

PERSONALIZED PROFESSIONAL LEARNING

How Teachers Can Use Videos to Improve Their Practice



When teachers videotape their classroom activities, like lessons and independent work, they can reflect on and improve their teaching practices. "Personalized Professional Development: How Teachers Can Use Videos to Improve Their Practice", an article written by Rachel E. Schachter and Hope K. Gerde, provides support and advice for using videos to reflect on teaching practices.

Reflecting on Teaching Practices

Effective professional learning is ongoing and gives feedback on teacher practices. Schools can encourage self-reflection using video technology. Teachers can evaluate their skills and see what practices help students most.

Video-based self-reflection...

- can improve teachers' practices,
- promotes children's skills, and
- enhances students social and emotional development.

Reflection

Self-reflection is important to improving practice. Teachers should set clear teaching goals and review videos often so they can reflect on practices over time. Reflection should occur without judgement and can be done independently or with supportive peers.

Getting Started:

- **Focus the recording on the teacher** - Teachers have to see/hear themselves to be able to reflect on their practices
- **Plan around learning goals** - Record specific lessons where the target skill can happen
- **Tell others what you're doing** - Tell families/administrators about recordings
- **Don't share videos** - Delete recordings and keep them secure to keep children safe

Questions to Guide Reflection:

Questions to ask while reflecting include...

- What do I notice about my practice?
- How are children responding to my teaching?
- Is there something I could do or say to support a child to use their skill or think deeper?
- What's one thing I can do to better engage children in the classroom?



How Reflection Improves Skill

Self-reflection videos help teachers make changes to their teaching that support children's development, recognize their strengths and build confidence, improving classroom practices. They also help educators see children's strengths and needs. These videos let teachers practice new skills, see progress, and use strategies effectively.

For example, Ms. Jacki, a pre-kindergarten teacher, recorded her class during a shared book reading. She noticed that after she asked a comprehension question, students didn't have enough time to form ideas and respond. In her next reading lesson, Ms. Jacki made it a goal to pause longer after asking a question, giving students more time to prepare an answer and respond or to ask their own questions.