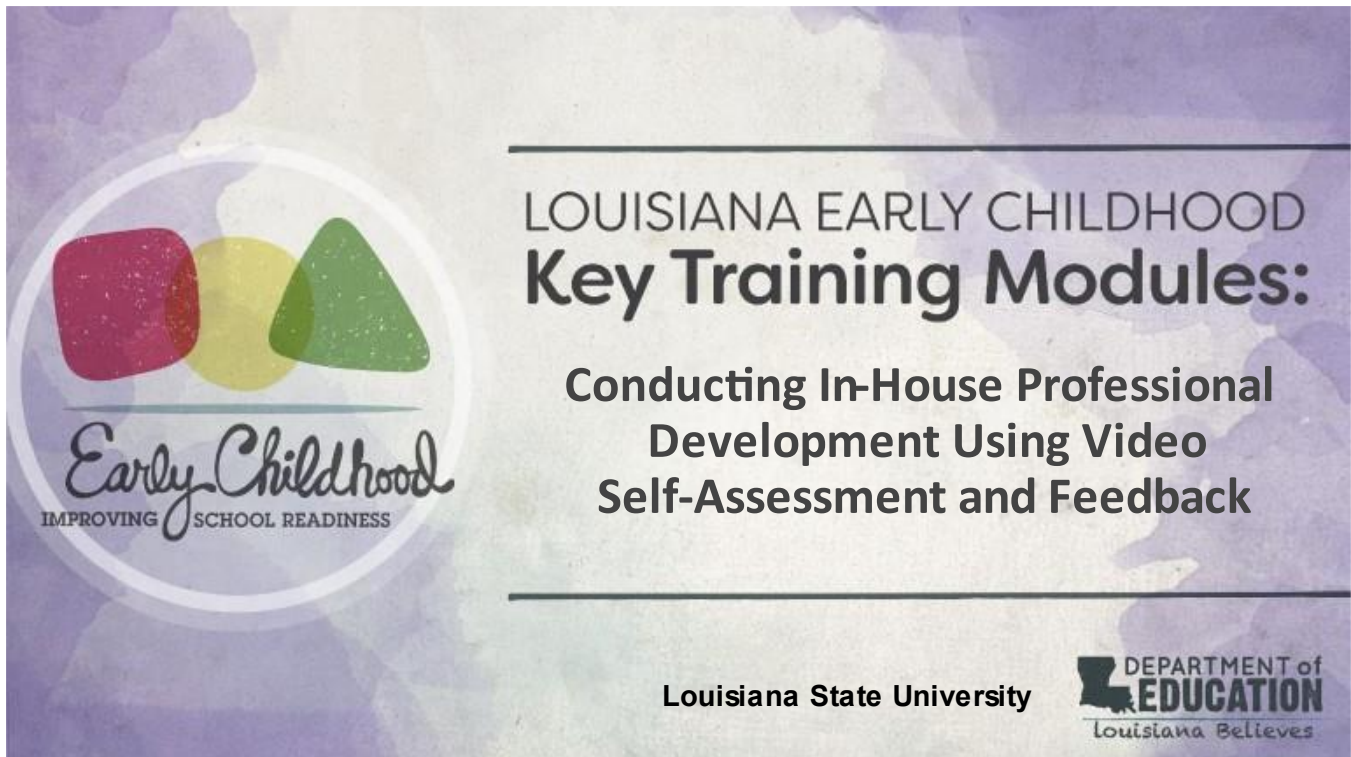


Module 3D: Outline & Manual

Conducting In-House Professional Development Using Video Self-Assessment and Feedback

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Module Description

This training will include an overview of what constitutes self-reflection and how engaging in self-reflection within a framework can impact teacher performance and personal growth. Participants will assess teacher-child interactions as measured by the CLASS® tool and how this process supports the adult learning theory (i.e. adult learning theory). Additional discussion will center on implementing and creating professional learning communities within participants' center through the sharing of videos with other professionals, which can further impact professional growth and development.

Pre-Work

- Familiarize yourself with different recording frameworks. Some examples you could share include the ITERS, ECERS< CLASS® or self-selected criteria that support your use of recommended practices

Materials

- Chart paper and markers
- Copy paper
- Pencils or pens for participants
- Handouts
 - *Getting to Know You BINGO*
 - *Video Recording Matrix*
 - *Guidelines for Video Recording*
 - *Video Observation Score Sheet*
 - *Pre- and Post-Assessment*

Learning Outcomes

Candidates who actively participate in this session will be able to...

- Understand the importance of self-reflection for professional growth and development
- Understand the importance of using a framework when using self-reflection
- Learn the logistics in using video to self-reflect and increase teacher efficacy
- Create framework and assess video in consideration of the framework
- Develop an action plan, using the strategies discussed, to implement video self-reflection into their own classroom

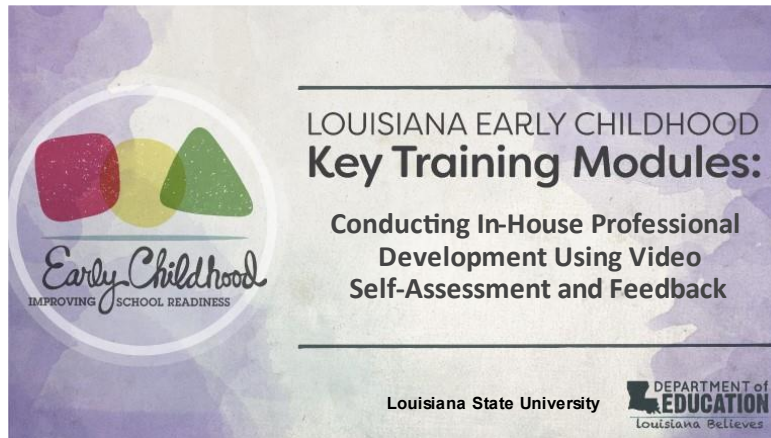
Training Agenda

Total Content Time: 2.5 hours

Total Session Time: 3.5 hours

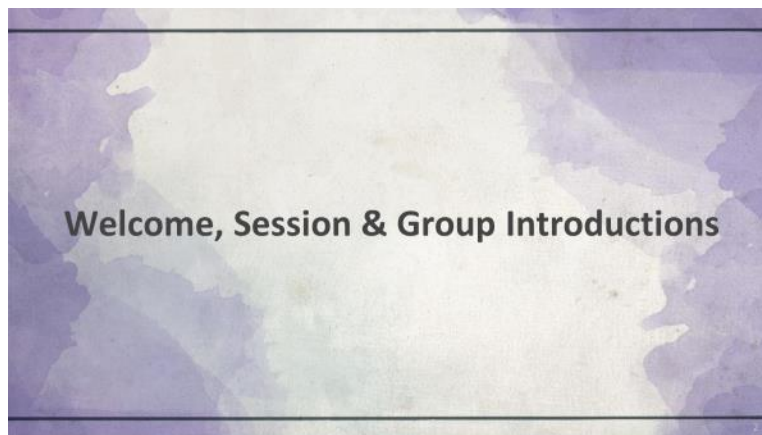
Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start <i>(not included in total course time)</i>
Welcome, Session & Group Introductions	20 minutes
BINGO Introduction Activity	15 minutes
Definitions of Self-Reflection and Its Impact on Teacher Performance	15 minutes
Overview of Supporting High-Quality Interactions	15 minutes
Planning for Understanding the Elements of Video Self-Reflection	70 minutes
Session Closing & Post-Assessment	15 minutes <i>(not included in total course time)</i>
Individualized Q&A	15 minutes following course completion <i>(not included in total course time)</i>

Training Manual



Distribute the Pre-Assessment Evaluation as participants enter the training.

- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by the group*

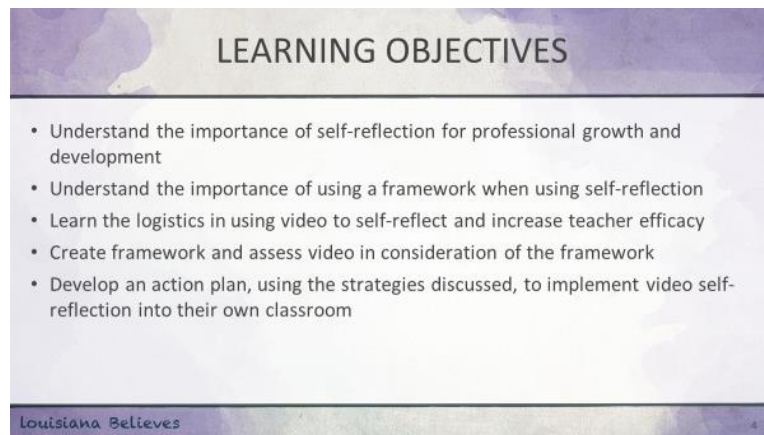
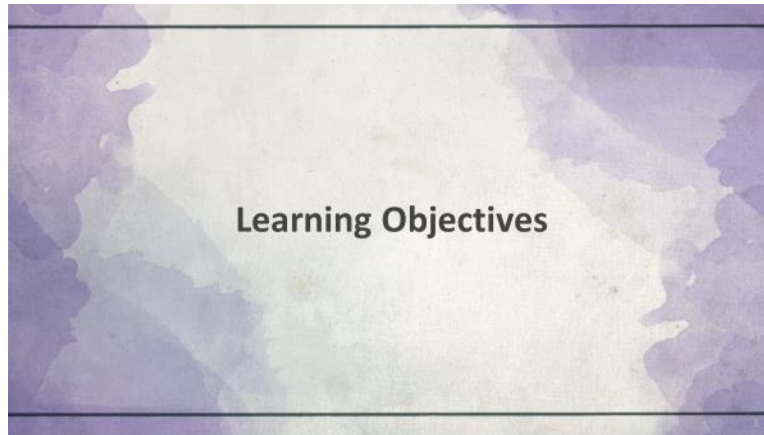


Good morning/afternoon. This is a presentation of the Louisiana Early Childhood Key Training Modules. I am (insert name) and I will be your trainer today.

This morning/afternoon, we will begin by getting to know a little bit about one another, and also review what you will be learning today.

I want to welcome and thank you for taking the time to join us today. I/we appreciate your dedication to young children in Louisiana. Your efforts to grow will help them grow, so thank you.

We are here today to learn how to direct our own professional development and how to support our staff to direct their own professional development. This is an important concept, as we are more motivated to learn about the topics of our own choosing.



Read each learning objective aloud.

- **Understand the importance of self-reflection for professional growth and development**
- **Understand the importance of using a framework when using self-reflection**
- **Learn the logistics in using video to self-reflect and increase teacher efficacy**
- **Create framework and assess video in consideration of the framework**
- **Develop an action plan, using the strategies discussed, to implement video self-reflection into their own classroom**

Are there any additional points we should add to our list of objectives for today?

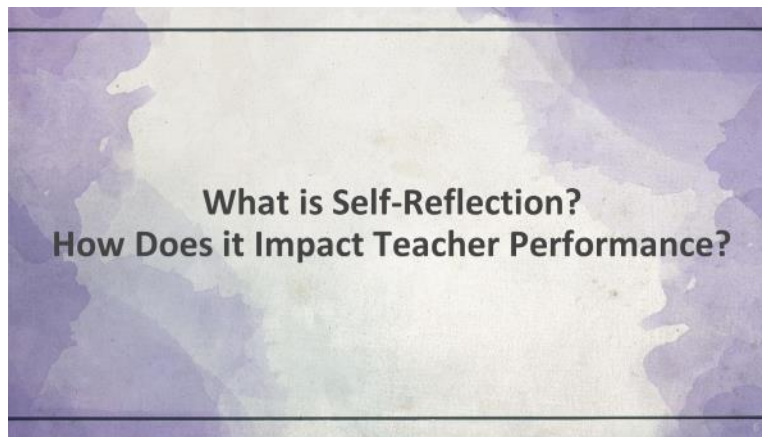
Record responses on chart paper.



B	I	N	G	O
I have 3 or more kids.	I know what NAEYC stands for.	I have grand children.	I know what ECERS stand for.	I have read the NAEYC DAP book.
I am married.	Visited another teacher's classroom this year	I can name 2 child assessment tools.	I am excited about using video self-reflection	I have more than 2 siblings.
I have been on an airplane.	I have worked at in EC for more than 5 yrs.	Free Space	I know the procedure for child injury.	I am comfortable singing in front of others & will prove it by singing now.
I have an EC Pinterest account	I enjoy working in my garden.	I know the procedure for Lock Down.	I have vacationed out of the state.	I know what ITERS stand for.
I have lived somewhere other than Louisiana.	Name 3 teachers you admire.	I am reading a book about child development.	I have well developed classroom centers.	I am an only child.

Distribute the Getting to Know you in BINGO Introduction Activity handout.

Instructions: Walk around the room talking to the other participants. When you find a participant who can answer “yes” to one of the statements on your sheet, have him or her place their initials inside that box. You can only have the same persons’ initials twice on your sheet.



This portion of the training will include an overview of what constitutes **self-reflection** and how engaging in self-reflection within a framework can **impact teacher performance** and personal growth. We will assess teacher-child interactions as measured by the CLASS® tool and how this process supports the adult learning theory. (i.e. adult learning theory).

Additional discussion will center on implementing and creating professional learning communities within your center through the sharing of videos with other professionals, which can further impact professional growth and development.

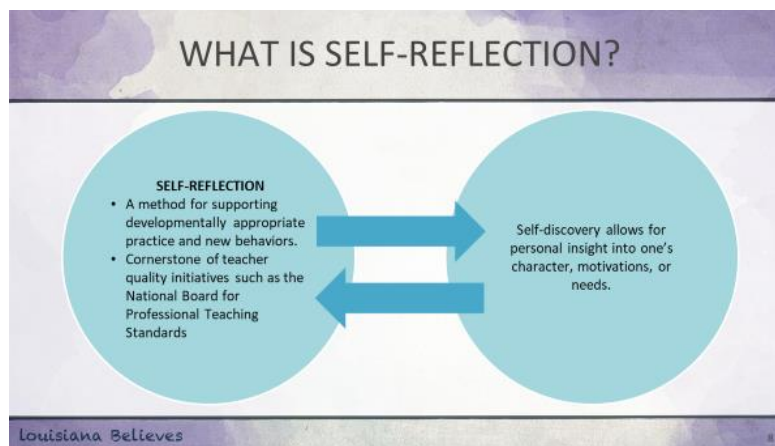


"Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning."

Moving forward there is a great need to help teachers be more self-reflective while not taking them out of the classroom. The **self-reflection** process accomplishes both of these goals, while also being cost-effective.

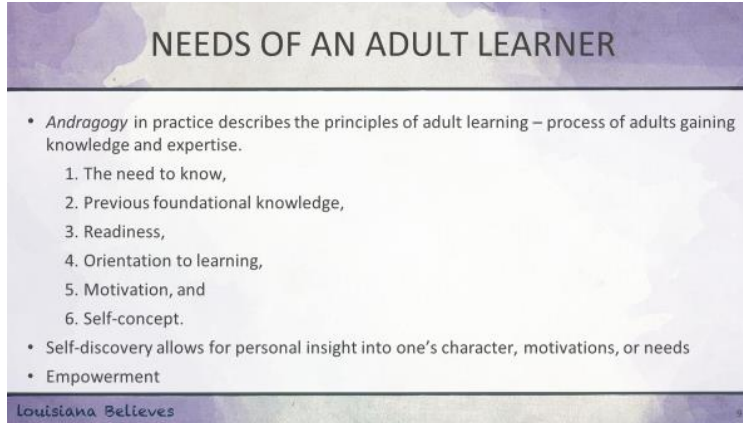
"Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning."

It is empowering for teachers to take control of their own professional development. This process instills confidence through self-awareness and self-discovery of practice.



The theoretical framework for this training is **self-reflection** – the continuous circular process of teaching, assessing, and planning. Through this self-reflection process, teachers can begin to think about their teaching in new ways and become more of an observer of their teaching, seeing children's responses and opportunities for implementing new strategies.

When you are able to step back and look at the entire picture on video such examples, including child engagement opportunities or behavior situations can be seen in a clear light. This is the perfect time to reflect on different how or why questions that you asked or might have gone unnoticed.



NEEDS OF AN ADULT LEARNER

- *Andragogy* in practice describes the principles of adult learning – process of adults gaining knowledge and expertise.
 1. The need to know,
 2. Previous foundational knowledge,
 3. Readiness,
 4. Orientation to learning,
 5. Motivation, and
 6. Self-concept.
- Self-discovery allows for personal insight into one’s character, motivations, or needs
- Empowerment

Louisiana Believes

Andragogy in practice describes the principles of adult learning – process of adults gaining knowledge and expertise.

There are six key principles that should be considered for the adult learner:

- 1. The need to know,**
- 2. Previous foundational knowledge,**
- 3. Readiness,**
- 4. Orientation to learning,**
- 5. Motivation, and**
- 6. Self-concept.**

Self-discovery allows for personal insight into one’s character, motivation, or needs.

Empowerment

After reviewing, facilitate a “turn and talk” – allowing participants time to talk with a partner about what they need most to improve their teaching.

Video is a great medium for andragogy, as it speaks to the key principles of needs of adult learners. The video of the teacher in her own classroom captures her real-life experience. The use of selected framework allows the teacher to focus on the skills that are meaningful to her in her everyday practice, allowing her to see through video *where* and *when* she might implement new skills or strategies and/or make changes to her practice. Participating in this process encourages EMPOWERMENT as teacher’s reflect upon their own learning.

This is different than attending a workshop and *hearing* about what to do or watching a video of *someone else* in their own classroom. The value comes from the teacher identifying the time of day to record, determining the focus of the observation, and self-evaluating her own teaching in her own classroom.



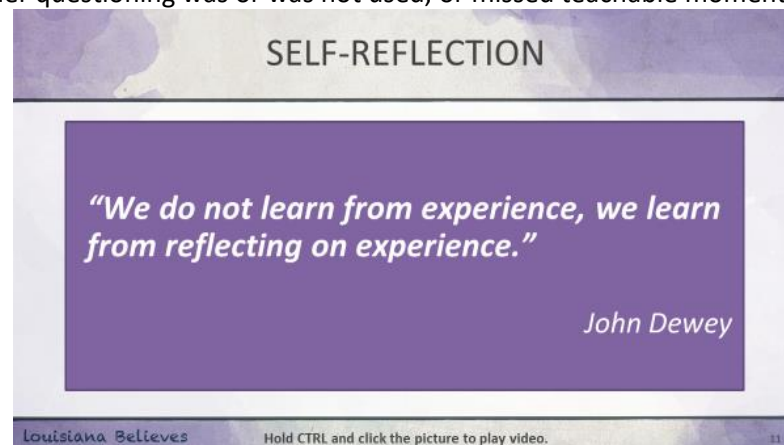
Self-reflection has been documented in literature as a method for supporting developmentally appropriate practice and new behaviors.

As early childhood educators we know that developmentally appropriate practice is important for our children, however for us to be the best teachers we can – we must support our beliefs and values with self-reflection.

Self-reflection allows for learning and retention. It also allows one to:

- **Learn from mistakes,**
- **Gain new ideas,**
- **Help others,**
- **Gain perspective,**
- **Understand yourself,**
- **Be happier.**

By looking at videos of our own teaching we can improve upon strategies, experiences, and developmental aspects within the classroom. Examples from viewing oneself could be targeting a behavior of a child and the trigger, picking out moments when higher order questioning was or was not used, or missed teachable moments.



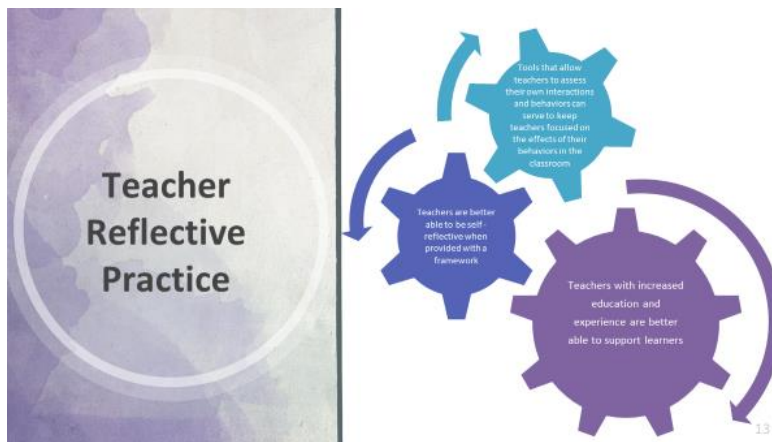
As John Dewey said, **"We do not learn from experience, we learn from reflecting on experience."**



Now we will watch a short video related to reflective practice by Dylan William, a formative assessment expert. *Play the video linked to the slide. (Duration: 3:53)*

Video link: <https://youtu.be/OglFJMYv1JY>

Expand to full screen view so all participants can easily view the content.



As a field, the charge is to help teachers identify practices that support developmentally appropriate interactions with young children. The gears here explain how the process and pieces turn together to make reflective practice benefit a teacher.

The gear on the bottom left hand corner explains that teachers are better able to be self-reflective if they have a framework (i.e. CLASS®). The top gear is the videos or tools that one can look at which will allow teachers to look at themselves in the privacy of their own personal space and look at the effects of their behaviors and teaching practices. The large gear on the bottom right hand corner explains the increased education and experiences that one gains from a deeper understanding of the framework (i.e. CLASS®) and reviewing the videos will better help teachers support learners.

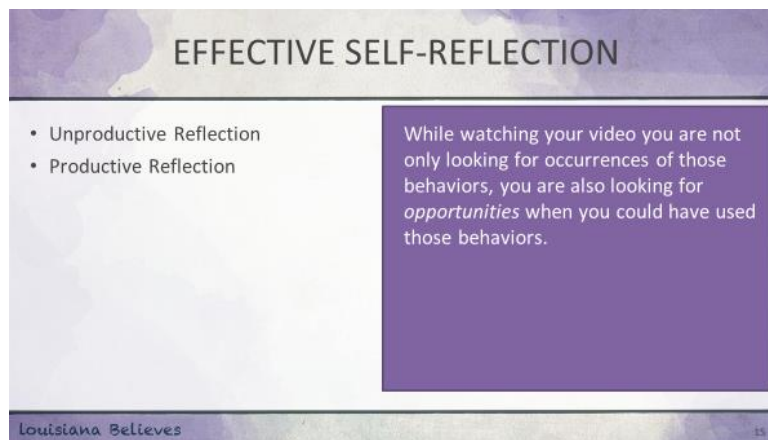


Research has been conducted on the process of teacher self-reflection and its effect on teaching practices.

As we begin to think about this process, think about your schedule and routine – are you maximizing learning opportunities throughout the day? What about transition times? Outdoor play? Small group? Whole group? Center time? Are you missing learning opportunities? Which activities and routines are going well? Are there any that are a struggle?

There is much to be learned from both – you can apply strategies used during activities and routines that are going well into those that are more challenging. You may decide to first record the time of day that you have the most trouble with or one that is going well. It is your choice.

Yes, it is awkward or funny or embarrassing, but it will be helpful. What do athletes do when they want to improve their performance? They also watch their opponents. Politicians also watch their speeches.



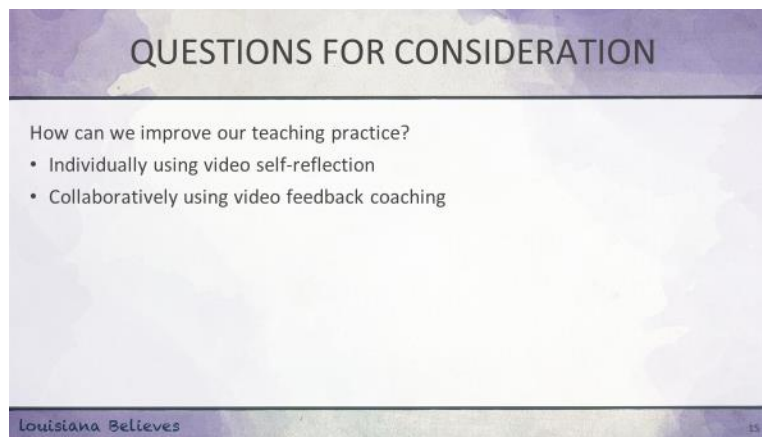
While watching your video, you are not only looking for occurrences of those behaviors, you are also looking for *opportunities* when you could have used those behaviors.

In the absence of a framework, it can be hard to know what to focus on. This is referred to as **unproductive reflection**. We see what we focus on.

Productive reflection is when you are clear about what it is that you are looking for. Your framework should be developed in consideration of your knowledge of recommended practices, such as developmentally appropriate practices, the early learning and development standards, and other recommended practices based in the early childhood literature.

For example, if you are using the ECERS framework and looking at the interactions portion within the classroom. You would watch the video one time scripting on paper what you view. It could include all the components of the interaction section – individualized teaching, staff-child interaction, peer interactions, and discipline, or you may only want to focus on one section such as the staff-child interaction.

This is up to you as to where you need the most help. After you write everything and complete the viewing of the video. Then you go back and think about the “glows” and “grows.” What strategies were glowing or where could you grow? From this you would research or collaborate with others to formulate a plan with strategies or techniques to add to your teaching practice.



Research suggests that teachers can **improve their teaching practices** by using a framework and **video self-reflection**. Furthermore, teachers can gain additional perspective through sharing their videos with others – whether this is another teacher or their center director – to receive **coaching feedback** on their video. Trading videos allows for shared learning experiences. This is important as one continues professional and personal growth.

As teachers are busy during the workday, the use of video allows teachers to record during class time and view their video outside of the classroom. This can be done during lunch or breaks or even at home. This provides a great opportunity to develop a professional learning community among teachers through the sharing of videos and discussion of teaching practices.

BENEFITS OF VIDEO SELF-REFLECTION

- Low labor-intensive intervention
- Cost effective
- Promotes a “Professional Learning Community” among teachers
- Can increase teacher’s use of high-quality interactions and practices
- Demonstrated to improve child outcomes

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Time is always an issue in childcare. We have to make time for the things that will impact our professional skills and child outcomes.

Video self-reflection is a **low-cost, low-labor intensive intervention** that can positively impact practice while allowing teachers to take control of their own professional practices. A teacher can set up different types of video equipment in her room from an iPad or even a smart phone which can make good recordings.

Once the camera is set up in their room, turn it on when there is something you want to capture – be that a reading lesson, center time, small groups, or something else. Then later that day, night, or on the weekend, the teacher can view and begin reflecting using their chosen framework. It is very insightful as there are many things that go unnoticed over the course of a day in a classroom with 20 students and two teachers.

Manpower is always an issue; there are never “extra” people. We used tripods and eventually a Swivl so as to allow teachers to make their own videos.

We found that creating a “culture” of professional development was essential for our implementation of this research study widespread across our center. The use of a framework gave teachers a shared vocabulary and promoting conversations about teaching practice. Teachers also experienced increased confidence in their skills.

This promoted a growth mindset of always striving to improve practice.

TEACHERS REFLECTION ON VIDEO

- “These videos have helped me feel more comfortable when people come in to observe as I would always be nervous before.”
- “...helps to see what we have done...” or “...I could have done that...I didn’t think of that.”
- “I have really enjoyed this [video process]...and...the [video voiceover] feedback.”
- “...was not expecting to [be videotaped] today [and she was] glad...because [the researcher was] able to see what I do every day.”

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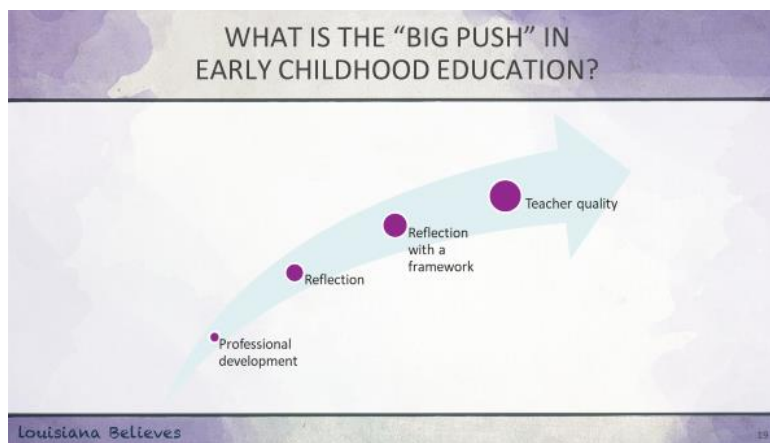
Toddler teachers who engaged in video self-reflection enjoyed the process of viewing their recordings and discussing their teaching with other teachers. Using a framework gave the teachers a shared vocabulary to talk about their teaching practices.

They also reported feeling more confident in their knowledge base which translated into the ways in which they interacted with parents and other teachers. They began to themselves engage in the practice of coaching others and sharing their knowledge.



The trainer will review the Early Childhood Teacher Competencies and Developmentally Appropriate Practice which are beneficial for understanding both children’s social emotional development and needs, and teacher behaviors that support a positive classroom climate for young children.

The trainer will explain how video self-reflection can be incorporated within the context of the school day, even in the absence of additional equipment or additional staff and lead to creating professional learning communities within the teaching staff.



The **“Big Push” in early childhood education** from legislation all the way down to the classroom involves these components. There is recognition that reflection works best when it is guided by a framework that individuals can use to compare their teaching practices, supported by peer discussion or expert coaching.

This process is in alignment with adult learning theory, which states that adults need to be involved in the process of evaluation (reflection), consider experience (provide feedback only as needed), address topics that are relevant to their immediate situation (reflecting on their own teaching performance), and use a problem-centered approach (focus of feedback is on established area of need).

The framework could be a formal or informal tool, for example ELDS, site or district-specific walkthrough tool, and so on.

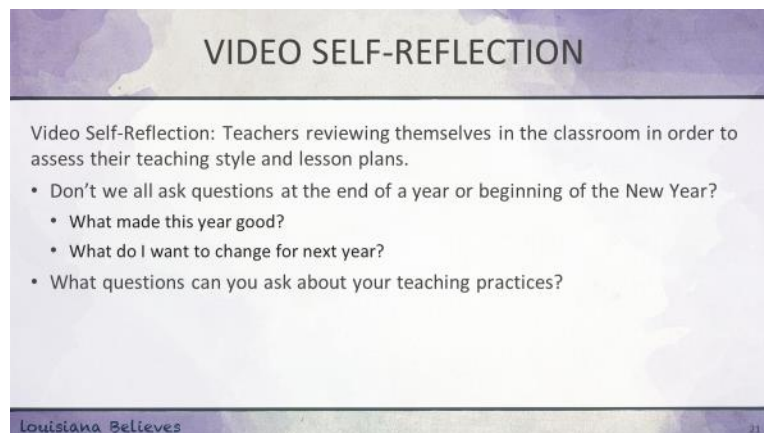


This trainer will explain the importance of not only being knowledgeable about the Early Childhood Teacher Competencies and Developmentally Appropriate Practice, but also taking time to self-reflect on one's own interactions and how their performance aligns with their chosen framework.

Viewing video of your own teaching allows teachers to see opportunities where they can improve their professional practice, which may have not been initially noticed in the moment. When thinking about the theory of andragogy:

- Adults need to know why they need to learn something
- Adults need to learn experientially
- Adult approach learning as problem-solving, and
- Adults learn best when the topic is of immediate value.

This knowledge will allow teachers to be more deliberate in their interactions with young children to facilitate growth and development.



This is the most tried and true method for evaluating what you do and what you say. Unfortunately, what we think we do and what we do in reality may not be the same. Watching yourself on video provides a clearer picture of your teaching practice.

Seeing yourself on video shows you what the children see and what your supervisor sees. Videos of oneself can illustrate where opportunities exist for you to incorporate recommended practices or even eliminate some practices that are not meeting the needs of your class.



Until recently, many teachers only got one word of feedback a year: “satisfactory.” And with no feedback, no coaching, there’s just no way to improve. Bill Gates suggests that even great teachers can get better with smart feedback – and lays out a program from his foundation to bring it to every classroom.

Play the video linked to the slide. (Duration: 10:21)

Video link: <https://youtu.be/81Ub0SMxZQo>

Expand to full screen view so all participants can easily view the content.

After playing the video, ask participants for their assessment of the video.

Some thoughts from the video:

- When watching teachers’ videos – they found that teachers who did well on the observations had better student outcomes and helped them focus on where they can improve
- The video also exposes what is intrinsic to us as teachers in ways that help us learn and understand

IMPLEMENTING VIDEO SELF-REFLECTION

- Need a guiding framework to organize your self-reflection.
- Creating, evaluating, analyzing, applying, understanding, remembering.
- Can focus on both teaching practice and children’s responses to your teaching practices.

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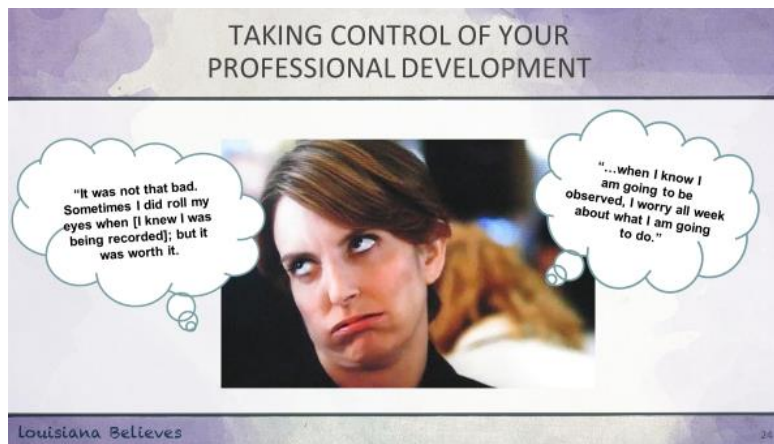
21

There are several frameworks available that can be used for teachers to use when viewing their videos. What are some tools you might use? *Pause to allow participants to respond. Some examples you could share include the ITERS, ECERS-CLASS® or self-selected criteria that support your use of recommended practices.*

- **Need a guiding framework to organize your self-reflection**
- **Creating, evaluating, analyzing, applying, understanding, remembering**

As teachers select their framework and use it to evaluate their practice, they are able to analyze their teaching, recognize where changes need to be made in order to apply those changes, and understand why the changes are necessary in light of the framework used – which is based on recommended practice. The use of this video process will help teachers remember to do things differently in their practice.

Can focus on both teaching practice and children’s responses to your teaching practice.



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When you take control of your own professional development, you decide *when* you video record and *what* you look for to improve your teaching practice. Continually self-reflecting on self-identified areas keeps you growing and changing as a professional, always moving toward your teaching goals.

The routine of regularly video recording yourself helps ease your fears when you are observed. You feel better prepared on the day of your observation because you have critically evaluated your teaching using a framework model.



- What are barriers to using video as a means for self-reflection?
- How will you decide when to record a teaching sample?
- Logistics

Distribute Video Recording Matrix handout. Encourage participants to discuss in small groups how to use the matrix for planning for video recordings, ensuring recording during several activities and times of day.

Distribute Video Observation Score Sheet handout.

What are the barriers to using video as a means for self-reflection? *Some examples include personal reluctance to be videotaped, barriers related to technical knowledge, logistics in recording, time to watch and discuss with others, and others.*

How will you decide when to record a teaching sample? *Some examples include different times of day, activities, learning concepts, and others.*

Direct participants' attention to the Video Recording Matrix Handout.

To address logistics, discuss step-by-step procedures for recording a teaching sample and uploading to a shared site, for example, Google docs, Dropbox, or a private YouTube channel.



- Identify Framework Criteria for **Video Observation Sheet**
- Watch [video](#) and take notes
- Transfer notes to the **Video Observation Sheet**
- [Screencast-O-Matic](#)
- Sample: Voiceover Feedback with [Screencast-O-Matic](#)

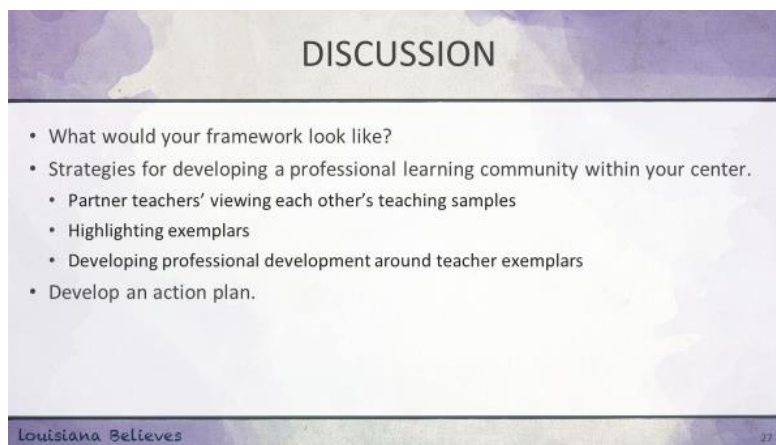
Video self-reflection is a powerful tool. If you have a director or another teacher in your center who can also watch your video and give you feedback, all the better.

Distribute Video Observation Sheet handout.

We will view a video, **take detailed notes** as if writing a script using the **Video Observation Sheet**. We are scripting for discussion and practice with scenarios. What are the strengths and weaknesses related to developmentally appropriate practice?

If you have a director or another teacher available to give you feedback, you can share your video with them and get a different perspective. **Screencast-O-Matic** allows for voiceover video feedback. Using your framework, your director or another teacher can open your video in Screencast-O-Matic and record feedback on your teaching practice while she in watching your video.

Having another person view your video also allows for conversation about teaching and the sharing of specific strategies related to the video. This can be used as a teambuilding exercise to develop professional learning communities within and across schools.

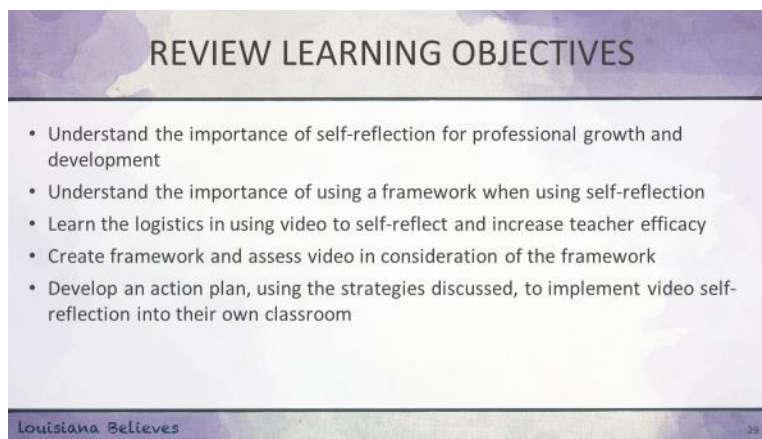


Group will share their framework with the larger group. This will allow participants to come away from the training with variety of ideas on increasing the frequency and variety of high-quality interactions across routines and activities in the early childhood classroom.

Facilitator will ask the group how they might approach their director or another teacher in viewing their video or even swapping teacher videos. Participants will be asked to share what the benefits of developing a professional learning community, first with a partner, then to the larger group.

Develop an "action plan." *Ask participants to look at their Video Observation Sheet and the Video Recording Matrix and discuss with a partner what time during their day they will target to record themselves and which criteria they will include in their framework.*

They can even discuss an administrator or teacher they may consider approaching to view their video or exchange videos. This should be a small step they can put in place next week. Participants will first share with a partner, then with the larger group.



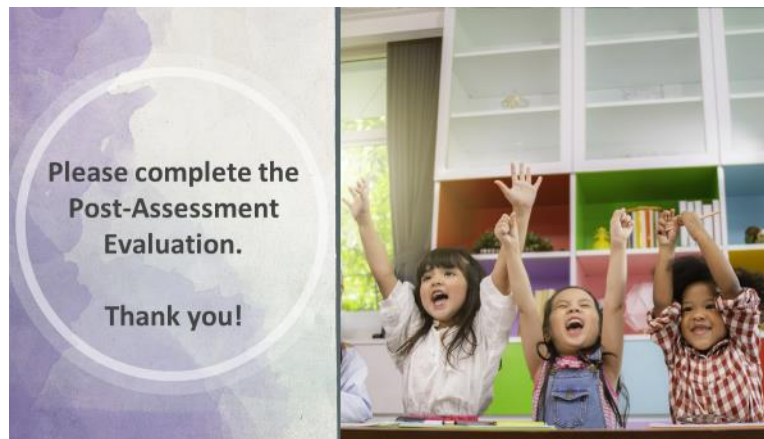
Review Learning Objectives.

Explain that for each statement, they will show a “thumbs up” if they think we covered the objective, a “thumbs down” if we did not cover the objective, and a “sideways thumb” if we partially covered the objective.

- **Understand the importance of self-reflection for professional growth and development**
- **Understand the importance of using a framework when using self-reflection**
- **Learn the logistics in using video to self-reflect and increase teacher efficacy**
- **Create framework and assess video in consideration of the framework**
- **Develop an action plan, using the strategies discussed, to implement video self-reflection into their own classroom**



Open the floor for participants' comments and questions.



That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

Distribute the Post-Assessment Evaluation.

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further.

Thank you.

Post-Assessment Evaluation Guidance

- *Review the forms to identify the group's responses*
- *Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support*
- *Share results with Louisiana DOE representative to inform local continuing professional development efforts*