USING VIDEO RECORDING TO ENHANCE REFLECTION IN PRELIMINARY AND INDUCTION PROGRAMS

LOS ANGELES UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES DIVISION
CREDENTIALING AND ADDED AUTHORIZATION PROGRAMS

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THE TEAM

Patricia Pernin

Administrative Coordinator
Patricia Pernin, Ed.D., serves as the Administrator Coordinator of the Los Angeles Unified School District Intern Program. She supported teachers and administrators as the coordinator for Learning Teams and has over 20 years experience as a Mathematics teacher. Patricia has supported teachers and administrators in the area of Mathematics for over five years, facilitated the development of the LAUSD Mathematics Instructional Guide, and coordinated the Pearson Learning Teams program for over 90 schools in LAUSD. She currently serves as the Regional Director for the California Commission on Teacher Credentialing Region 4 Intern Teacher Programs and is also the President of the California Teacher Corps.

Felissa Luque

Specialist
Felissa Luque, Ed.D., serves as a Specialist for the District Intern Program. Felissa is currently overseeing the Clear Education Specialist Induction Program (CESIP) and the District Intern Induction Program (DIIP). She has served with the DI BTSA Induction Program where she was a trainer of trainers for the Formative Assessment for California Teachers (FACT) System, an Instructional Facilitator and a Support Provider for various participating teachers. As a Literacy Coach in Local District 5, Felissa designed and delivered Professional Development and provided classroom support for teachers. Prior to her role as a Literacy Coach, Felissa was an Elementary teacher at 28th Street Elementary in Local District 5.
District Intern
Credentialing and Added Authorization Programs

Step 1
Preliminary Credentials
- Special Education: MMD/MSD
- General Education: Single Subject/Multiple Subject

Step 2
Clear Credentials
- Special Education: MMD/MSD, DHH, ECSE
- General Education: Single Subject/Multiple Subject
District Intern
Credentialing and Added Authorization Programs

Step 1: Preliminary Credentials
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Why do we need to use the video recording tool?

- Providing Like-Credentialed Mentors
- California Teacher Performance Expectations (TPE’s)...
- California Teacher Performance Assessment (CalTPA)...
So where it began...
Providing Like-Credentialled Mentors

Once upon a time......

Mentoring......
California’s Teaching Performance Expectations (TPEs)...

Observing in the classroom...

1. Engaging and Supporting All Students in Learning (8)
2. Creating and Maintaining Effective Environments for Student Learning (6)
3. Understanding and Organizing Subject Matter for Student Learning (7)
4. Planning Instruction and Designing Learning Experiences for All Students (8)
5. Assessing Student Learning (8)
6. Developing as a Professional Educator (6)
California’s Teaching Performance Expectations (TPEs)...

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California Teacher Performance Assessment
Preparing for the Assessment...

- Video-based Reflection
- Two Cycles of Instruction
- 3 Focus Students
Research to Guide Us

Jim Knight’s Work
Think about the First Time you saw yourself on video

1. What were you doing?
2. Were you surprised by anything you saw?
3. Did you have someone who provided feedback?
“When we record ourselves doing our work, we see that reality is very different than what we think. As a result, we are often disappointed by what we see. “

-Jim Knight
Teachers have little awareness of what they look like while teaching...

The Busyness of Teaching

Habituation

Confirmation Bias

• “When people have the opportunity to collect information from the world, they are more likely to select information that supports their pre-existing attitudes, beliefs, and actions.”
Video-based reflection helps to filter out...

A true picture of what is happening in the classroom

- Confirmation Bias
- Habituation
- The busyness of teaching
Determining Our Platform...

- Storage of documents
- Dual platform for both video and coursework
- Ease of use
A Mentor-facilitated Video-based Reflection Model

- Teachers record themselves in the classroom using any video camera.
- Teachers upload video and securely share with a coach or group.
- Others add feedback through timestamped comments.
Quantitative Analysis: Data Points!

### Detail Status

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<th>Overall Status</th>
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2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive...
VIDEO RECORDING (LAUSD)

Preliminary-2 Year Program: Portfolio

- Video record classroom practice tied specifically to assigned TPE’s
- Each Intern will Reflect on the VR and the Feedback from the Mentor
- Compare results over time
- Apply feedback into new lesson
- IDP

Portfolio
Practical Concerns

Camera
- Cell phone
- iPad, tablet

Where to point the camera

Who records the class

Time
5-8 min

Distractions
Practice

Policy
LAUSD Video Recording Policy
One Challenge...Responding to video ....

How do we respond as mentors?

How do we measure improvement of our mentees?
Responding to a video...

- What should be the tone of the responses?
- What are some of the characteristics of the responses that would be used on the video?
- As you listen to the video what responses would you like to provide the Intern?
- What might be some sentence stems that would be useful in the context of video recording?
LiveText Demo

Watch the video below and think about how you would respond to the video.
The Portfolio Course
Lead Mentors

- Facilitate 1 meeting per month onsite with cohort
- Facilitate 1 meeting per month with cohort via Zoom
- Provide feedback to cohort members on their video submissions
- Attend all professional development sessions and cadre meetings
- Facilitate 1 zoom meetings per month with each cohort member
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