



Using Video for High-Impact Instruction

3 Questions

- Why?
- Why not?
- How?

Why?



napster®



We don't have a
clear picture of
reality

Common Perceptual Errors

Confirmation bias

Habituation

Primacy Effect

Recency Effect

Stereotypes

On a scale of 1-5, how accurate is the view of reality held by teachers in your organization?

On a scale of 1-5, how important is it for teachers to have a clear picture of reality?

Culture of talk, not action



Why?

- Offers a clear picture of reality
- Shift from talk to a culture of action

Since video can improve
the quality of your life
and your work, how
willing are you to watch
yourself on video?

Your Tasks

1. Record your partner
2. Let your partner record you.
3. Watch the video and note your feelings and thoughts.
4. Talk about it with your partner.
5. Share what you experienced with our group.

**Record your
partner.**

1:00

**Let your partner
record you.**

1:00

**Watch the video
and note your
feelings and
thoughts.**

2:00

**Talk about it
with your
partner.**

2:00

**Share your
thoughts with
our group.**

2:00

Why

not?



TRUST



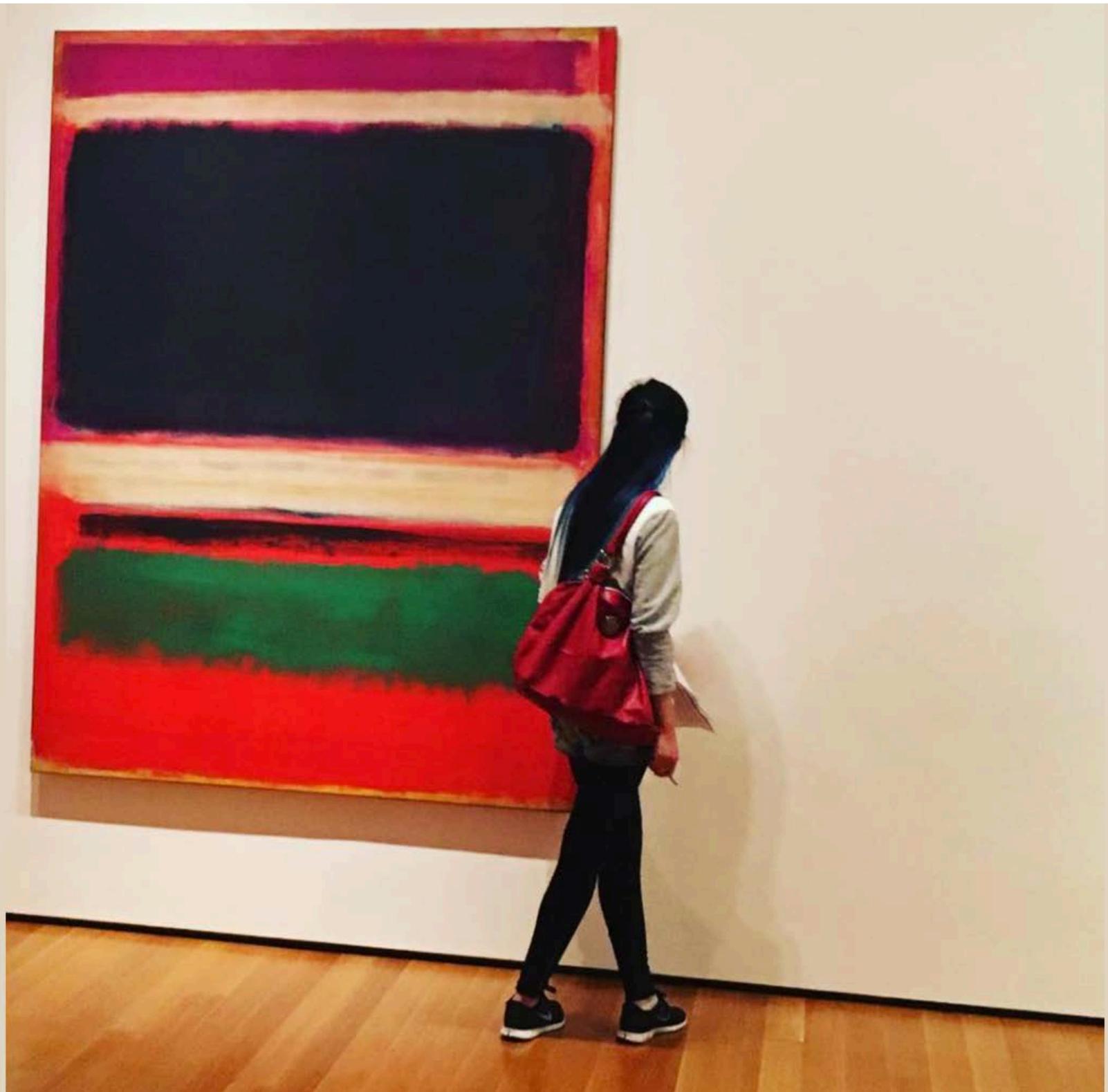
Trust

- Character
- Reliability
- Competence
- Warmth
- Stewardship

To what extent do the educators in your organization trust the organization, administrators, coaches, each other?







Conditions for Success

- Choice
- Intrinsic rather than extrinsic motivation
- Boundaries
- Walk the talk
- Stewardship
- Dialogue

Are most of the educators in your organization in the (i) comfort zone, (ii) apathy zone, (iii) anxiety zone, or (iv) learning zone?

What do you see that leads you to believe this?



Why not

- Self-image
- Psychological safety
- Trust issues
- Identity

How?

Communication and Professional Learning

- PLCs and Teams
- Coaching
- Collaboration
- Professional learning
- Principal-teacher conversations

When communication is ineffective,
collaboration can make schools worse
rather than better.



LOOKING BACK:

Listening

Complete this form after you have recorded a conversation in which you tried to use the listening strategies. You can complete it while watching or after watching the conversation.

On a scale of 1-10, how interested were you in what the other person had to say?

Not Interested Very Interested

1 2 3 4 5 6 7 8 9 10

Is there anything you can do differently next time to be more invested in what your conversation partner has to say?

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

How many minutes were you the speaker or listener?

SPEAKER	LISTENER

Is there anything you can do differently next time to listen more?

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

What did you do that opened up or closed down the conversation?

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

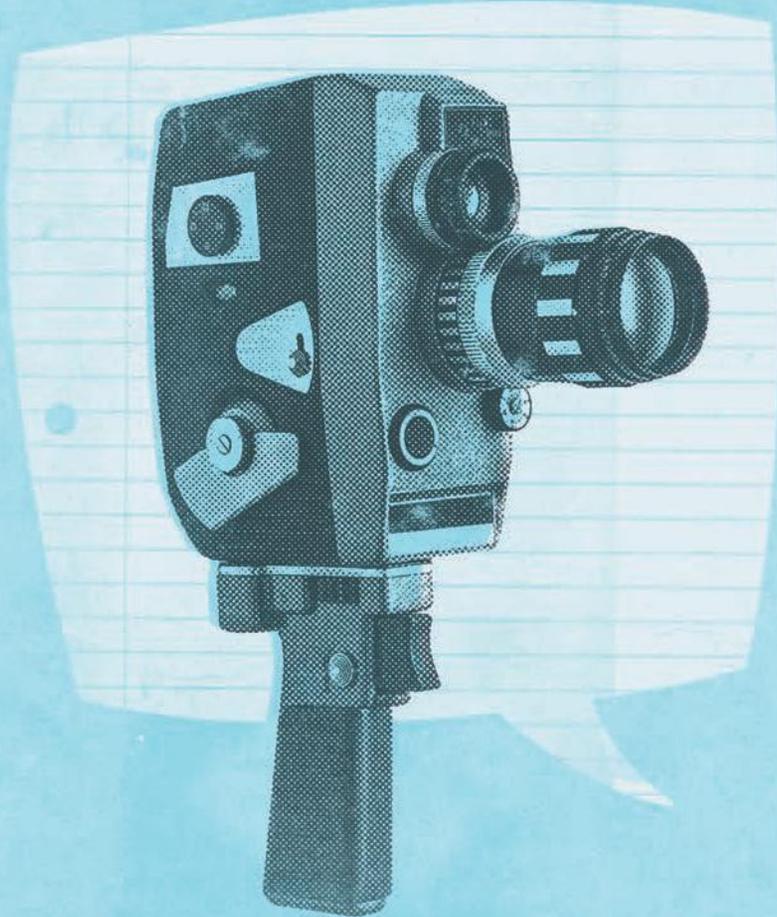
Is there anything you can do differently next time to encourage your conversation partner to open up?

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

What else could you try to do differently next time to improve as a listener?

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

JIM KNIGHT



FOCUS

USING VIDEO
FOR HIGH-IMPACT INSTRUCTION

ON TEACHING

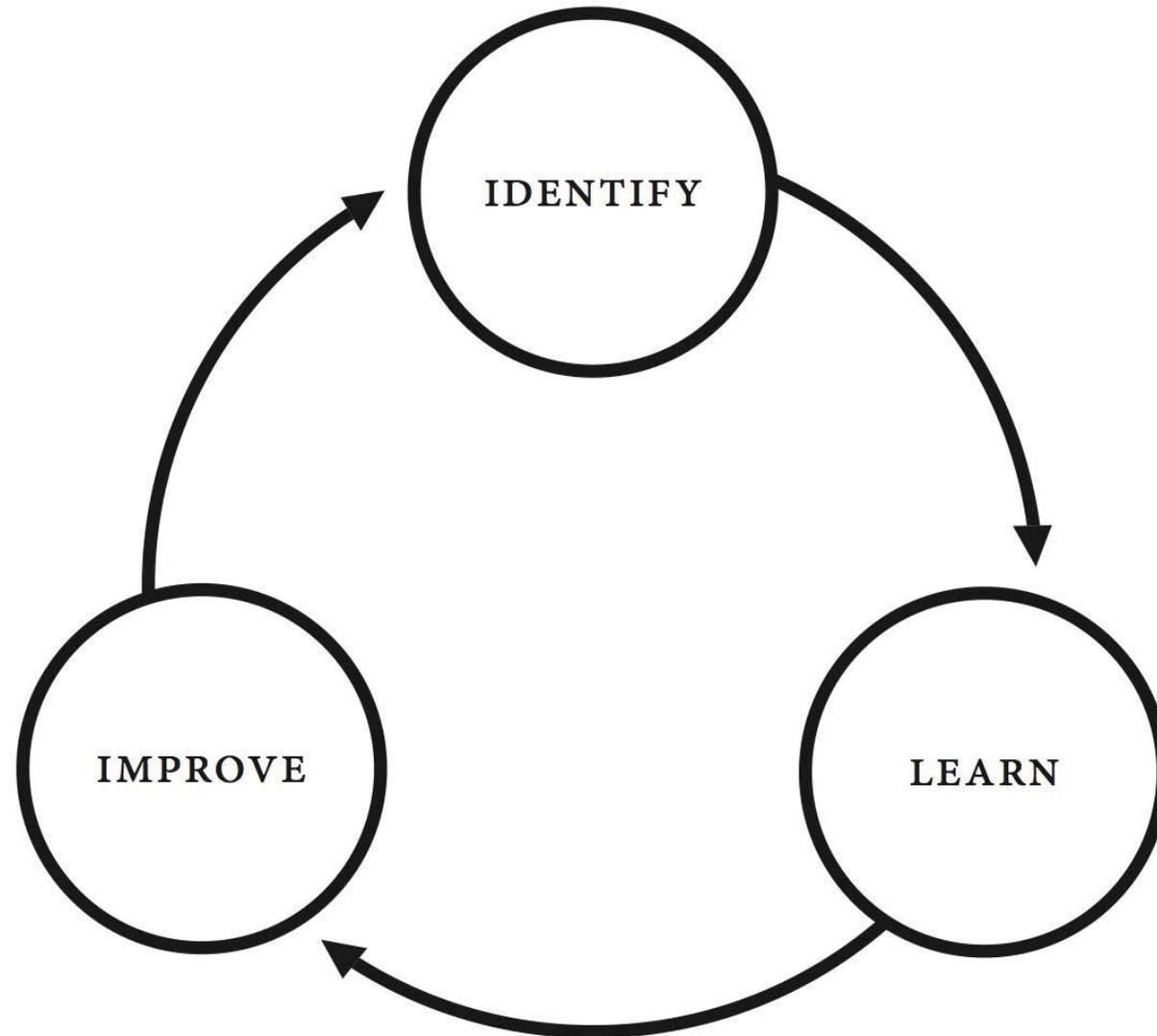
Video and Instruction

- Self-coaching
- Teams & PLCs
- Teacher evaluation

Video and Coaching

- Coaching
- Peer Coaching

The Improvement Cycle



PEERS Goals

- Powerful
- Easy
- Emotionally compelling
- Reachable (measurable; strategy identified)
- Student-focussed

HOW TO GET 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.

Getting Ready

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.
- Review the Watch Yourself and Watch Your Student forms 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 catches your attention.
- 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 also watch for things you like.
- After watching the video, review your notes and circle the items you will discuss with your coach (two you like, and one or two you would like to explore further).
- Sit back, relax, and enjoy the experience.

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:

	NOT CLOSE				RIGHT ON		
Students were engaged in learning (at least 90% engagement is recommended).	1	2	3	4	5	6	7
Students interacted respectfully.	1	2	3	4	5	6	7
Students talked about learning an appropriate amount of time.	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:

	NOT CLOSE				RIGHT ON		
My praise to correction ratio is at least a 3-to-1 ratio.	1	2	3	4	5	6	7
I clearly explained expectations prior to each activity.	1	2	3	4	5	6	7
My corrections are calm, consistent, immediate, and planned in advance.	1	2	3	4	5	6	7
There was very little wasted time during the lesson.	1	2	3	4	5	6	7
My questions are appropriate for the learning occurring.	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:

Video and Coaching

- Self-coaching
- Teams & PLCs
- Teacher evaluation

On a scale of 1-5, how helpful could it be if teachers watch video recordings of their lessons?

If you think it would be valuable, what are your next steps to promote the use of video?

3 Questions

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- Why not?
- How?