



# Video and Coaching

## 3 Questions

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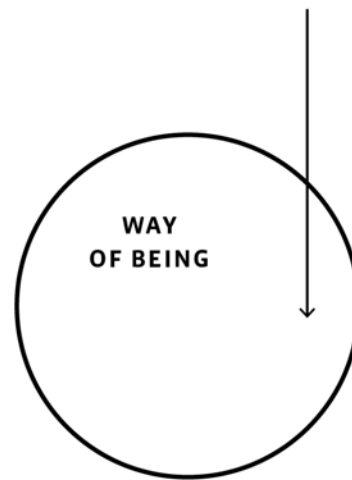
- How is video a part of the impact cycle?
- What data can (and cannot) be gathered with video to establish PEERS goals?
- How can video be used for implementation support?



This quarantine life.



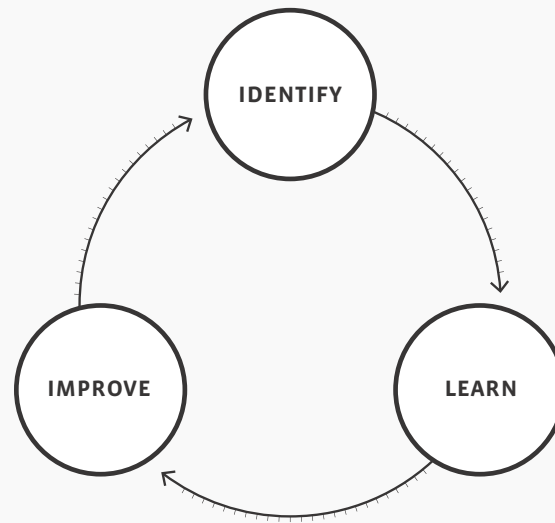
## Effective Instructional Coaching



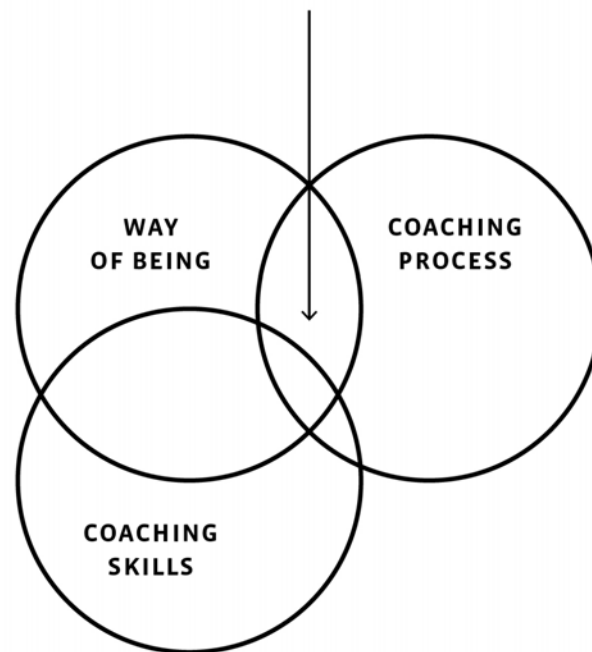
## Effective Instructional Coaching



# The Impact Cycle



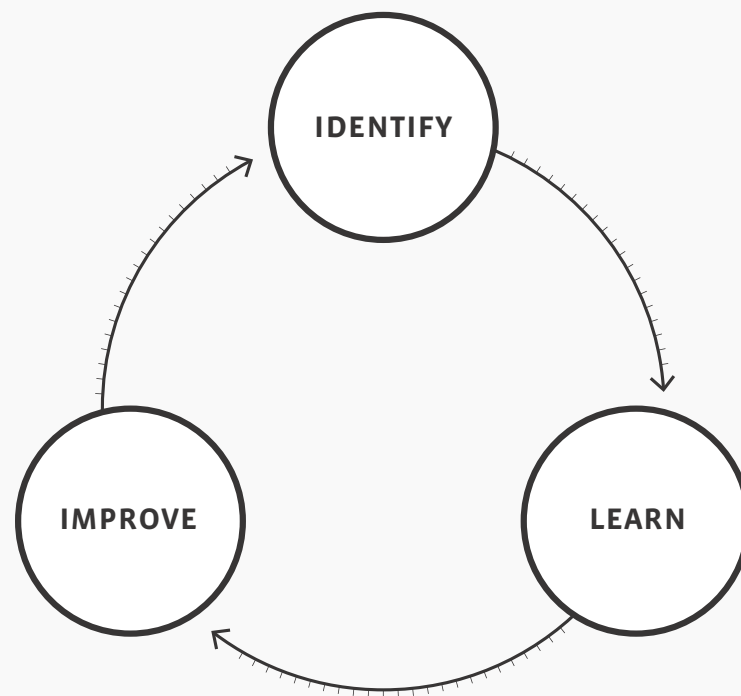
## Effective Instructional Coaching



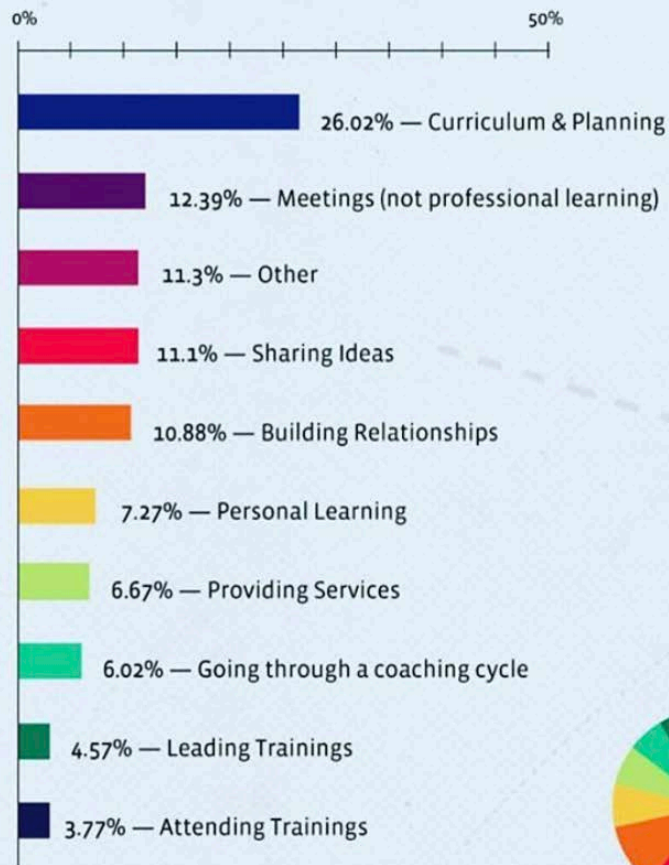
## Effective Instructional Coaching



# The Impact Cycle



## How is your coaching time spent?



Source: ICG's survey of 177 Instructional Coaches

# AN OVERVIEW OF COACHING USING VIDEO

FOCUS  
ON TEACHING



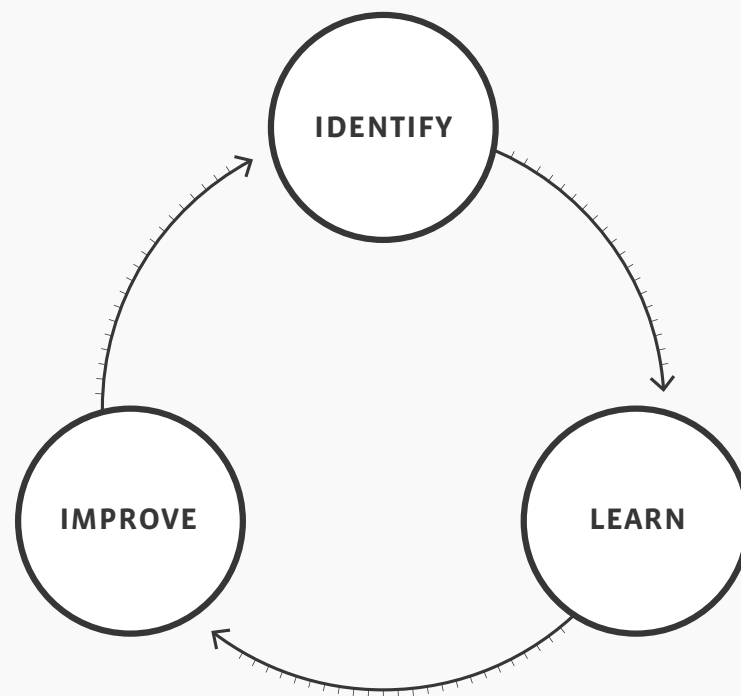
CORWIN



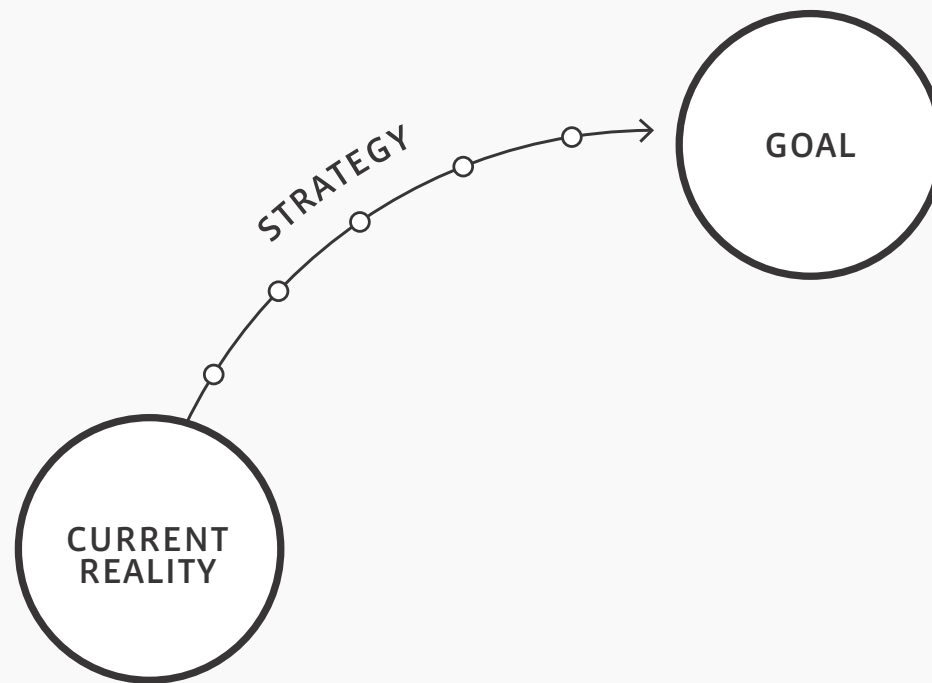
## Your Breakout Conversation

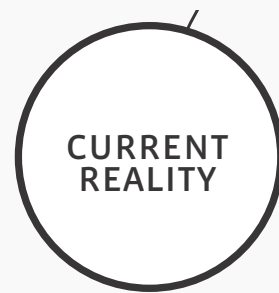
Everything changed on March 13. What has your job entailed since that big change?

# The Impact Cycle



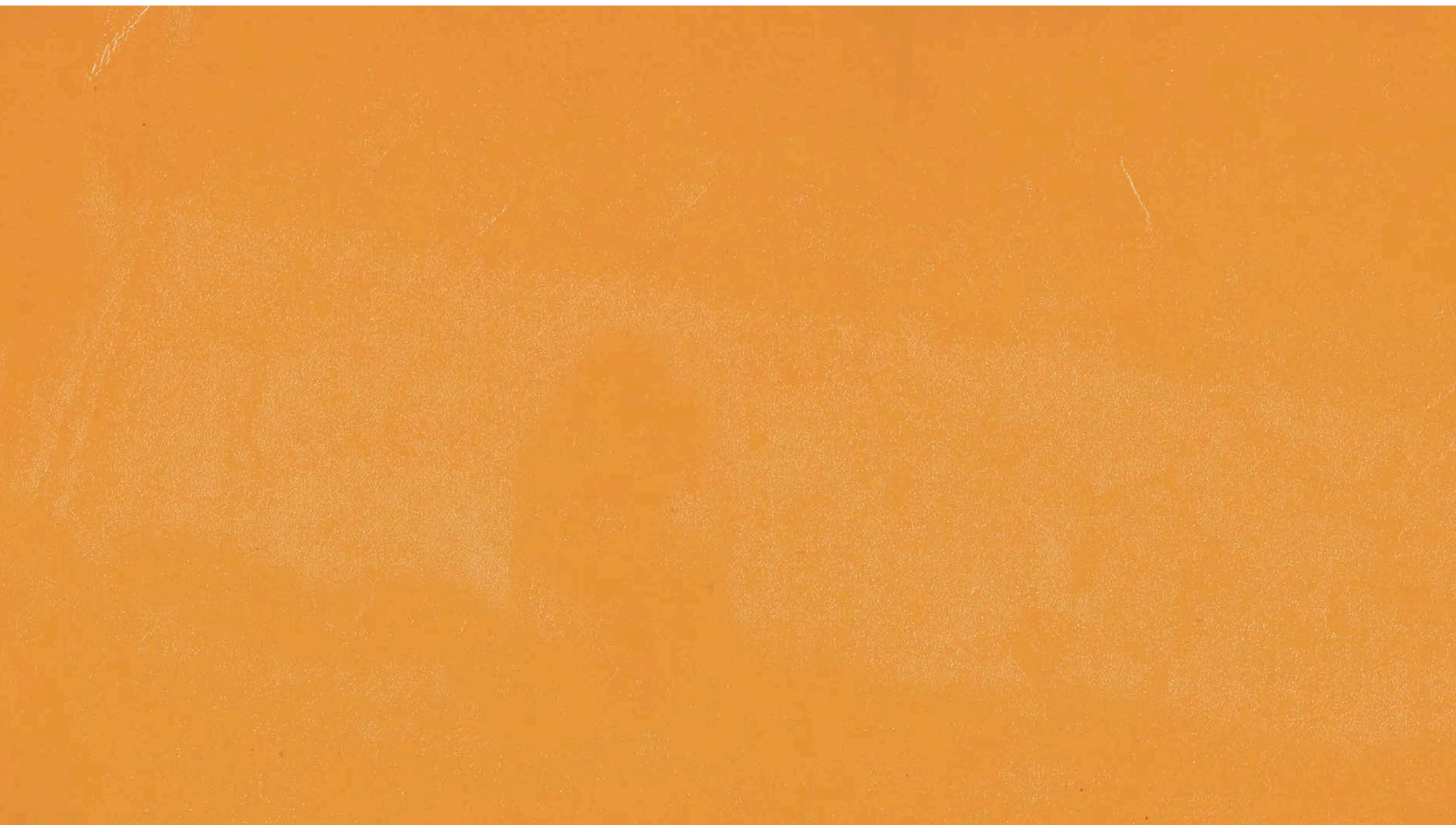
**2:00**







2:00



## HOW TO GET THE MOST OUT OF WATCHING YOUR VIDEO

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### Goal

Identify two sections of the video that you like and one or two sections of video you'd like to further explore.

### Getting Ready

Watching yourself on video is one of the most powerful strategies professionals can use to improve. However, it can be a challenge. It takes a little time to get used to seeing yourself on screen, so be prepared for a bit of a shock. After a little time, you will become more comfortable with the process.

- Find a place to watch where you won't be distracted.
- Review the Watch Yourself and Watch Your Student forms to remind yourself of things to keep in mind while watching.
- Set aside a block of time so you can watch the video uninterrupted.
- Make sure you've got a pen and paper ready to take notes.

### Watching the Video

- Plan to watch the entire video at one sitting.
- Take notes on anything that catches your attention.
- Be certain to write the time from the video beside any note you make so that you can return to it should you wish to.
- People have a tendency to be too hard on themselves, so be sure to also watch for things you like.
- After watching the video, review your notes and circle the items you will discuss with your coach (two you like, and one or two you would like to explore further).
- Sit back, relax, and enjoy the experience.

# WATCH YOUR STUDENTS

Date: \_\_\_\_\_

After watching the video of today's class, please rate how close the behavior of your students is to your goal for an ideal class in the following areas:

	NOT CLOSE					RIGHT ON	
Students were engaged in learning (at least 90% engagement is recommended).	1	2	3	4	5	6	7
Students interacted respectfully.	1	2	3	4	5	6	7
Students talked about learning an appropriate amount of time.	1	2	3	4	5	6	7
Students rarely interrupted each other.	1	2	3	4	5	6	7
Students engaged in high-level conversation.	1	2	3	4	5	6	7
Students clearly understand how well they are progressing (or not).	1	2	3	4	5	6	7
Students are interested in learning activities in the class.	1	2	3	4	5	6	7

Comments:

# WATCH YOURSELF

Date: \_\_\_\_\_

After watching the video of today's class, please rate how close your instruction is to your ideal in the following areas:

	NOT CLOSE					RIGHT ON	
My praise to correction ratio is at least a 3-to-1 ratio.	1	2	3	4	5	6	7
I clearly explained expectations prior to each activity.	1	2	3	4	5	6	7
My corrections are calm, consistent, immediate, and planned in advance.	1	2	3	4	5	6	7
There was very little wasted time during the lesson.	1	2	3	4	5	6	7
My questions are appropriate for the learning occurring.	1	2	3	4	5	6	7
My learning structures (stories, cooperative learning, thinking devices, experiential learning) were effective.	1	2	3	4	5	6	7
I used a variety of learning structures effectively.	1	2	3	4	5	6	7
I clearly understand what my students know and don't know.	1	2	3	4	5	6	7

Comments:

# Video Alternatives

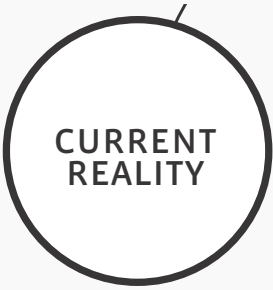
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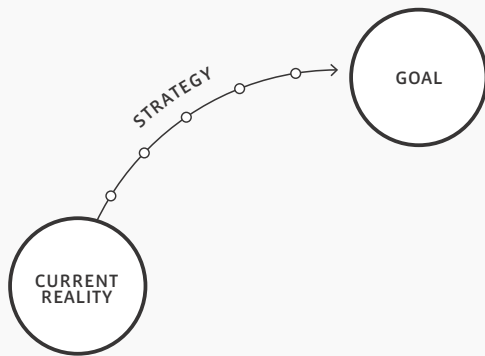
1. Coach video records teacher and students
2. Coach videos only students or only teacher
3. Coach uses teacher's camera
4. Teacher records the video without teacher in the classroom (and shares the video)
5. Audio record the lesson



## Your Question

What questions do you have about video  
and the identify stage of the impact cycle?





## PEERS Goals

**P** Powerful

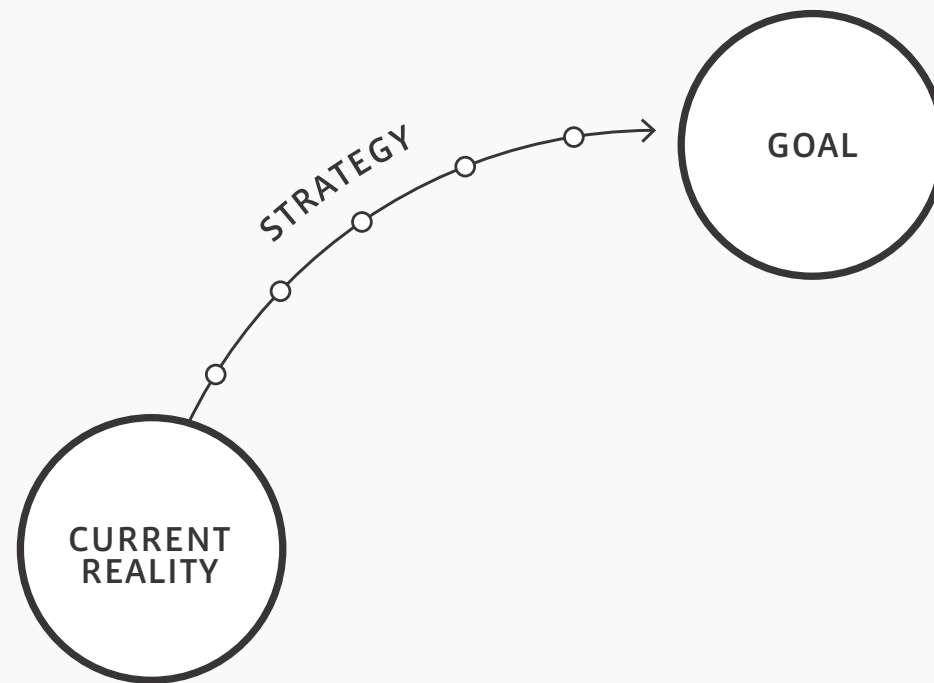
**E** Easy

**E** Emotionally Compelling

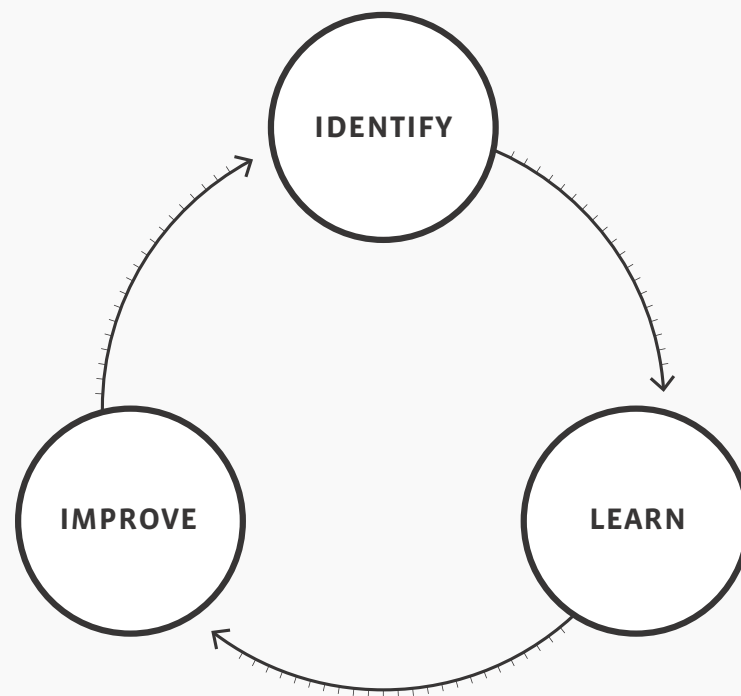
**R** Reachable  
measurable; strategy is identified

**S** Student-focused

**2:00**



# The Impact Cycle



**2:00**



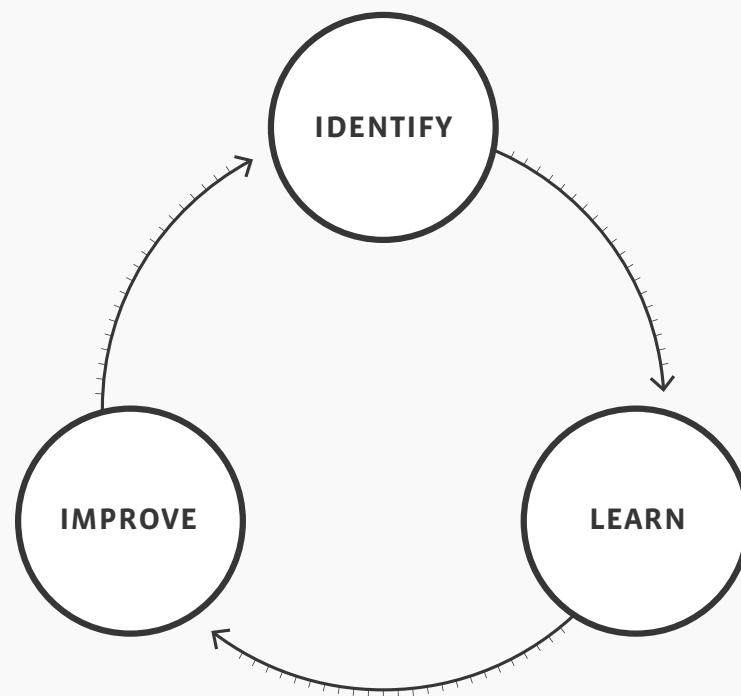
## Your Breakout Task

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In a group of 3ish people

Take turns explaining the impact cycle  
using an example to illustrate your  
explanation

# The Impact Cycle



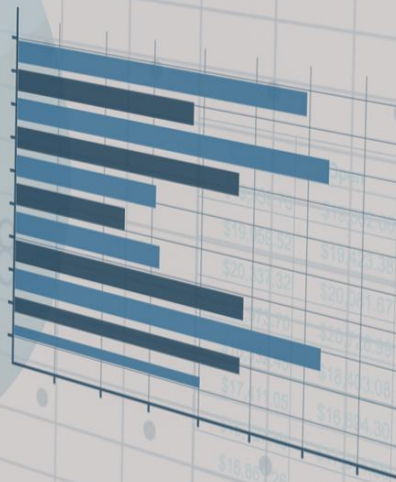
**2:00**



This quarantine life.



548.99	325.14				716.20		644.03	810.58
	828.32	224.98					441.30	942.86
427.74	783.48	821.92	715.11	174.59	494.56	312.31	674.79	331.74
		249.54		441.30	644.03	644.03	738.51	807.96
473.33	606.75	644.03				737.44		581.31
837.81		727.17		441.30	386.83		311.63	329.66
534.43	416.47			682.73	427.74	409.79	902.51	332.73
		748.14	604.72		354.39			715.11
574.75	337.12		579.54			842.37	928.28	453.97
873.63				308.74	552.52	453.97		300.24
699.62	651.41	180.19	179.56	370.36	427.57		132.90	556.50
711.81	194.68	427.74				863.47	630.70	188.03
609.78		863.47					903.71	
				651.02	942.86	522.55		
			600.61		776.09	942.86		202.97



Nam ut diam eget risus interdum  
condimentum eget vitae ligula. Duis tempus id  
elit eget vehicula. Morbi id justo vehicula,  
consequat magna placerat, laoreet massa.  
Maecenas sit amet nunc a mi tempor porttitor  
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luctus, sed sagittis mi fermentum. Curabitur at  
vehicula arcu. Sed sed tortor mi. Maecenas  
nec rhoncus ante. Duis a vestibulum nisi.  
Suspendisse porttitor nulla et egestas facilis.  
Maecenas id lacinia ex, id porttitor est.

Cras a odio sed mauris egetas ornare at a

# Data Rules

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1. Chosen by the Teacher
2. Objective
3. Valid
4. Iterative
5. Reliable (Mutually understood)
6. Gathered by teachers

**Figure 4.1** Ratio of Interaction

+	-

Ratio is \_\_\_\_\_ to \_\_\_\_\_

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**Figure 4.2** Growth/Fixed Mindset Chart

	<i>Growth</i>	<i>Fixed</i>

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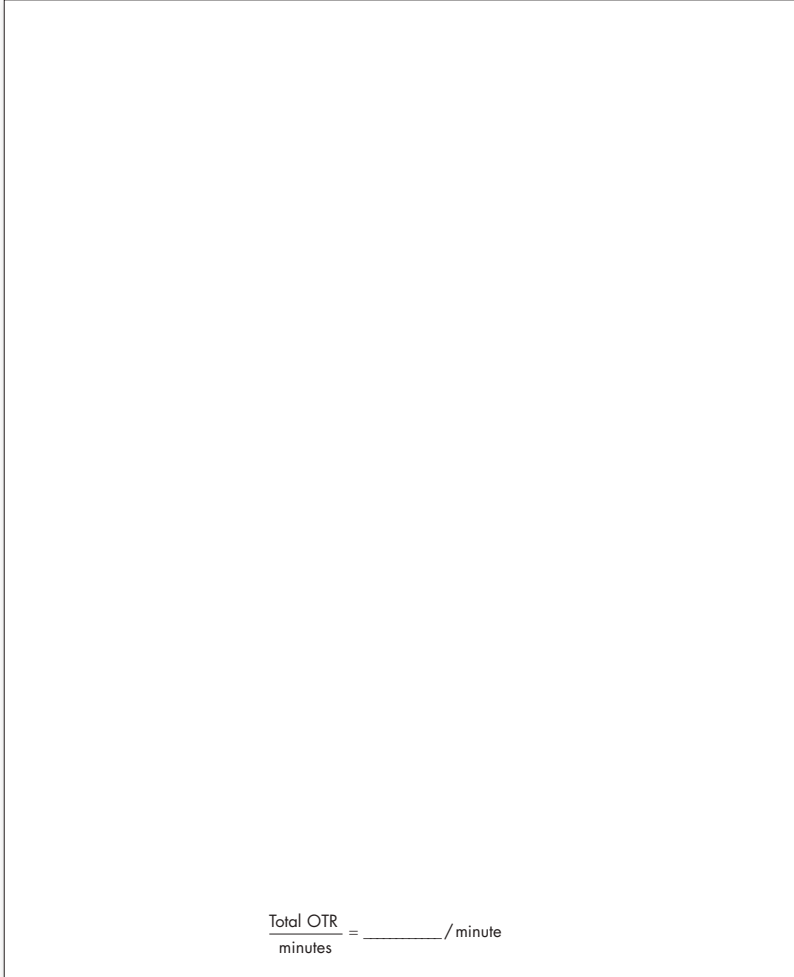
**Figure 4.3** Consistent Corrections Chart

	<i>Observed</i>	<i>Corrected</i>

$$\frac{\text{Corrected}}{\text{Observed}} = \text{_____} \%$$

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**Figure 4.4** Opportunities to Respond



$$\frac{\text{Total OTR}}{\text{minutes}} = \text{_____} / \text{minute}$$

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**Figure 4.5** Question Chart

<i>Question</i>	<i>Type</i>	<i>Kind</i>	<i>Level</i>

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Figure 4.6 Instructional vs. Noninstructional Time

Instructional	Noninstructional
<b>Total Time</b> _____	<b>Total Time</b> _____

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**Figure 4.7** Teacher vs. Student Talk

Teacher	Student
Total Time _____	Total Time _____

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**Figure 4.8** Engagement Chart

**Engagement Chart**

authentically engaged?	Are you strategically compliant	not engaged?
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>

What could make this lesson more engaging?

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## Other Data

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- Correct responses
- Different responses
- Thoughtful responses
- Disruptions
- Incivility (respectful interactions)



## Your Breakout Conversation

What data do you (do you plan to) gather as a coach?

# Implementation Support or Coaching



**Figure 3.8** I Do It, We Do It, You Do It

<i>I Do It</i>	✓
Review prior learning.	
Explain why today's learning is important.	
Tell students what they need to do.	
Think out loud.	
Problem solve.	
Attack the challenge in different ways.	
Address categories of error that arose in the previous day's work.	

<i>We Do It</i>	✓
Ask the students how to do what they are learning.	
Call on several students to explain how to do the task being learned.	
Ask students to explain their thinking.	
Shape students' responses (connect and redirect).	
Encourage students with praise for effort.	
Assess student understanding (perhaps with a quick assessment like response cards).	
Reteach if necessary.	

<i>You Do It</i>	✓
Let students perform independently.	
Give brief constructive feedback.	
Give feedback on the fly.	
Identify categories of error if students haven't mastered the learning.	
Plan how to address the categories of error in the next lesson.	

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# Implementation Support: Identify

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- A strategy is identified that the teacher will implement
- Coach explains checklist for the strategy
- Video is used to get a clear picture of reality
- Analyse video with checklist in hand
- Set a goal (95%/100% of items on the checklist)

# Implementation Support: Learn

.....

- Coach and teacher go through the checklist in detail
- Coach models strategy (in class, co-teach, without students, watch another teacher, video, combination)

# Implementation Support: Improve

.....

- Coach or teacher video records the teacher implementing the teaching strategy
- Teacher reviews the video with checklist in hand (coach may or may not be present)
- If goal isn't met, teacher and coach explore adaptations
- Teacher implements again and video records
- Repeat until the goal is met



## Your Question

What questions do you have about video and coaching or anything related to coaching?

