Question 3.6.2: How is VGR used by student teachers/internship and how does it compare to live observations?

Video Grand Rounds (VGR) originated in the Elementary Education program in the early experience course. In efforts to provide interns with a standard review of newly introduced edTPA related concepts, elementary faculty began developing VGR experiences in the areas of Academic Language and Differentiation. Questions related to academic language and differentiation were added to the VGR Early Experience observation protocol. Videos illustrating effective teaching practices in academic language and differentiation were selected. The VGR assignments were required multiple semesters in the internship seminar. Interns participated in debriefing sessions with the seminar instructor after viewing the videos and completing observation protocols. This occurred early in the semester prior to completing the edTPA. As interns conducted live observations at the end of their internship, seminar instructors required interns to complete a VGR observation protocol form. For interns that were assigned TQP instructional coaches, observations occurred in a tradition grand rounds approach. The instructional coaches scheduled observation windows with several clinical teachers and escorted the interns through the rounds of observations. The instructional coaches then debriefed with the interns after utilizing the questions on the observation protocol. Interns who did not have the instructional coaches, completed the observation and accompanying observation protocol independently without debriefing. See Senior II VGR PowerPoint and Senior II Observation Protocol artifacts below.

Artifacts

- 362_Senior II Observation protocol
- 362_Senior II Video Grand Rounds