Ohio | RESA

Score Report for 2023-2024

RESIDENT EDUCATOR: **Erin Jones**

STATE ID: **OH-EJ123**

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 an 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, please refer to www.ohioresa.com/faq/;
- For questions regarding licensure, please contact the Office of Educator Licensure at educator.licensure@education.ohio.gov or (877) 644-6338;
- For technical support, please contact the TeachForward Help Desk at support@teachforward.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 encompass a full range from low to high and explanation makes clear why that progression is rigorous
- RE's explanation of the academic rigor of the learning outcomes is vague
- RE's connection of the learning outcomes to standards and priorities is mixed, with one explanation very general and the other clear

Domain 2: Teacher's Knowledge of Content

- RE's response indicates extensive knowledge of important concepts in the discipline
- RE accurately describes the relationships between the prerequisite skills and learning outcomes of the lesson

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

- RE's response indicates extensive knowledge of how important concepts in the discipline relate to one another
- RE provides a list of the prerequisite skills students should have, but does not connect those skills to each other or to this lesson

Domain 3: Teacher's Explanation of Content

- RE makes no errors in content
- 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
- There are occasional disrespectful comments and/or behaviors by students during the lesson
- More than half the students participate in the lesson activities

Domain 5: Student Intellectual Engagement

- Some learning tasks are cognitively complex, though not all
- Most students appear to be cognitively engaged in the learning tasks
- Students contribute to complex thinking by sharing ideas and/or responses with one another

Domain 6: Formative Assessment Strategy

- RE's explanation of the formative assessment strategy is specific but there is no explanation of its usefulness in assessing progress toward the learning outcomes
- 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 some specific and some general references to the lesson
- RE shows awareness of the relative effectiveness of the activities and strategies in this lesson, but does not provide a rationale for changing them or leaving them the same

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 TeachForward 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.