



Walkthrough of the RESA Lesson Reflection

How do Resident Educators benefit from taking the RESA?

- Opportunity to analyze and reflect on their teaching
- Ability to choose their best practice as evidence
- Comprehensive feedback from an experienced Ohio educator who is objective and has completed extensive training and certification
- Time to use the comprehensive feedback to work with their facilitators and improve their practice before the end of the school year

The Lesson Reflection: Evidence Structure

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| Domain 1 | Domain 2 | Domain 6 | Domain 7 | Evidence for domains 1, 2, 6, and 7 come from the RE's text responses. |
|---|---|---|--|--|
| <ul style="list-style-type: none"> Quality of Learning Outcomes <i>Text Responses</i> | <ul style="list-style-type: none"> RE Content Knowledge <i>Text Responses</i> | <ul style="list-style-type: none"> Formative Assessment <i>Text Responses</i> | <ul style="list-style-type: none"> Overall Lesson Reflection <i>Text Responses</i> | |
| Domain 2A | Domain 3 | Domain 4 | Domain 5 | Evidence for domains 3, 4, and 5 come from the RE's video. Evidence for domain 2A is from a text response and video. |
| <ul style="list-style-type: none"> RE Content Knowledge <i>Text Responses & Video</i> | <ul style="list-style-type: none"> RE Explanation of Content <i>Video</i> | <ul style="list-style-type: none"> Classroom Video <i>Video</i> | <ul style="list-style-type: none"> Student Engagement <i>Video</i> | |

Lesson Reflection: Teaching and Learning Context Form

Sample: Teaching and Learning Context Form

Complete the following **Teaching and Learning Context Form** for the lesson you have selected to provide information about the students in the class. Your responses on this form will provide critical information that will help assessors understand and interpret the Lesson Reflection. Once you are ready to submit, you may upload the completed form to the RESA Submission System. You are advised to keep a copy of this completed form for your records.

1. School Setting/Environment

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|----------|--|
| Setting: | |
|----------|--|

For example: traditional elementary/middle/high school; school for the blind; magnet school for science and mathematics; online education program; juvenile detention center.

2. Identify the subject area and title of the course (for example, third-grade reading or U.S. History 1) in which this lesson was taught.

| | |
|----------|--|
| Subject: | |
|----------|--|

3. Grade Level/s

| | |
|--------------|--|
| Grade Level: | |
|--------------|--|

4. Number of Students *in This Class*

| | |
|--------------------------------------|--|
| Total Number of Students: | |
| English Language Learners: | |
| Students with Learning Disabilities: | |
| Gifted and Talented Students: | |
| Students with Exceptionalities: | |

5. If there are other adults or you are co-teaching with someone else in the video, please describe how you are to be identified in the video.

| | |
|---|--|
| Please explain how you will be identified in the video: | |
|---|--|

Lesson Reflection: Commentary and Reflection Form

1. List the learning outcomes for this lesson, in the table below, and explain (a) why the outcomes are academically rigorous and (b) how they are connected to your school and/or district priorities and Ohio's Learning Standards or relevant national standards if Ohio's Learning Standards do not apply. (Lesson Reflection Domain 1)

| |
|---|
| List the learning outcomes. |
| |
| Explain why these learning outcomes are academically rigorous. |
| |
| How are these learning outcomes connected to both your school and/or district priorities and Ohio's Learning Standards or relevant national standards? |
| |

2. Describe the selected lesson's content focus and its importance to the overall content area. (Lesson Reflection Domain 2)

Lesson Reflection: Commentary and Reflection Form

3. Describe the prior knowledge and skills (including general language skills and academic language skills) students must have in order to achieve the learning outcomes for this lesson. Be sure to demonstrate your knowledge of how important concepts in the discipline relate to one another and your understanding of prerequisite relationships among topics and concepts that students need in order to understand the focus of this lesson. (Lesson Reflection Domain 2)

Describe anything that happened in your classroom just prior to the selected video 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 response is provided as context for the assessment of your analyses below. This critical information will help assessors understand and interpret the parts of the submission that are the focus of evaluative feedback.

4. What aspect of the content focus of this lesson is illustrated in the video segment? Why is this aspect of the content focus important? Be sure that you point out how the content focus of the video illustrates relationships among important concepts in the discipline and how your understanding of prerequisite relationships among topics and concepts in the discipline is demonstrated in this segment. (Lesson Reflection Domain 2)
5. Describe the specific method of formative assessment you used to assess student progress toward the learning outcomes for this lesson. Why is this method useful as a check-in point for student progress toward the learning outcomes of this lesson? (Lesson Reflection Domain 6)
6. How successful was this entire lesson in relation to the learning outcomes stated in your lesson overview? Be specific in your answer and explain what evidence (e.g., student behaviors, responses) supports your answer. (Lesson Reflection Domain 7)
7. Which of your selected instructional strategies for this entire lesson was/were most successful in supporting the range of student understandings and varied learning needs of students in this class? (Lesson Reflection Domain 7)
8. Which instructional strategies, if any, would you change in re-teaching this lesson and why? Explain what you would do instead. If you would not change anything, explain why. (Lesson Reflection Domain 7)

Lesson Reflection: Domains

Lesson Reflection Domain 1: Quality of Learning Outcomes

Evidence Source: Resident Educator's response to Question 1

1. List the learning outcomes for this lesson, in the table below, and explain (a) why the outcomes are academically rigorous and (b) how they are connected to your school and/or district priorities and Ohio's Learning Standards or relevant national standards if Ohio's Learning Standards do not apply.

Criterion

Assessors are looking for the extent to which the teacher's stated learning outcomes as a whole are characterized by most of the following:

- high expectations for students
- consistent evidence of academic rigor in the discipline
- clear and specific connection with school and/or district curriculum priorities and state academic content standards

Strong



Evidence

Weak

- High expectations for students
- Consistent evidence of academic rigor in the discipline
- Clear and specific connection with standards and priorities
- Some high expectations for students
- Some indication of high levels of academic rigor in the discipline
- Generally clear connection to standards and priorities
- Moderate expectations for students
- Moderate academic rigor in the discipline
- Vague or unclear connection to standards and priorities
- Low expectations for students
- Lack of academic rigor in the discipline

Lesson Reflection: Domains

Lesson Reflection Domain 2: Teacher's Knowledge of Content

Evidence Source: Resident Educator's response to Questions 2, 3, and 4 and the video segment

2. Describe the selected lesson's content focus and its importance to the overall content area.
3. Describe the prior knowledge and skills (including general language skills and academic language skills) students must have in order to achieve the learning outcomes for this lesson. Be sure to demonstrate your knowledge of how important concepts in the discipline relate to one another and your understanding of prerequisite relationships among topics and concepts that students need to understand the focus of this lesson.
4. What aspect of the content focus of this lesson is illustrated in the video segment? Why is this aspect of the content focus important? Be sure that you point out how the content focus of the video illustrates relationships among important concepts in the discipline and how your understanding of prerequisite relationships among topics and concepts in the discipline is demonstrated in this segment.

Criterion

Assessors are looking for the extent to which the teacher's materials reflect this level of achievement:

- The teacher demonstrates extensive knowledge of the important concepts in the discipline and how these concepts relate to one another.
- The teacher displays clear and precise understanding of prerequisite relationships among topics and concepts.

| | |
|---------------|--|
| Strong | <ul style="list-style-type: none">• Extensive knowledge of the important concepts in the discipline and how these concepts relate to one another• Clear and precise understanding of prerequisite relationships among topics and concepts• Accurate understanding of important concepts in the discipline and how these concepts relate to one another• Accurate understanding of prerequisite relationships among topics and concepts• Familiarity with 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 content• Little depth of content knowledge• Little understanding of prerequisite knowledge important to student learning of the content |
| Weak | <ul style="list-style-type: none">• Lack of connection to standards and priorities |

Lesson Reflection: Domains

Lesson Reflection Domain 3: Teacher's Explanation of Content

Evidence Source: Video segment

Criterion

Assessors are looking for the extent to which the teacher's materials reflect this level of achievement:

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

Strong



Evidence

Weak

- Explanation 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.
- Teacher's knowledge of content is appropriately scaffolded and accurate, and uses appropriate academic language.
- The explanation consistently connects with students' knowledge and experience.
- Teacher's explanation of 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 to students' knowledge and experience.
- The teacher's explanation of content contains major errors and imprecise academic language.
- There is no attempt to connect with students' knowledge and experience.

Lesson Reflection: Domains

Lesson Reflection Domain 4: Classroom Environment Conducive to Learning

Evidence Source: Video segment

Criterion

Assessors are looking for the extent to which the teacher's materials reflect this level of achievement:

- Overall, the class is highly organized, with smooth and practiced routines and procedures.
- Students contribute to a classroom atmosphere with high levels of civility and respectful interactions and display consistently appropriate conduct.
- Students are active participants in the lesson.

Strong



Evidence

Weak

- Classroom is highly organized, and students contribute to a classroom atmosphere with high levels of civility and respectful interactions.
- Routines and procedures are smooth and practiced.
- Student conduct is consistently appropriate.
- Students are active participants in the lesson.
- Class is well-organized with consistently respectful interactions.
- Routines and procedures are largely efficient.
- Student conduct is generally appropriate.
- There is some evidence of student participation in the lesson.
- Class is somewhat organized with occasional inappropriate student conduct.
- Routines and procedures are somewhat confused.
- Student conduct includes occasional disrespectful interactions.
- There is a lack of participation in the lesson and there may be signs of boredom.
- Class is disorganized, with inappropriate and disrespectful interactions.
- Routines and procedures are inefficient.
- Student conduct is inappropriate.
- There are clear signs of boredom and a lack of student participation in the lesson.

Lesson Reflection: Domains

Lesson Reflection Domain 5: Student Intellectual Engagement

Evidence Source: Video segment

Criterion

Assessors are looking for the extent to which the teacher's materials reflect this level of achievement:

- The learning tasks and activities require complex thinking by students.
- Students are cognitively engaged in learning.
- There is evidence of some student initiation of inquiry and student contributions to the exploration of important content. Students may serve as resources for one another.

Strong



Evidence

Weak

- Almost all students are cognitively engaged.
- Learning tasks require complex thinking by students.
- There is some student initiation of inquiry and student contributions to exploration of content.
- Students serve as resources for one another.
- Learning tasks are designed to challenge student thinking, inviting students to make their thinking visible.
- Active cognitive engagement by most students is visible and audible.
- Learning tasks require only minimal intellectual activity by students.
- Most students appear to be passive or merely compliant.
- Learning tasks require only rote responses.
- Very few students appear intellectually engaged.

Lesson Reflection: Domains

Lesson Reflection Domain 6: Formative Assessment

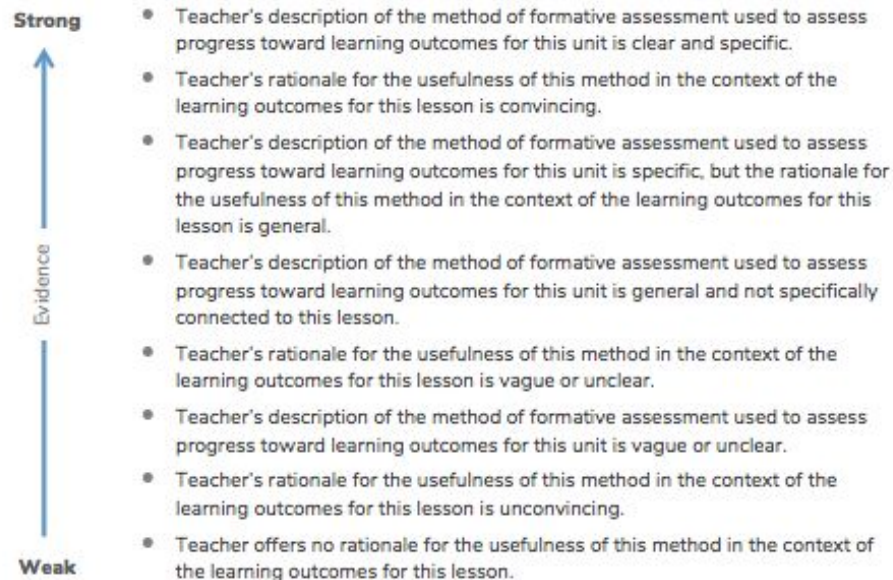
Evidence Source: Resident Educator's response to Question 5

5. Describe the specific method of formative assessment you used to assess student progress toward the learning outcomes for this lesson. Why is this method useful as a check-in point for student progress toward the learning outcomes of this lesson?

Criterion

Assessors are looking for the extent to which the teacher's materials reflect this level of achievement:

- The explanation of the strategy for formative assessment is specific and makes a convincing case for the usefulness of this method in the context of this lesson.
- The strategy for formative assessment is clearly connected to the lesson's learning outcomes.



Lesson Reflection: Domains

Lesson Reflection Domain 7: Overall Lesson

Evidence Source: Resident Educator's response to Questions 6, 7, and 8

6. How successful was this entire lesson in relation to the learning outcomes stated in your lesson overview? Be specific in your answer and explain what evidence (e.g., student behaviors, responses) supports your answer.
7. Which of your selected instructional strategies for this entire lesson was/were most successful in supporting the range of student understandings and varied learning needs of students in this class?
8. Which instructional strategies, if any, would you change in re-teaching this lesson and why? Explain what you would do instead. If you would not change anything, explain why.

Criterion

Assessors are looking for the extent to which the teacher's materials reflect this level of achievement:

- 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 adding an alternative instructional strategy (or strategies) to improve the lesson or keeping the lesson the same.

Lesson Reflection: Domains

Lesson Reflection Domain 7: Overall Lesson (cont.)

Strong



Evidence

Weak

- Teacher draws accurate conclusions about the extent to which the learning outcomes were met.
- Teacher cites specific examples from the lesson to support judgments that draw clear distinctions about the effectiveness of instructional strategies.
- Teacher offers a convincing rationale for adding alternative instructional strategies to improve the lesson or keeping the lesson the same.
- Teacher makes general references to support accurate conclusions about the lesson.
- Teacher offers some specific suggestions for alternative strategies and explains why they are likely to be effective.
- Teacher makes a generally persuasive case for keeping the strategies the same.
- Teacher draws a partly accurate conclusion or conclusions, but shows limited awareness of the evidence for the relative effectiveness of instructional strategies used in the lesson.
- Teacher makes general or surface-level suggestions about either how the lesson could be improved or why it should be left unchanged, but does not explain why these suggestions are likely to be effective or offers only a vague explanation for their usefulness.
- Teacher does not know whether or not the lesson was effective in achieving the learning outcomes.
- Teacher profoundly misjudges the success of the lesson.
- Teacher makes no relevant or actionable suggestions for how the lesson could be improved or why it should stay the same.

Lesson Reflection Strategy and Preparation

- Visit ohioresa.com:
 - Resources
 - FAQs
 - Contact Us
- Read the Guidebook
- Record multiple lessons
- Begin crafting responses
- Carefully save copies of your responses and video files

1. Select your best lesson recording
2. Upload the unedited video file to the system
3. Select one continuous segment of up to approximately 20 minutes from the uploaded file. The RESA submission platform will guide candidates in this process.

Guidelines for Recording Video

The video provides an opportunity for you to showcase particular elements of the lesson that you will discuss in your commentary. Take time to carefully choose the video segment that provides the clearest demonstration of the lesson elements that you will write about in your commentary. Careful selection of the video segment is itself an act of self-reflection, which is one of the most important practices of effective teachers.

You should record and upload a video of an entire lesson. Do not edit the video prior to uploading it to the RESA Submission System. After you have uploaded the entire lesson, you will select one continuous segment from the lesson to illustrate your teaching skills. The selected segment should be up to 20 minutes long.

Please be aware that assessors will be looking for evidence of effective instruction in your video. Please make efforts to select the necessary amount of video to showcase your best teaching.

Questions

- For questions regarding the Resident Educator Program and RESA eligibility, please contact the Ohio Department of Education Resident Educator Program at REProgram@education.ohio.gov
- For questions regarding completing the RESA and the RESA submission system, please contact TeachForward at resa@teachforward.com