

This table highlights the different types of support that may be appropriate or inappropriate to provide to Resident Educators when they are participating in the RESA.

TYPE OF SUPPORT	APPROPRIATE	INAPPROPRIATE
<p>Intellectual Support</p> <p>Questioning/Prompting</p> <p>Probing</p> <p>Professional Conversations</p>	<p>General overview of the format, expectations, requirements and timelines; use of facilitative and reflective questions to lead Resident Educators to deeper understandings about their practice and to promote reflection and self-assessment.</p> <p>Use of facilitative questions to assist candidates in aligning their work (not including their actual RESA submission) with the RESA rubrics.</p> <p>Resident Educators are the sole authors of RESA tasks submitted for scoring.</p>	<p>Direct instruction on the meaning of the prompts and interpretation of scoring rubrics on the actual RESA submission</p> <p>Providing specific advice or a critique of a candidate's written commentary for actual submission- resulting in co-authoring of the RESA submission.</p>
<p>Formative Experiences</p>	<p>Engaging candidates in formative experiences (e.g., assignments analyzing their instruction, assessing student work, written critical reflections, practicing and receiving feedback on the three types of writing) in preparation for the RESA and a lifetime of reflective practice.</p>	<p>Engaging with candidates in formative discussions of their actual written commentaries created for RESA task submissions.</p>
<p>Feedback</p>	<p>Use of feedback questions to guide Resident Educators to richer demonstrations of their knowledge and skills prior to the development of their actual submission.</p>	<p>Predicting a possible score; providing additional information to prompts; revising commentary or providing candidates with <i>specific</i> responses to be included in their actual submissions.</p>
<p>Editing</p>	<p>None</p>	<p>Offering a critique of candidate responses that provides <i>specific</i>, alternative responses prior to submission for official scoring.</p>
<p>Technical Support</p>	<p>Technical support; connecting Resident Educators with the local technology department and the Educopia Help Desk.</p>	<p>Reviewing video clips and providing feedback; weighing in on the selection of videos; using candidate credentials to log into candidate submission system.</p>

Chart has been adapted from edTPA and Stanford Center for Assessment, Learning, and Equity (SCALE). Samples of appropriate question stems can be found in the online Facilitation Training: <https://ohiorep.learnwithluma.com/login/index.php>