

PARTICIPANT WORKBOOK

Using Videos for High-Impact Instruction



**INSTRUCTIONAL
COACHING
GROUP**

JIM KNIGHT

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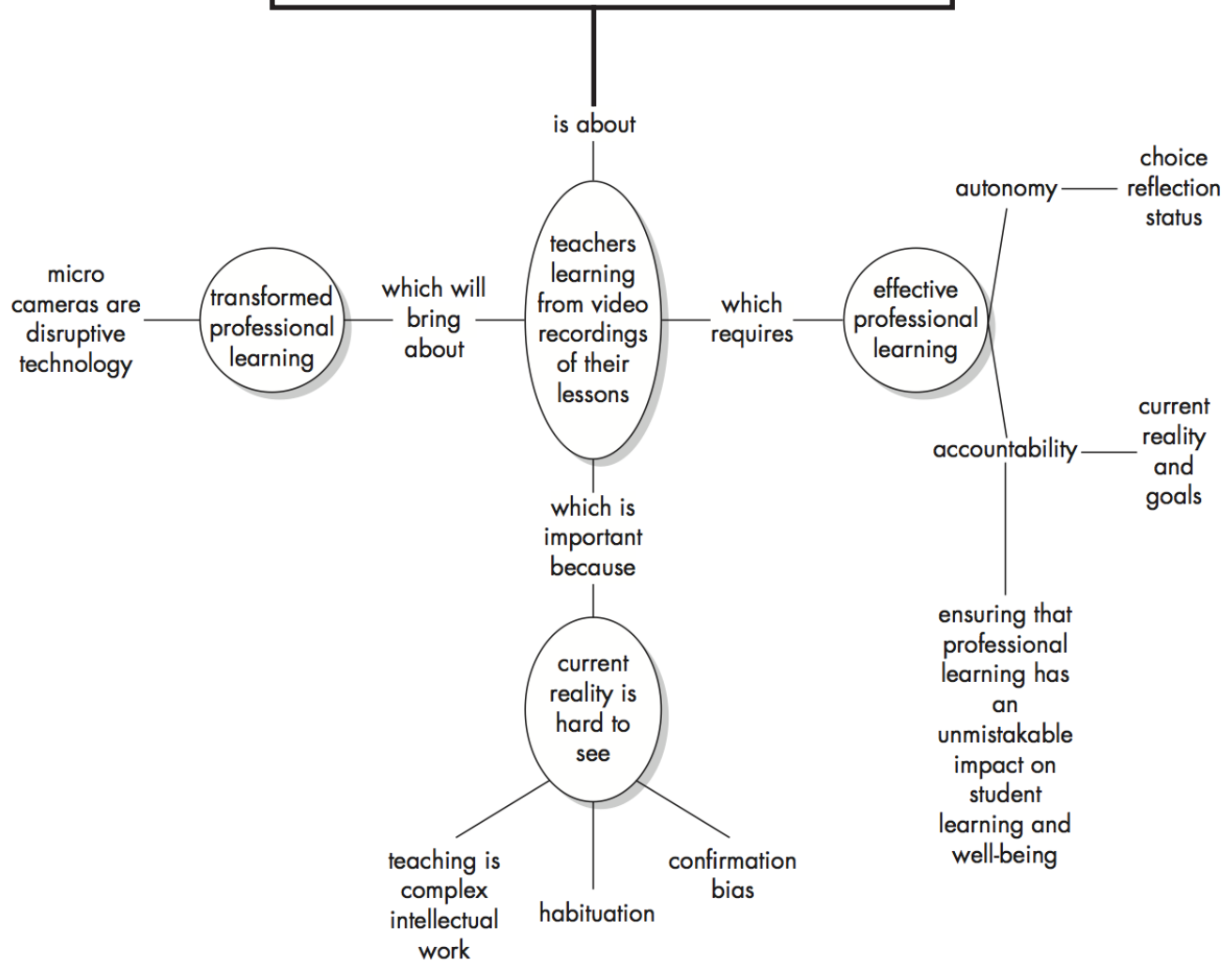
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CHAPTER 1

The Power of Video



TO SUM IT UP:

- Video is a disruptive technology that will transform the way professional learning occurs in schools.
- Video is essential because professionals don't have a clear picture of what they do when they do their work.
- Teachers struggle to get a clear picture of reality because of the demands of teaching, habituation, and confirmation bias.
- Effective professional learning involves accountability that respects, even celebrates, teacher autonomy.
- Autonomy involves choice, thinking, and status.
- Accountability as defined here involves establishing clear, measurable goals and then working to implement them.
- Accountability means ensuring that learning has an unmistakable, positive impact on student learning and well-being.
- Both accountability and autonomy are essential for effective professional learning.

QUOTES

Using a video camera to learn about your teaching is like looking into a mirror. You get to actually see what you are doing and all of your actions. You are able to see what you normally couldn't see with your own set of eyes.

—**Courtney Horton**, Instructional Coach,
Madison, Alabama

Using a video camera to watch your teaching is like having the ability to go back in time because it allows you to take something that has already happened and really look at it, think about it, and see what you would want to change.

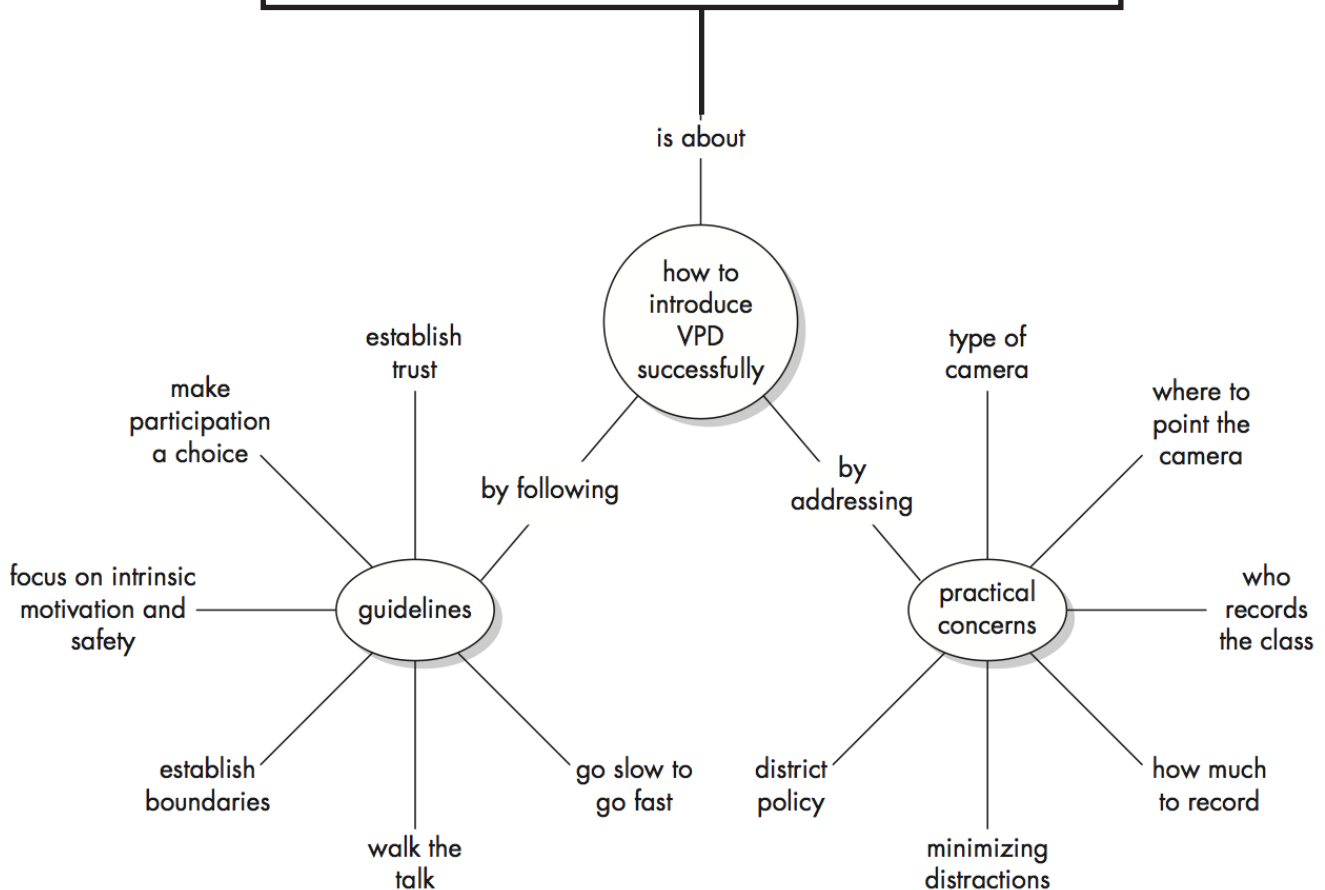
—**Kimberly Nguyen**, Teacher,
Delton, Michigan

When you are in the middle of teaching, you just don't see so many things. I had a teacher who was very surprised because she saw students being kind to each other on the other side of the room, and she noticed them helping and sharing. You don't see that when you are going around in small groups. That aspect of video is really nice. You also see areas where you could provide more support. It is the outliers that you just don't catch when you are teaching.

—**Tara Strahan**, Instructional Coach,
Orange City, Florida

CHAPTER 2

GETTING STARTED WITH VIDEO-ENHANCED PROFESSIONAL DEVELOPMENT



TO SUM IT UP:

Video will be introduced much more successfully when leaders:

- Establish trust before implementing video
- Make participation in video a choice
- Focus on intrinsic motivation and avoid pressure and embarrassment
- Establish boundaries for conversations to create a positive learning environment
- Walk the talk by using video for their own professional learning
- Increase success by starting out carefully, going slow to go fast

To set up a successful video-enhanced professional learning, leaders should consider:

- The best type of camera to meet their educators' learning needs
- Where the camera should be pointed when lessons are recorded
- Who should record the class
- Recording at least 20 minutes of the class
- Setting up video so that it doesn't distract students
- Establishing district policy for the sharing of video

QUOTES

I feel the videos do a really nice job of capturing what it is like to be a student in my classroom. And that is helpful. I don't think I do that a lot. I think a lot about the variety of activities and engaging lessons and so on. But the actual practicality of being seated in my class; what it looks like; what I sound like; where I am moving around and those little things outside of instructional choices, that was really interesting for me to see and to get closer to that. After you watch video for a while, it becomes less about what you look like and sound like and more about what it is like to be a kid in your class.

—**Sara Langton**, Middle School Science Teacher,
Beaverton, Oregon

The relationship is really important in instructional coaching because without that relationship and without that trust, the teacher might want me to just tell her everything. Allowing the teacher to make those choices and the coach to respond to those choices depends on trust. I don't think we would have gotten to where we got to if the teachers and I didn't have that relationship.

—**Susan Leyden**, Instructional Coach,
Beaverton, Oregon

CHAPTER 3

INSTRUCTIONAL COACHES

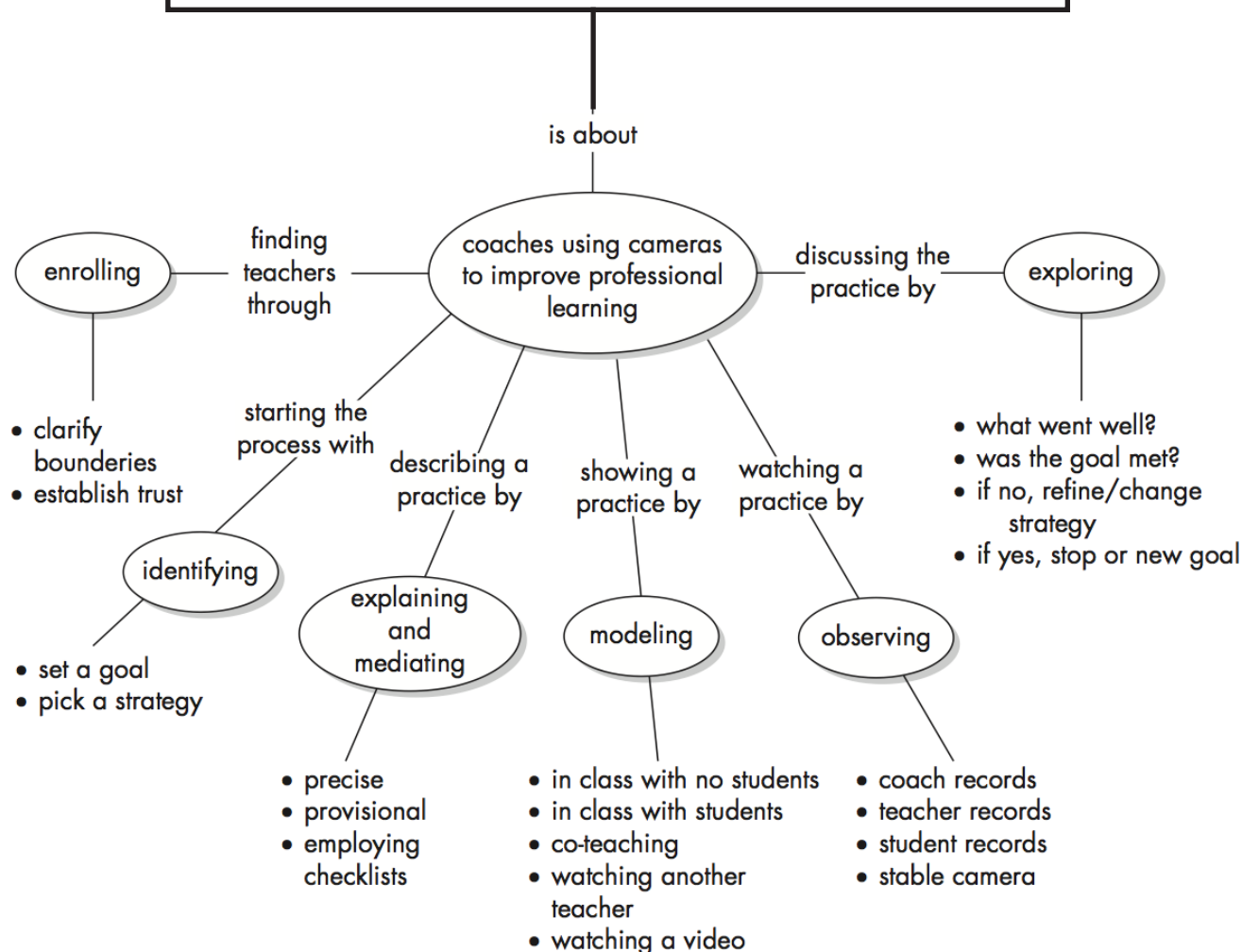


Figure 3.4 Watch Your Students Form**Watch Your Students***Date:*

After watching the video of today's class, please rate how close the behavior of your students is to your goal for an ideal class in the following areas:

	<i>Not Close</i>					<i>Right On</i>	
Students were engaged in learning (90% engagement is recommended).	1	2	3	4	5	6	7
Students interacted respectfully.	1	2	3	4	5	6	7
Students clearly understand how they are supposed to behave.	1	2	3	4	5	6	7
Students rarely interrupted each other.	1	2	3	4	5	6	7
Students engaged in high-level conversation.	1	2	3	4	5	6	7
Students clearly understand how well they are progressing (or not).	1	2	3	4	5	6	7
Students are interested in learning activities in the class.	1	2	3	4	5	6	7

Comments:

Watch Yourself

Date:

After watching the video of today's class, please rate how close your instruction is to your ideal in the following areas:

	<i>Not Close</i>					<i>Right On</i>	
My praise-to-correction ratio was at least 3 to 1	1	2	3	4	5	6	7
I clearly explained expectations prior to each activity.	1	2	3	4	5	6	7
My corrections were calm, consistent, immediate, and planned in advance.	1	2	3	4	5	6	7
My questions were at the appropriate level (know, understand, do).	1	2	3	4	5	6	7
My learning structures (stories, cooperative learning, thinking devices, experiential learning) were effective.	1	2	3	4	5	6	7
I used a variety of learning structures effectively.	1	2	3	4	5	6	7
I clearly understand what my students know and don't know.	1	2	3	4	5	6	7

Comments:

TO SUM IT UP:

- Coaching using video is like coaching on steroids.
- Video captures the rich complexity of the classroom.
- Instructional coaches can use video to adapt solutions to the unique challenges and opportunities each teacher experiences.
- Use of video increases trust.
- Video turns the focus of coaching away from the coach's opinions and toward what matters—students' learning and teachers' instruction.
- Using video has implications for all components of coaching
 - Enroll. Clarify that using video is a choice and that the teacher owns the video and, therefore, decides how it is recorded, who sees it, and what happens to the recording.
 - Identify. Use video to get a clear picture of reality and use video as a point of departure for setting a goal for coaching.
 - Explain and Mediate and Model. Consider sharing a video or videos of teachers implementing the practice to be learned.
 - Observe. Use the camera to record how a teacher implements a practice.
 - Explore. The coach and teacher should watch the video separately and then meet to determine if the goal has or has not been met and what the teacher's next action should be.

QUOTES

Using video recording is a way to see things clearer, but it is also a tool that brought me closer to some of the teachers. It was something we could use together. It wasn't their view or my view; it was something we could share. It was a way to connect.

—**Tara Strahan**, Instructional Coach,
Orange City, Florida

Video helps us stay grounded and pay closer attention to what is going on. We think about what changes we can make rather than me just sharing my observations and suggestions for how to change things. Since we are both looking at the same thing, it's not just me talking about what I noticed, it's "let's share what we both noticed."

—**Kirsten Shrout Fernandes**, Instructional
Coach, Central Falls, Rhode Island

CHAPTER 4

TEACHERS USING CAMERAS TO TEACH THEMSELVES

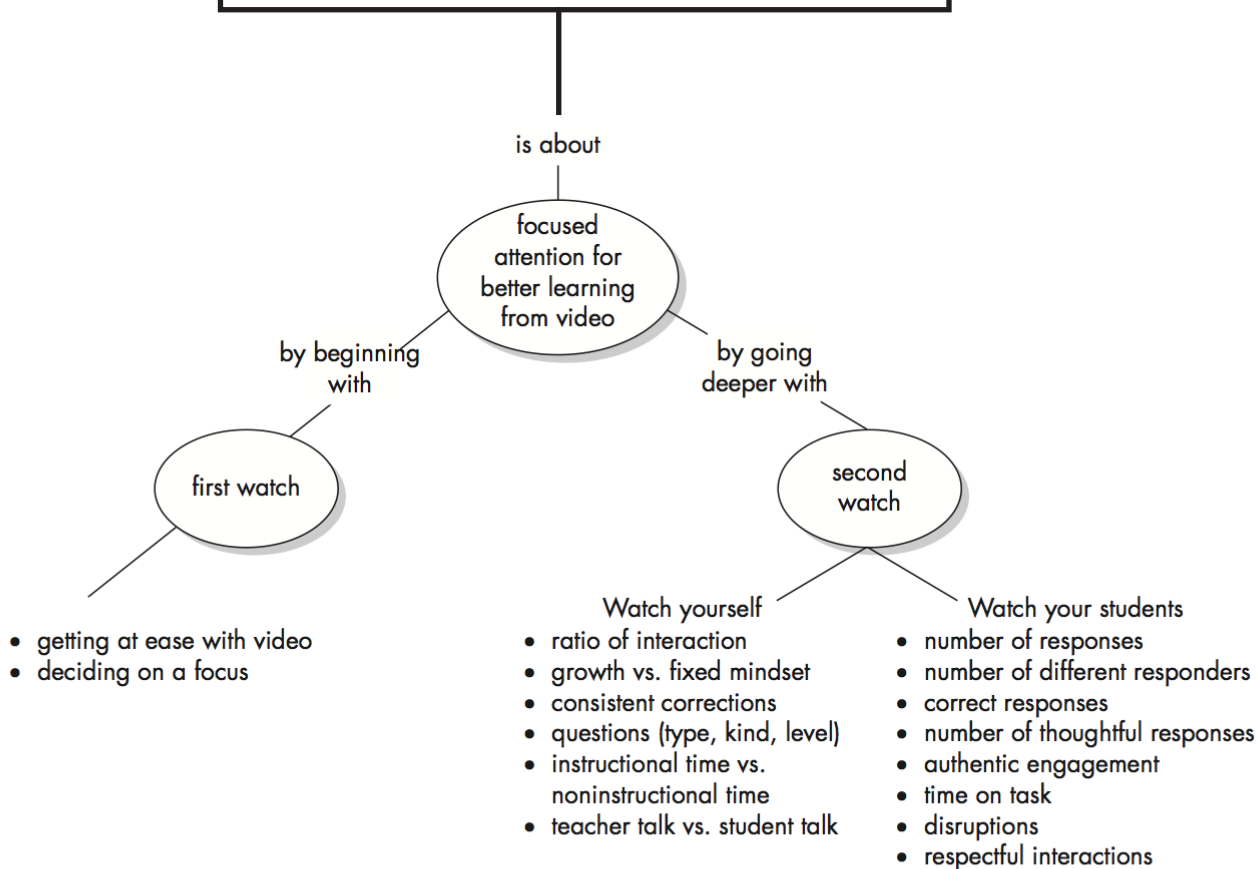


Figure 4.1 Ratio of Interaction

+	-

Ratio is _____ to _____

Figure 4.2 Growth/Fixed Mindset Chart

	<i>Growth</i>	<i>Fixed</i>

Figure 4.3 Consistent Corrections Chart

[illegible]

$$\frac{\text{Corrected}}{\text{Observed}} = \underline{\hspace{2cm}} \%$$

$$\frac{\text{Total OTR}}{\text{minutes}} = \text{_____} / \text{minute}$$

Figure 4.5 Question Chart

<i>Question</i>	<i>Type</i>	<i>Kind</i>	<i>Level</i>

Figure 4.6 Instructional vs. Noninstructional Time

<i>Instructional</i>	<i>Noninstructional</i>
Total Time _____	Total Time _____

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Engagement Chart

Are you

authentically
engaged?

strategically
compliant?

not
engaged?

What could make this lesson more engaging?

TO SUM IT UP:

Teachers should watch their video at least twice: first to get used to seeing themselves on video and a second time to focus their attention on a variable that is important for increasing student learning. Suggested variables include the following:

WATCH YOURSELF FOR . . .

- Ratio of interaction, which is a way of assessing how you praise and correct students
- Growth vs. fixed mindset
- Consistency of corrections
- Questions (type, kind, level)
- Instructional time vs. noninstructional time
- Teacher talk vs. student talk

WATCH YOUR STUDENTS FOR . . .

- Number of responses
- Number of different responses
- Number of thoughtful responses
- Authentic engagement
- Time on task
- Disruptions
- Respectful interactions

CHAPTER 5

VIDEO LEARNING TEAMS (VLTs)

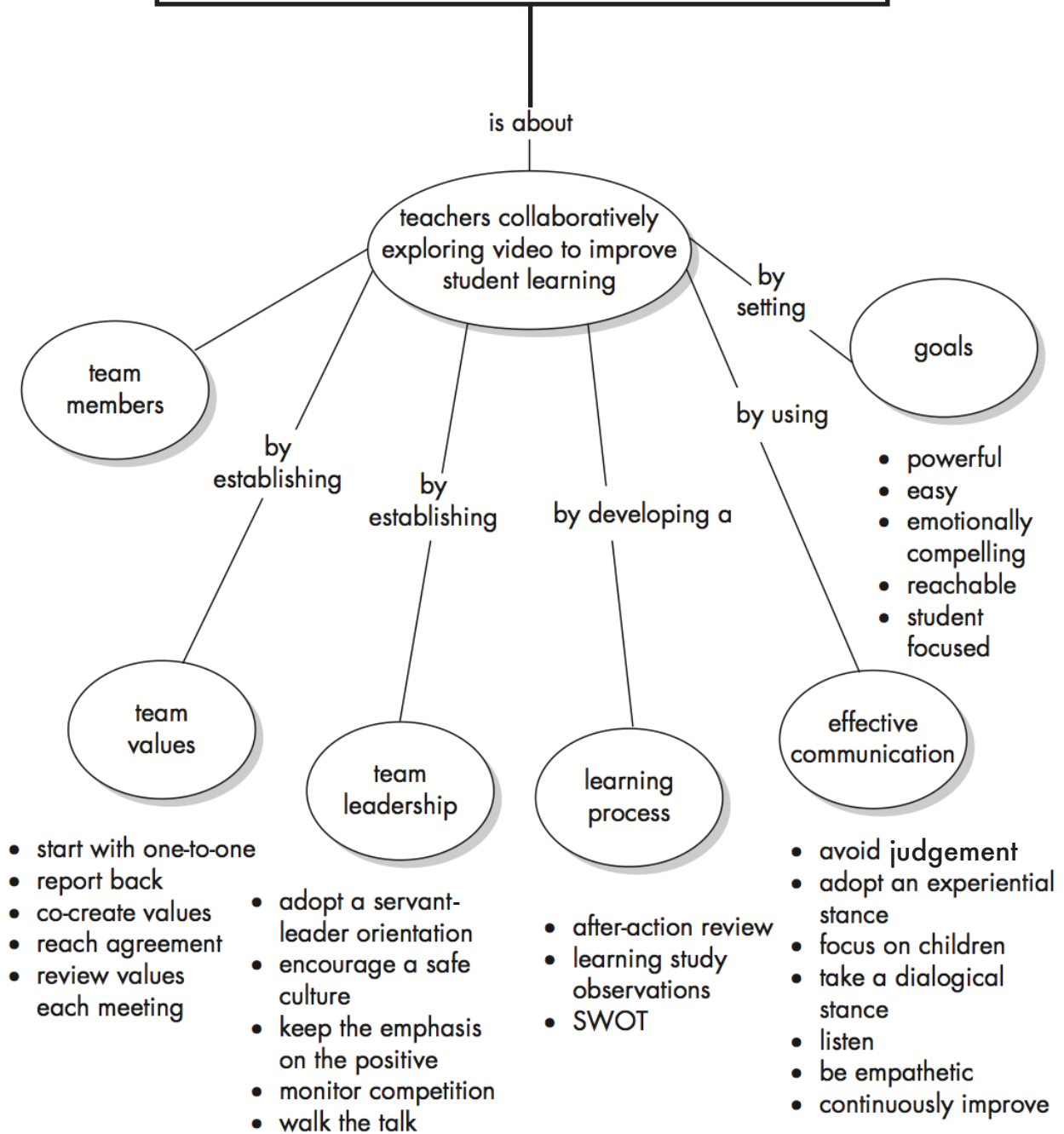


Figure 5.1 After-Action Report

What was supposed to happen?

What happened?

What accounts for the difference?

What should be done differently next time?

Other comments? (Please use back of the form.)

What is the learning activity?

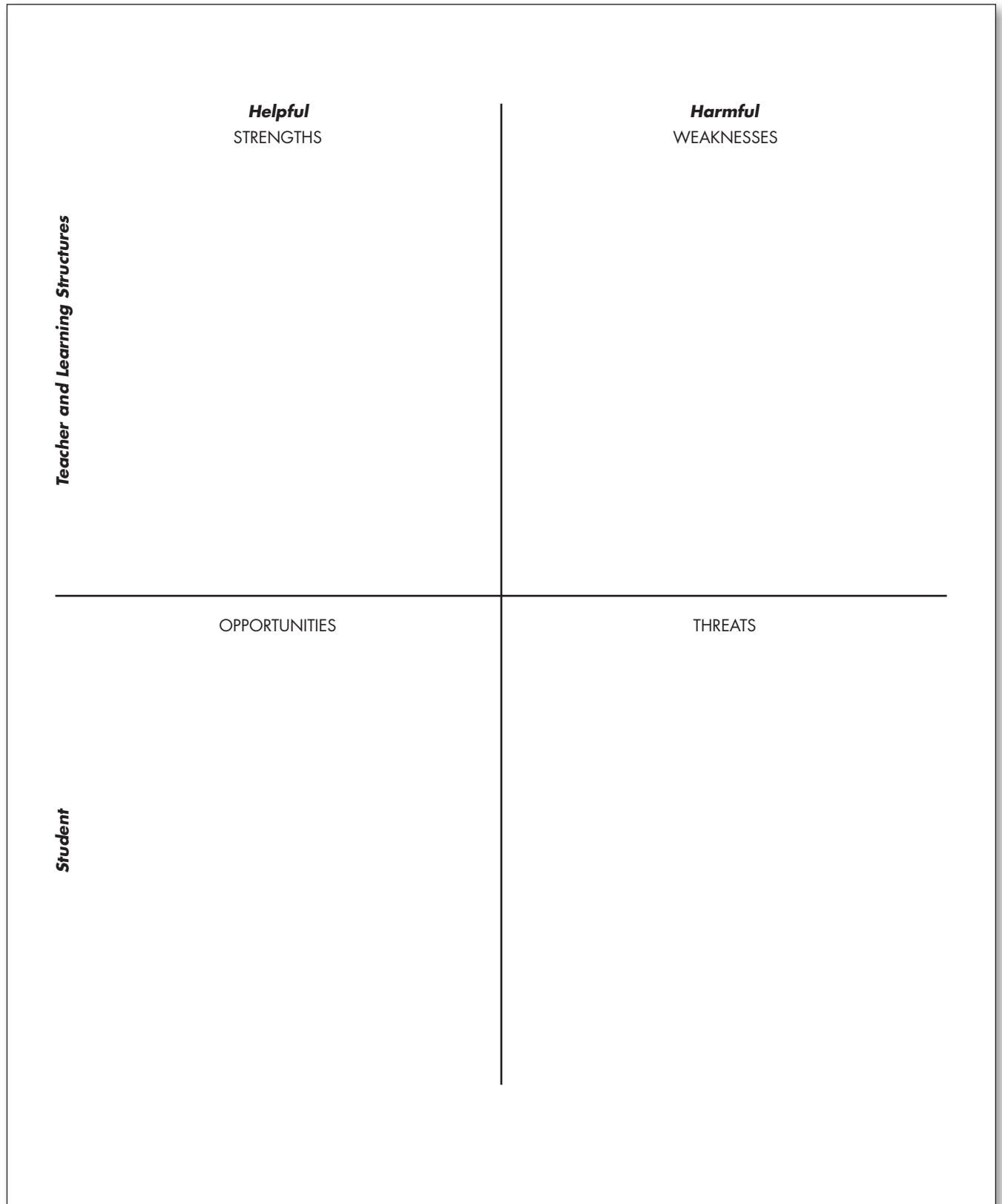
What is the teacher doing?

What are students doing?

What feedback would you give this teacher? Strengths/next step(s):

Source: Created by Rychie Rhodes and Cyrus Weinberger, Red Hawk Elementary in Erie, Colorado.

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Video Learning Team Self-Assessment

Date:

After watching the video recording of today's learning meeting, please rate how close your communication skills were to your ideal.

	Not Close					Right On	
In the video-recorded meeting, I . . .							
Offered suggestions tentatively but honestly.	1	2	3	4	5	6	7
Encouraged my peers by acknowledging their successes.	1	2	3	4	5	6	7
Actively demonstrated empathy.	1	2	3	4	5	6	7
Focused on learning rather than winning.	1	2	3	4	5	6	7
Listened more than I talked.	1	2	3	4	5	6	7
Showed respect toward my peers.	1	2	3	4	5	6	7

My goal for next meeting:

Figure 5.9 Impact Goal Form

Impact Goal							
<i>Date:</i>							
After listing all of your possible goals, use the following form to identify the goal that has the greatest potential for impact. Complete one form for each potential goal. The goal with the highest score is usually the best.							
	<i>Not Close</i>				<i>Right On</i>		
This potential goal is . . .							
Powerful.	1	2	3	4	5	6	7
Easy.	1	2	3	4	5	6	7
Emotionally compelling.	1	2	3	4	5	6	7
Reachable.	1	2	3	4	5	6	7
Student focused.	1	2	3	4	5	6	7
<i>Comments:</i>							

TO SUM IT UP:

VLTs are more successful when the following issues are addressed:

- Team participants should feel psychologically safe, since watching video can lead us to question our assumptions about ourselves.
- Team leaders should carefully pick team members to ensure a psychologically safe environment.
- Participation in a VLT should be voluntary.
- Team members should establish team values.
- Someone (often an instructional coach or principal) should be identified to lead the team by adopting a servant leadership approach.
- Teams need to adopt a clear, effective process for learning that often involves the use of templates that promote reflection.
- Team members need to use communication skills that allow them to speak the truth in a way that can be heard.
- Teams should set goals that are powerful, easy, emotionally compelling, reachable, and student focused.

QUOTES

I still crave that honest feedback— honest work around our work that you just don't get normally. There is no time for it; there is no space for it, or we don't make time for it, for whatever reason. That was truly the highlight of my professional career thus far.

—**Michelle Harris**, Instructional Coach,
Beaverton, Oregon

It is painful to realize that what we thought is reality isn't reality, that who we thought we were is not who we are. That's a powerful realization that changes the direction of where we are going. This is very hard to do because you have to be vulnerable. But it's authentic. You have to say what you mean, and that's the way we become adults.

—**Jean Clark**, Special Consultant,
Cecil County, Maryland

By videotaping students as they are doing independent study, we are able to go to students and ask them what they are learning and why they are learning it. Having conversations with students is another powerful piece of this video lesson study. That's a formative assessment to take back to our debrief with teachers.

—**Rychie Rhodes**, Clinical Professor,
Red Hawk Elementary School, Erie, Colorado

CHAPTER 6

PRINCIPALS

is about

using video
to improve
professional
learning

improving teacher
evaluation through

video-enhanced
teacher evaluation

1. Principal and teacher meet to explain the form.
2. Principal observes and records lesson.
3. Principal and teacher watch video separately.
4. Principal and teacher discuss what they saw.

creating a setting
where VPD can flourish
through

video-enhanced
professional
development

Principals should

- walk the talk
- shape culture
- fight for resources
- develop deep knowledge
- employ partnership leadership

TO SUM IT UP:

Principals play an essential part in ensuring that video is introduced into schools successfully. To foster widespread productive use of video, principals play two essential roles: (a) making video an optional part of teacher evaluation and (b) creating settings in which teachers, coaches, and teams can successfully implement VPD.

To make video an optional part of teacher evaluation, principals can:

- Meet with teachers to explain the observation form
- Observe and video-record a lesson
- Watch the video and complete the evaluation
- Prompt the collaborating teacher to watch the video and complete the evaluation
- Meet with the teacher to discuss what they both found using the evaluation form to analyze the video
- Set goals for instructional improvement, perhaps by employing the PEERS approach to goal setting

To create a setting in which educators can successfully implement VPD, principals can:

- Walk the talk by using video to promote their own professional growth
- Shape culture by creating artifacts that reflect a culture of safety and learning, involving everyone in developing norms that promote safety and learning, and intervening when necessary to ensure that what is said about a culture is reflected in how people act
- Fight for resources so that teachers get the technology, collaboration time, and support, especially coaching, necessary to enable them to implement VPD
- Build relationships
- Avoid dehumanizing practices

QUOTES

I want to do more evaluations using video. I think it increases trust. I think it increases accuracy. You have the potential to deepen the conversations about instruction without focusing on "this is my opinion and this is what I saw. I don't care how it felt to you; this is what I saw."

—**Bill Sommers**, Author and Principal,
Minnetonka, Minnesota



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