



# USING VIDEO TO COACH TEACHERS FOR POWERFUL INTERACTIONS IN EARLY CHILDHOOD CLASSROOMS

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## Poll

Tell us your primary role.

a. I lead or own a program.

b. I support programs and teachers.

c. I work directly with children everyday.





# Poll

Tell us about your experience with video.

1. I have extensive experience using video in my work.
2. I have some experience using video in my work.
3. I have a little experience using video in my work.
4. I have no experience using video in my work.





# Here's a snapshot of today's webinar.

- I. Why use video...
- II. What to videotape...
- III. How to focus...
- IV. How to get started...
- V. When we can help...



# I. Why use video...

- Teachers:
  - ▣ **Can see themselves** and be seen.
  - ▣ **Feel validated** for the work they do.
  - ▣ **Engage in conversations** about their practice based on “real” evidence.

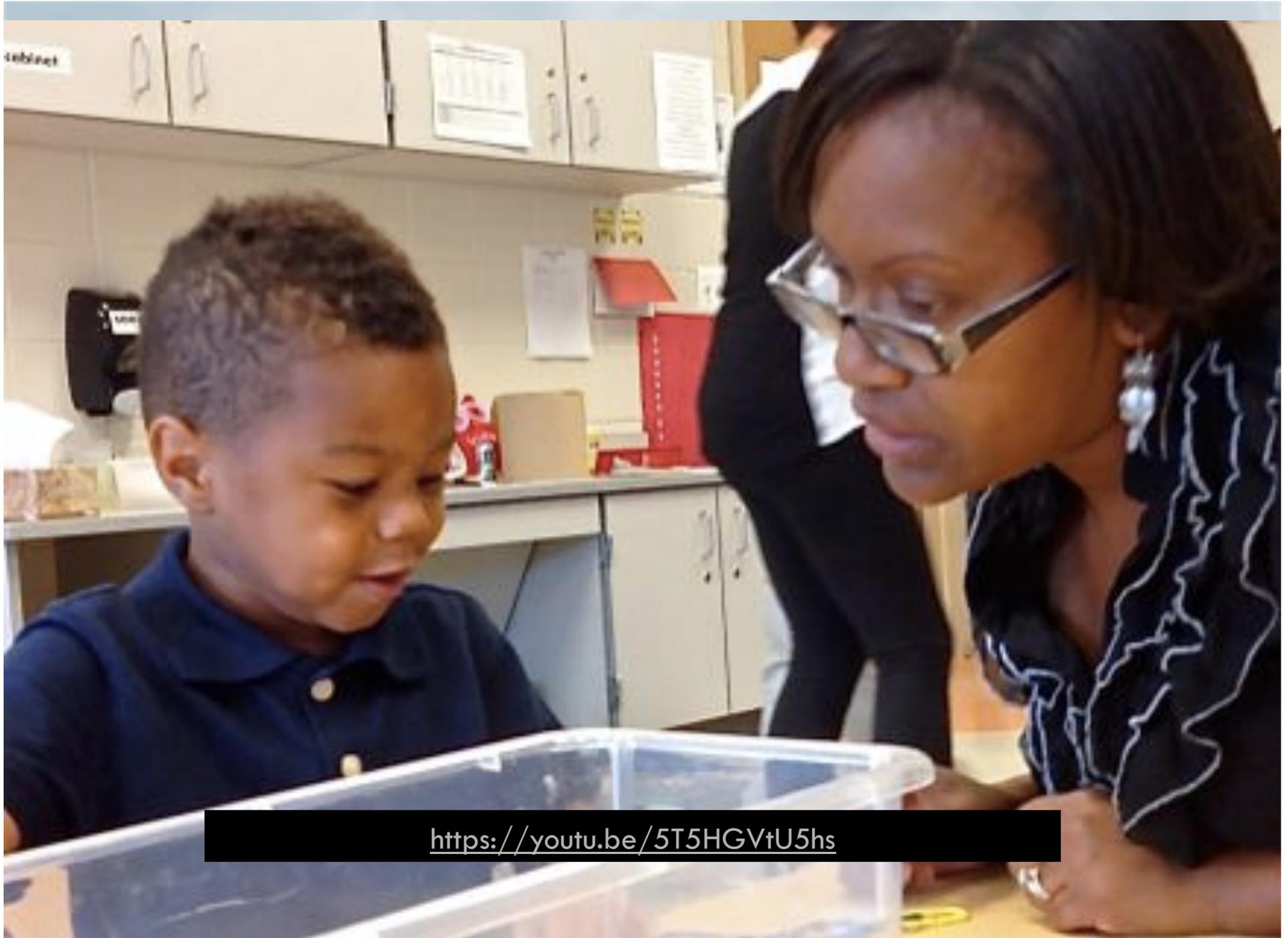




## Let's see WHY in action.

- Let's watch Ms. Elser who is just starting to learn about Powerful Interactions.
  
- Watch how she connects with Anthony by:
  - ▣ being at his eye level
  - ▣ sitting in close proximity
  - ▣ using his name
  
- Remember you can resize the video window if you wish.





<https://youtu.be/5T5HGVtU5hs>



## Let's review what we saw.

Raise your hand if you noticed how Ms. Elser connected with Anthony by:

1. being at his eye level
2. sitting in close proximity
3. using his name





## II. What to video...

- Use a Powerful Interactions stance.
  - ▣ Look for strengths.
  - ▣ A strength is an action that leads to a positive impact.





## Let's practice WHAT to video.

- Coaching Laura, a teacher of 3's, I know that she is experienced with Powerful Interactions.
- Laura asks me to use video to help her see what she says and does to support his play and extend his thinking.





<https://youtu.be/lpNNmL1P7hw>



## Let's review and analyze what we saw.

Remember – Laura's goal was to see what she says and does to extend the child's thinking.

Raise your hand if you noticed that she sparks his interest in exploration right from the beginning of the clip.





## Let's continue.

Did you notice:

- ❑ Laura has a bowl of tools ready on the table.
- ❑ She invites him to make a choice of tools from the bowl.
- ❑ She accepts his choice with an open mind.





## Let's continue.

Did you notice:

- How she offers prompts for experimentation to deepen his engagement.
- How she narrates his actions to model interesting language and vocabulary.





## III. How to focus: what to think about...

- Focus on the teacher's goals
- Focus on strengths
- Stay with it





## III. How to focus: at each step...

- As you film
- When you analyze and edit
- When you have a conversation with the teacher





## Let's see focus in action.

- Her coach kept Callie's goals in mind.
- She focused on Callie's strengths.
- She stayed with it.





<https://youtu.be/0VnijvlcPf0>



## Let's review...

The actual clip focused on 6 – 7 minutes of the dramatic play scene.

What we watched is what the coach edited and shared in conversation.



## IV. How to get started...

- Coach with teacher
- Teacher to teacher
- Coach with coach





## Tip: Ease In...

- Focus on a child playing alone.





<https://youtu.be/HfulEFUfr2s>

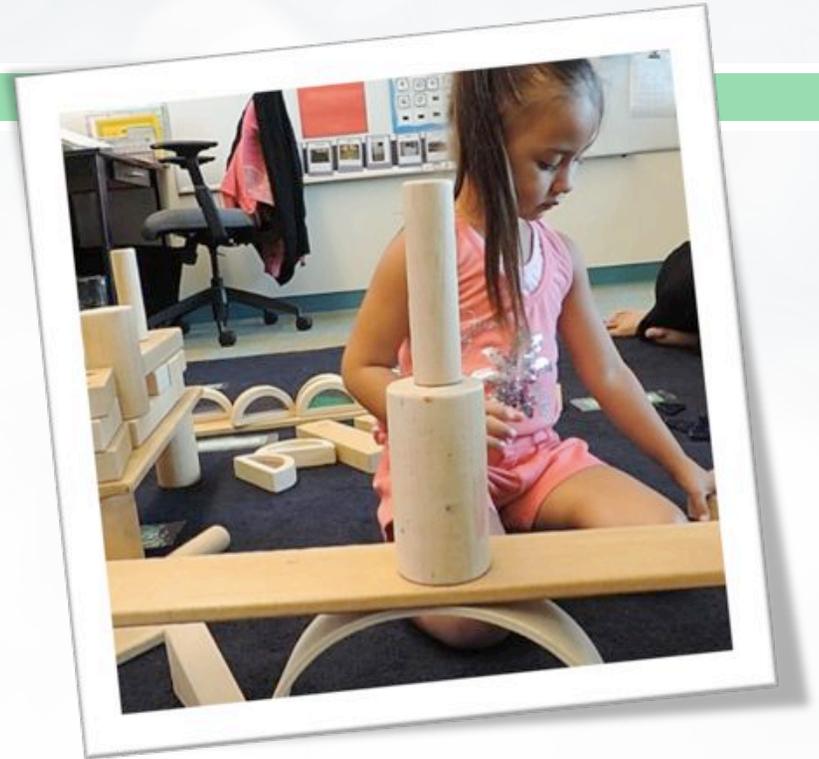


## Let's review...

After watching, coach and teacher or groups of teachers could:

Consider:

- Mirror talk
- Vocabulary
- Questions and prompts





## Tip: You go first...

Helena suggests:

- For teachers new to video coaching or perhaps apprehensive, I ask them to take pictures or video of me or another coach engaging with children.





## Tip: Keep it short...

- Before watching with a teacher, watch the video a few times to prepare.
- Select just the section you want the teacher to see and that together you will discuss.





# Teacher with teachers...





## V. How we might help...

- Provide workshops and seminars.
- Develop customized videos for professional development.





[https://youtu.be/L2ZsiG5Jk\\_U](https://youtu.be/L2ZsiG5Jk_U)



# Questions





Poll:

What would you like to know more about?

A) Overcoming apprehension about using video.

B) Using photos and videos to enhance their environment.

C) Using interviews to help teachers articulate their practice.

D) Using photos and video for professional development.





# Thank You

- Our colleagues
- Our sponsor and publisher
- Fran and Andrea
- All of you



# Stay in touch...

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