

Setting up a teacher video club

Although what teachers are asked to do during video clubs — to observe and comment on classroom interactions — is a close approximation of their actual practice, teachers at times find observing and commenting on others' practice to be awkward and unsettling. The following guides are designed to help teachers do three things:

1. Determine the most optimal video club structure for their goals;
2. Determine how best to select which video clips to present; and
3. Determine how best to discuss others' clips during video club.

Use these questions and chart as a guide to set up the purpose and structure of your video club. Although most clubs follow a common format, adapt this structure as needed to meet your group's time frame and goals.

Top-level questions to answer

1. What is the group's goal? What will a successful club meeting look like?
2. When and where will the group be able to meet, and how will each club meeting be structured?
3. Will presenters also facilitate deeper discussions, or will each meeting have a different designated facilitator (perhaps a professional learning expert on-site)?
4. How will the group (or the facilitator) identify specific learning goals for each meeting, and what supports, including follow-up after the club, will be needed to help advance the group's learning agenda?
5. How will the group record and report out the discussion and learning that is taking place, and to whom or with what group will this report be shared?

Structure of a typical video club meeting

ACTION (IN SEQUENCE)	DESCRIPTION	QUESTION TO CONSIDER
<p>1. Presenter introduces the clip.</p>	<p>Each clip is a 5- to 10-minute video of classroom teaching.</p> <p>1-3 presenters, depending on time/size/goals of group.</p>	<p>Should the viewers re-enact the classroom activity seen in clip before watching the video so that they can explore the content and ways students might make sense of the activity?</p>
<p>2. Participants watch the clip.</p>	<p>Entire video is played without interruption.</p> <p>Presenter may answer logistical questions about clip or content that help viewers understand the context.</p>	<p>Playing the entire clip orients viewers to the scope and trajectory of interactions in video and prepares them to engage with student thinking and learning. What other ways can we achieve this mindset?</p>
<p>3. Presenter replays clip, with group discussion of call-out moments.</p>	<p>Clip examined in detail.</p> <p>Viewers call for clip to be paused to ask question or make comments.</p> <p>In-depth discussion at moments relating to the club’s goal or that need clarification.</p>	<p>Should a coach or other professional learning expert facilitate these questions or comments? Who should be responsible for ensuring discussions stay focused on the group’s stated goals — and how will that look in practice?</p>