

ASCD TIG FINAL REPORT

Employing a Video Lesson Study Approach to Improve Speaking & Listening Skills

This case study will report the results of three teachers increasing the amount of speaking and listening performance assessments in an interdisciplinary career technical education program.

School Profile

John F. Kennedy High School is a comprehensive, urban public high school that serves grades 9–12. The student body comprises 1,739 students in the regular school, 365 in the ADFM magnet program, 250 in the Medical Magnet, and 173 with special needs. Our special education population exceeds 15 percent of our population. This Title I school has 68 percent of its students considered Socioeconomically Disadvantaged. The student body is 79 percent Hispanic, 10 percent White, 8 percent Asian, and 3 percent African American, with 10 percent of students designated as English learners and 16 percent students with disabilities. The school supports five smaller learning communities (SLCs): the Teaching Academy; the Medical Magnet; the Architecture, Digital Imaging, and Film-Making Magnet; a School for Advanced Studies; and a Ninth Grade Academy.

Students in our magnet program are identified as gifted and talented. They arrive with proficiency in reading and writing, which increases their ability to engage in rigorous instructional activities. Many teachers at our school are struggling to teach skills and content concurrently. Thus, the move toward implementing performance assessments in speaking and listening skills has been uneven. These tasks are designed to develop critical thinking skills and help students communicate. These students have six 53-minute periods each day, in addition to a 23-minute Advisory period where breakfast is served in the classroom. This class has frequent access to a cart of 36 Chromebooks, which helps them record video responses and reflect on how well they have completed their speaking and listening tasks.

District Profile

The second largest school district in the nation, LA Unified (LAUSD) enrolls more than 640,000 students in kindergarten through 12th grade at more than 900 schools and 187 public charter schools. The district employs 25,566 K–12 teachers and 2,366 administrators. LAUSD boundaries are spread over 720 square miles and include the mega-city of Los Angeles as well as all or parts of 31 smaller municipalities plus several unincorporated sections of Southern California. In all, 94 languages other than English are spoken in LA Unified schools. The district has 141,490 students who are learning to speak English proficiently. Their primary languages are Spanish (92.5 percent of English learners); Armenian (1.1 percent); and Korean (1 percent); as well as Tagalog, Cantonese, Arabic, Vietnamese and Russian, each accounting for less than 1 percent of total.

Overview

This project will document the efforts of three teachers in increasing the amount of speaking and listening in a new, urban high school medical magnet, implementing an interdisciplinary career-technical education curriculum. Schirmer et al. (2005) reported that the assessment of communication competence has become a major priority in medical education, which aligns with our school's curricular mission. Despite oral communication and listening skills being ranked first and second in a GMAT career skills survey, almost no testing consortia, state, districts, or schools assess these skills. In fact, the majority of social studies teachers struggle to explain how they help students develop speaking and listening skills (Hipolito, 2015).

The Challenge

Too many teachers assign and evaluate student speaking tasks in isolation and struggle to give constructive feedback that improves student performance. Three points of frustration were: (1) having too many variables to evaluate (building the speech, performing the speech, and the content in the speech); (2) not enough interdisciplinary common planning time where teachers could connect their assignments to make them more relevant for students; and (3) insufficient time to compile exemplars of student work and debrief with colleagues about the process necessary in improving student speaking.

Poise • Appear calm and confident
• Avoid distracting behaviors

Voice • Speak every word clearly
• Use a volume level just right for the space

Life • Express passion and emotions with your voice

Eye Contact
• Connect visually with the audience
• Look at each audience member

Gestures • Use hand motions
• Move your body
• Have an expressive face

Speed • Talk with appropriate speed: not too fast, not too slow
• Use pauses for effect and emphasis

Six Trait Speaking
pvlegs.com

1A



1B



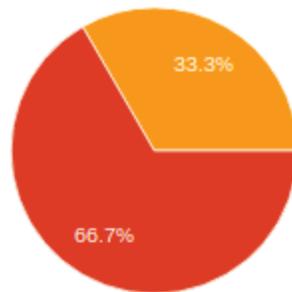
1C



<https://www.surveymonkey.com/r/TSLMOOC>

Teachers viewed samples together and discussed ways to modify the rubric, such as adding a + or - scale to be more precise, as well as working together to align speaking tasks in order to teach skills and content simultaneously.

Evaluate Joseph on his POISE. (3 responses)



- **ADVANCED (4)** You appeared calm and confident. There were no distracting behaviors.
- **PROFICIENT (3)** You seemed calm and confident. Only one or two minor things were noticed,...
- **BASIC (2)** You mostly seemed poised. A couple of distracting...
- **PRE-BASIC (1)** You seemed wiggly and not at all poised. Yo...

Describe any distracting behaviors you saw in Joseph's performance.

(3 responses)

Hands in pocket. Uhs & Ums, heavy reliance on notes.

The very long pause to reread notes was distracting.

Some signs of unreadiness, but confident, mostly smooth.

Strategies to solve the problem

Using a video lesson study protocol, each teacher was asked to provide three examples of student video. Participating teachers focused on one element of the PVLEGS rubric while viewing each student performance in order to select speaking exemplars to share with students and develop a common language for providing effective feedback.

Teachers were in agreement 66.7 percent of the time on each video that was evaluated, indicating that the rubric may be used consistently. Qualitative responses were also similar in nature, indicating that teachers needed further discussion as to what constitutes a distraction, how gestures support or distract from a performance, and the importance of speed when performing a speech.

Strategies for making speaking tasks easier to evaluate are: (1) to collaborate to develop common language and rubrics; (2) incorporate more peer review of student speaking tasks; and (3) utilize self-reflection and video annotation so that students can point out when and where they have improved their performances.

Trying something new

While this project uses Swivl video capture systems in order to capture student presentations, another video tool, FlipGrid, allows students to record video responses, ask and answer each other's questions, and demonstrate their understanding of academic concepts. Moving forward, these teachers will incorporate the use of FlipGrid after speaking assignments. This way, students can critique one another's work, offer advice, and provide additional moral support as students and teachers work together to make speaking and listening less intimidating in the classroom.

What was the challenge you were facing? What goals were you trying to achieve?

Prior to collaborating with my colleagues on this ASCD Teacher Impact Grant, I considered many of my classroom speaking assignments as failures. In one of my classes, more than one-third of the class elected to take a zero rather than stand up in front of their peers and deliver a speech.

Summarize three points of frustration: isolated, limited context, overwhelmed.

When teaching speaking in isolation, I felt that my feedback was inconsistent and ineffective. Further, my attempts at grading or evaluating speaking assignments lacked reliability and meaning. This made it hard for me to use speaking assignments as formative assessments. There seemed to be too many aspects in a speaking assignment to adequately address. Measuring student growth over time felt like a daunting, perhaps impossible task.

What strategies were you using before to attempt to solve this problem?

Instead of creating one large, high-stakes, formal speaking assignment, I tried to teach speaking skills through a series of smaller, more-frequent, lower-stakes assignments.

What was the big a-ha moment when you decided you needed to try something new?

We have realized that having the luxury of time and being allowed to evaluate different speaking assignments in multiple classes has helped us support the students who come to us with fixed mindsets about their speaking abilities. We have tried to scaffold speaking tasks via a series of gamified smaller assignments, small-group discussions, and whole-class discussions. This has enabled our students to build their confidence and be more likely to complete an independent speaking project.

How has the Teacher Impact Grant work helped you achieve your goals or solve a problem?

The TIG has given us more time to work together analyzing student work. This has helped us realize that even though we work with different subjects and students, the feedback on speaking assignments needs to be consistent and specifically focused to help students improve.

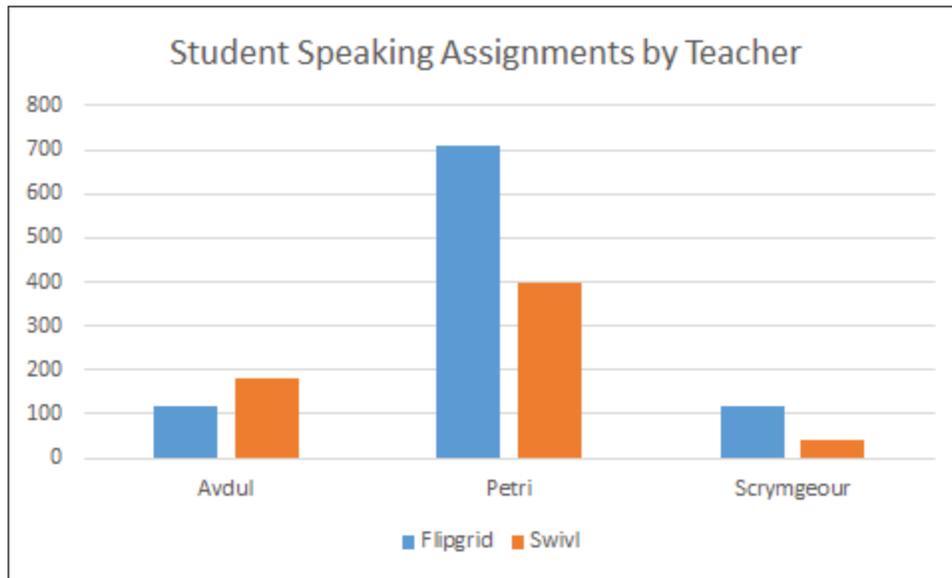
How has it impacted your school/district/students?

The TIG grant allowed us to experiment with new tools that enabled us to create more speaking assignments in our daily classroom practices. We were able to present FlipGrid to our faculty as a way to build asynchronous discussions into our classrooms. This tool enables our students listen to each other and respond respectfully, which has helped them transfer this skill into the face-to-face classroom environment.

The 36 hours of teacher collaboration time allowed our team to closely examine the student work product we were producing in our different classes. Between the three of us, we examined 27 student speaking projects together, which improved our ability to give feedback on the

What specific metrics can you share about the impact it had (chart)?

400 Swivl speaking assignments recorded by Dr. Petri
710 Flipgrid videos created by Dr. Petri's students
40 Swivl speaking assignments recorded by Mr. Scrymgeour
120 Flipgrid videos created by Mr. Scrymgeour's students
180 Swivl speaking assignments recorded by Mrs. Avdul
116 Flipgrid videos created by Mrs. Avdul's students



What is the single biggest reason you would recommend applying for a Teacher Impact Grant in the future?

A Teacher Impact Grant was a great way to boost our professional learning and visibility on campus. Dozens of teachers heard about our project and checked in along the way. This grant has enabled us to present this work to hundreds of teachers at the following events:

- Ohio Council for Social Studies
- West Covina Unified School District
- National Council for Social Studies
- Glendora Unified School District
- John F. Kennedy High School
- Los Angeles County Office of Education
- Constitutional Rights Foundation Teacher 2 Teacher Collaborative
- California Council for the Social Studies
- Cal State Dominguez Hills History-Social Studies Convocation
- ASCD Empower 17
- CUE Rockstar History Teacher EdCamp
- Constitutional Rights Foundation Webinars on Civil Conversations & Historical Simulations

Each of these events has boosted our professional profile and given more legitimacy to teacher-led professional development.

The greatest successes that we're the most proud of are: (1) Inspiring our school-site colleagues to start using FlipGrid. (2) Developing a common language for speaking assignments. (3) Building a network of other teachers that want work together and increase their capacity to make students college-ready speakers.

Challenges we have had with the project are having our regular meetings bumped by day-to-day school site issues. We also had some learning curve challenges with the Swivl video-capture equipment. There may be more cost-effective video-capture systems coming into the market.

Blogs: Have at least two entries on Edge and HistoryRewriter.com

<https://historyrewriter.com/2017/01/04/using-listening-to-improve-historical-understanding/>

<http://www.gettingsmart.com/2017/02/listening-is-a-21st-century-skill/>

<https://historyrewriter.com/2017/07/28/teach-listening-first/>

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SOCIAL MEDIA SAMPLES

