



# Classroom Video Training Example

This is a detailed outline of the classroom video observation training used in the Best Foot Forward project, in which teachers and principals used video as part of their teacher evaluation systems. Please adapt it as needed.

## Pre-training considerations:

- Video kits have been ordered
- IT department has confirmed all network connections are open for video use (e.g., the district firewall will allow video transfers)
- Viewing platform vendor has created demo accounts for all trainees

## Materials:

- Laptops for each participant
- Video kits for teachers (either per individual or small group, depending on how they will use them in schools)
- School calendar
- Classroom observation rubrics

## Training Overview:

MODULE	GOALS	TIME
1. Welcome	Set tone and expectations	5 minutes
2. Why video?	Establish benefits of new system	20 minutes
3. Goal setting and observation scheduling	Set individual timelines and goals or year	20 minutes
4. Q&A	Clarify expectations	15 minutes
5. Role-specific trainings a. Teachers: Using Video b. Principals: Delivering Effective Feedback	Teachers: Achieve fluency using video equipment Principals: Identify strategies for using video for growth practices	90 minutes
6. Completing a Video Observation	Achieve fluency using online video viewing platform	60 minutes
7. Next Steps	Set expectations for first month	15 minutes
8. Q&A	Clarify training content	15 minutes
		<b>4 hours</b>



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## MODULE 1: WELCOME

**Who:** All teachers and principals

**Materials:** None

**Time:** 5 minute

### I. Welcome

### II. Goals of session

- a. Teachers and principals will establish shared understanding of process and turnaround time for specific activities
- b. Teachers will be able to unpack and setup video equipment and record, upload, review, and share a video
- c. Principals will be able to deliver effective feedback using video clips and rubric
- d. Principals will be able to access a shared video, provide comments and ratings, and close an observation
- e. Teachers and principals will know how to access resources for troubleshooting challenges and find support for technology

## MODULE 2: WHY VIDEO?

**Who:** All teachers and principals

**Materials:** None

**Time:** 20 minutes

### I. What are the benefits of video?

- a. **For teachers:** More control, authentic viewing, self-reflective, unobtrusive
- b. **For principals:** Time-shifting, authentic viewing, deeper feedback
- c. **For all:** More productive feedback and opportunities for growth
- d. **For all:** A shift to a culture of continuous improvement

### II. Explain how video will be used

- a. **Year-long view**
  - i. How many video observations are due?
  - ii. Which class should teachers video record?
  - iii. Relationship to in-person observations
  - iv. Timeline

### b. Individual view

- i. Process review from start to finish
- ii. Turnaround time for feedback delivery
- iii. Post-conference scheduling
- iv. Final scoring

## MODULE 3: GOAL SETTING AND SCHEDULING

**Who:** All teachers and principals

**Materials:** School calendar, teacher evaluation rubric

**Time:** 25 minutes

### I. Setting a common vision for video

- a. **Individually:** List three things that excite you about using video; list three things that make you nervous about using video
- b. **In groups:** Teachers and their observer will meet to review lists
  - i. What standards can you establish to:
    1. Maintain excitement?
    2. Manage fears?
  - ii. In one or two sentences, write a team mission statement for using video for your observations and evaluations
- c. **In pairs:** Individual teachers and the observing principal will meet to review goals, select due dates for observations
  - i. When teachers are not meeting with their observer, have them fill in a calendar for when filming will happen each week

## MODULE 4: Q&A

**Who:** All teachers and principals

**Materials:** None

**Time:** 15 minutes

### I. Questions

- a. Return to whole group and provide 10 minutes to answer any initial questions before introducing technology

### II. Split into groups: Teachers and principals to separate room



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## MODULE 5: ROLE-SPECIFIC TRAININGS

### Teachers: Using Video

**Who:** All teachers

**Materials:** Video kits and laptops (either per individual or small group, depending on use in schools)

**Time:** 90 minutes

#### I. Assess comfort

- a. Ask teachers to rate themselves from 1-5 on their comfort operating technology: Hold up your fingers
- b. Ask teachers to notice the comfort levels at their table and offer support throughout training

#### II. Camera training

- a. Show
  - i. What does the camera kit look like: Show teachers full setup
  - ii. What does it look like in a classroom: Show image
- b. Unbox together
  - i. Teachers unpack kit
  - ii. Facilitator identifies each component as it is removed
  - iii. Teachers label parts, working in groups for support
- c. Setup
  - i. Teachers are guided by example to connect kit components and set it up to record
    1. If there are complex processes, such as syncing a microphone, be sure to break these apart
- d. Effective habits
  - i. Camera placement: Show at least three examples of different placements in a classroom: Show the kit (where is the camera? Where is the microphone?), then show the video captured from that position
    1. Placements may include: High in back of room, close to board, eye-level with students, eye-level with teacher standing, etc.
      - a. Ask: What works well? What is missing?
      - b. Ask teachers to create guidelines for how they will place their kit in their classroom to start. Recommend that they test this setup first, then review their video and adjust accordingly or with the support of their school video captain

2. As a standard: Placing camera height between sitting eye-level and standing eye-level gives a clear shot; avoid angling the camera upwards where it records the ceiling or lights

#### e. Practice

- i. Facilitator demonstrates how to check kit for readiness; how to record a video
- ii. Teachers record 1 minute sample video explaining how they set up camera
- iii. Facilitator demonstrates how to upload video to laptop
- iv. Teachers upload sample video to laptop and watch video

#### f. Troubleshooting

- i. Setup
- ii. Placement
- iii. Uploading the video
- iv. Support resources

#### g. Questions

- i. Provide 10 minutes to answer any questions or concerns related to the technology

#### h. Bonus: Take time to identify the highly proficient teachers at each school

## MODULE 5: ROLE-SPECIFIC TRAININGS

### Principals: Delivering Effective Feedback

**Who:** All principals

**Materials:** Teacher evaluation rubrics

**Time:** 90 minutes

#### I. Introduction: Changing adult behavior can be challenging

- a. Ask admins to reflect on their most challenging experience giving or receiving feedback: What made it so challenging? Pair and share
- b. Ask 3 pairs to share with group

#### II. Video feedback considerations

- a. You will deliver feedback both electronically and in-person
- b. Importance of timely feedback



# Classroom Video Training Example

## c. Obstacles to effectively delivering feedback

- i. Ambiguity
- ii. Redundancy
- iii. Contradiction
- iv. Competition

## d. What are the principles of effective feedback?

### III. Video practice

#### a. Video Demonstration

- i. Present a demonstration video (5 minutes) of a lesson. Ask admins to observe the lesson and focus their feedback on 2-3 elements in the rubric, and to take notes as needed.
- ii. Ask admins to consider these notes as you move forward into discussing what video feedback will look like

#### b. Comments

- i. Explain: Good comments should introduce information or questions, not lead with judgment
- ii. Present 3 sample comments on classroom instruction.
- iii. Re-write these comments in keeping with effective feedback principles

#### c. Summative Written Feedback

- i. Specific areas of strength: What did you do well to accomplish your goals?
- ii. Restraining forces: What held you back from accomplishing your goals?
- iii. Next steps: What can you do to overcome those forces?
- iv. Evaluate entire observation for effective principles
  1. Introduce information, not judgment

#### d. Post-Conference Meeting

- i. For the next meeting, choose video clips based on 3 characteristics
  1. High-leverage
  2. Brief
  3. Connected to a next step
- ii. Defensive Teacher Behaviors
  1. Practice addressing
    - a. Defensiveness
    - b. Self-blame

### IV. Full cycle feedback practice

#### a. Watch video clip

#### b. Write at least 5 comments that you would share with the teacher

#### c. After the video, write a brief observation summary

#### d. Now work in pairs and hold a 2-minute post-conference meeting. Each person will play an observer and the teacher from the video the second time. Record the conversation on your phone's video camera.

#### e. Re-watch your own video privately

- i. What is it like to watch yourself on video?
- ii. How might these types of feelings influence how a teacher receives feedback?
- iii. What might you do to mediate these types of feelings and facilitate the conversation?

### V. Group Discussion

## MODULE 6: COMPLETING A VIDEO OBSERVATION

**Who:** All teachers and principals

**Materials:** Laptops for each participant

**Time:** 60 minutes

### I. Set up the room so that two presenters each project their own screen: One shows the teacher's online account, the other shows the principal's online account

### II. All participants should be on their laptops and be using a demo account provided by the viewing platform vendor. Demo teacher accounts should be linked to demo admin accounts

#### a. First, from the teacher account, show a completed observation. Show how feedback is displayed on the video, in the scoring rubric, and in the observation summary

#### b. From the admin account, show how the observations are organized so that they can keep track of their observation progress throughout the year



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c. **Explain:** In this section of training, we will alternate between teacher and principal actions. Please pay attention to both, as there may be times when you are working together to complete an observation and your shared knowledge will be helpful

## III. Step 1: Teacher uploads

- a. Ask teachers to log into their accounts
- b. Introduce them to their dashboard: What are the key links?
- c. Show teachers where they can upload a video
  - i. Ask them to upload the sample video they recorded earlier
- d. Ask teachers to confirm that they can now view the video online

## IV. Step 2: Teacher shares

- a. Show teachers how to schedule an observation, ask them to do so with their demo principal account
- b. Show teachers how to attach a video, lesson plan, artifacts, and any pre-conference forms to an observation. Ask them to attach a sample lesson plan as a Word Document (any document will work for the example)

## V. Step 3: Principal reviews

- a. Show principals how to accept the shared observations. Ask them to do so with the demo teacher account
- b. Show principals how to review the lesson plan, pre-conference forms, and any artifacts. Show them how they can tag these as evidence and save
- c. Show principals how to access the shared video. Ask them to watch the video and add two brief comments per observation
- d. Show admins how to complete the observation summary form. Ask them to write 1 sentence in each field for each teacher (copying and pasting is fine)
- e. Show admins how to review and close the observation, making it visible to the teacher. Ask them to do so

## VI. Step 4: Teacher reviews

- a. Show teachers how to access the new feedback, and confirm with the principal that they were able to do so

## VII. Post-conference: Ask teachers to gather with their principals. Take 5 minutes to discuss any challenges or concerns from the entire observation process

## VIII. Support: Where can principals and teachers access support for using the online platform?

## MODULE 7: CLOSING Q&A

**Who:** All teachers and principals

**Materials:** None

**Time:** 15 minutes

### I. Questions

- a. Return to whole group and answer any remaining questions or concerns

## MODULE 8: NEXT STEPS

**Who:** All teachers and principals

**Materials:** None

**Time:** 15 minutes

### I. Review expectations for coming month

- a. **Teachers:** Film and review at least one lesson per week, select one to preview with principal for quality control
- b. **Principals:** Schedule check-in with teachers towards end-of-month: Check at least one video for quality of footage, or compare multiple videos to establish preference

### II. Review support resources

### III. Thank you