Using Video for Professional Learning: Research-Based Strategies

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3:00 pm ET/12:00 pm PT
Introductions

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Speakers

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Agenda

During this webinar Miriam Sherin will discuss the research findings on the use of video for professional learning and share specific strategies that have been proven to make significant, lasting improvements in teacher practice. Jamie Lomax will share how her district has put these practices into action to provide equitable instruction for all students.
Discover

- Specific uses for different categories of video
- How to create a culture that is open to, and motivated by, the use of video
- Strategies to use before, during and after viewing video
- How to use video aligned to a rubric for improving teacher effectiveness
- How video is being used to extend the value of in-person PD and collaboration amongst educators
Miriam Gamoran Sherin

Professor of Learning Sciences
School of Education and Social Policy
Northwestern University
Exploring the Use of Video

- Video gaining ground as a way to improve teacher practice
  - Is just watching video enough?
  - What kind of videos should we use?
  - How do we encourage reluctant teachers?
  - What strategies should be used before, during, and after viewing video?

What does effective video-based collaboration look like?
Key Findings

- Sustained reflection on video:
  - Promotes changes in how teachers pay attention to classroom interactions
  - Helps teachers learn to more effectively diagnose student thinking
  - Helps teachers interpret the impact of pedagogical techniques

- Effective video-based programs draw from
  - Authentic classroom video

(Blomberg et al., 2013; Borko et al., 2008, Sherin & Han, 2004; Sherin, Jacobs & Philipp, 2011; van Es & Sherin, 2008)
2 Broad Categories of Video

- Video of other teachers
  - Expands our ideas of how teaching can be done
  - Calibrates understanding of effective practice

- Video of your own practice
  - Highly motivating for many teachers
  - Provides a clear picture
  - Allows revisiting of instructional episodes

For both, in-depth reflection and collaboration support significant, sustained improvement

(Gomez et al., 2008; Seidel et al., 2011; Sherin, 2000; Sherin & van Es, 2009)
Supporting the Use of Video

Establishing trust is essential

- Teachers control with whom video is shared
- Goal to interpret, not judge, what’s going on
- Set clear purpose for video reflection
- Model the process

The goal is not to become perfect, but to continuously improve
Strategies for Before Video Viewing

- Establish a safe environment for discussion
- Work together to choose a lens for viewing
  - If viewing your own practice, set purpose prior to instruction
- Select clips for viewing
  - How will video be captured?
  - Who will select the video?
- Preparing for viewing
  - Provide background information, as needed
  - Review protocol, if using one

(Goldsmith & Seago, 2012; Sherin et al., 2009; van Es, 2009, 2010)
Strategies for During Video Viewing

- Focus on interpretation, not evaluation
- Base claims in evidence
- Look closely at students’ ideas
- Consider alternate interpretations of student’s thinking
- Consider alternate instructional strategies

“What do you notice?”
“What is Keisha saying?”

“What’s your evidence?”
“What does Sam mean, “you chose six and then another four and ten?”

(Borko et al., in press; Santagata, 2011; Stockero, 2008; van Es, 2011)
Strategies for After Video Viewing

What might this mean for your teaching?

- Attend to classroom interactions in new ways
- Increase opportunities for students to share their thinking
- Listen to students’ ideas in the moment
- Consider own learning about teaching

“Can you say that again?”

“Emil, come to the board and show us what you’re thinking.”

“Jose and Chloe, I think what you’re saying is similar.”

(Borko et al, 2008; Jacobs et al., 2010; Sherin & Han, 2004; van Es & Sherin, 2010)
Professional Vision

Teachers’ professional vision is the ability to make sense of classroom interactions in meaningful ways.

Viewing video with colleagues in a sustained and substantive way has been shown to help develop teachers’ professional vision productively.

(Goodwin; 1994; Sherin, 2007; van Es & Sherin, 2010)
Jamie Lomax

Director of Title I
Tulsa Public Schools, Oklahoma
About TPS

Mission: To provide a quality learning experience for every student, every day, without exception

- Accomplished by focusing on 5 core goals:
  - Safety & security
  - Financial sustainability
  - Student learning & performance
  - Leadership sustainability
  - Teacher effectiveness
Major Initiatives

- Teacher Leader Effectiveness
- The Tulsa Model for Observation and Evaluation
- iPD – Innovative Professional Development
## Tulsa Model Rubric

**Domain: Instructional Effectiveness**  
Teacher teaches the objectives through a variety of methods.

<table>
<thead>
<tr>
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<th>Ineffective</th>
<th>Needs Improvement</th>
<th>Effective</th>
<th>Highly Effective</th>
<th>Superior</th>
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<tr>
<td>1</td>
<td>Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles / multiple intelligences. Technology is not used as designed and not used as an instructional tool.</td>
<td>Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/learning styles / multiple intelligences. Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.</td>
<td>Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/learning styles / multiple intelligences. Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</td>
<td>Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge. Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool.</td>
<td>Uses all of the characteristics of Level 4. In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery.</td>
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Integrating Video: A High-Impact Strategy

Tulsa Teaching Channel Teams Site

Our private, central platform for video-based collaboration
Getting Started With Video

- Teaching Channel videos
- Tulsa-based exemplar videos
- Teachers in need of improvement based on evaluation
I made notes on the video. I think you also wanted me to rate myself using the rubric. I'll just list indicator numbers.

1. 4
2. 4/5.
3. 5
4. 4/5 (I don't have anyone with whom I can collaborate)
5. 3—While I have clear rubrics and expectations, I don't think and arts class can get a 4 or 5 given the nature of the material.
6. 5
7. 5—being able to follow music, especially very difficult music in foreign languages is certainly teaching literacy,
8. 3. What standards? ;)
9. 3/4—Within the context of a musical rehearsal, there aren't as many opportunities for high level questioning...especially when in the last days before a performance.
10. 3/4—When I have diverse learners who all have to sing the same music in the same concert, there are only so many methods to teach it; however, I use them all--sectionals, individual work before/after school.
11. 5
12. 5
13. 5—if they aren't singing the correct parts, I know right away. Instant progress checks with every note they sing.
14. 5
15. 4/5
16. 3
17. 5
18. 5
19. 5
20. 5
Gaining Momentum With Video

- From PLCs to Critical Friends Groups (CFGs)
  - Highly structured
  - Grounded in protocol and process to guide conversation

- Video can be central to CFGs
  - Video libraries
  - Video of teacher’s own practice
CFGs within the School

Cooper Book Study 2014

Collaboration

30 Posts
20 Members
Private Group

De:

It occurred to me that mindsets are not only a barrier to learning but to the establishment of relationships which we work so hard to initiate with students in order to facilitate those relationships.

Started on Oct 1, 2014

Jo:

You should be completing chapter 2 of Mindset. Please respond to a question posted earlier or make a comment based on your reading so far. You can find questions from earlier under resources also. Be ready to talk about what you have read at least through chapter 2, at the faculty meeting next Monday 9-29-14.

Started on Sep 24, 2014

Jo:

We are going to continue the discussion on Mindset. Please review the questions and discussion started this summer.
New Teacher Mentors

Individual Coaching Partnerships: Groups

Claire Robertson and Hailee Davis

Math

Claire Robertson and Steven Irvine

Math

Stephanie Tate & Joy Columbus

English Language Arts / Math / 1 / Assessment / Behavior / Celebrating Teachers / Classroom Culture / Coaching / Collaboration / Common Core / Differentiation / Digital Literacy /...

S. Hull-Poindexter

7 / 1 / Preparation / 2 / Classroom Management / 3 / Building Positive Climate / 4 / Quality of Lesson Plans / 5 / Assessment Practices / 6 / Teacher-Student Interactions / 8 / Common...
A look inside…

High Flyers

My High Flyers group is a presentation of my new teachers that have been teaching practices within their classrooms. This is a place where I can share with other classroom management techniques or effective instruction teachers will showcase strategies that they have learned from the Teachers.

Creating strategic partnerships. Engaging math stations

Original uploaded on Oct 4, 2013 by Jennifer Thomas-Armas

1:18

00:00

Every teacher makes great use of pencil boxes.

00:20

Teacher is using effective attention getting connectors to prepare students for math work. She is modeling for students how a certain math center should be used.

Jennifer Thomas-Armas

00:44

Students are highly engaged with clapping and excitement in their eyes.

Jennifer Thomas-Armas

01:13

Practicing directions are used as teacher checks for understanding.
Learning to See

- Evaluation Calibration

- Six Steps of Effective Feedback
  - Leverage Leadership, Bambrick-Santoyo

- Instructional Rounds
  - Instructional Rounds in Education, City, Elmore, Fiarman, & Teitel
Summary

- Video use evolves as trust increases
- Process, protocols & collaboration are essential in order to see significant, lasting results
- Sustained reflection and learning how to notice are key
- The goal is not to become perfect, but to continuously improve
- The Teams platform is supporting us in all areas of integrating video into our professional learning
Q&A and Resources

- Videos - Using Video Effectively:
  Research-Based Practices
  Experts discuss 5 key themes
  TeachingChannel.org/Teams > Why it Works > Research

- Teaching Channel Teams
  Video-based professional learning platform
  Watch Teams in Action!
  AUSL & Educate Texas case study videos
  TeachingChannel.org/Teams

- Link to recording and PDF of slides

www.TeachingChannel.org/Teams      Email: teams@teachingchannel.org
Thank You!