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What Do I Teach Readers Tomorrow? **Video Viewing Guide**

10 TIPS FOR USING THE VIDEO CLIPS FOR
PROFESSIONAL CONVERSATION AND COLLABORATION

By Gravity Goldberg and Renee Houser

We spend several days a week in schools, side by side with teachers, admiring students, modeling lessons, and coaching teachers. While we love giving presentations and workshops, nothing compares to the learning that happens when we work with students and teachers together. While writing the *What Do I Teach Readers Tomorrow?* books we kept saying, “I wish we could show teachers what this looks like in the classroom.” This wish became the video clips you are about to view.

Think of these video clips as stepping into the classroom with us, studying with us, and learning with us. When we model lessons for other teachers, we tend to start by having a conversation about our goals for students. Then we model the lesson, and we end with a debrief discussion about what happened, answer questions, and share ideas. This three-part process allows us to show teachers our thinking and decision-making process, which tends to be invisible when just watching the lessons on their own.

THREE-PART VIDEO CLIPS	
1. The Goal: We discuss our intentions for the lesson.	
2. The Lesson: We model a whole group lesson, small group lesson, or conference.	
3. Deciding What to Teach Next: We discuss how the lesson went, answer questions, and share what we would teach tomorrow.	

We made the video clips super short, as most of them are less than six minutes long. They feature the two of us working with students in a variety of classrooms on the east and west coasts in urban and suburban settings. We trust you will view them in ways that make the most sense for your professional learning and goals as intentional decision makers.

You'll find our ten tips below for making the most of these video clips and deepening your own confidence with reading instructional decisions.

1. **Use the *before, during, and after* pattern to guide your conversations.** Notice we created a brief clip called *The Goal* that introduces the lesson. Then there is *The Lesson* clip itself. And then there is another brief follow-up clip, *Deciding What to Teach Next*, where the two of us talk about how the lesson went and what we might teach readers next. You can decide whether you want to watch all three parts before talking, or whether you can bring more of your own decision-making ideas to the table by talking in between viewing *The Goal*, *The Lesson*, and the *Deciding What to Teach Next* clips.
2. **Watch them in order—or not.** As is true with the book, you can go in sequence from 1 to 6, or you can begin with any section that you are focusing on in your professional study. We have also seen it work well to break into mini-teams to become experts on a chapter and the video clips that match. You can teach what you learned to the rest of your colleagues.

3. **Watch *The Goal* clip that precedes each of the lessons and then pause to create some “watch-fors.”** Discuss with colleagues one or two intentions for the lesson you are about to observe. Maybe jot them on the board or in your notebooks. These become your “watch-fors,” helping you have a focus for viewing the lesson. You can match these watch-fors with the struggles and questions about your own students and classrooms.
4. **Discuss *The Lesson* clip as a group or with a partner and pause.** How did this lesson match what we aimed for in *The Goal* clip? Each of the lessons and conferences is like a diamond mine of student information that we are mining for insights as to what to teach the students next. Pause after *The Lesson* and discuss: What did you notice about the lesson? About students? What might you jot down on your clipboard notes if this was your class?
5. **Watch the *Deciding What to Teach Next* clip, and then discuss.** What else would you teach, and why? Which student(s) in particular? What might be done whole group? Small group? One-on-one? Explain your decision-making process and notice what you tend to focus on.
6. **Use the videos and discuss the types of thinking readers tend to do.** See Chapters 5 and 6 in the books, where we talk about the three main types of thinking students do. For example, you can look for Right-Now Thinking, Over-Time Thinking, and Refining Thinking. By coming to consensus about the type of thinking students are doing, we can be more efficient and effective decision makers.
7. **Watch with a focus on students.** You can think about the students in the clips and also about the students you teach. You might create a T-chart where the left column says “Observations” and the right side says “What I Think This Shows.” As you view, jot down notes about what students are doing and what you are thinking about these observations. This right column could be a place for you to list your hunches, ideas, questions, and connections to your students. The key is to keep the lens tightly focused on the students and not as much on the teaching, and see how the clips change your thinking about your own students.
8. **Watch with a focus on teaching.** Sometimes when we view classroom clips, it’s so hard to get out of our own landscape—we keep thinking, *these students are so different than mine, this doesn’t really apply to me*. By focusing the lens for viewing on the instruction you see, it can help you recognize that the methods, tone, language, and lesson techniques are universal and can transfer quite easily. Possible discussion topics include the following:
 - What do you notice about the teacher’s role in discussions?
 - How does the teacher place herself among the students?
 - What do you notice about the language, tone, and cadence of the teacher?
 - How has the teacher made decisions about the physical environment?
 - What assumptions can you make about the teacher’s belief system about how students best learn?
 - What degree of teacher control and, therefore, student ownership do you see?
9. **Watch with a focus on the gradual release of responsibility model.** The spoiler alert here is that at any given moment, we try to have the students do as much of the work as possible, thus cultivating a sense of agency, responsibility, and independence. So as you watch

the clips, notice when it's pure, purposeful teacher demonstration ("I Do" phase), when it's a teacher guiding the work that everyone does together ("We Do" phase), and when it's students who are independently owning the work ("You Do" phase).

- What does the teacher do to clearly establish that it's her turn to demonstrate?
- What does the teacher do to ensure that students are doing much of the work in the "We Do" junctures of the lesson?
- What does the teacher do to create the space and opportunity for students to show their independence?
- How does the teacher communicate the extent to which she values the student's thinking?

10. Look at the lessons and take the leap! We are big believers in learning by doing, and we know that teachers of all experience levels are at their best when they roll up their sleeves and get going. Our last, but not least, tip is that we want you to mirror or adapt the lessons on these video clips—tomorrow! That's why we loaded the book with dozens of lessons too. You can become more confident about decision making through teaching these lessons and studying your own students. You might even want to teach a lesson from the book first, and then watch these clips for tips and reflection opportunities about decision making.

We are just one click away and want to support you as you read this book, watch these videos, and teach your students. Find us at gravityandrenee.com and on Twitter at [@drgravityg](https://twitter.com/drgravityg) and [@ReneeDHouser](https://twitter.com/ReneeDHouser).