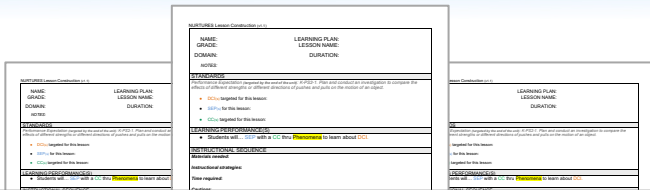




Your Lesson Videos

excerpt sharing



Facilitator Guidance

Teachers should have uploaded a video at least 1 day prior to the PLC session.

The uploaded videos are available for you as the facilitator. To access, use the **Classroom Video Dropbox link** on the PLC group webpage.

Decide order, scheme, or way you will show the videos. **A recommendation is to play an excerpt then show the next slide with the Instructional Practice Prompts onscreen for conversation.** Then repeat until all videos are shared and discussed.

When participants introduce/setup their video, be sure they are providing guidance on why they selected the excerpt and what they would like feedback on.

- ▶ **Each participant will...**
Share their video excerpt with the group.

Please setup your video with...

- ✓ A brief summary of the featured lesson
- ✓ The intention of your specific excerpt and what we should be watching for (e.g., seeking feedback on...)



Facilitated Discussion

video excerpts

Instructional Practice Prompts

- What did you want students to know and be able to do in this lesson (excerpt)?
- How did you know they got it? What was the evidence you were looking for?
- What was/is the impact on student learning? What is your evidence?
- In what ways was your teaching impacted by your participation in NURTURES?



Facilitated Discussion

Facilitators: Use prompts to guide and motivate discussion about the excerpt. Questions should be onscreen after excerpts are shared.

video excerpts

Instructional Practice Prompts

- **What did you want students to know and be able to do in this lesson (excerpt)?**

Facilitators: Probe for insights into role of 3D learning –DCIs, SEPs, CCs and how they did/did not enter their enactment thought process. Highlight key strategies (e.g., talk moves) and discuss the use. If teacher comments focus only on excerpt – be sure to engage about lesson overall – goals, how this fit in, where it fits within the designed unit. Follow-up question could be “What (concepts, ideas, processes) were you after/aiming to achieve (e.g., evidence of the learning target)?”

- **How did you know they got it? What was the evidence you were looking for?**

Facilitators: Probe for the perception of essential or critical features that would support student learning. Elements of 3D? Ask for a description of their student’s learning and if excerpt focused, how this fits into the larger learning goals of the lesson or unit.

- **What was/is the impact on student learning? What is your evidence?**

Facilitators: Probe for impact proximate to the lesson AND impacts that extend beyond – even into other subjects. Follow-up question could be “What did you do to help students demonstrate their learning?”

- **In what ways was your teaching impacted by your participation in NURTURES?**

Facilitators: Probe for a shift in thinking about essential or critical features that would support student learning. Role of 3D? Engage in discussion on teacher mindset, student & teacher behavior/attitudes, learning environment, etc. Consider probing for comparisons to “before NURTURES” instructional practice. Follow up questions could be “What would you do differently if you were to teach this lesson again? Why?”



Next Session

Before our next PLC ...

session 4

4

Your Classroom Videos
Experience sharing

Facilitated Discussion
Practices featured in video

Family Engagement
Check-in

A

Teach one of your planned lessons

Use your lesson plans (individual or from unit) to enact a lesson in the classroom

B

Video record your lesson and pick an excerpt to share (5-10mins)

Excerpts should focus on a part of the lesson you want peer/facilitator feedback on. (e.g., to show your use of a new technique or get ideas on how to improve some element(s) of the lesson)

!! Ideally, your student grouping or camera setup will allow you to record only consenting students.

C

Upload your video

Submit videos using the **Classroom Video Upload button** on PLC group page – due no later than 1 day before PLC.



Next Session

Before our next PLC ... session 4

4

Your Classroom Videos

Facilitator Guidance

This is the same process used for PLC #3. If there were issues, uncertainties, or participants who failed to submit - use this as an opportunity to discuss and to stress importance and requirements to submit classroom videos.

REMINDER: in PLC 4, participants will be asked to informally use the SCII-FI. They may prefer to have printed. Remind them now and again via email when session reminder is sent.

A

Teach one of your planned lessons

Use your lesson plans (individual or from unit) to enact a lesson in the classroom

Facilitators: The goal is for them to teach a lesson, either one they wrote or one from their unit– if this is an issue because of curricular schedules - the default is to enact and record a NURTURES-esque method or technique (e.g., a group discussion with talk moves).

B

Video record your lesson and pick an excerpt to share (5-10mins)

Excerpts should focus on a part of the lesson you want peer/facilitator feedback on. (e.g., to show your use of a new technique or get ideas on how to improve some element(s) of the lesson) !! Ideally, your student grouping or camera setup will allow you to record only consenting students.

Facilitators: The excerpt should be something they want to discuss - for feedback, because it went really well, or not so well, totally new method/technique for them, etc. Regarding consenting kids – this is so we can use videos for PD & Research – it is the ideal. If non-consenting kids are on video, we can use in sessions but not for research. They should still share even if video includes non-consenting students.

C

Upload your video

Submit materials using the **Classroom Video Upload button** on PLC group page – due no later than 1 day before PLC.