

Schools Make Big Gains With Video Coaching



A tale of two schools

Though they are 400 miles apart, John W. Neal Middle School in Durham, North Carolina, and Liberty Point Elementary School in Union City, Georgia, experienced similar challenges with teacher performance and student achievement. To turn their schools around, both principals implemented instructional coaching with video using Sibme, a unique professional learning and collaboration platform.

Liberty Point, according to principal James Payne, is in a tough neighborhood. Historically, the school suffered from a low school climate rating and English language arts, math and reading proficiency rates hovered around 50%.

Neal principal Michael Fuga said that for 20 years, his school struggled to meet state growth targets while serving the needs of a 100% economically disadvantaged student body. Data from 2018 showed that 22% of Neal's students were second language learners, 15% had Individualized Education Programs and 15% failed a previous grade.

After implementing Sibme, both schools experienced remarkable improvements in teaching quality and teacher morale as well as significant, measurable gains in student performance.

Instructional coaching with video

Both principals knew that using video to enhance classroom observation and feedback could improve teacher development and student performance. However, to effectively implement coaching with video, both

leaders needed better video capabilities, including more storage, centralized files, on-demand tech support and an easy-to-use platform.

Mr. Payne previously used Swivl recorders that weren't user-friendly. Dr. Fuga filmed with his smartphone, which resulted in very short observations to keep file sizes small and excruciatingly slow download and transfer times.

In 2018, to improve their video observation and feedback capabilities, both schools adopted Sibme, which allows users to quickly and seamlessly record, upload, edit, annotate and share videos.

The power of seeing

Video observation captures details of teacher performance that are impossible for one in-person observer to document. By using video for their observations, observers and coaches can provide more accurate feedback to a teacher. Additionally, by watching videos of their own teaching, teachers can witness firsthand the actions and behaviors that observers or coaches reference during feedback discussions.

"When you're in it," said Dr. Fuga, "it's easy to get caught up in the teaching. But video helps teachers see their classroom from an outside perspective. I can say, 'hey, you need to move around the room,' but when they see themselves not engaging half the room, it's real. It's not just my word."

"There's no gray area," said Mr. Payne, "It's helped me improve my craft of giving effective feedback."

Proof in measurable gains

Within two years of adopting Sibme, Neal and Liberty Point saw dramatic improvements.

“There’s definitely more engagement in the classrooms,” noted Mr. Payne of his elementary school students. “Teachers are improving instructional strategies and delivery. Students are participating. I see happier kids who are passionate about coming to school.”

Dr. Fuga shared similar sentiments and commented that his middle school teachers were growing and being more proactive about improving their craft.

When teachers grow in their craft, student achievement follows. The figures indicating growth at both schools are impressive. At Neal, grade-level proficiency is up three points and student behavior incidents and referrals dropped by 36%.

Dr. Fuga said, “Over the last two years of full implementation of Sibme, we have exceeded growth goals for the first time in our school’s history.”

Mr. Payne also cited major performance gains at his school. Liberty’s school accountability score jumped from 58 to 83. Third and fifth-grade students reading at or above grade level rose from 53% to 70%. English Language Arts proficiency went from 22% to 40%. In math, proficiency leapt from 18% to 45%. Additionally, just before Mr. Payne began his tenure at Liberty, out-of-school suspensions hit 113. After two years of using Sibme, there were four.

A cultural shift

An entire school’s culture changes with the introduction of strong teacher support. At Neal and Liberty Point, Sibme-facilitated video coaching led to improved student engagement and behavior as well as increased teacher

satisfaction.

“Improved teaching and improved performance build self-esteem and build a school culture. That changes behavior,” said Dr. Fuga.

“Sibme has been a game changer for Liberty Point,” said Mr. Payne. “We had the highest teacher retention rate last year. When we started this work, we were a two-star school for climate. Now, we’re the only five-star elementary in our area. Teachers know this is a place for them to grow, develop and have opportunities to take risks.”

A well-timed roll-out is crucial to integrating a platform like Sibme into teacher observations. One of Sibme’s key differentiators is that its training and onboarding team works closely with school leadership to tailor roll-out plans that help ensure that implementation is successful. Once teachers are comfortable with the process, the possibilities for growth are endless.

Eventually, Liberty Point teachers took more ownership of the platform by utilizing its features to exchange videos and feedback among themselves. Neal’s teachers and instructional coaches built a library of best practice videos—stored within the Sibme platform—that have been shared during staff professional development events. After the success of their first two years of using Sibme, these schools are aiming even higher and hitting every mark.

Turn Your School Around With Sibme

If you want effective professional development that will translate into better teaching and more successful students, contact a Sibme representative about our virtual coaching services and multi-use professional learning and collaboration platform today at info@sibme.com or 888.601.6786.

