Using Performance Expectations and Annotated Video to Facilitate Reflection
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Our Program

“CalStateTEACH is a site-supported, online teacher preparation program that is eco-sensitive and techno-inventive. An effective combination of candidate contact with faculty, on-site mentors and peers, as well as online independent learning, has helped to establish and maintain CalStateTEACH as an extremely successful program.”

iSupervision Observation Process

1. TPE Selection
2. Lesson Implementation Observation
3. Post Conference & Formative Feedback
4. Video Follow-up Application & Reflections

CalStateTEACH Campuses

CalStateTEACH Campuses are based in three locations:

- CSU Monterey Bay
- Fresno State
- CSU Los Angeles

Faculty

Faculty reside throughout the state, serving candidates in-state and around the world.

Candidates

Candidates live and work throughout the state.

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Distinguished Program
Our Program
What Research Says

- Reflection-BEFORE-action
  - Before an experience

- IN Active Learning
  - During an experience

- Cyclical Learning Process

- FOR Planning

- ON Post Activity
  - Following an experience

- Reflection-DURING-action

Plack & Santasier (2004)
Schön (1983)
Benefits of Video Annotation

- Convenience
- Multiple Perspectives
- Digitally Archived
Feedback Process

1. Pre Conference & TPE Selection
2. Lesson Implementation Observation
3. Post Conference & Formative Feedback
4. Video Follow-up Application & Reflections
# Observation Events

## Observation Archive

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Teacher Performance Expectations

PRE-CONFERENCE: Observed Evidence of Progress in Teaching Performance Expectations

Clicktap TPE to expand, then select observed proficiency level.

- TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: Interpretation and Use of Assessments
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Practices
- TPE 7: Teaching English Learners
- TPE 8: Learning About Students
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 11: Social Environment

Observed Evidence of Progress in Teaching Performance Expectations

- TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
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- TPE 9: Instructional Planning

Exploring
Teaches content and addresses students' misunderstandings upon request.

Applying
Monitors progress during instruction to determine students' understanding.

Proficient
Anticipates, checks for, and addresses students' misunderstandings in a variety of ways.

Exemplary
Places instruction and encourages student interaction, re-teaching content as necessary.

How will you demonstrate your selected performance levels?

I will demonstrate this performance level by walking around the classroom and monitoring student work. I will check their handwriting, their letter formation, and that they are following the frame. If students need help I will redirect them as needed and provide extra help.

CLEAR LEVEL

SHOW BENCHMARKS
### Attaching Video to Lesson

**Observation - Science 10/6/15**

#### ATTACHED FILES AND VIDEOS

- Files and Videos
  - Rock Characteristic Worksheet
  - Inquiry Science Lesson

#### GENERAL COMMENTS

**I. ESTABLISHING GOALS AND STANDARDS**

**Subject Area(s)**

Clearly identify the subject area(s) of the lesson.

- **Subject Area(s) Checkbox**
  - Science

**Goals**

- **Written Response**

  Students should be able to recognize and note differences in rock characteristics and understand that these differences relate to the rock's mineral make-up.

**Concepts and Skills**

- **Written Response**

  Students will be practicing investigation skills and partner cooperation.

**Standards**

- **Written Response**

  [Video Player]
Great to see your lesson and provide some feedback! Thank you for your patience as I want to watch every minute!

Love the real-world connections! Subjects come alive when students make connections!

Re-think the ‘wastes’ - perhaps it was a short detour?

They started adding details right off the bat during their making of their floor plan. While they made beautiful floor plans, it wasted time towards what they were actually supposed to be doing.

Great how you ask them for the outline first and then the details later...that helps define their work.

A difficulty for me was asking them to find the area and perimeter of their homes without using the words area and perimeter. Wood was associated with perimeter and carpet was associated with area.
Critique^It Video Annotation
VIDEO ANNOTATIONS

Balanced Literacy Observation Event 11/10 [ANNOTATE BETA] REFRESH

- This lesson is taking place during guided reading time, which may explain the background noise. This group was specifically chosen to work on writing development. (Time: 00:10, added 11/19/15 by Student
- It's always helpful for the students when you review what they've been learning about and tell them the learning goal/objective of a lesson. Asking students what they need to learn is a great start to your lesson. (Time: 00:15, added 11/24/15 by Cassandra Kelley)
- We have been talking about powerful words in writing and wrote a whole list of powerful words from a story we read previously. (Time: 01:04, added 11/19/15)
- Students know exactly where to look for examples-- very helpful and allows you to see what learning tools they are utilizing in the classroom (Time: 01:10, added 11/24/15 by Cassandra Kelley)
- Nice redirect to get everyone listening to the student who is waiting her turn to speak (Time: 01:29, added 11/24/15 by Cassandra Kelley)
- Ashlyne said we care about powerful words because it makes our writing stronger and makes others want to read our writing. (Time: 02:13, added 11/19/15)
- I like Ashlyne's response :) (Time: 02:14, added 11/24/15 by Cassandra Kelley)
- They love writing on the white boards and having them write instead of just listen and respond keeps them engaged. (Time: 03:32, added 11/19/15 by Student
- They did really well with this part of the lesson. All of them were able to write the correct powerful word on their board every time. (Time: 05:50, added 11/19/15 by Student
- We want them to be making connections to different subjects, different texts, and to the outside world. (Time: 07:55, added 11/19/15 by Student
- Good "teacher with-it-ness" when you noticed the other student with his hand up for a while :) (Time: 08:18, added 11/24/15 by Cassandra Kelley)
- The white boards help to make your lesson more interactive (Time: 08:39, added 11/24/15 by Cassandra Kelley)
- Ashlyne wasn't being kind about him not knowing what dash meant. I wanted to make sure she understood that wasn't kind and didn't want his feelings to get hurt. (Time: 11/19/15 by Student
- Good immediate response to Ashlyne that "We don't know what all words mean, so we shouldn't be mean or judgmental to the other students." (Time: 08:55
- Cassandra Kelley)
- Love the way you physically modeled these words! (Time: 13:49, added 11/24/15 by Cassandra Kelley)
- I had anticipated that they may not know the definitions of all of the words, so I decided to work through the difficult ones together so they could be exposed (Time: 14:19, added 11/19/15 by Student
- Do they know how to look up the definitions if they don't know meaning? (Time: 14:31, added 11/24/15 by Cassandra Kelley)
- Great work! (Time: 18:03, added 11/24/15 by Cassandra Kelley)
- I think this lesson went really well. They are able to recognize powerful words, now they need to begin using them in their own writing. (Time: 18:25, added 11/24/15 by Cassandra Kelley)
Post-Reflections

STUDENT ANALYSIS AND REFLECTION

From this observation event, I’ve learned that time-management is an important aspect of lesson plan. Before moving to the text, I wanted the students to discuss some of the words that they were going to see in their reading. My plan was to spend 5-8 min on vocabulary but it took longer than I had anticipated. As a result, I couldn’t attend my goal to finish the worksheet on 'ways of life'. Next time, I will remember this experience and will plan thoughtfully.

POST-OBSERVATION CONFERENCE REFLECTION

It's important to think about the goals of the lesson and how much time you will have to complete tasks with the students. If it is not going as anticipated, don’t be afraid to adapt the plan according to student needs. Students were definitely having difficulty focusing and you did a good job of encouraging collaboration among them. They did especially well discussing their understanding of each vocabulary word. Try to think of other ways to break the lesson into smaller pieces to make it more manageable within a short time frame. (Small group lessons shouldn't really go over 30 minutes.) For example, the vocabulary could be taught separately from the actual content about “ways of life.” Sometimes when the plan backfires from
Student Interview