

Structured Video Analysis



Submitting Authors: Patterson, D., Driver, M. K., Zimmer, K., & Wetherington, P. (2019).

Definition: Structured video analysis involves candidates either observing a video of their instruction or that of another candidate or practicing teacher. The purpose of this practiced-based learning opportunity (PLO) is to analyze and reflect on instruction for the purpose of improving implementation of a specific practice and assessing its influence on student learning. Carefully structured video analysis helps candidates learn to implement explicit instruction by engaging them in a deeper analysis of how it is implemented, including what was effective and what could be improved to better support student learning. When used appropriately, structured video analysis has been shown to improve teacher candidate learning.

Description of this activity: In this practice-based learning opportunity (PLO), we provide an example of how structured video analysis is used to develop knowledge about and successful implementation of HLP #16: Explicit Instruction (EI). In this activity, candidates are presented with the components of EI and have the opportunity to observe it virtually in action and analyze it. This activity addresses the first stage (“Introducing and Learning About the Activity”) of the Learning Enactment Cycle described by McDonald and colleagues (2013). As candidates are watching the video, they are cued to stop at various points and reflect on aspects of EI as well as analyze their own practice. This final stage falls under the fourth stage of McDonald’s Learning and Enactment Cycle.

Context: This activity could be appropriate throughout the teacher preparation process, but the questions may need to be adapted depending on the opportunities candidates have or have had to observe teaching or teach students. For candidates in the early stages of a teacher preparation program, it could be used in any course

focused on developing candidates' knowledge about teaching instructional strategies before participating in a field experience. In this case, the questions may need to be adjusted to focus on observations of instruction. For candidates further along in the program, this PLO could also be used as a component of remediation, skill building, or refinement of practice. It could also be used to analyze one's own practice. The PLO can be used individually or in a group setting, online or in-person, and with pre-service as well as in-service teachers. Candidates must be proficient in their understanding of EI for this tool to be most useful.

[Watch Video](#)

Stage 1: Developing Prerequisite Knowledge

-What is this stage about?

Candidates learn about the components of explicit instruction.

-How does the instructor implement this stage?

The instructor introduces the components of explicit instruction to candidates by modeling a lesson or having candidates watch a video about explicit instruction. The goal is to establish a working knowledge or demonstrate a certain level of proficiency in using explicit instruction.

-Materials/resources needed to implement

[Resource A: Explicit Instruction Components Framework](#)

[Resource B: High-Leverage Practices in Special Education](#)

-Questions faculty/professional development (PD) providers might have when teaching candidates about explicit instruction

How do we help candidates connect the explicit instruction HLP with other HLPs? As explicit instruction is being introduced and modeled, candidates should be made aware of how it incorporates other HLPs. Candidates should be able to identify various HLPs in action. The instructor may point out the interaction among HLPs and model the overlap in his or her lessons.

How can explicit instruction be generalized into different content areas and grade levels? Instructors can provide examples of explicit instruction within different content areas to demonstrate how it is not subject dependent. Evidence-based practices (EBPs) should be distinguished from HLPs, and the relationship between the two should be explained.

Stage 2: Review Structured Observation Protocol

-What is this stage about?

Candidates review how to use the structured protocol to analyze and reflect on instruction.

-How does the instructor implement this stage?

The instructor reviews the structure of the protocol before using it and expectations for completing it. The instructor's review may be dependent on the type of group (i.e., whole, small, or independent) he or she is working with.

-Materials/resources needed to implement

[See Resource C](#): Structured Observation Protocol with Questions

Stage 3: View and Analyze Video

-What is this stage about?

Candidates learn to analyze and reflect on explicit instruction.

-How does the instructor implement this stage?

The instructor asks candidates to view the [video](#) (independently, whole group, or in small groups); stop at indicated timestamps (see protocol); and analyze the instruction.

-Materials/resources needed to implement

[Resource C](#): Structured Observation Protocol With Questions
[Videos](#) of teachers using explicit instruction

-Questions other faculty/PD providers might have when implementing this practice

How will this look in an asynchronous online setting? In an asynchronous setting, candidates will view and analyze the video independently and return their written analysis to the instructor. They can also participate in an online chat about their analysis.

Stage 4: Discuss

-What is this stage about?

Candidates deepen their understanding of explicit instruction by collaboratively discussing their analysis of the video.

-How does the instructor implement this stage?

The instructor places candidates in small discussion groups, and they discuss and reflect on what they saw in the video. They share their observations and responses to the protocol with peers and then the class. The instructor then provides feedback.

-Materials/resources needed to implement

[Resource C](#): Structured Observation Protocol with Responses

-Questions other faculty/PD providers might have when implementing this practice

How will candidates debrief if completing the activity through an online or independent setting?

A post-discussion can be organized in a threaded discussion format. The protocol questions could be posted by the instructor with each candidate posting their responses and also responding to the posts of two other peers. Instructors can also pair candidates ahead of time. After watching and responding to the protocol independently, the candidates could meet in a virtual classroom to discuss their responses.

How does this class-based activity move to practical implementation?

After candidates can successfully identify the components of explicit instruction in an exemplar video, present them with a non-example. Ask candidates to identify the missing or incorrectly used component. Then, ask them to identify the explicit instruction component that should have been utilized and the impact it might have made on student learning. While candidates are participating in a field experience, they can use a modified protocol to identify components in a mentor's lesson. They can also record themselves teaching and use a modified protocol to identify the explicit instruction in their own teaching.

Resources



- Resource A: [Chapter 1: Exploring the Foundations of Explicit Instruction from Archer, A., & Hughes, C. \(2011\). *Effective Instruction: Effective and efficient learning*. New York: Guilford Press.](#)
- Resource B: [High Leverage Practice #16 page](#) (Explicit Instruction) from www.highleveragepractices.org provides information including the video text for resource the [Structured Observation Protocol](#).
- Resource C: [Facilitation Guide](#)

Definition References

Nagro, S. A. (2020). Reflecting on others before reflecting on self: Using video evidence to guide teacher candidates' reflective practices. *Journal of Teacher Education*, 71, 420-433.
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Video

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