



# Video Self-Reflection Part 1

## Project LEE

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

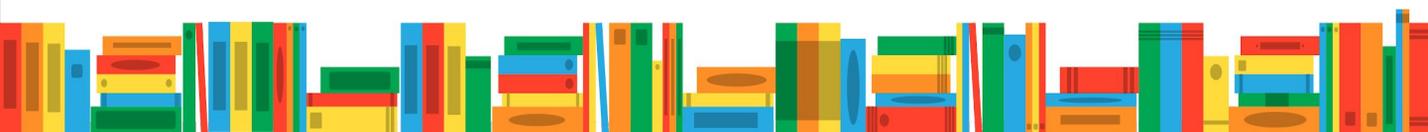
This project is supported by the U.S. Department of Education, Office of Special Education Programs (Award Number H326M16008). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education





# Video Self-reflection

1. Watching “Game Film”
2. Dip your toe in the water or dive in head first - this is a personalized experience!





# Video Self-reflection

## Meeting 1

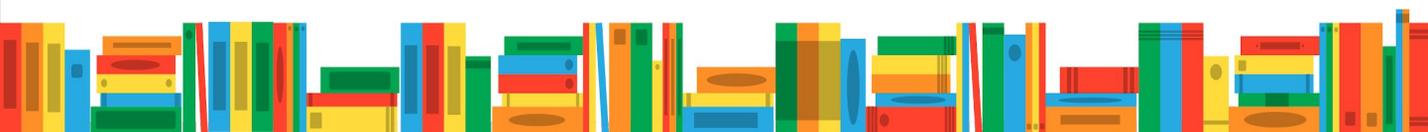
1. learn process
2. set personal goals

## Between

3. video yourself
4. watch, self reflect

## Meeting 2

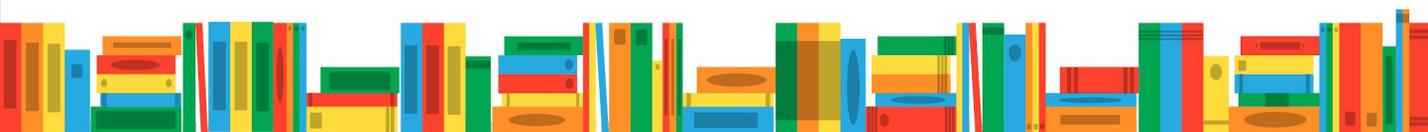
5. come together and debrief & discuss





# Agenda: Day 1

1. Purpose
2. Process
3. Practice
4. Planning

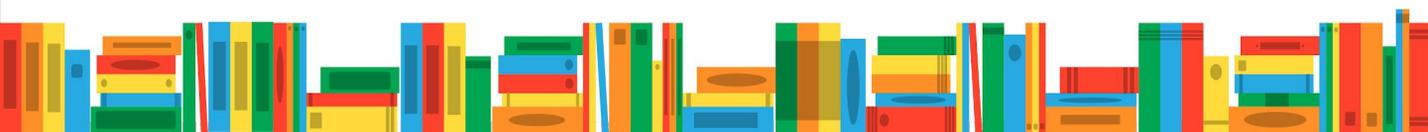




# Video Self-Reflection

## Benefits:

1. Purpose: Opportunity to
  - a. Set personal goals
  - b. Improve your teaching practice
  - c. Improve student language interactions and reading outcomes

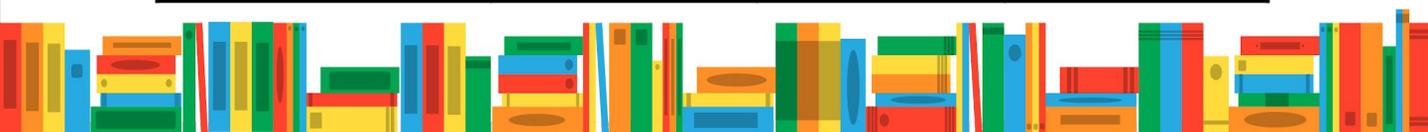




# The Power of Coaching

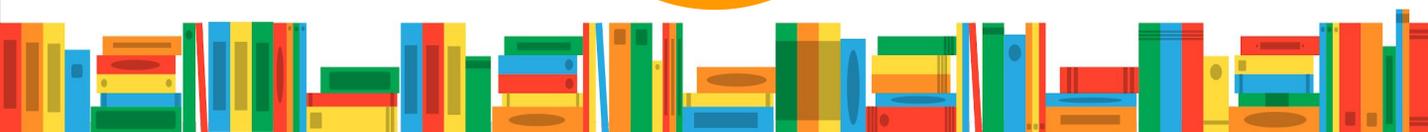
(percent of staff; Education Resources Inc, 2005)

Training Steps	Knowledge Mastery	Skill Mastery	On-the-job Mastery
Theory and/or Information	20-30%	10%	2-5%
Plus Demonstration	30-50%	10-30%	5-10%
Plus Practice and Feedback	50-70%	40-70%	10-15%
<b>Plus Coaching</b>	<b>90%</b>	<b>90%</b>	<b>80-90%</b>





# Video Self-Reflection: Process





# 1. Plan: Before Recording

1. **Identify EL student(s)** who need additional language support.
2. **Select 1-2 target students** (either small group or whole group) who you will observe to examine the impact of your teaching. (When videotaping, 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**





## PLUSS Framework for Evidence-based Instruction for ELLs

### PLUSS Framework

Pre-teach critical vocabulary & prime background knowledge

Language modeling and opportunities for practice

Use visuals and graphic organizers

Systematic and explicit instruction

Strategic use of native language & teaching for transfer



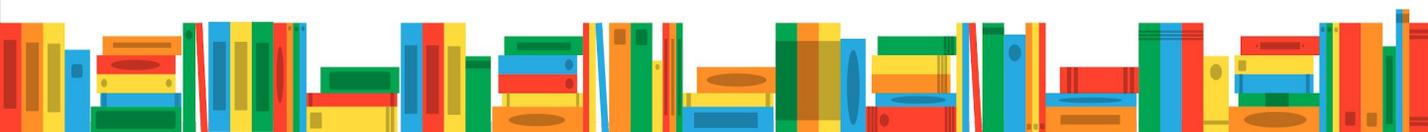
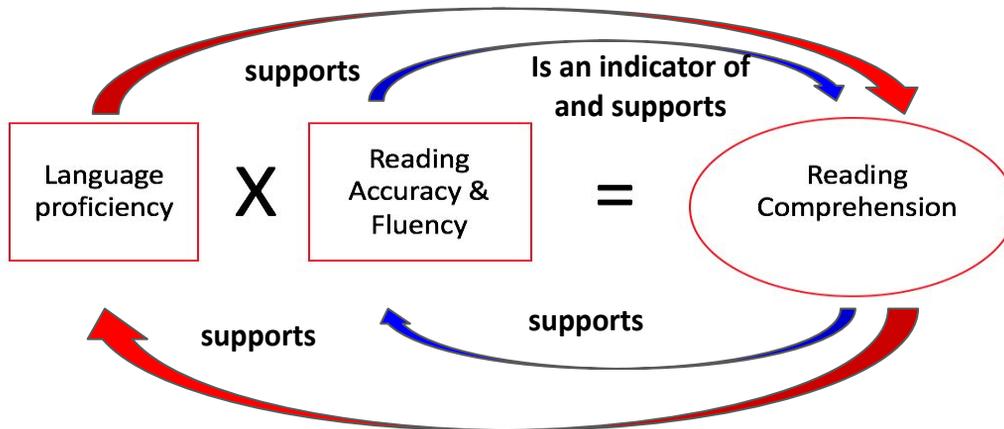
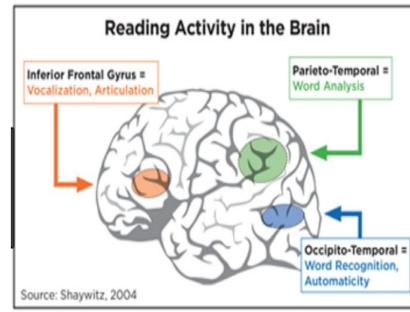
Source: Sanford, A., Brown, J.E., & Turner, M. (2012). Enhancing instruction for English learners in Response to Intervention systems: The PLUSS Model. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13, 56-70



# Supporting Language Development

If students are low in reading fluency, they may need support with

- a. Accuracy and fluency
- b. Language proficiency



# 1. Plan: Before Recording

## Identify one teaching goal and one student goal

- A. **Teaching Goal:** Focus on teaching behaviors and the type of support you are aiming to provide in the lesson. *They might include one or more of the PLUSS features (like pre-teaching vocabulary, giving students a strategy for flagging unknown words, using sentence strips to prompt the use of a sentence frame.)*
- B. I will \_\_\_\_\_ (teaching action) in order to \_\_\_\_\_ (for what purpose) with \_\_\_\_\_ (what content).



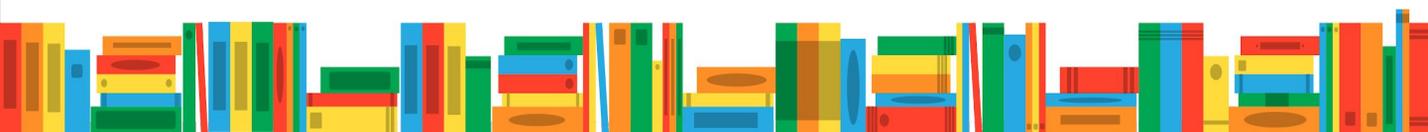


# 1. Plan: Before Recording

## Identify one teaching goal

### Examples:

- 1) Teaching Goal: I will **write and model the use of at least two sentence frames from flip charts** in order to **assist students in comparing and contrasting the main characters** with the **Unit 16 story**.
- 2) 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** in order to **support student vocabulary learning** with **difficult words from the Read Naturally passage**.





# Give it a try!

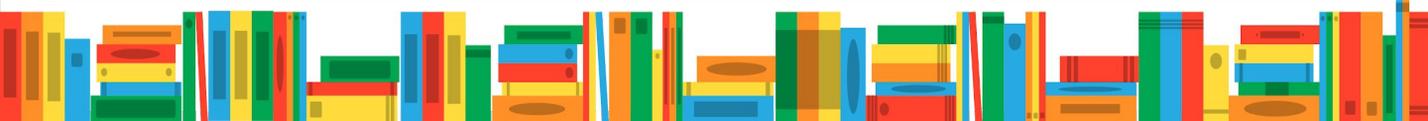
## Write a sample teaching goal

I will \_\_\_\_\_ (teaching action) in order to  
\_\_\_\_\_ (for what purpose) with \_\_\_\_\_ (what  
content).



Students, write your response!

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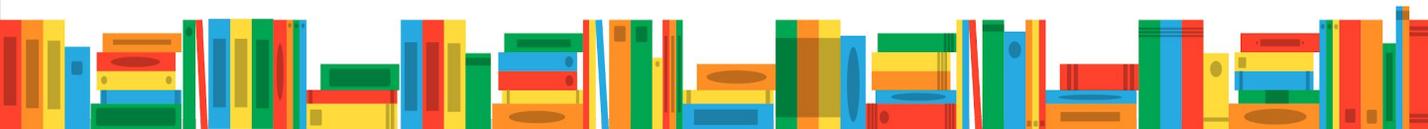




# 1. Plan: Before Recording

## Identify one teaching goal and one student goal

- A. **Student Goal**: Focuses on the behavior you hope to see from students as a result of your teaching (*think both **content** and **language**; e.g. complete sentences, use of academic vocabulary*).
- B. Target EL students will \_\_\_\_\_ (**language goal**) in order to learn \_\_\_\_\_ (**content goal**).





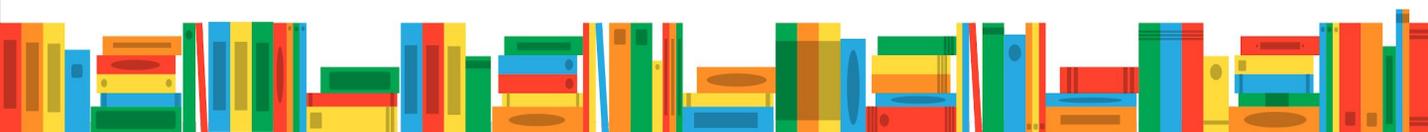
# 1. Plan: Before Recording

## Identify one student goal

Target EL students will \_\_\_\_\_ (language goal) in order to learn \_\_\_\_\_ (content goal).

### Examples:

1. **Student Goal:** Target EL students will use at least **one complete sentence** in order to **compare and contrast** the characters in partner sharing.
2. **Student Goal:** EL students will **flag unknown words** (highlight or raise index finger) and ask for clarification in order to **decode and understand the meaning of the passage** (monitoring and clarifying).





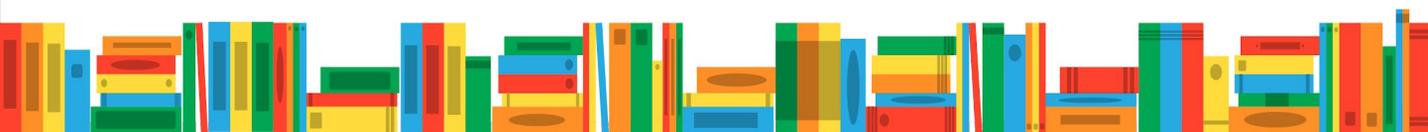
# 1. Plan: Before Recording

## Identify one student goal

- Target EL students will \_\_\_\_\_ (**language goal**) in order to learn \_\_\_\_\_ (**content goal**).

### Examples:

- **Student Goal:** Target EL students will use **accurate pronunciation and appropriate phrasing** in order to **learn math unit vocabulary**.





# Give it a try!

## Write a sample student goal

Target EL students will \_\_\_\_\_ (language goal) in order to learn \_\_\_\_\_ (content goal).



Students, write your response!

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# 1. Plan: Before Recording

## YOU DO:

Consider a plausible response to each question  
*(this can change later, but will give us practice and a starting point for today).*

1. Identify EL student(s)
2. Select 1-2 target students
3. Choose an instructional time (what is the focus)
4. Identify one teaching goal and one student goal

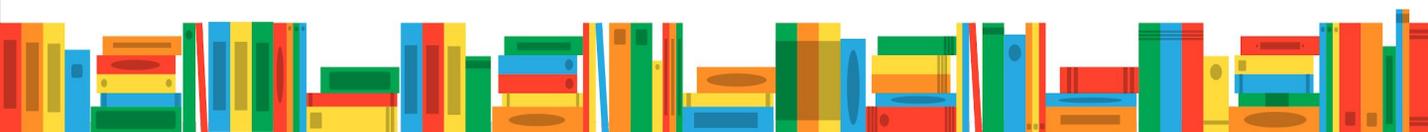
**Be prepared to share your instructional focus and teaching and student goal**





## 2. Record: Video Clips

1. Record one to two **10-15 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.

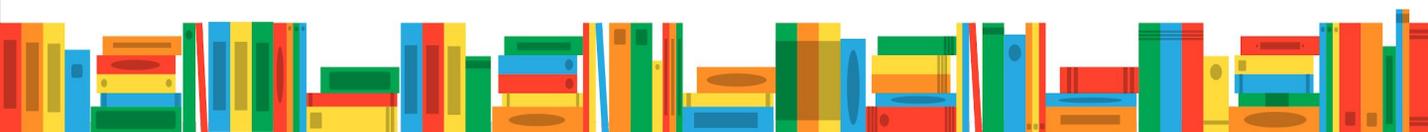




# Recording Options

1. Your phone on a stand or Swivel
2. An ipad on a stand or Swivel
3. Check out a Swivel camera
4. Have another teacher come film you with a device.
  - a. e.g. lit or EL specialist, a PBIS TOSA, etc.
  - b. get sub time to release to film someone else
5. Have someone cover for your teammate so they can film you.
6. What other ways could you record?

**Reminder: You are the only one that will ever see the film unless you choose to share it.**





# 3. Note

## 1. You will watch your video at least twice:

- once from the teaching perspective and
- once from the learners' perspectives

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

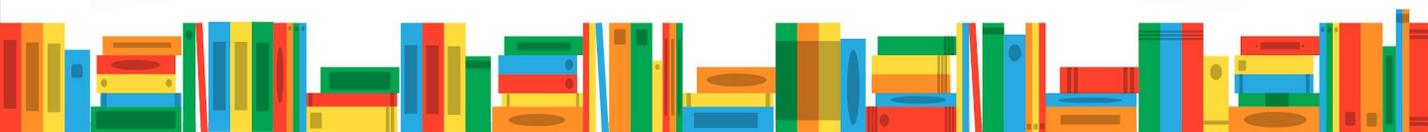
Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Language: \_\_\_\_\_ Model: TWL, English

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
P: Pre-teaching vocabulary and pre-teaching background knowledge	Addresses vocabulary & background knowledge. <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
L: Language use & modeling	Opportunities for students to practice targeted language skills. <ul style="list-style-type: none"> <li>sentence frames.</li> <li>opportunities to talk/write.</li> </ul>		0	1	2
S: Using visuals & graphic organizers	Use visuals and graphic organizers in lesson. <ul style="list-style-type: none"> <li>sentence strips.</li> <li>pictures, realia.</li> <li>motion or TPR (Total physical response).</li> </ul>		0	1	2
S: Systematic & explicit instruction	Includes systematic and explicit instruction. <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
S: Strategic use of native language	Addresses student's native language needs. <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

 **Student Observation: Opportunities for Language Use**

Student Goal: \_\_\_\_\_

Instructional focus (circle)	Time started - ended	OTR: group	OTR: pairs	OTR: individual	Academic vocabulary (tally) & write vocabulary used teacher used:	Students responses: Do students use complete sentences with academic responses (write examples)
PA: Phonics PA: Phonics Phonics Vocab Comp. Writing Oral Language Other: _____					student used:	
To what extent do you believe you addressed your teaching goal?				To what extent do you believe your learners met this student goal?		
Given: Identify at least three instructional strengths that supported ELs: 1. _____ 2. _____ 3. _____				Given: Identify 1-2 opportunities for improving support for ELs: 1. _____ 2. _____		





# 3. Note: Teaching Perspective PLUSS Features

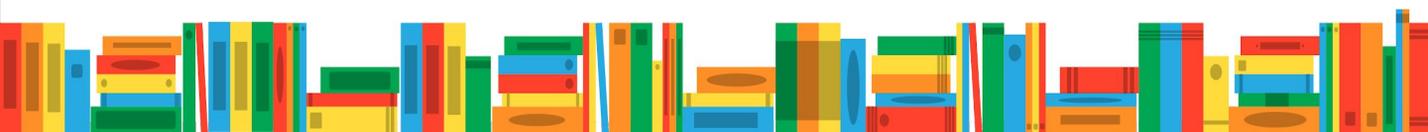


**PROJECT LEE TEACHER VIDEO SELF-OBSERVATION & REFLECTION PROTOCOL**  
**Teacher Self Observation: PLUSS Features**

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

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

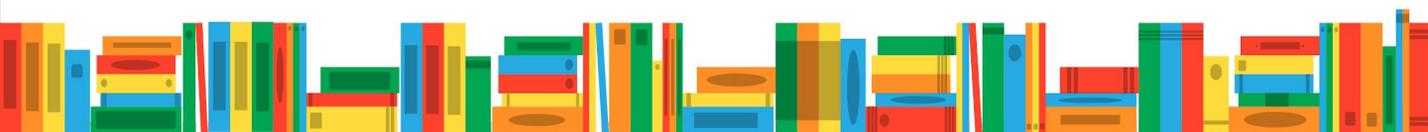
PLUSS Feature	Highlight any instructional strategies you saw utilized to support the ELs	Note how ELs were supported with this strategy (or opportunities)	Not in place	Partially in place	Fully in place
Pre-teaching vocabulary and priming background knowledge	Addresses <b>vocabulary &amp; background knowledge</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 <b>necessary background knowledge</b></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><b>partner and independent practice</b></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





## 3. Note: PLUSS Features

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!



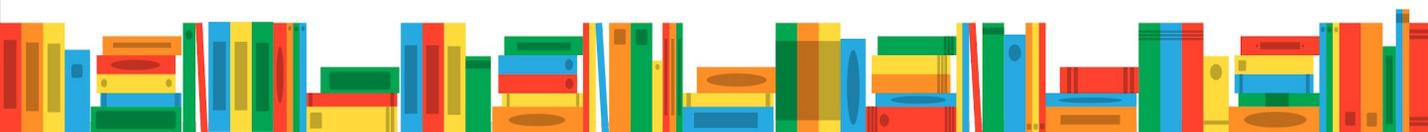


# 3. Note: PLUSS Features

## You Do:

Review page 1 of your protocol - identify concepts/wording that are:

1. Unknown
2. Are familiar but about which you have a question





# 3. Note: PLUSS Features

1. Complete the first section, PLUSS Features, of the protocol.
  - a. **Highlight** which components you see present from 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)





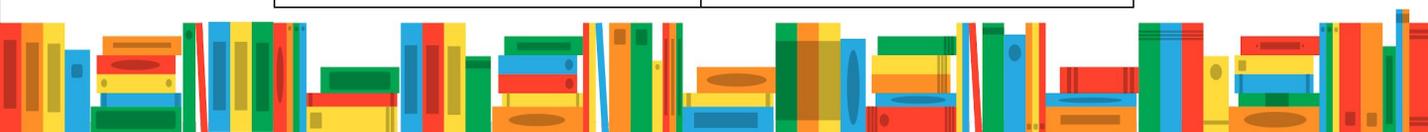
# 3. Note: Learners' Perspective Language Use



## Student Observation: Opportunities for Language Use

Student Goal: \_\_\_\_\_

Instructional focus: (circle)	Time started - ended	OTRs: group	OTRs: pairs	OTRs: individual	Academic vocabulary (tally) & write vocabulary used	Students responses: Do students use complete sentences with academic responses (write examples)
PA Phonics Fluency Vocab <u>Comp. Writing</u> Oral Language <u>Other: _____</u>					teacher used:  student used:	
To what extent do you believe you addressed your teaching goal?				To what extent do you believe your learners met their student goal?		
Grows: Identify at least three instructional strengths that supported ELs: 1. 2. 3.				Grows: identify 1-2 opportunities for improving support for ELs: 1. 2.		





## 3. Note: Language Use

1. Review your student goal.
2. View video for the second time 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 far left column
  - b. Note time of instruction

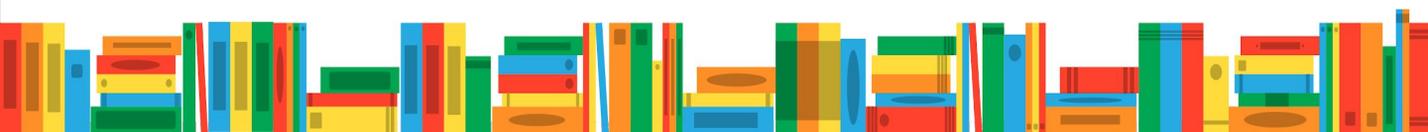




# 3. Note: Opportunities to Respond

Opportunities to respond (or OTRs):

1. One way to define academic engagement
2. Opportunities for students to provide a response to teacher questioning and prompts.
3. Continued on the next slide...





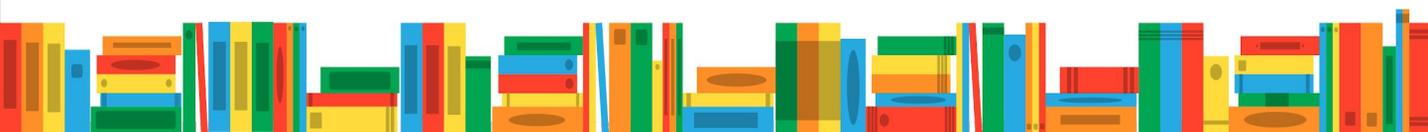
# 3. Note: Language Use

3. OTRs include:

- a. choral responses, reading aloud as a group, whisper reading as a group, writing, thumbs up or down, flagging a word

Tally opportunities to respond (OTRs):

- i. group
  - ii. paired
  - iii. individual
- b. Tally how many times academic vocabulary was used by you and the students
  - c. Write examples of student responses



# 3. Note: Language Use

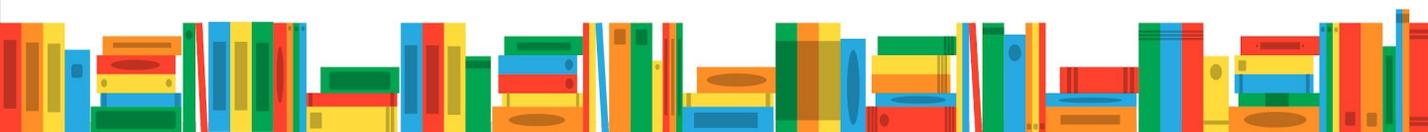
**You do:** watch the video example

Partner A:

- a. **Highlight** components of PLUS
- b. **Make notes** about how you addressed the components,
- c. Give an **overall rating**

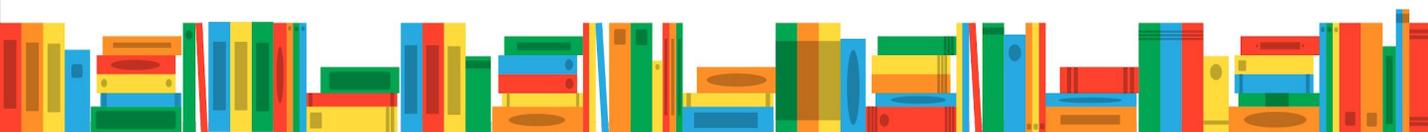
Partner B: **Tally** opportunities to respond (OTRs):

- a. **Tally** how many times academic vocabulary was used by teacher and the students
- b. **Write** examples of student responses



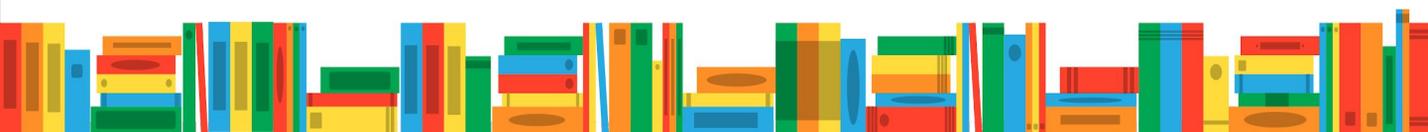
## 4. Analyze

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.



## 4. Analyze

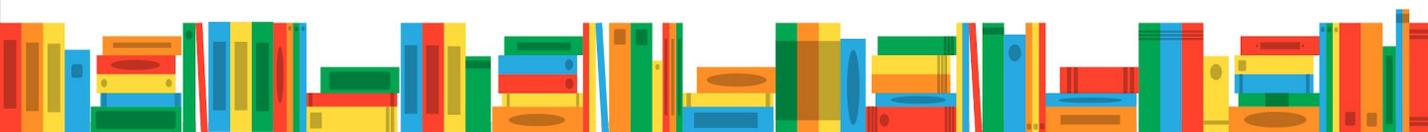
3. Identify at least 3 strengths of your instruction (glows)
4. Identify 1 -2 areas for growth (grows)
5. Plan future instruction based on what you learned from your video analysis.





# Your turn

Take some time to plan your lesson and instructional supports for students that aligns with your **teaching and student goal**.

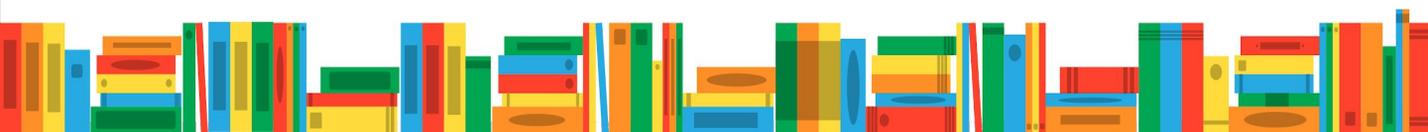


# Tell us what you need

## Resources:

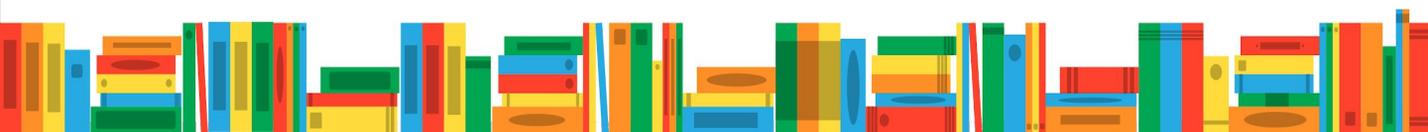
- **Kim Parson** - tech. support, instructional planning, etc.
- **Mentor teacher/SAT team** - tech. support, instructional planning, devices, coverage coordination
- **Laura Resnick** - tech support, instructional planning, models

[lresnick.youcanbook.me](http://lresnick.youcanbook.me)





# Thank You!





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