

## FEATURE ARTICLE

# Video Analysis Techniques for the Reflective Practitioner

By Sarah A. Nagro, George Mason University

Video recording activities can be used to guide reflective practices. Special educators watch video evidence of their own teaching to then reflect in a process referred to as video analysis (Tripp & Rich, 2012). The Council for Exceptional Children (CEC), recognized as the voice and vision of special education, developed professional standards for special educators that include a focus on lifelong learning through reflective practices to recognize strengths and limits as well as to improve decision making to better promote student learning (CEC, 2012). Video analysis has been shown as a more effective method for developing reflective abilities when compared to traditional forms of reflection (e.g. memory, watching videos of other teachers). (Seidel, Sturmer, Blomberg, Kobarg, & Schwindt, 2011). Video analysis allows educators the flexibility to reflect on their own teaching anytime from anywhere without having to simultaneously teach (Martin & Ertzberger, 2013). Wang and Hartley (2003) best summarized video analysis as an activity that can be used to both transform existing beliefs and practices of educators as well as support the acquisition of new teaching knowledge and skills.

Advances in technology have increased the feasibility of educators capturing evidence of their teaching on video using laptops, smart phones, tablets, and flip-cams. The use of computer-based and mobile technology has increased drastically since 1995 and most educators now use the technologies daily (Martin & Ertzberger, 2013; Russell, Bebell, O'Dwyer, & O'Conner, 2003). Computer-based and mobile



technologies that include video capacities allow educators the ability to review their instruction independently resulting in greater access to ongoing and authentic learning experiences (Martin & Ertzberger, 2013; Wang & Hartley, 2003). Video analysis can be used to address both proximal changes in teacher reflection and distal changes in teacher practice, which both aim to improve student learning opportunities (Nagro & Cornelius, 2013).

Video analysis is also being used widely in teacher credentialing. The National Board for Professional Teaching Standards (NBPTS) requires educators to engage in video analysis procedures to obtain a prestigious performance-based national teaching certification. To date, more than 110,000 teachers have completed video analysis procedures to obtain national board certification (NBPTS, 2015). Additionally, the American Association of Colleges for Teacher Education (AACTE) collaborated with Stanford University's Center for Assessment, Learning, and Equity (SCALE) to develop, pilot, and endorse edTPA, a teacher candidate assessment, which requires teacher candidates to video record the demonstration of target skills and knowledge specific to their credentialing area. In 2014, 18,000 teacher candidates submitted portfolios that included video evidence and written reflections, and 626 teacher preparation programs across 41 states are currently using edTPA activities (Pearson

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## Video Analysis Techniques for the Reflective Practitioner continued from page 1

Education, 2014). Lastly, Cantrell and Kane published findings from the three-year Measure of Effective Teaching Project (MET) completed in 2013 and funded by the Bill and Melinda Gates Foundation, which was intended in part to determine the reliability of video recorded lessons used for teacher evaluation. Cantrell and Kane (2013) concluded teacher evaluations completed through in-person observation were equivalent to evaluations completed using video evidence.

The value of capturing and analyzing one's teaching practices using video analysis is now recognized across teacher credentialing and evaluation forums but also as a method for self-improvement that can be integrated into professional routines (Danielowich & McCarthy, 2013). Video evidence can be used to measure reflective abilities and instructional skills by tracking changes from one video recorded lesson to the next. Methods for measuring growth include the use of rubrics, likert-scales, frequencies, checklists, or criterion levels that can be reliably measured by viewing video evidence (Cantrell & Kane, 2013). Special educators can also use these same measurement tools to guide their analysis of the video recorded lessons and self-evaluate. This video analysis process can be explained in four steps (see Figure 1, below).

### The Video Analysis Process

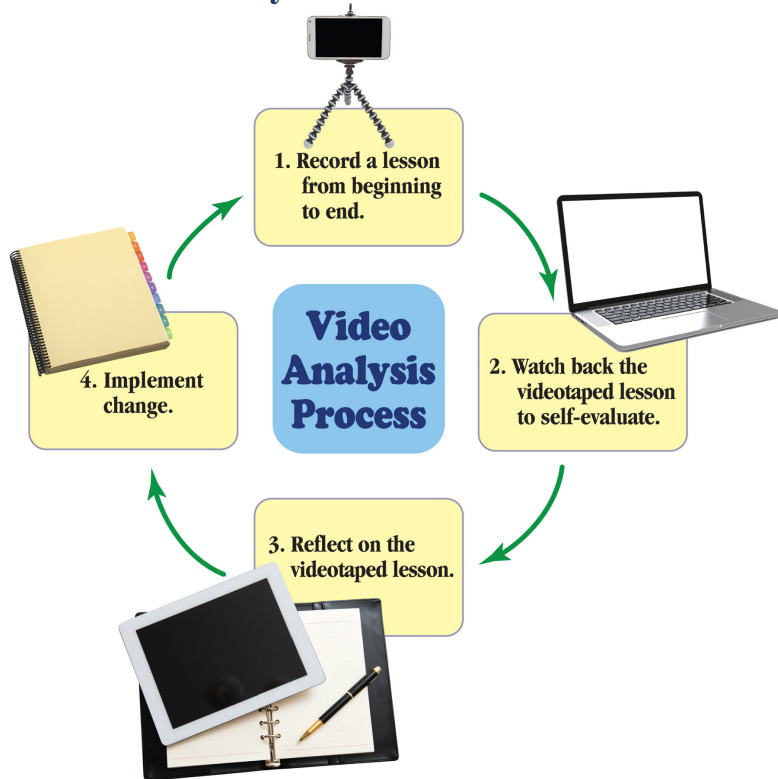


Figure 1. The video analysis process.

**First, video record a lesson from start to finish.** One hundred thirteen educators used a web-based video analysis system called My Teaching Partner (MTP) to determine if their instructional skills improved (Pianta, Mashburn, Downer, Hamre, & Justice, 2008). While Pianta and colleagues (2008) concluded the video analysis process posed many challenges, the researchers also made recommendations for using video analysis. Pianta and colleagues (2008) found that longer teaching videos related to higher scores in concept development, quality of feedback, and language modeling. As the teaching videos increased in time, so did the likelihood of capturing effective teaching practices on video. The recommendation was to standardize the video clip lengths to control for this finding. This seminal study only included early childhood educators, but video analysis can be used by educators at every grade level. Standardizing the number of minutes to video record does not necessarily translate across grade levels where a 10 minute clip could be the entire lesson or just the warm-up activity. Rather than focus on number of minutes, educators can record a lesson with a beginning, middle, and end. This way all lesson elements can be reviewed on video playback. **Figure 2** (on Page 3) outlines simple do's and don'ts to video recording in classroom settings to maximize video playback and review.

**Second, watch back the video recorded lesson to self-evaluate.** Hager (2012) conducted a single subject multiple baseline study replicated across teacher behaviors to see if video analysis used to self-evaluate would result in improved instructional skills. The educator self-selected teaching behaviors to monitor and track using video clips. Hager (2012) reported the educator was able to improve in five of the seven self-selected practices: (a) the number and variation of praise statements given during a lesson, (b) the rate of opportunities for student response, (c) the rate of visual scanning of the room, (d) the ratio of praise to redirection statements, and (e) implementation fidelity of all steps outlined in the lesson. Hager's (2012) work demonstrates one way to focus video playback on specific teaching elements, but the key element to effective analysis is to focus on one or two areas of instruction at one time.

**Figure 3** (on page 5) illustrates one possible self-evaluation tool that can be used to focus and guide the video analysis process. This example includes a self-evaluation rubric created to assess communication and questioning techniques, which are two components within Domain 3 *Instruction of the Danielson Framework* (2013). These two components, communicating with students and using questioning techniques, are further broken down into individual teaching

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VIDEO ANALYSIS TECHNIQUES, continued from page 2











Do's	Video Recording Your Own Lesson	Don'ts
<b>PREPARATION</b>		
Use what is accessible to you: smart phone, tablet, laptop, flip-cam, or traditional video recorder		Avoid using a device with little to no storage space left or your video capture can abruptly stop mid-lesson
Use a tripod or stand to stable the camera for a steady image		Avoid asking another adult to hold the camera resulting in a shaky picture or student distraction
Use a clip-on wide angle lens, sometimes referred to as a fish bowl lens, to capture the greatest range of visibility in the classroom		Balance visibility range with microphone capacity when deciding how far away to place the camera
<b>CAMERA SETUP</b>		
Set up the camera so that it is focused on you while allowing you to move and still be on camera		Avoid zooming the camera in too close to your starting point that you are only on camera for the first few minutes of the lesson
Set up the camera so that the light source (window) is behind the camera and facing you		Avoid aiming the camera at classroom windows since strong sunlight will shadow images being captured
If using a smartphone, set the phone up horizontally to record so that you do not have to rotate the video after recording		Avoid deleting the video file on your device without saving a copy to your computer first
<b>VIDEO RECORDING &amp; REVIEW</b>		
Record the lesson from start to finish after practicing in order to improve the quality of teaching videos		Don't forget to press record and check to see what exactly is being captured in the frame so that you do not miss key lesson elements
Video record frequently so that both students and educators forget about the camera, and video recorded lessons resemble every other lesson		Don't be afraid to video record yourself because it can be for your eyes only and is more accurate than memory alone when reflecting
Consider video recording on Fridays to allow for prompt review, self-evaluation, and reflection over the weekend		Don't let too much time pass before reviewing the video since classrooms are dynamic and curriculum is fast paced
Make changes as soon as possible to benefit students even if that means re-teaching particular concepts while they are still relevant.		Don't overwhelm yourself with too many changes at once. Pick one or two things to focus on during each video.

Figure 2. Teacher handout for video recording do's and don'ts.

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elements that are observable through video recorded lessons and can be used to self-evaluate. The Danielson Framework is the latest of three iterations of the original Framework for Teaching published in 1996 as a definition of good teaching (The Danielson Group, 2013). The Danielson Framework aligns with INTASC standards and was adapted for the Common Core State Standards (CCSS). In total, the Danielson Framework includes 22 components, comprised of 76 elements clustered into four domains of teaching responsibility. The Danielson Framework also includes a 4-point teacher rating scale where level one is unsatisfactory, level two is basic, level three is proficient, and level four is distinguished. This rating scale along with critical attributes from the Danielson Framework were used to create the self-assessment rubric exemplar (see *Danielson Framework, 2013, pp 59-67*).

**Third, reflect on the video recorded lesson.** Researchers have demonstrated positive changes in teacher thinking, questioning, perceptions, and overall quality of reflection as a result of participating in video analysis (Ellet & Smith, 1975; Saunders, Nielson, Gall, & Smith, 1975; Sharpe & Spies, 1996; van Es & Sherin, 2010). Additionally, special educators can learn to evaluate their personal beliefs to explore new ways of improving their teaching through reflection (Calandra, Brantley-Dias, Lee, & Fox, 2009; Calandra, Gurvitch, & Lund, 2008; Kong, 2010). This is especially important for special educators who will be challenged to select and implement effective instructional strategies for students with a wide variety of academic and behavioral needs across educational contexts (Griffin, Winn, Otis-Wilborn, & Kilgore, 2003).

While reflection activities span beyond written reflections, writing down teaching reflections, allows for comparison overtime. The comparisons can include identifying if reflections focus on (a) general versus specific observations, (b) teacher management of the classroom versus student behaviors or attitudes, (c) teacher instructional decisions versus student responses to instruction, or (d) teacher listening versus teacher probing (Rosaen, Lundeberg, Cooper, Fritzen, & Terpstra, 2008). Writing down reflections may seem difficult because thinking about teaching can be challenging, but this reflective activity is a form of metacognition—thinking about thinking—to look back with a specific lens and discover something new (Swartzendruber-Putnam, 2000).

The purpose of reflection activities is to engage in transformative learning procedures rather than focusing on descriptions and feelings (Kalk, Luik, Taimalu, & That, 2014). Simply summarizing or retelling the lesson in chronological order does not promote actual changes in teacher thinking or

behavior. The goal when reflecting is to analyze teaching practices by examining the objective or goal of the practice selected, providing rationale and justification for selecting the practice, and comparing how the outcomes of using the practice aligned to the anticipated outcomes during lesson planning (Beck et al., 2002). **Figure 4** (on page 6) illustrates this reflective process divided into four discrete dimensions including *describing* past teaching choices, *analyzing* why choices were made, *judging* the success of those choices, and *applying* these conclusions to plans for future lessons. Omitting any one of the four dimensions of reflection equates to a lower level of reflective ability. By reflecting in this manner, educators can learn to recognize their own strengths and limits so they can develop instructional decision-making (Calandra, Brantley-Dias, & Dias, 2006; CEC, 2012; Crawford, O'Reilly, & Luttrell, 2012; Gun, 2011). Last, reflecting on the same teaching practices and instructional skills selected for the self-evaluation portion of the video analysis process will add continuity and focus to the video analysis process.

**Fourth, implement change.** The purpose of the video analysis process is to draw conclusions from self-evaluating and reflecting about necessary changes to instruction. Through repetition of the video analysis process, educators can capture these changes as they occur. The research on video analysis as a teacher education tool does not adequately define the ideal video analysis schedule. Borg, Kallenbach, Morris, and Friebe (1969) studied microteaching, a method similar to video analysis, where educators teach and record a mini lesson in a laboratory style room to a small group rather than in an authentic setting. Borg and colleagues (1969) asked participants to record a mini lesson daily and concluded this was unrealistic given the additional responsibilities required of educators. While Borg and colleagues (1969) recommended video recording lessons twice a week rather than daily to increase feasibility, the ideal video analysis schedule may depend on the individual.

## Conclusions

Educators can self-evaluate and reflect across multiple dimensions to promote critical thinking as well as actual improvements in teaching. A narrow focus for self-evaluation and reflection activities may increase the accuracy of capturing the same observable teaching elements across several video recorded lessons. Distal changes from the video analysis process have included improved teacher-student interactions (Fukkink & Tavecchio, 2010; Pianta, et al., 2008) and increased implementation of desired teacher behaviors such as positive reinforcement (Sharpe & Spies, 1996), checking

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Self-Evaluation Rubric	<b>1</b> <b>Unsatisfactory</b>	<b>2</b> <b>Basic</b>	<b>3</b> <b>Proficient</b>	<b>4</b> <b>Distinguished</b>	N/O
<b>1. Communicating Expectations For Learning</b>	I never told students what they were learning	I gave little explanation about what student were learning	At some point during the lesson, I stated clearly what students were learning	I explained what students were learning and why it was important	
<b>2. Communicating Directions for Activities</b>	My directions did not include examples, models, or strategies for student thinking	My directions were purely procedural, with no strategies for strategic student thinking	I described different strategies students might use and modeled for students when needed	I invited students to explain the content to classmates and to suggest strategies for approaching challenges  I pro actively addressed possible misunderstandings	
<b>3. Explaining Content to Students</b>	I made errors that affected student comprehension	My teaching was mainly monologue	I made no errors, clearly explained content, and invited student participation and thinking	I made no errors, clearly and imaginatively brought content to life, and invited student participation and thinking	
<b>4. Using oral and written language when communicating with Students</b>	I made errors in vocabulary or academic language	My vocabulary was too advanced, too juvenile, or correct but unimaginative	I used correct and appropriate vocabulary and included explanations where appropriate	I used rich language and offered brief vocabulary lessons where appropriate	
<b>5. Using Quality Questions and Prompts with Students</b>	My questions were rapid-fire with one correct answer (convergent) and I didn't invite student thinking  I called on the same students	I planned questions to promote student thinking, but many had one answer  I called on students quickly without giving think time  I called on many students, but only a small number actually participate	I used open-ended questions, inviting students to think and offer multiple possible answers  I effectively used wait time  I called on most students, even those who do not initially volunteer	I enabled student initiated questions  I built on or used student responses in order to deepen student understanding  I ensured virtually all students participated	
<b>6. Using Discussion Techniques with Students</b>	All discussion was between the teacher and students; students were not invited to speak directly to one another  I did not ask students to explain their thinking	I inconsistently invited students to respond directly to one another's ideas  I inconsistently asked students to explain their reasoning	I enabled students to talk to one another without ongoing mediation  I asked students to justify their reasoning, and most attempted	I set up the lesson so that students invited comments from their classmates, challenged one another's thinking, and enriched the discussion	

Figure 3. Self-evaluation rubric based off the Danielson Framework.

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for comprehension (Peterson, 1973), and soliciting higher level student thinking (Borg, et al., 1969; van Es & Sherin, 2010). These external changes in teaching practices and instructional skills are the goal of video analysis. Educators who participated in video analysis noted (a) greater understanding of each students' specific educational needs (Borko, Jacobs, Eiteljorg, & Pittman, 2008), (b) expanded perspectives

of teaching as a dynamic profession (Beck, et al., 2002; Tripp & Rich, 2012), and (c) deepened sentiments of ownership and empowerment over the classroom (Wright, 2008). As computer-based and mobile technologies make video capabilities and the video analysis process easier, educators can use this process independently to improve learning opportunities for students through professional growth. 

<b>Written Reflection Rubric</b>				
	<b>Describe</b>	<b>Analyze</b>	<b>Judge</b>	<b>Apply</b>
<b>1. Expectations for Learning</b>	(scored as present or not)			
<b>2. Directions for Activities</b>				
<b>3. Explaining Content</b>				
<b>4. Using Oral and Written Language</b>				
<b>5. Quality of Questions/Prompts</b>				
<b>6. Discussion Techniques</b>				
	/6	/6	/6	/6
			total score	/24
<b>Definitions</b>				
<b>Described</b>	Concrete statements of what happened that can include basic mention of individual elements or a detailed retelling of the lesson			
<b>Analyzed</b>	Rationale, reasoning, or justification for teaching decisions that may tie back to coursework or knowledge of evidence-based practices			
<b>Judged</b>	Assessing (positive, negative, or neutral) a teaching decision during the lesson by noting the specific effect that decision had on the outcome of a portion of the lesson or the lesson overall			
<b>Applied</b>	Use insight from the lesson to create a plan for extending effective practices or changing of ineffective practices in future lessons			

Figure 4. Written reflection rubric.

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## We hope to see you in St. Louis April 13-16 at the CEC 2016 Special Education Convention and Expo!



If you haven't registered, there is still time, follow this link:  
<http://www.ceconvention.org/register/>

*Be sure to join DLD for:*

### “Do This, Not That!,” Part 2: Differentiating Tier 2 and Tier 3 Interventions

**Leader:** Stephen Ciullo, *Texas State University, San Marcos*

**Presenters:** Devin Kearns, *University of Connecticut, Storrs*;  
 Chris Lemons, *Vanderbilt University, Nashville, Tenn.*;  
 Sarah Conoyer, *Texas A&M University, Commerce*;  
 Rebecca Zumeta Edmonds, *American Institutes for Research, Washington, D.C.*

When implementing multi-tiered systems of support (MTSS), many schools struggle with the differentiation of Tier 2 and 3 interventions. In this session, the **Division for Learning Disabilities (DLD)** Professional Development Standards and Ethics committee will expand its popular “*Do This, Not That!*” series to illustrate key features of tiered interventions.



## Effect Size in Educational Research

Jessica R. Toste, PhD, The University of Texas at Austin

**R**esearchers rely on significance testing to determine whether their findings provide evidence to reject the null hypothesis (e.g., that there is no relationship between the variables or groups of interest). The lower the reported significance level or *p*-value, the more confidence one has that the null hypothesis should be rejected. In addition to reporting the statistical significance of results, educational researchers also want to make claims about the *practical significance* of their findings. This article describes an essential companion to significance testing: effect size.

**Why report effect size?** Effect size quantifies the difference between two groups and has many advantages over using tests of statistical significance alone. Effect size indicates the *magnitude* of the difference. When examining a teaching practice, we often compare one group of students who receive an intervention to another group of students who do not (i.e., control group). The *p*-value generated by significance testing indicates the probability that the null hypothesis can be rejected (e.g., that the intervention did not have an effect on students' outcomes), but it doesn't tell us the size of this effect—or how much more effective the novel teaching practice was compared to typical instruction. Just because a finding is statistically significant does not necessarily mean that it is practically meaningful, so it is important to also consider the effect size.

**How is effect size reported?** Common types of effect size (e.g., Cohen's *d* or Hedge's *g*) represent the standardized difference between two groups. Interpretation of effect sizes depends on the context within which the research is conducted and can vary according to many factors (e.g., outcome area, type of assessment). Keeping that in mind, 0.20 is generally considered a small effect, 0.50 moderate, and above 0.80 large.

**How is effect size interpreted?** What does it mean if we have a significant *p*-value and a small effect size? This depends on what we consider to be practically important. For example, it can be very difficult to see change when intervening with certain skills and/or populations of students (e.g., increasing reading performance for high school students in high-poverty schools). So a smaller effect size may actually be *practically* important in such cases. On the other hand, sometimes we are confronted with a nonsignificant finding ( $p < .05$ ), but a large effect size.



Concluding that findings are not meaningful based solely on lack of statistical significance could be making a big mistake. Let's take a look at an example.

Sunshine School has invested in a Tier 2 reading program and tests its efficacy with second graders. Forty students are randomly assigned to one of two groups: reading inter-

vention or business-as-usual control. Students in the reading intervention group receive individual tutoring 4 days each week for 20 weeks, while students in the control group continue to receive their standard classroom instruction. After the intervention, they compare the groups' scores on reading comprehension. The school research team notes that the groups do not significantly differ from each other statistically ( $p < .05$ ). They decide that this is probably not the best intervention for their second graders. But wait! The effect size is 0.70. What does this mean?

The *p*-value is highly influenced by sample size (e.g., number of students in the study). Small differences between groups can be statistically significant in studies with very large samples and, as with the study of reading instruction at Sunshine School, meaningful differences between groups may be nonsignificant due to small sample size. The effect size provides us with a value that can be used to interpret the magnitude of the effect of an intervention regardless of sample size. An effect size of 0.70 means that the treatment group made gains that are 70% of a standard deviation above the mean of the control group; or, stated differently, that 76% of the treatment group scored above the average score for the control group. After looking at this effect size, the school team decides that these differences are important and concludes that the reading program should be continued.

While no test is perfect, considering both significance testing and effect size in research is important for fully understanding the impact of an educational practice on learner outcomes. 🌟

## Greetings!

I am the *Treasurer* of the **Division for Learning Disabilities** and I have the fun job of keeping the finances straight. Given the responsible oversight and stewardship of current and previous Executive Board members, DLD is in a good financial position. We currently have reserves in the bank that we are growing in hopes of developing new ideas and initiatives for teachers and those who work with students with LD. We have trimmed our operating budget so that we never spend more than we take in during the year. The Board has made the decision to put most of our valuable information and resources in digital format, both to reach a wider audience (*please share with folks*) and to reduce the costs of printing and mailing materials.

As with most of the CEC Divisions, our membership is down from previous years so we are working with less in membership dues revenue. However, we are always looking for ways to meet the needs of our members and potential members. Please help us spread the word about the valuable information you receive from DLD on our website, [TeachingLD.org](http://TeachingLD.org), and through our journal, *Learning Disabilities Research and Practice*. Tell your friends and colleagues. And let us know what more we can do to help you. You can reach me at [treas@teachingld.org](mailto:treas@teachingld.org).

Sincerely,

**Peggy Weiss**

*Treasurer, Division for Learning Disabilities*



## Tips of the Trade

*New Times for DLD* is introducing a new column that is geared toward graduate students in special education. We welcome 100-150 word “*tips of the trade*” that will help promote the successful completion of graduate programs. Sample topics include, but are not limited to, setting timelines for dissertation research, balancing family and school work, tips for developing partnerships with schools, and/or resources for passing advanced level statistics courses. Submissions may be sent to **Sarah Watt** at [wattsj@miamioh.edu](mailto:wattsj@miamioh.edu), along with your name, institution, research area, and your expected completion date.

## Awards and Grants

DLD administers award, grant, and loan programs that recognize excellence in the field of learning disabilities and help promote activities to support the goals of the organization. We describe each of them on our website:

<http://teachingld.org/awards>

## President highlights, Summer, 2015 through the Spring of 2016

By Laurie U. deBettencourt, Ph. D., DLD President

I have enjoyed serving as the president of our organization and want to thank all of you, for your continued commitment to the Division of Learning Disabilities! We remain one of the strongest divisions in CEC and continue to have a national presence thanks to the efforts of our dynamic and very connected members of the board.

The board has worked diligently this fall and spring to represent our membership in discussions and meetings across the country. We hosted our fall board meeting digitally to save the costs of travel. Given the technology available to host meetings we were able to network and discuss next steps as a board without having to worry about the expenses of air travel and hotel reservations.

One of the topics of discussion at our fall meeting and our monthly presidential calls was the discussion of our strategic plan and how it aligns to our goals for the organization. We also reviewed the policies outlined in our constitution to make sure we are financially independent of our parent organization, the Council for Exceptional Children. In addition, we reviewed any necessary next steps to ensure financial stability should a board member in a position with financial responsibilities step down.

We are pleased to welcome our own president elect, Linda H. Mason, as our new Editor for the Journal for DLD, *Learning Disabilities Research and Practice*. The February issue was a transition issue and the May Issue will begin her editorship in full speed. Welcome Linda! Please watch for papers that are published in LDRP to be posted on the members' side of our website.

We hope that you will join us for DLD activities at CEC, April 13th-16th in St. Louis, Missouri. We will have our DLD showcase session, "Do this, not that! Part 2: Differentiating Tier 2 and Tier 3 Interventions" at 2:15pm on Friday April 15th. In addition, our business meeting and social will be on the evening of Thursday, April 14th. We encourage all to attend our business and social as we will giving several awards to our members. Please watch for updated location and time information on the website and within the CEC conference scheduler.



We continue to update our website and provide important information to our membership. We are continuing to collect video clips from leaders in the field regarding how their work connects to practitioners, and the challenges and supports in the field as we move forward. This series, entitled "Voices from the Field" is available for viewing on our website. We hope you will take a look and learn from leaders such as Lynn and Doug Fuchs, Sharon Vaughn, Diane and Brian Bryant, Dan Hallahan, and Barbara Bateman, among others. In addition,

products such as the *Current Practice Alerts* continue to be updated and are available for viewing as a member benefit.

The DLD board continues to do our best to meet the needs of members, while keeping us on the cutting edge of current research and practice in the field of LD. DLD representatives are 'at the table' at important meetings like the roundtable on Response to Intervention and SLD identification hosted by the National Center on Learning Disabilities. In addition, representatives attend policy meetings of the National Joint Committee on Learning Disabilities and regular meetings with other CEC division leaders. Many of our board members have also been in Washington as the reauthorization of No Child Left Behind was completed this fall. As you know, The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. The board is continuing to be involved in the next steps as this bill certainly will affect children with learning disabilities, so stay tuned!

While multi-tiered models of academic support continue to grow, the resources, information, and advocacy that DLD continues to provide for students with LD and their teachers remains. Thank you so much for your continued involvement and support and we look forward to continuing to provide you services and products to enhance your teaching, research, professional development, and advocacy. As always, we would welcome your feedback and input and we can be reached at [Prezteam@TeachingLD.org](mailto:Prezteam@TeachingLD.org). Please encourage your friends and colleagues to add on a DLD membership. The resources provided on our website (<http://teachingld.org/>) and the journal membership to *Learning Disabilities Research and Practice* is well worth the membership dues. 🍷



## Marva Collins Excellence in Teaching Award

**Mr. Ivan Borrás is the recipient of the 2016 Marva Collins Excellence in Teaching Award.** Ivan Borrás, who was born and raised in the Bronx, had to overcome numerous adversities growing up. Consequently, he has a strong understanding of the trials and tribulations that youth in urban areas experience today. As a product of the community, he feels it is not only his obligation to give back, but also to be a strong role model. Borrás attended public school throughout his entire education. Borrás thought about the opportunities college would hold but after he graduated from high school other priorities pushed higher education out of reach.

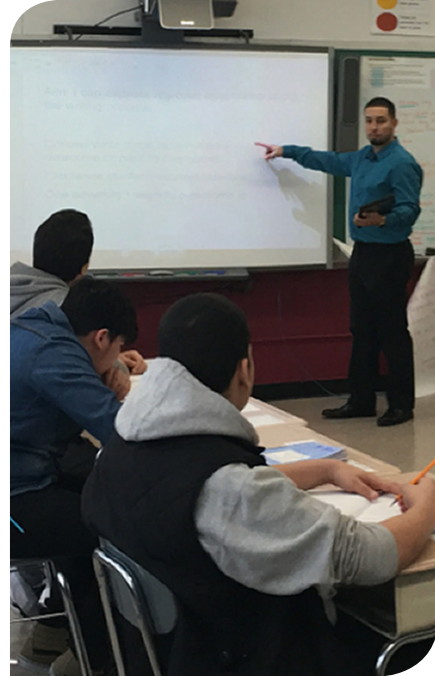
Borrás has been serving the Bronx community since 2004. Despite little knowledge of the role, Borrás first took a position as a paraprofessional. This experience brought him closer to the teaching profession.

After spending time as a paraprofessional, Borrás decided to become a certified special education teacher. His motivation was to improve the academic experience of culturally and linguistically diverse students with disabilities. He was able to relate to students and possessed an innate ability to draw students' attention. Where teachers lacked classroom management, Borrás would take initiative to not only assist, but at times conduct lessons. Borrás had found his passion in life. It was to help the youth of New York City. He soon became highly sought out by several schools for permanent employment.

After receiving a permanent position, he utilized the academic resources provided by the Department of Education. One of those resources was a partial tuition scholarship, which Borrás used to complete his undergraduate education program at Mercy College. Ten years from the time he started his employment journey the New York City Public School system, Borrás became a certified Special Education teacher and acquired a Masters degree in special education with a specialization to teach students with learning disabilities.

Borrás comes to school with an excitement and zeal to make great things happen with his students. He has gained the respect of both his students and colleagues through his continuous display of passion for teaching.

Mr. Borrás is a fighter. He fights for his students relentlessly and will challenge any initiative he feels will not allow



his students to learn the material or achieve effectively in his class. He will build an argument and show others how the curriculum may not fit the needs his students need in order to succeed. Importantly, rather than convey negatively about extant circumstances, he offers alternatives, which might involve creating a curriculum with the proper scaffolds, differentiation and strategies that will allow his students to navigate through the work, achieving mastery and independence.

One of the most notable and fundamental aspects of Mr. Borrás's work is his understanding of youth development and the diversity each child brings to the classroom. Mr. Borrás's work in the classroom includes strategies that will bring the group together in a round table discussion, smaller group setting, or paired work. Students will rotate in stations in his class, get up from their seats and work on charts in various places in the classroom and still have opportunities for sharing and writing. Mr. Borrás goes above and beyond the call of duty by volunteering to work with students on weekends.

Mr. Borrás strives to emphasize the important role of education. He will continue to empower his students to be confident and see themselves as creators of their own futures. Through his thoughtful, effective, and inspiring approach to teaching, his students will develop innovative and principled ideas, and their leadership will enlighten the world. 🌟



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Go to: <http://teachingld.org/officers> and click on an officer's name (if highlighted) to view a brief biography. To contact a member of the executive board, visit: [http://teachingld.org/contact\\_forms/new](http://teachingld.org/contact_forms/new)