Video Study Group Meeting Agenda

Goals

- Deepen understanding of implementing peer feedback to support student agency
- Explore team practices that model an effective learning culture, including analysis of evidence, use of feedback, and goal-setting
- Understand next steps to take that will support more consistent and effective use of peer feedback skills and strategies in the classroom

Success Criteria

- I can provide effective feedback to colleagues on their use of peer feedback to support student agency
- I can articulate next steps in my own practice based on analysis of classroom practice from my own classroom and/or the classrooms of my colleagues

Participants should bring their Video Analysis Templates completed during this VSG Cycle.

Time: 2 hours	Activity	Structure	Advanced Setup
5 minutes	**Welcome and Introduction** - Review meeting agenda, meeting Learning Goals and Success Criteria. - Briefly review structured protocol and purpose statement. Identify timekeeper and which presenting teacher will get feedback first.	Team Discussion	Prepare and distribute copies of this agenda and VSG Protocol Format on page 3, below
50 minutes	**VSG Protocol #1 – First Presenting Teacher** - Gather and discuss feedback on classroom video regarding the use of peer feedback.	Structured Dialogue Protocol	Copy of VSG Protocol Format for each participant
50 minutes	**VSG Protocol #2 – Second Presenting Teacher** - Gather and discuss feedback on classroom video regarding the use of peer feedback.	Structured Dialogue Protocol	
10 minutes	**Develop and Share Next Steps in Learning** - Each team member individually reflects on what he or she has learned in the session and writes notes in his or her Insights Journal focused on key action steps he or she will take based on the video review. (5 minutes) - Each team member shares thoughts on his or her own next steps in learning based on the video review. (5 minutes)	Team Discussion	
5 minutes	**Protocol Review, Next Steps** - Reflect on the use of the Protocol and consider what can be done at the next meeting to improve the team's process. - Discuss next steps regarding VSG schedule, including timeline for next round of VSG meetings or online learning schedule.	- Individual reflect/write - Team Discussion	Meeting times for upcoming VSG meetings
Total Time: 2 hours			

Purpose of the VSG Structured Protocol

This Structured Dialogue Protocol supports team members to provide feedback based on evidence, align feedback with the module Learning Goals, and promote a safe environment in which to reflect on one's own practices.

Guiding Ideas

The dialogue that takes place during the Protocol is driven by the presenting teacher's Learning Goals.
The protocol begins with the teacher outlining the students' Learning Goals and Success Criteria. The presenting teacher then shares his or her own Learning Goals for the module in order to help narrow and focus the inquiry and feedback shared by the VSG team members.

Peers begin their focus with clarifying questions in order to understand the context of the lesson.
Teaching is a complex task, and there will be many things that will have taken place in relation to this lesson that will not be visible in the observation. Time is provided in the Protocol to address simple, clarifying questions that can help observers better understand the context of the lesson.

Feedback from peers is rooted in evidence that was observed during the lesson. The two student agency continua provide entry points for observer feedback and dialogue. This is not about giving a grade or getting a score. Rather, the dialogue should stem from what has been observed, and feedback should help the presenting teacher consider evidence in light of what is presented in the relevant continuum.

There is significant value in following the Protocol as outlined. Getting feedback is not always comfortable or easy. Many people like to share examples of their best work and their best selves, and yet, to learn, there is value in taking risk and sharing those experiences where there is opportunity for improvement. This Protocol, when followed sequentially and with the allocated times, provides a safe space to share and receive feedback and to carefully consider next steps in learning.

VSG Protocol Format

Reminder: Identify a timekeeper.

3-5 minutes	**Presenting Teacher Review** The presenting teacher reviews the information from the Formative Assessment Plan that was shared with the team: Learning Goals and Success Criteria for students, teacher Learning Goals, other relevant context for video clips, and the focus of feedback the teacher wants to receive.
5 minutes	**Questions from Observing Teachers** Referring to his/her Video Analysis Template from viewing the clip on Talent, each observing teacher asks one inquiry question related to the teacher's focus. The presenting teacher responds to each question. (5 minutes) Inquiry questions might be: *What were you thinking as X took place?* *How did what was evidenced in this clip align with how you thought this part of the lesson might go?* *When the student said X, what level of peer feedback was represented?* *When you said X, what did you mean? Or, what was your thinking?* *Tell me about your decision to…*
10 minutes	**Watch Video Clip** Presenting teacher shows video clip(s) without narration or discussion. While watching, observing teachers take additional notes on their Video Analysis Templates.
20 minutes	**Observing Teachers' Discussion** ***Step 1:*** Each observer shares one segment of the video on which to give feedback (this may have been already entered on the Talent platform). After each observer has shared a reflection, the observers discuss the observations and feedback while the presenting teacher is silent and takes notes. (1-2 minutes per observation, 8-10 minutes total) ***Step 2:*** Each observer provides a reflection as to how one or two elements of the clip align with the relevant continuum elements and, in particular, provides information about the student role in learning. After each observer has stated a reflection, the observers discuss these observations while the presenting teacher continues to listen and take notes. (1-2 minutes per observation, 8-10 minutes total)
3-5 minutes	**Presenting Teacher Reflection** The presenting teacher reflects on and analyzes what was heard, relating it to his or her Personal Learning Goals and next steps in his or her own instructional practice. There is no conversation at this time, as observers remain silent and listen to the presenting teacher's reflections.
5 minutes	**Next Steps** The entire team discusses actionable next steps around the presenting teacher's Personal Learning Goals and the areas identified for focus on the relevant continuum.
Total time: 50 minutes	