Video Self-Reflection Process

Purpose 	1. Analyze your own instruction, student learning, and make self-directed adjustments. 2. Increase quality and quantity of academic language used by students (form) to improve understanding of content (function).
<u>Plan:</u> Before Recording 	1. Identify EL students who need additional language support. 2. Select 1-2 target EL students who you will observe to examine the impact of your teaching (when video-taping, you will position the video camera to capture target student(s) responses as well as your teaching). 3. Choose an instructional time when you would like to increase the use of students' academic language during literacy instruction (e.g. vocabulary, reading comprehension, writing). 4. Identify one teaching goal and one student goal. <u>Examples</u> **Teaching Goal:** I will give students a process for identifying unknown words (words they can't pronounce or words don't know the meaning) and provide fast mapping instruction in response. I will write and model the use of at least two sentence frames to assist students in comparing and contrasting the main characters in the story. **Student Goal:** Target EL students will use at least one complete sentence when they compare and contrast the characters in partner sharing. EL students will flag unknown words and ask for clarification on meaning and decoding (monitoring and clarifying).
<u>Record:</u> VideoClip(s) 	1. Record one to two 10-20 minute video clips of your instruction (plan to take two in case first video isn't usable). 2. Focus video on target students and you as the teacher so that the target EL students are visible in your video and you can analyze the impact of your instruction for those students.

Product of Project LEE projectlee.com: Video Self-Reflection Process
Sanford, Brown, & Swindle (2018; revised 2022)

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Takes <u>Note</u>s on PLUSS Features (first viewing) 	Using Project LEE Teacher Video Self-Observation & Reflection Protocol: 1. Review entire protocol. 2. Write your teaching goal on page 1 and write your student goal on page 2. 3. View video focusing on your instruction and the students, not on irrelevant details (e.g., how you look, your clothing) and remember watching yourself for the first time can be stressful! 4. Complete the first section, PLUSS Features, of the protocol. a. Highlight which components you see present in your instruction from the PLUSS features (note: you would expect to see some but not all of the components present in any given lesson). b. Make notes about how you addressed the components, or where you could have addressed the components better. c. At the conclusion: Give yourself an overall rating for whether each component was addressed (0 = not in place, 1 = partially in place, 2 = fully in place).
Takes <u>Notes</u> on Students Opportunities for Language Use (second viewing) 	1. Review your student goal. 2. View video for the second time to focusing on the students' use of language. 3. Complete the second section, *Opportunities for Language Use*, of the protocol: a. Circle the content of instruction in the far left column b. Note time of instruction c. Tally opportunities to respond (OTRs): i. group ii. paired iii. individual d. Tally how many times academic vocabulary was used by you and the students e. Write examples of student responses

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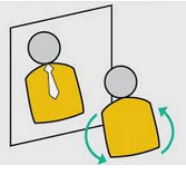
<u>Analyze:</u> Self-analysis 	Steps to Effective Video Self-analysis 1. Reflect on your goals for the video. a. Note to what extent you addressed your teaching goal b. Note to what extent the learners met their student goal 2. Review your quantitative data and your notes a. Focus on evidence about instruction. b. Connect instruction with principles of effective practices. 3. Identify at least 3 strengths of your instruction (glows) 4. Identify 1 -2 areas for growth (grows) 5. Plan future instruction based on what you learned from your video analysis.

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