

## **Brevard Public Schools**

### **Video Instructional Performance Project**

#### ***Teacher Evaluation Administrative Monitoring System***

The Video Instructional Performances project (VIPs) addresses the district priority of increasing clarity and inter-rater reliability of specific Elements of the teacher evaluation rubric. The program provides the development of small Learning Communities to create, video-tape, and analyze lessons with high effect size teaching strategies for those Elements. The VIPs collection of videos includes lessons linked to the evaluation system rubric demonstrating research-based effective instructional strategies, chosen by the district based on teacher and principal data from the previous year's evaluations. VIPs participants were selected using a cross-representation by grade level, socio-economic status, state-adopted content area, and principal recommendation. A budget was created to provide honorariums for the 36 teachers along with substitute reimbursement for job-embedded staff development (four days) for all participants.

Participants attended a total of 26 hours (minimum) of training and feedback sessions. Learning Community meetings on days 2-4 were dedicated to viewing teacher videos and giving both verbal and written feedback using the Group Reflection and Feedback Forms. Participants discussed teacher instructional delivery and student response results and revised teaching strategies based on peer and expert review/feedback. Using specific feedback from peers, participants developed new lessons for the next video. Groups were facilitated by a professional development staff member and one curriculum expert to ensure key elements from the rubric and standards were addressed in each video.

Participants applied the skills and knowledge gained during the VIPs project to develop engaging lessons through three 15-minute videos, upload documentation to Google Docs, and post their completed videos in the district's online video repository. Sharing of 'lessons learned' during the post narrative provided valuable reflective feedback for viewers. In addition, the Google Docs site provided all members the ability to track their team's progress in real time and for continued follow-up after the project was completed.

VIP team members identified a learning goal for students based on their selected strategy and monitored progress throughout the project. Evidence of increased student learning included: student engagement, student comfort level with the new learning, and student demonstration of mastery. Viewing videos during the three Learning Community days, sharing and receiving constructive feedback on lesson delivery and content, provided participants the necessary support to reflect on teacher behaviors and to make appropriate changes in classroom practices. Each video showed growth over time and aligned with specific student growth targets outlined in the Student Progress Form. The district will utilize this collection of approximately 100 videos to build capacity at the school level and enhance inter-rater reliability.

By focusing on the areas of the teacher appraisal system that, according to data collected throughout the 2012-13 school year, were confusing to teachers and administrators alike, the VIPs project permitted members to increase their professional learning in a high effect size strategy and

monitor results in student achievement. In addition, the development of the district video repository allows all Brevard instructional personnel to gain a consistent, clear definition and modeling of critical instructional strategies as identified in the teacher evaluation rubric. All VIPs members scored 'Distinguished/Highly Effective' on the Summative Part 1 (Professional Practices) of the Instructional Performance Appraisal System for the 2013-2014 school year.