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Scholarly Presentation: Video-Teach Lesson Plans': An Effective Strategy to Get Pre-Service Teachers to Reflect More Depth, Specificity, and Analytical Detail

Description of Presentation: The content presented had to do with the problem of getting students to reflect fully about their video-teach lesson taught in a public school elementary classroom. Students generally do well planning the lesson and filling out important information on lesson plans. They often teach a good, solid, well-planned lesson aligned with the standards. However, after the lesson, their adrenaline decreases. There is little motivation to stop, think hard, and reflect on how well the lesson went, learner outcomes, and how to make improvements teaching the lesson again. Therefore, students generally quickly fill out the final part of the lesson plan – the Reflections part. In a hurry to get this task done, students often don't go back to the rubric to see four specific criterion that are to be answered in with specificity and analytical depth. Those four areas are:

- Reflection addresses the impact of the lesson on learner outcomes, including an analysis of how to improve the lesson to impact future planning of lessons.
- The reflection demonstrates that the candidate takes responsibility for learning.
- The candidate shows evidence of how to communicate assessment results with students/parents/parents concerning student learning.
- The candidate describes how he/she collaborated with classroom teachers/university instructor to develop this lesson and applies evidence of collaboration with the classroom teacher.

Since students basically either shut down with final reflections or ignored these important four criterion, students were then told to not fill in this part of the lesson plan. They were to consider these four criterion as a separate assignment. Students were to submit a paper on these four 'reflection' criterion. They were to submit a paper with a title page and address all four criterion in the paper in depth and analytical detail. Each criterion was to be typed in bold print, double-spaced. In regular print, students were to address all four areas.

When papers were returned, the professor of the class was delightfully astounded and pleased. All papers from all students in the class were written well. Most papers were 3 to 5 pages in length (compared with one or two paragraphs writing reflections on the original lesson plan). It was apparent that students took these last four criterions on the lesson plan seriously. Some of the reflections were extremely analytical in nature. The evidence was students spending time deeply reflection on these four important criterion.

Students now do the same procedure each semester. At the conference presentation, the professor showed attendees the reflections. Also, the presenters read several reflections in the presentation, showing excellent models of reflections, relaying that this method is pretty much a fool proof method getting candidates to reflect after a video-teach.

Attendees were engaged in our presentation with many comments and appreciated hearing of this idea to use in their university teacher-training classes.

Future Dissemination of Presentation Content: The main presenter will write an article this calendar year and submit it to either a refereed journal or Eric Clearinghouse. In addition, this presentation and findings will be presented at a College of Education faculty meeting with peers.