

Ideas for Using Edthena

There are many possible models for using Edthena to power teacher learning. Explorations help provide the process and structure for evidence-based learning cycles and act as the “coaching management system” for those facilitating the learning.

Here we have outlined a few ways to design Explorations. For additional ideas and more context, we recommend the book “Evidence of Practice: Playbook for Video-Powered Professional Learning.”

Detailed implementation guides for many of these strategies are found within [Evidence of Practice: Playbook for Video-Powered Professional Learning](#).

Click [here](#) for a quick overview of how Explorations work. And click [here](#) for step-by-step instructions around how to create Explorations inside of groups.

 Video Evidence  Feedback to Peers  Example Analysis  Other Artifacts

GETTING STARTED

Classroom Tour

How it works:

- Teacher records a tour of their empty classroom or work-space highlighting the various learning spaces and detailing why the room or space is laid out as it is
- Peers provide reactions and thoughts

What's the goal?

- To provide peers and coaches insight into the setup of others' classrooms or work-spaces, so that teachers can learn from each other and exchange ideas for better practice

More info:

- Read [Invest Your Teachers in Video Observation](#)

Self-Interview

How it works:

- Teacher records a video describing their goals for students, class, or school
- Peers provide reactions and thoughts

What's the goal?

- To get teachers actively thinking about the goals they've set for themselves and their students
- To provide peers and coaches insight into others' inspirations and thought-processes

Alternative approach:

- Teachers answer mock interview questions
- Teacher share goals for personal development

CORE PRACTICES

Unit Planning

How it works:

- Teacher attaches a recently written unit plan as an Other Artifact

What's the goal?

- To help teachers improve their skills of unit planning and organization

Alternative approach:

- Teacher also attaches planned formative and summative assessments for feedback

More info:

- Read [Using Explorations to Coach Teachers](#)

Pre-Teach

How it works:

- Teacher records a 90-second rehearsal of a key concept or explanation *before* the lesson is taught

What's the goal?

- For teachers to receive feedback focused narrowly on one skill or element of their practice
- To help teachers change elements of their practice before implementing them with students
- Allows for coaches to quickly provide timely and actionable feedback on lessons without having to leave extended written feedback on actual lesson plans

More info:

- Watch [Becoming a Program that Uses Video to Support Teacher Learning](#)

Virtual Walk-Through

How it works:

- Teacher records and uploads a video of an entire lesson
- Coach picks a single ten minute segment of the lesson to watch like a traditional walkthrough observation conducted on a pop-in basis

What's the goal?

- To provide teachers with additional touch points in a manner that would be similar to a pop-in observation at a school site

Example Analysis

How it works:

- Coach provides - either by uploading a personal video or by selecting one from [Gates Foundation MetX library](#) - a video for teachers to analyze
- Teachers watch and annotate the Example Analysis video, then send their comments to their Coach, who can then provide feedback on their analysis

What's the goal?

- To promote teacher noticing habits

More info:

- Read [Example Analysis](#)
- Read [Utilizing a video from MetX](#)

Skill Building Sequence

How it works:

- Teacher watches and analyzes an example video, provided by the coach, that models a specific skill
- Teacher enacts that specific skill in a video of their own and attaches as “Video Evidence”

What’s the goal?

- Meant to serve as checkpoints on key skills and competencies

Alternative approach:

- Include a “Feedback to Peers” component to give users insight into their peers’ practice

More info:

- Watch & Read [How to create a Skill Building Sequence](#)

Video Learning Community

How it works:

- Teacher uploads a lesson video segment. A self-analysis is provided of the video to guide others’ in their engagement
- Peers watch videos and provide feedback based on prompts from teacher or coach

What’s the goal?

- To build comfort making practice public among peer communities
- To build skills around providing feedback to peers

More info:

- Read [Strategies to Promote Inquiry Based Conversations](#)

CULMINATING EXPERIENCES

Iterative Investigation

How it works:

- Week 1: Document baseline
 - Teachers self-select an area of focus / improvement for the club cycle. This could be informed by prior coaching conversations, but it should be teacher driven.
 - Teacher records video evidence of selected classroom practices.
- Week 2: Commit to change
 - Teachers provide feedback on the peer’s video.
 - Debrief meeting between coach and teachers to discuss what was noticed and generate ideas for change.
 - In the meeting, each teacher decides and commits to a specific instructional change or strategy.
 - Note: This meeting can be conducted virtually (e.g. video call)
- Week 3: Enact change
 - Teachers implement changes and document outcomes.
- Week 4: Discuss implication
 - Teachers provide feedback for peer’s video.
 - Debrief meeting between coach and teachers to reflect on impact of changes and implications for future classroom practice.

What’s the goal?

- To build teacher skill around self-identifying areas for change.
- To build habits of using peer feedback as a support mechanism.

Longer-Range Reflection ■

How it works:

- Teacher selects a skill they've been working on over the course of the semester that's been emphasized in a past "Content-embedded Skills" sequence, and executes that skill again in a new lesson
- Inside the Exploration, teacher attaches both this recently recorded video as well as the video they'd recorded for the previous "Content-embedded Skills" sequence, allowing for both videos to be viewed side-by-side for an easy comparison of teacher growth

What's the goal?

- To enable evidence-based reflection of growth and progress

Alternative approach:

- Include an "Other Artifacts" component and ask teachers to include a written reflection of their progress observed across the two videos

Unit Analysis ■

How it works:

- Teacher plans and implements a Project-Based Learning (PBL) cycle with students.
- Teacher records lessons as well as student presentations.
- Teacher assembles multiple pieces of video evidence, each with associated files. For example, the lesson plan would be attached to the lesson video and the student-related artifacts to the student presentations (e.g. pre/post assessments, student writing, feedback to student)

What's the goal?

- To provide teachers with guidance and feedback in planning, implementing and analyzing assessment data as part of a multi-lesson cycle.