

## Template to Guide VAT Activity

### *Distance Supervision: Focus on Student Engagement in Mathematics*

1. Examine the provided observation protocol: Student Engagement, from the *Mathematics Classroom Observation Protocol for Practices* (<http://jgleason.people.ua.edu/mcop2.html>). Teacher and supervisor read through the criteria for each level of the ratings and watch a sample video of another teacher to try looking for evidence of this practice.
2. After the supervisor and the teacher have discussed these criteria, ideally looking at some footage of another teacher to look for evidence as a practice observation, the teacher plans, teaches, and video captures a lesson with the intention of showing student engagement as described in the observation protocol.
3. The teacher and the supervisor watch the full-length lesson and take notes with timestamps of any episodes in which they saw evidence of student engagement in exploration, investigation, or problem-solving. After collecting this evidence, they each decide on a score (0–3) from the MCOP2.
4. The teacher and supervisor set up a time to video conference and share their evidence. The teacher goes first, and the supervisor adds in and helps ask clarifying questions. They do not share their ratings until after they have discussed the evidence. They then share their ratings and discuss whether either would change it based on their conversation and each other's evidence.
5. Reflect on this video analysis task. What do you think you learned or reinforced about evaluation and calibration from participating in it?



Available for download at <http://resources.corwin.com/VideoinTeacherLearning>