

Video Reflection Protocol

The video reflection protocol is one form of a disciplined conversation aimed at creating productive talk. It is a process through which educators can hone their skills by examining both student work and teacher practice within a supportive, problem-solving group.

- I. **Introduction** [5 minutes]. Facilitator briefly introduces protocol goals, norms, and agenda. Participants briefly introduce themselves.
- II. **Teacher Presentation** [5 minutes]. Presenter describes the context for the video and what they want the group to focus on in the form of a framing question (could be based on any of the following: *Checklist*, e.g., Was I effective in having students build on each other's ideas?; *Continuum for Establishing a Culture of Talk within a Classroom*, e.g., What could I do to help my students respond to each other's ideas without so much prompting from me?; *A Continuum for Classroom Argumentation*, e.g., How do I help my students link relevant evidence to a claim?; *Student Post-Discussion Survey*, e.g., How did my students feel about this discussion?; *Student artifacts*, e.g., What evidence of student learning do I have from this discussion?).
- III. **Watch video** [approx. 7 minutes].
- IV. **Clarifying Questions** [5 minutes maximum]. This gives participants a chance to ask questions that have brief, factual answers.
- V. **Pause to reflect on observations, inferences, questions, reflections, and possible next steps** [5 minutes maximum].
- VI. **Participants share observations and inferences about video, then provide suggestions for next steps** [30 minutes]. Talking among themselves, participants share their responses to the video and its context; the teacher/presenter is silent. The facilitator may lend focus by reminding participants of an area of emphasis supplied by teacher/presenter. Participants are encouraged to ask probing questions to help teacher/presenter think more deeply about the topic. Reflection is organized into a table of: observations, inferences, and next steps.

Questions to consider:

- What did you see and hear?
- What did you *not* see and hear that might be relevant?
- What assumptions seem to be operating?
- What do we know about student sense-making and thought process?

- Which moves did the teacher make, and what seemed to be the effects of each move?
- What other moves could the teacher have made?
- What possible effects could other teacher moves have had?

VI. **Reflection/Response** [10 minutes]. Teacher/presenter reflects on and responds to those comments or questions that were particularly helpful. Participants stay silent. Facilitator may clarify or lend focus.

VII. **Debrief** [10 minutes]. Beginning with the teacher/presenter (who might ask probing questions such as “How did the protocol experience compare with what you expected?”), participants discuss any frustrations, misunderstandings, or positive reactions they have experienced. More-general discussion of the video reflection protocol may also develop.

Norms for Participants

1. Be respectful of teacher/presenters. By making their work more public, teachers are exposing themselves to kinds of critiques they may not be used to. Inappropriate comments or questions should be reworded or withdrawn.
2. Contribute to substantive discourse. Without thoughtful yet probing questions and comments, presenters will likely not benefit from the video reflection protocol experience.
3. Be appreciative of the facilitator's role, particularly in regard to following the norms and keeping time. A reflection protocol that doesn't allow for all components (presentation, feedback, response, debrief) to be enacted properly will do a disservice both to the teacher/presenter and to the participants.

Roles

There are four roles in this process, each of which has defined responsibilities:

- **Teacher/Presenter**
 - Poses key questions for the group to consider
 - Presents video clip and context for clip
 - Answers clarifying questions for reflection group
 - Seeks feedback from colleagues Analyzes own learning
- **Facilitator/Participant**
 - Monitors the process in the group
 - Keeps group on track so that conversation is productive
 - Is protective of teacher/presenter
 - Rewords or withdraws inappropriate comments or questions
 - Organizes comments into: observations, inferences, and next steps
- **Timekeeper/Participant**
 - Makes sure that the group follows the time limits
 - Ensures that the group will accomplish all phases of the protocol
- **Participant**
 - Contributes to substantive feedback and conversation
 - Is respectful of teacher/presenter
 - Rewords or withdraws inappropriate comments or questions
 - Is appreciative of facilitator role

Guidelines for Facilitators

1. Be assertive about keeping time. A protocol that doesn't allow for all the components will do a disservice to the presenter, the work presented, and the participants. Maintain a full understanding of the process. Don't let one participant monopolize.
2. Be protective of teacher/presenters. By making their work more public, teachers are exposing themselves to kinds of critiques they may not be used to. Inappropriate comments or questions should be reworded or withdrawn. Try to determine just how "tough" your presenter wants the feedback to be.
3. Promote substantive discourse. Many presenters may be accustomed to receive blanket praise. Without thoughtful but probing questions and comments, they won't benefit from the reflection protocol experience. Presenters often say they'd have liked more constructive feedback.

Components of the Video Reflection Protocol

The components of the Video Reflection Protocol have well-defined purposes, formats, and time limits.

Component	Time	Purpose
Introduction	5 min	Gather materials, equipment; organize the group; review norms
Presentation	5 min	Teacher presents key questions and context for the lesson
Video clip	7 min.	Teacher shares video clip
Clarifying questions	5 min	Participants ask questions to better understand the lesson
Pause to reflect	5 min	Participants reflect and craft comments and probing questions (observations, inferences, and next steps)
Feedback	30 min	Participants discuss instruction with teacher's key questions in mind (observations, inferences, and next steps)
Reflections	10 min	Teacher reflects on his or her learning
Debrief	10 min	Teacher debriefs session. Participants also debrief session. All done in both oral and written form.

Teacher/Presenter Form

Name: _____

- - - - - Complete the following before presentation - - - - -

Overview of Lesson Plan:

Teacher Role in the Lesson:

Context for Video Clip:

Questions for the Study Group

- 1.
- 2.
- 3.

- - - - - Complete the following during/after presentation - - - - -

Notes on the Video:

Notes on Feedback from Video Reflection Group:

Debrief:

How did the protocol experience compare with what I expected?

What worked well?

Suggestions for future Video Reflection Group session:

Teacher/Presenter Reflection

Name: _____

What have I learned? What will I consider as a result of this feedback? What are some possible next steps to take with students?

Reflection Questions

(Questions to think about as you compose your Teacher/Presenter Reflection)

Activating and Engaging

- What did you notice about your students' discourse/reading/writing behaviors?
- As you reflect on your lesson, what are some of the things that come to mind?
- What are some aspects of this lesson that surprised you?
- What are you curious about when you recall this experience?
- Given your impressions, what might we talk about that would be most useful to you?
- On a scale of 1 to 10, how would you rate this experience?
- What are some specific recollections that cause you to make this determination?

Exploring and Discovering

- What are some of the differences between what you planned and what occurred?
- What are some hunches about the reasons for this?
- What are some variables that might have affected the outcome?
- Which aspect of the lesson caused students problems? What do you think caused the problem?
- Why did you select this text/writing prompt/discussion question?
- What work or problem solving did you expect readers to do in this text (if you used text)?
- Did you change your plan at any time during the lesson? Why?
- Looking back, what changes would you make in your lesson?
- What did your students learn today that they could use in reading/writing/talking tomorrow?
- How can students develop this knowledge in other learning contexts?

Organizing and Integrating

- What are some new connections that you are making?
- Based on this experience, what advice would you give to someone in a similar situation?
- What are you taking away from this experience that will influence your future practice?
- Imagine that you could write a message to yourself and put it in a box that you would open next year. What would it say?