Using SeeMeTeach ® To Generate Responses For the National Board Certification of Teachers (NBCT) Submission

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[Note that questions posed below are from the **NBCT General Portfolio Instructions: Components 2, 3 & 4 - All certificate Areas -** © 2018 National Board for Professional Teaching Standards. Suggested evidence and indicators for responding to the posed questions originate from SeeMeTeach ® qualitative or quantitative data.

General Notes

NBCT instructions suggest that following the teaching session, candidates make a note of the following:

- the learning goals (lesson objectives) for the lesson
- a description of any instructional materials used in the lesson
- your opinion regarding the overall success of the lesson (i.e., how were the learning goals achieved?) and the evidence you have as the basis for your opinion
- any particular instructional challenges offered by the students

Video Analysis Questions

NBCT's video analysis and reflection core component state that video-recorded teaching sessions offer strong evidence of a teacher's knowledge and ability. Their questions focus attention on aspects of teaching described in the National Board Standards, and the candidate should use these questions to hone their skills as an observer and as an analyst of their teaching:

1. **What is the extent of student involvement (e.g., are most students participating or are the same few students doing all the talking?**

Tips for evidence or indicators to look for when writing your response after viewing the videotape of your teaching or for incorporating such into planning for the lesson used for the NBCT submission can come from:

Student Engagement Indicators

- Code Summary
    - S1 – S5 counts indicate how many times students contributed during the lesson, while S6 – S9 counts indicate how many times the whole group of students contributed to the lesson using dry erase response boards, digital devices, etc.
    - The overall S codes (time) duration percentage indicates how much time students were contributing to the lesson versus how much time the teacher is talking. A teacher to student duration time % of 80 – 20 is a very different looking lesson per student engagement than a 20 – 80 % ratio.
- Student Engagement and Heat map
    - If S1-S6 data were collected using student numbers, the heat map and color-coding show the level of student engagement. One can quickly see how many students were contributing and at what level. Also, when using student numbers, on the top left quadrant of the Student Engagement window on the bottom right corner of the SMT screen, there will be student numbers that the time noted as to when they contributed. All NC-0 times are due to S1-S5 codes without a specific student number connected. The top right quadrant shows the S6- S9 codes and the amount of time associated with the whole class responding in some manner. Below is data regarding Total Student Time for S1-S5, S6-S9, and Total Teacher Time, followed by a % of how much coded time was for S1-S9 versus all teacher-coded time. It is difficult for students to contribute and therefore accumulate student engagement indicators if much of the class time is used up by teacher talk. Below this is a horizontal timeline of the class, with the

various lesson segments color-coded and with vertical black bars showing all S1-S5 code times and vertical red bars showing all S6-S9 times. A glance shows the distribution of student engagement during the class period. During the lesson's various segments, one can easily see if a particular lesson segment generated more student engagement than another lesson segment type – a class discussion versus a review.

Allowing Think Time and Time for Students to Respond

- Wait-time
    - In short, more students respond if given more think-time (known as wait-time) following the teacher posing questions; therefore, a quick check of wait-time 1 and 2 can indicate how wait-time improvement might contribute to more student engagement.

My response to #1 is:

2. Are the students engaged in the lesson? How can you tell?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- Answered above. Note that it is challenging to suggest a student is engaged in the lesson without evidence, and just sitting at a desk is not evidence – many students are physically present but cognitively passive and not present, as evidenced by the most common response from students when teachers ask questions – students respond by saying "I don't know." And honestly, many don't know because until the teacher called on them, they were not engaged and paying attention and most likely did not hear the question.

My response to #2 is:

3. What do students' facial expressions and body language tell you about your teaching?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- The videotape showing body language, facial expressions, and their eyes can tell you something in terms of students who seem connected and interested in the lesson.

My response to #3 is:

4. What did you notice about students' opportunities to respond to you or other students?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- Again, using ample wait-time two will likely generate more student to student exchanges, and the S2, S4 codes represent student to student exchanges. Some of the S5's that follow S2 codes will be more student to student exchanges.
- When working with the whole group, do all or most learners have a chance to respond. For example, the S8 codes represent the think-pair-share strategy, which facilitates the student to student exchanges and gets all students engaged.
- How many questions were posed, and what type of question? Factual vs. a question that required speculation or explanation.
- For every question asked, how many students responded? Did you get one response and then move on to the next question? Or did you use something other than the typical and low student engagement pattern of the teacher asking a question, getting a student response, judges or clarifying the response, and then moving on to the next question?
- When did you see opportunities to follow up with a student's response by asking them to clarify (T11) or asking other students in the class to compare or contrast ideas (T12)?

My response to #4 is:

5. What kinds of questions do you ask? Can all your questions be answered with a single word?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- SMT provides a good summary of question types posed during a lesson. The breakdown of four question types, from yes/no, to short answer, to something requiring more thinking and explanation of student thinking, covers each type of question quantity and duration. The data can indicate whether the question asked was a question designed to initiate some thinking or a question intended to get students to clarify their response or get other students to react to a student's response.
- Look at T3a, T3b, T4a, and T4b for the types of questions posed.
- Look at T11 and T12 to dig deeper into student thinking and get responses from other students beyond the initial student response.

My response to #5 is:

6. How long do you wait for responses?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- Again, the wait-time data will provide an answer to this question. Note that average wait-times are calculated for each wait-time, but also provided are wait-times per T and S codes; one can determine if more wait-time is used for questions that typically require more wait-time or not.
- The length of WT1 and WT2 are directly dependent on teacher actions for how long the wait-time lasts.
- The length of WT3 and WT4 end with a student response, sometimes vocalized way to fast to give other students a chance to think, so it is up to the teacher to condition the students to take the think time desired before raising their hand, or offering a response.

My response to #6 is:

7. Do you ask students to explain and/or defend a particular answer or approach?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- Check the data for T11 codes (asking the student to clarify or explain their answer) that follow some of the S codes, particularly S5, or that follow student responses from S6-S8. The Interaction Patterns analysis will show how prevalent it is for the teacher to follow student responses with a T11.
- Code Summary data will show how many T11's were noted in the lesson.

My response to #7 is:

8. Do you ask students to compare or evaluate alternative interpretations or strategies?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- T12 codes represent when the teacher asks another student or the class to react to some student's idea or suggestion – this is evidence of promoting comparison or evaluation of ideas that might be similar to or different than their idea. There are also particular lesson strategies such as *Cooperative Conflict* or *Issues Analysis* specifically designed to have students compare ideas or positions and debate or evaluate the merits of different ideas or solutions.

My response to #8 is:

9. Are there any opportunities for students to ask questions?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- The Code Summary will show S1 (the student asks the teacher a question) and S2 (student asks the student a question) counts for each.
- Does the teacher ask, "What questions might you have about …?" instead of asking, "Do you have any questions?" which we know most often results in zero questions?

My response to #9 is:

10. How would you characterize students' questions (e.g., do they indicate confusion and a need for clarification or understanding and extension)?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- This is something an observer would pick up by watching the lesson and might be noted while using the qualitative mode of SMT or pointed out in the quantitative mode's *Summative Comments* section.

My response to #10 is:

11. What roles (e.g., expert, facilitator, co-learner) do you play in the lesson on the video recording? How is each role appropriate for the situation or the goals of the lesson?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- The role of the teacher might change depending on the lesson type exhibited or utilized by the teacher. An interactive lecture with the goals of getting students engaged might be similar or different from an inquiry science activity. But the teacher's role should be purposefully congruent with the goals of the lesson versus weaken the intended nature of the lesson. For example, a teacher who is very directive of student exploration during an inquiry lab, and asks mostly yes/no questions, has a manner of teacher-student interaction that probably weakens the goal of inquiry. An interaction pattern that shows the teacher judging student responses weakens the intent of finding out what students know and think and are learning from the activity.

My response to #11 is:

12. What kinds of tasks do you ask students to do?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching, or for incorporating into planning for the lesson used for the NBCT submission come from:

- The *Lesson Summary* provides a breakdown by lesson type and how much time was used for each lesson type.
- So codes for S6-S9 provides some indicators as to how the whole group of students is involved in the lesson using digital devices, choral responses, think-pair-share, or dry erase boards.

My response to #12 is:

13. How do you capitalize on their previous knowledge and experiences?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- How does the teacher explore the student's thinking and existing ideas about the topic before, during, and after the lesson? Once again, a close look at how the teacher asks questions, uses wait-time, and how the teacher responds to a student's answer provides a profile of teacher-student interaction that indicates how successful they will be digging into and uncovering student ideas.

My response to #13 is:

14. What instructional opportunities do you take advantage of and why? What instructional opportunities do you not take advantage of and why?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- This might be interpreted as does the teacher follow up with student thinking and dig deeper into student ideas, or stick to a very narrow thread of instruction?

My response to #14 is:

15. What evidence do you see of the students taking intellectual risks? How does the climate of the instructional setting provide a safe environment for getting something wrong?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- Teachers create a safer, less risky learning environment when using non-judgmental responses and getting students to clarify their answers; indicators talked about above but as a reminder are found within the pattern sequences under Interaction Patterns.

My response to #15 is:

16. What evidence is there that students talk to each other as well as to you?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- S2 and S4 codes indicate students are talking to each other and seeing T12's indicate that the teacher is attempting to get students to respond to students. Also, under *Interaction Patterns*, there is data for how many times T-T, T-S-T, and S-S codes were in sequence. If T codes mostly followed S codes, and the S-S count is low or zero, then there are few indicators of students talking to each other.

My response to #16 is:

17. How do you encourage students to take risks, to speculate, and/or to offer conjectures about possible approaches, strategies, and interpretations?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- First, the question type posed can be purposefully framed to suggest speculation is appropriate and desired. For example, starting a question in this manner "What might be some ways … "or "If you had to make a guess … "immediately cue the student that speculation is ok, versus asking "What is the answer to …" or "Tell me what is going to happen ...". So the Code Summary should indicate question types of 3C and 4 if you want students to engage in higher-level thinking. Following a student's response the teacher should attempt to acknowledge (T6) without judging (T5 or T7) because judging an answer tends to shut down that student's thinking and the thinking of other students. Instead, more student responses might be followed by T11 and T12 – data found within the Interaction Patterns analysis section.

My response to #17 is:

18. How were the learning goals for the lesson achieved? How do you adjust the lesson so that your goals could be achieved by every student? What is the evidence for your answers, both in the video recording and from other sources?

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- The response to this is more of qualitative analysis and reaction after watching the video. But once again, how teachers interact with students during the lesson can indicate how well the instruction matched the intended learning goals.

My response to #19 is:

19. Explain how your design and execution of this lesson affect the achievement of your instructional goals. (Your response might include—but is not limited to—such things as anticipation and handling of student misconceptions, unexpected questions from students, unanticipated opportunities for learning that you captured, or your planned strategy and its outcomes in the lesson.

Tips for evidence or indicators to look for writing your response after viewing the videotape of your teaching or for incorporating into planning for the lesson used for the NBCT submission come from:

- The response to this is more of qualitative analysis and reaction after watching the video. Again, during the lesson's execution, the nature of the student activity, their interaction with each other, and the teacher-student interactions are very powerful indicators of performance.

My response to #19 is: