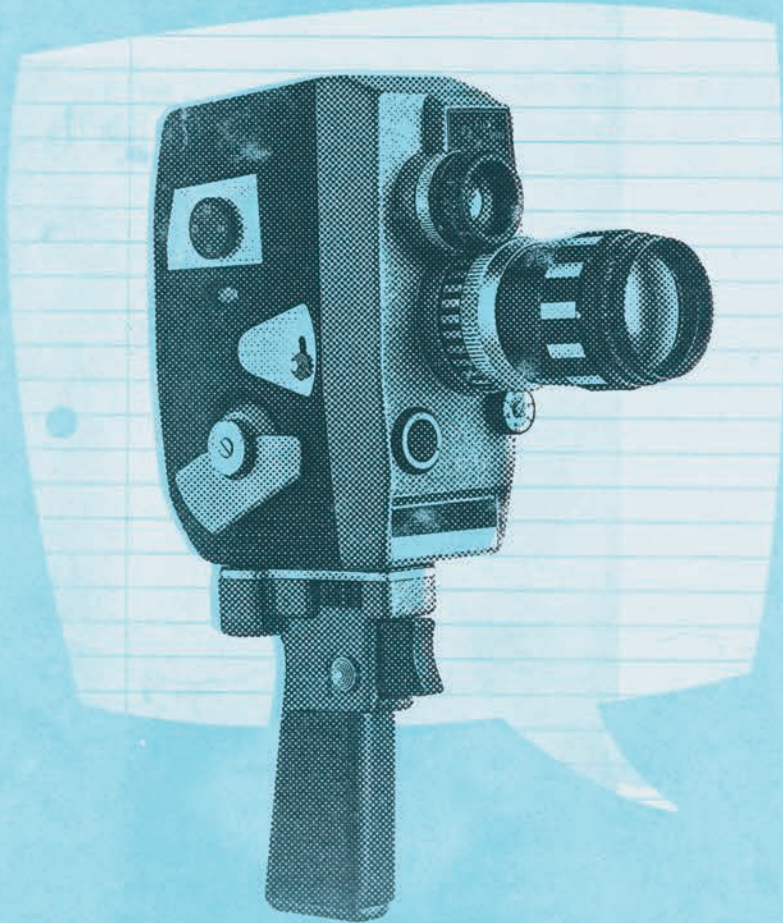


JIM KNIGHT



# FOCUS

USING VIDEO  
FOR HIGH-IMPACT INSTRUCTION

# ON TEACHING



# Instructional Coaches

# Instructional Coaches

- Use video to set goal & monitor progress
- Watch video separately
- Clarify that the video belongs to the teacher
- Let teacher choose where to point the camera

## COACHING TOOLS

# Getting the Most out of Watching your Video



## GOAL

- » Identify: two sections of the video that you like and one or two sections of video you'd like to further explore

## CONTENT PLANNING

Watching yourself on video is one of the most powerful strategies professionals can use to improve. However, it can be a challenge. It takes a little time to get used to seeing yourself on screen, so be prepared for a bit of a shock. After a little time you will become more comfortable with the process.

- » Find a place to watch where you won't be distracted
- » You may find it helpful to read through the teacher and student surveys and/or the big ticket items to remind yourself of things to keep in mind while watching
- » Set aside a block of time so you can watch the video uninterrupted
- » Make sure you've got a pen and paper ready to take notes

## WATCHING THE VIDEO

- » Plan to watch the entire video at one sitting
- » Take notes on anything that is interesting
- » Be certain to write the time from the video beside any note you make so that you can return to it should you wish to
- » People have a tendency to be too hard on themselves, so be sure to really watch for things you like
- » After watching the video, review your notes, and circle the items you will discuss with your coach (2 you like, and 1 or 2 you would like to further explore)
- » Sit back, relax, and enjoy the experience

COACHING TOOLS

# 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:

Students were engaged in learning (95% engagement is recommended)

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

Students interacted respectfully

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

Students clearly understand how they are supposed to behave

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

Students rarely interrupted each other

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

Students engaged in high-level conversation

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

Students clearly understand how well they are progressing (or not)

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

Students are interested in learning activities in the class

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

*comments*

.....  
.....  
.....  
.....

## COACHING TOOLS

# 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:

My praise to correction ratio is at least a 5 to 1 ratio

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

I clearly explained expectations prior to each activity

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

My corrections are calm, consistent, immediate, and planned in advance

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

My questions at the appropriate level (know, understand, do)

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

My learning structures (stories, cooperative learning, thinking devices, experiential learning) were effective

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

I used a variety of learning structures effectively

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

I clearly understand what my students know and don't know.

NOT CLOSE  1  2  3  4  5  6  7  RIGHT ON

comments

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.....  
.....

# Teachers



# Teachers

- Watch the video at least twice
- Select a focus area
- Use video to set a goal
- Use video to monitor progress toward a goal



USING VIDEO FOR PROFESSIONAL LEARNING

# *Ratio of Interaction*



RATIO

+	-





USING VIDEO FOR PROFESSIONAL LEARNING

# *Opportunities to Respond*



\_\_\_\_\_ / \_\_\_\_\_ = \_\_\_\_\_  
TOTAL OTR                      MINUTES                      OTR PER MINUTE

USING VIDEO FOR PROFESSIONAL LEARNING

# *Instructional vs. Non-Instructional Time*



INSTRUCTIONAL	NON-INSTRUCTIONAL
TOTAL TIME:	TOTAL TIME:

USING VIDEO FOR PROFESSIONAL LEARNING

# *Teacher vs. Student Talk*



TEACHER	STUDENT
<b>TOTAL TIME:</b>	<b>TOTAL TIME:</b>

USING VIDEO FOR PROFESSIONAL LEARNING

# Engagement Chart



ARE YOU . . .

AUTHENTICALLY ENGAGED?

STRATEGICALLY COMPLIANT?

NOT ENGAGED?

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*What could make this lesson more engaging?*

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# Teams



# Teams

- Make teams voluntary
- Establish team norms
- Use a protocol
- Use a learning process
- Have a team leader

USING VIDEO FOR PROFESSIONAL LEARNING

# After-action Report



*What was supposed to happen?*

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*What happen?*

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*What accounts for the difference?*

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*What should be done differently next time?*

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USING VIDEO FOR PROFESSIONAL LEARNING

# SWOT Learning Analysis



	HELPFUL	HARMFUL
TEACHER AND LEARNING STRUCTURES	<i>Strengths</i>	<i>Weaknesses</i>
STUDENT	<i>Opportunities</i>	<i>Threats</i>

# Administrators



# Administrators

- Build a culture that promotes professional learning
- Walk the talk
- Use video as one option for teacher evaluation