EXAMINING EDUCATORS' PERCEPTIONS OF VIDEO DEMONSTRATION LESSONS IN LITERACY PROFESSIONAL DEVELOPMENT

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Abstract

This study examined the perceptions of participants regarding the use of embedded video demonstration lessons during literacy professional development sessions. The videos were captured in an urban elementary classroom and modeled two new literacy strategies. Based on survey responses from 160 kindergarten through fifth grade elementary school teachers and 117 school or district administrators and instructional specialists, the findings revealed positive participant perceptions and effective instructional use of the videos that modeled the implementation of the strategies in a relevant classroom setting. The analysis of the use of videos during the professional development (PD) sessions was found to positively affect the instructional capacity of teachers to implement the strategies in their classroom settings. The findings also suggest that school administrators more positively understood the process of using the strategies to support the standards, resulting in increased leadership capacity. Implications of using specifically created videos to enhance clarity and credibility of PD for participants are discussed.

Keywords*: professional development, videos, instructional strategies, literacy strategies, leadership*

Introduction

Professional development (PD) can expand how teachers think about themselves as educators and change the way they teach (Bergmark, 2023). However, PD sessions do not always result in the desired teacher knowledge acquisition or increases in student achievement due to challenges in design or participant resistance (Wayne et al., 2008; Guerrero Gallardo & Posso Pacheco, 2023; Siddiqui et al., 2023). Including video demonstrations is one way to increase the effectiveness of PD.

We believed the understanding and implementation of learning presented through PD could be enhanced by embedding videos that showed modeling of new ideas demonstrated with students in the relevant district's classroom settings. We designed this study to examine the perceptions of participants who attended a two-day PD session that focused on videos captured in an urban elementary classroom that modeled two strategies selected by a district to support the implementation of new state standards. Our approach to new learning for teachers and administrators was based on the understanding, implementation, reflection, and sustained instructional use of the strategies presented through the videos included in PD sessions. We used videos of modeled strategy instruction in a classroom setting during the PD sequence in order to provide teachers, administrators, and instructional specialists with clarity on the procedure and

learning criteria of the strategies, opportunities to discuss the application of the strategies for instruction, time to practice the implementation of the strategies during PD sessions with their professional peers, and to archive the videos for later use on district campuses. This study sought to add new information to the field of educator PD by focusing on video examples that combined the setting of the relevant school district and the specific strategies to be learned in the PD. Many district-based PDs use videos from other locations, which may lack relevance for the participants, or that offer general teaching strategies filmed in the district, rather than the specific new strategies to be learned. In practice, work time is often a factor when selecting videos for district PD, as it is easier to select existing videos rather than create content tailored to the specificity of the location and topic. While it was time-consuming to create these videos, we believed that this combination of recording videos with the districts' students focusing on the exact strategies addressed in the PD would both enhance participants' perceptions of their learning and build teacher and administrator willingness and capacity to implement the strategies.

The Current Study

This study examined the perceptions of participants who attended a PD that included embedded videos of elementary classroom instruction modeling two district-selected strategies. As a district curriculum manager and first author in this study, I created videos that were recorded in a district classroom to specifically model the strategies to address the new state English Language Arts and Reading standards. District staff previously utilized commercially produced videos for PD, which sometimes lacked the specificity they desired. The staff found that often teachers, particularly those serving high-need populations, discounted videos from outside the district because they were not captured in an authentic urban classroom setting.

The new standards required an instructional pivot in which teachers sought to incorporate effective instructional strategies in their classroom settings (Young, 2019). Therefore, administrators of a large urban school district, who were experiencing a high teacher turnover rate, decided to adopt two strategies to support integrating the new state standards into instruction. The strategies selected for district-wide use were Book, Head, Heart (Beers & Probst, 2017) for reading comprehension and Notice and Name (Wood Ray, 2006) for the reading and writing connection with a focus on authors' craft. Research that suggested purposeful video use during PD (Kersting et al., 2012; Seago et al., 2014) increased teacher efficacy encouraged the district leaders in this study to create videos of the strategies that were demonstrated in a district elementary classroom. These videos were presented as segments at district-level PD sessions for teachers that were titled *Teaching the New Standards for K-5 ELA* as well as PD for administrators and instructional specialists titled *Supporting the New Elementary Literacy Curriculum*. Teachers and administrators attending the respective PDs viewed and discussed the videos and practiced the strategies for implementation in classroom settings. The videos were also archived for later viewing and discussion opportunities among educators on district campuses. This resulted in a video series titled *Strategies for the K-5 ELA Standards*. Note, titles in this article were changed to preserve district anonymity.

Theoretical Framework

This study drew from a dual theoretical framework focused on the Gradual Release of Responsibilities Framework (Pearson & Gallagher, 1983) and the principles of andragogy (Knowles, 1980). First, Pearson and Gallagher's (1983) Gradual Release of Responsibilities Framework suggested that modeling, shared practice, guided practice, and independent practice facilitates new learning. Video demonstration lessons are one way to model skills to be acquired. We theorized that a challenge in some PDs is that modeling of teaching strategies does not take place through demonstrations of the specific strategies to be learned with students from the district and thus may lack relevance. For example, a presenter may model a strategy with teacher participants, but without students present, participants cannot see how actual students respond. Video can bring recordings of student learning to PD but could lack specificity of the topic or the setting of district classrooms. For example, a PD may focus on a specific strategy such as Book, Head, Heart in read-alouds. If no such videos are available, a presenter planning a PD may be forced to use more general videos of read-alouds, thus not aligning to the specific criteria of the PD. Another example is that this study was set in an urban school district; such educators might discount videos set in suburban districts as lacking relevance due to differences in the setting. Thus, we wished to examine if videos with specific strategies recorded with students from the participants' district would enhance learners' perception of the efficacy of the PD. Our goal was to make the modeling portion of the Gradual Release of Responsibilities Framework as effective as possible, theoretically increasing the quality of participants' learning.

Secondly, our study was also framed by Knowles' (1980) adult learning theory of andragogy, which is the science of helping adults learn. Andragogy involves key assumptions about adult learners, namely: they are positioned to learn when assuming new roles and responsibilities; they are problem-centered and apply new knowledge relevant to their contexts; they draw from life experiences as a resource for learning (Knowles, 1970); they are self-motivated (Harris, 2003; Knowles, 1970); and they shift from dependency to self-directedness as they assume control of their own learning (Brookfield, 1995). These assumptions informed the framing of our study with adult educators, specifically: a) since adults are problem solvers and learn best when content is relevant, effective instruction involves learners in real life problem solving (Knowles, 1984), b) since adults learn by doing, effective instruction should focus on purposeful and meaningful tasks learners can perform and immediately apply, and c) since adult learners need to understand the "why" of learning, effective PD involves showing or explaining the rationale for teaching specific language and literacy skills.

Informed by these frameworks, this study examined archival data of participants' responses to a survey on the use of videos during the PD presentations. The following research questions were addressed:

(1) What are educators' perceptions of the design and implementation of *Strategies for the K-5 ELA Standards* that presented a series of video demonstration lessons?

(2) What are educators' perceptions of the impact of *Strategies for the K-5 ELA Standards* on teacher capacity?

(3) How do educators intend to use the video series *Strategies for the K-5 ELA Standards* to support their teaching practices?

Literature Review

Professional Development Goals and Methods

Goals of PD include building and strengthening teachers' instructional capacity (Allington, 2002; Hamel & Viau-Guay, 2019), assisting teachers in becoming skilled at applying new learning into their classroom settings (Bransford et al., 2005; Desimone & Garet, 2015), and sustaining learning in participants' ongoing practice (Beisiegel et al., 2017; Brophy, 2004; Darling-Hammond et al., 2017; Kleinknecht & Schneider, 2013).

One approach to PD is Pearson and Gallagher's (1983) Gradual Release of Responsibilities Framework in which new learning is modeled (I Do), participants engage in shared and guided practice (We Do), before independent practice (You Do). As teachers use this framework, they often begin to transfer the modeled demonstrations of new information into effective instruction. According to Marsh and Mitchell (2014), teachers who engaged in PD generally expressed a willingness to use the new information with their students if equipped with models based on actual classroom settings. Educators found teaching demonstrations that provide models of new concepts offered during PD can contribute to the learning and usage of new information, if time is given for discussion, practice, and reflection (Herrington & Oliver, 2000; Lave & Wenger, 1991). However, teachers sometimes do not receive the "I Do" phase in their learning because they do not experience modeling and demonstrations of effective teaching, often due to the lack of available expert teachers to serve as mentors (Smith Washington, 2022). Similarly, when a PD presenter verbally explains an instructional concept without providing a visual example (such as a video), useful learning is often lost.

Video in PD

Researchers found that videos are a resource for enhancing teachers' learning of new strategies to improve their instructional practices and student achievement (Magnusson et al., 2023; Borowiec, 2023; Boehm et al., 2012; Borko et al., 2010; Darling-Hammond et al., 2017; Estapa et al., 2016; Gaudin & Chalies, 2015). Both teachers' learning and collaborative reflection can be enhanced by using videos (McVee, 2017; Ayra, et al., 2015; Hollingsworth & Clark, 2017). By viewing videos of effective teaching examples, enhanced instructional capacity can be acquired (Guler et al., 2023; Asanok & Chookhampaeng, 2016; Baecher & Kung, 2014; Sexton & Williamson-Leady, 2017).

Studies of PD that included embedded videos of demonstration lessons have found effective changes in teaching practices (Smithenry et al., 2013; Tekkumru-Kisa et al., 2018, Tripp et al., 2012), and video case studies have shown increases in teachers noticing productive student behaviors (Schueler & Roesken-Winter, 2018). Video case studies on student misconceptions followed by participant discussion can help educators respond to such misconceptions (Girit Yildiz & Gundogdo Alayli, 2023). Studies on embedded videos provided during PD to model examples of the use of new teaching strategies found participants to be willing to use the examples with their students (Beilstein et al., 2017; Boehm et al., 2012; Major & Watson, 2018). Viewing videos of teaching during PD can allow teachers to roleplay how they might apply instructional strategies in their practice (Moreno-Guerrero et al., 2020). Video-

based PD can increase teachers' sense of self-efficacy and change their beliefs (Chen, 2020; Chua & Tan, 2021).

Additionally, videos that show the modeling of strategies in classroom settings can be distributed to a massive audience (Calandra et al., 2006; Manner & Rodriguez., 2010). Videos can offer modeling of exemplary teaching without the need for over-dependence on limited human capital and, if archived for repeated viewings over time, may provide an avenue for effective instructional duplication by teachers in their classroom settings (Borko et al., 2010; Osipova et al., 2011). For example, video models of exemplary teaching presented, explained, discussed, and practiced during PD can be archived for dissemination across school districts to support the work of instructional coaches and other professionals who assist teachers (Winton, 2018a; Schoenfeld, 2017). This practice might be particularly useful in districts with high teacher turnover rates. Carver-Thomas and Darling-Hammond (2017) found a teacher turnover rate of 50% in Title I schools and a 70% teacher turnover rate in schools serving students-of-color. High teacher turnover rates have negatively impacted efforts for teacher professional development (Mendenhall, 2023). Using videos to assist coaches and mentors who work with teachers in district campuses with high turnover rates might be one way to reach large numbers of new teachers in need of support. The ability to return to archived videos to view as often as needed following PD aids in usage, especially given the busy schedules of educators.

This study sought to add to the above literature on the effectiveness of video in PD by focusing on creating videos that combine specific strategies to be learned with the relevant setting of the classrooms in the participants' district.

Methods

Participants

Recruitment for this study occurred across an urban school district located in the Southwestern United States that served approximately 100,000 elementary students, with 78% of these students being economically disadvantaged. 160 English language arts and reading instructors from grades K–5 were divided into six groups, with approximately 25 participants in each group. The experience of the teachers ranged from zero to 40 years, with an average of 10 years of experience. The primary factor used by campus leaders in selecting the participants was whether teachers could benefit from the professional development experience or could scaffold other teachers in acquiring the capacity to implement the two strategies. Other participants attending the PD presentations were 117 school-level or district-level administrators and instructional specialists who met in three groups of approximately 30 to 50 participants in each group. The reason for the number of teachers and administrators in specific groups was to have a manageable size of participants in each PD session and to allow for flexible scheduling of the PD.

Description of the Professional Development Presentations

The PD presentations emphasizing the new English Language Arts and Reading standards and titled *Teaching the New Standards for K–5 ELA* were provided during two-day

sessions over two summer months. The objective of PD sessions was to explain changes in the state standards in grades K-5 and to demonstrate instructional strategies teachers were expected to use in their teaching. The first day focused on the standards on reading comprehension using the strategy of Book, Head, Heart because the new standards emphasized synthesizing reading content (Winton, 2019; Beers & Probst, 2017; Texas Education Agency, 2017). The second day focused on the reading and writing connection through the strategy of Notice and Name (Wood Ray, 2006) because the new standards included an author's craft section (Winton, 2018b; Texas Education Agency, 2017). Each of the two days consisted of six hours of PD offered at the district office by district-level presenters. One-hour PD presentations were made available for campus administrators and instructional specialists that were titled *Supporting the New Elementary Literacy Curriculum*, which provided the same content presented to the teachers but in an abbreviated format focusing on implementation from an instructional leader's perspective.

Following an in-depth discussion of the standards and strategies, a series of seven video demonstration lessons were presented during the PD presentations with each video ranging from five to 10 minutes in length. These videos included interactive read-alouds, student discussion, reading conferences, oral responses, pictures of written responses, and modeled writing lessons centered on the new strategies. Since the strategies Book, Head, Heart and Notice and Name had not been used widely in the district, the curriculum manager theorized that seeing videos of the strategies being taught with district students would increase the clarity of the PD and provide credibility that the strategies would be effective in the district's classrooms.

Following the presentation of each video during the PD presentations, small groups of participants were given opportunities to discuss what they noticed about the implementation of the strategies with the new standards in a classroom with district students and were provided time to practice the strategies using texts. These video demonstration lessons were electronically archived and became available as district curriculum documents so that the videos could be used during campus-based professional learning communities, lesson planning sessions, and coaching/mentoring sessions. These videos and discussions of the video content were also included in the PD presentations attended by administrators and instructional specialists.

Data Collection

Data sources included surveys created for this study collected on-site at the end of each PD session from the teachers, administrators, and instructional specialists. Parallel surveys for teachers and administrators/instructional specialists were created, with the only difference being the open-ended questions.

Instrument

To answer the three research items, seven Likert scale questions (1=strongly disagree; 5=strongly agree) were developed to elicit information about the perceptions of the participants and potential applications of *Strategies for the K-5 ELA Standards*. Participants were asked to provide a response to the following items: (1) the training providing valuable tools in planning/implementing effective literacy instruction; (2) interactivity and execution of the training; (3) helpfulness of the video clips in learning about specific instructional strategies; (4) helpfulness of the video clips in learning about connections between strands of the standards; (5) video-based teaching examples helping in the engagement of meaningful discussion on teaching practices; (6) video-based examples of student discussion/work helping provide visualization of

integrating teaching with the standards; and (7) plans to view the video clips during the school year to support teacher use of the new standards. Additionally, participants responded to open-ended questions regarding the impact of the PD sessions on their practice and about the video use presented in the PD sessions. Specifically, teachers were asked: *How might the videos shown in this professional development presentation impact your practice?* The administrators were asked: *How might you use the videos shown in this professional development presentation to impact your leadership work?* Demographics were obtained from the surveys (e.g., grade level taught, administrative role, and years in teaching or leadership).

Reliability. To test if the Likert-scale survey items provided evidence of internal consistency, Cronbach's Alpha was calculated for each group. The internal consistency for both groups was satisfactory. Cronbach's Alpha for the administrator group (.903) was slightly higher than the teacher group (.864).

Validity. Exploratory factor analysis (EFA), with principal component analysis and varimax rotation, was conducted to test the construct validity of the survey for the entire sample. EFA results showed that a one-factor solution with the eigenvalue 4.3 explained the 61% variance in all items, suggesting the unidimensional nature of the 7-item survey. The factor loadings suggested that all items had consistently high loadings (ranging .61 to .87; six items with loadings >.77,) except for item 7 with a relatively lower factor loading of .61. Overall, the results showed satisfactory construct validity of the survey.

Quantitative Data Analysis

We ran the descriptive statistics of the seven-item Likert scale survey relating to participant roles, demographics, and responses to questions about the overall satisfaction of the PD. To compare if there was any significant difference between teachers and administrators on their satisfaction level, MANOVA was conducted with seven Likert scale items as the dependent variables and the role (teacher vs. administrator) as the independent variable. If MANOVA showed statistical significance ($p < .05$), follow-up ANOVAs were conducted to examine the possible group difference on each item.

Qualitative Data Analysis

Responses from open-ended questions were analyzed based on thematic analysis (Braun & Clarke, 2006). We found this method useful for examining various perspectives of the participants, highlighting differences and similarities in responses, generating unanticipated insights, and summarizing important features in our data set (Braun & Clarke, 2006; King, 2004). Having coded responses into categories for each question, we refined these through a repetitive analysis. In phase one of the analysis, we identified key sections of the responses and attached labels indexing them as they related to a theme from the data. We systematically worked through the entire data set, giving equal attention to each response and identified codes highlighting key information that informed our research questions. Once coded and collated, phase two of the analysis involved sorting and collating all relevant coded data into themes (Braun & Clarke, 2006). It was critical that the themes encapsulated and unified participants' experiences; thus, considerable time and meticulous attention were given to this stage. In the final phase of analysis, we reviewed the themes on multiple occasions where extracted data for

each theme was considered in light of the formation of coherent patterns. We then defined and named the themes as they fit into the overall narrative of the archival data set in relation to our research questions.

Results

Quantitative Results

Table 1 presents descriptive statistics. Overall, the participants' satisfaction level with the PD presentations was high, with an average rating of 4.63. Mean ratings for all seven items were close to or above 4.5. The negative skewness of all items suggested that most ratings clustered on the higher end. The highest ratings were found on item 3: *The videos shown in this professional development presentation helped me learn about the instructional strategies of Book, Head, Heart* and *Notice and Name*. The second highest ratings were on item 4: *The videos shown in this professional development helped me learn about connections between the strands of the standards*. Both items 3 and 4 described the specific learning objectives of the PD.

Table 1
Overall Descriptive Statistics (N=277)

	Mean	SD	Skewness	Minimum	Maximum
Item1	4.60	0.648	-294	1	5
Item2	4.64	0.657	-2.127	1	5
Item3	4.75	0.466	-1.582	3	5
Item4	4.69	0.562	-1.766	2	5
Item5	4.59	0.609	-1.425	2	5
Item6	4.63	0.633	-2.078	1	5
Item7	4.49	0.748	-1.459	1	5
Average	4.63	0.476	-1.367	2.43	5

Note. Item descriptions are provided in the instrument section.

Table 2 presents the descriptive statistics by the participant group. To investigate if there were item-by-item differences between the perceptions of the teachers and the administrators, MANOVA was conducted to compare the group difference with all items being the dependent variables. Results showed a significant overall difference between the perceptions of the teachers and the administrators, $F (7, 269) = 6.9$, Wilks' Lambda $= .84$, $p < .001$. Follow up ANOVAs indicated that the teachers held significantly more positive perceptions about the benefits and impact of the PD than did the administrators on all items, ps $< .05$, except for item 7. No

significant group difference was found on item 7, *I plan to view the video presentations in this series during the school year to support my use of the standards*, *p =*.288.

Table 2
Descriptive Statistics by Group and ANOVA Results

	Teacher (N=160)		Administrator (N=117)		F-value df (1, 275)	P-value
	Mean	SD	Mean	SD		
Item1	4.71	0.587	4.45	0.701	11.19	.001
Item2	4.81	0.392	4.42	0.823	28.07	<.001
Item3	4.80	0.417	4.68	0.519	4.26	.040
Item4	4.77	0.504	4.6	0.573	6.87	.009
Item5	4.72	0.516	4.43	0.686	16.27	<.001
Item6	4.69	0.561	4.54	0.714	4.10	.044
Item7	4.45	0.775	4.55	0.713	1.13	.288

Note. Item descriptions are provided in the instrument section.

Qualitative Results

Themes Regarding Practice and Development of Leadership Work

Three themes emerged from educators when asked about how the videos shown in their PD presentations might affect their practice or development of leadership work: (a) serves as modeling and mentoring for instructional delivery of strategies and expectations; (b) promotes engagement in reflective discussion, analysis, and planning; and (c) helps build educator capacity. Educators conveyed the value of *Strategies for the K-5 ELA Standards* as an exemplar and effective modeling. Specifically, teachers indicated the PD videos modeled the connection between what the standards encompass and how to appropriately deliver them in classroom instruction. Both educator groups pointed to the benefit the videos had by aligning them with instructional and district expectations through visual modeling. For example, Teacher B61 stated, "The videos show HOW we should deliver instruction in efforts to accurately present the new ELAR curriculum" and Administrator C113 indicated, "Videos do an excellent job modeling district expectations." Participants expressed positive perceptions on the authenticity of the classroom setting in the videos.

In addition to serving as a model, educators also indicated the videos support their practice or leadership work in the engagement of reflective discussion, analysis, and planning. Administrator C90 pointed to the videos "as a way to engage teachers in reflective conversations about instructional decisions." While both groups commented that video-based demonstration

lessons activate reflective discussion and analysis, they differed in the type of planning that could be supported; teachers highlighted individual lesson planning, whereas administrators emphasized group planning. For instance, Administrator C11 stated the benefit to "review with admin and teachers during PLCs & discuss and plan accordingly."

Lastly, when asked about how the videos in PD might impact their practice or leadership development work, both groups revealed the videos helped to build capacity through their specific roles. For example, administrators indicated the videos could support and impact their efforts in teacher development and coaching sessions. Administrators C121 and C95 stated respectively, "The videos will help with coaching/modeling for teachers" and "help new teachers and even veteran teachers approach the new standards." Teachers identified the videos as a way to improve instructional delivery by clarifying and cementing strategies through repeated visual models that became archived for district use. Comments reflected a possible connection between continuous visual modeling of standards and acquiring information with increased competency, as described by one teacher (Teacher A43) who stated, "continuous accessibility (to videos) and repeated practice will improve my impact to my practice." Repeated video referencing may reinforce learned strategies, serve as a refresher, and help generate ideas to support teaching in English Language Arts and Reading classes.

Themes Regarding Use of Video in PD

When asked about suggestions and thoughts educators had for use of videos in PD, two themes emerged for both groups: accessibility of videos for referencing and need for more frequent video-based demonstration lessons. Participants expressed interest in accessing videos for repeated referencing purposes, as reflected in Teacher B27's response, "I will be using it regularly whenever I need to introduce something new or something that I'm not familiar with." Regarding the need for more frequent video-based training, teachers and administrators alike expressed the need for more ongoing video use in PD. However, their purposes for more video-based training varied by function. For example, teachers expressed the need for more video training to develop capacity and team consistency: "All team members should be required to attend so we can all be on the same page" (Teacher B66), whereas administrators' responses reflected the need to increase teacher proficiency in curriculum initiatives aligned with district-wide goals: "Very meaningful. We will need follow-up sessions until teachers & leaders are proficient with the new standards" (Administrator C112).

Additional Feedback

Teachers provided additional feedback regarding requests for differentiation in context of video content, affirmation for development and integration of videos in PD, and the length of video demonstrations. Teachers indicated interest in providing videos specific to diverse classroom contexts (e.g., emergent bilingual classrooms vs. English-only, videos for all grade levels). For example, Teacher B92 suggested, "Include videos with Bilingual Students/Teachers" and Teacher B50 requested, "Have older students for a 5th-grade teacher audience show differentiation and show students below grade level."

Teachers expressed support of the integration of videos in campus PD and professional learning communities. Teachers' positive responses to teaching new standards revealed affirmation for integrating and utilizing video-based demonstration lessons in PD. Teacher A32 indicated, "Videos are great for visual learners who like to see what is being talked about. So,

using or integrating videos within a PD is great" and Teacher A43 stated, "Many of us teachers just like students are visual learners so definitely suggest use of videos in professional development."

Regarding the length of time of video-based demonstration lessons, teachers requested both shortening and extending video length; however, more than half the teachers indicated desire for longer videos. Feedback from teachers varied depending on utility and purpose for video viewing (e.g., using video as quick reference/refresher vs. instructing teachers in entire instructional strategies). For instance, Teacher A35 stated, "The shorter videos will be helpful to use as a quick reference" while Teacher B63 suggested, "The video with the writing needs to be longer and show the entire writing process."

Finally, comments from educators on the design and implementation of *Strategies for the K-5 ELA Standards* were overwhelmingly positive. Both teacher and administrator groups indicated the training was informative and effectively executed in a beneficial way, as reflected in responses of Teacher B26, "The way the videos were used in today's PD is an excellent way to use these videos" and Administrator C89, "Great organization, info, and delivery."

Discussion

Based on the literature of other studies (Borko et al., 2010; Christ et al., 2014; Seago et al., 2014), we believed participants would find the videos useful in instructional settings and theorized that increased specificity of topics in relevant settings would help the efficacy of videos. The findings reported in this article reveal positive participant perceptions and effective instructional use of the video demonstrations of the two strategies aimed at supporting the implementation of the new standards. Further, administrators who attend such PD can develop their leadership and mentoring skills to support the implementation of new strategies among their teaching staff. Nawab and Quraishi (2024) found participation of school leaders in PD for teachers was often limited and argued increased participation would improve leaders' effectiveness, and video-based PD might be one way to support such participation. The participants also found that videos archived for later viewing were effective because it allowed for on-demand viewing of video content and discussion of the videos during campus professional learning communities later. The results confirm previous research findings of participants' positive perceptions and expand the literature on embedded video use during PD to model new learning. Hattie (2008) found teacher clarity supports positive outcomes for students. Our participants responded that the videos provided teacher clarity on the district's expectations, supporting our belief that a district leader modeling new strategies in a district classroom would enhance participants' perceptions of PD.

Design and Implementation

To answer the first research question regarding educators' perceptions of the design and implementation of *Strategies for the K-5 ELA Standards*, quantitative results showed that all participants strongly agreed the PD was interactive and well-planned (item 2). Corroborated with quantitative results, qualitative results revealed the same agreement that the PD was well-planned and executed. Teachers affirmed the design, integration, and implementation of the videos used in the PD sessions. We incorporated elements into the design of the PD such as

immersion in learning experiences, examination of curriculum and practice such as video situations, and collaboration (Loucks-Horsley et al., 1998; Loucks-Horsley & Matsumoto, 1999). For future PD, participants suggested adjusting the length of the video-based demonstration lessons as well as including content tailored to emergent bilingual students and teachers. Overall, educators were positive about the design and implementation of *Strategies for the K-5 ELA Standards*. As participants both expressed positive perceptions of the authenticity of the classroom setting and requested even greater specificity, such as more lessons with emergent bilingual students or other grade levels, this supported our hypothesis that videos with relevant settings could enhance participants' perceptions of PD.

Benefits and Impact

To answer the second research question regarding educators' perceptions of the benefits and impact of *Strategies for the K-5 ELA Standards* on teacher capacity, quantitative results showed that both teachers and administrators were positive about the value of the PD to help learn new strategies and to improve literacy practices. Teachers were generally more positive than administrators and instructional specialists. We speculated a possible explanation for this could be a subtle difference in the degree of contact between teachers/students and administrators/students, which may affect the perceived value level of PD. Compared to administrators and instructional specialists, teachers are more likely to implement new strategies and literacy practices with students regularly given their consistent classroom presence. Greenleaf et al. (2018) found that PD that incorporates specific teacher learning outcomes, models of instructional practices, and reflection on student performances and teaching strategies can build teacher capacity. Our qualitative results confirmed these findings and suggested that educators perceived the benefits and impact of videos used during PD as effective modeling of instructional delivery of strategies, a tool for building teacher capacity, and an avenue for promoting engagement, reflective discussion, and lesson planning. Based on these findings, we argue that the videos served as one way to model learning during the "I Do" phase of the Gradual Release of Responsibilities Framework.

Intended Use

To answer the third research question regarding how educators intend to use the video series *Strategies for the K-5 ELA Standards* to support their teaching practices, quantitative results showed no difference between the teachers and administrators regarding their plan to use the PD materials. Qualitative findings indicated that both teachers and administrators intended to access and use the videos for repeated referencing purposes to fill knowledge gaps or provide reinforcement for instructional practice (Desimone & Pak, 2017). As administrators need clear examples of what to look for during observations (Ricci, 2018), PD with video models can assist with administrators' work by providing such examples. In addition, educators planned to use the videos more frequently in their schools' PD with administrators to increase teacher proficiency in district-aligned curriculum initiatives and with teachers for purposes of building teacher capacity and team cohesion.

In summary, our analysis of the use of relevant videos during PD presentations shows this positively affects teachers' perceptions of their learning of new strategies in PD. Our

findings also suggest that administrators more positively understood the process of using the two strategies to support the two standards, which could facilitate instructional leadership work and more effective mentoring.

Implications and Conclusion

Videos in professional development presentations are increasingly used to support learning (Major & Watson, 2018). The model of video-based PD in this study might be adapted by other school districts to meet their educational needs and overcome logistical barriers for viewing lessons in authentic settings. The current results support the notion that the use of embedded videos in PD can provide the capacity to view, review, discuss, and practice new concepts that are modeled in classrooms with students, particularly in large urban school districts with high teacher turnover rates. Videos used in PD presentations in this study offered a medium in which demonstration lessons could be available to educators on demand. We theorized that videos with specific strategies in district settings could provide modeling that is both authentic and aligned with a school district's vision of effective instruction. As such, other districts could follow a similar model to provide support for accomplishing their academic goals, particularly when introducing new instructional strategies. Our analyses show that videos created in the context of district classrooms enhance educators' perception of the content.

Limitations

Limitations include that the current study is confined to one large urban district, and the findings await further examination by increasing the number of participants from other diverse school settings. As identified by a number of participants as a need to be included in the PD, teachers of diverse learners did not have the capacity to view videos that modeled differentiation techniques of the two strategies in classroom settings. We did not collect qualitative data from a purposeful participant sample to determine, through a series of interviews and classroom observations, if the content presented in the videos was sustained in their instruction or if this new learning impacted student achievement. We were provided approval from the district to conduct randomized classroom visits. However, due to the occurrence of the COVID-19 health crisis, we did not conduct classroom observations of implementation of the strategies. Finally, in consideration of the literature we read regarding the use of videos in PD, future PD should consider modeling the two strategies that support the implementation of the new standards in a variety of diverse grade-level classrooms with emergent bilingual and with students having varied learning styles.

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