

APPENDIX C.2.
Central Connecticut State University
Masters of Arts in Teaching (MAT) Program

VIDEO ANALYSIS ASSESSMENT

MAT Candidates, you are required to complete the Video Analysis assessment to demonstrate your understanding of the standards, functions, objectives, and assessment of language and literacy within your discipline.

To this end, you will video yourself teaching a segment of a literacy lesson during the fall field experience. You are encouraged to video yourself often, but for this assignment, you will select one ten-minute video segment in which you are instructing a literacy or language objective in your discipline and one five-minute video segment in which students are using literacy and language to support content learning.

The assignment has three components to it:

- 1) Plan the lesson—a complete MAT lesson planning template must be submitted for the videotaped lesson
- 2) Upload video segments from the implemented lesson to BBLearn (align to lesson plan submitted)
 - a. one ten-minute video segment in which you are instructing a literacy or language objective in the discipline
 - b. one five-minute video segment in which students in the field placement classroom are using literacy and language to support content learning
- 2) Reflect in writing on the teaching and viewing experience

Video segments will be shared in seminar class, and the assignment will be scored by the course instructor, student, and a peer(s). You may request to borrow MAT videotape equipment for this assignment from the course instructor.

*Candidates must receive scores at or above the **Acceptable (2)** level to pass the MAT 533 field seminar course.

You, your peers, and the instructor will analyze the lesson segment with the following lenses (the class divides up the lenses for viewing).

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Lens 1: The Students

Central Focus of the Lesson:

Academic Language Focus of the Lesson:

What opportunities were there for students to make sense of the new learning (writing, speaking, group work)?

How did students show what they learned?

What supports were available for individual or small groups of students with specific learning needs?

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Target Teacher Behavior:

- Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.
- Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.
- Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.
- Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.
- Communicates specific criteria for success and provides multiple opportunities for students to self-assess.
- Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes. TARGET: Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
- Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.
- Adjusts instruction as necessary in response to individual and group performance.

Suggestions:

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Lens 2: The Teacher

Central Focus of the Lesson:

Academic Language Focus of the Lesson:

How did the teacher share the responsibility of learning with the students?

What questions did the teacher ask to support student learning?

What other supports were in place to deepen learning or scaffold students who were struggling?

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Target Teacher Behavior:

- Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.
- Makes no content errors.
- Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.
- Presents instruction that integrates multiple literacy strategies and/or explicit instruction in academic vocabulary.
- Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.
- Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson. (TARGET) Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

Suggestions:

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Lens 3: The Learning Environment

Central Focus of the Lesson:

Academic Language Focus of the Lesson:

Cite evidence of preparing the learning environment to support learning (materials, technology, seating arrangement, timing/transitions).

How does the teacher candidate show s/he has mutual respect and rapport with the students? What types of interactions do the students have with other classmates?

How were standards of behavior communicated and adhered to?

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Target Teacher Behaviors:

- Interactions between teacher and students are generally positive and respectful and the teacher promotes positive social interactions among students.
- Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.
- Creates a learning environment in which most students are willing to take intellectual risks.
- Establishes and consistently reinforces high expectations for learning for all students. (includes student goal setting as well)
- Takes into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.
- Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.
- When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self regulate and take responsibility for their actions.
- Establishes routines and transitions resulting in maximized instructional time.
- Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.

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Following the observation, classmates will share feedback on their specific lens. Data sheets will be provided to the observed candidate to use in the reflection. In the week following the observed video, please write a **written reflection** using the *What, So What, Now What* format.

What: Share insights you gained from your own detailed analysis of your video as well as your peers' feedback. Cite specific evidence from the data sheets collected from peers and instructor.

So What: How did those insights lead you to a deeper understanding of teaching and learning? Connect your new insights to **theory and research**—especially when considering what you would do differently next time.

Now What: What goals do you have for your teaching practice in the last few months of the semester? What goals do you have long term (by the end of the year)?

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Video Analysis Rubric

Criteria	Target 3	Acceptable 2	Developing 1	Needs Improvement 0
Description of observed lesson and insights gained (WHAT)	Clear, complete, insightful description of the lesson. Consistently cites relevant observable behaviors to support description. Explanation cites numerous examples of specific, relevant, and meaningful evidence gained from peer and instructor feedback (data sheets).	Description fully discloses the lesson although some aspects may lack clarity or detail. Relevant, observable behaviors are included to support the description. Explanation cites a few examples of specific evidence gained from peer and instructor feedback (data sheets).	The description of the lesson is general and lacks clarity and /or relevant details. Some observable behaviors are cited to support the description although these examples may be general, only partially relevant. OR limited to general descriptions of evidence gained from peers' and instructor's feedback. (data sheets).	Brief or general lesson description with few details. Few observable behaviors are included. Information provided may be predominantly irrelevant, inaccurate, and/or incomplete.
Understanding of teaching and learning (SO WHAT)	Response is clear and directly addresses important implications of the insights gained or teaching and learning. Clear, ample, and detailed connections to research and/or theory are articulated explaining how the research/theory informed the analysis.	Response addresses relevant implications of the insights gained for teaching and learning At least two relevant and correct connections to research and/or theory are made.	Response includes some insights into the implications for teaching and learning although these insights may lack specificity, clarity, or completeness. . At least one general but potentially correct connection to research and/or theory is made.	Response's explanation of insight gained is inaccurate, unclear, incomplete, and/or not clearly related to teaching and learning. Connections to research and/or theory are superficial, missing, incorrect, or unclear..

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<p>Professional Reflection (NOW WHAT)</p>	<p>Clearly articulates a plan for personal growth based on the analysis of video and relevant literature. Plan includes at least three important and specific goals for future experiences as a teacher candidate or beginning teacher. Includes several examples of immediate actions that will support and improve teaching and learning.</p>	<p>Shares a plan for growth relevant to video analysis. Plan includes one or two goals for future experiences as a teacher candidate or beginning teacher. At least two examples of immediate actions that will support teaching and learning are provided. Connections between analysis, theory, goals, and immediate actions may be tenuous or unclear.</p>	<p>Shares a plan for growth that includes at least one appropriate goal for future experiences as a teacher candidate. The goal may be general or loosely related to video analysis. Examples of immediate and appropriate actions that can be taken to support teaching and learning are included but may lack specificity, clarity, or relevance to the video analysis.</p>	<p>Plan for growth lacks clarity, specificity, or relevance to video analysis. Examples of actions that can be taken immediately to support teaching and learning may be missing, inappropriate, or irrelevant.</p>
<p>Writing Quality</p>	<p>Writing is clear and effective. Provides detailed explanations and cites relevant data using appropriate professional terminology. Makes logical connections between data, literature, goals, and immediate actions. Writing is free of distracting mechanical errors (grammar, syntax, spelling, etc.).</p>	<p>Writing conveys key ideas clearly although connections are not always clear and/or logic is not always fully explained. A few random mechanical errors are evident (grammar, syntax, spelling, etc.).</p>	<p>Writing does not meet minimal expectations for an educator. Writing does not consistently convey important ideas clearly. Logical connections are not explained or consistently unclear. Terminology may be used inappropriately. Numerous and/or patterned mechanical errors distract the reader (grammar, syntax, spelling, etc.).</p>	<p>Writing does not provide evidence that the candidate can analyze professional practice and draw logical connections between data, literature, goals, and immediate actions.</p> <p>Writing is incomplete, consistently unclear or illogical, and demonstrates numerous and/or patterned mechanical errors that distract the reader (grammar, syntax, spelling, etc.).</p>