Leveraging Video to Support Teacher Learning

Monday, February 13
11am PT

Session 13B
New Teacher Center’s mission is to improve student learning by accelerating the effectiveness of new teachers, experienced teachers and school leaders.
Presenters

Emily Davis, Program Director, Santa Cruz/Silicon Valley New Teacher Project

Marc Dembowski, Program Consultant, New Teacher Center

Melissa Roberts, Assistant Director, Santa Cruz/Silicon Valley New Teacher Project
Current Use of Video
Experience Using Video to Develop Teachers

**Purpose:** To connect with others and understand the range of experiences with video use in our group

- Name
- Role
- What are your experiences using video in the classroom
Collaborative Norms

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Technology
Outcomes

Understand the Santa Cruz/Silicon Valley New Teacher Project mentoring model

Consider specific strategies to harness the power of video in the development of teachers at all stages in their career

Learn about tools/resources related to video available to districts for teacher development

Practice constructing feedback that promotes growth & reflection
Agenda

- Overview of the Santa Cruz/Silicon Valley New Teacher Project
- Video as a High-Leverage Teacher Development Strategy Across the Teacher Development Pipeline
- Table/Team Discussion: Effectively Using Video for In-Service Teacher Development
- Closure and Feedback
OVERVIEW OF SC/SVNTP

To Understand the SC/SVNTP Mentoring Model
Who is SC/SVNTP

- State-approved induction program
- 2-year program for general and special education
- Personalized & contextualized mentoring
- Founding Partner of New Teacher Center

Images, 2017, via Google
We partner with

• 37 Districts/Charters

To develop

• 80 Mentors

To support

• 650 New Teachers
Dispositions of Effective Teachers

**Reflective**
Teachers are open to feedback from colleagues, students, and families, seek opportunities to grow professionally, and take responsibility for their students' learning.

**Persistent**
Teachers hold high expectations and believe that all students can learn. They persevere in solving complex issues of practice, care deeply, and are committed to their students.

**Curious**
Teachers ask questions, inquire, and experiment in an effort to reach every student. They are willing to take risks and try out new ideas or strategies if they think it will help their students.
3 Components of Support for Participating Teachers

- High-Quality Mentoring
- Formative Assessment
- Personalized Professional Development
Areas of Focus

- Social Emotional Learning
- Common Core
- Reaching & Teaching the Whole Child

Equity
Just-in-Time Mentoring

- Est. Relationships
- Meeting the Needs

Long-Term Learning

- Reflective Practice of Teaching
- Effective Habits of Mind Through Inquiry
Mentoring Impacts Teacher Learning and Student Growth

<table>
<thead>
<tr>
<th>Agree/Strongly Agree</th>
<th>New Teachers</th>
<th>Mentors</th>
<th>Site Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>100%</td>
<td>97%</td>
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“Developing a professional relationship between new teachers and their mentors provides our teachers with much needed professional and emotional support. The guidance provided by mentors has really made a difference for our new teachers as they consider our students needs in developing effective lessons and units.”

Site Administrator,
SC/SVNTP
To Consider the Power of Video in Development of All Teachers
Why Video?

Center for Education Policy Research
HARVARD UNIVERSITY

“Isolation of teachers thwarts the development of a common vision of high quality instruction and a collective culture of instructional improvement.”
A game changer: 
Using video for high performance in the classroom

Current educator effectiveness systems are inadequate.

Only 30% of teachers say they receive meaningful and timely feedback.

Only 38% of school leaders believe the evaluation system in place at their schools improves teachers’ practices.

Now they are looking at classroom video as a solution.

Almost 80% of teachers would be willing to select and submit a video for a formal observation.

4 reasons educators want classroom video in observations and evaluations:

1. Instant replay for teacher and observer
2. Content-specific feedback
3. Fairness & accuracy of scoring
4. Approved in collective bargaining agreements

Educators need (and want) more out of observations and evaluations.

Source: Reader poll, Accomplished Teacher and ASCD Leadership, SmartBrief Education, September 2014

Insight Advance: A Game Changer, 2017, InsightAdvance.com
Video as an Evidence-Based Tool
Article Review

**REPLAY, REFLECT**

By Jim Knight, Barbara A. Bradley, Mithun Nord, Rachel M. King, David Knight, Irma Danner-Hick, Jean Clark, Martin Higgins, and Carol Helton

**Using video to achieve high performance in the classroom**

*The playbook for district and school leaders*

Jim Knight

**Insight Ed**

Insight Advance: A Gamer Changer, 2017, insightadvance.com

**CEPR, Harvard**

Best Foot Forward, 2017, CEPR, Harvard

Record, Replay, Reflect, 2017, Kim Knight
Comprehensive PD System

Pathways Into Teaching:

- Pre-service study/student teaching
- Alt. Certification
- Culminate in Teacher Performance Assessment

Application of Prior Learning

- Formative Assessment and Support
- Ongoing co-assessment and goal setting
- Individual Induction Plan
- Inquiry Cycle (ASW, LP, Observations, Reflection)
- Observe expert teachers

Video during TPA

Video with Mentor
Utilize habits of mind learned during induction independently
- Increase knowledge of content and pedagogy
- Internalize routines, procedures, best practices
- Refine skills to develop safe and supporting learning communities
- CSTP's guide ongoing learning

 instructor roles & develop leadership skills
- Serve as interim or induction coach
- Become content specialist/instructional coach
- Lead department, grade level, PLC
- Earn administrative credentials
- Go through National Boards Certification process

How might video be used here?
Pre-Service Video Use

Veteran Teacher Videos
- See expert practice
- Build ability to notice and name best practices

Videos of Own/Peer Practice
- Develop ability to "see" own practice
- Reflection and growth

Teacher Performance Assessment
- Submit sample lesson plans, student work, & assessments
- Submit a video of their teaching for scoring

NTC Asset, 2017
Induction Video Use

Mentor & Coach Development
- See, hear, & learn from expert mentors/coaches
- Practice observing & giving feedback to teachers
- Growing own practice by sharing video with peers/leaders

Observing & Giving Feedback During Inquiry
- Create “artifact of practice” for mentors and teachers to review together over time
- Continue developing ability to “see” own practice, reflect with support, adjust accordingly

Focused Teacher Observations
- See expert practice even when not physically present
- Build ability to notice and name best practices
Driving Instructional Change with Video

A Coach’s Perspective
Talent

TALENT is your private space to reflect on practice, receive coaching, mentor others and build community.

Email

Password

Forgot Password?

LOGIN
Secure and Easy to Upload

Use App for iOS or Android

Use Camera or Recordable Device

Record from Computer with Web Cam

Images, 2017, via Google
Virtual Observation

Teacher records, uploads video to secure site, & shares with mentor

Mentor & teacher review video, capture data, and annotate video

Mentor and teacher hold data-driven post observation conference

Adjust teacher practice and improve student learning
OBSERVING AND GIVING FEEDBACK WITH VIDEO

Feedback
In-Person vs. Video Observation

With video observations, we…

✓ Are not relying on memory or scripting to recall what occurred—have an artifact to review;

✓ Are looking at narrow piece of practice (time and camera view); and

✓ Have time to review and carefully select where we aim teacher’s focus to support them in noticing their own practice.

Therefore, the purpose and format of feedback is different.
Welcoming

What’s Working

Sets the Tone
Growth

Feedback That Promotes Change

Predetermined Area of Focus

Relevant
The Provocative Question
The Frame

When you are planning/developing ________, and thinking about ____________________, what criteria do you use/what goes on in your head to decide ____________________ so that all students can:

- learn
- have opportunities to... 
- feel...
Time to Practice
Review Your Annotations
One More Time

Author's Purpose, 2017, YouTube.com
Video Resources

**Purpose:** To learn about tools and resources related to video available to districts for teacher development

Session 13B
Next Steps
Next Steps

**Purpose:** To plan next steps for utilizing information learned today in participants’ unique contexts
Consider…

1. Where in our teacher development model might video enhance our work?
2. What have you learned about today that is interesting and might be useful for our team to think about/explore further?
3. What questions do we still have? How might we go about getting those answered? Who could help us answer them?
4. What are our next steps?
CLOSURE

Wrap Up
Feedback

Follow these links to complete a survey about individual Symposium sessions and/or the overall Symposium. Each form will open in a new page. Your form submission will be anonymous.

Overall Conference Evaluation Form.

Individual Session Evaluations:

- Pre-Conference Workshops
- Track A
- Track B

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Session 12B
Session 13B
Session 14B
Session 15B
Session 16B
Session 17B
Session 18B
Session 19B
Session 20B

Session 13B

https://goo.gl/gTE5dx
THANK YOU!

Emily Davis,
edavis@newteachercenter.org

Marc Dembowski,
mdembowski@newteachercenter.org

Melissa Roberts,
mroberts@santacruzcoe.org