Hunter College School of Education, City University of New York
TESOL Program Video-Based Observation:
Conferencing Protocol for Use with Peers or Supervisors

Step 1: **Video Recording and Clip Selection**. The teacher candidate selects two, approximately 10 minute clips of their teaching for a total of 20 minutes of video and uploads these to a designated web-based space. These two clips must be from the same mini-unit of content-based ESL teaching and the lesson plans should also be included. Candidates should identify from which lessons the videos are taken.

Step 2: Candidate Self-Observation and Analysis. The teacher candidate examines the 20 minutes of video using these self-observation questions as guidelines:

1. What evidence do I find in the video that all students are comfortable taking risks in using English?

2. Where do I see students learning content (Science, Social Studies, Literature, Math) while using English?

3. What target language am I teaching in this video?

4. Where can I see evidence of students using the target language? Where do I see myself fostering peer-to-peer use of the language?

5. Where can I see evidence of my modeling or correcting students' language?

6. What am I noticing that I want to improve on in my instruction of English to speakers of other languages?

Step 3: **Schedule Conference with Observer and Candidate.** Once both the Observer AND the teacher candidate have watched the video and thought about the guiding questions, they set up a time to discuss the video. About 30 minutes should be allotted for the conference. This could take place in any of these ways:

1. The candidate and observer pick a meeting time and place and bring a computer to view the video together and hold their conference in person.
2. The candidate and observer pick a time and use the phone/skype to hold their conference.
3. The candidate and observer pick a time and use the online google chat feature to "chat" interactively. This will maintain a record of the interaction.

Step 4: **Conference.** The candidate and observer engage in a conference about the video. *The primary role of observers is to guide candidates through their self-analysis by asking probing questions and requiring candidates to point to evidence in the video to support their claims.* This is why referencing exact minutes and rewinding/viewing the clips is essential to this conference. The primary role of the candidate during the video-based conference is to focus on the classroom practices apparent in the clips and make connections between their instructional moves and student behaviors. The conference should end with candidates identifying clear goals for their practice.

Step 5: **Observer/Self Evaluation.** The observer/teacher evaluates the candidate's planning, teaching, and understanding of their practice using the same rubric as used for the on-site observations.