstrate your use of formative assessment results to adjust your instruction, when that is needed. You will submit each student's responses to each assessment (Formative Assessment 1, Formative Assessment 2, and Summative Assessment).
- 6. Complete Forms 2.1–2.4.**

Notes for Candidates

- You will have better opportunities to demonstrate your ability to analyze student learning if you choose an instructional unit in which there was considerable variability in student performance. In that way, you'll be able to demonstrate your skill in analyzing the performance of, and planning subsequent instruction for, students representing the full range of performance.
- You must submit the student work itself for each assessment. Rubrics alone will not be accepted.
- Candidates are encouraged to combine the student work and the rubric associated with that work and scan it onto one PDF document.
- Formative assessment is often a spontaneous outgrowth of what is happening right at the moment in your teaching and students' learning. Summative assessment, on the other hand, is typically a planned and more formal assessment of what students know and are able to do at some particular point in your instructional unit—typically at the end.
 - This means that formative assessments may be as simple as a single question, a call for an immediate response in student notebooks or on the board, or a brief survey of student comprehension across the whole class.
 - However, to be useful to you, any formative assessment must be evaluated, and some sense of the individual difference in student understandings must result from this evaluation.
- Remember also that each formative assessment should represent a useful check-in point and measures of student learning progress toward the learning outcomes of the unit as a whole. Each formative assessment should provide specific and relevant evidence that the teacher will be able to monitor student progress across the instructional unit.
- Each of the formative assessments you select **must** offer students an opportunity for self-assessment. You will be asked to comment on those self-assessments in your analysis.
- This task asks you to articulate the next steps in instruction for each of the three selected students, based on the results of **all** of the assessments you are submitting. This part of the task invites you to describe the ways in which you may have differentiated instruction for each student on some part of the content. For example, your response to an individual student's assessment response might be that he or she needs more practice (or possibly enrichment) in one of the skills or areas you are emphasizing for the whole class.
- The learning outcomes listed for the unit describe what students will **learn**, not what they will **do**. In contrast, the instructional activities should describe what students do in order to acquire the skill or understanding identified in the outcomes.
- Each learning outcome included in the unit should be assessed or evaluated on at least one of the student assessments described in the evidence submitted. The alignment between the assessments and the learning outcome(s) assessed by each should be made clear in your submission.
- The connection between the learning outcomes for the unit and the content standards or curriculum priorities should be clearly explained.



Avoid Disqualification

- **When submitting authentic evidence sources, be sure to remove the full names (first and last names) of students.** Submissions that include personally identifiable information (PII) of students, parents, caregivers, or others will be disqualified and result in a failing score on this task. PII includes but is not limited to first and last name, phone numbers, non-school email addresses, mailing addresses, Social Security numbers, or anything else that identifies an individual specifically or would permit direct communication with him or her.
- Please review all PDF evidence submissions to make sure that it is legible and can be clearly viewed. Likewise, please review all video evidence submissions to make sure that they play without issue, are audible, and have no visual issues.
- Submissions will be disqualified if there is not actual evidence of student work attached for each assessment or if full assessments are not attached for each student.
- Submissions with evidence from multiple classes will be disqualified.
- Submissions will be disqualified if the assessments do not track the progress of the same three students (A, B, and C) for Formative Assessment 1, Formative Assessment 2, and Summative Assessment.
- For assessments given on an online platform, when submitting student work, the candidate must include both the questions asked (these can be provided in the "blank form" space on the submission) as well as the student results. Note that just providing the number correct (e.g., "Student A got 7 questions out of 15 right") is not sufficient for an assessor to judge the accuracy of scoring. Candidates must include the actual student responses, as well as an indication of which responses were correct and which responses were incorrect, in order for the submission to be scored.
- Candidates will be disqualified and reported to the ODE Office of Professional Conduct if they re-use the video evidence from a past or current submission for the Lesson Cycle Tasks and which responses were for the Formative and Summative Assessment Task.
- **Notice for candidates in co-teaching assignments:** If you are in a co-teaching assignment in a self-contained classroom and the other co-teacher is also a RESA candidate, you are prohibited from collaborating on your responses to the questions in the task forms and may not submit the same student samples. You must choose different focal students and complete independent analysis of the students' work and relevant instruction. If you are not in a self-contained classroom with your co-teacher, you must select a different classroom of students for each task submission from that of your co-teacher. If you are in a self-contained classroom co-teaching with another RESA candidate, and you have fewer than 6 students, you must submit a Special Circumstances Request (as found on the www.educopia.com/resa Resources page). Collaboration on RESA tasks will be monitored, and, if detected, your task submission(s) will be disqualified and you will be reported to the ODE's Office of Professional Conduct.

FORMATIVE AND SUMMATIVE ASSESSMENT

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 provided as context for the scoring of your analyses below, and is unscored. However, your responses on this form will provide critical information that will help assessors understand and interpret the parts of the task that are scored.

School setting/environment*

Subject area and course title (for example, third-grade reading or U.S. History 1)

Grade level(s)

How often does the class meet (e.g., daily, three 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 males:

Number of females:

Student Ethnicity:

Caucasian

Hispanic

African American

Multi-racial

Native American

Asian/A-P Islander

Characteristics of student population in this class:

• Number of English language learners:

• Students with learning disabilities:

• Students struggling with grade-level academic content but not yet diagnosed with a disability:

• Students who are gifted:

• Total number of students with exceptionalities:

Total number of students in the class section who are high, mid, and low performing based on data and/or your observations of student proficiency with respect to the content area.

HIGH

MID

LOW

*For example: traditional elementary/middle/high school; school for the blind; magnet school for science and mathematics; online education program; school for incarcerated students.

FORMATIVE AND SUMMATIVE ASSESSMENT

Form 2.2: Instructional Unit Context Form

Each response should be complete and concise. Each answer (that is, each box) **must not exceed 200 words unless otherwise noted**. If you choose, your response may be in a bulleted list, in whole or in part. Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.

Describe your instructional unit.

1. Content focus for the unit: For example, multiplication and division of fractions; plot, setting, and characterization in short stories. (Rubric 1)

2. Learning outcomes for the unit. (Rubric 1)
Reminder: List here the learning outcomes connected to the assessments you are submitting.

3. Explain how the central focus and key learning outcomes for this unit represent rigorous learning in the discipline and appropriately high expectations for students' learning. (Rubric 1)

4. Identify the school/district priorities or state/national content standards addressed by the learning outcomes and explain the connection to the learning outcomes you have listed above in #2 for this unit. (Rubric 2)

5. Briefly explain how you planned to differentiate instruction for the particular students in this submission. You may wish to comment on how and why you adapted learning activities and/or outcomes to meet the needs of particular students or groups of students. (Rubric 3)

6. How many lessons are included in this instructional unit? This answer is provided as context for the scoring of your analyses below, and is unscored. However, your response will provide critical information that will help assessors understand and interpret the parts of the task that are scored.

FORMATIVE AND SUMMATIVE ASSESSMENT

7. When during the instructional unit did the Formative 1, Formative 2, and Summative Assessments take place (for example, on day 3, day 7, and day 10)? This answer is provided as context for the scoring of your analyses below, and is unscored. However, your response will provide critical information that will help assessors understand and interpret the parts of the task that are scored.

Formative Assessment 1:

Formative Assessment 2:

Summative Assessment:

8. For Formative Assessment 1 and Formative Assessment 2, explain why each assessment represents a useful check-in point and measures student learning progress toward the learning outcomes of the unit as a whole. (Rubric 4)

	Learning Outcomes Assessed	Rationale (Why does this represent important learning in the context of the entire unit?)
Formative Assessment 1:		
Formative Assessment 2:		

FORMATIVE AND SUMMATIVE ASSESSMENT

Formative and Summative Assessment: Rubric 1

Quality of Learning Outcomes (used to score Form 2.2, #1, #2, and #3)

What does the evidence indicate about the quality of the teacher's stated student learning outcomes?

LEVEL 1

The learning outcomes as a whole are characterized by a lack of or by low academic rigor in the discipline and low expectations for students.

LEVEL 2

The learning outcomes as a whole are characterized by moderate academic rigor in the discipline and moderate expectations for students. The teacher's explanation is general, imprecise, and/or unconvincing.

LEVEL 3

Most, but not all, of the learning outcomes represent some indication of high levels of academic rigor in the discipline and some high expectations for students. The teacher's explanation is generally convincing.

LEVEL 4

The learning outcomes consistently represent high levels of academic rigor in the discipline and high expectations for all students. The teacher's explanation is detailed, specific, and convincing.

Formative and Summative Assessment: Rubric 2

Connection of Learning Outcomes with School/District Priorities or Academic Content Standards (used to score Form 2.2, #4)

What does the evidence indicate about the relationship of the teacher's stated learning outcomes with the school's curriculum priorities and/or academic content standards?

LEVEL 1

The teacher fails to explain the connections between the identified learning outcomes and the academic content standards.

LEVEL 2

The teacher's explanation of the connections between the identified learning outcomes and the academic content standards is vague or unclear.

LEVEL 3

The teacher's explanation of the connections between the identified learning outcomes and the academic content standards is generally clear.

LEVEL 4

The teacher's explanation of the connections between the identified learning outcomes and the academic content standards demonstrates full, clear, and explicit alignment.

Formative and Summative Assessment: Rubric 3

Planning for Differentiation (used to score Form 2.2, #5)

What does the evidence indicate about the quality of the teacher's plan for differentiation?

LEVEL 1

The plan as a whole shows no differentiation for students.

LEVEL 2

The plan as a whole shows little differentiation for students.

LEVEL 3

The plan as a whole indicates some differentiation for groups of students.

LEVEL 4

The plan as a whole shows differentiation, as appropriate, for groups and for individual students.

Formative and Summative Assessment: Rubric 4

Rationale for the Content of Formative Assessments in the Context of the Learning Outcomes for the Instructional Unit (used to score Form 2.2, #8)

To what extent does the teacher's rationale for the content focus of each formative assessment demonstrate understanding of student learning progress toward the learning outcomes of the unit as a whole?

LEVEL 1

The teacher offers no rationale for the content focus of the formative assessments.

LEVEL 2

The rationale for the content focus of the formative assessments is vague or general.

LEVEL 3

The rationale for the content focus of the formative assessments is clear and supported by specific details.

LEVEL 4

The rationale for the content focus of the formative assessments is thorough and makes a convincing case for the importance of these formative assessments for future learning in the unit.

FORMATIVE AND SUMMATIVE ASSESSMENT

Form 2.3: Assessments

This form is provided as context for the scoring of your analyses below. All of your responses on this form will provide critical information that will help assessors understand and interpret the parts of the task that are scored.

What You Must Do

- a. Choose and submit** one set of **three** assessments (2 Formative Assessments and 1 Summative Assessment) you used during this instructional unit. See the notes below for important reminders about these assessments. You must submit all of the assessments themselves (or a description of the assessments if they are not tangible objects).
- b. Collect and submit the responses** to the assessments you chose by the three students whose progress you are following across all three assessments. Remember that you must choose a low-performing, a mid-performing, and a high-performing student as defined by how these students performed **on the initial formative assessment**. Also remember that students A, B, and C are the same three individuals throughout the task submission, and that Student A is always the student who was low-performing on Formative Assessment 1, Student B is always the student who was mid-performing on Formative Assessment 1, and Student C is always the student who was high-performing on Formative Assessment 1.
- c. Upload the three assessments, and the three student responses for each assessment with your evaluation or scoring of each of the responses. There will be a total of 3 blank assessments and 9 scored student responses.** *It is important to note that the same assessment must be administered to all three students for Formative 1, the same assessment must be administered to all three students for Formative 2, and the same assessment must be administered to all three students for Summative. If the assessments submitted are different for each student, you must include some rationale for why they are differentiated.*

You are asked to provide basic information about each of your assessments:

- The content focus of the assessment and the learning outcomes you were interested in assessing
- The instructions you gave to students when you gave them the assessment
- How you evaluated the assessment
 - This could be a range of possible descriptors, depending on your assessment methodology: low/mid/high; no understanding/partial understanding/full understanding; five-point writing rubric with categories such as basic, partially proficient, proficient, advanced; total score scale of 1–10 percent or number correct, etc.
- How you scored each individual student response that you are submitting

NOTE:

The accuracy of your scoring of each student response is the evidence used to score your submission using Formative and Summative Assessment Task, Rubric 6.

Selecting Good Evidence of Assessment Practices

Remember that these assessments should provide evidence of student progress toward academically rigorous outcomes and/or standards across the instructional unit. These assessments may take a number of different forms, from specially designed questions to ask of students during instruction, to more formal solicitations of their understanding of the content through written, oral, material and/or visual responses, or performances. **Assessments that are not written may be captured through photographs, audio clips, and video clips.**

Be sure to reread the “Notes for Candidates” at the beginning of this task.

- You will be submitting evidence online, so if any one of the assessments is not a text-based document, you will need to take a picture of the assessment and scan or convert it to an acceptable file format. Please see Section F: Uploading, Segmenting, and Submitting Evidence Reference Guide (Video, Audio, and PDFs) in the Participant Guide found on the Resources page for information on which file types are accepted.

If one or more of your assessments involved an activity that does not produce tangible student evidence to submit (for example, video of student presentations, hand signals, or audio recording of student verbal response to a question), you may use the fields provided in the form below (Form 2.3) to briefly and specifically describe that assessment, including specific details about the instructions to students to complete the assessment.

NOTE:

These assessments may take a number of different forms, from specifically designed questions to ask students during instruction, to more formal solicitations of their understanding of the content through written, oral, material and/or visual responses, or performances.

FORMATIVE AND SUMMATIVE ASSESSMENT

Form 2.3: Assessments

Formative Assessment 1

Learning Outcomes Assessed (copy from Form 2.2, #8)	Assessment Description and Instructions to Students (typed response here)	Scoring Criteria/Range (typed response here)
Student A Response (low-performing on this assessment) (insert PDF attachment with scored student work here)		
Student B Response (mid-performing on this assessment) (insert PDF attachment with scored student work here)		
Student C Response (high-performing on this assessment) (insert PDF attachment with scored student work here)		

Formative Assessment 2

Learning Outcomes Assessed (copy from Form 2.2, #8)	Assessment Description and Instructions to Students (typed response here)	Scoring Criteria/Range (typed response here)
Student A Response (insert PDF attachment with scored student work here)		
Student B Response (insert PDF attachment with scored student work here)		
Student C Response (insert PDF attachment with scored student work here)		

Summative Assessment

Learning Outcomes Assessed (the outcomes for the unit, from Form 2.2, #2)	Assessment Description and Instructions to Students (typed response here)	Scoring Criteria/Range (typed response here)
Student A Response (insert PDF attachment with scored student work here)		
Student B Response (insert PDF attachment with scored student work here)		
Student C Response (insert PDF attachment with scored student work here)		

Each of your formative assessments must include some method of student self-assessment. Explain how you designed this part of the assessment to help students understand their progress toward the learning outcomes of this unit of instruction. (Rubric 5)

FORMATIVE AND SUMMATIVE ASSESSMENT

Formative and Summative Assessment: Rubric 5

Design of Opportunities for Student Self-Assessment (used to score the last question on Form 2.3.)
How convincing is the teacher's explanation of the design and usefulness of the student self-assessment for students to understand their progress in all of the formative assessments submitted?

LEVEL 1

There are no opportunities for student self-assessment in both formative assessments submitted.

or

The teacher offers no relevant information to explain the design and usefulness of the student self-assessment opportunities for students to understand their progress in both formative assessments submitted.

LEVEL 2

The teacher's explanation of the design and usefulness of the student self-assessment opportunities for students to understand their progress is vague or general in both formative assessments submitted.

or

The teacher is inconsistent in allowing students to self-assess between both formative assessments submitted.

LEVEL 3

The teacher's explanation of the design and usefulness of the student self-assessment opportunities for students to understand their progress is clear and includes some specific information in both formative assessments submitted.

LEVEL 4

The teacher's explanation of the design and usefulness of the student self-assessment opportunities for students to understand their progress is detailed and contains substantive information in both formative assessments submitted.

Formative and Summative Assessment: Rubric 6

Accuracy of Scoring Individual Student Responses (used to evaluate the teacher's uploaded student responses and teacher scoring of those responses)

To what extent is the teacher's evaluation of each of the three students' responses accurate in all submitted assessments?

LEVEL 1

There is no evidence of the teacher's scoring of student responses in all submitted assessments.

LEVEL 2

There are substantive content-based errors and/or an error in the teacher's scoring of student responses in all submitted assessments.

LEVEL 3

There are one or two minor content-based errors in the scoring of student responses in all submitted assessments.

LEVEL 4

There are no content-based errors in the scoring of student responses in all submitted assessments.

FORMATIVE AND SUMMATIVE ASSESSMENT

Form 2.4: Assessment Results Analysis/Three Selected Students

In the boxes below on Forms 2.4.1a and 2.4.1b, complete the following analyses:

- For your three selected students, analyze each student's learning based on the results of Formative Assessment 1. Explain where each student succeeded and struggled in relation to the learning outcomes and your assessment criteria. Then explain how the assessment results affected the instruction that followed for each student.
- Repeat for Formative Assessment 2.

In the boxes on Form 2.4.1c, complete the following analyses:

- 1.** Analyze each student's learning progress based on the results of all three assessments (Formative Assessment 1, Formative Assessment 2, and the Summative Assessment), paying particular attention to the Summative Assessment. Explain where each student succeeded and struggled in relation to the learning outcomes and your assessment criteria. **Then, explain how the assessment results affected the instruction you planned to follow this unit.**
- 2.** Each response should be complete and concise. If you choose, your response may be presented in a bulleted list, in whole or in part.
- 3.** Each answer (that is, each box) **must not exceed 200 words unless otherwise noted.** Be brief and specific. We suggest that you write a first draft and carefully edit before you complete each answer on this form.
- 4. All responses for 2.4.1a and 2.4.1b are scored using Rubrics 7 and 8. Responses for 2.4.1c are scored using Rubric 9.**

NOTE:

The same assessment must be administered to all three students for Formative 1, the same assessment must be administered to all three students for Formative 2, and the same assessment must be administered to all three students for Summative. If the assessments submitted are different for each student, you must include some rationale for why they are differentiated.

FORMATIVE AND SUMMATIVE ASSESSMENT

2.4.1a: Formative Assessment 1

What do the assessment responses indicate about progress toward your learning outcomes for each of the selected students?
What next steps in instruction for each student were indicated by the assessment results? (Rubric 7a; Rubric 8a)

Progress toward learning outcomes, Student A (low-performing on Formative Assessment 1) (Rubric 7a)

Next Steps in Instruction, Student A (Rubric 8a)

Progress toward learning outcomes, Student B (mid-performing on Formative Assessment 1) (Rubric 7a)

Next Steps in Instruction, Student B (Rubric 8a)

Progress toward learning outcomes, Student C (high-performing on Formative Assessment 1) (Rubric 7a)

Next Steps in Instruction, Student C (Rubric 8a)

FORMATIVE AND SUMMATIVE ASSESSMENT

2.4.1b: Formative Assessment 2

What do the assessment responses indicate about progress toward your learning outcomes for each of the selected students?
What next steps in instruction for each student were indicated by the assessment results? (Rubric 7b; Rubric 8b)

Progress toward learning outcomes, Student A (low-performing on Formative Assessment 1) (Rubric 7b)

Next Steps in Instruction, Student A (Rubric 8b)

Progress toward learning outcomes, Student B (mid-performing on Formative Assessment 1) (Rubric 7b)

Next Steps in Instruction, Student B (Rubric 8b)

Progress toward learning outcomes, Student C (high-performing on Formative Assessment 1) (Rubric 7b)

Next Steps in Instruction, Student C (Rubric 8b)

FORMATIVE AND SUMMATIVE ASSESSMENT

2.4.1c: Analysis of Learning Progress for Individual Students across the Set of Assessments

Consider the progress toward mastery of the learning outcomes of the unit for each of the three selected students. For each student, describe his or her learning progress over the course of the unit, as demonstrated in the results of the set of three assessments (Formative Assessment 1, Formative Assessment 2, Summative Assessment) for this unit. Pay particular attention to the results of the summative assessment in your analysis. To what extent did the student's understanding evolve toward mastery of the learning outcomes for the unit? (Rubric 9)

Student A (low-performing on Formative Assessment 1): Consider the set of assessment results and analyze/draw conclusions about the overall progress of the student over the course of the unit. Explain how the assessment results affected your plan for the next instructional unit.

Student B (mid-performing on Formative Assessment 1): Consider the set of assessment results and analyze/draw conclusions about the overall progress of the student over the course of the unit. Explain how the assessment results affected your plan for the next instructional unit.

Student C (high-performing on Formative Assessment 1): Consider the set of assessment results and analyze/draw conclusions about the overall progress of the student over the course of the unit. Explain how the assessment results affected your plan for the next instructional unit.

FORMATIVE AND SUMMATIVE ASSESSMENT

Formative and Summative Assessment: Rubric 7a

Analyzing Individual Student Data to Monitor Learning (used to score Form 2.4.1a)

How well does the teacher use the three individual student assessment responses to Formative Assessment 1 to analyze each student's progress toward mastery of the learning outcomes?

LEVEL 1

Overall analysis of the three student responses is inaccurate, making inappropriate inferences, and/or fails to align student results with the intended learning outcomes.

LEVEL 2

Overall analysis of the three student responses is general and does not mention some obvious features of the student responses in their progress towards mastery of the learning outcomes.

LEVEL 3

Overall analysis of the three student responses draws at least one specific and accurate conclusion about learning progress from each student's assessment response in relation to the learning outcomes, citing some evidence from each of the student responses to support this account.

LEVEL 4

Overall analysis of the three student responses draws multiple specific and accurate conclusions about each student's learning progress in relation to the learning outcomes, citing strong and specific evidence from each of the student responses to support this account.

Formative and Summative Assessment: Rubric 7b

Analyzing Individual Student Data to Monitor Learning (used to score Form 2.4.1b)

How well does the teacher use the three individual student assessment responses to Formative Assessment 2 to analyze each student's progress toward mastery of the learning outcomes?

LEVEL 1

Overall analysis of the three student responses is inaccurate, making inappropriate inferences, and/or fails to align student results with the intended learning outcomes.

LEVEL 2

Overall analysis of the three student responses is general and does not mention some obvious features of the student responses in their progress toward mastery of the learning outcomes.

LEVEL 3

Overall analysis of the three student responses draws at least one specific and accurate conclusion about learning progress from each student's assessment responses in relation to the learning outcomes, citing some evidence from each of the student responses to support this account.

LEVEL 4

Overall analysis of the three student responses draws multiple specific and accurate conclusions about each student's learning progress in relation to the learning outcomes, citing strong and specific evidence from each of the student responses to support this account.

FORMATIVE AND SUMMATIVE ASSESSMENT

Formative and Summative Assessment: Rubric 8a

Using Assessments to Chart Future Learning for Three Selected Students (used to score Form 2.4.1a)

To what extent does the teacher's account of next steps in instruction for each student after Formative Assessment 1 reflect the progress of student learning in the context of the learning outcomes?

LEVEL 1

The teacher does not connect assessment results for the three students with next steps in learning, and/or makes no connection to the learning outcomes.

LEVEL 2

The teacher makes only very general connections between assessment results for the three students and next steps in learning in the learning outcomes.

LEVEL 3

The teacher connects assessment results for the three students with specific next steps in learning in the learning outcomes.

LEVEL 4

The teacher connects assessment results for the three students with specific next steps in learning in the learning outcomes, citing specific evidence from each student's assessment results.

Formative and Summative Assessment: Rubric 8b

Using Assessments to Chart Future Learning for Three Selected Students (used to score Form 2.4.1b)

To what extent does the teacher's account of next steps in instruction for each student after Formative Assessment 2 reflect the progress of student learning in the context of the unit learning outcomes?

LEVEL 1

The teacher does not connect assessment results for the three students with next steps in learning, and/or makes no connection to the learning outcomes.

LEVEL 2

The teacher makes only very general connections between assessment results for the three students and next steps in learning in the learning outcomes.

LEVEL 3

The teacher connects assessment results for the three students with specific next steps in learning in the learning outcomes.

LEVEL 4

The teacher connects assessment results for the three students with specific next steps in learning in the learning outcomes, citing specific evidence from each student's assessment results.

Formative and Summative Assessment: Rubric 9

Analysis of Learning Progress for Three Selected Students (used to score Form 2.4.1c)

How well does the teacher use the assessment data (Formative 1, Formative 2, Summative) to analyze and draw conclusions about each student's learning progress in this instructional unit? How do the assessment results affect future instruction or future instructional planning?

LEVEL 1

The teacher fails to draw any conclusions about the selected students and/or does not connect assessment results for the three students with next steps in learning.

LEVEL 2

The teacher's conclusions about the selected students are weak or inconsistent or the teacher makes only very general connections between assessment results for the three students and next steps in learning.

LEVEL 3

The teacher's conclusions are supported by relevant references to assessment data for the selected students. The teacher connects assessment results for most students with specific next steps in learning.

LEVEL 4

The teacher's conclusions are supported by citing specific evidence from each student's assessment results for all three selected students. The teacher connects assessment results for the three students with specific next steps in learning.



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