

## Capturing Your Teacher Candidate's Teaching: Preparing for the Reflective Conference

### Overall Evaluation Structure:

The evaluation structure of the Level III Field Experience has two components:

1. A reflective conference between the UNI teacher candidate and the cooperating teacher based on a video recording of the UNI teacher candidate.
2. A final electronic evaluation form to be completed by the cooperating teacher at the conclusion of the experience.

The rubric and descriptors of performance expectation are the **same for the both the reflective conversation and the final evaluation.**

### Video Performance Assessment: Reflective Conversation

The video performance assessment tool is designed to engage you and your UNI teacher candidate in a reflective conversation about his/her demonstration of and understanding of teaching and student learning in an authentic, experiential way. Using your UNI teacher candidate's video-recording as the basis for the reflective conversation, you and the UNI teacher candidate will have the opportunity to assess his/her current abilities, knowledge and skills as a beginning teacher on his/her way to becoming a highly effective educator.

### What Do I Need to Do?

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1. Assist your UNI teacher candidate in video recording his/her classroom teaching
  - a. Record him/her teaching (i.e. whole group instruction, partner work, centers, class discussion, etc.)
  - b. Record a complete segment of his/her instruction
  - c. Video should be continuous and unedited, with no interruption in the events
  - d. Video should include interaction between UNI teacher candidate and his/her students and his/her responses to students or student responses to each other
  - e. Both UNI teacher candidate and his/her students should be visible and clearly heard
2. Engage in a reflective conference about UNI teacher candidate's video with your UNI teacher candidate (schedule as closely to video-recording as possible)
  - a. Prepare for your conference by reviewing the INTASC standards and performance descriptors your UNI teacher candidate is striving towards on the rubrics
  - b. Review the reflective conversation questions for each dimensions of teaching to help you frame your thoughts for the conference

#### Goals of Reflective Conference:

1. Reflect on your UNI teacher candidate's skills in planning, instruction and assessment
  2. Assess your UNI teacher candidate's ability to establish rapport with students
  3. Analyze the current state of your UNI teacher candidate's dispositions and attitudes that will lead him/her to being an effective educator
  4. Determine areas of professional strength and growth for your UNI teacher candidate
3. Complete the reflective conversation form online with your UNI teacher candidate. He/she will submit a commentary in the corresponding sections on the form as evidence of he/she planned, implemented, and reflected upon his/her instruction

## What Do I Need to Know?

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### Reflection Criteria

- Using your UNI teacher candidate's video, you and your UNI teacher candidate will have the opportunity to discuss and reflect on five dimensions of his/her teaching: planning, instruction, assessment, analysis of teaching, and content knowledge/academic language.

## Guide for Engaging in the Reflective Conversation

### **Planning: How do the candidate's plans build conceptual understanding and problem solving skills?**

#### *Suggested Reflective Conversation Questions:*

- What specific skills/knowledge/attributes were necessary for students to achieve your learning goal(s)?
- How did you make connections between the previous lesson(s) and your lesson?
- What did you do to elicit and/or build upon your students' prior knowledge/misconceptions of the concept?
- How do the assessments(s) you used provide evidence of student understanding and problem solving?

#### **INTASC Standards Working Towards:**

**Student Learning-** The practitioner understands how students learn and develop and provides learning opportunities that support intellectual, career, social and personal development.

**Diverse Learners-** The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

**Instructional Planning-** The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals and state curriculum models.

**Technology Application-** The practitioner understands and uses technology to encourage students' development of thinking, problem solving and performance skills.

## **Instruction: How does the candidate actively engage students in developing understanding of concepts?**

### *Suggested Reflective Conversation Questions:*

- How did you handle any unpredictable events that may have occurred during your teaching?
- What strategies did you use to allow students to apply their knowledge/understanding?
- How did your instruction motivate and intellectually engage students in developing their understanding?
- Were your explanations clear and understandable? What evidence from the video support this?

### **INTASC Standards Working Towards:**

**Instructional Strategies**-The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Classroom Management**-The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Communication**-The practitioner uses knowledge of effective verbal, nonverbal and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom.

**Technology Application** -The practitioner understands and uses technology to encourage students' development of thinking, problem solving and performance skills.

## **Assessment: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?**

### *Reflective Conversation: Questions*

- What was the purpose of this lesson? Was your purpose met?
- What type and how often did you provide your students feedback on their learning?
- How did you gauge the students' understanding as the lesson progressed?
- What opportunities were/will be (could be) provided for students to apply the feedback you gave them to improve their work?

### **INTASC Standard Working Towards:**

**Assessment**- The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social and physical development of the learner.

## **Analysis of Teaching: How does the candidate use conclusions about what students know and are able to do to plan next steps in instruction?**

### *Reflective Conversation Questions*

- What did the students learn as a result of this lesson? How do you know? What evidence do you have?
- What do you think went well during your teaching?
- If you had the chance to do this lesson over again, what changes would you make? Explain why you would expect these changes to make a difference in student learning.
- If you were to teach the next lesson in this sequence, what would your next steps be?

### **INTASC Standard Working Towards:**

#### **Foundations, Reflection, and Professional Development**

The practitioner continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community, and actively seeks out opportunities to grow professionally.

## **Content Knowledge/Academic Language: How does the candidate support academic language development associated with content learning?**

### *Reflective Conversation Questions*

- What evidence demonstrates the extent to which students are able to use/understand/apply the concept(s) you were teaching?
- How well did you scaffold your instruction to promote academic language development for students with varied language levels?

### **INTASC Standard Working Towards:**

#### **Content/Subject Matter Knowledge**

The practitioner understands the central concepts, tools of inquiry and structure of the discipline(s); the practitioner teaches and creates learning experiences that make these aspects of subject matter meaningful for students.