

FIND: Selecting video club clips

Teachers participating in a video club have two primary roles. First, they individually select short video clips of their own teaching to share. Second, they collectively discuss the clips shared by their colleagues. Since a lesson can be analyzed for multiple purposes and from diverse perspectives, what are teachers to look for when selecting their own video, and what are they to say when discussing a colleague's clip? The acronyms in the tools on pp. 6-7 can aid teachers in making these decisions.

These four elements are lenses that teachers can use to search for potentially fruitful moments in their video. However, a single clip does not necessarily have to meet all four criteria to provoke productive club discussion.

FOCUS on students. Teachers can narrate gaps where the video does not fully capture their own action, but the video is the students' only voice. Therefore:

1. Select a video clip where students can be clearly seen and heard.
2. When recording, position the camera so that it will capture the students' faces and actions.
3. If using a microphone, position it closer to the (often soft-voiced) students.

INCORPORATE classroom artifacts. These can help orient participants to what is happening in the video and provide the context to interpret students' words and actions. Therefore:

1. Choose a clip with representations, student work, or other tangible resources as well as teacher-student or student-student dialogue.
2. Look for artifacts that the club can use to better understand the students' perspectives.
3. Scientific models, mathematical problems, literary works, and historical documents can all provide reference points for interpreting student contributions.

NARROW the scope. Clips that go more deeply into a narrow content focus can often sustain a more substantive debate. Therefore:

1. Select a clip that includes extended interaction around a smaller piece of content.
2. Look for a conversation with multiple turns.
3. Select small-group work around a single meaningful question.

DEPICT a problem of practice. Meaningful discussion most often centers on moments of difficulty. Therefore:

1. Choose a clip that captures student differences, confusion, or even conflict with content, and use this problem to frame discussion.
2. Pose a question or give a purpose at the start of the club, such as gathering feedback on a new activity, to help guide others in viewing the clip.
3. Focus on a problem of practice aligned with your professional learning goals and targeted areas for growth.