ViVID

Virtual Video-Based Inquiry for Development of Teachers of Less-Commonly-Taught Languages

MICHIGAN STATE UNIVERSITY

Peer Mentoring through Video-Based Observations: Frameworks 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?

PRIORITIES FOR PEER OBSERVATION

Reflective Teaching Observation for growth, not evaluation

Near-Peer Mentoring Exchange feedback with fellow teachers, of any language, not just supervisors

Actionable Advice for More Effective Teaching Identify and explain specific, constructive steps for observee

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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:
- Messages that all students can learn a language.
- Display of and reference to information about performance and proficiency targets.
- Support of student use of the target language.
- Facilitation of student-to-student communication.
- Display of current samples of student work and accompanying rubrics.

Using comprehensible language
I will look for:
- Activities that allow students to interact with others and negotiate meaning for a real-world purpose.
- Activities that allow students to produce language within the range of the performance targets.
- Strategies that enable students to stay in the target language.
- Monitoring of teacher talk to maximize student opportunities to produce language.
- Communication strategies that allow students to maintain or extend a conversation.

Facilitating interpersonal communication
I will look for:
- Activities that allow students to interact with others and negotiate meaning for a real-world purpose.
- Activities that allow students to produce language within the range of the performance targets.
- Monitoring of teacher talk to maximize student opportunities to produce language.
- Strategies that enable them to stay in the target language.

Promoting literacy
I will look for:
- Activities that allow students to interpret, analyze, and interact with authentic materials.
- Use of a variety of strategies to frequently check that students understand the message of written and spoken text.
- Facilitation of activities that allow students to share a message with an audience.

Motivating and engaging language learners
I will look for:
- Positive relationships with students that support learning/ teacher collaborates with students to create expectations for safe environment.

Integrating culture into the course
I will look for:
- Activities that allow students to recognize and understand how their own culture affects their views of other cultures.
- Activities that allow students to recognize and understand the perspectives they and others have.
- Activities that allow students to interact with cultural products, practices, and perspectives to contextualize language tasks.
- Environment to support the unit's language and culture goals.

Learner identity and differentiation
I will look for:
- Positive relationships with students that support learning.
- Information about the language abilities and cultural experiences of students.
- Recognition and validation of students who meet or exceed behavior expectations.
- Plans for and takes appropriate actions when student behavior does not meet expectations.
- Collaboration with students to create expectations for a safe environment.
- Promotion of equity, diversity, and diversity of opinion to create a safe environment for all students.

Other: _____
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.