# Ohio | RESA

Score Report for 2017 – 2018

RESIDENT EDUCATOR: **Educator Name**

STATE ID: **87654321**

## PASS

The Ohio RESA Lesson Reflection is designed to provide a structured process for Resident Educators to demonstrate their performance on Ohio's Standards for the Teaching Profession to positively impact student learning.

Submission status: PASS.
Your submission has met or exceeded the minimum criteria.

## Your Assessor

The educator who reviewed your submission and chose the descriptive feedback statements met the following criteria:

— Is a licensed Ohio educator with more than ten years of teaching experience;

— Completed extensive training prior to reviewing your submission, including exercises to minimize unconscious bias;

— Passed a rigorous certification test, which requires accurately scoring sample submissions;

— Does not know you, which allows the assessor to provide feedback on your submission that is not influenced by past interactions or comments from other people; and

— Was monitored throughout the process to ensure scoring consistency and accuracy.

## Questions

— For Frequently Asked Questions about the Score Report, please refer to the associated resource on the Resources Page at www.ohioresa.com;

— For questions regarding licensure, please contact the Office of Educator Licensure at (614) 466-3593 or (877) 644-6338;

— For technical support, please contact Educopia Technical Support at resa@educopia.com.

## Feedback

Below is feedback that describes your Lesson Reflection submission. The number of feedback statements is specific to the evidence you submitted.

DOMAIN AND FEEDBACK STATEMENTS

### Domain 1: Quality of Learning Outcomes

- Learning outcomes for the lesson include some high expectations for students
- RE's explanation of the academic rigor of the expectations and outcomes is clear
- RE cites the standards that underlie the lesson without any further explanation

### Domain 2: Teacher's Knowledge of Content

- RE displays accurate knowledge of important concepts in the discipline and provides a general explanation of how these concepts are related
- RE demonstrates accurate knowledge of the prerequisite skills students will need to employ in this lesson to achieve the learning outcomes

### Domain 2A (Video): Teacher's Knowledge of Content

- RE displays accurate knowledge of important concepts in the discipline and provides a general explanation of how these concepts are related
- RE's explanation of prerequisite knowledge in the discipline is very general

### Domain 3: Teacher's Explanation of Content

- RE's explanation is clear, detailed, and/or scaffolded
- RE consistently connects the lesson to students' knowledge and/or experience

### Domain 4: Classroom Environment Conducive to Learning

- Students clearly understand what to do with minimal instruction from the teacher and minimal disruption to the class as activities change
- Students are consistently respectful and their behavior is appropriate
- Fewer than half the students appear to participate in the lesson activity[ies]

### Domain 5: Student Intellectual Engagement

- Some learning tasks are cognitively complex, though not all
- Students appear primarily passive and compliant
- Students share ideas and comments but the level of the exchanges is very simple, requiring little intellectual engagement

### Domain 6: Formative Assessment Strategy

- RE's explanation of the formative assessment strategy is general
- RE makes a general connection between the formative assessment strategy and the lesson learning outcomes

### Domain 7: Overall Lesson Analysis

- RE draws accurate conclusions about the lesson and supports those conclusions with general references to the lesson
- RE provides a rationale for changing or not changing the lesson, but it is vague and/or general

## Next Steps

As you continue in your teaching career, you are encouraged to do the following:

→ Review your submission, which you can access through your Educopia account, to better understand the feedback statements;

→ Meet with your program coordinator, mentor, or facilitator to discuss your score report and submission; and

→ With the guidance of your program coordinator, mentor, or facilitator, discuss ways you could improve your practice based on the feedback provided.