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Collecting & Infusing Locally Relevant Video to Support Teacher Learning

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Collecting & Infusing Locally Relevant Video to Support Teacher Learning

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Context:
Although online teaching videos are easy to find, few demonstrate locally relevant models for our aspiring teachers. Lehman College School of Education began a project in Fall 2014 to collect locally relevant videos of teaching and student learning to demonstrate key practices in the field. We identified classrooms of highly competent program graduates as well as Professional Development Network Schools (PDS) teachers working in classrooms with co-teaching models and/or work with English Language Learners.

Project Team Goals:
1. Identify value of targeted review of teaching videos
   • Analyze lessons in depth. The ability to view parts of a lesson more than once via video permits in-depth analysis and reflection in a way that direct observation does not.
   • Evaluate particular approaches. Targeted video recording can promote understanding of new or specific techniques and strategies.
   • Create alignment between theory and actual practice. Candidates need the opportunity to reflect on what teachers plan will occur as compared to what actually occurs and how that impacts practice.
   • Investigate their learners’ behaviors. Candidates need to view how learners responded to lesson(s). This will help prepare novice teachers when they are being observed to not only focus on their own actions and lesson plans, but on student engagement and learning.
   • Engaging in a professional dialog. Viewing OTHERS teaching and engaging in a professional dialog with colleagues helps candidates focus on the teaching and not the teacher.

Observing locally relevant video offers candidates the tools and academic language to examine their practice when preparing for observation conferences and their own teaching-video reflections.

2. Key Instructional Practices
   Demonstrate/include key instructional practices that will specifically support rubric areas in the edTPA. For example:
   - Organization and Rapport
   - Active learning
   - Differentiation
   - Child Observation
   - Reengagement
   - Assessment
   - ELL instruction
   - Learning Differences
   - Literacy Modules
   - Specific content determined after viewing videotapes
   - Math Modules
   - Specific content determined after viewing videotapes

3. Edit video into lesson plan “chunks,” which range from 10-minute sections to 2-5 minute moments.

4. Develop online modules with tasks and assignments that support candidate observation skills and improves analysis of teaching practice.
   Design modules in a Blackboard organization so they can be utilized and scaffolded across our teacher education programs.

5. Future plans include inviting more School of Education faculty to view the videos for the purpose of implementing them in a variety of meaningful ways in coursework.

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Video-Based Tasks for Candidate Learning

1. Video Analysis: An Introduction to Classroom Observation
   Note to Instructors:
   This module is an introduction to conducting classroom observation; however it is up to the instructor to develop the context in which the candidate(s) will use the video analysis.

2. Video Analysis: "Instructional Practices"
   Note to Instructors:
   This module is an introduction to conducting classroom observation; however it is up to the instructor to develop the context in which the candidate(s) will use the video analysis.

3. edTPA Instructional Video: An Introduction to Video & Rubric Analysis
   Note to Instructors:
   This module is an introduction to conducting classroom observation; however it is up to the instructor to develop the context in which the candidate(s) will use the video analysis.

6 teachers and 2 literacy coaches from our Bronx public school PDS classrooms welcomed us to videotape teaching and student learning. Teachers and Lehman College faculty liaisons collected student consent forms, organized lesson plans, collected student work, asked a Lehman College video team (Bronx Net funded by MATH-UP) into classrooms for 1 – 3 lessons in a unit. We’ve collected approximately 55 hours of video footage.