

CAEP Assessment Cover Form	Satisfaction of employers and employment milestones: Resident Educator Progression and The Resident Educator Summative Assessment
Administration and Purpose	<p>The Ohio Resident Educator (RE) Program is required of all new Ohio teachers as a component of their 4-year Resident Educator license. Successful completion of the Resident Educator Summative Assessment (RESA) is required to obtain a 5-year professional license. Though the RE Program has evolved since it began in 2011, the four-year program offers professional mentoring and professional development to new teachers. It enables mentors and other colleagues to guide and support Resident Educators over time and move them more deeply into the process of being effective teachers. (See https://education.ohio.gov/Topics/Teaching/Resident-Educator-Program for more information.)</p>
Informing Candidates	<p>Candidates have been informed about the RE program and the RESA specifically during their pre-service programs. Candidates complete an online module on the RE program prior to student teaching, which they must pass with 80% accuracy or better. Candidates also complete the edTPA during student teaching, and its similarities to the RESA are emphasized in student teaching seminar.</p> <p>Completers are informed of and prepared for the RESA during years one and two of the RE program through their mentor, the RESA website (http://www.ohioresa.com/), and possibly a RE coordinator or other district supports.</p>
Content of Assessment	<p>The RE program requires schools to provide new teachers with mentors that work with them on goal-setting, reflection, and self-assessment. Though activities may vary, they must align to state mentoring requirements, and/or be tailored to the needs of the new teacher, school, or district.</p> <p>The RESA is typically completed in the 3rd year of the RE program. The structure of the RESA has continually evolved since its inception. As of 2017-2018, the RESA is comprised of a single task,</p>

	<p>The Lesson Reflection, which includes (1) teaching and learning context form, (2) video recording of the lesson, and (3) video commentary and reflection form. Prior versions of the RESA (reflected by some data shared here) included multiple tasks requiring formative and summative assessment; evidence of communication, professional growth, and collaboration; and reflection on teaching practice and feedback. These are now evaluated only at the local level. At one point in the RE program teachers could choose to take the RESA in Year 3 or Year 4. Some Year 4 RESA data here reflects teachers who retake the RESA after failing the prior year.</p>
Scoring	<p>RESA components are scored either pass/fail, or numerically on a 100-300 point scale, with 200 or above indicating passing. However, the only data provided to EPPs is if completers took the RESA and passed the RESA.</p>
Data Validity or Survey Content	<p>As an Ohio Department of Education assessment, RESA has been determined to be valid and reliable.</p>
Data Reliability or Data Quality	<p>RESA assessors are all licensed teachers from the state of Ohio with at least ten years of teaching experience. Assessors undergo up to 10 hours of online training, during which they learn how to consistently assess the evidence Resident Educators provide about their practice, using the domains and criteria for the assessment. Assessors also review rationales for feedback for different kinds and levels of evidence for each aspect of the seven domains of the Lesson Reflection.</p> <p>Prior to scoring RESA submissions, assessors must pass a certification test in which they score a set of sample submissions, and meet a minimum accuracy standard. Assessors are monitored for accuracy (http://www.ohioresa.com/faq/).</p>
Comments	<p>Care should be taken when comparing data across years, as the RE Program and the RESA assessment have changed multiple times over the years. Anecdotally, completers have had a range of experiences with the RE program, from well-organized programs with meaningful PD and active mentors, to completing RE tasks independently with minimal or no contact with assigned mentors.</p>

	<p>Given the challenges of the COVID-19 pandemic, there is even more variability in Resident Education programs and subsequently the data collected for the 2020-21 school year.</p> <p>Since the 2015 completer class (2018 reporting year), the majority of our completers are taking RESA in Year 3 and of those, all have passed.</p>
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Resident Educator Summative Assessment (RESA), EPP Summary													
	Completed RE Year				Taking RESA Year 2			Taking RESA Year 3			Taking RESA Year 4		
Reporting Year	1	2	3	4	N	% Passing (n)	% Failing (n)	N	% Passing (n)	% Failing (n)	N	% Passing (n)	% Failing (n)
EPP Totals													
2019	44	24	16	9	-	-	-	16	100% (16)	-	-	-	-
2020	22	28	13	5	2	100% (2)	-	13	100% (13)	-	-	-	-
2021	41	30	17	7	2	100% (2)	-	17	100% (17)	-	-	-	-
2022	42	27	20	11	2	100% (2)	-	18	100% (18)	-	-	-	-
Total					6	100% (6)		64	100 % (64)	-	-	-	-

Note: Our 2016 completers would be reflected in Year 3 in for the 2019 Reporting Year (i.e., 16 completers), if they (1) began teaching in an Ohio public school the fall immediately after graduation, (2) remained in an Ohio public school, and (3) successfully completed years 1 and 2. In the first years of the program, completers could take the RESA in Year 3 or Year 4.