Video Annotation Guide

Video Annotated Lessons- During your internship, you will submit two annotated teaching videos as evidence of your **skill** and **understanding** in specific components of domains 2 and 3 of TESS. Videos should not be associated with an observed lesson. No lesson planning documents must be submitted along with annotated videos.

The Video Annotated lessons provide you with an opportunity to view, evaluate, and reflect upon your teaching as a means to improve your practice. The annotations are a platform where the intern and university supervisor and intern can reflect, collaborate, converse, and provide feedback.

Videos should:
1. be at least 10 minutes, but no longer than 12 minutes in length. This means you will need to edit your video to keeping the segment of the lesson you want to highlight.
2. feature **two components** from TESS domains 2 and 3. You may feature two components of domain 2, two components of domain 3, or a combination. (Examples: 2b and 2d, 3a and 3c, or 2b and 3c)
3. use the **two featured components** in the title of the video.
4. provide ample evidence of your skill (words and actions) in the **two components** specified.
5. show you as the lead teacher engaged directly with your internship students using words and taking actions that demonstrate your proficiency in the **two components** specified.
6. should highlight <u>different components</u> in each annotated video.

Once you have a video recorded and edited:
1. upload the video to YouTube.
2. open the video in Video ANT.
3. annotate the video.
4. share the video with the University supervisor.
5. submit the link to the VideoANT on Chalk & Wire to launch the scoring rubric.

Annotations must:
1. demonstrate your **understanding** of the **two components** specified.
2. provide specific, thoughtful connections between <u>evidence</u> from the lesson (your words and actions) and <u>at least two examples</u> for EACH of the **two components** specified.

Preparation
As you plan, review the TESS components (bolded) and elements (italicized) below to ensure that you fully understand the components and elements you are attempting to feature in a video. Use the TESS components listed on your observation form or provided by your supervisor or your copy of *Enhancing Professional Practice* by Charlotte Danielson. Another helpful resource is the TESS for Teachers page on the

Arkansas Department of Education website:
http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/tess-facilitation-guides-and-presentations

Reviewing resources in advance will also help you as you annotate your video to provide evidence of your **understanding.** Failure to teach the selected feature(s) could result in your supervisor requesting a "retake" of your video and selected elements. Supervisors may also request specific elements regarding video submission.

2a Creating an Environment of Respect and Rapport • *Teacher interaction with students* • *Student interaction with students*	**3a Communicating with Students** • *Expectations for learning* • *Directions and procedures* • *Explanation of content* • *Use of oral and written language*
2b Establishing a Culture for Learning • *Importance of the content* • *Expectations for learning and achievement* • *Student pride in work*	**3b Using Questions and Discussion Techniques** • *Quality of questions* • *Discussion techniques* • *Student participation*
2c Managing Classroom Procedures • *Instructional groups* • *Transitions* • *Materials and supplies* • *Non-instructional duties*	**3c Engaging Students in Learning** • *Activities and assignments* • *Student groups* • *Instructional materials and resources* • *Structure and pacing*
2d Managing Student Behavior • *Expectations* • *Monitoring Behavior* • *Response to misbehavior*	**3d Using Assessment in Instruction** • *Assessment criteria* • *Monitoring of student learning* • *Feedback to students* • *Student self-assessment and monitoring*

Resources : UCA Teaching & Learning Center
*Technology Resources (including Chalk & Wire) - https://uca.edu/tlc/resources/
*Video Resources - http://uca.edu/tlc/video/
*Additional tips & example (not from music): www.uca.edu/teaching > Programs and Middle Level Education or Secondary Education > Internship Resources

Assignment Process:

1. Intern creates video, edits, uploads to YouTube, and then annotates through VideoAnt.
2. Intern submits VideoAnt link to C&W. Supervisor gets notification of submission to C&W.
3. Supervisor uses C&W to get link to VideoAnt. Supervisor watches video, reads intern annotations, and adds responses. <u>Supervisor does not yet score in C&W.</u> <u>Supervisor emails intern to notify him/her of responses added to VideoAnt.</u>
4. Intern returns to VideoAnt, reads responses from supervisor, and replies to responses in VideoAnt. <u>Intern emails supervisor to notify of new responses added to VideoAnt</u>.
5. Supervisor returns to VideoAnt (link will still be in C&W) and reads intern's responses. Supervisor is then ready to score in C&W.

VIDEO ANNOTATED LESSONS ASSIGNMENT RUBRIC:

	Unsatisfactory 1.0	Basic 2.0	Proficient 3.0	Distinguished 4.0
Planning, Coordination, Video Length, Quality, and Deadlines	• Fails to submit video by deadline and/or video is less than 10 minutes. • Little to no evidence of planning and coordination are evident. • Audio and video quality are flawed and unclear more than half of the time	• Fails to submit video by deadline/video is 10 minutes or submits video on time/the video is not 10 minutes. • Some planning and coordination are evident. • Uneven quality. Audio and video quality are clear more than three quarters of the time	• Submits video by deadline. Video is 10 minutes or longer than 12 minutes. • Adequate planning and coordination are evident. • Audio and video quality are clear throughout clip.	• Submits video by deadline. Video is 10 to 12 minutes in length. • Thoughtful planning and coordination are evident. • Audio and video quality are clear throughout clip.
Evidence of featured TESS components	• Video clip includes little evidence (words and actions) of TESS components or makes frequent incorrect connections (for example claiming evidence supporting 2A when it does not). Overall, evidence is very weak and/or inaccurate.	• Video clip includes evidence (words and actions) of TESS components; however, quality/strength/accuracy is inconsistent. Or there are errors (for example claiming evidence supporting 2A when it does not). Evidence choice is more weak than good or strong.	• Video clip includes good evidence (words and actions) of several specified TESS components. Evidence matches components, but some evidence is not strong or well-chosen, even though most evidence is good.	• Video clip includes consistently strong and accurate evidence (words and actions) of several specified TESS components. All identified evidence is well-chosen.

Annotations	• Video clip annotations lack detail to explain connections. • Annotations provide minimal evidence of reflection (identification of instructional strengths and weaknesses) or sense of efficacy.	• Video clip annotations provide little detail to link evidence and TESS components. • Overall, annotations are brief and lack thought. • Annotations provide little evidence of reflection with identification of 1 instructional strength or weakness or claim of efficacy.	• Video clip annotations provide good detail to link evidence and TESS components. • Annotations show some thought and attempt to be thorough. • Overall, annotations provide evidence of reflection with identification of 2 instructional strengths or weakness or claims of efficacy.	• Video clip annotations provide ample detail to link evidence and TESS components. • Annotations are consistently thoughtful and/or thorough. • Overall, annotations provide evidence of reflection with identification of 3 instructional strengths or weakness or claims of efficacy.
Follow-Up Annotations	• Candidate does not respond or responds to less than a quarter of the supervisor's comments. • Responses do not continue conversation, add depth, or show evidence of candidates' continued reflection. • There is no evidence of "annotative dialogue."	• Candidate responds to less than half of the supervisor's comments. • Responses minimally continue conversation, add depth, and show evidence of candidates' continued reflection. • There is little evidence of "annotative dialogue."	• Candidate responds to more than half of the supervisor's comments. • Responses continue conversation, add depth, and show evidence of candidates' continued reflection. • There is some evidence of "annotative dialogue."	• Candidate responds to more than three-quarters of the supervisor's comments. • Responses continue conversation, add depth, and show evidence of candidates' continued reflection. • There is ample evidence of "annotative dialogue."

Video Annotation Assignment Tips from Mr. Ward:

1. Plan ahead. Rather than video recording yourself and hoping that you present clear evidence of specific TESS components, plan a specific activity or teaching segment that you know will give you opportunities to highlight your skills. Here's a sample VideoAnt annotated video. https://ant.umn.edu/qqtfigvaur/view

2. Review the TESS components, especially all elements. Study domains 2 and 3. Use the resources here to review each component and the elements (http://goo.gl/hzBc0V). Read about the details of each element and add to your plans for the video lesson. Reviewing the TESS components and elements is key. This step will help you plan and help when you annotate.

3. Test your equipment. A week before your video teach, set up your equipment and make a test video. Film yourself teaching for about 20 minutes. Make sure you are seen and heard clearly on video. Ttest your equipment set-up days in advance so you can make alterations as necessary before the actual video day.

4. Shoot your video teach. If you use an iPad or iPhone, be sure the device is held in the horizontal/landscape position.) You might need to ask your mentor to hold your video device. Be sure he/she doesn't cover up the microphone.

5. **Review and edit the video.** Watch your video and make choices about which sections you want to keep and trim/cut. Look for strong evidence. Edit your video down to 10 to 12 minutes. Add a title and some transitions. How? The TLC website has great video editing resources. (http://uca.edu/tlc/resources/) They also offer in person assistance. (Suggestion: practice some editing in advance. Editing took the most time.)

6. **Upload the video to YouTube.** If you try to upload to YouTube using slow, spotty wireless then expect frustration. Go someplace that has a fast, dependable internet connection.

7. Privacy! It's CRUCIAL that the share settings for your teaching videos on YouTube are set to **Unlisted**. Your videos include images of public school students at your internship site, and you must protect their privacy. It is your responsibility to ensure that your video is always set to Unlisted. Do not set to Private, as this complicates sharing with your supervisor.

8. **Annotate your video.** Use VideoAnt. It connects clearly with YouTube and is easy to use. You'll need to open a free account.
Here's a video about how to edit a video using the YouTube video editor:
https://youtu.be/dwyvJe8MMN0
Here's a video about how to use VideoAnt: https://youtu.be/cioxISpqYf8

9. Annotate carefully and thoughtfully. Don't forget the purpose of this assignment: to feature your skill and understanding. The video will feature your skill through your words and actions.

It's your thoughtful annotations (based in TESS) that will show your understanding of the components you chose for the video and the corresponding elements. Have your TESS resources close by. Be specific about how the words and actions you take in the video connect/align with the elements of components. I