



Type of activity:	Problems of Practice	Co-Watching/Annotation	Video Clubs
Components:	Teachers post short videos: <ul style="list-style-type: none"> ● Self-assessing their classroom ● Sharing strengths ● Seeking feedback for problems ● Offering feedback to each other 	<ul style="list-style-type: none"> ● One teacher's video is chosen as the case study video ● This teacher has submitted, watched, and reflected upon the video ● Mentor has selected an area of focus ● Teachers gather to co-annotate the video through two viewings 	A group of 3-4 teachers: <ul style="list-style-type: none"> ● Each record, upload, annotate and reflect upon a video ● Watch and comment on peers' videos ● Respond to peers' comments ● Take a week off before re-engaging in the process ● Mentor comments only after peers
Considerations:	<ul style="list-style-type: none"> ● Typically low on the construct ● Good for encouraging vulnerability and community ● Good for connecting educators who don't live/work near each other 	<ul style="list-style-type: none"> ● The case study teachers must be trusting and comfortable ● The mentor review assures the video is appropriate for the activity ● Co-annotators may need guidelines or models 	<ul style="list-style-type: none"> ● Most nuanced, in-depth, and teacher-driven ● Mentor watching more than participating ● Excellent for teachers specific content areas to serve as resources for one another

	Beginning	Intermediate	High-Functioning
Collegial and Collaborative Interactions	Little commitment to each other's development.	Beginnings of collaboration: support, sharing work, empathy.	Participants develop sustained relationships and have a shared commitment to support each other.
Participation and discourse norms for productive collaboration	One-sided, little constructive inquiry.	Participants begin to probe one another's thinking, calling for evidence to support inquiry into practice.	Participants raise questions and concerns and constructively pressing each other to explain thinking.
Focus of activity on teaching and learning	Broad and general; personal experiences guide the conversation.	Focus on participants' teaching practices & student learning; shared images of practice and personal experiences guide conversations.	Activity is centered on inquiry around teachers' practice; focus is on examining the particulars of teaching and student learning in context.

Adapted from Van Es, 2013