

Video Breakout Session

Summer PDI
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Basic Requirements

- Most portfolios require 2 video entries with written commentary
- These entries are commonly known as whole group and small group because of the basic focus

- A few certificate areas have special requirements concerning numbers in the video entries. Check your portfolio for your specific requirements
- Video recordings must be continuous and unedited
- Videos may be submitted in VHS or DVD format

Warning

- Your face must be completely seen in each of the video entries
- Do not forget to include a copy of your driver's license. Follow the entry directions.
- To not do so, could render your entry unscorable.

Standards

- Your video entries are scored by a specific list of standards. You will find that list in your portfolio directions at the bottom of the entry title page.
- After reading your entry instructions, read the Standards to help you get an idea of what NB is looking for in the entries

Compare/Contrast

- Compare your 2 video entries
- How are the standards different between the two entries?
- That identifies your focus.

Choices

- When choosing the most appropriate lesson for your video entries, look at the standards used for evaluation of the lesson.
- You will need to choose a lesson most appropriate for the entry requirements.

No . . . No. . . No. . .

- DO NOT TRY TO MAKE THE ENTRY FIT YOUR LESSON
- Your lesson must meet the requirements of the entry
- You are trying to meet National Boards vision of accomplished teaching.

What do you need to do?

- Each of the entries have a “What do I need to do?” page that gives you the basic requirements including the length of your video, number of pages in the written commentary, and amount of instructional materials you can include.
- You will also find some basic video information in the “Get Started” section in your portfolio instructions

- Keep in mind the lengths listed are maximum. The times for the videos are strictly monitored
- Do not waste your time by sending in additional footage. Assessors will not view any material beyond the time allowed.

Which is more important?

- Which is more important, the written commentary or the video showing your “live” instruction?

- The work in the video entries should compliment each other
- Neither written commentary nor video work assumes a greater weight

- The written commentary is read first and evidence is collected
- Then the video is viewed and evidence is again identified
- Before scoring, the assessor looks at the match between the 2 components. If that is missing, a lower score is given.
- A score is then assigned holistically

- Remember, scores are assigned based on a preponderance of evidence
- It's all about student learning and the evidence that supports it

- Look at the page in each entry that is titled “How will my response be scored” and find the section on the page that discusses what would make a Level 4 rubric response
- The bulleted statements are important for you to plan a lesson that is clear, consistent, and convincing

- Highlight key phrases to help you in developing the most appropriate lesson. Possibilities could be:
- Use of knowledge of students
- Student engagement, student to student discourse
- Recognizes diverse perspectives, equitable
- High expectation
- These phrases will help you to see what NB is looking for in your video

Goals

- When selecting your goals, make sure you are connecting them through the analysis, and your evaluation for the success of your lesson
- Make sure your goals are appropriate for your age group and are meaningful. Were your goals achieved? What is your evidence? How do you know?
- Do not list a goal and then forget it in terms of the success of the lesson.

Video Analysis and Tips

- It might be helpful to view your video without sound
- This could help you focus on body language
- It could also help in looking for engaged students
- Look for facial responses to your or other students comments.

Video Analysis

- Instructional opportunities:
- What opportunities did you design in your lesson to help your students achieve?
- Were there any moments introduced by the students on which you capitalized?
- What was the level of student engagement?
- Were your goals successful?

- Answer the entry questions. They are there for a reason
- When it says be specific, do so
- When it asks for evidence, give it
- When it asks, how do you know, answer it

- When analyzing your video entry, it might be helpful to view your video for evidence matching each standard required in the entry
- Check your written commentary for standards as well
- Look for body language as well as verbal commentary. Yours as well as students.

Reflection

- Reflection does not have to be entirely negative
- Consider how you could improve the lesson if you had the opportunity to teach it again
- Student learning is the heart of standards based learning. Could you have improved the level of learning? How?

Modeling

- Now, we are going to model some situations that will help you “see” some ways and techniques in evaluating your own videos according to your standards.

Remember

- Real student learning
- Evidence . . .Evidence . . .Evidence
- High expectations
- Follow all of the entry directions
- Select a lesson that fits. Your favorite one may not do so
- Look for your full face in the video

- GOOD LUCK
- KOLLEEN PERRY
- NBCT 2001