

Capturing Your Teaching: Preparing for your Video Performance Assessment

Overall Evaluation Structure:

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

1. A reflective conference between you and the cooperating teacher based on your video recording.
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 Overview:

This video performance assessment is designed to engage you in demonstrating your understanding of teaching and student learning in an authentic, experiential way. You will be prompted to synthesize what you have learned throughout your preparation program and apply it with the students you will teach in your Level III field experience. Your video performance assessment evidence will demonstrate your current abilities, knowledge and skills as a beginning teacher on your way to becoming a highly effective teacher.

What Do I Need to Do?

1. Video-record your classroom teaching
 - a. Record yourself teaching (i.e. whole group instruction, partner work, centers, class discussion, etc.)
 - b. Record a complete segment of your instruction
 - c. Video should be continuous and unedited, with no interruption in the events
 - d. Video should include interaction between you and your students and your responses to students or student responses to each other
 - e. Both you and your students should be visible and clearly heard
2. Engage in a reflective conference about your video with your cooperating teacher
 - a. Prepare for your conference by reviewing the INTASC standards and performance descriptors you are 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 skills in planning, instruction and assessment
 2. Assess your ability to establish rapport with students
 3. Analyze the current state of your dispositions and attitudes that lead to being an effective educator
 4. Determine areas of professional strength and growth
3. To complete the assessment, you will submit a commentary in the corresponding sections on the form below as evidence of how you planned, implemented, and reflected upon your instruction

What Do I Need to Know?

Reflection Criteria

- Using your video, you and your cooperating teacher will have the opportunity to discuss and reflect on five dimensions of your teaching: planning, instruction, assessment, analysis of teaching, and content knowledge/academic language.
- The corresponding rubrics and reflective conversation questions are in place to help you analyze your teaching and help you improve your practice.
- The qualifiers on the rubrics are defined as follows:
 - **Not Demonstrated**=No evidence that the descriptor has been met.
 - **Developing**=Candidate shows development or a partial application of the descriptor.
 - **Demonstrated**=Candidate clearly demonstrates all aspects of the descriptor.
 - **Not Applicable**=Descriptor does not pertain.

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

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.

Descriptors of Expected Performance

Current State of Development

Descriptors of Expected Performance	Current State of Development			
Standards/objectives, learning tasks, and assessments are clearly aligned with each other and with the central focus for the learning segment.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>
Learning tasks draw on students’ prior learning and experience and social/emotional development of interests.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>
Planned support includes tasks/materials and/or scaffolding tied to learning objectives and the central focus with attention to the characteristics of the class as a whole and how students differ in their approaches to learning.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>
Integration of technology is appropriate based on student skills and is aligned with content and pedagogy for the lesson.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>

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

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.

Descriptors of Expected Performance

Current State of Development

In the clip, students are intellectually engaged in discussions, tasks, or activities that develop his/her understanding in meaningful ways.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>
The candidate elicits student responses related to critical thinking/problem solving.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>
In the clip, students are intellectually engaged in their learning and appropriately and promptly redirected to their learning when needed.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>
Technology was implemented to enhance the learning opportunities for students.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>

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?
- If you were to teach the next lesson in this sequence, what would your next steps be?

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.

Descriptors of Expected Performance

Current State of Development

Descriptors of Expected Performance	Current State of Development			
Criteria are clearly aligned with standards/objectives from the learning segment. Assessments measure what they are intended to measure.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>
Feedback accurately identifies general areas for what students did well and what they need to improve related to specific learning objectives.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>

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.

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.

Descriptors of Expected Performance

Current State of Development

Descriptors of Expected Performance	Current State of Development			
Candidate draws conclusions about their teaching which identifies and describes next steps for his/her teaching that propose general support that improves student performance related to the standards and learning objectives assessed.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>
Candidate cites evidence of student learning OR knowledge of students 'prior learning and experiences to explain changes to their teaching practices.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>

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.

Descriptors of Expected Performance

Current State of Development

Candidate identifies evidence (from video clip OR assessment data) that students had an opportunity to understand and participate in learning experiences relevant to the subject matter.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>
Candidate provides support so students can use language associated with the selected discipline necessary to engage in academic tasks.	<i>Not Demonstrated</i>	<i>Developing</i>	<i>Demonstrated</i>	<i>Not Applicable</i>