

FOR K-STATE'S FIELD EXPERIENCE PROGRAM, VIDEO IS THE CURE - SWIVL IS THE PRESCRIPTION.



VIDEO IS PROVEN

“The use of video as a means for observing pre-service teacher lessons isn’t new, as it’s been a part of the teacher candidate experience for a long time;

however, the tools used to record, share, and evaluate the lessons have evolved. The video tools used to engage in this process are what allow us to be sustainable and remain impactful as a program.”

That’s where Swivl comes in according to Dr. David Allen, an 18 year veteran in the College of Education at Kansas State University and Director of the Center for STEAM Education. The College of Education at K-State is a robust teacher candidate program that graduates approximately 300 students into full-time employment teaching positions every year through constant adaptation to the best-in-class teaching methodologies out there, with a particular focus on technological innovations that improve the teacher candidate experience. And that’s good news for the state of Kansas, where 84% of candidates will remain for employment and which suffers chronic teacher shortages, particularly in low-income, rural elementary schools.

The Field Experience Programs and various faculty within the College of Education have been using video with candidates since 2010 and Swivl specifically since 2013. The advantages video affords in saving the time of university faculty as well as the fiscal resources the university allocates to the program cannot be understated, but using Swivl goes beyond just checking a box. It has been transformative in shaping field experience programs for teacher candidates at KSU located in Kansas, a state which suffers chronic teacher shortages, particularly in low-income, rural elementary schools.

The advantages video affords in saving the time of university faculty as well as the fiscal resources the university allocates to the program cannot be understated, but using Swivl goes beyond just checking a box.

FILLING A GAP

KSU has cultivated a relationship with Kansas Public Schools and for 30 years, teacher candidates from KSU have been incredibly important to the livelihood of the public-school system in Kansas, both during the candidate experience in serving classrooms for their field experience courses and after graduation, when choosing to work for a system burdened by a constant teacher shortage crisis.

Schools served by KSU are part of an award-winning program of Professional Development Schools and the field experiences of candidates from that program informed the development of the Masters of Arts in Teaching Program (M.A.T.) introduced in 2015. The focus of these programs is to address certain district needs in inaccessible parts of the state where students are underserved while enhancing instruction and feedback to the M.A.T. candidates.

The relationship between KSU and partner schools is built on an iron-clad MOA that allows for candidates to record themselves or be recorded in the classroom. Every consideration is made to preserve the privacy and integrity of students in those

Over **200 Swivl robots** in use

Over **500** teaching candidates in 18 U.S. States and two international placements

classrooms, and when a student's parent does not consent to be involved in a recording, accommodations are strictly observed by the candidate to exclude them in their videos.

VIDEO FOR TRANSFORMATION

Teacher candidates in Kansas may be constrained by geography when serving these schools, so online coursework is essential to their ability to complete their program. Unfortunately, field supervisors who support candidates locally are also difficult to train and to provide support from the university. Therefore, this traditional supervision model is not ideal and when travel budgets were cut extensively for field-based supervisors, the college sought to envision a new way to maintain high standard for supervision while facing fiscal austerity.

This has led to the development of a video-based supervision program that centers around a wide range of services provided by Swivl range of services. Over 200 Swivl units are used by undergraduate teacher candidates as well as those enrolled in the M.A.T. program amounting to around 500 users of the hardware and software across Kansas, 17 U.S. states, and two international placements.

The Swivl robot is an easy choice for KSU because of its simplicity. A teacher candidate pairs

their mobile device with the Swivl robot and records themselves in action, and shares the video with their supervisor. This allows the supervisor to see and hear everything the candidate is experiencing. Swivl is not only used in the student internship but video is also crucial in the earlier courses of the candidates' program.

VIDEO LOGISTICS

For undergraduate students their coursework includes 2 practical components of 45 hours in local school districts. For their capstone semester, students who choose to complete their internship outside of the local area will do so in a digitally-mediated format. The M.A.T. program requires a 70-90 hour practicum in the fall semester to apply theory learned from the concurrent methods courses. Students then remain in that same classroom in the spring to complete their internship.

The process begins with the teacher candidate co-planning a lesson with the cooperating teacher, then sharing the lesson plan with the supervisor. After teaching, the candidate uploads a 20-minute portion of the video to Swivl and, through Swivl's time-stamped feedback feature, reflects on specific points within the lesson. This feature also allows

9,000 videos uploaded and over **389,000 video minutes** recorded.

55,000 comments shared between students and faculty

for the supervisor and cooperating teacher to tailor their feedback directly to the concerns of the teacher candidate - no cookie cutters here!

After the initial lesson is viewed and feedback is given, the candidate, with guidance from the cooperating teacher and/or university supervisor, identifies one to two areas of focus and develops an improvement plan. This plan drives the observational focus for the remainder of the semester.

Jill Wood, Instructor for Elementary Social Studies Education, and Dr. Erica Sponberg, Ph.D. Candidate in Curricular and Instruction, developed and tested specific feedback protocols which greatly impact the use of the video system in the pre-service teacher experience. Wood explains, "Swivl itself is not a panacea for supervision. As we examined how best to utilize the technology we identified early on the need for a structured protocol system that would insure consistency among our Teacher Assistants as they provided specific feedback on video-based lesson."

Working with Visibly Better, a division of Harvard University's Center for Educational Policy and Research, Ms. Wood and Dr. Allen identified necessary components of an observation system and developed the specific protocols used with their students. Observation cycles run over a two-week period for the candidates. This frequency follows the advice of Helen Chilton and Wendy McCracken's who found that: having an agreed-upon timetable of feedback reduces student stress and anxiety; therefore, video observation cycles occur this often to ensure timely feedback and implementation. Also, candidates maintain a Swivl cloud account throughout four semesters, building a portfolio of "growth videos" so they can self-assess and learn from their progression with video.

GROWTH MINDSETS

In most Schools of Ed, the impetus for video revolves around supervision and evaluation of candidates. Not entirely so for KSU students. The

research team at Kansas State University believe students must harbor a growth mindset - not only to be successful in their coursework but to advance their profession after graduation. With an understanding that the public-school system is not always designed with the greatest opportunities to improve one's practice through available professional development, teachers must learn to be introspective, reflective, and eager to grow and adapt to serve the ever-changing needs of their students.

KSU's feedback protocols are focused around four core practices: 1) self-reflection, 2) 10-minute walkthrough, 3) focused feedback, and 4) formal evaluation. In developing these feedback protocols, video best practices over the past 40 years were investigated. One of the foremost areas in which video analysis is most critical is in raising awareness of one's students, shifting the focus away

KSU's feedback protocols are focused around four core practices: self-reflection, 10-minute walkthrough, focused feedback, and formal evaluation

from oneself. "It's remarkable how quickly students begin to preempt my feedback, which frees me up to think more creatively as a supervisor," Dr. Sponberg.

The research team also found that video as a tool for self-reflection produces many more specific examples for feedback than simply writing from memory of an observation. "I'm able to support pre-service teacher development with relevant and timely resources because of this" Dr. Sponberg continued. Practically speaking, the combination of targeted reflection and feedback, productive teacher-supervisor conversation, and asynchronous video performative analysis reduces the strain on supervisor's time, travel, and energy dedicated to each candidate.

"It's remarkable how quickly students begin to preempt my feedback, which frees me up to think more creatively as a supervisor."

Especially for the M.A.T. program where in-person interactions are limited or completely unavailable,

feedback protocols delivered in conjunction with several modes of technologies allow for supervisors to achieve efficacy and transformation in supporting candidates' growth. In addition to the Swivl robot and iPad students use for video recordings, KSU uses Canvas as their Learning Management Software for class communication and Zoom for video conferencing (also compatible with Swivl for live observations).

Using these tools effectively allow the supervisor, teacher candidate, and cooperating teacher to form a professional learning community (PLC) to support and mentor that candidate.

Using these tools effectively allow the supervisor, teacher candidate, and cooperating teacher to form a professional learning community (PLC) to support and mentor that candidate. When the candidate graduates begin teaching full-time, the collaborative practices learned from these PLCs will be crucial to their ongoing development and growth as professionals.

IMPACT

At the end of the day, Swivl will remain a staple in KSU's teacher candidate programs because it's an easy-to-use and effective tool that meets KSU's goal of creating a culture of support and collaboration in the candidate's experience.

Right now, Swivl can be found in multiple schools across Kansas to be used with undergraduate students while M.A.T. Students have a one-to-one requirement for their devices, and the plan is to expand even further. Elementary education teacher candidates are by far using Swivl the most, but the Social Studies, Science, Math, and Music departments all plan to increase Swivl use in their specific course offerings as well.

KSU will continue to expand its M.A.T. program to deliver authentic, digitally-mediated experiences to remote students. Their feedback protocol

and emphasis on a growth mindset through video self-reflection are already setting the M.A.T. program apart. KSU's teacher mentoring program, which is already supporting former teacher candidates-turned-teachers may also necessitate the use of Swivl because the cycle of observation and feedback should not end just because a candidate has graduated.

Finally, in his transition from Director of Field Experiences to Director of the STEAM Education Center, Dr. Allen continues to provide mentorship and support to other teacher candidate programs. His research team catalyzed Louisiana Tech University to pilot Swivl for their teacher residency and teacher mentor programs, because a structured program starts and ends with reliable and quality videos and an easy-to-use collaborative platform. And a structured program starts with Swivl.



For questions on KSU's teacher candidate program, using video in field observations, developing and using feedback structures, and building Swivl into your program, contact any member of the research team listed below:

Dr. David Allen (dallen@ksu.edu)
Jill Wood (ajwood@ksu.edu)
Dr. Erica Sponberg (erica.sponberg@valpo.edu)



If you're ready to take your teacher prep program to the next level, contact us to learn more:
teacherprep@swivl.com
1-888-837-6209