Video Observations 3/13/2015

Candidate Assessment: Addressing Standards 3, 4, 5, 7, 8, 9, 11		
When uploading, the teacher candidate is able to:	**Y**	**N**
Create a video clip that features the learning environment		
Create a video clip that is audible		
Create a working link to the video clip		
Briefly describe the context for the clip		
When responding, the teacher candidate is able to:	**Y**	**N**
Make positive, concrete observations		
Base observations on key areas of the Learning Environment tool		

Video Clip *Briefly explain the context for the clip and remember to provide and share the web link so that classmates can easily navigate.*	Comments *Remember that the clips have been selected because they represent the "Met **at a beginning level**" category for items in "Learning Environment" assessment tool So, make concrete, observational comments about what you see as having been met. This isn't a chance to point out what is wrong; it's an opportunity to highlight what is right.*
AK I had students do an Exquisite Corpse game with their newly acquired pen and ink skills. I realized the majority of students needed reminders of how much pressure to apply to the crow quill pen and how to achieve texture. I used a critique method called Glow and Grow to encourage students to look closer at their work and the work of their peers. My intention was to use peer feedback to gain insight and knowledge about what to do next for the next pen and ink project. https://youtu.be/irVTkBzOEwE	CN- AK begins the video using multiple models for explaining the critique process, she has it written on the board, she is talking and also having students talk about the process. She is encouraging positive interactions by using writing for critique, which helps students feel safe in saying what they want because they can think it through and write it down in a thoughtful way. They are also using the framework of glow and grow which starts the students looking in a very positive way towards the work. LP - AK I noticed that a student made a suggestion about color coding and you welcomed the idea. This lets students know their ideas are valuable. You have a nice pace throughout the video with a good balance of giving information and asking questions. You also use positive language throughout and let the students know you are proud of their work! AC - AK checks for student understanding before going on to the critique. When a student makes a suggestion about color-coordinating the sticky notes, she doesn't miss a beat and follows through with their suggestion. She shows a respectful learning environment, asking students about what they thought of the critique style. DS - AK begins the class by reviewing the project criteria and checking for understanding (calling on students to list ink techniques).

| | Then, as she outlines the critique process, she allows the students to offer their insight, and implement their ideas (color coding the post-it notes). After the notes are posted, AK reads some aloud, using them as an entry point to discuss some common successes and weaknesses among the projects. At the end of the critique, she invites feedback from the students. This allows the students to have a voice in their own learning.

ML- AK, throughout, you check for prior knowledge, both during the explanation of the critique and during the critique itself. "What happens when you apply a lot of pressure to the pen?" What techniques did we learn?" You also provide positive interaction at the end when you ask for their thoughts and feedback on the critique as a whole. This helps students feel their thoughts are important to you.

SA - AK pairs her comments about drawing pressure with a visual model, using her fingers to demonstrate the action of the pen tip. Not only is this a visual model, but a physical, proprioceptive one. AK combines the senses in teaching art concepts. |