Learning Formative Assessment within the Video Study Group

Adapted from, Learning within the Video Study Group, by Margaret Heritage and Nancy Gerzon, part of the Student Agency in Assessment and Learning Program

A Collaborative Inquiry Model

The Video Study Groups are designed to promote collaborative learning by teachers with their peers. Teachers' involvement in collaborative discussions is predictive of positive changes to teachers' individual instruction (Parise & Spillane, 2010; van Es, 2012). The Video Study Group (VSG) design provides teachers with the time and structures to reflect on practice, gather feedback aligned to the dimensions of formative assessment and student agency, and give feedback that helps teachers explore next steps and identify actions they can pursue immediately in their classrooms.

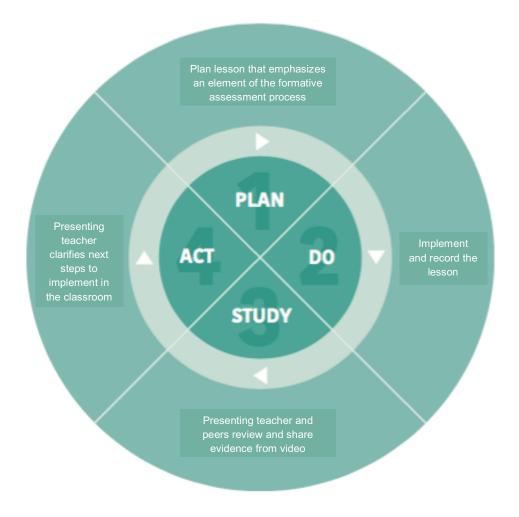
The Video Study Group Process - Using the Plan, Do, Study, Act Cycle

The VSG process invites teachers to engage fully in their own professional learning through the use of a learning framework known as the PDSA (Plan, Do, Study, Act) Cycle. The PDSA Cycle represents a series of four phases. When taken together, these four phases support continuous planning, implementing, and reflecting on learning.

Beginning with the Plan phase, teachers identify a focus for their learning, establish Success Criteria that clarify what they willbe able to do as a result of this new learning, and plan a lesson to capture that learning on video. In the Do phase, the teacher implements the learning in the classroom. To complete the Study phase, teachers review the videotape of their lesson to reflect on their implementation of the new learning, first independently, and then with peers in the VSG environment. After review by self and peers, each teacher outlines action steps during the Act phase to integrate the new learning and identify next steps to further develop and fully integrate the new practice. The cycle begins again to support ongoing learning and improvement.



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Using Video to Deepen Collaborative Dialogue

In the Video Study Groups, teachers self-select which video clips to share for group review. Teachers also provide specific guidance to peers about where to focus their observation. In this way, the presenting teacher has a role in framing the focus of inquiry and observation by peers.

Peer video review has been shown to provide a deeper opportunity for analysis of teaching. First, video allows teachers to see how all students are responding to learning. Also, as teaching happens quickly, video allows teachers to observe what might not be seen in real time. Having a video clip for review means that you can watch it, reflect on it, go back to it, and study it in a way that is supportive and can guide learning – not just of the presenting teacher, but of the other collaborating teachers as well. This allows for more targeted, specific feedback to the presenting teacher and examination of shared learning among peers.

References

van Es, E. A. (2012). Examining the development of a teacher learning community: The case of a video club. *Teaching and Teacher Education*, *28*(2), 182-192.

Parise, L. M., & Spillane, J. P. (2010). Teacher learning and instructional change: How formal and on-the-job learning opportunities predict change in elementary school teachers' practice. *The Elementary School Journal*, *110*(3), 323-346.

