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. Refer to the TeachForward *Participant Guide* for complete information. OhioRESA.com

TYPE OF SUPPORT	APPROPRIATE	INAPPROPRIATE
Intellectual Support Questioning/Prompting Probing Professional Conversations	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. Use of facilitative questions to assist candidates in aligning their work (not including their actual RESA submission). Resident Educators are the sole authors of RESA task submission.	**Direct instruction** on the meaning of the prompts and interpretation of domains and criteria on the actual RESA submission. Providing specific advice or a critique of a candidate's written commentary for actual submission- resulting in co-authoring of the RESA submission.
Formative Experiences	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.	Engaging with candidates in formative discussions of their actual written commentaries created for the RESA submission.
Feedback	Use of **feedback questions** to guide Resident Educators to richer demonstrations of their knowledge and skills prior to the development of their actual submission.	Predicting if an RE will pass; providing additional information to prompts; revising commentary or providing candidates with *specific* responses to be included in their actual submission.
Editing	None	Offering a critique of candidate responses that provides *specific*, alternative responses prior to submission.
Technical Support	Technical support; connecting Resident Educators with the local technology department and the TeachForward Help Desk.	Reviewing video clip and providing feedback; weighing in on the selection of video; using candidate credentials to log into candidate submission system.

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. Access RESA Facilitation Training through the Learning Management System in your SAFE Account.

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