

## Tips for Providing Effective Video-Based Feedback

### The Goal of Video-Based Observations Is To Help Teachers:

- Develop a habit of regularly looking at their own practice critically
- Notice/name successes and understand why they succeeded in order to build on/replicate those successes
- Notice/name and adjust areas that are not yet working for themselves

### Logistics:

- 7-10 minute clip only (gives you and teacher enough to talk about and little enough that you can review a few times if needed)
- 3-4 annotations are plenty (new teachers can't think about much more than that in a meaningful way!)
- Like scripting, try to keep your video annotations fact based and not opinion based.

### Three Types of Video-Based Feedback:

*With the agreed upon goal of the observation in mind...*

#### 1. Naming and Describing Success

- What is the teacher doing well in relation to your co-developed goal?
- What specifically do you see/hear the teacher doing/saying that leads to success?
- What specifically do you see/hear the students saying/doing that indicates the instructional practice is succeeding?

*Ex: "Our goal in this clip was to focus on how you use a set of strategies to encourage more students to participate in whole class discussion. In this section, your use wait time, turn and talk, and cold call results in all students in the class having an opportunity to share their ideas."*

#### 2. Providing Feedback to Promote Change and Growth

- Where do you see missed opportunities in relation to your co-developed goal?
- What do you see/hear the teacher saying/doing or NOT saying/doing that indicates a missed opportunity?
- What do you see/hear the students saying/doing or NOT saying/doing that indicates a missed opportunity?

*Ex: "Our goal in filming this part of your class was to focus on strategies for effective transitions. This transition from table groups to the floor takes 2:45 during which time you ask for quiet three times, call 2 students by name, and ask one group to return to their seats and try again."*

#### 3. Asking a Provocative Question

(Either about something successful or a missed opportunity)

- What question could you pose that would support the teacher in sharpening their own skills at noticing in relation to you co-developed goal?
- What could the teacher count, script, or narrate that might support them in thinking more critically about their own practice?

- What question could you ask that would support the teacher in developing his or her own next steps in relation to your co-developed goal?

*Ex.: "In this lesson, we focused the camera on a small group of students to determine whether they are using the sentence frames you introduced to talk with each other about the text. As you listen to these students interact, script where you hear students using the frames and notice where they do not. What does this pattern tell you? What might you do next with this information?"*

**NOTE: You can combine the 1 and 3 or 2 and 3 as well! Notice something and then ask a question.**

*Ex.: "In this transition, students move quickly and quietly into groups after you have given your directions. Script what you said in your directions. What do you hear yourself saying that allowed this transition to groups more successful than previous attempts?"*

### **A Few Last Reminders:**

- Remember to work from a positive presupposition—teachers are doing their best with what they have and know right now and they want to grow.
- Given the right situation, we believe teachers are capable of solving their own problems. Video-based observation is a change to encourage this.
- Remember to balance positive feedback and feedback that will push their practice forward. Both types together build trust and improve practice.