Second Observation
Video Guidelines

Overview

For the second observation of your teaching practice, you'll be making and submitting several short video files of your teaching practice.

The purpose of this process is two-fold: (1) to provide you with the opportunity to observe yourself, reflect upon your practices, and make improvements; and (2) to enable your field consultant to see a wide variety of Montessori teaching practices and methodologies over a period of time, more than we could see in one visit to your classroom.

It is *not* a purpose of this process for you to produce videos of rehearsed, problem-free classrooms. Students should never be prompted to behave in ways that are uncharacteristic, just for the video.

These guidelines are to be attended to with great attention to detail. Failure to do so may result in a delay of the credentialing process or a denial of your credential.

For this observation, you will **(a) submit video files demonstrating practices we haven't yet seen in our first visit, (b) supply the related support materials for the lessons and activities in the videos, and (c) provide an insightful reflection for *each* segment.** These will be explained below.

Step 1 - Your Advance Preparation

☐ Discuss the expectations and procedures with your administrators, co-teachers, & paraprofessionals.

☐ Because your videos will be used for CMStep credentialing purposes only and will not be shared publically, you should *not* need release forms for these video recordings. However, check with your school/district about these policies. *NOTE: Videos will not be distributed or published.*

☐ You will need to set up a YouTube account. When you upload each individual video segment, you will invite *only* CMStep field consultants to view by changing the privacy settings to *UNLISTED*. Once you have received feedback, all video segments should be removed. You *must not* make these videos public. (Specific directions are indicated below.)

☐ Familiarize yourself with YouTube. Understand the types of files and formats that it accepts. You may also need to investigate other programs to enable you to reduce file sizes to make uploading easier and faster (Apple's iMovie or Microsoft's Movie Maker). The key is PRACTICE and LEARN what you need to do.

☐ Locate and experiment with a video camera. Do not use a phone or camera that records a narrow window. Be sure the file types and formats are compatible with YouTube requirements. Be sure you know how to record in 'SD' instead of 'HD' to upload more efficiently.

☐ Explain the role and purpose of the video process in your Montessori training to your students. Be sure that they know what to expect.
   o Students should be comfortable with the camera, ignoring it as much as possible. Just as you (or guests to the classroom) should be able to circulate and observe without causing a distraction, students should be able to continue working without becoming distracted by the videographer. This will take some practice!

- o Students should be taught in advance about what to expect, but should not be rewarded, coerced, or bribed for "behaving" for the camera.

☐ Make arrangements for an *adult(s) to film each of your segments*. Have your "videographer" perform a few short video tests in your classroom so that you can assess the content and effectiveness of the filming and sound. You should also provide direction and advice for *what* to focus on in the filming. It helps if the person recording "thinks like a teacher."

☐ Review the notes from your field consultant first site visit, the 'Checklist of Essential Montessori Secondary Practices' form, the 'Observing in a Secondary Montessori Classroom' form, and any other documents that remind you of your goal of becoming an accomplished Montessori secondary teacher. Do your own reflection and goal setting for your videoing.

☐ NOTE: Record longer activities in smaller, 10-minute chunks to make uploading quicker.

☐ NOTE: It is strongly recommended that you record a segment, review it, and reflect (explained later), rather than waiting until the end to do all the reflections.

Step 2 - Recording

NOTE: Before starting this process, please consult YouTube and your video camera to ensure that you can complete this process without glitches. Additionally, be sure you have completed all the steps in "Step 1 – Your Advance Preparation" (above).

You should plan to record as much as possible from the "Checklist of Essential Montessori Secondary Practices" that was not observed during your first visit. A partial list is provided below. Arrange to record each area for the time indicated, and include brief shots of other items from the Chart of Essential Practices.

Areas of Focus
Please provide the required support materials listed under each area.

☐ **Community (Morning, Advisory) Meeting (15-20 minutes)**
- o Agenda, customized for your needs
- o Other documentation/forms used in this meeting

☐ **Teacher-led whole-group content mini-lesson, beginning to end (10-20 minutes)**
- o Lesson plan/materials including academic objectives

☐ **Students working on shelfwork activities with differentiation (a 10 minute segment)**
- o All handouts and materials needed to execute this lesson and understand the work

☐ **Paideia Seminar (20-40 minute segment)**
- o Copy of the text
- o Your clustered questions

☐ **Teacher presenting small group mini-lesson with some students and supervising others in worktime (a 10-20 minute segment)** *Both activities must be shown in the video segment.*
- o All handouts /materials needed to execute this lesson & understand the work

☐ **Thematic lesson (kick-off, group initiative or game w/AOP, or culminating activity) (30 minutes)**
- o Written plan
- o AOP questions (if a group game or initiative)
- o Curriculum Cover Sheet

☐ **Students using checklist with choices (a 5-10 minute segment)**
  o Checklist with shelfwork choices

☐ **Solo time (a 5 minute segment)**
  o Guidelines you have implemented for behavior expectations

☐ **Restoring the Environment (5 minutes)**
  o Written explanation of the way your students do classroom jobs.

☐ **Project work (10-20 minutes)**
  o You may choose to record a lesson directly related to the project OR students working on some significant component of the project OR a combination of these.
  o Include a copy of the student packet (with steps, check-in dates, rubric, and 1 lesson you'd need to teach to ensure student success with completing the project – content or process lesson)

☐ **Students using a rubric with at least three levels described (2-5 minutes)**
  o Copy of the rubric

☐ **Students using self-assessment tool (2-5 minutes)**
  o Copy of the rubric

NOTE: The given times are defined for the videotape length and do not necessarily reflect the optimum length for students in the classroom.

Step 3 – Reviewing & Reflecting

After recording *each* segment, you'll need to <u>review it and do some deep reflection</u> into your preparation and implementation of your practice in this area. Set aside a good amount of time for reviewing and reflecting upon each video segment.

NOTE: If, when reviewing the recorded segment, it is difficult to hear or see what is happening in the classroom, make plans to re-record the segment.

Before you watch your recordings, read through the questions below. You may also think of other "questions" yourself. Then as you review each segment, pay attention to what you are doing and saying as well as what the students are doing and saying. Review the questions frequently while watching each segment to keep them fresh in your mind.

<u>Using the questions below *as a starting point*</u>, <u>write a reflection</u> regarding each video segment. The reflection should help you think about your current practice and the changes you can make. Do not simply provide answers to the suggested questions.

You will need to put all written reflections into one document (Word, Pages, or Google Doc), separated by a heading identifying the video segment to which it refers. See Step 4 below.

Your reflections should <u>demonstrate that you have thought deeply about your practice and possible realistic and necessary changes</u>. *Do not simply list ideas that come to mind or changes that you could implement*. Think deeply about meaningful, doable changes or tweaks, the consequences or ramifications of these changes, and the impact – positive and negative – that they could have.

<u>There is not a length requirement for the reflections</u>. The length of each reflection will vary with each adult learner and his/her teaching situation. Some reflections will be longer than others, even for the same adult learner. Overall, the quality of the entire submission will be considered and assessed.

NOTE: Submissions that do not demonstrate genuine, honest reflection will be returned for revision and resubmission. In some cases, the activity may need to be re-recorded.

Suggested Reflection Questions:

1. What did I do that went well? What have I done to frontload the process for success?

2. What am I seeing that is not what I want to see? What needs improvement? What are my "next steps" for improvement? This should be specific to each issue identified.

3. What did the students seem to enjoy the most? The least?

4. What can I do differently to lead more students toward more autonomy, responsibility, leadership, and/or independence in this area? In the classroom?

5. What informal "research" can help me learn more about this area? What resources/help do I need in order to change?

6. If I could do this session again, what would I change?

7. What assistance do I need, and from whom?

8. Are my students understanding/internalizing the direct and indirect aims for this lesson (or this practice)? What can I do to refocus and reenergize them (or me) around this work?

9. What do I notice about the classroom, students, or myself that I didn't realize before?

10. Are my students (my students and I) interacting in appropriate and supportive ways? What actions suggest this is happening?

11. Who's doing the talking? Who's on task? Who's not? What can I do to encourage healthy student interactions?

12. Does this video file show that I am a Montessori teacher? How? In what ways am I working toward being not only a great teacher, but a great *Montessori* teacher?

13. How am I helping my students work toward Valorization? Am I working with all students equitably? How does my video show this?

14. How am I addressing the Seven Gateways to the adolescent from *The Soul of Education*? What do I see in this video that shows this? How can I improve my practice to ensure these Gateways are addressed?

Step 4 – Uploading & Submitting Your Video Files, Reflections, and Support Materials

Your video files, reflections, and support materials are due by the first Monday in February. (See pacing of the year document for exact due date.)

We will be sharing/reviewing/discussing video segments in pairs or small groups.

NOTE: Please read and follow the directions carefully. Failure to do so could result in a delay or denial of the AMS credential.

NOTE: Ensure that your video recordings are compatible with YouTube requirements.

Directions to Prepare to Submit

☐ Make one document (Word, Pages, or Google Doc) in which you will include your Reflections for each video segment.

- ☐ Head the document with your name, date (month, year), school name, and school location.
- ☐ Write a few paragraphs about your school situation/class demographics/background info that will help the reviewer understand and appreciate your work.
- ☐ Type headings for each video segment (Seminar, Meeting, etc.) within the document.
- ☐ Photographs, if included, should be embedded in the document or may be attachments.

Directions for Uploading to YouTube and Submitting to CMStep

- ☐ Go to youtube.com. Login to your account.
- ☐ Click the 'Upload' arrow button.
- ☐ Change the Privacy status to UNLISTED.
- ☐ Click 'Select Files to Upload' or 'drag and drop' files. Change the title and add a description of each video, if appropriate. Double-check the Privacy Settings to make sure each video is Unlisted.
- ☐ Click 'Done' and copy the link and past it into your Word, Pages, or Google Doc document under the appropriate heading.
  - ▪ You may select 'Video Manager' or 'Creator Studio' to get to your uploaded video links as well.
  - ▪ You may need to click on the 'lock' for each video.
  - ▪ You may need to locate each Video URL on the right under 'Video Information'.
- ☐ REPEAT for all videos.

Note: You must send all Video URLs, reflections, and support materials at the same time.

Attaching and Submitting Reflections, Video URLs, and Support Material

- ☐ Attach the Word, Pages, or Google Doc document that contains your Reflections and Video URLs from YouTube.
- ☐ If needed, support materials may be uploaded as separate files, identified as specified below. Be sure to reference them in the appropriate section of your Reflections and/or include the links.
- ☐ Save each support material with a file name that begins with your first initial and last name and that includes what the material is. For example, Kate Fischer would save her reading and questions relative to her video on Seminar as 'kfischer.seminar.reading.doc' and as 'kfisher.sem.questions.doc'
- ☐ Submitted documentation will not be returned.
- ☐ Please keep copies of everything you submit.

Step 5 - Next Steps

Once you have submitted your videos, reflections, and support materials, a qualified field consultant will review it all. Notes will be compiled similar to those from your first site visit report. These will be sent to you for you to review along with a time and date for a phone conference to debrief the notes.

Finally, it is imperative that *you remove your videos from YouTube* once you and your field consultant have debriefed.

Removing Your Videos from YouTube

- ☐ Go to YouTube and register/log in.
- ☐ Click your login name.
- ☐ Click 'video manager'.
- ☐ Check a file you wish to delete.
- ☐ Pull down the Action menu on the screen and go to delete. Confirm this action.
- ☐ Repeat for all the files you wish to delete.

Questions? Feedback?

Don't hesitate to contact Barb or Katie if you have questions about this process.