

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

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.

Peer-Video Observation Guidelines	
Teacher will:	Peer will:
<ul style="list-style-type: none"> • Pre Conference with peer 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 • direct the feedback desired • Obtain parent permission for video recording • 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 peer (notifying their peer it is ready for viewing in the SWIVL cloud via email) • Review the comments in the SWIVL cloud from their peer and determine next steps for instructional practice and professional learning. • Reflect on comments and complete the TPLES2a Peer Classroom Observation Form. <ul style="list-style-type: none"> • Video is the /observational notes/instructional activities section, simply say “Video shared with peer” and give a brief outline of lesson • In the Reflection Section: <i>print out the record of comments from the SWIVL cloud account</i> say “see attached” and simply add any additional reflection to the TPLES2a form. • Turn completed, signed TPLES2a form into your administrator. • Delete your video from the SWIVL Cloud 	<ul style="list-style-type: none"> • Pre Conference 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 • provide feedback as directed • Receive notification that the video was shared with them. At that time, 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 peer observation protocols for suggestions) • Notify the teacher when they have recorded comments on the video • The video is the classroom observation. • The printout will serve as the record of the post observation conference.
	<p>Administrator will:</p> <ul style="list-style-type: none"> • Review the completed TPLES2a form • Conference with teacher if there are any questions or concerns • Sign the TPLES2a form and provide the teacher with a signed copy

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 peer 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 your peer. 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 pre observation conference. What do you think? Any suggestions?”

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.