

LIGHTS, CAMERA, ACTION!:

**Creating Video Case Studies for Pre-service
and Novice Teachers in Rural Areas**

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Fairmont State Undergraduate Program

- Traditional face-to-face
Predominately First Generation College Students
- 20 certification options
 - Special Education option for Elementary majors
- Relevant Courses and Clinical Experiences
 - Instructional Design I (30 hour clinical)
 - Required pre/co req. **Introduction to Special Education** for all general educators
 - Instructional Design 2 (75 hour clinical)
 - Co-Requisite – **Inclusive Practices** for all general educators



Fairmont State Graduate Special Education Program

- M.Ed. Multi-Categorical Special Education with Autism
- Fully online
- Most hired on permit or as substitutes; undergraduate degree in other fields
- Most students work, or plan to work in West Virginia; don't always connect to professional videos from other regions or urban areas
- Approximately 80 students in SPED program
- Strong Advisory Board



A JOURNEY BEGINS....

TED Conference and ACRES Conference

- Attended presentation on developing cases of students with disabilities for Intro to Special Education
- Cases - birth to adult
- Students were in groups and shared information on their “children” as they went through developmental milestones and encountered challenges through school

- In the meantime at FSU... Focus on video analysis of instruction and development of communities of practice using videos of instruction.

- **Question: How do we effectively connect content to practice when students are not engaged in clinical experiences or need rich, meaningful application to understand content?**



PROGRAM CHALLENGES

- **“Reality Shock”** - View of teaching conflicts with real world (Tuluca, 2016)
- **Criticism of IHEs** – Do not help students effectively connect theoretical and foundational knowledge to essential practical skills (Darling-Hammond, 2006)
- **Effective programs** - Help students learn to adapt to a variety of classroom situations and individual needs through experiences that promote a rich understanding of classroom practice (Darling-Hammond, 2006)
- Candidate **sense of community** in online environment





VIDEO CASE STUDIES - PURPOSE

Connect with Special Education Program Advisory Board to create rich, authentic case studies (Board Experts)

- Challenging situations for pre-service and novice teachers identified through conversations with Board members and CAEP data:
 - Understanding the pre-referral and IEP process
 - Collaboration between teachers; collaboration between teachers and parents
 - Dealing with challenging behaviors
 - Determining appropriate instructional strategies based on analysis of data
 - Understanding the roles of the teacher and the instructional aide in the classroom

- Review cases that are created and provide feedback and recommendations

CREATION OF VIDEO CASE STUDIES

Sample scenarios – *Case Studies for Inclusive Schools*

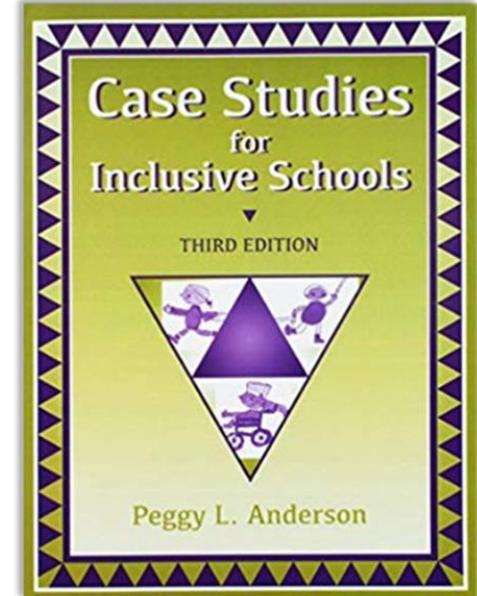
Created videos and supporting documentation

- Greg – Consultation
- Juan - Collaboration
- Melissa – Parent/Teacher Meeting
- Disruptive Behavior – Classroom Scenario

Documentaries

Videos already created; developed supporting materials

- Misunderstood Minds
- I Can't Do This But I Can Do That: A Film for Families about Learning Differences



CONSULTATION - GREG

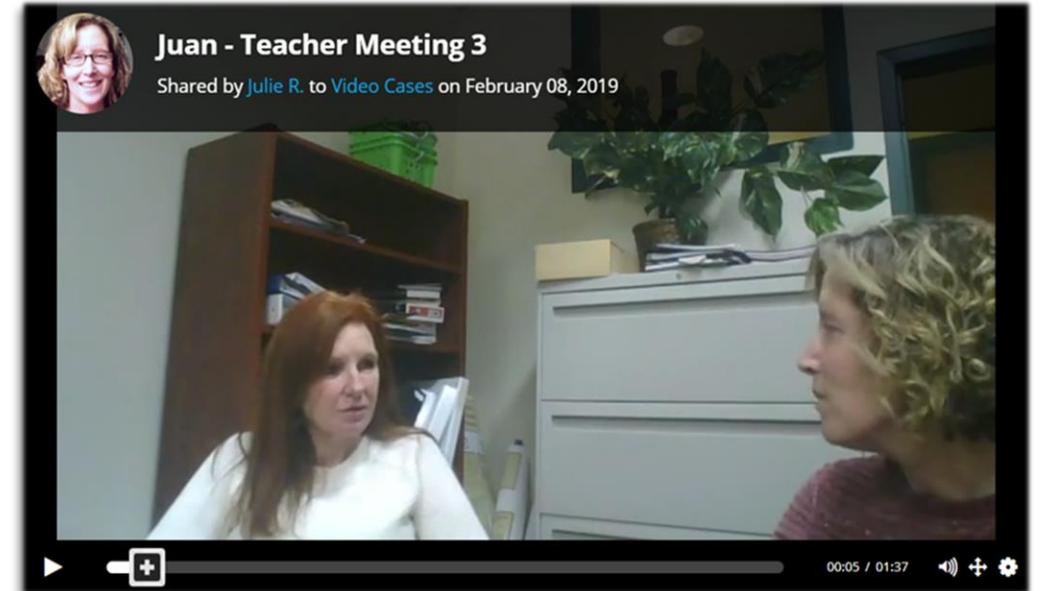
- Asperger's syndrome
- Anxious when working in groups
- Poor social skills; does not exhibit good manners
- Failing social studies, English, and Spanish
- Teachers unwilling to follow psychiatrist's recommendations to provide support for group projects
- Has not been identified for special education
- Teachers believe Greg is lazy and that there is no such thing as Asperger's
- Can memorize commuter train stops, read single words, perform single math computations, and spell



COLLABORATIVE PLANNING - JUAN

- Ten years old, third grade
- Began kindergarten a year late and was retained in second grade
- Recently eligible for special education services
- Reading disability, first grade level
- Auditory processing disorders; difficult sounding out three letter words, confuses sounds of letters

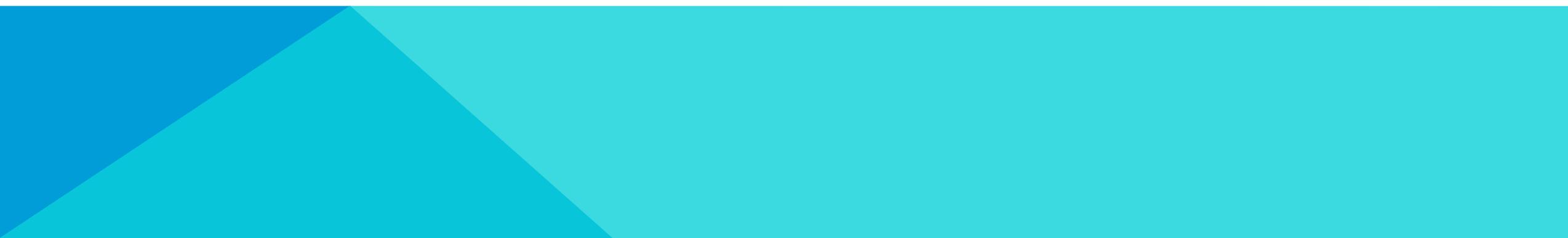
- Spanish dominant for receptive language; English dominant for expressive language
- Difficulty with socialization
- Dad died in car wreck; Mom has severe depression



QUESTIONS ON COLLABORATION/CONSULTATION MEETINGS

ELEMENTARY – JUAN

SECONDARY - GREG

- How did the teachers in the video communicate/collaborate to support the students?
 - Were there ways that the communication/collaboration could be improved?
 - How would you respond to a teacher who was not open to collaboration or who believes that the students are the "problem"?
- 

GROUP INSTRUCTIONS

Review your case (Greg or Juan)

Analyze data noting strengths and weaknesses

Think about and determine evidence-based practices to support your student in the general education classroom to promote an inclusive environment

- 2-3 Academic
- 1 Behavior

Add these interventions to the appropriate planning form 504/IEP

Intervention Log
page ___ of ___

Group Name/Intervention: _____

Name of Student: Greg Wlaciński Birthdate: _____ Meeting Date: 1-14

Most baseline data sources/scores: (attach reports): IRT, IMT (informal reading & math inventories)

Focused Learning or Behavior Concern: Social skills - interacting in groups, reading comprehension, math problem solving

Level of Support: Tier 2 Tier 3

Goal Statement/Target Progress Monitoring Score(s): (see back)
 Given peer tutoring, Greg will interact appropriately in groups.
 Given instruction on the GIST Strategy, Greg will summarize grade level text ^(80% accuracy)

| | | |
|-----------------------------|--------------------------------------|-----------------------------------|
| Initiation Date: <u>2-1</u> | # sessions/week: <u>5</u> | Evaluation procedures: |
| | Length of session: <u>30</u> minutes | Frequency of progress monitoring: |

| Intervention procedures/strategies: | Intervention session dates: | Interventionist: | Evaluation procedures/results/ anecdotal notes (attach reports): |
|-------------------------------------|---|------------------|--|
| Peer tutoring & social support | Fall semester - 4 days per week 10-19, 10-21 | Fleming | Observation notes |
| GIST Strategy (summarizing) | 10-27-11-6 | Fleming | Weekly comprehension facts written quizzes, soc. st. & science |
| CUBE Strategy (problem solving) | " " | Fleming | Math word problem quiz every 2 weeks |

SAMPLE ASSESSMENTS

Informal Reading Assessment

Level: Six

- of the Union
 - but slavery was not allowed.
 - Abraham Lincoln had achieved his goal.
- 47 Ideas
Number of ideas recalled 18
Other ideas recalled, including inferences:

Questions for "Abraham Lincoln"

1. What was Abraham Lincoln's main goal?
 Implicit: to end slavery in the United States
R - end slavery
2. Name one thing that Abraham Lincoln saw in the slave markets of New Orleans.
Explicit: blacks chained together; blacks treated like animals; blacks being sold; children being separated from parents; or children being sold to strangers

3. How did the sights of the slave market influence Abraham Lincoln's later life?
Implicit: he was against slavery and fought to end it; or it made him sick and he wanted to stop it
R - I don't know

5. What did the southern states threaten to do if Abraham Lincoln was elected president?
Explicit: leave the Union ✓
6. Why did the southern states oppose Abraham Lincoln as president?
Implicit: he was against slavery and he would fight to end it in their states 1/2
7. How did Abraham Lincoln's prediction, "A house divided against itself cannot stand," come true?
Implicit: the war between the states broke out
R. How can a house be split?
8. What did the Emancipation Proclamation do?
Explicit: it ended slavery

| |
|--|
| Without Look-Backs |
| Number Correct Explicit: <u>4</u> |
| Number Correct Implicit: <u>1/2</u> |
| Total: <u>4.5</u> |
| <input type="checkbox"/> Independent: 8 correct |
| <input type="checkbox"/> Instructional: 6-7 correct |
| <input checked="" type="checkbox"/> Frustration: 0-5 correct |

Phonological Awareness Screener

Marion County Quick Phonological Awareness Screener

Student: _____ Grade: _____ Date: _____
Indicate a correct response with a checkmark and an incorrect response with an X.

| | | | |
|--|-------------------------------------|--|-------------------------------------|
| 1. Rhyme Recognition: "Tell me if these words rhyme: <i>can-man</i> ", "Tell me if these words rhyme <i>to-up</i> ." Now tell me if these words rhyme: | | 2. Rhyming Production "I am going to say two words that rhyme. <i>Coat</i> rhymes with <i>boat</i> . Tell me a word that rhymes with <i>pat</i> (nonsense words are ok). "Now tell me a word that rhymes with..." | |
| 1. fat - sat | <input checked="" type="checkbox"/> | 1. toe | <input checked="" type="checkbox"/> |
| 2. cake - shake | <input checked="" type="checkbox"/> | 2. bake | <input checked="" type="checkbox"/> |
| 3. fin - map | <input checked="" type="checkbox"/> | 3. more | <input checked="" type="checkbox"/> |
| 4. look - book | <input checked="" type="checkbox"/> | 4. top | <input checked="" type="checkbox"/> |
| 5. play - stop | <input checked="" type="checkbox"/> | 5. star | <input checked="" type="checkbox"/> |
| Score <u>4</u> / 5 | | Score <u>4</u> / 5 | |

| | | | |
|---|-------------------------------------|--|-------------------------------------|
| 3. Word Awareness: "Listen to each sentence. (Provide blocks and move them as you say each word for "I like puppies"). Say to the student, "Now you try" and say the sentence again. "Now you use the blocks and show me how many words are in..." | | 4. Syllable Awareness "Clap with me to count how many parts or syllables you hear in the word <i>sailboat</i> (2). Now, clap the syllables in <i>computer</i> . How many? (3) "Now, listen to each word and you try it by yourself." | |
| He is nice. | <input checked="" type="checkbox"/> | rainbow (2) | <input checked="" type="checkbox"/> |
| Sit down. | <input checked="" type="checkbox"/> | fish (1) | <input checked="" type="checkbox"/> |
| Please wash your hands. | <input checked="" type="checkbox"/> | sunflower (3) | <input checked="" type="checkbox"/> |
| Five boys and girls are reading books. | <input checked="" type="checkbox"/> | caterpillar (4) | <input checked="" type="checkbox"/> |
| Apples are good for you. | <input checked="" type="checkbox"/> | walking (2) | <input checked="" type="checkbox"/> |
| Score <u>5</u> / 5 | | Score <u>4</u> / 5 | |

| | | | |
|---|-------------------------------------|--|-------------------------------------|
| 5. Initial Sound Identification "Tell me the first (or beginning) sound you hear in <i>"soup"</i> . /sss/ is the beginning sound (If student answers with the letter name, then ask them to tell the letter sound). Tell me the first sound in..." | | 6. Final Sound Identification "Tell me the last (or ending) sound you hear in <i>"soup"</i> . /p/ is the last sound (If student answers with the letter name, then ask them to tell the letter sound). Tell me the last sound in..." | |
| pin (p) | <input checked="" type="checkbox"/> | some (m) | <input checked="" type="checkbox"/> |
| tank (t) | <input checked="" type="checkbox"/> | tug (g) | <input checked="" type="checkbox"/> |
| wipe (w) | <input checked="" type="checkbox"/> | laugh (f) | <input checked="" type="checkbox"/> |
| apple (a) | <input checked="" type="checkbox"/> | lip (p) | <input checked="" type="checkbox"/> |
| kindergarten (k) | <input checked="" type="checkbox"/> | make (k) | <input checked="" type="checkbox"/> |
| Score <u>4</u> / 5 | | Score <u>4</u> / 5 | |

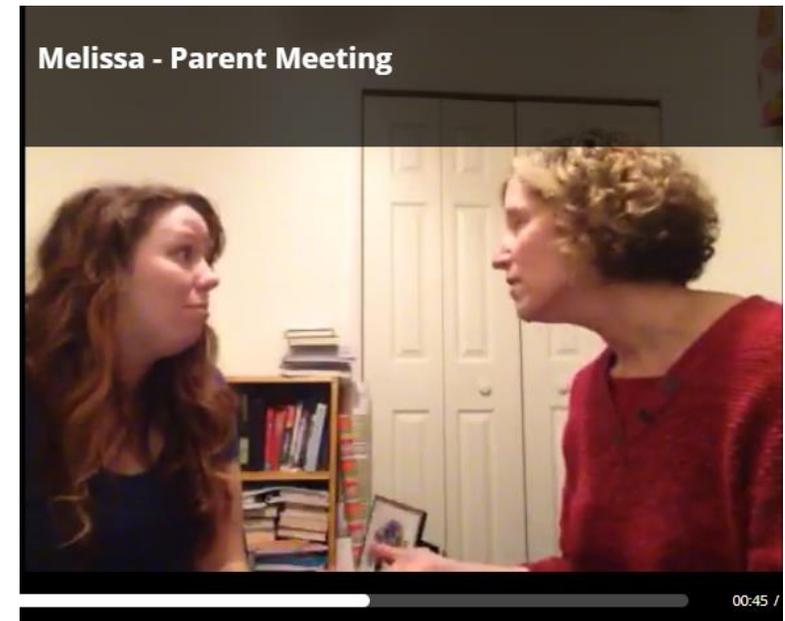
Social Skills Rating Scale

Grog

| | | | |
|---|---|---|---|
| Grades 6-8 | Enter the date for each social skill at the appropriate level: 1 Observed rarely 2 Observed sometimes 3 Mastered * Leave blank if not observed at this time | | |
| <i>Compared to typical peers at the same grade/age, the student with a hearing loss should or needs to:</i> | 1 | 2 | 3 |
| SELF-ESTEEM/SELF-IDENTITY | | | |
| Identifies personal strengths, weaknesses, interests and values. | <input checked="" type="checkbox"/> | | |
| Identifies his/her own values as they relate to community, school, family and personal beliefs. | <input checked="" type="checkbox"/> | | |
| Maintains interests and values within student's peer group despite peer influence. | <input checked="" type="checkbox"/> | | |
| Identifies with feelings of trust of oneself and others. | <input checked="" type="checkbox"/> | | |
| Willing to try new things or take risks. | <input checked="" type="checkbox"/> | | |
| Demonstrates pride and confidence in their skills and accomplishments. | <input checked="" type="checkbox"/> | | |
| Identifies self as deaf/hard-of-hearing | | | |
| Understands that they could be role models for younger deaf/hard-of-hearing students. | <input checked="" type="checkbox"/> | | |
| Utilizes strategies to cope with loneliness and isolation associated with hearing loss. | <input checked="" type="checkbox"/> | | |
| Identifies possible reasons for emotions/feelings. | <input checked="" type="checkbox"/> | | |
| Makes choices and accepts the consequences of his/her behavior. | <input checked="" type="checkbox"/> | | |
| FRIENDSHIP | | | |
| Identifies how their hearing loss may impact friendships | | | |
| Differentiates various levels of friendships (acquaintances, close friends.) | <input checked="" type="checkbox"/> | | |
| Identifies characteristics of a friend (trusting, honest, respectful.) | <input checked="" type="checkbox"/> | | |
| Identifies appropriate and inappropriate questions when developing friendships. | <input checked="" type="checkbox"/> | | |
| Lists appropriate ways to communicate with friends (e-mail, note, and phone/TTY.) | <input checked="" type="checkbox"/> | | |
| Respects others' opinions and points of view even if different from their own. | <input checked="" type="checkbox"/> | | |

PARENT MEETING - MELISSA

- 13 years old, in the eighth grade, attractive, and popular
 - Bike accident last summer led to closed head injury and tonic-clonic seizures
 - Parents want school to provide accommodations and peers to prevent falls during seizure
 - Principal disagrees; suggests that Melissa wear a helmet
 - Mom became enraged at the thought of Melissa having to wear a helmet to school
-
- Parents suggested that the teachers reduce visual stimulation by closing blinds and not wearing plaids
 - Since accident, Melissa has gained 30 pounds and is no longer able to dance and cheer
 - Subject to depression



PRACTICE WITH IDENTIFICATION OF ANTECEDENTS, BEHAVIORS, AND CONSEQUENCES

[Click to view the ABC analysis form in a new window \(PDF\)](#)
[Click to download the ABC analysis form \(DOC\)](#)



00:01

Ms. Rollison: All right, everybody, before you start working on your science projects, tell me a little about what you've discovered in

[View Transcript](#) | [View Transcript with Images](#)
[Click here to see a completed ABC form on Joseph's behavior](#)

Behavior- Annoying
Uploaded 8 hours ago
Total conversations: 1



Behavior - Disruptive
Uploaded 8 hours ago
Total conversations: 1



DEVELOPING CASE STUDIES FROM OTHER VIDEO SOURCES

Misunderstood Minds

WISC- IV Results

Student Nathan

Verbal Comprehension= 132 (Superior)
Perceptual Reasoning= 105 (Average)
Working Memory = 110 (High Average)
Processing Speed = 92 (Low Average)
Full Scale IQ = 114 (High Average)

Verbal Comprehension Subtest

Scaled Score

Similarities
Vocabulary
Information
Verbal Comprehension Mean = 16.00

15
17
16

Perceptual Reasoning Subtest

Scaled Score

Block Design
Matrix Reasoning
Visual Puzzles
Perceptual Reasoning Mean= 11.00

11
13
9

Working Memory Subtest

Scaled Score

Digit Span
Arithmetic
Working Memory Mean = 11.50

13
10

Processing Speed Subtest

Scaled Score

Symbol Search
Coding
Processing Speed Mean= 8.00

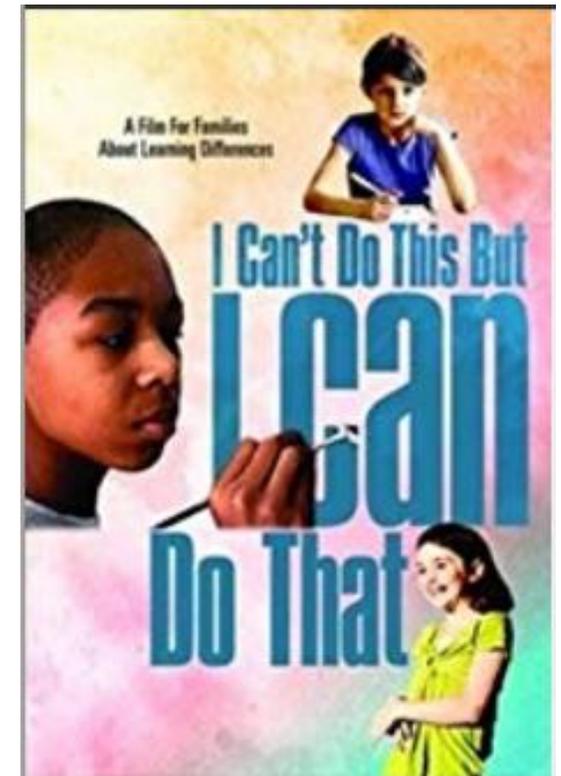
8
8

Stories from the Documentary:



Nathan V. Lauren Sarah Lee Adam

I Can't Do This But I Can Do That



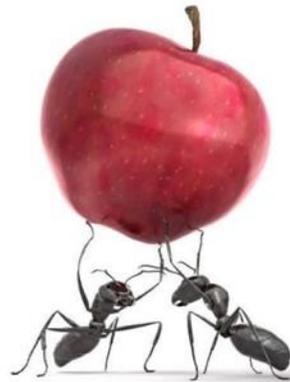
Sherin: Establishing Trust

- Allowing their teaching to be recorded “can be scary and risky” for many educators, so establishing trust is essential for success.
- Tips for video-based professional learning to be successful:
 - Create a safe environment.
 - Set a purpose for viewing.
 - Use video to interpret, not judge.
- **Video cases** begin conversations about teaching and learning in a safe, non-threatening environment.



Communities of Practice

“Groups of people who **share a concern or passion** for something they do and **learn how to do it better** as they interact regularly” (Wenger-Trayner, 2015).



Communities of Practice: a strategy for more effective collaboration

Importance of Appropriate Video Tool to Implement Plan

Our Quest for the Perfect Video Tool

- Identified concerns with supervision and **instruction**
- **Started with CDs and Flip Cameras**



- Changed to submission through the Video Analysis Tool (Evirx), but students had great difficulty **uploading videos; cost issue**
- Moved to **YouTube**. Some students still had **difficulty uploading and sharing videos; privacy** concerns
- Maintaining access to videos for NCATE/CAEP accreditation



The Right Tool to Meet our Needs



Edthena's philosophy is to help teachers become more **reflective practitioners**. The features and support are user friendly so the focus can be on instruction and student learning.

Nuts and Bolts of Using Edthena

GETTING STARTED TIPS

Click the plus sign to leave comments.

ADD A COMMENT NEXT

00:00 / 11:06

Comments 1 Questions Suggestions 0 Strengths 1 Notes 1



Strategy Lesson 1

Shared by Samantha B. to EDUC 3351 S18 on April 25, 2018



07:29 / 19:45

Comments

1

Questions

8

Suggestions

9

Strengths

10

Notes

07:27



Samantha B.

Uploader

Note

Passive redirect, rather than just telling the student that they are off task and need to be on task I acknowledge what was distracting the student a reverted their attention back to the task at hand. Not sure about whether this is a good thing to use or not. - 10 months ago

Reply

SIMPLE RESPONSE AND DIALOGUE

ADDING USERS AND CREATING GROUPS

ADMIN TOOLS MEMBERS    COACHES    ADMINS  

Coaches are able to see all videos shared to the group.

Admins are able to see videos and invite or remove members.

Pending users who have not confirmed invitations are in gray.

Members (8) ▾

| | | | |
|--|--|---|--|
|  Elana B. |  Gwen J. Admin |  James B. |  Julie R. Admin |
|  Karl W. |  Savanna S. |  Sheena H. |  Stephanie H. |
|  Crystal S. Coach |  3 Pending Email Invitations | | |

NEXT STEPS

- Work with our Special Education Advisory Board to create scenarios for IEP meetings
- Connect with campus videographer for more professional videos
- Collaborate with Theater Department for actors and actresses
- Add case studies to online graduate program for assignments and discussions



QUESTIONS



For additional information please contact Julie Reneau or Catherine Price at:

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