

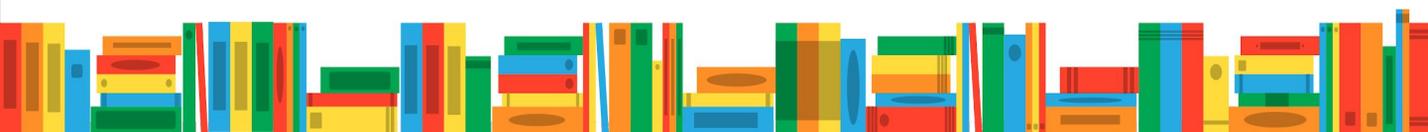


# Video Self-Reflection Part 2

## Project LEE Partnership

Product of Project LEE [projectlee.com](http://projectlee.com): Video Self-Reflection Process  
Sanford, Swindle, & Brown (2018)

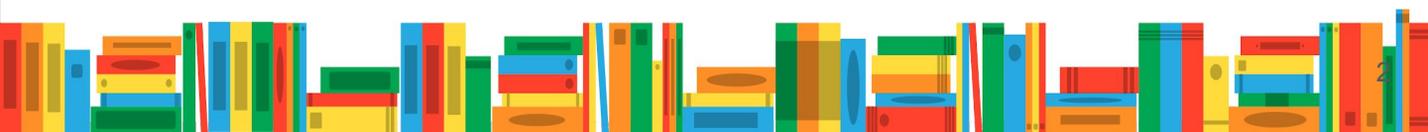
This project is supported by the U.S. Department of Education, Office of Special Education Programs (Award Number H326M16008). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education





# Today's Agenda

1. Review purpose & process
2. Debrief
  - Global thoughts
  - Specific reflection
3. Next steps

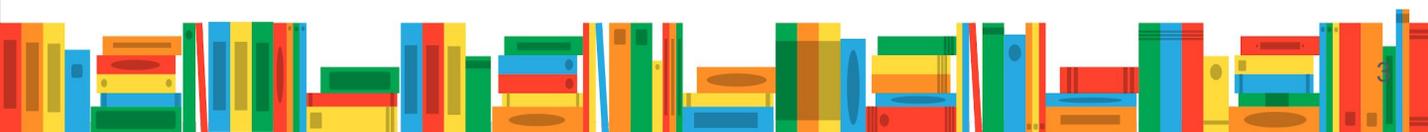




# Video Self-reflection

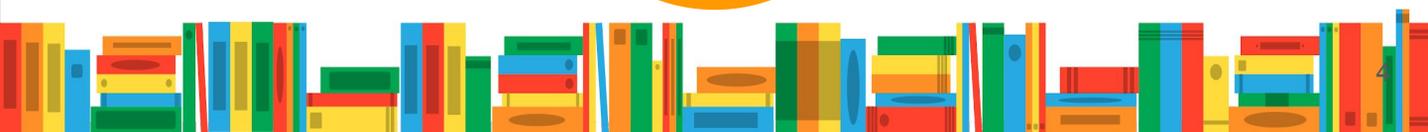
## Review:

1. Purpose: Opportunity to
  - Set personal goals
  - Work and collaborate with others
  - Improve your teaching practice
  - Improve student language interactions and reading outcomes





# Video Self-reflection: Process

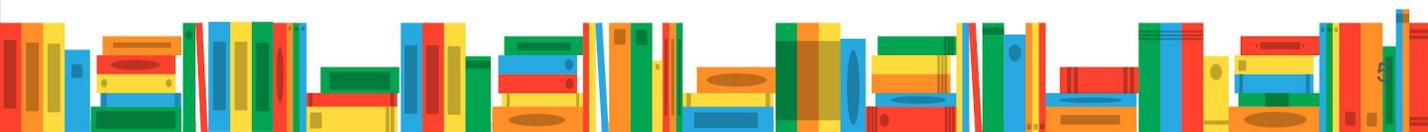




# Share with a partner...

Your:

1. Target EL student(s)
2. Instructional time and focus
3. Teaching goal
4. Student goal





# Share with group...

## What features of instruction supported your English learners and how did you know?

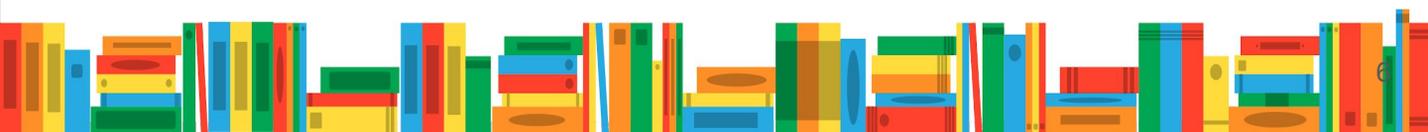


### PROJECT LEE TEACHER VIDEO SELF-OBSERVATION & REFLECTION PROTOCOL Teacher Self Observation: PLUSS Features

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Language: \_\_\_\_\_ Model: TWI, English

Teaching Goal: \_\_\_\_\_

PLUSS Feature	Highlight any instructional strategies you saw utilized to support the ELs	Note how ELs were supported with this strategy (or opportunities)	Not in place	Partially in place	Fully in place
Pre-teaching vocabulary and priming background knowledge	Addresses <b>vocabulary &amp; background knowledge</b> <ul style="list-style-type: none"> <li>fast mapping unknown vocabulary,</li> <li>using "define please" cards,</li> <li>pre-teaching difficult vocabulary words</li> <li>pre-teaching necessary background knowledge</li> </ul>		0	1	2
Language use & modeling	Opportunities for students to practice targeted <b>language</b> skills <ul style="list-style-type: none"> <li>sentence frames</li> <li>opportunities to talk/write)</li> </ul>		0	1	2
Using visuals & graphic organizers	Uses <b>visuals and graphic organizers</b> in lesson <ul style="list-style-type: none"> <li>sentence strips</li> <li>pictures, <u>realia</u>,</li> <li>motions or TPR (Total physical response)</li> </ul>		0	1	2
Systematic & explicit instruction	Includes <b>systematic and explicit instruction</b> <ul style="list-style-type: none"> <li>modeling</li> <li>guided practice with feedback</li> <li>partner and independent practice</li> </ul>		0	1	2
Strategic use of native language	Addresses student's <b>native language needs</b> <ul style="list-style-type: none"> <li>provides additional practice on skills relevant to student's native language and culture</li> </ul>		0	1	2





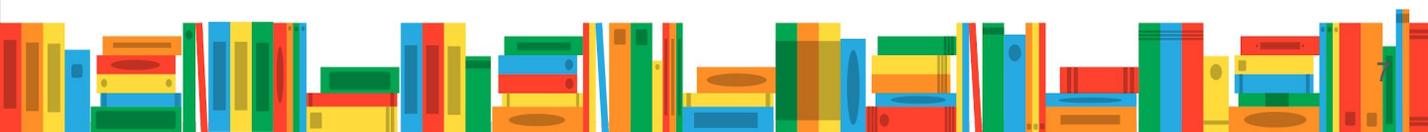
# How many overall opportunities did your students have to respond and what was the quality of the responses?

Tally opportunities to respond (OTRs):

- i. group
- ii. paired
- iii. individual

The form is titled "Portland State UNIVERSITY Student Observation Opportunities for Language Use". It includes a table with columns for "Time range", "OTR type", "OTR group", and "OTR individual". Below the table are sections for "Academic vocabulary (A) by A and B students used", "Number responses (N) by A and B students used", and "Number quality (Q) by A and B students used". There are also checkboxes for "Academic vocabulary (A) by A and B students used" and "Number responses (N) by A and B students used".

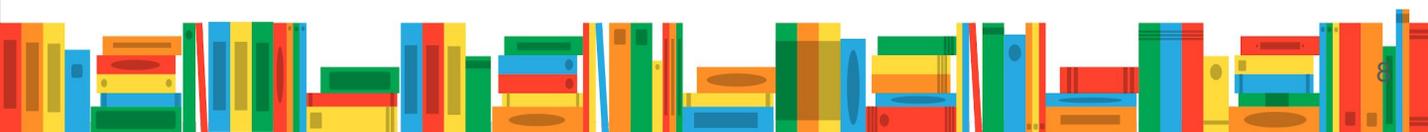
- Tally how many times academic vocabulary was used by you and the students
- Write examples of student responses





# With a partner: Analyze your learning

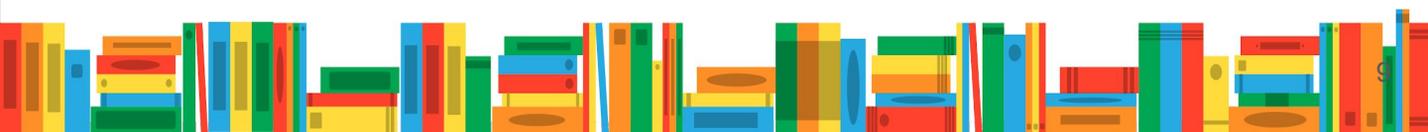
1. Reflect on your goals for the video.
  - a. Note to what extent you addressed your teaching goal
  - b. Note to what extent the learners met their student goal





# How do you know?

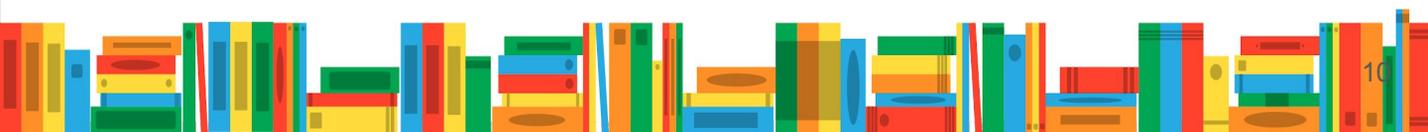
2. What did you observe in terms of EL student behavior that showed you they had met their goal/understood the content and language in your lesson?





# 4. Analyze & share with a partner

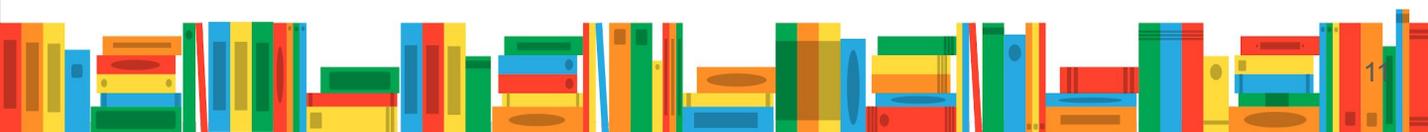
3. Identify at least 3 strengths of your instruction (glows).





## 4. Analyze & share with a partner

4. Identify 1 -2 areas for growth (grows)
5. Plan future instruction based on what you learned from your video analysis.





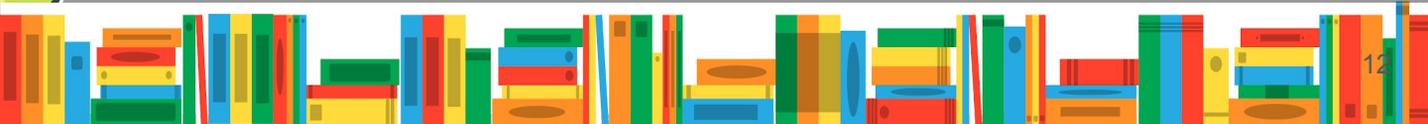
# Next steps

What do you see as next steps for your own learning?



Students, write your response!

Pear Deck Interactive Slide  
Do not remove this bar





---

## Julie Esparza Brown, EdD

Portland State University

[jebrown@pdx.edu](mailto:jebrown@pdx.edu)

---

## Amanda Sanford, PhD

Portland State University

[asanford@pdx.edu](mailto:asanford@pdx.edu)

