Capturing, Assessing, and Documenting Classroom Practices Using Web-based Digital Video

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Challenges

- Improving teacher practice, student learning
- Demonstrating PD value, impact
- Documenting elusive links:
  - PD → Teacher Learning
  - Teacher Learning → Classroom Practice
  - Classroom Practice → Student Learning

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The Emergence of Standards

- Curriculum, Teaching
- National
  - NSTA/NSES, NCTM, NSSE
- Reconciling with State, Local Standards
  - “Effective teacher…”
- Implications from/for Preparation Programs
  - Documenting standards and practices
  - ISTE/NCATE

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The Standards Conundrum

- What does standards-based teaching look like?
- Does it vary by subject, grade level?
  - Within disciplines? Across disciplines?
- Will we recognize them when we see them?
- Can we differentiate quality?
- Will we improve standards-based practices?
Assessing Standards-based Teaching Practices

- Who?
- Why?
- Goals?
- How?
  - Observation?
  - Self-Report?
  - Video recording?
  - Other(s)?
Georgia Teacher Success Model

Overview

The Georgia Teacher Success Model (Success Model) is an initiative to develop a new statewide model for teacher assessment that supports growth for all teachers. The Success Model will be a fair and rigorous approach to continuous support and improvement. It will be differentiated for practitioners (preservice, induction, and career professional teachers), support professionals (mentor or coach), and leaders (building level, central administration, teacher leader) so that individual needs are met. The goal is to implement a model that begins and ends with student learning.

The Georgia Teacher Success Model project includes several professional learning initiatives. These include:

- Focus on the needs of Leadership and Induction teachers
- Development of Training Materials
- Development of Support Materials
- Development of an interactive tool to assist teachers in evidence-based decision support
- Development of an interactive tool to assist administrators and leaders in the practice of evidence-based assessment methods.
- Continuous development of support and materials related to evidence-based tools like the Video Analysis Tool also known as VAT.

For more information, visit http://projects.coe.uga.edu/GTSM/.
A quick tour....

Flash Movie Demonstration:
VAT Nuts & Bolts

- What VAT does?
- How VAT does it? Frameworks & Lenses
- Who uses VAT?
- Why and how they use VAT?
- Impact on teaching practice? Student learning?
- Problems, issues and unanswered questions

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Lots of positive reinforcement. Rewards given are on display. “Excellent.”

Teachers support the intellectual, social, physical, and personal development of all students.

A. Attribute A: Supports all students in attaining challenging achievement goals.

- No response
- Emerging: sets achievement goals for all students.
- Refining: revises achievement goals based on overall class performance.
- Excelling: establishes individual achievement goals based on individual student motivation to accomplish challenging goals.
Define your Video Clip using NSTA Standards for Teacher Preparation (1998)

1. Content
2. Nature of Science
3. Inquiry
4. Context of Science
5. Skills of Teaching
6. Curriculum
7. Social Context

Kids are speaking in Spanish. There is a non-Spanish speaker at the table. I have noted this pattern before. It signifies to me that students are perfectly capable and willing to speak in Spanish with non-Spanish speakers around.

TA addresses children in English. They respond in English.
The teachers are handing out life skill dots to their students who answered the questions correctly. This is an example of a reinforcer which is an environmental event that increases the strength of a behavior. In fact this is a positive reinforcer since it will increase the likelihood of the student performing the positive behavior again.

Positive reinforcement: Strengthening behavior by presenting a desired stimulus after the behavior. To me this approach does not seem beneficial. Yes the students will get a mark, but the positive behavior will likely not last after the reinforcement is gone. The video clip is short so I cannot tell how often the students are rewarded for their responses, but perhaps
Video Display

Rubric to detect developmental differences

Sample framework with distinctions between performance levels

Tagged video segments including comments and aligned to selected framework

This area allows users to tag personal comments to specific video segments

Video Analysis Tool
## A “Lens” to Examine State Teaching Standards

### Domain 1: Content & Curriculum

Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attribute A.</td>
<td>Teacher utilizes current text to develop teaching based lessons for students. Teacher is able to identify state standards included in lessons. Teaching is directly related to the current content for the grade level and content area. Teacher maintains a consistent focus on the content contained in the school syllabus.</td>
<td>Teacher supplements current text based on understanding of the content needed for overall class success. Teacher prioritizes state standards to focus on the content needed most by students. Teacher seeks deeper knowledge of content to improve student success. Teacher is open to suggestions of how the local curriculum can be adapted to include additional opportunities for students.</td>
<td>Teacher adapts content to address individual student needs. Teacher adapts content dynamically to address individual student needs. Teacher develops advanced, in-depth content knowledge. Teacher develops novel approaches based on emergent opportunities.</td>
</tr>
</tbody>
</table>

1 = GSTEP Domain (1 of 6); 2 = Continuum of Teacher Practice; 3 = Teaching Attribute; 4 = Indicators of evidence for attribute
### A “Lens” to Examine State Teaching Standards

**Assessment:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners

<table>
<thead>
<tr>
<th>Attribute H: Identification of student strengths and needs</th>
<th>Not yet evident</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
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<tr>
<td>• Develops differentiated assessment plan/activities</td>
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<td>• Applies differentiated assessment to all students.</td>
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<tr>
<td>• Needs routine direction and support to develop and implement differentiated assessment.</td>
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<td>• Is knowledgeable of varied assessment approaches.</td>
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<tr>
<td>• Organizes assessments based on individual student needs.</td>
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<tr>
<td>• Applies methods for assessing individual student needs</td>
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<tr>
<td>• Uses feedback from peers to revise assessments for individual student needs.</td>
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<tr>
<td>• Seeks support to revise assessments.</td>
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<tr>
<td>• Seeks opportunities to discover new assessment methods.</td>
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<tr>
<td>• Dynamically adapts assessments to address specific students’ needs</td>
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<tr>
<td>• Implements a range of assessments for the needs of each child.</td>
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<tr>
<td>• Develops innovative assessments for specific students</td>
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<tr>
<td>• Modifies assessments on the fly based on “teachable moments” to account for individual student needs</td>
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<tr>
<td>• Is a resource to peers for sharing varied and individualized assessment methods.</td>
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</tbody>
</table>
# Sample “Lens” for Science Teaching

<table>
<thead>
<tr>
<th>Inquiry Goal</th>
<th>Learner-Centered</th>
<th>Teacher Facilitated</th>
<th>Teacher Directed</th>
<th>Teacher Centered</th>
<th>No evidence observed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NSEs Std 1:</strong> Learners are engaged by scientifically oriented questions.</td>
<td>Teacher provides an opportunity for learners to engage with a scientifically oriented question.</td>
<td>Learner is prompted to formulate own questions or hypothesis to be tested.</td>
<td>Teacher suggests topic areas or provides samples to help learners formulate own questions or hypothesis.</td>
<td>Teacher offers learners lists of questions or hypotheses from which to select.</td>
<td>Teacher provides learners with specific stated (or implied) questions or hypotheses to be investigated.</td>
</tr>
<tr>
<td><strong>NSEs Std 2:</strong> Learners give priority to evidence, which allows them to develop and evaluate explanations that address scientifically oriented questions.</td>
<td>Teacher engages learners in planning investigations to gather evidence in response to questions.</td>
<td>Learners develop procedures and protocols to independently plan and conduct a full investigation.</td>
<td>Teacher encourages learners to plan and conduct a full investigation, providing support and scaffolding with making decisions.</td>
<td>Teacher provides guidelines for learners to plan and conduct part of an investigation. Some choices are made by the learners.</td>
<td>Teacher provides the procedures and protocols for the students to conduct the investigation.</td>
</tr>
</tbody>
</table>

Teacher helps learners give priority to evidence which allows them to draw conclusions and/or develop and evaluate explanations that address scientifically oriented questions.

Learners determine what constitutes evidence and develop procedures and protocols for gathering and analyzing relevant data (as appropriate).

Teacher directs learners to collect certain data, or only provides portion of needed data. Often provides protocols for data collection.

Teacher provides data and asks learners to analyze.

Teacher provides data and gives specific direction on how data is to be analyzed.

No evidence observed.

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*Adapted from Science Teaching Inquiry Rubric, Copyright 2003, Karen Beerer and Alec Bodzin*  
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Interactive Demonstration:
http://videoanalysistool.com

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Findings, Issues & Unresolved Questions

- Detect?
- Rate?
- Reflect?
- Changes in classroom practice?
- Teacher v. Supervisor?
- Student Learning?
Q & A
Further Information

Publications & Presentations
http://vat2.uga.edu/includes/VATPubsPresJan2010.pdf

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