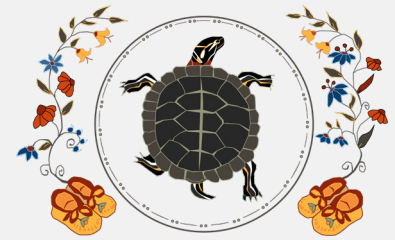




## Basket 2: Learning to See Handout: Instructor Guide



This second basket introduces participants to the Video Analysis Framework (VAF), a framework designed to help develop educators' professional vision through "focused observation, identifying and disrupting bias, and accurately interpreting classroom interactions" (Packard, Brennan, Joseph, Emerson-Hoss, 2021, p. 3).

This basket also includes Courageous Learning activities #5-8 focused on analyzing one's own learning.

### Basket 2 Materials:

- *Visual Analysis Framework* worksheet
- Mini-Lessons

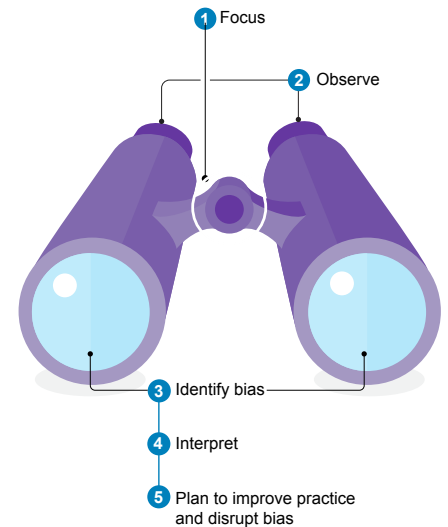
### Purpose

The objective of the learning in this basket is that participants will become familiar with the Video Analysis Framework and be able to use it to improve practices, identify their biases, suggest alternatives, connect what they see to content, and provide formative feedback to their peers.

### Scope and Sequence

- **Introduction to the Video Analysis Framework (VAF)**  
These slides provide an overview and discussion of each of the skills included in the framework. Instructors may choose to put these slides in their LMS as a prelude and reference point for the three practice rounds.
- **Round #1: Let's Practice Using the VAF (Instructor-led whole group activity)**  
Instructors choose a video and focus. They lead participants through the video analysis process step-by-step.
- **Round #2: Working Together with the VAF (Small groups together)**  
Instructors choose a video and focus. Small groups of participants work through the video analysis process together.
- **Round #3: Educator-Coach Role Play with the VAF (Peer pairs)**  
Participants work in pairs. Together they choose a focus and then each choose a practice video. Taking on the roles of both the educator and a coach, they go through the video analysis process together. The Educator will complete the Video Analysis Framework Worksheet. The Coach will complete the Writing Formative Feedback on Teaching Practice Worksheet and then have a coaching session together.

### Video Analysis Framework





## Courageous Learning

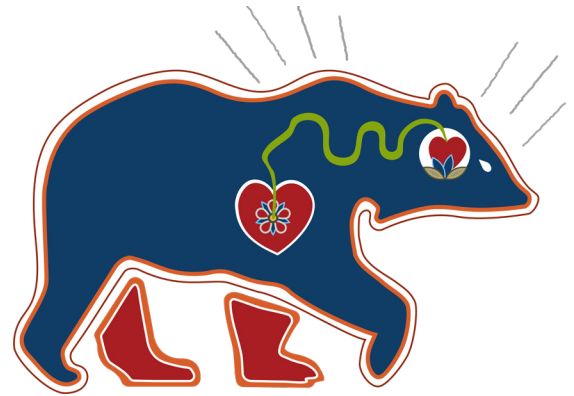
### Reflection activities include:

#### Part One: Understanding How You Learn Best

1. Persistence in Learning
2. Role of Reflection in Learning
3. Putting it All Together

#### Part Two: Becoming a Courageous Learner

4. Creating a New Way



## Delivery

In the slide deck we provide delivery recommendations on the introduction and all the rounds. There are multiple opportunities to provide videos ahead of time for asynchronous study and note taking. We recommend that each round includes some in-person or online synchronous discussions and sharing of analysis and feedback to support everyone's learning and to allow you as the instructor to assess your learners' comfort and understanding of each skill. If you have access to video annotation technology where learners can converse asynchronously about the same video, you may choose to deliver entirely asynchronously.

## Modifications to Consider

- **Adjust for participant experience.** You can adapt components of each round depending on participants' level of experience in early childhood education. For example, more experienced participants could choose their own focus, rather than having one provided by the instructor. They may also be able to go through the video analysis process using videos of their own practice.
- **Decide whether the activities will be graded or ungraded.** If you grade these activities, give credit based on the reflections, suggestions offered, and the feedback provided, not necessarily the practices enacted.
- **Decide on the best format for your class.** You can use these activities as a whole group, in small groups, or even one-on-one.

## Tips and Strategies

### Giving Feedback

When starting out with video analysis, learners commonly struggle to name specific challenges that they observe, and instead opt to offer general encouragement (e.g., "Good job! I like the activity you did." or, "The kids look like they're having fun.").

In responding to learners' reflections, encourage them to be more specific about the successes they notice and to identify at least one specific moment where the educator could try something new or different. Depending on the participants' early childhood experience level, you might extend this by asking them to suggest an alternative practice. Providing your learners with specific guidance on what formative feedback includes is key to developing safety and being able to establish the vulnerability necessary for learners and educators to share videos of their own practice. Formats and examples are included in the slide decks.



As learners learn more about theories of child development, curriculum, and specific teaching practices and strategies it will be important for them to make connections to that content in the feedback they provide. This brings us back to the focus of the observation which is essential to establish for this level of analysis. This is especially important to establish the safety necessary for analyzing videos of participants' own practice. This is an element that may be neglected and often requires explicit prompting.

### Elements of Formative Feedback

It can help you as an instructor and your learners to have a format for providing feedback. We offer these five elements:

- **Positive observations:** Adopt a strengths-based perspective to let the learner know what they are doing right. (e.g., "You did a great job getting down to the child's level and making eye contact which they smiled at")
- **Connections to content:** This reinforces the focus of the observation and connects what you see to what you know. (e.g., "Including 'eager' along with 'disappointed' and 'frustrated' was a great expansion of their positive emotional vocabulary.")
- **Alternative practice:** Suggesting an alternative practice is good practice even if the learner is enacting the focus with fidelity. It helps to build understanding that there are many ways of achieving the same end. (e.g., "Next time you might want to ask him an open-ended question like 'what's going on here?' instead of telling him what you see in his painting or asking him about colors. I wonder how he might respond?")
- **Wonder:** Wondering helps to open the conversation to other possibilities and allows the learner to wonder when they might be focused on what they did or did not do (e.g., "I wonder what else you might 'do' to practice emotional literacy").
- **Encouragement:** It is good to provide specific encouragement to boost joy and motivation. (e.g., "It will be super to see what your next steps with mathematizing looks like!")

### Sample Instructor Responses

- You pointed out that the educator was energetic, and the children seemed to enjoy that. Can you share an example of something particular you noticed the educator doing that came across as energetic and engaging? How did the children respond to let you know they enjoyed it?
- Thank you for your words of encouragement for the educator. I wonder what you noticed about this interaction that seemed challenging? Were there any moments where you might choose to do something differently or offer support?
- I wonder how what you see reflects what we've been learning about \_\_\_\_?
- Since we decided to focus on emotional literacy in this observation, I wonder how you see the educator promoting that? How does it seem to impact the child? What else might the educator do?
- I wonder what ideas you have that the educator might incorporate to make this interaction even more successful next time? You might offer a suggestion for alternative practice by saying something like, "When the educator started giving a countdown for children to stop playing and join circle time, many of them continued playing and were not prepared to join the circle when the countdown ended. I wonder if asking them to start cleaning up and giving them a visual of how much time is left would help more children to be ready for circle time."



## Collaborative Learning

Effective collaboration among learners involves shared goals, clearly defined roles, agreements about how work will happen, and ongoing, open communication. When shared learning is the goal, participants must have regular opportunities to engage with new content, share and discuss their experiences, and exchange ideas, beliefs, and feedback to form new understandings and competencies. We include Community Agreement slides in the Basket 2 Round 1 and 2 slide decks. And activity suggestions for establishing group norms are included in the Getting Started activities. Revisiting these norms and being explicit about group processes goes a long way to making group work successful and again establishing the safety necessary for educators to share their teaching practices and be vulnerable and open to learning.

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