

Video Library of Instructional Practices and Common Procedures

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Background That Led to Your Team's Inquiry:

Other schools have successfully created instructional video libraries to use as a resource for teachers to help improve instructional practices. Staff surveys (i.e. Marzano Surveys) have shown this to be an area of concern for our school. Therefore, the purpose of our action research was to successfully create instructional video libraries to use as a resource for teachers to help improve instructional practices.

Statement of Your Team's Wondering:

With this purpose, we wondered if we could go from having very little sharing of effective instructional practices between RCHS teachers to a greatly increased sharing between the instructional staff.

Methods/Procedures:

To gain insights into our wondering we purchased and utilized Swivel cameras for teachers to film themselves using their most successful instructional practices and in demonstrating common procedures (i.e. steps to upload grades). The staff expressed the need to video common procedures for new teachers and to video those procedures completed with long time spans between, and are therefore not easily remembered.

A few instructional practice examples are exceptional demonstrations of utilizing technology (1:1 Initiative), excellent instructional transitions, and good use of questioning techniques. The staff created an instructional video library for sharing by uploading the videos on a Team Drive. These videos are not used for evaluative purposes--teachers were nervous that the videos could negatively affect their evaluations.

Qualitative data like teachers' observations, thoughts, and perceived instructional impact was and will be collected. The number of staff members participating, the number of videos uploaded, and the frequency of videos being viewed were and will be collected and charted. Students' assessments and assignment/course grades could provide insight into instructional impact.

Stating Your Team's Learning and Supporting it with Data:

As a result of analyzing our data, two important things we learned include:

- 1) It is hoped that the sharing of instructional practices will help improve the overall quality of instruction from the faculty.

We are slowly gaining buy-in from the staff to fully engage in this project. A teacher commented, "not being evaluated by the videos created has encouraged my participation." Another teacher stated, "I loved the

instructional transitions that I viewed and I am now using similar transitions in my classroom!" A teacher expressed, "The filming and uploading to the Team Drive process is fun and is encouraging sharing across the faculty."

2) Hopefully improved instructional quality will positively impact students' academic performance.

We are still early in this project! Students' testing results and course grades can be compared and analyzed. When questioned a student responded by saying that their teacher, "has used the Chromebooks to do some neat and different things in class." The student then shared that the teacher, "told the class that she got the ideas from watching other teachers' Swivel Camera videos."

Providing Concluding Thoughts:

Mrs. Thoman and Mr. Haney demonstrated using the Swivel Camera, uploading videos, and accessing videos on the Team Drive to our teachers during a professional development day and to our board of trustees as a "School Spotlight" at a school board meeting. This was a good PR boost and has helped accelerate this project.

We plan to gain momentum and grow participation with the RCHS teachers as we continue to move forward next school year with this project. We found that offering professional development points for creating and/or watching videos is a great encouragement for overall participation!

The corporation administration has expressed a serious interest in incorporating this project as a component of E-Learning Days to be implemented in the 2019-2020 school year. This would continue to greatly increase the sharing of effective instructional practice between the instructional staff. This could have a huge impact on instruction for students in all of the schools in the corporation!

References:

N/A