

Teacher Professional Learning and Effectiveness System Process and Guidelines for Video Observation (with Administrator)

Remembering that continuous professional learning is the focus of our new Professional Learning and Effectiveness System, the Advisory Team is suggesting these guidelines for the use of Video Observation.

Video Observation Guidelines

Teacher will:	Administrator will:
<ul style="list-style-type: none"> • Collaborate with administrator to: <ul style="list-style-type: none"> • determine the lesson to be recorded (which is aligned to their Student and Professional Learning Objective (SLO/PLO)- TPLES1 or 1a form) • decide on the timeframe during which the observation is to take place • Obtain permission using Video Permission Form • Initiate the process by recording themselves teaching a lesson using the SWIVL robot or other recording device. The teacher may opt to record multiple lessons and choose one to submit. • Upload the chosen video to the SWIVL cloud. • Watch the video and use the commenting tools to reflect on the effectiveness of their practice and SLO/PLO to determine next steps. (see reverse side of page for suggestions) • Share the video, reflections and next steps with their evaluator within 5 working days of the agreed upon date. (notifying their administrator it is ready for viewing in the SWIVL cloud via email) • Review the comments in the SWIVL cloud from their administrator and determine next steps for instructional practice and professional learning • Close out the observation by: <ul style="list-style-type: none"> • Printing out the record of comments from the SWIVL Cloud account and give it to your administrator • Sign the TPLES2 Administrator Classroom Observation Form. • Delete Video from SWIVL Cloud 	<ul style="list-style-type: none"> • Collaborate with teacher to: <ul style="list-style-type: none"> • determine the lesson to be recorded (which is aligned to their Student and Professional Learning Objective- (SLO/PLO) TPLES1 or 1a form) • decide on the timeframe during which the observation is to take place • Receive notification that the video was shared with them. Within 5 working days of being notified they will: <ul style="list-style-type: none"> • View video and consider the teacher's reflection • Record feedback, guiding questions and/or suggestions for professional learning (see reverse of page for suggestions) • Teacher will be notified when you have recorded comments on the video • Teacher will printout the comments and give you a copy • Staple the printout to a TPLES2 classroom observation form • Obtain the required signatures on the TPLES2 form to the teacher • The printout will serve as the record of the post observation conference. • The video is the classroom observation.

Notes:

- By request of either the Administrator or Teacher a personal conference may be held in addition to the electronic communication
- In the event of technology problems, please contact: Site LANs, PUSD Technology Help Desk, Brenda Gillies bgillies@powayusd.com
- In the event of process questions, please contact Michele Wilson-Manos, mmanos@powayusd.com

Guiding the Professional Learning and Collaboration

Suggestions for the Teacher

The focus of this process is enhancing your practice through this continuous professional learning system. Remember, you are the first reviewer of the video. You are encouraged to ask for the feedback and support you need and want.

To guide your self-reflection, consider the following as you watch the video:

- Review and consider your PLO: What evidence do you see in the video of progress toward your PLO?
- Review the PUSD Continuum of Teaching Standards especially the Domain and Element aligned to your PLO: What evidence of practice do you see in the video?
- Reflect on Student Learning and your SLO: How do you know students obtained the objective of the lesson? What evidence in the video or other artifacts of the lesson (such as work samples or assignments) supports your SLO?

After you have reflected on the video go back and add directions, special requests or questions to your administrator **before** you share the video with him or her.

- You can do that by pausing the video right away at the very beginning and in the comment section share specific requests with the administrator. For example you might say:

“Please view my reflection and question at the 10:12’ mark of the video. I would like your feedback on possible strategies for promoting positive behavior with Jonathan in this type of situation.”

OR

“Please note what happens at the 15 minute mark of the video. This is exactly what we discussed at our last post observation conference. I think the consistency is beginning to pay off. What do you think?”

OR

“As you watch the video and read through my reflections and questions, I want you to know I focused in on Domain II, Element 3 with my reflection as that is the area I selected for my PLO.”

OR

“As you know I have been working on close reading strategies, I chose to video this lesson because I am trying out a brand new strategy. This is the first time my students have worked independently on a nonfiction piece of text implementing multiple reads on their own while I worked with a group. I marked two specific places in my reflection where I asked you a question (at 5 minutes and again at 22 minutes). Thank you.”

Align reflection and comments to the PUSD Continuum of Teaching Standards and SLO/PLO as appropriate.

Suggestions for the Administrator

As the focus of this process is enhancing a teacher’s practice through a continuous professional learning system, please view the teacher’s submitted video and reflections in its entirety before adding any of your own reflections.

Focus on what the teacher has asked you to pay attention to in the video that he or she has shared with you.

Consider asking guiding questions or reacting to the reflection of the teacher to further the professional learning experience rather than providing specific suggestions.

For example:

Based on your reflection and the section of the video you referenced, I agree that...have you also considered...?

OR

You’re reflection at this point in the video really helps me understand...

If you feel you need to guide the reflection, cite a specific part of the video or offer an open ended option. For example:

One part of the video you didn’t reflect on was at the 10 minute mark, I observed that....what do you think?

OR

As a result of this video and reflection, what are some things you are taking away from this experience that will influence your practice in the future?

Of course if you are asked for some direct feedback or suggestions offer them!

Align reflection and comments to the PUSD Continuum of Teaching Standards and SLO/PLO as appropriate.