

Teacher Growth Across the Career Spectrum in Lesson Study with Video Club Professional Development Model



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Guiding questions / making connections

- What are the potential uses of Lesson Study With Video Club for Teacher PD?
- How can schools/districts/etc. best support the professional growth of their diverse faculty?
 - e.g. grade level, years' experience, LOI, contextual factors, teacher's own professional goals





Lesson Study Overview

- Lesson Study, *jogyokenky*, a PD model originating from Japan, 1960s
- In a lesson study approach, teachers conduct cycles of inquiry:
 - Collaboratively study the curriculum
 - Plan
 - Refine
 - Teach and observe a “study lesson”
 - Discuss and revise the study lesson
 - Reteach the revised study lesson
 - Share reflections





Video Club Overview

- Starting in the 1990s
 - Video recording lessons
 - Teachers watch themselves in small groups
 - Discussions
- ↓
- Reflect on instruction and student learning
 - Improve teaching and better facilitate student learning





MALLI Study Overview



- A professional development (PD) model that:
 - Combines lesson study and video club elements
 - Compensates teachers for their participation
 - Supports dual language program (DLP) teachers to integrate mathematics, language, and literacy
 - Utilizes a collaborative workshop to share research and best practices in two dimensions:
 - Content learning
 - Meta-language
- Works with preservice teachers paired with cooperating⁶/mentor teachers
- Establishes a teacher learning community across grade levels, programs, schools, and states
- Establishes a digital library of classroom videos for Spanish/English DLP teachers teaching mathematics





We have **quantitative** and qualitative evidence that this PD model is perceived as effective by participating teachers, but we wanted to know more:

1) Can LSVC support the perceived growth of teachers with various years of experience?

2) How does participants' perceived growth differ, based on the number of years of experience?

We analyzed 57 baseline and follow-up survey responses to look at teacher growth for:

- Teachers with <5 years experience (n=15)
- 5-10 years experience (n=16)
- >10 years of experience (n=26)



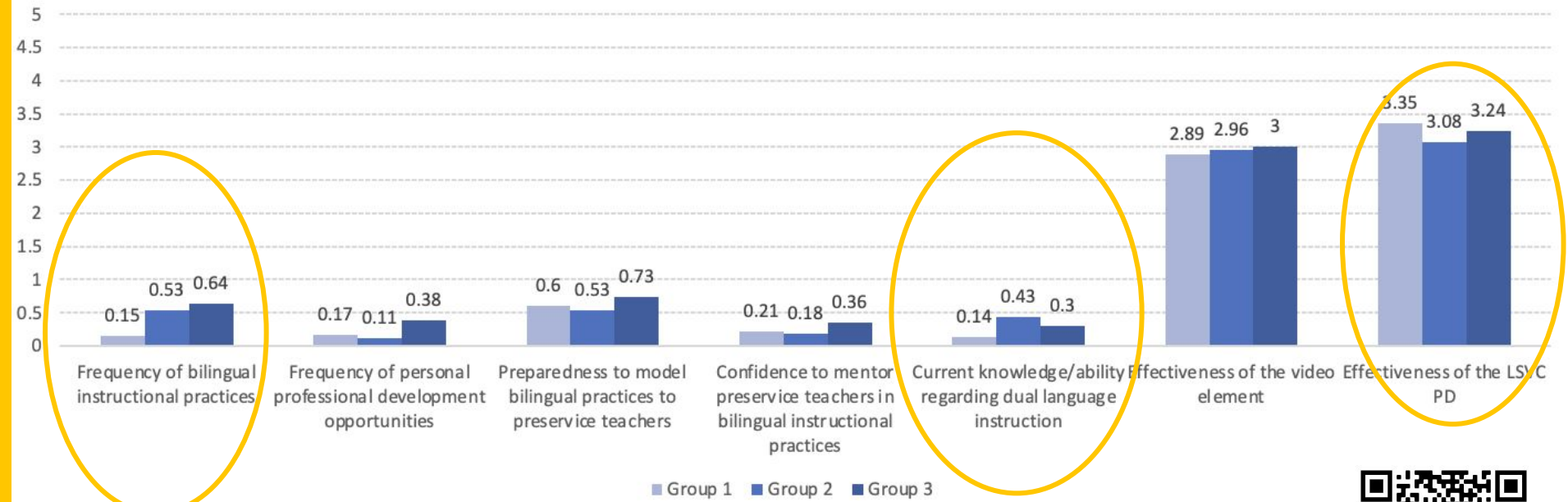


<5 Years Experience

5-10 Years Experience

<10 Years Experience

Pre- and Post- Mean Differences By Groups

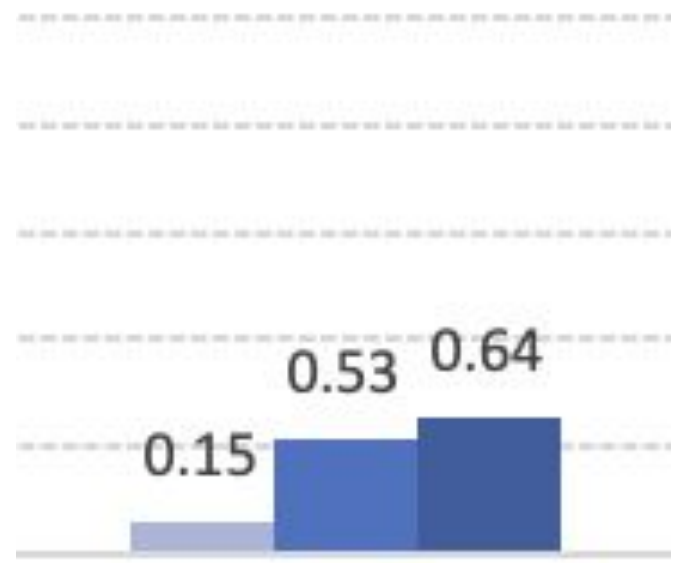




<5 Years Experience

5-10 Years Experience

<10 Years Experience



Frequency of bilingual instructional practices





<5 Years Experience

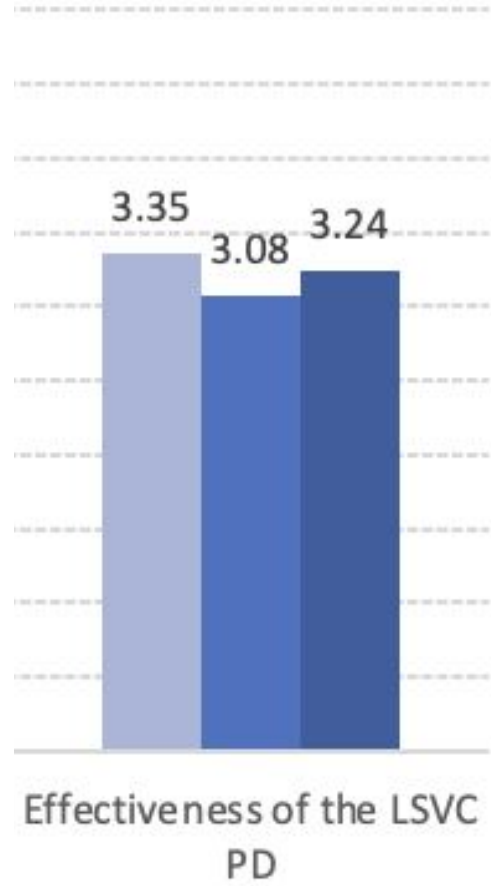
5-10 Years Experience

<10 Years Experience



Current knowledge/ability
regarding dual language
instruction





<5 Years Experience

5-10 Years Experience

<10 Years Experience





<5 Years Experience

5-10 Years Experience

<10 Years Experience



Frequency of personal professional development opportunities

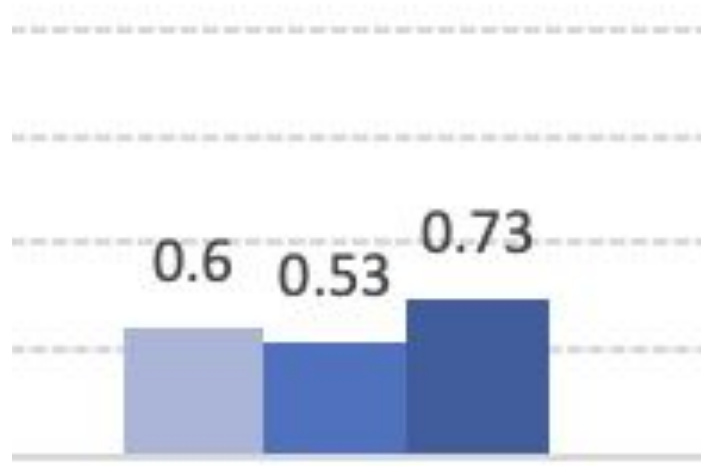




<5 Years Experience

5-10 Years Experience

<10 Years Experience



Preparedness to model
bilingual practices to
preservice teachers





<5 Years Experience

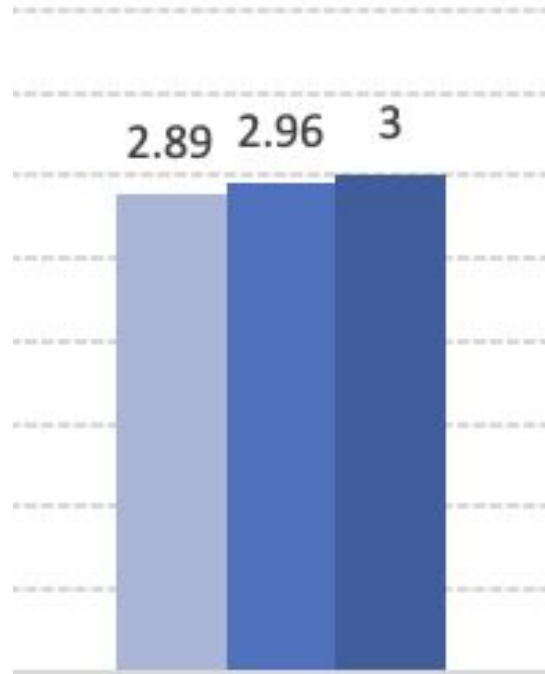
5-10 Years Experience

<10 Years Experience



Confidence to mentor
preservice teachers in
bilingual instructional
practices





Effectiveness of the video element

<5 Years Experience

5-10 Years Experience

<10 Years Experience





Question	Teacher Growth			
	1-4 years	5-9 years	10+ years	Notes
Q13 - Frequency of bilingual instructional practices	0.15	0.53*	0.64***	1-5 scale
Q14 - Frequency of personal professional development opportunities	0.17	0.11	0.38*	1-4 scale
Q19 - Preparedness to model bilingual practices to preservice teachers	0.6**	0.53*	0.73***	1-4 scale
Q21 - Confidence to mentor preservice teachers in bilingual instructional practices	0.21	0.18	0.36**	1-4 scale
Q25 - Current knowledge/ability regarding dual language instruction	0.14	0.43*	0.3**	1-4 scale
PostQ15 - Effectiveness of the video element	2.89	2.96	3	1-4 scale
PostQ24 - Effectiveness of the LSVC PD	3.35	3.08	3.24	1-4 scale

* $p < .05$, ** $p < .01$, *** $p < .001$





Takeaways

- 1) Lesson Study with Video Club can support growth for teachers across the career spectrum
 - There has been an assumption that high-experience teachers would not benefit from PD
 - There has also been an assumption that different PD would be required to reach low-experience and high-experience teachers
 - Teachers in all three groups found the PD effective





Takeaways

- 2) Teachers across the career spectrum showed different growth patterns
- More experienced teachers showed consistent and statistically significant growth in all areas measured
 - Teachers with 10+ years of experience showed a more consistent growth in almost all areas measured
 - Teachers with five to ten years experience reported growth specifically in instructional practices in this sample
 - Novice teachers showed more varied pathways of growth.
 - providing feedback to other teachers and preparedness of modeling bilingual instruction to preservice teachers
 - novice teachers perceived this PD very useful for them, however, we were not able to find statistically significant evidence of changes in their actions in classrooms





Thank you!

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