WHAT IS VIVID?

- The ViVID Project is designed to build a supportive virtual community of practice for in-service teachers of less commonly taught languages currently working as full-time teachers in the United States.

- The goal of the project is to enhance pedagogical skills and practices as teachers **share videos of their teaching** and analyze them within that supportive virtual community of teachers.

From the ViVID Fellows Position Description
https://maflt.cal.msu.edu/vivid

ViVID PROJECT

WHY A PROGRAM ON VIRTUAL PEER OBSERVATION AND MENTORING?

Questions we needed to ask ourselves about objectives and design:

- What is possible when observing a class in a language you're not familiar with?
- What is the content appropriate for PD on peer observation?
- What are the parallels among languages and needs?

Challenges we had to address with a distance-based cohort of busy language teachers:

- Balance opportunities with time demands
- Provide access to troubleshooting
- Support peer to peer interaction among teachers

About 5 hours per month
- Learning
- Discussion
- Sharing Video
- Annotating others' videos

ViVID PROJECT

SESSION OUTLINE

Observe a short lesson

Discuss criteria and strategies for peer observation

Observe the lesson again following criteria

Debrief and reflect
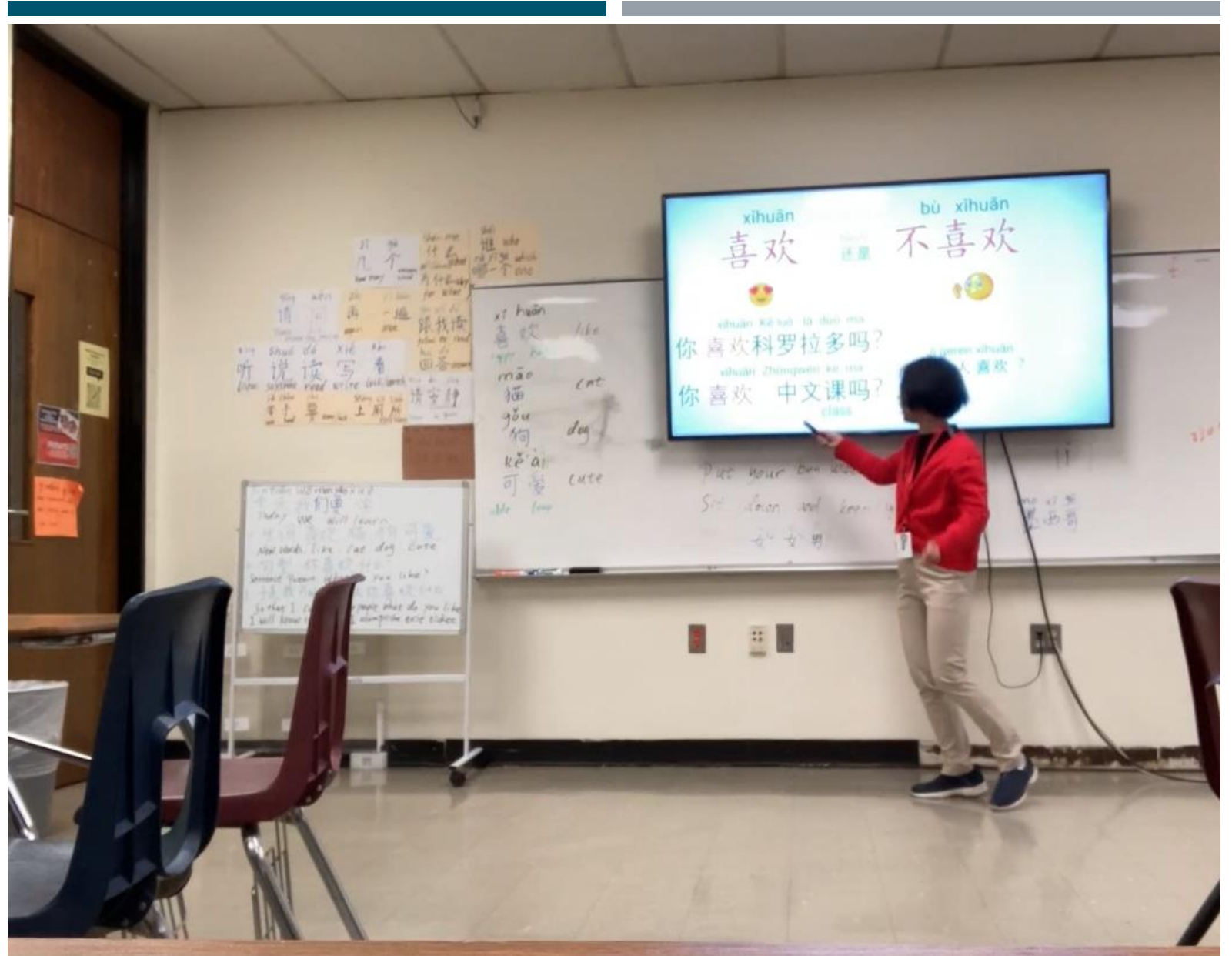
LET'S WATCH A VIDEO TOGETHER

Take notes freely.   What do you notice?

CHINESE LANGUAGE CLASS

HIGH SCHOOL

LEVEL 1

This lesson goals are learn new words 喜欢(like)，猫(cat)，狗(dog)，可爱(cute)。Learn sentence pattern 你喜欢猫吗？(do you like cats?)and 小猫很可爱(cats are cute!)。

How much experience do you have with observing other teachers?

- **A lot!** But mostly in the role of a student.

- Teachers in my school teach different languages

How can we help others improve the feedback given to others?

- Use a near-peer mentor/mentee approach to guide reflective teaching and peer observation with a selective focus

OBSERVING OTHERS

THE PURPOSE OF OBSERVING OTHERS

Do instructors really want to be observed?

"At my last school, they never came into my room, so I knew they really hadn't a clue as to what I did or how I was doing. I felt that they really didn't value me at all. – Lucie" (informant quote from Hoerr, 2005, p. 99)

"Instructors tend to think the purpose of these observations is to judge and criticize, when in reality the intention is to assess what is working and what could use improvement and, crucially, offer guidance in that respect" (Lord, 2014, p. 118)

What is the reason for most observations?

OBSERVATION ETIQUETTE

- Allow planning and preparation

- The observer is only an observer – avoid participation such as joining a small group

- Respond with an open mind and respect

- Make sure you both agree before sharing the results with others

- Observation is about growth and learning, so when you are being observed, be proactive about what you want to know about

- Set goals for the observation and discuss further goals afterward

- Aim to make the experience positive and productive

(Murphy, 2014; Richards & Lockhart, 1996)

PRIORITIES FOR PEER OBSERVATION

Establish near-peer mentor-mentees

- Having fellow teacher mentees can increase confidence and self-esteem, promote self-reflection, and reduce feelings of isolation (Hagger & McIntyre, 2018)
- Select mentors in expertise and field proximity (Clarke-Midura, et al., 2018)
- Mentors are also in a position for learning (Hudson, 2013)

Identify Actionable Advice for More Effective Teaching

- Gather and examine information on what is taking place within a language course
- Identify a specific episode, strategy, or moment puzzling about the teaching-learning process to focus your feedback on
- Identify and explain clear steps and constructive steps for observee

OBSERVATION FOR GROWTH NOT EVALUATION
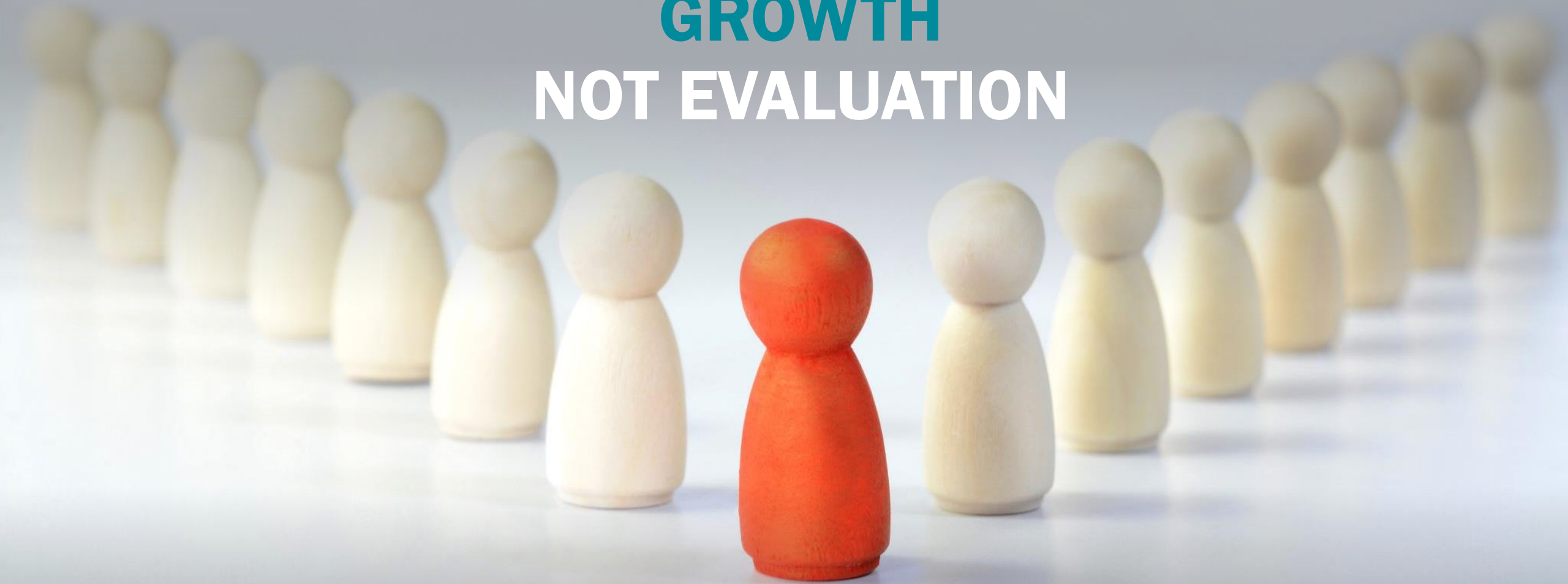
CRITERIA FOR EFFECTIVE TEACHING
TO GUIDE OBSERVATIONS

Guiding Principles from ACTFL

Benefits of Language Learning	**Literacy in Language Learning**	**Articulated Sequences in Language Learning**	**Plan with Backward Design**
Facilitate Target Language Use	**Use Authentic Texts**	**Teach Grammar as a Concept in Context**	**Provide Effective Feedback**

https://www.actfl.org/resources/guiding-principles-language-learning

CRITERIA FOR EFFECTIVE TEACHING
TO GUIDE OBSERVATIONS

TELL Project

TELL Framework

Environment

The Learning Experience

Collaboration

Planning

Performance & Feedback

Professionalism

Learning Tools

For each aspect:
- Domain Criteria
- Self-Assessment Docs
- Correlations with other standards

SELECTED TOPICS

0 | Introduction and Onboarding

1 | Foundations and Frameworks

2 | Aiming for Proficiency

3 | Using Comprehensible Language

4 | Facilitating Communication

5 | Promoting Literacy

6 | Motivating and Engaging Learners

7 | Integrating Culture

8 | Learning Your Learners

9 | Planning and Pacing

- Selected and sequenced for LCTL instructors

- Grounded in widely-recognized standards and frameworks

- Language agnostic (general)

- Appropriate for a range of pedagogical training and experience

OBSERVATION SEQUENCE

1. Concept

Watch video and become familiar with topic

2. Share

Record the class

Share the video

3. Self-reflect

Annotate key episodes for feedback

4. Observe

Watch and annotate videos based on the concept and requested feedback

OUR HANDOUT AND STRATEGIES
3-2-1 COMMENT STRUCTURE

3 CONTENT

- Identify 3 opportunities for increasing the focus on language performance and proficiency or practices that the teacher carried out with focus on proficiency.

2 SELF

- Make 2 connections with your own context: either strategies that you implement in your own context or similar challenges you also face in your own context

1 GROWTH

- Ask 1 question or provide feedback or a recommendation to promote your colleague's growth

ViVID PROJECT

OBSERVATION HANDOUT AND STRATEGIES

PEER OBSERVATION PROTOCOL

1.   BOTH OBSERVER AND OBSERVEE Arrange the observation. Agree on a lesson and a mode (in person or video-based).

2.   OBSERVEE
Define the scope and focus of the observation. How do you want to grow? Provide the observer with a lesson plan or other outline.

3.   OBSERVER
Watch the lesson and take notes. Review your notes and write constructive feedback that aligns with the defined scope.

4.   BOTH OBSERVER AND OBSERVEE
Actively discuss the results of the observation. What steps will the observee take? How has the observation influenced the observer?

OBSERVATION HANDOUT AND STRATEGIES

CONTENT > **Choose a focus for the observation**
from the domains below. These reflect ViVID module topics and align with other frameworks, including ACTFL Guiding Principles and TELL Project domains.

Teaching for performance and proficiency
I will look for:

Using comprehensible language
I will look for:

Facilitating interpersonal communication
I will look for:

Promoting literacy
I will look for:

Motivating and engaging language learners
I will look for:

Integrating culture into the course
I will look for:

OBSERVATION NOTES

Time	I see / hear / notice ...	I wonder...
0:00		

REFLECTION AND FEEDBACK

CONTENT FOCUS
Identify 3 opportunities for increasing the focus on language performance and proficiency or practices that the teacher carried out with focus on proficiency.

CONNECT TO SELF
Make 2 connections with your own teaching practices and context, either strategies that you implement in your own context or similar challenges you also face in your own context.

CONTINUE TO GROW
Ask 1 question or provide feedback or a recommendation to promote your colleague's growth.

OUR HANDOUT AND STRATEGIES

LET'S WATCH THE VIDEO ONE MORE TIME

Use the handout to take notes

What do you notice?

CHINESE LANGUAGE CLASS

HIGH SCHOOL

LEVEL 1

This lesson goals are learn new words 喜欢(like)，猫(cat)，狗(dog)，可爱(cute)。Learn sentence pattern 你喜欢猫吗？(do you like cats?)and 小猫很可爱(cats are cute!)。
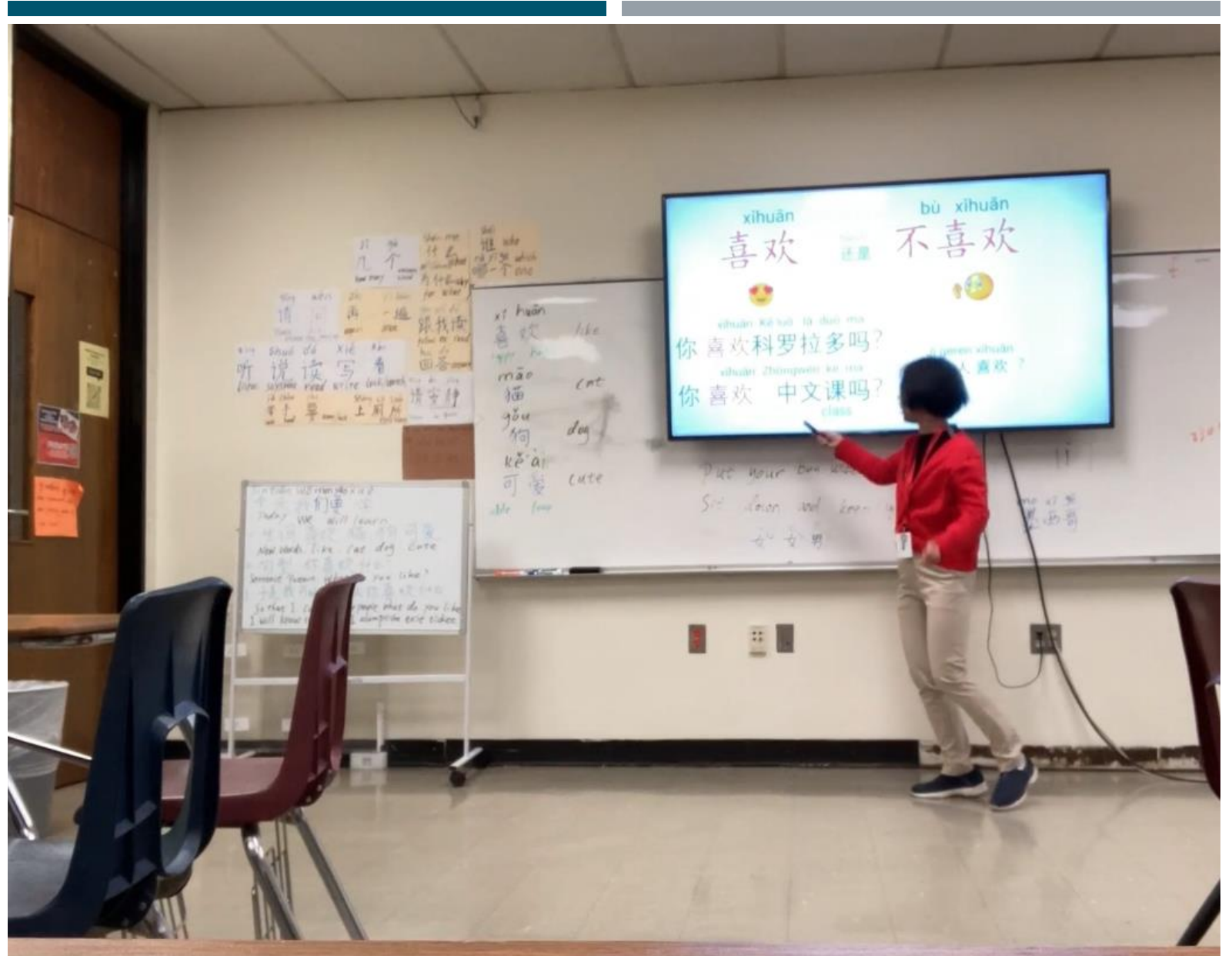
DEBRIEF TIME.

What did you notice?

What comments for growth do you have?

COMMENTS – EXCERPT 1

RJ
01:10
I like she is using the room and she walks closer to the student when they attempt to talk.
REPLY

RJ
01:21
Linghua's body language is very good!
REPLY

SZ张
01:43
cute PPT images! Many students has no experience of yuebing? Why they answered I don't know"
REPLY

RJ
00:27
I like that Linghua is using a white stick for showing on the white board / screen what she is talking about. I think that is very useful for the students.
REPLY

RJ
00:45
The emojis are also very useful visual aids.
REPLY

RJ
05:37
Linghua does not let the students "fall asleep", I find it wonderful that she is focusing on calling everyone, she is making them talk. Good job! She looks like an energetic teacher.
REPLY

RJ
03:18
I might not understand what she is saying but it feels for me that with her natural laugh and smile she can create a positive learning environment. I wish I could see the students' reactions and faces.
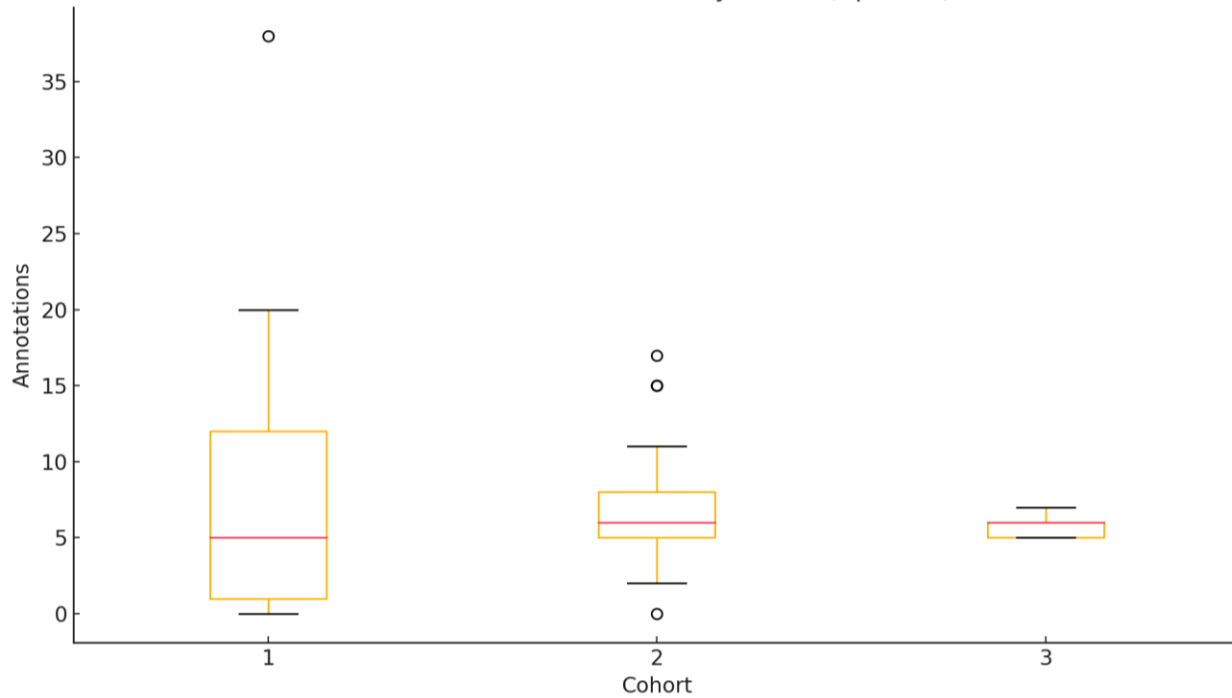REPLY

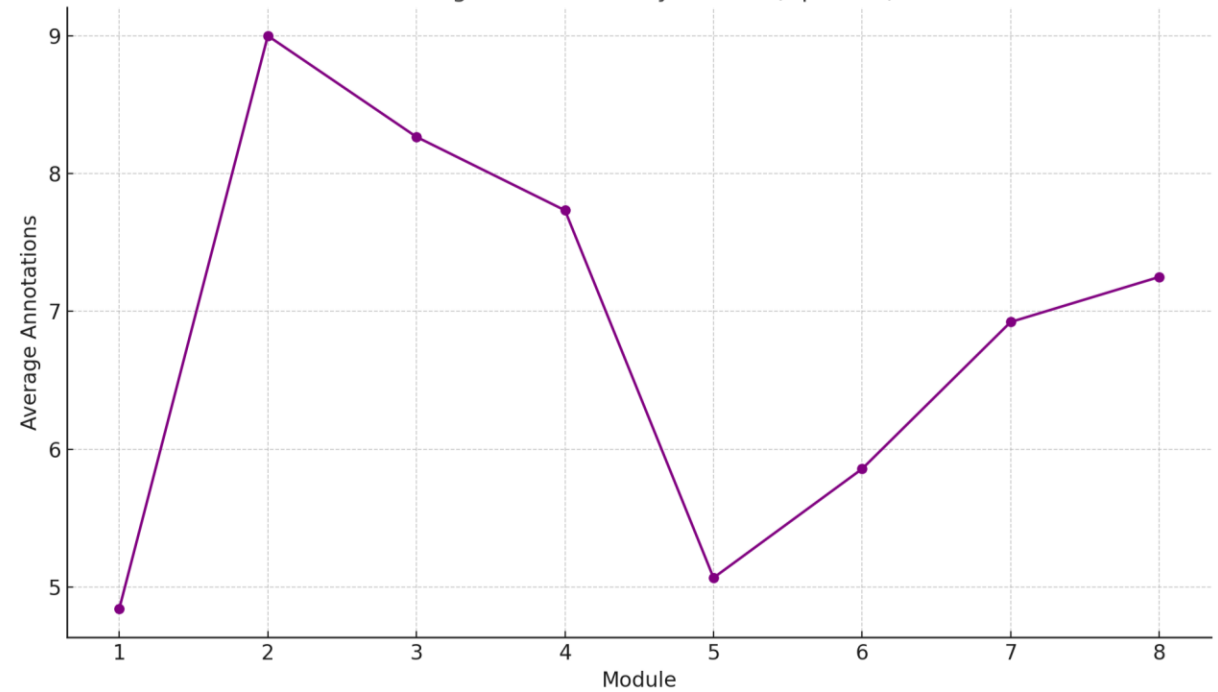# COMMENTS – EXCERPT 2

DEBRIEF

- What did you annotate in observation 1 versus observation 2?

- How did identifying a focus change your observation?

- What recommendations did you give to the teacher?

COMPARISON OF VIVID'S COMMENTS OVER TIME

COMPARISON OF COMMENT PATTERNS OVER TIME

Cohort 1

"brilliant use of visuals and realia"

"There was a group work which was helpful. I saw a picture used in the PPT."

"I noticed that the instructor uses the target language all the time, which offers a good model for the student. I also noticed that the materials she uses is authentic because it reflects real-world situation."

Cohort 2

"1. I like the guided questions at the beginning of the class when Mrs. Zhang had students share their Halloween activities. These guided questions can encourage students to maximize their language output in the target language. I would suggest that after going over these quided questions, Mrs. Zhang can have a couple of students used a sequenced of sentences to summarize what they did on Halloween. I would love to hear a extended paragraph rather than simple individual sentences or phrases to answer these guided questions.

2. The teacher used these strategies to create comprehensible language: a. The teacher slowed down the rate of speech when explaining the Ba structure; b.The teacher signaled new strctures with tone of voice; c. also the teacher uses connected discourse rather than presenting isolated words for drills and repetition. In the aspect of creating contexts for comprehension, the teacher usus visuals, gestures, concret objects to support students' comprehension. Also the teacher used the mysterious story to create a lesson relevant to students' lives. In terms of creating comprehensible interactions, I think the teacher can actually increase students' interaction by having students dubbing the video using the Ba structure. "

WHAT WE LEARNED SO FAR

- **What is possible when observing a class in a language you're not familiar with?**
  - Signpost key episodes with more context, specific questions, and potential translation
  - Meet fellows synchronously to complement asynchronous discussions

- **What are the parallels among languages and needs?**
  - Strategies to facilitate interaction and stay in the target language
  - Strategies to keep students interested and engaging fully to build proficiency
  - Strategies to use realia, images and songs to teach vocabulary
  - Awareness of amount of time spoken by teacher versus student
  - Types of activities and games applicable across languages

TO KNOW MORE
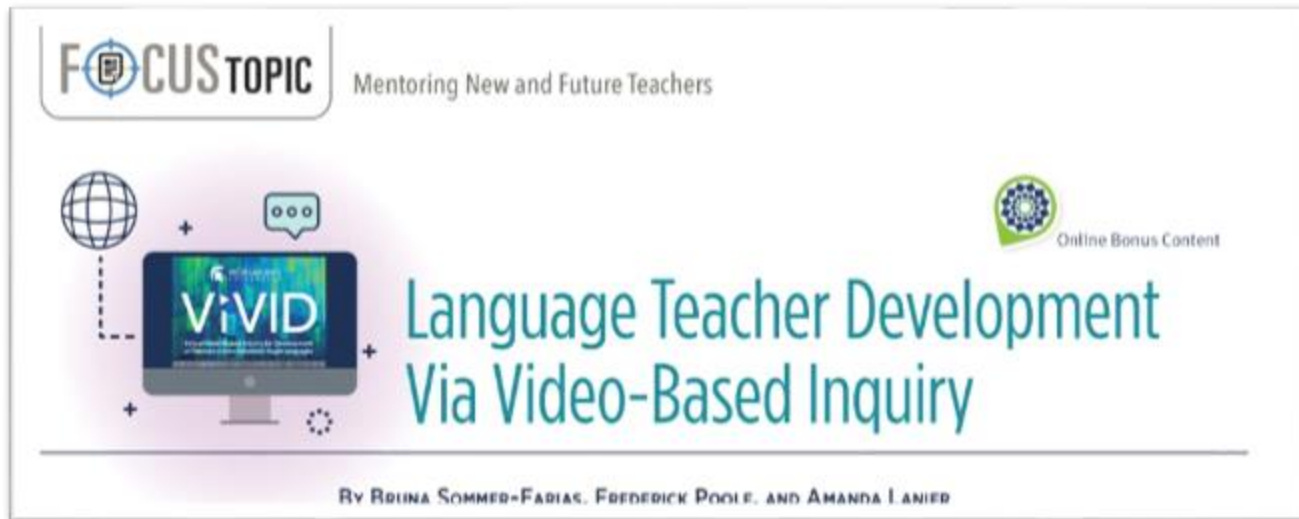
The Language Educator, Fall 2023

More about ViVID at:
https://maflt.cal.msu.edu/vivid

Thank You for Participating!

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PLANNING FOR YOUR OWN DEVELOPMENT

EPIC Growth Plan – TELL Project

1) Consider potential areas for growth based on the TELL criteria

2) Narrow to 3 criteria to make your personal growth plan

ENVISION PLAN IMPLEMENT COLLECT