

WACTE Panel: Promising Field Placement Practices in times of COVID

Cyndi Caniglia, Ph. D
Jessica Thomas, BCBA

Whitworth University

Alternative Placements

Whitworth University Literacy
Center

SPS Day Camps (14 day camp
locations)

NCHS Virtual Tutoring Center

Alternative Tools:

Go React



Videoed Lesson 1

Attached Files: EX Video Student Reflection.pdf (96.339 KB)

1. **Please: View the following video to walk you through how to complete this assignment:**
<https://youtu.be/uPgUgdjVs0>
2. **Upload your lesson plan in Blackboard** prior to recording your lesson and mail me that you have posted it.
3. **Record yourself teaching one lesson** to the class or small group of students. Please record the lesson directly into Blackboard. Please refrain from recording onto a personal recording device if possible.
4. After you have recorded the lesson, **reflect** on the experience, watch the video, and add comments to the video. See the student example attached.

Please use the following questions to help you reflect as you watch your teaching video. You do not need to answer all of these questions, but do keep them in mind as you watch your video and reflect..

As you watch the lesson:

- In what ways were your methods, activities, and materials effective? How do you know?
- Did your lesson engage all students for the whole time? Why or why not?
- In response to academic and behavioral performance, were you using specific praise? General praise? How often?
- When students made academic or behavioral errors did you respond to them with corrective feedback? Did they have a chance to repeat the task or behavior and end performing accurately?
- To what extent did students learn what you intended? How do you know?

At the end of the lesson:

- If you were going to teach this lesson again to the same students, what would you keep the same? What would you do differently? Explain
- When reflecting on your student teaching experience, what is working well? Provide evidence or an example. (Consider lesson delivery, differentiation, resources, environment, behavior supports, assessment, etc.)
- When reflecting on your student teaching experience, what is an area of improvement? Provide evidence or

Alternative Tools: Go React



COMMENTS (48)

10 / 10

All Comments 48

Autoplay



03:09

his was the second time that student spoke without raising his hand. Since specified that I had the expectation for them to raise their hand to speak I should have held him to that and corrected it. Do you think it is important to correct those speaking out behaviors every time? Or maybe pick a few times so it doesn't become a huge disruptor to the lesson?



Good question...Yes, it is important that you address it every time so you can decrease the behavior right away. You did a nice job prompting him to raise his hand. I'll explain in the voice memo at 3:07 above....

03:24

here I corrected it but there wasn't a consequence. What would you have done here?



I address this in the voice memo above :) I hope. If not ask me another question :)

Jan 19, 2021 7:16 PM



04:30

Should have given more wait time, she had seen the other student writing all the previous answers and was doing that before answering the current question. She didn't actually need the prompt I gave.



Text



Video



Audio



Upload



YouTube



Library



End Note

Add a text comment...

Alternative Tools:

Observation Forms

Stages of Development:

P= Polished (performed as an experienced teacher)

E=Exceed Expectations (performed as a student teacher at the end of experience)

M=Meeting Expectations (performed as a student teacher in preparation)

D=Developing (showed awareness and beginning skills)

N= Not demonstrated in this lesson

| Observations | | P | E | M |
|--|---|-------------------------------|-------------------------------|-------------------------------|
| The candidate effectively engaged in active supervision: | | P <input type="checkbox"/> | E <input type="checkbox"/> | M <input type="checkbox"/> |
| Remote: Candidate effectively provides active supervision of the remote learning environment by: <ul style="list-style-type: none"> ▪ Moving between breakout rooms ▪ Brief individual student check ins –verbal or in chat (e.g., great to see you today, how are you doing?) ▪ Responding to questions or needs expressed in chat ▪ Respond to student facial or nonverbal cues (e.g., you seem confused by that statement can I | Hybrid: Candidate effectively provides active supervision of both learning conditions by: <ul style="list-style-type: none"> ▪ Visually scanning and interacting ▪ with students in both conditions ▪ Responding to student needs in both conditions | | | |

New Teaching Opportunities

PBIS

Planning for Student Engagement

UDL

Cognitive Load: Intentionality vs.
Teaching More