

VIDEO INSTRUCTIONAL POINTS (VIP) SEMINAR

Reflective Thinking about Teaching through a Videotaped Lesson, Reflective Paper, and Small Group Discussions

To foster thoughtful self-reflection, accurate analysis, educative dialogue, and professional growth and development, student teachers may videotape a lesson during their placement. For the taping, student teachers will demonstrate various behaviors, methodologies, and pedagogies. Videotaped lessons must be of good visual and audio quality.

After reviewing the videotape, student teachers will prepare a written reflective and critical analysis of the taped teaching performance, using a set of guided reflective questions and prompts using the “Video Critique Guide” below.

Seminars may be arranged by University Supervisors for the presentation of the student teacher’s video lesson clips (approx. 3-5 minutes each) to a small group of peers. Student teachers are to prepare their presentations carefully, choosing specific points/events in the tape which illustrate both strength and growth areas, as noted in the written analysis.

After each presentation of video lesson clips, student teachers will actively participate in supportive and collegial dialogue, sharing viewpoints and perspectives, and offering practical suggestions. The University Supervisor will moderate the discussions.

The written reflective analysis and a copy of the lesson plan for the videotaped lesson will be submitted to the University Supervisor at the conclusion of the VIP Seminar.

The VIP Seminar may replace Visit #3 conducted by the University Supervisor during the placement.

Student teachers must check their school district’s policy regarding videotaping. A videotape release form is provided by the University to student teachers who have gained permission by their school district to videotape a lesson (see “Videotape Release Form”).

If a student teacher is not given permission by his/her school district to videotape a lesson, the University Supervisor will make an on-site visitation for a formal observation. The student teacher will still be required to write a reflective and critical analysis of the observed lesson and attend a VIP Seminar participating as a peer-observer of other student teacher’s video clips and partaking in discussions.

If video equipment is not available at a school district, student teachers may borrow equipment from Clarion University. The purchasing of a blank videotape is the responsibility of the student teacher.

VIDEO CRITIQUE GUIDE

Student teachers are to use the following prompts and questions to write their videotaped lesson reflective critical analysis paper.

1. Comment on the quality of the videotape. Does it show what you wanted it to show?
2. Why did you choose to videotape this particular lesson?
3. Describe the context of the video lesson – where it fits in a unit of study (introduction, middle, or end).
4. Which video segment(s) represent your instructional strengths and why?
5. Which video segment(s) represent your least creative instructional strategies and why?
6. What feedback did you receive from students about the lesson? How did students respond to the lessons?
7. Did you meet your lesson objectives? Did students accomplish the intended

- outcomes? How do you know? Which video segment(s) provide evidence of student learning?
8. Describe your use of instructional technology (if applicable). How did the use of technology impacts your students' ability to learn the concepts taught in the lesson?
 9. Describe any visual teaching aids incorporated in the lesson. How did the aid(s) impact learning?
 10. What would you do differently if you could teach this lesson again and why?
 11. Identify area(s) where you would like to show professional growth. Rate each area as "very important," "important," or "somewhat important." Provide a rationale that explains how you judged the importance of each professional support area which you have identified. Describe how you actively plan to improve this area(s).
 12. React to the videotaping process. What was best about the process and why? Did you have any difficulties with the videotaping process and why? Explain any limitation(s) and why you considered them to be limitation(s).

Aides to Identify Instructional Strengths and/or Areas in Need of Improvement

To help guide the student teacher's critical reflection/analysis about his/her videotaped lessons, the following suggested specific points may be considered for identifying an instructional strength or area in need of improvement.

1. How were the objectives/expected outcomes stated? Did they prepare/orient students?
2. How was learning linked to previous knowledge?
3. How were a variety of instructional strategies incorporated in the lessons?
4. How were any demonstrations made?
5. How were any explicit examples given and explained?
6. How were any similarities and differences pointed out?
7. How were any suggested learning aids presented (i.e. mnemonic aids)?
8. How was the model of teaching matched to learner abilities and content?
9. How were multiple cognitive levels of questioning skills used?
10. How was pause/wait-time for learner response(s) to questions?
11. How was feedback to learner responses provided?
12. How did you encourage/allow learner questions and discussions? How were learner questions answered?
13. How involved/engaged/motivated were the learners?
14. How enthusiastic/motivating were you? How was your energy level throughout the lesson?
15. How was your body language? How was your facial expression? How was your eye contact? How did you incorporate effective gestures? How was your movement?
16. How was the lesson content linked to learner interests and real life experiences? How was content made meaningful and relevant?
17. How did you check for learner understanding?
18. How were directions given or assignments made?
19. How were behavioral expectations and/or rules relayed?

20. How was your communication (voice projection, enunciation, diction, voice inflections/intonations, fluency, and grammar)?
21. How were the allocated time and pacing of instructional procedures/strategies matched with learner abilities?
22. How were transitions made between various instructional procedures/strategies?
23. How was the clarity of structuring statements?
24. How were key and/or difficult points highlighted (i.e. utilizing marker statements)?
25. How was any necessary one-on-one/individual help provided?
26. How was equitable treatment of students varying in achievement, ethnicity, and gender established/displayed?
27. How was your awareness of any on-task behaviors? How were students re-focused?
28. How were positive feedback, specific praise, and encouragement incorporated?
29. How did you establish a rapport with students?
30. How was your poise/confidence level?
31. How were a variety of appropriate assessments made within the lesson?
32. How were practice and feedback strategies provided?
33. How was the lesson closure drawn (repeat/review/summarize)?

Identifying Areas for Professional Growth

Things to change - strategies, tactics, arrangements, goals, objectives, etc.

Things to strengthen - skills, resolve, techniques, knowledge, etc.

Things to eliminate - mannerisms, habits, affection, redundancies, irrelevancies, etc.

Things to experiment with - new approaches, different materials, varied groupings, etc.

Things to modify - techniques, attitudes, objectives, etc.

Things to learn - new subject matter, different methodology, understanding of research implications, etc.

Video Recording and Analysis Tips

1. Obtain equipment that is in good working order.
2. Experiment before the classroom lesson is recorded.
3. Arrange the recording equipment so that it does not interfere with the lesson. This is best done by setting up the equipment ahead of time, before the students enter the classroom.
4. Focus on significant classroom phenomena. Research indicates that teachers, when first exposed to a videotape of themselves, tend to focus on the “cosmetics” of their performance (e.g. physical appearance, clothes, and vocal quality).
5. Be assured that flaws noted in your teaching performance can be eliminated with practice. Don't be “tough” on yourself. Pre-service teachers tend to criticize themselves too severely in their initial encounters with a videotaped lesson.

Procedure for Video Instructional Points (VIP) Seminar

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|-----------------------------|--|
| 1. Plan videotape lesson | 4. Choose videotape clips |
| 2. Record videotape lesson | 5. Write a reflective critical analysis paper. |
| 3. Preview videotape lesson | 6. Make presentation at VIP seminar. |

Video Instructional Points (VIP) Seminar

Student Teacher Name: _____ Placement: #1 _____ #2 _____

District: _____ School: _____ Grade/Age Level: _____

Lesson/Learning Activity Title/Topic: _____

Supervisor: _____ Date: _____

VIP	Levels of Performance				
RUBRIC	Outstanding 4	Competent 3	Satisfactory 2	Unsatisfactory 1	Score
The teacher candidate:	Displays exceptional ability to identify & describe instructional strategies.	Displays sufficient ability to identify & describe instructional strategies.	Displays minimal ability to identify & describe instructional strategies.	Does not display the ability to identify & describe instructional strategies.	
The teacher candidate:	Displays exceptional ability to identify and describe least effective instructional performance areas.	Displays sufficient ability to identify and describe least effective instructional performance areas.	Displays minimal ability to identify and describe least effective instructional performance areas.	Does not display ability to identify and describe least effective instructional performance areas.	
The teacher candidate:	Makes very appropriate professional decisions in order to improve instructional performance.	Makes appropriate professional decisions in order to improve instructional performance.	Makes minimally appropriate professional decisions in order to improve instructional performance.	Does not make appropriate professional decisions in order to improve instructional performance.	
The teacher candidate:	Displays exceptional openness to new ideas & willingness to learn from the suggestions of others.	Displays sufficient openness to new ideas & willingness to learn from the suggestions of others.	Displays minimal openness to new ideas & willingness to learn from the suggestions of others.	Does not display openness to new ideas & willingness to learn from the suggestions of others.	
Total Average Score>>>					

VIP Sample Letter for Permission

Dear Parent/Guardian,

With your permission, I would like to have some of the classroom lessons which will be taught by my student teacher videotaped during this school term. The videotapes will be a valuable tool to aid in the professional growth and development of the student teacher. Please sign the form below and return it to me for my records. Videotaping will only occur with approval from 100% of the parents/guardians. If you wish, you will be able to view the videotapes at school upon request. Thank you.

Sincerely,

Classroom Teacher

Student Teacher

_____ Yes, my child, _____, has my permission to partake in the videotaped lessons. (Name of child)

_____ No, I do not wish my child, _____, to partake in videotaped lessons. (Name of child)

(Parent/Guardian)

(Date)

Clarion University of Pennsylvania
Office of Field Services
Video Instructional Points Seminar

Seminar Evaluation Form

Please check and complete date for the appropriate semester:

_____ Fall 200_____

_____ Spring 200_____

Degree area(s): _____

I found the VIP Seminar to be:

(circle)

- | | |
|---|--------------------------|
| 4 | Exceptionally Beneficial |
| 3 | Substantially Beneficial |
| 2 | Minimally Beneficial |
| 1 | Of Little or No Benefit |

Please respond:

1. What were the major benefits of the VIP Seminar?
2. What suggestions do you have to improve the quality of the VIP Seminar?
3. Additional comments:

Please note: NO NAMES!