

Laura Baecher Interview Summary (SM)

(SM outlines project)

[01:38] *Background* High school ESL teacher, then adjunct in TESOL, at Hunter College since around 2003, in the clinical teacher education line. Has been doing it for 15-20 years but in the publishing world for 10-15. A practitioner - heart in working directly with teachers. Some tension between this and academia; what she publishes has to be practical/usable. Mentors were John Fanselow and Bob Oprandy— huge influence. Looking for ways for teachers to professionalise and intellectualise their work that doesn't depend on approval from others; help them get interested in looking at their own practice. Realised that teachers need a lot of training to do that. Neither teachers nor supervisors usually learn about classroom observation.

[06:25] Sees her role as supporting learners' access to high quality language instruction through empowering teachers to see and notice their own classroom. Video is the most powerful medium to introduce into teachers' development without it relying on someone else's notes/comments/evaluations.

[08:41] Many places video can be helpful. Clips where teachers could see a method useful in a methods course – ideal if you can get these from your own course. Can be used as an exemplar, for discussion points, for a focus on students. Strongly believes it has to be heavily scaffolded, beginning with video of others and strict protocols around evaluative versus descriptive talk. Usually uses her own video teaching ESL – this prevents students from saying anything critical, but a way of showing all can learn. First work on description, then bring in expertise and focused/targeted looking. Can be done well online, but initial framing has to be done with facilitator. Then students use their own video without showing anyone else, then peer exchange, then select clips to be discussed in whole seminar group. About *teaching not teacher*.

1 LB: we definitely do a lot of saving videos looking
2 for videos to use as exemplar or just as
3 discussion point or to focus on students.
4 depending again on the purpose of the video
5 watching most of my work is on the end of the
6 programme where people are on practicum and they
7 are now really at the point of looking at their
8 own teaching but still i strongly believe that it
9 has to be heavily scaffolded and has to begin
10 with video of other with very strict protocols
11 around evaluative versus descriptive talk. i
12 usually use my own video of teaching esl and they
13 won't say anything critical about me because im
14 the teacher and we use that as a way to say were
15 all vulnerable we could always learn something we
16 could watch a clip we've used before and see
17 something new in it. and we do some activities
18 these kinds of activities where you have them
19 write down everything they see then they have to
20 categorise what's evaluative what's descriptive and

21 continually create a questioning voice in the
22 group about is what you're saying a judgement or
23 is it what you're seeing? and that takes some
24 doing at the beginning because we just as humans
25 tend to judge and that's natural and it's very
26 unnatural to only describe. but once we get to
27 that place then we do have to bring in expertise.
28 it's not just about describing. We're not pure
29 ethnographers we know what good practices are
30 supposed to be enacted and we can see elements of
31 them or opportunities missed in an esl lesson. we
32 then do very focussed looking. we might just
33 tally questions e.g. all the questions the teacher
34 is asking and then look at how many wait time or
35 how many students respond. it could be teacher
36 talk student talk anything that we know is
37 generally good about (xxxx) English classroom.
38 they have to do some targeted looking. and those
39 can be well done online those don't have to be
40 done in class but the initial I think framing
41 really has to be done with a facilitator. and
42 then they move to looking at their own video but
43 not showing anybody is the next step and they
44 have again a very strict protocol of what they're
45 looking for. It's usually around the target
46 language what was the target language in the
47 lesson plan and do you see the students using the
48 target forms. and almost they never can because
49 the students hardly ever are using the target
50 forms because in my context which is really
51 content based esl they are not very good at
52 foregrounding language. it depends on your
53 context what you're trying to focus on. but then
54 they move to a peer a partner share where they
55 exchange and then they get to the point where
56 they actually select clips that we discuss in the
57 whole seminar. It's heavily scaffolded and its
58 just that norming process of how are we going to
59 look at these as data as material around not the
60 teacher but the teaching. we talk a lot about
61 that. we can't make any judgement about this
62 teacher about the lesson plan it has to be a
63 shorter clip that we can look at several times.
64 that's been my approach.

[13:10] SM: So approach systematic and small clips used well, rather than longer videos. LB: Yes. One strand is a whole-group seminar, where the work is on developing noticing skills. (NB students slot in lenses you provide). Other strand is one-to-one supervision, where they look at whole videos - another kind of process. Student teachers are getting desensitised to video recording and getting used to looking at the students not just themselves. But to really get into analysing, delayed feedback sessions are more effective. Once student teachers have viewed the video themselves, the discussion can be used as an assessment of what they have noticed about the lesson. Latest interest: supervisors.

66 LB: another strand is the one-to-one supervision.
67 that you wind up looking at whole videos and that
68 becomes another kind of process. theyre doing
69 that in a seminar. theyre getting desensitised to
70 video recording and getting better at looking at
71 what the learners are doing and not just their
72 own twitches and stuff. but then when you ask
73 them to debrief a lesson theyll tend to revert to
74 the same as if the thing wasnt videoed. oh the
75 kids did great i thought it went well. theyre
76 still alive theyre just glad theyre alive and
77 thats pretty much where theyre at. to really get
78 into analysing they have to watch the video
79 themselves before you have a conversation with
80 them. moving to delayed feedback sessions is
81 something that i have found effective there that
82 we explore because if i sit down with you right
83 after youve taught its convenient for me because
84 ive schlepped to your school and ive watched this
85 and i can be done with you but its going to
86 pretty much set you up for me to do all the
87 talking because youre still shaking you just
88 taught and you just want to know youre okay. to
89 delay it you do watch the video and you have to
90 basically look for these things and then we meet
91 and then i can use it as an assessment
92 experience. its not just about me telling you
93 about the lesson its about me assessing what you
94 noticed in the lesson which you cant really
95 fairly do if you just taught it. you cant even
96 see some of the stuff because your back was
97 turned but in the video you can see it. getting
98 supervisors now has been my latest interest
99 because again supervisors dont just
100 automatically. lets say youve watched your video.
101 we sit down but i still dont know why theyre
102 talking through the whole thing unless something
103 has been done for me to help me see and allow
104 you to do more talking.

[16:48] SM: Go through the process step by step. LB: Not always physically present in the classroom being recorded. Used to have a couple of on-site visits, then video where supervisor didn't have to go. But it's hard to supervise if you're not in the lesson. This is still an option in the online track. But a lot of supervisors don't mind going. All lessons are videoed, as great material for reflection. Sometimes supervisor might not go for the last observation – scaffolded for supervisor training, as by last observation supervisor not supposed to talk much.

[20:23] 400 students in the programme, 50-60 field supervisors from various backgrounds. Some were initially resistant to using video but then saw the value. For instructional moves it has to be video – the teacher can't engage in the conversation

from memory. Supervisors also need training; some make assumptions in ways they communicate with teachers. Video can help ('show me').

106 LB: esl kids beginners to advance in the same
107 classroom all those kinds of challenges.
108 sometimes conversations are better spent on
109 looking at student work and weve really
110 emphasised pre-observation where you really spend
111 a lot of the time with the lesson plan and thats
112 the artefact that mediates that conversation but
113 when youre talking about instructional moves it
114 has to be video. the teacher cant engage in the
115 conversation from memory were pretty convinced
116 about that.
117 SM: two things. it sounds like over time your focus
118 has shifted to include all these trainers these
119 50 trainers and it sounds like theres a gradual
120 realisation or take-up from them of the value.
121 maybe with a few exceptions but the overall
122 picture is that they realise the benefit because
123 of things like instructional moves and being able
124 to be specific about things rather than general
125 evaluative things.
126 LB: absolutely. i think thats where years ago i
127 focussed a lot on the teacher and what the
128 teacher needed in terms of training and scaffold
129 to engage in looking at their own practice on
130 video but now i realise if youre going to involve
131 supervisors they also will need the same training
132 or it peters out. in a supervisory conference you
133 could have a teacher fairly well trained to look
134 at something but if the supervisor is just going
135 to talk the way they always do theyre going to
136 say how do you think it went. okay. and then here
137 i go all right i notice this this this and this
138 because we get excited about what we notice and
139 we notice way more things than they notice.
140 thats another piece is a lot of the teachers
141 said sometimes the supervisors say stuff i really
142 dont understand what theyre saying. because
143 theyre talking it could be even the term clinical
144 it could be jargon it could be words that we
145 dont always share in common. theyre not trained
146 together. the supervisor was trained maybe many
147 years ago and theyre just trained. they can talk
148 at a level where they make a lot of assumptions
149 about what teachers are understanding. when you
150 can say well show me where you mean this show me
151 what youre seeing you get that dynamic assessment
152 and the supervisor can get insight into the
153 reasoning of the teacher.

[25:27] SM: seems like a positive place to work. LB: Yes, but work that's not valued, even if Hunter is more practice based.

[28:05] *Anything you'd like to do with video?* Used to have active video library for whole school – trying to revive that for ESL. Have it be a site like [ATLAS](#). National Board for Professional Teaching Standards can certify teachers, leading to a salary increase and allowing them to move between states without recertification. Created a website with examples of National Board certified teachers. Case based – context for learning piece, then class profile, then video with lesson plan and teacher's reflection. Would like something like that, for student teachers to see good practice. Trying to find funding to systematically video alumni, so students can see - debrief - discuss - virtual fieldwork. Also wants to pull together workshops, training etc. into a book. SM: Would be good to have video-based book with high quality video and tasks. Ideally: build a community of practice.

[34:24] Has also been using [Vialogues](#) from Columbia University educational technology think tank. It's free; upload video, make it private, have a discussion, time stamp. Students can send video with comments to supervisor, clicking on a comment and it will take you to the spot in the video. Similar to features of [IRIS](#) and [VEO](#), which are expensive.

(Closing remarks)