



Using Video for Professional Learning: Research-Based Strategies

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Introductions



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eSchool Media, Inc.

Speakers



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Jamie Lomax
Director of Title I
Tulsa Public Schools, Oklahoma

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

 T U L S A <small>PUBLIC SCHOOLS</small> TLE Observation and Evaluation Rubric Teachers 2014-2015		
<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Classroom Management 30%	1. Preparation	2
	2. Discipline	3
	3. Building-Wide Climate Responsibility	4
	4. Lesson Plans	5
	5. Assessment Practices	6
	6. Student Relations	7
Instructional Effectiveness 50%	7. Literacy	8
	8. Current State Standards	9
	9. Involves All Learners	10
	10. Explains Content	11
	11. Clear Instruction & Directions	12
	12. Models	13
	13. Monitors	14
	14. Adjusts Based upon Monitoring	15
	15. Establishes Closure	16
	16. Student Achievement	17
Professional Growth & Continuous Improvement 10%	17. Professional Development	18
	18. Professional Accountability	19
Interpersonal Skills 5%	19. Effective Interpersonal Skills	19
Leadership 5%	20. Professional Involvement & Leadership	20

Tulsa Model Rubric

10	Domain: Instructional Effectiveness			Dimension: Explains Content	
	Teacher teaches the objectives through a variety of methods.				
	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
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.	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.	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.	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.	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.	
Technology is not used as designed and not used as an instructional tool.	Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.	Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.	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.		

Integrating Video: A High-Impact Strategy

Tulsa Teaching Channel Teams Site

Our private, central platform for video-based collaboration

The screenshot displays the Tulsa Teaching Channel Teams website. At the top, a navigation bar includes the 'Tch' logo, the 'TULSA PUBLIC SCHOOLS' logo, and a menu with 'VIDEOS', 'TEACHERS', 'Q&A', 'GROUPS', and 'RESOURCES'. A search bar is located on the right. The left sidebar, titled 'Quick Links', contains a list of links: 'The Tulsa TLE office continues to edit and add additional videos of our expert teachers in action, so be sure to check back frequently to see more examples of excellent teaching practice!', 'Tch National Homepage', 'TPS Home Page', 'TPS Professional Development', 'TPS Office of Teacher and Leader Effectiveness', 'Tulsa Model Portal', 'Tulsa Value Added Student Progress Portal', 'Tulsa Classroom Teachers Association', 'Oklahoma State Department of Education', and 'TPS Administrator ackleka@tulsaschools.org'. The main content area features a large video player showing two children working with colorful blocks, titled 'Classroom Management During Centers' (14 min). Below this is a 'Featured Videos' section with two smaller video thumbnails: 'Building Community in the Classroom' (1 min, 502 likes) and 'Caring and Control Create a'. The right sidebar contains sections for 'My Groups' (with a 'Join a Group' button), 'Teachers I Follow' (with a 'Get Connected' button), and 'Q&A' (with an 'Ask anything' button). At the bottom of the right sidebar, there is a section for 'Active Learning to Involve All Learners' with 4 comments and a 'Questioning' section.

Getting Started With Video

❖ Teaching Channel videos

❖ Tulsa-based exemplar videos


❖ Teachers in need of improvement based on evaluation



The screenshot shows the Teaching Channel website interface. At the top, there's a navigation bar with 'VIDEOS', 'TEACHERS', 'Q&A', 'GROUPS', and 'RESOURCES'. A search bar is on the right. Below the navigation bar, the 'Browse Videos' section is visible. On the left, there's a sidebar with 'Video Libraries' and 'Tulsa Indicators'. The 'Video Libraries' section lists 'Help & How To' (11), 'Tch Videos' (962), 'Tch Uncut Classrooms' (93), and 'Tulsa' (56). The 'Tulsa' library is circled in red. Below it, 'Subjects' and 'Grades' are listed. The 'Tulsa Indicators' section lists various indicators with counts. On the right, the '56 Videos' section shows a grid of video thumbnails. The first row includes 'Practitioner Cut TPs' (13 min), 'Practitioner Cut TPs' (10 min), and 'Calibration Cut TPs' (9 min). The second row includes 'Making Connections (Teacher/Student...)' (Grades 6-8 / ELA / Literature), 'Ensuring Success (Assessments and...)' (Grades 3-5 / ELA / Reading), and 'Ensuring Success (Assessments and...)' (Grades 3-5 / ELA / Reading). The third row includes 'Engaged in "The Outsiders" (Student Engagement)' (Grades 6-8 / ELA / Literature), 'Engaged in "The Outsiders" (Student Engagement)' (Grades 6-8 / ELA / Literature), and 'Predicting & Drawing Conclusions (Variety of...)' (Grades 3-5 / ELA / Reading).



Moving from Evaluation to Supporting Effectiveness

Group Leader

 El

Group Details

Started Oct 8, 2014

 3 |  2

Group Tags

Subjects

Arts

Grades


8 / 10 / 11 / 12

Topics

Class Culture / Coaching / Collaboration / Planning

Tulsa Indicators

1: Preparation
/ 2: Classroom Management
/ 3: Building Positive Climate
/ 4: Quality of Lesson Plans
/ 5: Assessment Practices
/ 8: Teacher/Student Interactions
/ 7: Embedding Literacy
/ 9: Student Engagement
/ 10: Variety of Strategies
/ 11: Quality of Directions / 12: Models
/ 13: Monitors

 De

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



Del

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

1 | 0

[View Full Discussion](#)



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

0 | 0

[View Full Discussion](#)



Jo

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

Share a Resource with other Tchrs

Click the "Share something" button to upload your own video, lesson plan, presentation, document or other resource.

[Share something](#)

<p>OFFICIAL TULSA DOCUMENT</p> <p>★ Chapter 3 Independent Reading and the Classroom...</p> <p>English Language Arts / 3...</p>	<p>OFFICIAL TULSA DOCUMENT</p> <p>★ Chapter 3</p> <p>English Language Arts / 3...</p>	<p>OFFICIAL TULSA DOCUMENT</p> <p>★ Ch. 2 Management of</p> <p>English Language Arts / 3...</p>
<p>OFFICIAL TULSA DOCUMENT</p> <p>★ Scholastic Newsletter Vol 2 Number 1</p> <p>English Language Learners</p>	<p>OFFICIAL TULSA DOCUMENT</p> <p>★ LibraryLabels11_FavA</p> <p>uthors1</p> <p>English Language Arts</p>	<p>OFFICIAL TULSA DOCUMENT</p> <p>★ LibraryLabels10_Trav</p> <p>el_Sports_Autobiogra</p> <p>phies</p> <p>English Language Arts</p>
<p>OFFICIAL TULSA DOCUMENT</p> <p>★ LibraryLabels7_Anim</p> <p>English Language Arts</p>		

Resources

Sort by Recent | Sort by A-Z

- | | | |
|--|---|--|
| | <p>DOCUMENT</p> <p>Discussion Guide for How Children Su...</p> <p>Saved to Group July 15, 2014</p> <p>Uploaded by Joy Modenbach</p> | |
| | <p>DOCUMENT</p> <p>Chapter 1 Discussion Questions</p> <p>Saved to Group June 13, 2014</p> <p>Uploaded by Joy Modenbach</p> | |
| | <p>DOCUMENT</p> <p>Mind-Sets and Equitable Education, C...</p> <p>Saved to Group May 27, 2014</p> <p>Uploaded by Joy Modenbach</p> | |

New Teacher Mentors

Individual Coaching Partnerships: Groups

Claire Robertson and Hailee Davis

Math

19 Posts
2 Members
Private Group

Started Oct 2, 2014
Last activity on Nov 20, 2014

Stephanie Tate & Joy Columbus

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

1 Post
1 Member
Private Group

Started Nov 20, 2014
Last activity on Nov 20, 2014

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...

1 Post
1 Member
Private Group

Started Oct 23, 2014
Last activity on Nov 19, 2014

Claire Robertson and Steven Irvine

Math

18 Posts
2 Members
Private Group

Started Oct 2, 2014
Last activity on Nov 18, 2014

Effective Practices: Discussions

jer
Sep

Although this video is not about procedures and routines, this teacher demonstrates the "core" of classroom management building those relationships at the start of the day...and at the beginning of the year, therefore, children know you are for them!

TCH VIDEO
Building Community in the Classroom
1 Video note

Show 1 more post

jer
Sep 29, 2014 8:15pm

You don't really have to back t... you already have a great morning routine...just add greeting your children at the door in morning with a high five or hug or fist bump...then maybe during the day after recess maybe gather as a whole group and do a small community building activity...just remember it is about building relationships and that is ongoing.

P
Oct 28, 2014 2:01pm

Added video notes to **Building Community in the Classroom**

jer
Oct 28, 2014 3:40pm

Thank you for adding to discussion Pam, are you implementing these positives as well? Hmm?

A look inside...

High Flyers

Posted from the Resources Page

VIDEO
precise directions, effective transitions
Uploaded by Jennifer Thomas-Amos
5 video notes

Started on Nov 22, 2013

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

Started on Nov 19, 2013

Please join this group to contribute to the discussions.


Resources

[Join Group](#)

Discussion Details

Video Detail

Creating strategic partnerships. Engaging math stations
Originally uploaded on Dec 4, 2013 by Jennifer Thomas-Amos

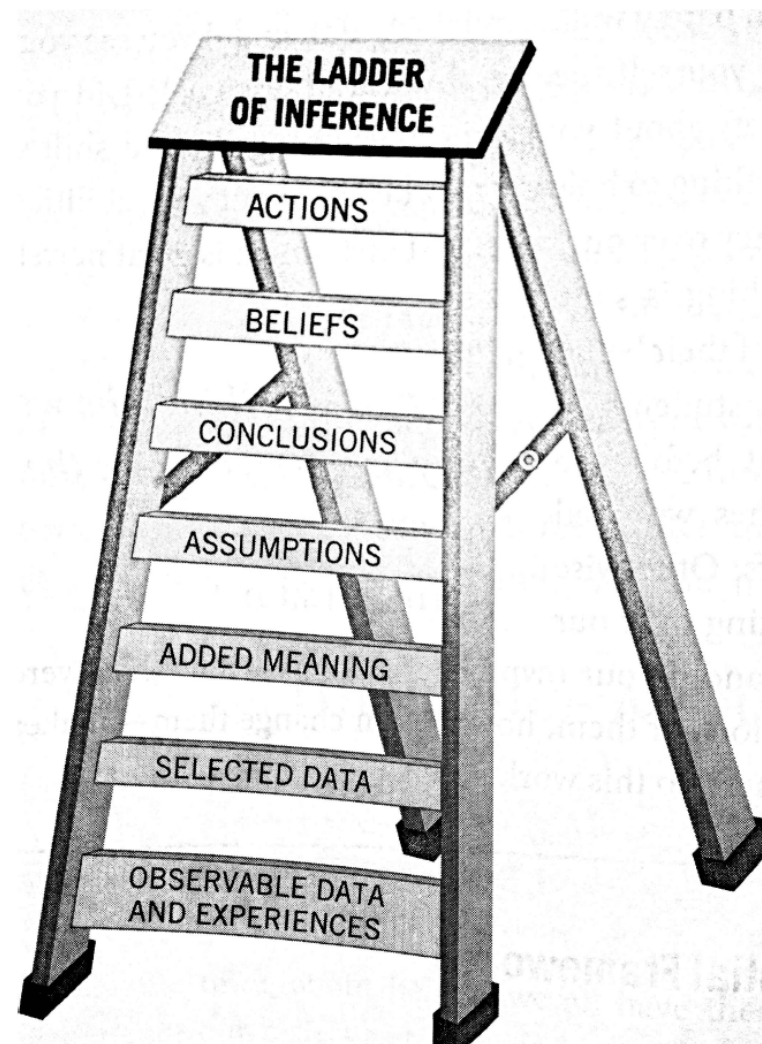


My Notes [All Notes](#)

- 00:00**
Easy to make and good use of pencil boxes.
Pamela Myers
- 00:00**
Teacher is using effective attention getting connectors to prepare students for partner work. She is modeling for students how a certain math center should be played.
Jennifer Thomas-Amos
- 00:04**
Students are highly engaged, with clapping and the excitement in responses.
Jennifer Thomas-Amos
- 01:24**
Precise directions are used and teacher checked for understanding.
Jennifer Thomas-Amos

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!