



WHAT DOES THIS PROGRAM DO?

Teaching Live: Video is built on the assumption that the ultimate goal of professional learning is refining, improving, or adopting instructional practices in the classroom with students. When educators view videos of teaching their imaginations are stretched and they are spurred to include new strategies and methods they might never have experienced or observed in their own schools. Because the videos include clips of educators from across the United States, the opportunity unlocks the possibility for teachers to consider practices and approaches that have been found to be successful yet not used locally.

A second feature of the platform is that individual teachers can decide to record their classroom instruction and analyze their teaching. Being able to watch themselves teach provides a safe way for them to analyze their approaches and how students are reacting to that approach. It also allows them to see more of what is happening in the classroom than is possible when you are teaching a whole group of students. This component is the most direct way to improve classroom instruction and also learn about other strategies and practices which could work more effectively.

A third component provides a platform for a small group of teachers to work together to collaboratively analyze lessons, ask questions, and provide feedback about selected videos of new practice. The group begins by identifying a common set of practices that they would like to work on together while supporting each person's individual growth and progress.

Members of those small teams can record their own classrooms, upload them to the platform, and identify who will be able to view the clips. This provides a small support group of people who are dedicated to improve instruction in the same way who can also provide feedback to individual members who share their recordings of their own classroom instruction.

The core of **Teaching Live: Video** is a broad compendium of exemplary teaching videos. The **Teaching Live: Video** platform empowers educators to collaboratively learn from and with each other. Together they can annotate the clips, create online discussions, share resources, and provide feedback to members' rehearsals of new methods. The online platform is cost-effective allowing instructional change in line with restricted professional learning budgets.

Teaching Live: Video program is much more than simply watching a video which does not provide enough background to significantly and sustainably cause a shift in teacher practice. When teachers try new practices, record themselves, and reflect meaningfully by themselves or with their peers, they will have evidence of the effectiveness of their practice.

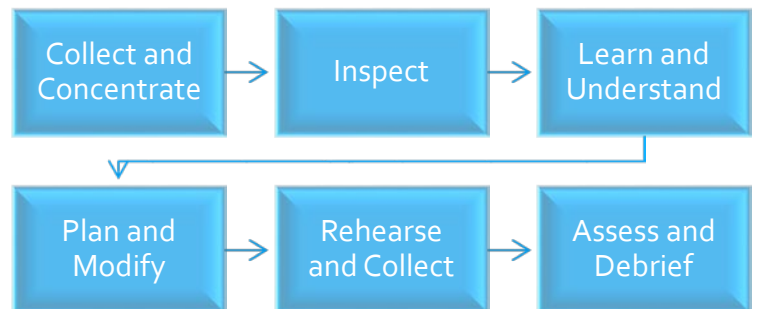
WHO HAS BEEN INVOLVED?

Because of the online configuration of *Teaching Live: Video*, the program has been used in virtually all types of schools and with all kinds of teachers. The program has been implemented in rural, suburban, and urban districts and schools, in a wide range of socioeconomic communities, and with a wide range of students including elementary through high school, regular education, special education, ESL/bilingual, and Title I students. Students with a wide range of cultural backgrounds have benefited from this program.

HOW DOES IT WORK?

The program can be tailored to meet the needs of individual teachers who have created their own learning plan to improve their instruction. The process involves five steps:

1. **Collect and Concentrate:** Once the individual has created his/her personal learning goal, he/she collects appropriate videos from the *Teaching Live: Video* collection which relate to the goal.
2. **Inspect:** The individual teacher views and analyzes those videos, investigates, and deconstructs teaching strategies.
3. **Learn and Understand:** The individual teacher reads background information about the strategy, identifies and understands the critical attributes of the method in order to understand the essential components that have been tied to research that make the strategy effective.
4. **Plan and Modify:** This lesson analysis leads to the individual translating and adapting the strategy to align with the needs and characteristics of the classroom and students.
5. **Rehearse and Collect Evidence:** The teacher practices implementing the new method several times, revising as needed, records the classroom in action, and also gathers student work to determine the impact of the new practices.
6. **Assess and Debrief:** Final step is to analyze and seek feedback on the use of this new practice. He/she could ask a colleague or a coach or the administrator to watch the video, discuss and give feedback, identify strengths and improvements, and review student work to identify impact.



The same six steps can be used with a PLC, learning team, or study group. Those groups could be based in a school, within a district, or within a region, state, or content area or grade level. The small group can discuss each step, provide advice and counsel to members, and provide important analysis and feedback on video samples.

WHO IS THIS PROGRAM DESIGNED FOR?

- Individual teacher who have personal professional growth plans
- PLCs who have a common focus and target regarding instruction
- Content-alike groups who are learning to use new curricula and student standards
- Grade level teams who have a common improvement focus
- Online content-alike group—especially from small schools where they might be the only person teaching that content area

WHAT DIFFERENCE DOES IT MAKE?

Research suggests that video excerpts provide teachers with clearly defined new practices, understanding what is possible, and gives them an evidence-based record that helps them reflect on their classroom practices. It is a much more robust way to learn and improve instruction than is provided by the traditional workshop approach. There is evidence that teachers can notice dimensions of their teaching, unnoticed during live instruction, by viewing and analyzing their own video. The process also helped educators notice student reaction and thinking during instruction. This lead many to learn to notice and diagnose student reasoning and level of understanding much more effectively.

The results are much more robust when teachers had opportunities to move through the six steps in a collaborative setting with their peers and online colleagues. Colleagues reactions, interpretations, viewpoints, and feedback made the whole experience much more rigorous, rich, and meaningful. When a member of the learning team first ventured out to try a new strategy and record that strategy, the whole group was motivated to do the same thing.

A comment from one of the teachers who has used the video sums up the power of using videos: Patrick McDonnell, a science teacher from a small district in New Mexico, said, "I never thought watching a video of someone else's classroom instruction would be meaningful to me. Yet, seeing the similarities and differences between their instruction and results with my own was enlightening. It also motivated me to truly examine what I was doing in the classroom and admit I could do much more for my students. *Teaching Live* has changed my professional life!"

WHAT DOES IT COST?

Please call our corporate offices or go onto to website: www.teachinglivevideo.org to get more information about costs and online, software, and hardware requirements.

**Teaching Live: Video is an invented program to allow for a practice about multiple designs.*