

Overview of this session

1. Story of Mandel video project
2. Why use video investigations?
3. Try on one lens for making instruction visible: The Instructional Triangle, redux
4. Consider ways school leaders support teachers in improving instruction
5. Prepare for conducting a video investigation at our home sites



Why use video investigations?

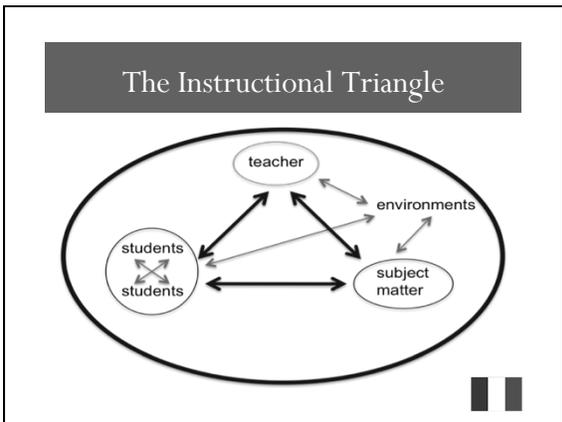
- Bring real classroom life into our discussions about teaching
- Create non-judgmental collaborative conversations about teaching and learning
- Build a culture where disciplined conversations about instruction between teachers and teachers, between principals and mentors and teachers can take place
- Make data-driven decisions about instructional improvement
- De-emphasize jargon and dogma about education; emphasize shared understandings of observed action
- Veer away from opinions; move closer to use of evidence
- Grow and share expertise around teaching
- Model inquiry learning for our teachers
- Invite and celebrate multiple perspectives on classroom life



Video Viewing Structure

- Jot your reactions down. Don't filter.
- Share what you noticed with a person near you.
- Use a framework for viewing a second time.
- Share at your tables.
- Share with the whole group.
- Write some personal reflections.





- ### What makes teaching so hard to “see”?
- Complexity of classroom life: So much to track on!
 - Lack of consensus around essential features of teaching
 - Caregiving work is often “disappeared”
 - Experience is ephemeral
 - Outcomes of teaching are uncertain
 - “Apprenticeship of observation” (Lortie): Teaching is so familiar that we take a lot for granted
 - Our biases cloud our vision
- Two vertical bars are located in the bottom right corner of the list's frame.

- ### The facilitator’s stance for video investigation
- It all turns on genuine curiosity! Try not to “stack the deck”
 - Your authority is in expert facilitation, not about teaching
 - Give space for reflexive reactions to ventilate, then put them aside
 - Follow participants’ interests: There’s a kernel of something worth investigating there
 - ...but pick something substantive to investigate
 - Turn participants’ conclusions into questions
 - “The teacher never smiles” BECOMES “We’re wondering how the teachers’ expressions affect the learning.”
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