**A Self-Led Approach to Improving Classroom Management Practices Using Video Analysis**

Abstract

Strong classroom management may be the key to finding success as a new teacher. Yet many teachers seek additional professional development in managing classrooms that include students with disabilities. The purpose of this article is to provide new teachers and teacher educators with a prescriptive yet self-led approach to systematically improving classroom management practices using a sequential video analysis process. This article outlines an easy-to-follow four-step process that teachers can use to record, review, reflect on, and revise their instruction. A checklist of evidence-based classroom management strategies with video exemplar links, a free online observation tool called the Classroom Teaching Scan, and a guide for self-reflection called the Reflection Matrix are all explained. Through this highly structured yet self-led approach, teachers can independently engage in noticing elements of teaching, identify their own areas of strength and weakness, reflect in a meaningful way, and implement evidence-based classroom management practices.

**Reflecting on Others Before Reflecting on Self: Using Video Evidence to Guide Teacher Candidates’ Reflective Practices**

Abstract

A convergent parallel mixed methods study investigated the potential of one teacher preparation approach for promoting candidate reflection. Thirteen candidates participated in clinical field experiences and four corresponding seminar classes with guided video analysis activities. Candidates were systematically guided through focusing on others before focusing on self and explicitly learned about a reflection continuum using an instructional framework to build prerequisite skills and ultimately improve reflective abilities. Results of paired-sample *t* tests indicated candidates demonstrated significantly higher reflective ability scores over time as measured by a reflection checklist. Qualitative analysis of structured interviews revealed candidates felt activities were (a) a systematic approach to authentic growth, (b) a challenging approach to necessary self-confrontation, and (c) allowed for connections between self and other. Methodological triangulation was used to validate the findings. Implications for teacher preparation research and practice are discussed.