Enhancing Teacher Learning from Guided Video Analysis of Literacy Instruction: An Interdisciplinary and Collaborative Approach

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The technological infrastructure for the use of instructional and professional videos is common in today's educational venues. However, there has been a dearth of awareness and training to help teachers critically analyze and effectively utilize video recordings of authentic classroom instruction for their professional development. This self-study examined the teaching and learning process, particularly knowledge and lessons that we, as teacher educators, learned from commentary regarding video analysis and pre- and post- surveys completed by the candidates in a graduate level special education course. The investigation explored the extent to which the guided video analysis process facilitated the candidates' learning of literacy instruction in order to teach high needs students by examining teacher-candidates' analysis of video-recorded lessons, followed by discussions with peers and further reflections on their own teaching.

Introduction

The role of technology is omnipresent in the learning and teaching of literacy with its potential to benefit a range of students with diverse needs. The use of technology in education does not limit its parameter. Of all the emerging areas of technology, video has been one of the most widely used tools for teaching and learning (Zhang, Lundeberg, Koehler, & Eberhardt, 2011). The technological infrastructure for the use of instructional and professional videos is common in today's educational venues. However, there has been a dearth of awareness and training to help teachers critically analyze and effectively utilize video recordings of authentic classroom instruction for their professional development.

Although numerous research studies have documented the benefits of the use of videos for teacher development (e.g., Arya & Christ, 2013; Baecher & Kung, 2011; Kleinknecht & Schneider, 2013; Seidel, Blomberg, & Renkl, 2013), teachers' analysis of their own videos or others is not considered a routinized practice in teacher education programs. It is uncommon to observe a teacher education course or curriculum in which methods of video analysis are taught

to pre-service teachers as required skills along with other pedagogical knowledge and instructional skills. Implementation of any kinds of audio or video recordings of authentic teaching in a teacher preparation course has been mostly voluntary.

However, recent performance-based teacher assessments have challenged teacher educators to rethink the ways that candidates are prepared in initial and advanced education programs. Performance-based assessments such as edTPA™ (formerly the Teacher Performance Assessment) require teacher candidates to demonstrate knowledge and skills through authentic teaching artifacts, written commentary, and video clips recorded in real classroom settings. As part of the edTPA requirements, teacher candidates submit video clips of their own teaching to be viewed and assessed by evaluators (AACTE, 2015). This implies that pre- and in-service teachers should know how to utilize their own videos, as well as those of other teachers, for the purpose of improving their instructional skills as well as the learning of their students. These initiatives have also urged teacher educators to prepare their candidates for the active use of video-recorded instruction either in university classrooms or in field-based practices (Arya & Christ, 2013).

This paper presents the report of an inquiry exploring two teacher educators' self-reflections (Lassonde, Galman, & Kosnik, 2009) as they studied teacher-candidates' video analysis of literacy instruction that was completed in a graduate level special education course. This self-study examined the teaching and learning process from an interdisciplinary and collaborative approach, particularly knowledge and lessons that we, as teacher educators, learned from commentary regarding video analysis and pre- and post- surveys completed by the candidates in the course.

The investigation explored the extent to which the guided video analysis process facilitated the candidates' learning of literacy instruction in order to teach special needs students. We made a critical assessment of our curriculum design and instructional strategies. These called for teacher-candidates to analyze video recorded lessons, followed by discussions with peers, and then to further reflect on their own teaching. This inquiry was guided by the following research questions: (a) in what ways did guided video analysis of literacy instruction in a graduate course of special education enhance teacher learning, and (b) what have we, as teacher educators of literacy and special education, learned about effective ways to guide teachers in analyzing and utilizing video recorded literacy instruction?

Literature Review

Use of Videos in Teacher Education

Video recordings of instruction are frequently used in teacher education; either to hone instructional skills or to demonstrate effective teaching strategies to novice teachers. Nagro and Cornelius (2013) conducted a historical review of videos and video analysis being used and researched in teacher education from 1973 to 2012. One of the earliest methods of using video to improve teacher learning was through *microteaching* (Allen & Eve, 1968) in which "a teacher is recorded teaching a short lesson to his/her peers. S/he then reviews this lesson for proficiencies and deficiencies and reteaches the lesson" (Tripp & Rich, 2012, p. 728).

The term, *video analysis* has evolved over time to indicate the current use of video playback in teacher education. Nagro and Cornelius (2013) defined *video analysis* as "a teacher teaching a lesson that is videotaped and then the teacher watches the video for the purpose of analyzing and reflecting on their own teaching performance" (p. 320). According to their historical review, three steps were found in the ways that video analysis was used as a learning tool for teacher education: (a) Teachers were video-recorded while teaching, (b) the video was viewed to reflect or analyze, and (c) teachers made changes in their instruction to enhance student learning (Nagro & Cornelius, 2013).

A number of studies have reported that video-based teacher professional development is beneficial, promising positive learning and professional development for participating teachers (Koc, Peker, & Osmanoglu, 2009; Snoeyink, 2010; Trip & Rich, 2012). Both quantitative and qualitative results of these studies indicate that the use of videos in teacher education assists teacher learning through reflective practices in which teachers watch video-recorded lessons of their own or other teachers. Masats and Dooly (2011) described one of the benefits of teacher videos as a tool for "*pre-service and in-service teachers to learn to observe, reflect and think critically on their own teaching strategies*" (italics in original text) (p. 1152).

Findings of these studies are consistent, suggesting that video-recorded lessons facilitate teacher learning, challenge teachers' existing knowledge and skills, and enable teachers to reflect on their instruction in order to make changes and positively impact the learning of their students. In other words, video-based professional development "allows pre- and in-service teachers to improve their ability to notice and interpret important features of classroom interactions" (Kleinknecht & Schneider, 2013, p. 14) in cognitively and professionally positive ways.

Zhang, Lundeberg, Koehler, and Eberhardt (2011) identified three types of video observation used for teacher education and professional development. They are (a) observing videos from published resources, (b) observing teachers' own videos, and (c) observing other teachers' videos. Zhang, et al (2011) noticed that most research studies on the implementation of classroom videos in teacher education integrates one or two types of video observation, but very little research has been done to examine the advantages and efficacies of all three types of observations for teacher learning. They also identified types of observational settings associated with the research of teacher video analysis, either in "individual watching and analysis of video" or in "collaborative viewing and discussion" (p. 454). Similarly, few research studies have examined the comparative merits and drawbacks of individually watching or collaboratively discussing video materials in teacher education and professional development.

Other research studies of the use of video as part of teacher education practices have identified several benefits of using video for facilitating teachers' learning within a specific discipline and across disciplines (e.g., Baecher, 2011; Baecher & Connor, 2010; Christ, Arya, & Chiu, 2014; Nagro & Cornelius, 2013; Rosaen, Carlisle, Mihocko, Melnick, & Johnson, 2013). Although teacher educators in these studies agree that integrating video analysis has many pedagogical implications and potential for teaching and learning, their methods of implementation may vary, depending on goals, purposes, subject matter, and instructional contexts (Seidel, Blomberg, & Renkl, 2013).

Despite the long history of video analysis research, debate continues on the most effective ways to implement teacher video analysis in teacher education programs (Masats & Dooly, 2011). Content and context may influence the ways in which the types of video and the settings of teacher observations are selected across disciplines. Therefore, researchers who examined the benefits of teacher video analysis concluded that the use of videos in teacher education requires careful planning, and a curriculum design that contextualizes teacher learning and systematically supports professional development to maximize the impact of video analysis (Baecher & Kung, 2011; Nagro & Cornelius, 2013).

Guided Video Analysis of Literacy Instruction

In the studies that focused on video analysis of literacy instruction, the use of teachers' video-recorded instruction was considered to be a model of literacy teaching practices and a

facilitator of teacher learning—whether used for novice teachers or experienced teachers. Arya, Christ, and Chiu's study (2014) examined how teachers analyzed videos of their own literacy pedagogy during whole class discussions of teacher videos. Preparing educators to teach literacy for diverse learners was a challenge because effective literacy instruction relies so much on the individual student's literacy development and specific learning needs. However, video-recorded literacy instruction can be a powerful tool as it provides authentic teaching and learning contexts.

Other studies also illustrated ways to organize and provide guidance in video-based professional development for literacy and language arts teachers. Osipova, Prichard, Boardman, Kiely, and Caroll's study (2011) examined teachers' analysis of their own video-recorded reading lessons that focused on word study instruction and fluency in special education settings. Results indicated that teachers' self-reflections changed from overestimations of their performance at the beginning of the study to more critical self-examinations of their teaching as a result of video-based professional development. The study suggested that the guided practice of video analysis, combined with high-quality professional development, helped teachers change their practice to meet the needs of their special education students.

Similarly, Rosaen, Carlisle, Mihocko, Melnick, and Johnson's study (2013) explored teachers' responses to a video-based multimedia professional development program in which teachers engaged in the analysis of other teachers' reading instruction. The findings of this study suggest that teacher analysis of the authentic videos of literacy instruction, accompanied by experts' guidance, benefited teachers in examining specific features of literacy instruction and analyzing teaching strategies that are contextualized with student needs. As this study points out, one of the more promising approaches to improving teachers' understanding and use of effective literacy practices would be to "offer them opportunities to study other teachers' reading lessons, with guidance in their analysis of features that contribute to overall quality" (p. 171).

Rosaen et al. (2013) also suggest that the analysis of video-recorded lessons provides authentic opportunities to observe real classrooms and the accompanying guidance practice gives teachers a "clear purpose and focus for viewing, which in turn may promote active engagement" (p. 173). Continuing, they argue that the video analysis of instructional components of other teachers' lessons should "help teachers acquire deeper knowledge of effective instruction" (p. 173). This is effected through questioning (a) to what extent guidance in the video analysis helps teachers acquire a deeper understanding of literacy instruction, and (b) to what extent providing

such guidance helps teachers reflect on their own instruction. More complete understanding of the extent to which guided video analysis of others' literacy instruction enhances teacher learning is an important issue that warrants further investigation.

Video Analysis for Interdisciplinary Collaboration

Literacy remains at the center of many educational reform and policy initiatives (e.g., Common Core State Standards). The Common Core State Standards for English language arts and literacy require teachers to integrate instruction with other disciplines; therefore, interdisciplinary collaborations are encouraged in lesson development and delivery (NGACBP & CCSSO, 2010). In the current climate of high stakes in student achievement and teacher reforms, it becomes essential that teacher education programs prepare teacher candidates to develop the knowledge, skills, and dispositions to work together and coordinate to provide differentiated literacy instruction for diverse learners while helping them achieve their full potential. As a result, a new culture of teacher education calls for innovative methods to prepare teacher candidates for interdisciplinary collaboration (Ball, 2009).

Likewise, reflective practices in which teachers analyze video-recorded literacy lessons need to be explored from a collaborative and interdisciplinary approach. As recommended by Masats and Dooly (2011), "Teacher education must involve integrated approaches across disciplines and courses in order to demonstrate and make use of new learning paradigms holistically…" (p.1161). From a collaborative and interdisciplinary approach, the role of teacher educators is to employ professional practices whereby teachers share knowledge and make changes to their instruction in a meaningful way, positively impacting student learning. In this sense, the contextualized use of video analysis in teacher education and professional development will maximize the benefits of authentic teaching and learning experiences among an interdisciplinary community of teachers. There is no single best method. Many effective ways may exist to successfully integrate different types of videos and various discussion settings into specific learning contexts.

Method

A course that one of the authors taught in a graduate Special Education program was used to examine how guided video analysis of literacy instruction enhances teacher learning. The self-

study method was used as a lens to reflect on our own teaching practice and teachers' learning experience. Self-study means studying one's own practice, but its definition varies according to role, practice, and purpose (Smaras & Freese, 2006). The process of our self-study is grounded in qualitative inquiry that uses narrative, descriptive approaches to data collection and analysis. Our experiences as teacher educators served as a primary data source for the current inquiry in which we examined our practice (a) to explore lessons and knowledge we gleaned about enhancing P-12 teachers' learning through guided video analysis of literacy instruction, (b) to critically analyze our instructional practice as teacher educators (Feldman, 2009), and (c) to reflect on the outcomes of interdisciplinary and collaborative endeavors between two teacher educators who were trained in different, but related disciplines: literacy and special education.

Setting and Participants

This study was conducted at a state university in New Jersey by a special education professor and a general education literacy professor. The literacy professor taught a graduate reading course titled Remediation of Reading Difficulties. The emphasis of the course was on instructional strategies for working with diverse learners. As part of the course requirements, candidates video-recorded their literacy instruction at a university-based reading clinic and were required to reflect on their own and their classmates' videos by providing constructive feedback.

The literacy professor had archived the video recordings of the clinic sessions and used selected video clips in the same course to train teachers in strategies they might use to work with struggling readers who were enrolled in the clinic. She wondered if these resources should also be shared with faculty members in other teacher education programs within the college of education. The special education professor shared a similar opinion, and felt the use of the video-recorded literacy instruction in her course would be beneficial and rewarding. Thus, the archived video clips were shared and used in her special education course.

Students in the special education literacy course were all certified teachers, enrolled in an endorsement program to earn a certificate for Teacher of Students with Disabilities (TOSD). Nine of these students were in-service teachers and had their own classrooms. Four were working as substitute teachers, and one student was a paraprofessional. Of the 14 participants, four were high school science teachers, one was a math teacher, three teachers were certified in Elementary Education, one was a high school history teacher, three were Early Childhood

teachers and two were certified in Middle School Language Arts. The gender demographic was nine females and five males. This was a sample of convenience rather than a random sampling. We wanted to capture the benefit of video modeling in an interdisciplinary study.

Data Collection and Analysis

The special education teacher candidates were given a pre-test survey at the beginning of the first session and a post-test survey at the beginning of the fifth session (survey taken and modified from Baecher & Kung, 2011). Data were collected during the five sessions, that each lasted one to one and a half hours. Each video was introduced with a short description including the ages of the students being remediated, the activity they would view, and the purpose of the activity.

The special education teacher candidates viewed two video clips in each of five consecutive sessions. They met once a week. They were given a short description of the video prior to viewing. For each clip, they completed a survey form requesting information regarding the content of the clip, strategies they viewed, strategies they might implement or adapt for their special education students, and their comfort level in critiquing the video clip.

In each session, special education teacher candidates took notes while viewing the video clips. They were asked to address questions such as: (a) what do you think the students were learning, (b) how would you describe the students' level of engagement with the tasks, (c) what kinds of literacy strategies or techniques would you say the teacher has selected in order to instruct the students, and (d) how comfortable were you in answering the questions? Briefly explain your answer (See Appendix A for the pre and post survey).

After they viewed the videos and took notes, the professors initiated a discussion and let the teacher candidates continue to comment on what they saw. They discussed teacher dispositions such as creating a nurturing environment, sitting in close proximity to the student, and allowing the student wait time. The teachers' discourse also gleaned topics such as: the importance of an organized and structured lesson, classroom management, and the benefit of positive reinforcement for students with reading disabilities. They also observed whether or not the teacher in the video modeled for the student, and discussed the importance of an organized and structured lesson, classroom management, and positive reinforcement.

Each researcher examined and coded the data sources for emerging themes from discipline specific perspectives, such as special education and literacy. Then, initial coding was compared to find overlapping or conflicting themes. Using constant comparison methods (Glaser & Strauss, 1967), themes and sub-themes were discussed and confirmed to insure the validity and reliability of the study.

Discussions

Guided, Reflective, Collaborative, Interdisciplinary Practice

Findings of the study suggest that video analysis of literacy instruction is beneficial when combined with guided and reflective practice. Guided video analysis provides teachers with an opportunity to collaborate and gain interdisciplinary awareness in working with diverse students. One of the most salient themes noticed is that video analysis helped teachers learn new literacy strategies and gain new ideas to use in their classroom. Twelve out of 13 (92 %) reported that they learned a range of literacy strategies from watching the videos of authentic literacy instruction, such as explicit decoding and comprehension strategies taught for struggling readers. In addition, candidates identified benefits of using videos in the course to improve their own teaching. For example, a high school teacher wrote, "We watched many videos where the teacher modeled the lesson before having the students do it which I find to be very helpful and important b/c [because] we also saw lessons where this was not present and the impact was huge."

When it came to describing the benefits of the guided video analysis there was a slight difference in the responses from novice teachers, with less than two years of full-time teaching experience, and the ones completed by experienced teachers who have taught more than two years. Novice teachers reported that they were able to observe various literacy strategies implemented in real teaching. On the other hand, experienced teachers reported that they learned new ideas of instructional strategies that would work for their struggling and special needs students. For instance, a middle school language arts teacher with more than two years of teaching experience wrote, "I really liked the story maps. I think I can walk away with that and modify it in my classes. I think questions, and asking more questions, or teaching them [students] how to ask the right questions would be great strategies to bring to the classrooms."

Moreover, guided video analysis challenged teachers to reflect on their teaching and promoted collaborative and interdisciplinary perspectives. Some candidates were aware of the

benefit of the instruction presented in the videos, and how it could work with special needs students that they work with. They were critical about implementing specific strategies in their classroom because of the unique needs of their students in special education settings. For instance, one special education teacher in secondary schools commented on the benefit of implementing multi-sensory instruction for students in the upper grades, and was able to glean one technique from the video recording that could be modified to the older students Another middle school teacher stated that "observing others is the best way to improve and self-reflect."

Results of the post-survey reflect that most candidates became more familiar with using videos for professional purposes after the guided practice of video analysis in the course. Twelve out of 13 (92%) teachers reported that they felt either "very comfortable "or "somewhat comfortable" in using video-recorded lessons for professional purposes. A 6th grade teacher with more than 10 years of teaching experience reported that she is a little uncomfortable using video-recorded literacy lessons. The same teacher reported in the pre-survey that she never received training as to how to conduct video analysis and never video-recorded her teaching.

Planning, Scaffolding, Differentiating, Refining of Video-based Teacher Education

We as teacher educators learned several lessons from analyzing the survey results and reflecting on our practice of teacher education in literacy and special education. First, we learned that the contextualized planning of video analysis practice is essential to facilitate teacher learning and professional development. Twelve out 13 (92%) candidates answered that they did not receive any training or professional development on video analysis of their own or other teachers' instruction. Eight out of 13 (62%) answered that they had never video-recorded their own teaching. We found that there was no clear correlation between the years of teaching and the video analysis experience. This finding was not surprising, but aligned to discussion comments raised by relevant literature.

Second, we learned that teacher educators' scaffolding benefits pre- and in-service teachers in utilizing analysis of instructional videos. For instance, the questions would guide teachers in regard to what they should be scrutinizing in the video session, which would then lead to a richer peer discussion. Ten out of 13 (77%) candidates reported that viewing the video-recorded literacy lessons affected their own teaching. Specifically, we noticed that providing

explicit questions to guide focused discussions proved to be efficient, as the questions would guide teachers as to what to look for and what to discuss with their peers. One 8th grade teacher commented, "By evaluating the performance of others, I was able to compare my own techniques and question my own pedagogy."

Third, we reflected that the effectiveness of differentiated scaffolding for novice teachers from more experienced teachers was significant. The career teachers with more years of teaching could relate what they observed to prior teaching experiences, and share that information through a landscape that would benefit novice teachers. All teacher candidates who viewed the videos constructed a similar platform of knowledge. The experienced teachers offered examples to promote an understanding of the complexities based on their prior knowledge.

Finally, we found it beneficial to continually refine the video-based teacher education in order to promote collaborative and interdisciplinary practice. Despite the numerous suggestions made by other research studies on this topic, we were unsure at first of the best and most effective ways to implement video analysis in our courses. However, through this self-study, we found ways that benefited our candidates and their students, as we implemented the guided video analysis in a graduate course.

Implications

According to the Council of Exceptional Children (CEC) Standards of Ethical Principles and Practice (2014), special education professionals should "recognize and respect the skill and expertise of professional colleagues from other disciplines as well as from colleagues in their own disciplines." Graduate students seeking to further their knowledge and obtain a certification in special education must adhere to the CEC standards as set in their university's course of study.

This marrying of disciplines for the purpose of improving teacher candidates' instruction underscored the benefits of employing the special education teachers' ability to evaluate their own teaching. This is a process that could foster positive changes in their classrooms. Tripp and Rich (2012) reported on the "increase in research studies focused on the benefits of using video to reflect on teaching" (p. 728). The reason for the interest in video analysis research is the realization that this technique promotes teacher self-reflection, an essential element for teacher excellence (Tripp & Rich, 2012).

We also found that creating a guided discourse structure for viewing videos of peer colleagues and offering it in conjunction with a pre-survey and a post-survey, gave valuable organization to the video analysis. The instructor, who introduced the video, offered the instructional objective of the video clip, the ages of the children, and the types of behavioral and/or instructional deficits of the children. The teacher viewers were asked to respond to questions such as: "What do you think the teacher's goals for this activity might have been?" "What kinds of literacy strategies or techniques would you say the teachers had selected in order to instruct students?" "How would you describe the student's level of engagement?"

The responses to these queries prompted rich discussions. The viewers felt comfortable enough to express their opinion and often would back it up with a passage they read in their text or a strategy taught in class. One teacher candidate expressed her opinion about a strategy for reading comprehension she had observed. She asked her classmates for suggestions to modify this technique for her students in high school science class with significant reading and language processing disabilities. Due to the fact that all of her classmates now had similar background knowledge because of having viewed the video, they were able to engage in a mutually beneficial discourse.

The video analysis technique offered all teacher candidates the same prior knowledge. The knowledge base that they experienced allowed them to select points they believed to be important to teaching, and articulate those points in their post-viewing discussion (Seidel, et al. 2011). In our study, all teacher candidates viewed the same video, so they all had the same viewing experience.

The study reviewed the benefits of authentic teaching videos for teachers' professional learning and interdisciplinary awareness to meet diverse needs of literacy learning. The importance of video should not be overlooked in teacher education programs as contextualized video analysis considering subject-specific needs and demands will promote professional awareness among teachers and teacher educators. As Masats and Dooly (2011) stated, "teacher educators can cover both theory and practice by using videos to serve a double-folded objective: as a means for constructing knowledge and developing reflective skills; and as a tool for forming critical video consumers and producers" (p. 1151). Moreover, the use of authentic teaching videos can provide significant input toward the development and transformation of programs for future teachers, who will be the beneficiaries of the technological advances in the 21st century.

Limitations

As stated earlier, there has been an increase in conducting research of video modeling in higher education venues. The benefits we gleaned have prompted us to continue studying the benefits of video modeling through a window of interdisciplinary discussions.

The N or sample for this study was determined by the enrollment in a mandated literacy course for teachers who are working to obtain a certification or master's degree in special education. The ideal sample would be larger and randomized. A larger cross-section of teacher candidates would enhance the reliability of our study.

A longitudinal study would be beneficial. From a longer study we could capture an understanding of the long-term benefits of video observation. Did the teacher candidates try the techniques they observed? Were they able to modify and adapt the strategies they liked easily, and if so, were they successful? Was their application practical within the classroom setting? A survey given after the semester and at various intervals, asking for feedback from the video experience, would give us further information to help us to improve or alter the video presentations.

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Appendix A: Survey Protocol

Pre-video analysis

One of the powerful ways to understand teaching and learning is to observe classroom interaction on video. Please answer questions below about your video analysis experience.

1. Your name:
2. Your major:
3. Grade level that you currently teach:
4. Have you ever received training as to how to conduct observations in the classroom (live teaching)?
   a. Yes   b. No
5. Have you ever received training as to how to conduct observations of teaching on video (pre-recorded teaching)?
   a.   Yes   b. No
6. Have you ever videotaped yourself teaching (by yourself or by someone else)?
   a.   Yes   b. No
7. How many years have you been teaching (K-adult), excluding student teaching?
   a.   0-1
   b.   2-4
   c.   5-10
   d.   More than 10

Post-video analysis

Please answer questions regarding your video analysis experience in this course.

1. What was valuable to you in participating in the video analysis?
2. Has viewing the videotaped literacy lessons affected your own teaching? (Circle one)
         Yes   Probably   No
3. If yes, explain in what ways it affects your teaching (e.g. use of teaching materials, instructional strategies, and technology, and/or grouping methods)?
4. What strategies or techniques of video observation have you learned from this course? Or what additional strategies or techniques might have helped you better understand the videotaped lessons?
5. How comfortable are you in using videotaped lessons (yours or other teachers) for professional purposes (e.g. professional development workshops, department meetings, curriculum meetings)? (Circle one)
   a. Very comfortable
   b. Somewhat comfortable
   c. A little uncomfortable
   d. Very uncomfortable

Appendix B: Video Analysis Protocol*

*Adapted and modified from the surveys created by Baecher & Kung (2011)

You will be asked to observe a short video of literacy instruction for struggling readers to determine how you currently approach observing literacy instruction through video. This video clip was taken at the university's reading clinic where K-adult students receive tutoring service to improve their reading and writing. You will then be asked to answer several questions about your observation of the teaching and learning in the video.

1. What do you think the teacher's goals for this activity might have been?
2. What do you think the students were learning?
3. How would you describe the students' level engagement with the task?
4. What kinds of literacy strategies or techniques would you say the teachers had selected in order to instruct students?
5. How comfortable were you in answering questions 1-4?
   a. Very comfortable
   b. Somewhat comfortable
   c. A little uncomfortable
   d. Very uncomfortable
6. Briefly explain your answer to question 5.