

# Beginning Educator Support Team NEWSLETTER

March 2018

## USING VIDEO TO REFINE PRACTICE

Jim Knight has written that video-enhanced professional learning has enormous potential for accelerating our growth as teachers (*Focus on Teaching, 2014*). Many of us watch ourselves on tape during student teaching to look at basic teaching concepts, but after gaining some classroom experience, we can focus even more on specific aspects of our practice.

Video gives us a clear picture of the teaching we are doing and the learning our students are doing. It provides a context for us to set goals based on our own analyses, and it allows for immediate feedback and changes to our practice.

It can feel uncomfortable at first, but, used effectively, video can have an unmistakable positive impact on our students' academic experiences.

This month, join the brave teachers who engage in this authentic, embedded professional development and **HIT RECORD!**



## TALKING POINTS

As we move into Spring, here are some topics of conversation for mentors and early career teachers this month:

Successes and challenges

Analyzing our own practice with video or observational data

Formative assessment and feedback strategies

Examining student work together

Refining classroom procedures

Encouraging student discourse

Planning for spring break

## WHY I [TEACH]

*"I teach because I believe that empowering and equipping our students with the necessary skills will create a community of learners and thinkers. These students will be the leaders and problem-solvers for our future. They will continue our commitment of building and maintaining a supportive and proactive community."*

*~ Jazmin Lopez, Edison Elem.*



## NEED TO KNOW

### **BEST PLC (first-year teachers)**

March 22, 4:00-5:30

Garrison Middle School, rm. 142

### **Early dismissal for K-5 students**

March 30

### **OSPI SE Regional Mentor Roundtable**

March 27, 4:00-6:00

SEA-Tech Skills Center

### **Connecting with Mentors**

Find time to connect, reflect, and engage in learning through observation.

### **Want to check out a Swivl robot set-up to film your teaching?**

Contact the WWPS technology department or Erin Dorso

Of course, a phone or tablet works too!

## BRIGHT IDEAS



Video-enhanced professional learning can happen within a team, with a mentor, colleague, or administrator. But, the easiest way to get started is to take a selfie! Video self-analysis provides the teacher with choice and autonomy in terms of focus and setting goals for change. To get beyond surface level observations and really make your time and energy count, follow these steps, outlined by Harvard University's Best Foot Forward Project.

**STEP 1: Establish a goal for viewing** - put yourself in the director's seat and use your goal to determine what to capture and view with purpose

**STEP 2: Filter out irrelevant or reactive details** - some details impact student learning, and some may not

**STEP 3: Focus on important evidence** - narrow your lens to the evidence that matters most

**STEP 4: Use context to reason about classroom interactions** - considering context helps us think about root causes and to explore the evidence we collect

**STEP 5: Make connections with principles of effective teaching** - how does the evidence reflect larger principles of teaching and learning?

**STEP 6: Plan future instruction** - think about how you plan to make change. Evidence is meaningless to consider if not connected to planning and practice for the future.

For the full document with analysis template, click: [Teacher Video Selfie](#).

## MENTORING SPOTLIGHT



Upper: Marissa Payton, Misha Guderian, Abigail Luckstead & Yuri Can discuss their teaching videos; Mike Bertram checks out our Swivl robot to record his teaching; Lower: Jose Beleche and Garrett Jones participate in Video Learning Lab; first-year teacher, Joelle Pomraning joins WWPS at Pioneer. Be sure to give her a big BEST welcome!

Our Year 2 and 3 teachers embarked on a journey of video feedback, analysis, reflection, and refinement last month in the Video Learning Lab series. We took a deep breath, set goals, and hit RECORD! Here's what they said about the experience:

*"Watching a video of yourself teaching gives you the most objective lens for reflection/analysis. You get to see what you and your students did and said and you can focus on each piece separately. It's not what you remember or think - it's what really happened."*

*"We can watch the same video multiple times and focus on something different each time. One video can tell many stories."*

*"There is so much potential growth that can happen through video feedback that can give you wisdom and enlightenment."*

*"A benefit of videoing and using this for feedback is that you are able to see yourself from the observer's point of view."*

## CONTACT

Comments, questions, or want to know more about supporting early career teachers in Walla Walla?

Contact:

**Erin Dorso**

Program Coordinator, Beginning Educator Support Team  
edorso@wwps.org

(509) 526-6782 office / (904) 990-4526 Google Voice/Mobile