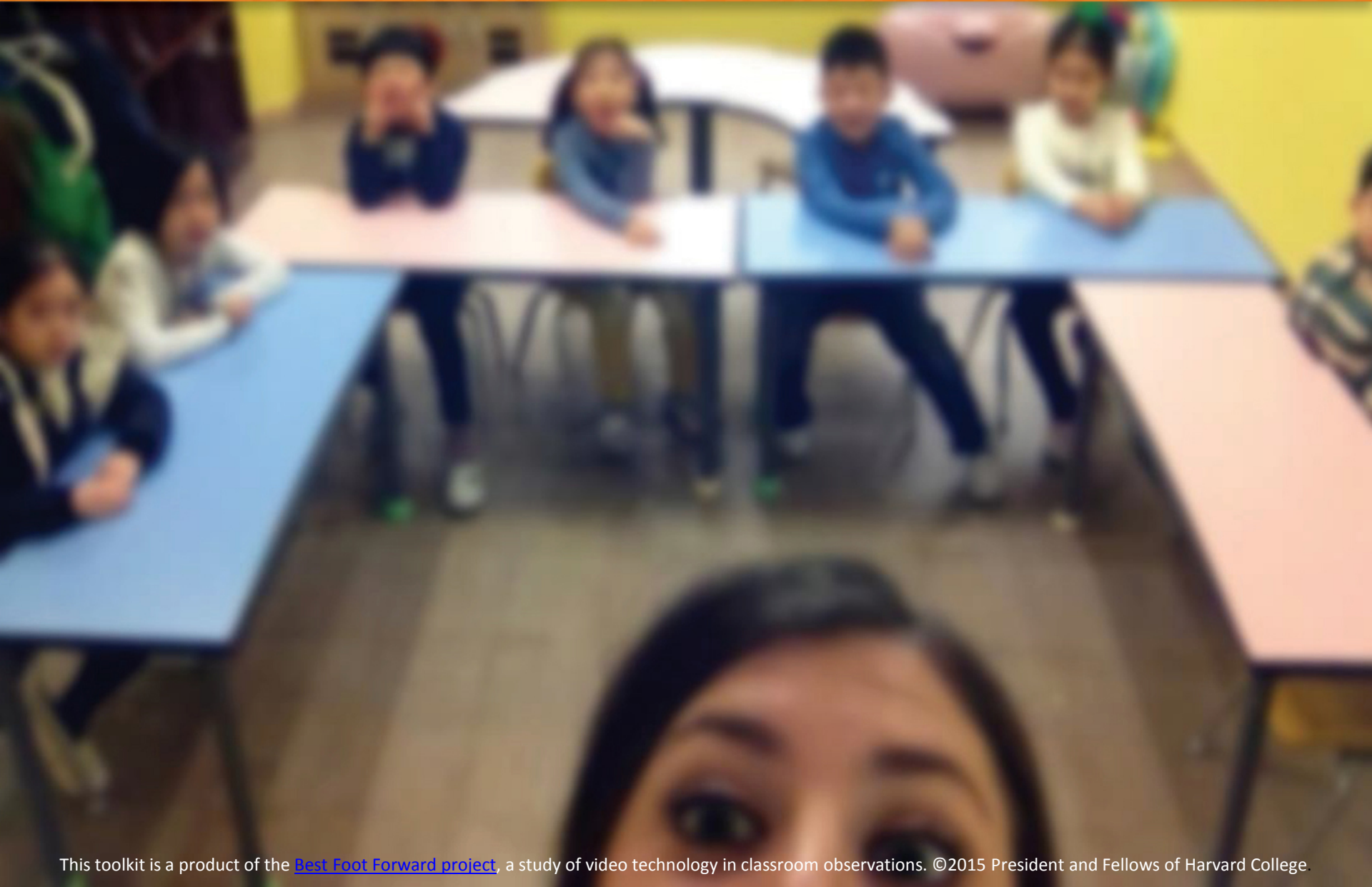




Teacher Video Selfie: A self-guided module for analyzing videos of your own instruction



You'll Learn

- To watch yourself with purpose
- To highlight priority evidence
- To analyze evidence and make self-directed adjustments to your instruction

You'll Need

- Two 10–15 minute video clips of your instruction
- Paper and pencil

Hey, good lookin'.

Are you good at looking at yourself?

YOUR TURN:**

- 1. Watch the first video clip of your instruction.**
- 2. Jot down what you notice while watching yourself for the first time.**
- 3. Set aside your notes for analysis.**

*** You will see "YOUR TURN" throughout this self-guided module. This indicates that you should participate in the brief exercise described.*

Effective noticing is hard.

When initially watching ourselves on video, it is easy to be distracted by irrelevant details (e.g., details not related to learning).

Our responses can be emotional or reactive.

We focus mostly on ourselves, instead of our students.

"Does my head really look like that from behind?"

"Wow those pants need to be burned."

"That wasn't a normal day."

"I was missing half of my students."

"I sound so strict!"

"That was embarrassing."

"I did a poor job of connecting to prior knowledge."

"I like how I asked questions throughout the lesson."

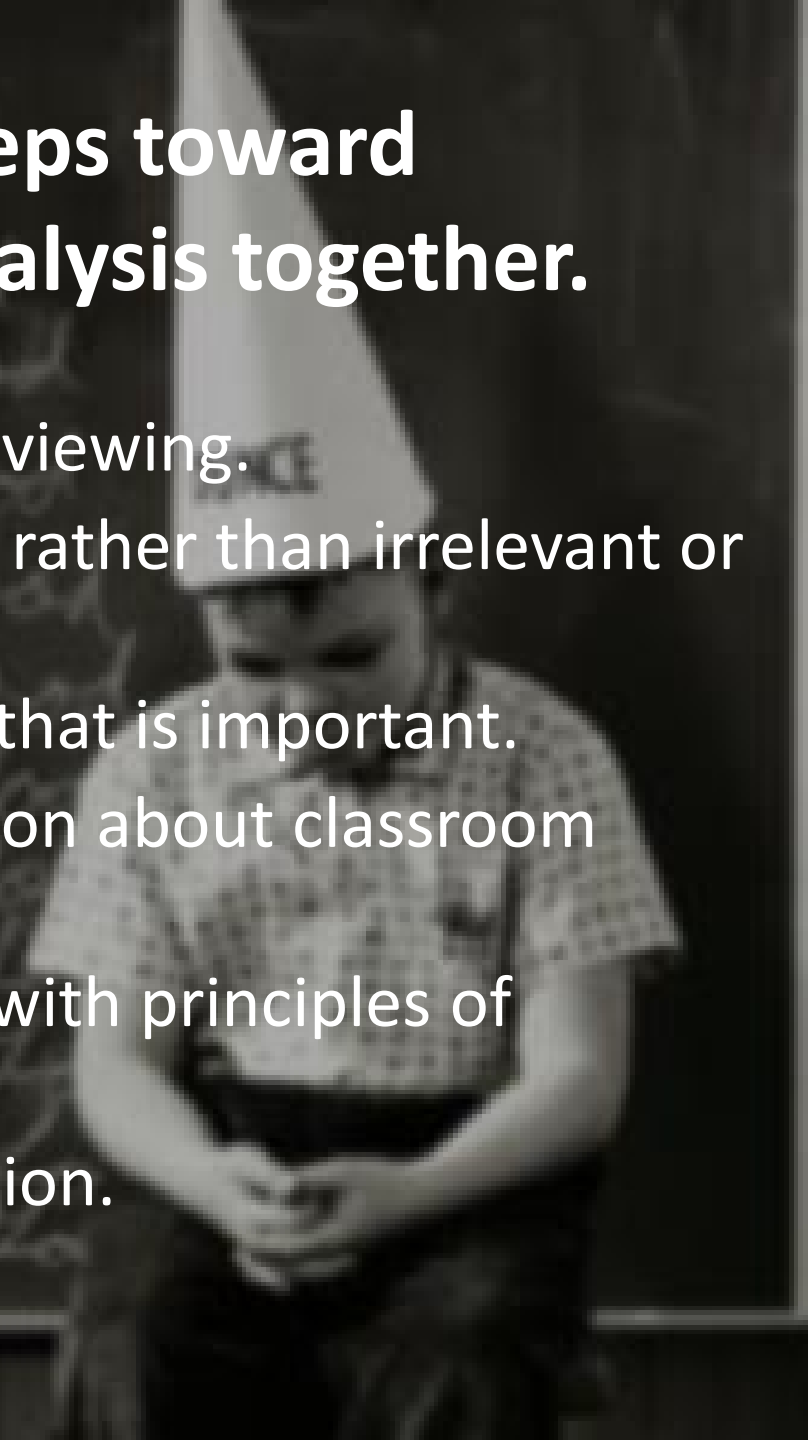
Baseline Assessment

Go back to your self-observation notes. Did you:

- Describe an irrelevant detail?
- Use emotional or reactive language?
- Describe your actions more than students' actions?

If so, you may be in need of a selfie intervention.

It's okay. We'll take steps toward effective video self-analysis together.

- **Step 1:** Establish a goal for viewing.
 - **Step 2:** Focus on evidence, rather than irrelevant or reactive details.
 - **Step 3:** Focus on evidence that is important.
 - **Step 4:** Use context to reason about classroom interactions.
 - **Step 5:** Make connections with principles of effective teaching.
 - **Step 6:** Plan future instruction.
- 

Step 1: Establish a goal for viewing.

Why?

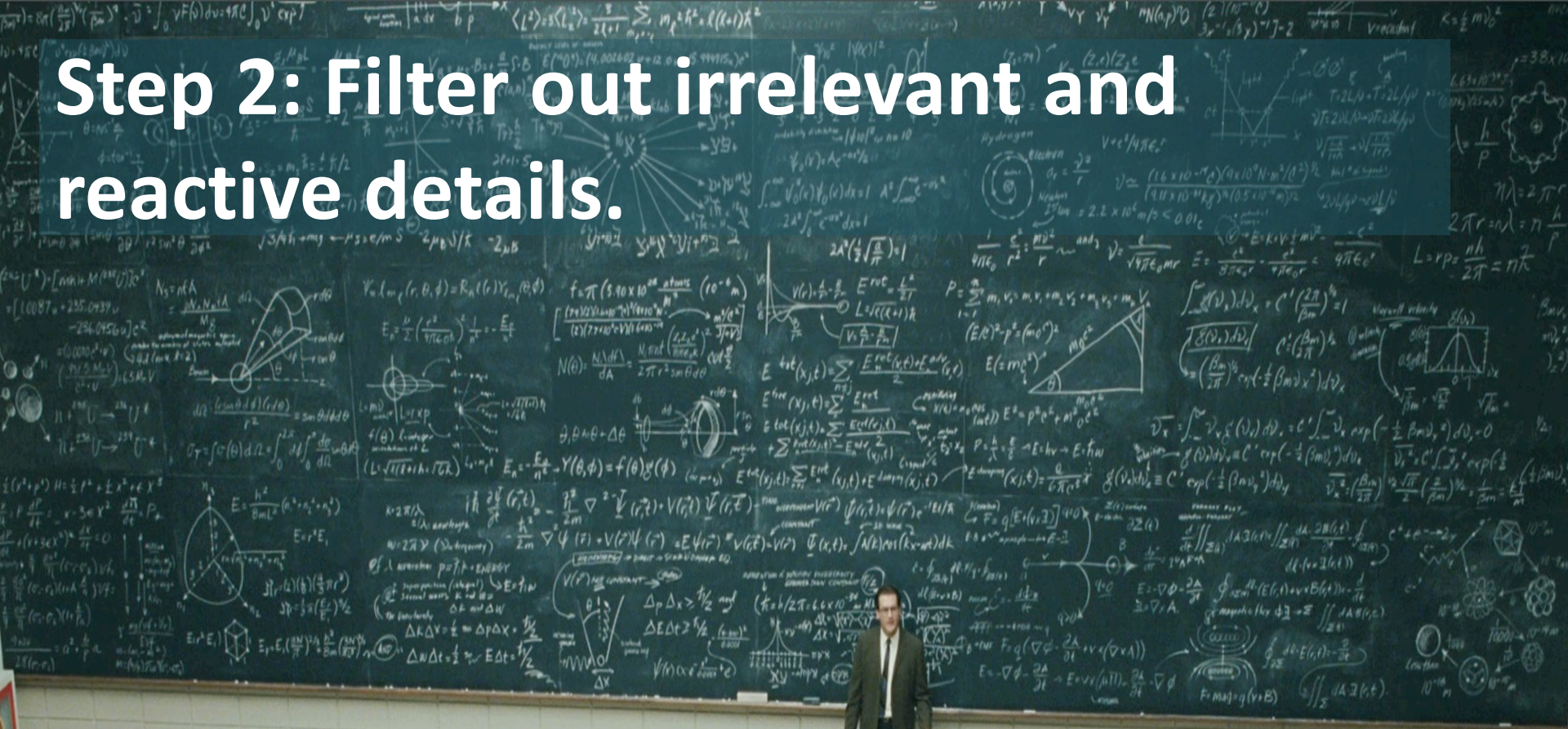
- Having a goal will put you in the director's seat. What footage do you need to capture for your selfie?
- Purposeful watching will help you filter out extraneous, irrelevant details.

Ideas for goal development

- Focus on struggling students or small groups
- Use video to think about new curriculum material
- Use observation or student survey data to diagnose your development areas

YOUR TURN: Write down some ideas for video self-observation goals (e.g., things you want to work on this year).

Step 2: Filter out irrelevant and reactive details.



There is SO much visual and auditory information in a few minutes of footage. What should you be looking at?

Distinguish between “details” and “evidence.”

Details

Features of your classroom loosely related or unrelated to instruction.

Evidence

Features of your classroom that can be used to draw conclusions about instruction.

Evidence

DELETE:

~~I say “um” and “like” too much.
It’s distracting.~~

[This is a distracting detail, not a piece of evidence strongly connected to student learning.]

DELETE:

~~I didn’t handle that student well.~~

[Focus your evidence on what happened, not whether or not it went well.]

KEEP:

Only 30% of students raised their hands to answer questions.

YOUR TURN: Delete irrelevant or reactive details from your baseline assessment and add pieces of evidence to a table with five columns.

Step 3: Focus on important evidence.



What kind of evidence is important?

- What teachers do in their interactions with students that influences student learning.
- What students do that demonstrate whether they are learning or are distracted from learning.

Piece of Evidence

Importance

EXAMPLE:

While watching my video, I observed that a student in the back of the classroom is throwing his hands in the air and waving them like he just doesn't care.

EXAMPLE:

This piece of evidence is important because six or seven students are distracted from the independent activity I created. Is it rigorous enough? Have I handled the disruption appropriately?

EXAMPLE:

While watching my video, I observed that only 30% of students raised their hands to answer questions.

EXAMPLE:

This piece of evidence is important because I need to determine whether 70% of my students aren't following the content, or whether they do not feel comfortable participating in class.

YOUR TURN: Identify the pieces of evidence collected in Step 2 that are important.

Step 4: Use context to help you reason about classroom interactions.

- Taking time to consider context gives you a chance to press pause and contemplate root causes for student behaviors or interactions.
- Recalling contextual clues will help you explain and explore the evidence you collect.

Piece of Evidence	Importance	Context
<p>EXAMPLE: While watching my video, I observed that only 30% of students raised their hands to answer questions about new content.</p>	<p>EXAMPLE: This piece of evidence is important because I need to determine whether 70% of my class isn't following the content, or whether they do not feel comfortable participating in class.</p>	<p>EXAMPLE:</p> <ul style="list-style-type: none">• Some of the students raising their hands participated in a quiz bowl about Italy last year.• My wait time for questions is only 5 seconds. It may not be enough time for students to think.

YOUR TURN: Now layer in contextual details that might help explain the evidence you have identified as important.

Step 5: Make connections between classroom interactions and broader teaching principles.

“When analyzing a video of a class discussion, for example, novice teachers generally provide only a literal description of the events they see. In contrast, expert teachers describe the segment in terms of issues related to...principles of teaching and learning rather than seeing each instance as an isolated event.”**

* *van Es, E. A., & Sherin, M. G. (2002). Learning to notice: Scaffolding new teachers' interpretations of classroom interactions. *Journal of Technology and Teacher Education*, 10(4), 571–596.

Piece of Evidence	Importance	Context	Connections
<p>EXAMPLE: While watching my video, I observed that only 30% of students raised their hands to answer questions about new content - ancient Rome.</p>	<p>EXAMPLE: This piece of evidence is important because I need to determine whether 70% of my class isn't following the content, or whether they do not feel comfortable participating in class.</p>	<p>EXAMPLE:</p> <ul style="list-style-type: none"> • My wait time for questions is only 5 seconds. • Some of the students raising their hands participated in a quiz bowl about Italy last year. 	<p>EXAMPLE: In the Framework's third domain, "Instruction," in order for a teacher to attain "Distinguished," for this component, "Engaging Students in Learning," the following must hold true: <i>The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.</i></p>

YOUR TURN: Make a fourth column for connections between the specifics of classroom interactions and the broader principles of teaching

A photograph of a teacher and four children sitting on a colorful rug in a classroom. The teacher, a woman with dark hair, is on the right, smiling. The children are of diverse backgrounds and are also smiling. In the background, there are bookshelves filled with books and a colorful striped fabric hanging. The text "Step 6: Think about how you plan to make change." is overlaid in white on the top left of the image.

Step 6: Think about how you plan to make change.

Evidence is meaningless to consider if not connected to planning and practice for the future.

Piece of Evidence	Importance	Context	Connections	Next Steps
<p>EXAMPLE: While watching my video, I observed that only 30% of students raised their hands to answer questions about new content.</p>	<p>EXAMPLE: This piece of evidence is important because I need to determine whether 70% of my class isn't following the content, or whether they do not feel comfortable participating in class.</p>	<p>EXAMPLE:</p> <ul style="list-style-type: none"> • Some of the students raising their hands participated in a quiz bowl about Italy last year. • My wait time for questions is only 5 seconds. It may not be enough time for students to think. 	<p>EXAMPLE: From the Framework- <i>The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.</i></p>	<p>EXAMPLE:</p> <ul style="list-style-type: none"> • Lengthen wait time. • Use cold calling. • Group quiz bowl students and differentiate their content. • Pair quiz bowl students with students new to material for activities.

YOUR TURN: Brainstorm actionable ideas in relation to your collected evidence.

Are you ready for effective selfie-analysis?

YOUR TURN: Independent Practice

1. Before you watch your second video, jot down at least one observation goal.
2. Watch your second video.
3. Write down *important* evidence of student-to-student and teacher-to-student interactions.
4. Contemplate context for each piece of evidence.
5. Make connections with visions of teaching excellence.
6. Determine at least one “next step” you can try.
7. Videotape yourself trying to implement changes.

Noticing Rubric for Independent Practice

	Advanced	Proficient	Needs Improvement
Identifying What's Important	I identified what was most important in my classroom and instruction.	I identified details related to instruction but did not highlight the most important details.	I did not differentiate between important and unimportant details.
Making Connections	I made connections between important parts of classroom instruction and principles of effective teaching.	I made connections between multiple parts of classroom instruction.	I made connections between unimportant parts of classroom instruction or made no connections at all.
Incorporating Contextual Knowledge	I readily incorporated contextual knowledge into my analysis.	I incorporated some contextual knowledge into my analysis.	I did not incorporate contextual knowledge into my analysis.
Drafting Next Steps	I generated multiple next steps in my analysis and implemented them.	I generated some next steps in my analysis and plan to implement them.	I did not incorporate next steps into my analysis.