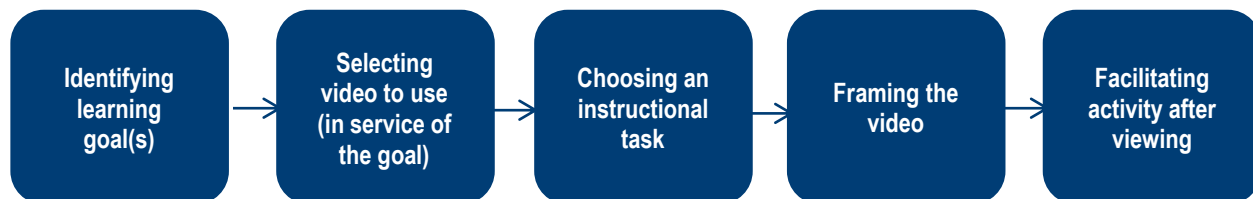


How does using video to see and analyze practice work?

Using video to see and analyze practice does not happen just by sharing a video with novices. It involves careful planning and enactment on the part of the teacher educator. A framework developed by Shaughnessy, Garcia, and Ball (Shaughnessy & Garcia, 2018; Ball, Shaughnessy, & Garcia, 2017) guides our design and enactment of teacher educator use of video. The framework identifies the areas of teacher educator work.



Designing and preparing to use video to see and analyze practice

In order to support novices to see and analyze practice, teacher educators must engage in careful planning. Some planning considerations and examples are outlined below.

1. Choose a clear learning goal for novices. For example:
 - Novices will be able to name a set of questions that can be used to probe student ideas during a discussion.
 - Novices will name three specific moves they made in their own teaching that are aligned to the decomposition of [teaching practice]. They will identify one opportunity that they missed in their teaching and name a specific move they could have made during that missed opportunity.
 - Novices will be able to name observable teacher moves that could interrupt the inequitable pattern of white male students dominating mathematics discussions.
2. Select a video that aligns with the stated learning goal. Some considerations may include:
 - Are the specified moves identified in the learning goal included in the video?
 - Does the subject matter of the video allow novices to develop content knowledge for teaching about high-leverage content in conjunction with seeing and analyzing teaching practice?
 - How does the context of the classroom compare to the contexts in which clinical experiences take place? How will this matter for how the video is framed or the activity is designed?
 - How “real” does the video feel? How might this impact novices viewing of the video?
 - Are there features of the video that may distract novices from the intended viewing focus?
 - How much of the video do novices need to see to meet the instructional goal?

3. Determine the instructional task that will support the learning goal. For example:
 - Novices will record the questions used by the teacher in the video and map them onto the decomposition of discussion with a focus on eliciting, orienting, and probing questions.
 - Novices will tag their own video of instruction where they are making specific teaching moves and name the move, the purpose, and the outcome.
4. Consider the framing necessary to focus the viewing and analysis. Some considerations include:
 - What context will novices need in order to make sense of the video?
 - What do novices need to know about the instructional goals of the teacher to make sense of the video?
 - What do novices need to know about the content or tasks in which students and the teacher are engaged? How much of the content or task will need to be unpacked to make sense of the instruction?
 - What might be distracting for novices watching the video and how might you intervene in this during the framing?
5. Design the activity that will be used after viewing the video. Examples include:
 - Develop a focused set of discussion questions that attend to the teacher moves that were to be noticed or analyzed.
 - Develop a focused set of discussion questions that attend to how children responded to specific teacher moves

Engaging in Using Video to See and Analyze Practice

Following careful planning of the activity, teacher educators facilitate the work with novice teachers. Whether the work takes place in class or outside of class, teacher educators:

- *Frame the video and activity*, including providing relevant detail about the video to minimize questions and distractions while viewing the video. It may include having novices do preliminary work to understand the content better or to prime their thinking about potential teaching moves.
- *Guide the viewing of the video*, including providing focus questions and/or a viewing tool for observations.
- *Create a follow-up activity*, giving novices an opportunity to share their observations and thinking and to receive feedback from their instructor and/or peers on their observations or analysis.

Considerations/Norms for Enacting Using Video to See and Analyze Practice

Watching and analyzing someone else's teaching involves an unusual set of skills that we do not engage in during our everyday interactions. It requires taking on the point of view of the participants in the video rather than considering only what you might do in that situation. To support novices in engaging in this work productively, we suggest the following norms for observing video:

1. *Focus on the teaching, not the teacher.* We are examining the work of teaching and the ways that practices are enacted, not a particular person.
2. *Use the focal questions to guide your observations:* There is a lot to notice when watching teaching and learning. Try to use the focal questions to set aside additional features of the teaching.
3. *Cite evidence:* Your observations should focus on what we can see in the video.

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