CONTENTS

List of Companion Website Resources viii
Preface ix
Acknowledgments xii
About the Author xvi

Chapter 1. The Power of Video 1
   Micro Cameras Are an Example of “Disruptive Technology” 2
   Why Are Micro Cameras a “Disruptive” Innovation? 3
   Why Video Is Important 4
   Accountability and Autonomy 8
      What Do We Mean by Autonomy? 9
      What Is Accountability? 12
   Turning Ideas Into Action 16
   To Sum Up 17
   Going Deeper 18

Chapter 2. Getting Started With Video-Enhanced Professional Development 21
   Getting Started 23
   Guidelines for Success 23
      1. Establish Trust 23
      2. Make Participation a Choice 24
      3. Focus on Intrinsic Motivation and Safety 25
      4. Establish Boundaries 26
      5. Walk the Talk 27
      6. Go Slow to Go Fast 27
   Setting Up Video-Enhanced Professional Development: Practical Concerns 28
Chapter 3. Instructional Coaches 37
Video-Enhanced Instructional Coaching 40
Video Increases Trust 41
Video Facilitates Partnership Coaching 42
Video and the Components of Instructional Coaching 45
1. Enroll 46
2. Identify 47
3. Explain and Mediate 52
4. Model 54
5. Observe 55
6. Explore 56
Turning Ideas Into Action 58
To Sum Up 59
Going Deeper 60

Chapter 4. Teachers Using Cameras to Coach Themselves 63
Decide Where to Point the Camera 65
Film a Class 65
First Watch 66
Second Watch 66
   Watch Yourself 67
   Watch Your Students 79
Turning Ideas Into Action 86
To Sum Up 87
Going Deeper 88

Chapter 5. Video Learning Teams (VLTs) 91
Setting Up Video Learning Teams: Creating Psychologically Safe Environments 99
1. Establish Team Leadership 101
2. Select Team Members Carefully 103
3. Establish Team Values 104
4. Develop a Learning Process 105
5. Use Effective Communication Strategies 112
6. Set Goals 117
Turning Ideas Into Action 123
To Sum Up 125
Going Deeper 125
LIST OF COMPANION
WEBSITE RESOURCES

Access the following videos and resources at
www.corwin.com/focusonTeaching

Video 2.1  An Overview of How Video Can Be Used

Video 3.1  An Overview of Coaching Using Video
Figure 3.4  Watch Your Students Form
Figure 3.5  Watch Yourself Form

Video 4.1  Teachers Using Video to Learn
Figure 4.1  Ratio of Interaction
Figure 4.2  Growth/Fixed Mindset Chart
Figure 4.3  Consistent Corrections Chart
Figure 4.4  Opportunities to Respond
Figure 4.5  Question Chart
Figure 4.6  Instructional vs. Noninstructional Time
Figure 4.7  Teacher vs. Student Talk
Figure 4.8  Engagement Chart

Video 5.1  Video Learning Teams in Action
Figure 5.1  After-Action Report
Figure 5.2  Lesson Study Observation Questions
Figure 5.5  SWOT Form
Figure 5.8  Video Learning Team Self-Assessment Form
Figure 5.9  Impact Goal Form

Video 6.1  Principals Using Video
learned about the power of video from my friend and colleague Mike Hock close to two decades ago when we were both doctoral students at the University of Kansas. Mike had created a successful tutoring program, Strategic Tutoring (Hock, Schumaker, & Deshler, 2001), and he spent a fair amount of time training tutors to tutor in a way that ensured students learned how to learn as they completed academic tasks.

In his work with tutors, Mike noticed that many were struggling to learn and fluently implement the specific stages and practices that made up strategic tutoring. He decided to video-record the tutors in action and then have them watch themselves tutoring and analyze their practices with the help of a checklist. The results were amazing! When tutors saw themselves on video, they quickly realized how they needed to improve, and their tutoring significantly improved.

I could see that video was a powerful learning tool for educators, but video was such a hassle at the time. We had to get cameras—they were usually expensive—set them up, tape a session, and then transfer the video to a VHS tape so we could watch it. Besides, the rather large camera on a tripod usually disrupted the class so that whenever we brought a camera into a teacher’s classroom, the class inevitably ended up being largely about the camera. In other words, even though video clearly worked, it took too much effort and caused too many distractions.

In 2006, I got a solution for the video hassle from an unlikely source: Mick Jagger. As I watched the televised coverage of the World Cup that year, I noticed that Mick was shown several times recording the events with a flashy little camera, which I learned was a Flip camera—a tiny, easy-to-use, inexpensive HD camera. Watching Mick film parts of the game, I figured that I could use a Flip camera to record a class without disrupting the teacher’s lesson. So I decided
to try out Flip cameras as a part of our research at the University of Kansas.

I first introduced cameras to our team of instructional coaches working on our research projects in Topeka, Kansas. We quickly realized that video was a game breaker. Professional learning would never be the same again! As time has passed, technological innovation has made it easier and easier to video-record and share a lesson, and in all likelihood video will become even easier and more powerful as technology advances in the future.

This book summarizes the findings of a number of projects that directly or indirectly studied video and coaching. As mentioned, first, our research team at the Kansas Coaching Project at the University of Kansas and instructional coaches in Topeka, Kansas, explored how video might be integrated into the coaching process. Then our team and instructional coaches from Beaverton, Oregon, employed a design research model (Bradley et al., 2013) to refine how coaches could use video with teachers to gather data on current realities in a classroom, set goals, and monitor progress toward the goals. Our team is now in the midst of a second design study with coaches in Othello, Washington, who are also helping us refine how to use video within the components of coaching.

In addition to these studies, I conducted a study of how to use video or audio recordings to improve communication skills. As part of the research, I received more than 500 reflection reports from people working on their communication skills in countries around the world, including India, Australia, South Korea, the United Kingdom, Canada, and the United States. The volunteer participants in this project, sponsored by the Instructional Coaching Group, wrote about how they used recordings to improve how they listened, built emotional connections, and found common ground during their interactions with others.

Finally, Marilyn Ruggles, my colleague at the Instructional Coaching Group, and I conducted about 50 interviews with teachers, coaches, and principals in U.S. schools about their experiences with video-enhanced professional development. The names and positions of the interviewees, who generously agreed to be interviewed twice, are included in the Acknowledgments.

In writing this book, I have drawn heavily from my interviews and included the comments of teachers, instructional coaches, and principals. All interview comments are taken from transcripts of interviews. In some cases, I have modified comments slightly to
increase clarity (e.g., replacing pronouns with antecedents, for example) or made them more concise (e.g., putting two comments together). However, I have been careful to keep the content of each participant’s comments intact.

Video changes everything. That is the big message I heard in all of our interviews. But those changes can be helpful or damaging. Used poorly in a compulsory, heavy-handed way, video recording can damage teacher morale at a time when, for many teachers, morale is at an all-time low. Used effectively, in a way that honors teachers’ professionalism and learning, video can be the most powerful improvement we have experienced in our schools in a long time. My sincere hope is that this book will enable us to use video effectively in a way that will help us provide the best possible learning opportunities for all of our students.