

Video Observations

Section A: Positive Environment, Section B: Instructional Design & Implementation, Section C: Rigorous & Appropriate Content, and Section D: Reflection-in-Action

Video Capture/Self-Reflection (TC)



1. TC emails Lesson Plan and Seating Chart and/or identification of students for which differentiation is planned to UM 24 hours in advance of recording
 - a. This lesson plan MAY NOT be used for CalTPA
2. TC modifies, if necessary, lesson prior to recording
 - a. TC uploads Lesson Plan into Coaching Huddle and ePortfolio
3. TC videotapes via Sibme app his/her full class/period (20 - 45 minutes) ensuring TC and students are on the video
 - a. Practice different camera locations to capture the current lesson
 - i. May set up "camera" in the back or on the side of the room to provide an overall view of classroom
 - ii. May use stationary "camera" for whole class and phone for group work close-ups
 - b. Ensure can see and hear Focus Students and that TC is in the video
4. TC uploads video to Workspace, names video using Title Norm (Last_First_Observation X_date recorded)
 - a. X = current Observation number
 - b. If video is trimmed after upload, original video remains and new video is now named Last_First_Observation X_date Trimmed
5. TC SHARES video into Coaching Huddle
6. TC self-reflects on each of the four CREATE* Sections (Positive Environment Items 1 - 6; Instructional Design & Implementation Items 7 - 9; Rigorous & Appropriate Content Items 10 - 13; Reflection-in-Action Item 14) by inserting and completing the following comments in the appropriate spots in the video.
 - a. There will be a total of 4 comments with CREATE Section named in the comment (Positive Environment; Instructional Design & Implementation; Rigorous & Appropriate Content; Reflection-in-Action) indicated, using the following sentence stem:

This part of my lesson/video is an area of strength or an area of growth (pick one) because _____. It exemplifies the CREATE Section, _____, because _____. The Next Steps I plan to take to improve in this area are _____. What other Next Steps could I take?
 - b. Indicate one of the following for each of the 4 comments, as appropriate:
 - Bright Spot: Area(s) of Strength
 - Question or ○ Idea: Area(s) of Growth

NOTE: Interns log Video Capture/Self-Reflection time in Intern Support and Supervision Log/Form. Completed Log and Form will be submitted at end of session via Intern Credential DRF.

Video Coaching/Feedback (UM)

1. UM views video 1st time: Visceral Viewing
 - a. What jumps out? What comments did the TC make? Initial strength and growth areas that you (UM) see?
 - b. Scripted notes
 - c. No comments made - do not stop video to type
2. UM reviews TC comments and replies/responds
 - a. Click on each note's ► by the time stamp

- b. Make comment/respond to question(s)/provide resource(s)
- 3. UM views video 2nd time: Targeted Feedback
 - a. **Bright Spot**: Area(s) of Strength for each CREATE Section
 - i. Provide input into Area(s) of Strength
 - ii. Select  appropriate Item
 - iii. Include qualitative feedback in Clinical Practice DRF Observation Report X
 - b. **Idea**: Area(s) of Growth with Next Steps for each CREATE Section
 - i. Provide input into Area(s) of Growth and ideas for Next Steps or begin coaching dialogue to generate ideas from TC
 - ii. Select  appropriate Item
 - iii. Include qualitative feedback in Clinical Practice DRF Observation Report X after ideas are generated
 - c. Assess all Items (1-14) quantitatively in Clinical Practice DRF Observation Report X
 - i. All Items should receive a score
 - 1. Performance Level tab in Sibme compiles/sorts all comments by Item for easy reference and copy/paste for Observation Reports
 - ii. If an Item is not appropriate for the lesson, indicate N/A
- 4. UM downloads from Clinical Practice DRF Observation Report X as PDF
- 5. UM emails Observation Report X to TC copying Site Mentor
 - a. NOTE: This may take place after the TC completes the Reflection, if the UM desires/requests

Wrap-Around Reflections

- 6. TC reviews UM feedback
- 7. TC considers own **Question** and UM response
- 8. TC considers own **Idea**/Next Steps, as well as, and UM's **Idea(s)**/Next Steps and the coaching dialogue that generated new ideas
 - a. How will address Next Steps
 - b. Questions about Next Steps
 - c. How Next Steps are progressing
- 9. TC writes Observation X Reflection, summarizing
 - a. Area(s) of Strength
 - b. Area(s) of Growth
 - c. Next Steps considerations
- 10. TC emails UM Observation X Reflection
- 11. TC uploads Lesson Plan X, Observation Report X, and UM Observation X Reflection into ePortfolio

NOTE: Interns log Wrap-Around Reflection time in Intern Support and Supervision Log/Form. Completed Log and Form will be submitted at end of session via Intern Credential DRF.

*Yun, C., & Bennett, L.H. (2017). Continuum of Reflective, Engaging, and Accessible Teaching (CREATE) Rubric [Rubric and manual]. Unpublished instrument. Fresno, CA: Fresno State.