



Continuous Improvement for Teachers Project

TOOLKIT GUIDE #3

Completing Your Video Reflection



This guide corresponds with the
stage of the cycle.

Practice, Reflect, Record

1. Tips for Recording Your Lesson
2. Uploading Your Video
3. Viewing Your Video: What to Look For
4. Post-Lesson Reflection Form
5. Completing Video Reflection Questions

Tips for Recording Your Lesson

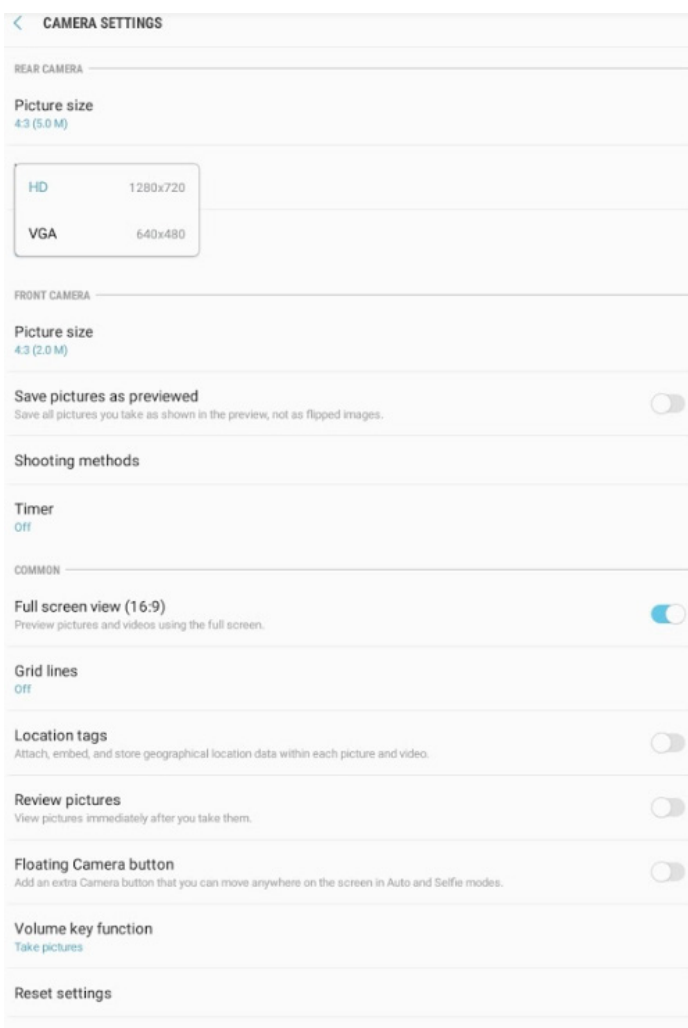
1. BECOME COMFORTABLE USING THE TABLET'S CAMERA FEATURE BY PRACTICING.

2. TURN ON THE TABLET AND TOUCH THE CAMERA BUTTON.

3. TOUCH THE CAMERA SETTING WHEEL IN THE UPPER RIGHTHAND CORNER OF THE TABLET SCREEN.

4. CONFIGURE THE CAMERA'S SETTINGS.

The screenshot to the right should match your tablet's camera settings. Cautions: Be sure the video size is set on VGA setting, **not** HD setting. Be sure to select "Full screen view (16.9)."



5. POSITION THE CAMERA CORRECTLY.

On the following page you will find diagrams to help you find an appropriate spot to set up the tablet for filming. The tablet can be propped up on a shelf or table. When you look at the camera screen, you should be able to see the following three things:

- The materials needed for the activity;
- Children with video consents (children without video consents should be avoided); and
- Where you will sit or stand to teach.

Keep the camera angled at eye level. This will ensure that you will be in the camera's view whether you are standing or sitting. Feel free to use blue tape or a chair to mark where you will be to ensure you will be captured in the video. Make sure the camera faces **away** from windows and lamps to create a bright and clear video. If you film in front of windows and lamps, then the video will be too dark to see.

6. INTRODUCE THE CAMERA TO STUDENTS.

- Prepare the students by explaining to them that you will be using a tablet to film some group settings during the day.
- Inform the children that they are not allowed to touch the tablet.
- Tell the children to pretend the camera is invisible and to pay attention to you as they normally would.

7. WHEN YOU'RE READY TO START FILMING:

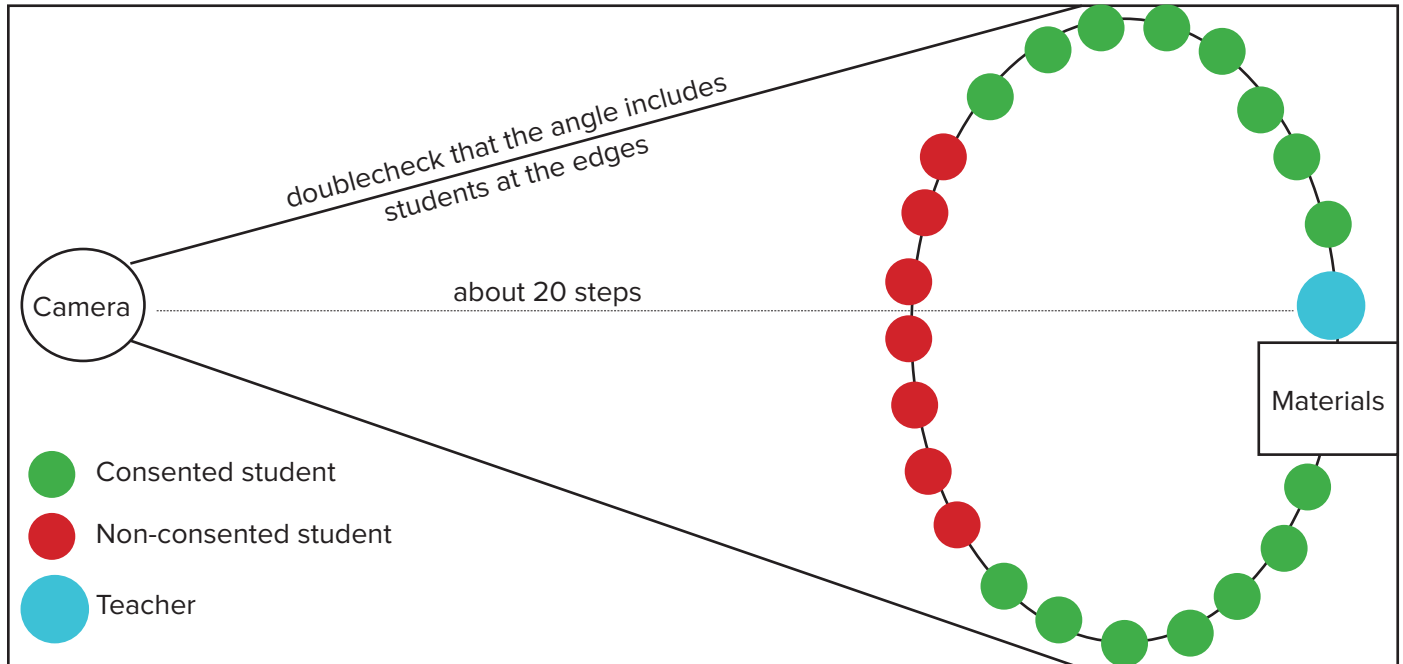
- Make sure that the materials for the activity are clearly visible, that the camera shows only the children with video consents, and that you will also be seen in the video.
- Press record. Double-check the camera recording indicators to ensure that the camera is recording.
- Go to the blue tape position or chair to begin your instruction.
- Talk in a loud voice. It is important to be able to hear what you and your students are saying.

Camera Positioning Diagrams

Below are diagrams that will help guide you on how to best position the children with video consents so that only they appear in the video.

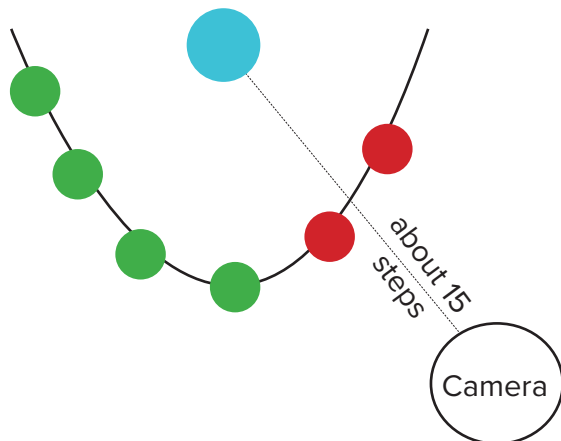
WHOLE GROUP

Begin by positioning the camera at eye level (note this changes whether you are sitting or standing) about 20 steps away from where you will be during the activity. Arrange students so that the faces of those students who do not have signed consent forms are less likely to end up in the camera's view.



SMALL GROUP

Try to choose a group to videotape where all of the children have video consents. If all groups are a mix of consented and not consented children, then select the group with the highest number of consented children. Arrange students so that those who do not have signed consent forms will not end up in the camera's view.



At this angle, we can clearly see the teacher, the students, and all the materials for the activity.

Uploading Your Video

After you have saved the video to your device, complete the following steps to upload it to CLI Engage.

1. Login to CLI Engage.
2. Scroll down until you see the Teacher Behavior Goal-Setting System (TBGS) under the green “Quality Improvement and Innovation” bar. Click the TBGS box.



Teacher Behavior Goal-Setting System

For CIT participants: [Record your goals, action plans, and reflection responses here.](#)

3. You should see an entry for your name:

Teacher Behavior Goal-Setting System > Teachers

CommunityName: SchoolName:

Coach: Teacher ID:

First Name: Last Name:

School Year: Search option: Search in Existing COT

Community/District	School Names	First Name ↑	Last Name	Coach Name	Years in Project	School Year	COT BOY	COT MOY	Action
CIT Community		Your Name Here				18-19			

Showing 1 to 1 of 1 entries. Display per page.


4. Click the black play button to access your folder.
5. You will see an entry for your previous short-term goal report (see red box below).

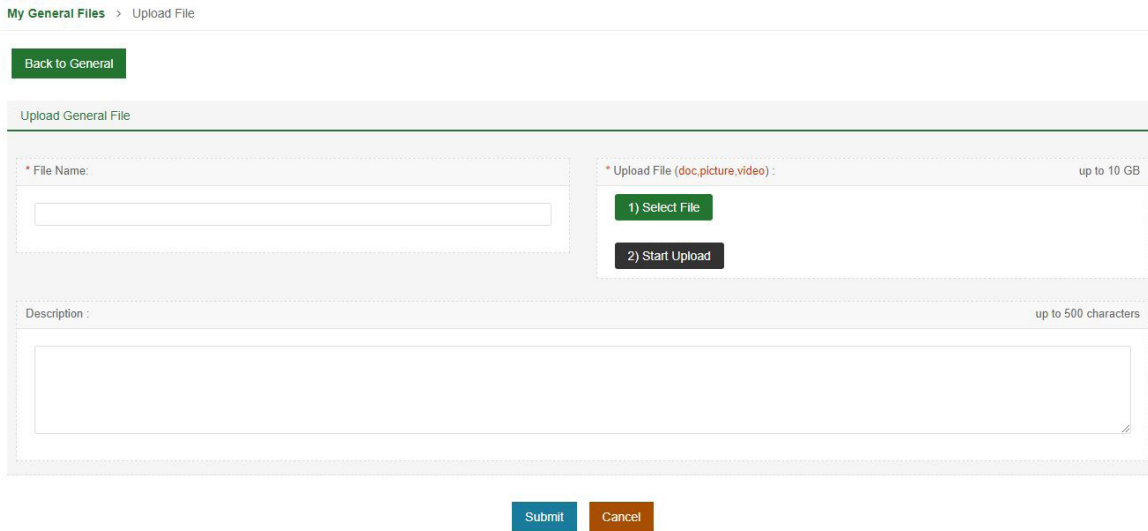
Teacher Behavior Goal-Setting System > Teachers > Althea Hart

Community/District: CIT Tch Community, HOUSTON ISD, CIT Community School: CIT Tch Houston ISD, LOCKHART EL, CIT Houston ISD Teacher Name: Althea Hart School Year: 19-20

Reports

Action	Teacher PDF Reports	Reflection	Uploaded Item
<input type="button" value="Upload Item"/> <input type="button" value="Reflection"/> <input type="button" value="Edit Plan"/> <input type="button" value="Delete"/>	Teacher STGR 09/23/2019		

- Click the upload icon . This will open the upload feature in a new window or tab.
- Complete the information requested on this page: file name, video context, date, content, description.



My General Files > Upload File

Back to General

Upload General File

* File Name:


* Upload File (doc,picture,video) : up to 10 GB

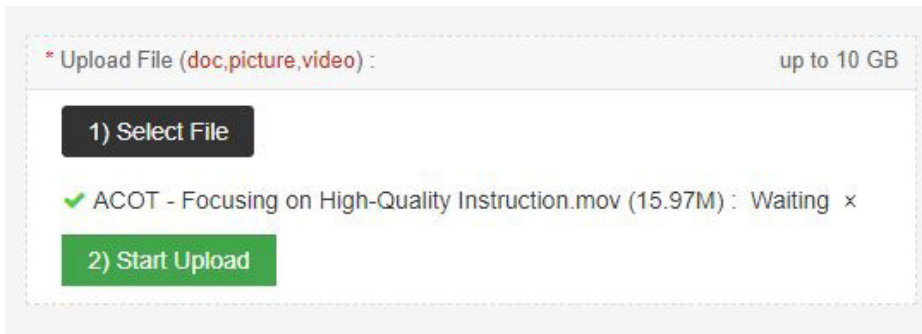
1) Select File

2) Start Upload

Description : up to 500 characters

Submit Cancel

- Click the  button. Select the video file you wish to upload from your tablet's saved videos.
- When the *Start Upload* button turns green, click it to begin the upload process.



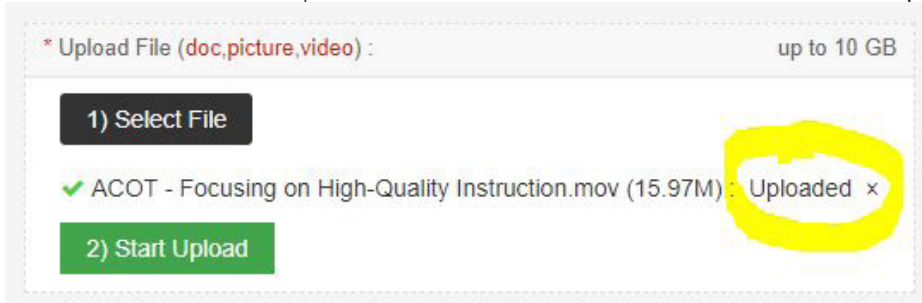
* Upload File (doc,picture,video) : up to 10 GB

1) Select File

✓ ACOT - Focusing on High-Quality Instruction.mov (15.97M) : Waiting ×

2) Start Upload

You will see the word *Uploaded* next to the video title when it has completed uploading.



* Upload File (doc,picture,video) : up to 10 GB

1) Select File

✓ ACOT - Focusing on High-Quality Instruction.mov (15.97M) : Uploaded ×

2) Start Upload



- Click Submit, or click Cancel and start over if you think you've uploaded the wrong video.



Submit Cancel

11. After submitting, you will see your uploaded files. You can upload another file, delete a file, view a file, or download a file from this page.

My General Files

Select	File Name	ID ↓	Upload Date	File Type	Action
<input type="checkbox"/>	Teaching Vocabulary throughout the Day	ECT000082	09/25/2019	mov	 

Showing 1 to 1 of 1 entries. Display per page.

12. You can return to the TBGS by returning to the original tab or window of your internet browser.





**Continuous Improvement
for Teachers Project**

Viewing Your Video: What to Look For



Notetaking while watching your video will help you remember key pieces of information that can be used as evidence when you complete your final reflection on the lesson. The section gives you some guidance on what to look for while watching your video. Although these categories can help you organize your observations, the most important things to look for are **student signals and responses**. Record your reflections on these items on the post-lesson reflection form that follows.

Look for:	Like...	Examples
IMPORTANT TEACHER-CHILD INTERACTIONS	Scaffolding	To enable all children to participate and contribute meaningfully, teachers need to make “on-the-fly” decisions about how to adjust their instructional approach to scaffold children toward a correct or appropriate response (downward scaffold) or to challenge and keep students engaged (upward scaffold). Scaffolding is a hard skill to master but very important for student learning.
	Missed opportunities to scaffold down	Describe any moments a student could not successfully answer the question but did NOT receive a downward scaffold. Examples of downward scaffolds: <ul style="list-style-type: none"> Teacher says, “Do Jill and hill rhyme?” Child says, “No.” Teacher says, “Listen closely to the ending sounds in these words.” (Articulates words again with extra emphasis on ending sounds.) “Do they rhyme?” Child miscounts bears. Teacher helps child use one-to-one correspondence by having him touch each bear as he counts again.
	Missed opportunities to scaffold up	Describe any moments in which a student demonstrates strong understanding but did NOT receive an upward scaffold. Examples of upward scaffolds: <ul style="list-style-type: none"> Teacher says, “Do Jill and hill rhyme?” Child says, “Yes.” Teacher says, “Can you think of another word that rhymes with Jill?” Child says, “I found the letter M.” Teacher says, “Yes, that is the letter M. What sound does it make?”
	Captured opportunities to scaffold	Describe any moments in which a child demonstrates strong understanding and receives an upward scaffold. Describe how the student responds after the scaffold is given. Describe any moments a student could not successfully answer the question and receives a downward scaffold. Describe how the student responds after the scaffold is given.

Look for:	Like...	Examples
IMPLEMENTATION SUPPORTS / CHALLENGES	Accuracy or inaccuracy in the content conveyed	Did you notice yourself providing any confusing or incorrect explanations or examples during the lesson? Describe the reactions of students.
	Expanding on the lesson's concepts	Some instructional moments can be enriched by providing additional language support (e.g., child friendly definitions) and extending discussion of content (e.g., by connecting to children's previous experiences). Describe captured and missed opportunities to expand upon the lesson. If captured, describe students' responses.
	Integrating concepts from other learning domains	Sometimes teachers can maximize the limited instructional time available by integrating concepts from multiple learning domains in natural ways (e.g., categorizing letter manipulatives [a math skill] during a letter knowledge activity). Describe captured and missed opportunities to integrate other domains. If captured, describe students' responses.
	Using materials appropriate to lessons?	Materials can include manipulatives, writing/drawing instruments, books, specific toys, picture cards, etc. Describe any issues you ran into with the materials you used and/or made available to the students. Were there too many or too few materials? Were the wrong materials used? How did the materials affect student engagement?
	Using or not using the lesson cycle	The lesson cycle includes introducing the activity, modeling the activity for the students, guiding the students' practice of the activity, scaffolding as needed, and summarizing what they've learned at the end. Describe your use of the lesson cycle here. For example, if you see in the video that you've skipped a step or spent too little time on it, describe what happened. Describe student responses to your lesson delivery at any step in the cycle.
	Using or not using an appropriate setting (group size, location)	Describe why you choose a specific group size and/or location for this activity. Describe how these decisions contributed to the success or lack of success of student learning.
	Duration of activity meets student needs?	Describe how long you engaged in this activity, and describe students' level of engagement throughout. Did the activity length enable scaffolding and successful student responses?
	Pacing supports or does not support engagement	Describe how quickly or slowly you walked students through this activity. Describe student responses/reactions to your pacing.
DIFFERENTIATION OF LESSON PROCEDURE	Planned adaptations to lesson procedures	Describe any adaptations to the procedure you planned prior to beginning the lesson. For example, the lesson may have called for just one round of guided practice, but you planned an extra round to give students more time to master the skill. Describe what happened for students as a result.
	Impromptu adaptation to procedure based on signals from multiple children	Describe any adaptations you made during the lesson. What signals did children give to prompt your adaptation? For example, the students immediately recognize squares and circles in a shape activity, so you introduce triangles and rectangles. Describe what happened for students as a result.
	Missed opportunity to adapt or differentiate lesson	After seeing students' signals, responses, and behavior during the video, describe a missed opportunity to adapt or differentiate the lesson.

Post-Lesson Reflection Form

Schedule some time to review your video, multiple times if necessary. Pause throughout your viewing to take notes. In the first section, **describe** rather than interpret what you see. Try to keep a focus on important teacher-child interactions (e.g., scaffolding), as these are the most important for student learning. For all items, remember to describe **student signals and responses** as your evidence. We also encourage you to use this form to help you reflect on practice sessions you do not record.

<p>What was your objective?</p>	
<p>DESCRIBE</p>	
<p>What went well? Describe several things that you noticed went well throughout the lesson. Consider both the teacher and child's perspective.</p>	<p>What didn't go well? Describe several things that you noticed did not go well throughout the lesson. Consider both the teacher and child's perspective</p>
<p>ANALYZE</p>	
<p>What helped the lesson go smoothly? Discuss several reasons why the lesson was successful.</p>	<p>Why do you think these challenges occurred? Discuss several reasons why the lesson was not successful.</p>
<p>Was the objective met? Circle: Yes or No</p>	

What was the evidence that the objective was met?

If your objective was not met, why?

What was your evidence that your objective was not met? What were some of the lesson pitfalls?

EXPERIMENT

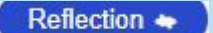
What were your takeaways?

What will you do differently next time?

What went well that you would like to build upon for next time?

You do not need to submit this form, but keeping a record of how each lesson went will help you sharpen your reflective skills over time.

Completing Video Reflection Questions

Return to your folder in the TBGS. In the same row as your most recent Short-term Goals Report, click the reflection icon  .

The **bolded** questions below will appear. Use the additional guiding questions provided here (bulleted) to help you refine your answers.

What improvement(s) in practice were you trying to achieve?

- Is there a particular pedagogy that you are practicing?
- How were the student learning objectives matched to your delivery?
- How were you able to individualize instruction for student learning styles and differences?
- How were you able to differentiate instruction based on students' skill levels?
- How did you improve your instructional delivery or student support?

What did you notice about how your students were engaging with you during the lesson or interaction?

- Think about the students' words and actions during this lesson. Did anything strike you as funny, unusual, or surprising?
- Were you surprised by any student's understanding or lack of understanding? Describe.
- What seemed to work for the students during this lesson/activity? How did you know?

Based on student's responses, were you in sync with the individual needs and understanding of students? How did you know?

- Did you miss connecting with any students? Describe.
- Were there any unexpected challenges that influenced the lesson and your interactions with students? Describe.
- What didn't work for students during this interaction?

What specific examples could you provide that indicate students acquired new knowledge or demonstrated a higher level of skill?

- Did you notice signals that students did not understand? Describe.
- What concrete scaffold did you use to support students' understanding?
- Did you notice any signals that students already had mastery of the skill? Describe.
- What concrete scaffold did you use to make the activity more challenging or move to a new skill?

What evidence did you see that you are developing students' skills?

- If student objectives were met, what evidence supports your conclusion?
- Based on your instructional goals, provide evidence that you have met your goals.
- If there was an exemplar video of your instructional goal, how did your instruction compare with the exemplar video?
- Did you provide guided practice (scaffolding) to support student responses and interactions?

What are you going to do next based on what you learned from this?

- What new insights did you gain?
- How would you incorporate these insights into future lessons and interactions with students?
- If you re-teach this lesson, what would you do differently?
- What new instructional goals will you set based on the insights you've gained?

Click  to submit your responses.