



# Using Video to Drive Campus Professional Learning

## The Challenge

Cedric Smith Elementary, part of Magnolia ISD (TX), sought to deepen teacher reflection and collaboration to improve instructional quality. With a highly diverse student population, ensuring lessons were truly standards-aligned required more than surface-level engagement. Principal Dion Rivera recognized that meaningful reflection and collaboration would drive improvement but needed an effective way to make it routine. Traditional professional development often lacked immediate relevance, making it difficult to create lasting instructional change.

## The Solution

To embed reflection into daily practice, Rivera and her team introduced Sibme Missions, a structured approach where teachers record and analyze their own lessons. Teachers review videos individually and within teams, using Sibme's Huddles and marker tags to highlight key moments. This process helps educators compare instructional methods, identify strengths, and refine techniques collaboratively. Over time, video analysis became ingrained in the school's professional learning culture. Teachers embraced the process, leading to more intentional lesson planning and deeper discussions about instructional strategies.

## The Results

As teachers became more comfortable recording themselves, engagement grew. What started as an expectation evolved into a proactive desire for feedback. The ability to compare lessons across classrooms was particularly impactful, helping teachers align

instruction more precisely to standards. Constructive feedback also improved, shifting from surface-level praise ("Nice job!") to collegial critique ("One thing I liked, one suggestion, and one strategy I will adopt"), fostering professional growth.

Beyond technical improvements, the use of video has transformed mindsets at Smith Elementary. The willingness to be vulnerable among colleagues has encouraged experimentation, leading to higher-quality instruction tailored to student needs. Teachers now use reflection as a powerful tool for continuous improvement, fostering a culture where collaboration and evidence-based feedback drive meaningful instructional change.

"Teachers have moved from compliant with the expectation around video to a proactive desire to watch themselves teach and get feedback from coaches and teammates."

**Dion Rivera** - Principal at Cedric Smith Elementary, Magnolia ISD

"It's a part of our culture now. – Teachers start recording and watching video from their first day at Smith."

**Carolina Duke** - Bilingual and ESL Coach at Cedric Smith Elementary, Magnolia ISD