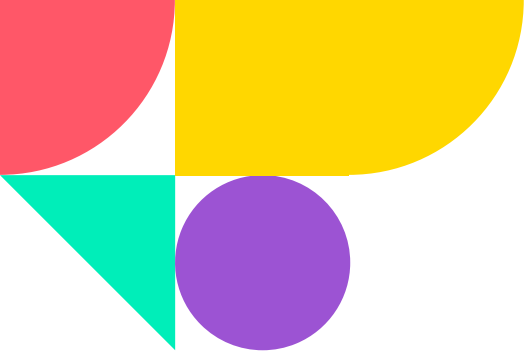# Video Analysis in Supervised Teaching Experiences

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Department of Curriculum and Teaching
August 10, 2020

01 Video in
Teacher Learning
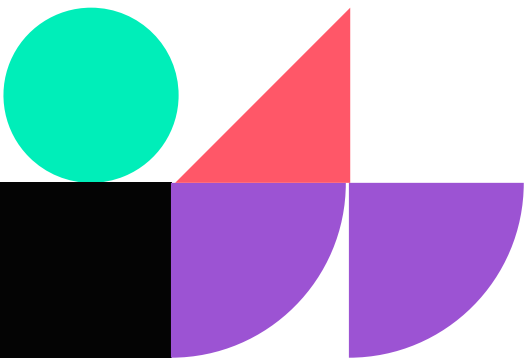
02 Supervision:
Artifacts as Basis

03 Remote Teaching and
Video Collection

04 Discussion and
Idea Exchange

How is our current situation as supervisors like a Baroque painting?

STANDARD 1: Planning & Preparation

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
1.1a Knowledge of Content BIFTS 1, 2, 3, 4, 5, INTASC - 4, 5	In planning, educator makes content errors.	Educator is familiar with the important concepts in the discipline, but may display lack of awareness of how these concepts relate to one another.	Educator displays solid knowledge of the important concepts in the discipline and how these relate to one another and to 21st century skills.	Educator displays knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines and to 21st century skills.
1.1b Knowledge of Content & Students BIFTS 1, 2, 3, 4, 5, INTASC: 1,2	Educator displays little or no knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs.	Educator displays knowledge of students' skills, knowledge, language backgrounds, and/or medical needs, but only for the class as a whole.	Educator tracks students' skills, knowledge, language proficiency, backgrounds and/or medical needs, and displays this knowledge for groups of students in order to determine growth over time.	Educator understands and tracks individual students' skills, knowledge, language proficiency, and/or medical needs, and has a strategy for maintaining such information in order to determine growth over time for each student.
1.2 Establishing Instructional Outcomes BIFTS 1, 2, 3, 4, 5, INTASC: 1,2,4,5,7	Outcomes do not reflect the appropriate standards, set low expectations for students, lack rigor, and/or only include one type of learning. Outcomes are stated as activities rather than as student learning.	Outcomes reflect the appropriate standards. Expectations and rigor are inconsistent and are suitable for most of the students in the class. Outcomes are written as a combination of student learning and activities.	Outcomes reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of groups of students. All the instructional outcomes are clear, written in the form of student learning.	Outcomes reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of individual students. All the instructional outcomes are clear, written in the form of student learning and represent opportunities for both coordination and integration with other disciplines.
Component 1.3: Designing Coherent Instruction				
1.3a Learning Activities, Lesson Structure & Content-Related Pedagogy BIFTS 1, 2, 3, 4, 5, INTASC: 1,2,4,5,7	Learning activities are not suitable to instructional outcomes, do not include a range of pedagogical approaches, and are not designed to engage students. The lesson has no clearly defined structure, and/or time allocations are unrealistic.	Learning activities are inconsistent in their suitability to the instructional outcomes and represent little cognitive challenge. Learning activities include a limited range of effective pedagogical approaches and are not differentiated. The lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with unreasonable time/allocations.	Learning activities are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for groups of students, help students construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations.	Learning activities are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for individual students, help students construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations, allowing for different pathways according to diverse student needs.
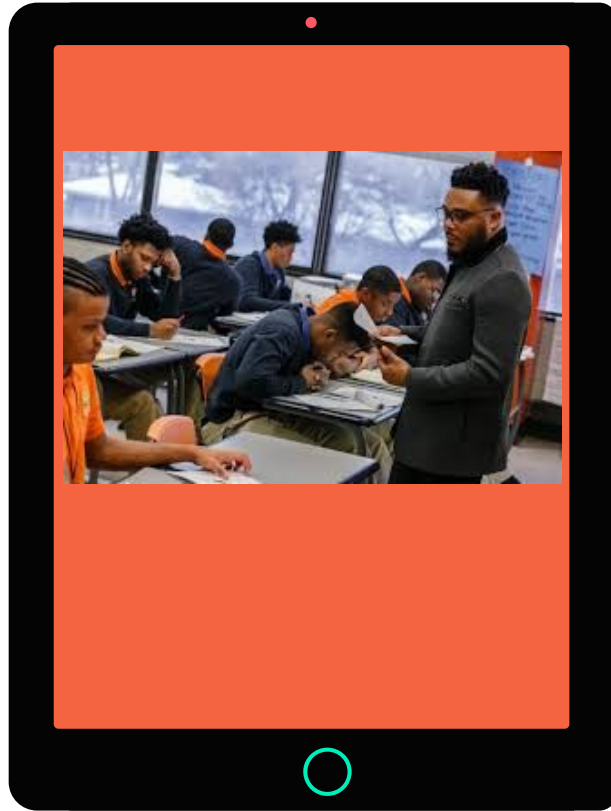
Artifact-Based Post Observation Conferences
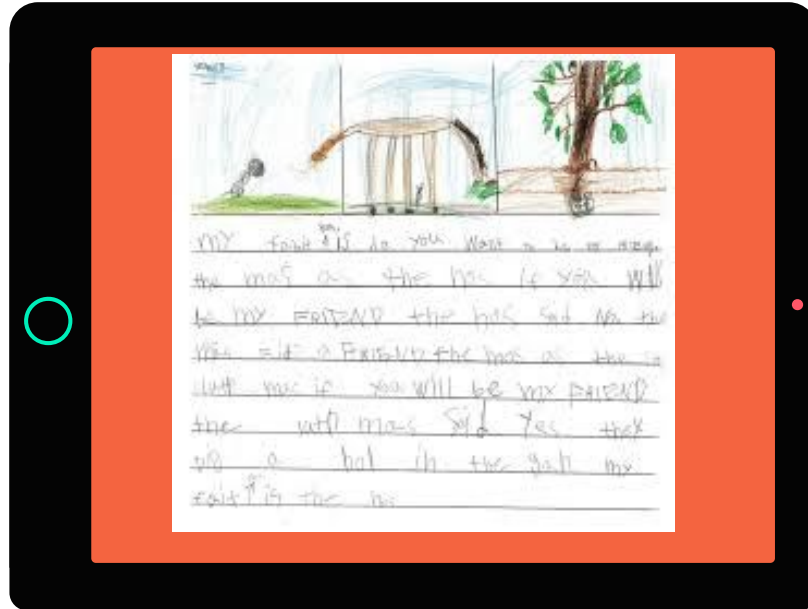
- Memory-Based conversations vs. Artifact-Based conversations
- Close examination of practice in action vs. Broad summaries
- Description vs. Evaluation
- Tapping into Teacher expertise v. Tapping into Supervisor expertise
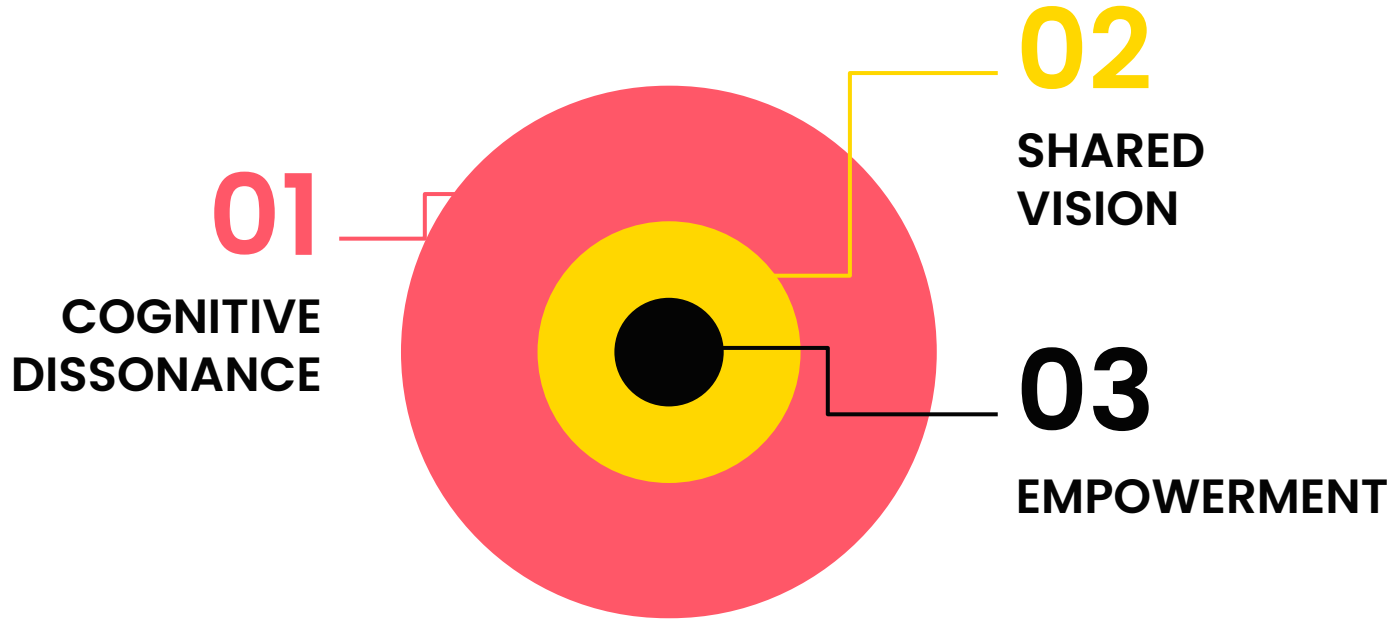
Goals of Supervision

- As a student teacher...What are your goals for supervision?

- As a working teacher...What are your goals for supervision?

- As a university-based supervisor...What are your goals for supervision of pre/in-service teachers?
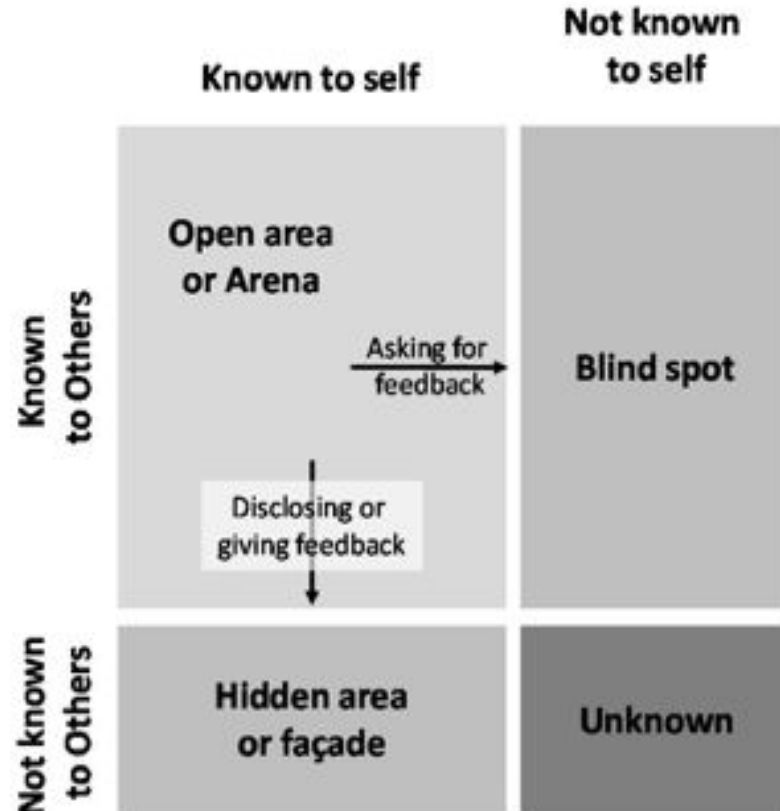
Learning to "Look" across the Teacher Education Continuum

For generic patterns

At oneself

02

04

01

As a skill

03

For specific practices
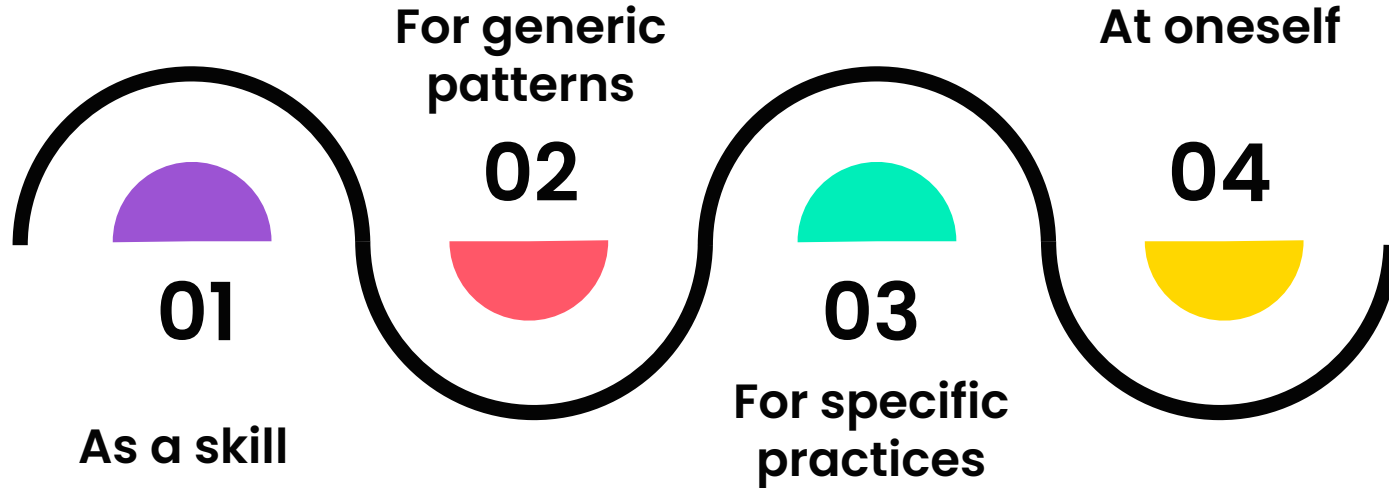
Why is video so powerful for teachers in combination with supervision?

01

COGNITIVE
DISSONANCE

02

SHARED
VISION

03

EMPOWERMENT

Supervisors and Teachers as Learners

The Johari Window
Luft & Ingham, (1961)

Disrupting Frames and Habits

Function	Definition
Probing	Asking questions or requesting more extended response
Providing Pedagogical Rationale	Explaining reasons for instructional decisions of teacher
Evaluating	Judging aspects of lesson or teacher as good or bad
Paraphrasing	Re-stating for clarification
Describing	Pointing to teacher or student actions as occurred in the lesson
Suggesting Alternatives	Offering another or new ways to do things
Interpreting Student Behavior	Speculating about possible connections between lesson activities and student actions
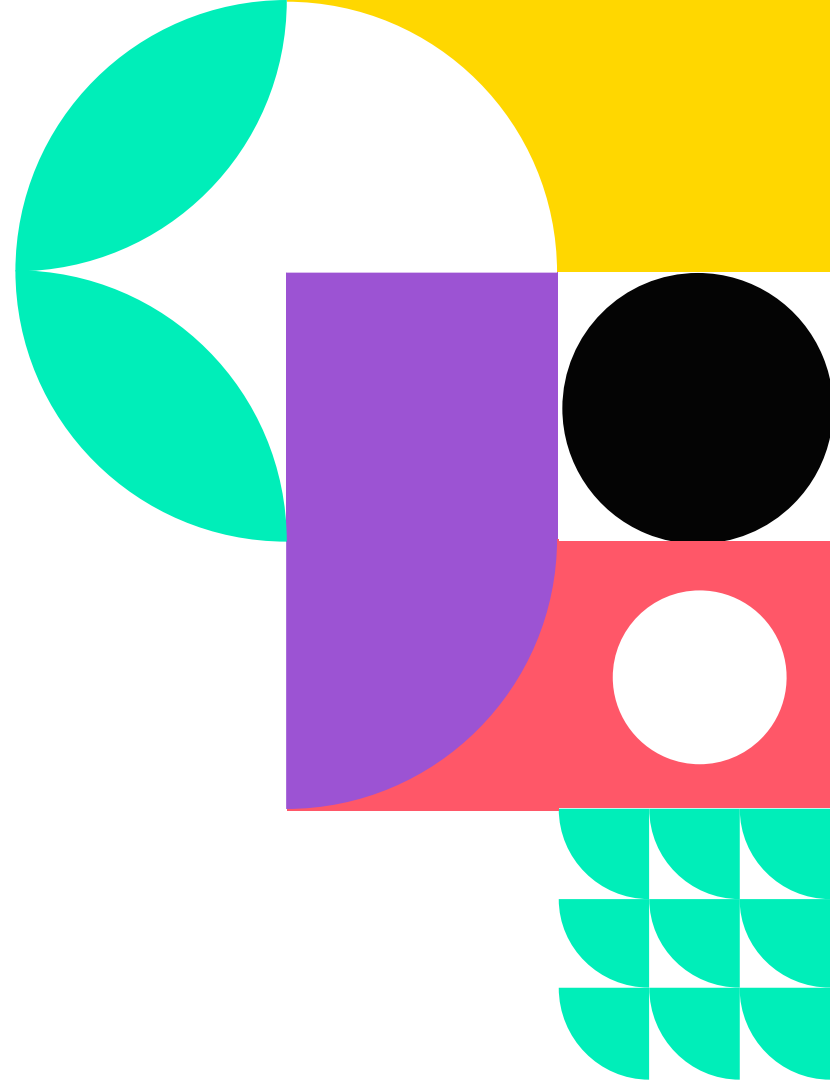
Baecher, L. & McCormack, B. (2015). The impact of video review on supervisory conferencing. *Language and Education, 29*(2), 153–173.

Supervisors

Video-based observation has a number of benefits to teacher learning, especially when supervisors modify some of their usual approaches to leverage the role of video. Some possibilities are for supervisors to:

- Require teachers to first review their own video of practice before discussion. Ask them to prepare notes around a growth or interest area, or to align evidence to the rubric before you meet. Then, invite the teacher to lead the conversation. Use the time to assess what your teacher already knows and where you can best guide them next.
- Try out asynchronous methods of debriefing, such as Vialogues or a google doc to interact with teachers reviewing their videos. Encourage specific time-stamping and looking at these moments together during your conversations.
- Utilize other artifacts like their lesson plan and student work samples to amplify the conversation and to explore the impact of instruction. Guide them to examine how the lesson plan played out in the video, or how their learning tasks led to student work output.

Seminar Leaders

Video analysis activities that occur during seminars will go far to make video's use in supervision more impactful. Some possibilities are to take seminar time to:
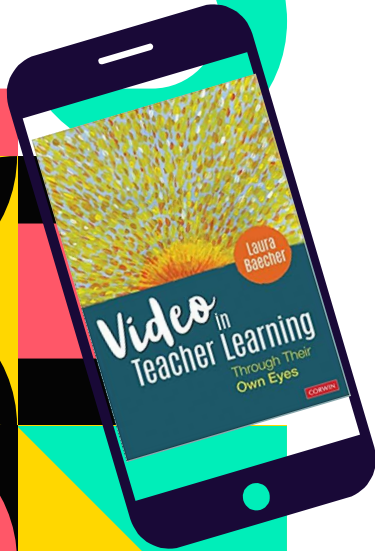
- Practice low-inference (descriptive) notes and compare them to high-inference (evaluative) ones. Which are more supportive to teacher understanding?
- Examine a single domain of the evaluation rubric and discuss what the criteria might look like in action. Share a video clip and as a group discuss evidence of that domain. What is challenging about using rubrics as a lens on observation?
- Invite candidates to select clips from their practice all around a single theme, such as "warmers/openers" and share them in class. What are ways we bring our individuality to similar activities?
- Build in self-reflection tasks after the supervised observations. What do we "see" more of in our practice from our post-observation conferences with our supervisors?

Video Record with Intention

01
Videos of F2F Teaching

What practices does the teacher know to plan for and capture on video?
(edTPA rubrics; Hunter SOE rubrics)

02
Videos of Remote Teaching

What practices does the teacher know to plan for and capture on video?
(edtpa/Hunter SOE rubrics plus <u>Checklists for remote teaching</u>)

Privacy, Policy, Practices

School of Education

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Academics

Fieldwork

Fingerprinting for Hunter College School of Education Students

School of Education Fieldwork Policy

For Students Working with Video

For Students Working with Video

Beginning in January 2019, two new policies have been put into place, which are described in the Securing Consent and FERPA Compliance for Videos of Practice and which are highlighted below.

Updated Video Consent Form Policy and Procedure

First, any video recording that takes place for Hunter School of Education coursework—in public or private schools, community-based settings, early care settings, etc.—must be done after parental/guardian consent is obtained using our new Hunter College SOE permission forms.

New York City Department of Education media release forms are no longer acceptable.

It is the responsibility of faculty and supervisors to require this and to remind teacher candidates of this responsibility, and of teacher candidates to secure these consent forms. Please note, for student teachers, there are additional consent forms for the cooperating teacher and for edTPA.

Updated Video Storage and Sharing Policy and Procedure

Second, all video records that are to be stored and shared for Hunter College School of Education coursework must only be uploaded to our secure huntersoe.org server via a single portal. This link will be provided to faculty and students directly.
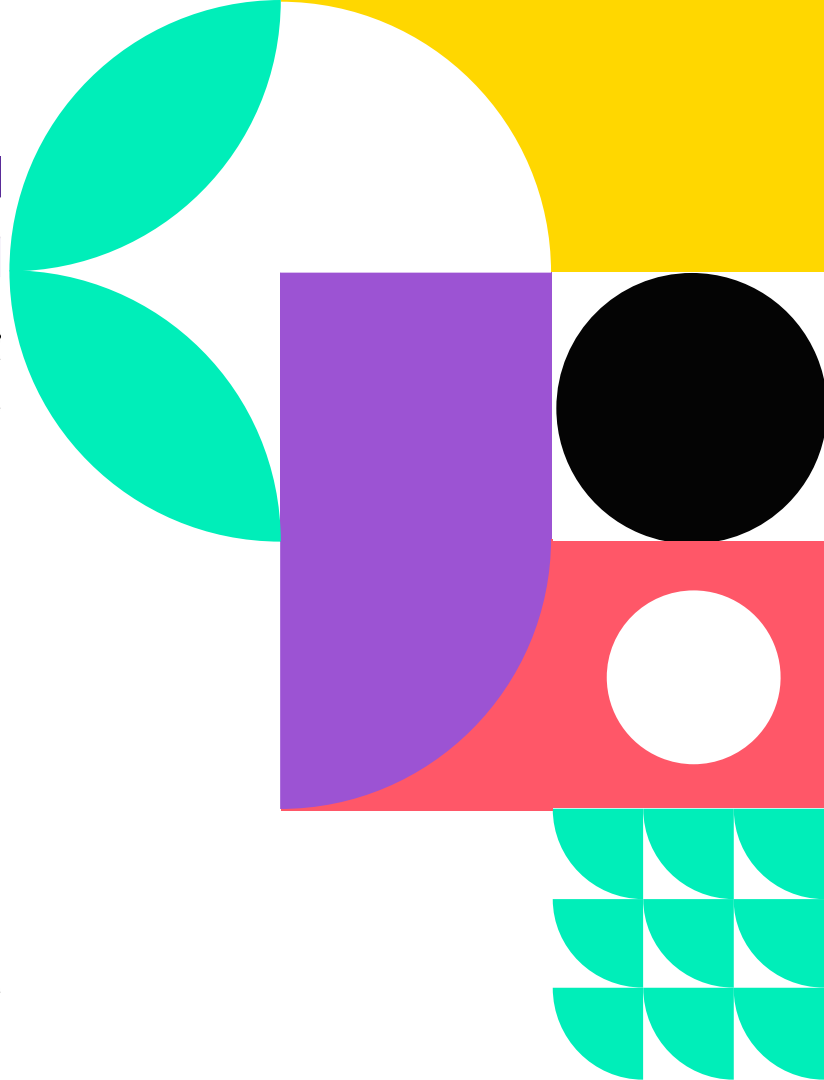
Contribute to Our Library of Artifacts

VAT Exemplars

HOME COUNSELING C&T ⌄ EARLY CHILDHOOD ED FOUNDATIONS LITERACY SPED ⌄ TESOL ⌄

Hunter SOE
Video Library

COUNSELING

CURRICULUM & TEACHING

EARLY CHILDHOOD
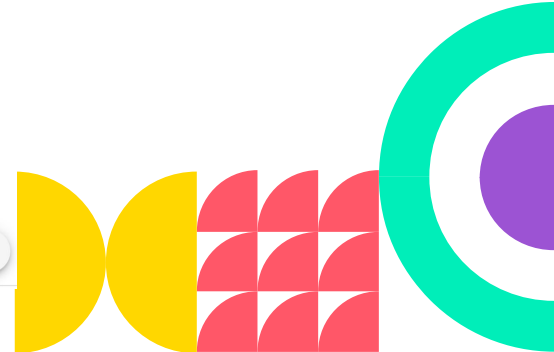
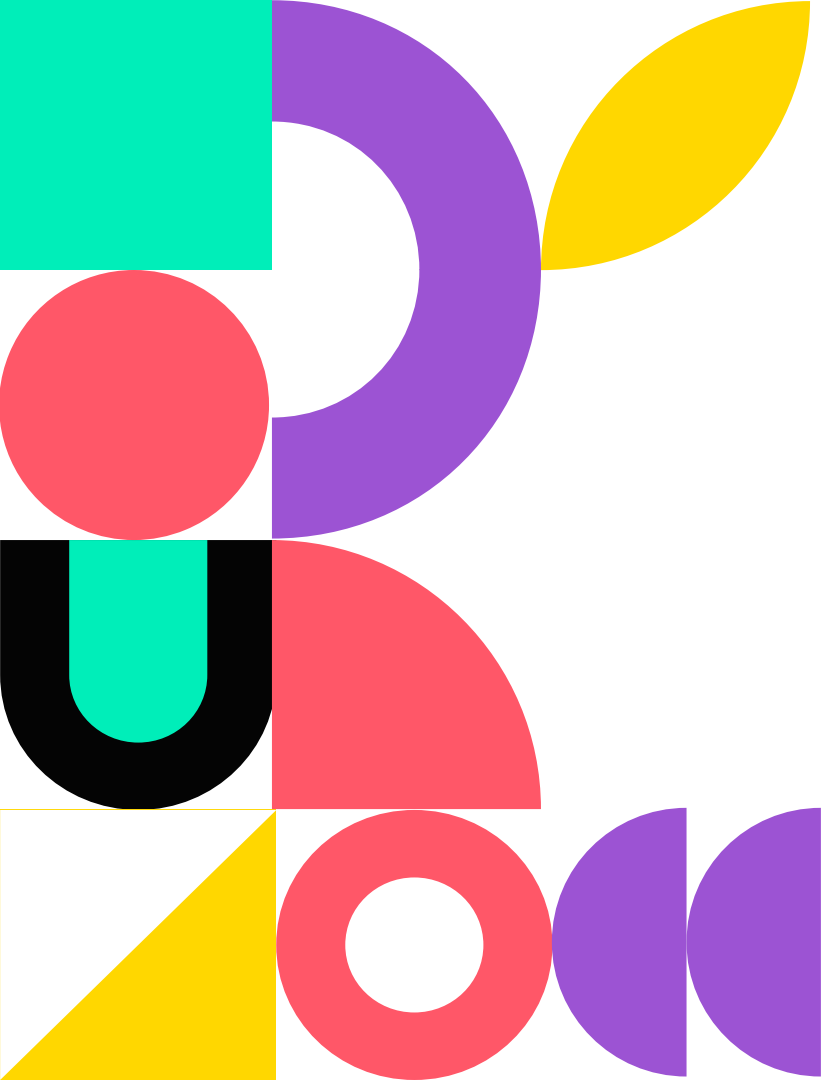EDUCATIONAL FOUNDATIONS

LITERACY

SPECIAL EDUCATION

TESOL

HUNTER
THE SCHOOL OF EDUCATION

THANKS!

Please share your ideas/questions!