THE NATIONAL CENTER ON
Quality Teaching and Learning

PRESENTER NOTES
COLLECTING AND USING VIDEO

This guide offers suggestions for presenting ***Ongoing Child Assessment: Collecting and Using Video.*** This in-service suite includes a PowerPoint presentation and supporting materials. Please use and adapt these materials as needed for specific audiences.

MATERIALS NEEDED:

- PowerPoint presentation (16 slides)
- Projector and audio equipment
- Learning Activities
  - » *Video Planning Chart*
  - » *Viewing and Interpreting Videos* (Video)
  - » *Sharing Videos*
  - » *Documenting and Organizing Videos*
- Tips for Teachers
- Tools for Teachers
  - » *Classroom Video Planning Chart*
- Tools for Supervisors
  - » *Helping Teachers Use Video*
  - » *Video Planning and Communication Checklist*
- Helpful Resources
- Flip chart or similar large paper, and markers for writing participant ideas

BEFORE YOU BEGIN:

- The purpose of this presentation is to help participants learn practical and simple ways to use video for collecting information on child progress
- This is one in a series of in-service suites about ongoing child assessment.
- Video, along with anecdotal records, work samples, and checklists, is one way to collect information on child progress. The in-service suites on these assessment methods can be used alone or in combination to provide professional development regarding ongoing child assessment.
- Learning activities include practice activities as well as checklists for teachers to use in their own classrooms.
- Consider bringing in different examples of videos to share with participants.
- Suggestions of potential follow-up activities for participants are provided at the end of this document.

NOTE

These documents provide support and additional documentation for the ideas in this presentation:

Bredekamp, S. (2011). *Effective practices in early childhood education.* (Chapter 11, pp. 343–344, 345–347, 348, 350–352). Upper Saddle River, NJ: Pearson Education.

Dichtelmiller, M.L. (2011). *The power of assessment: Transforming teaching and learning.* (Chapters 5, 6, and 10). Washington, DC: Teaching Strategies.

McAfee, O., & Leong, D. J. (2011). *Assessing and guiding young children's development and learning* (5th ed.). (Chapters 4, pp. 49–52, 63–69; 5, pp. 73–76; 6, pp. 100–101; 7; and 9). Upper Saddle River, NJ: Pearson Education.

SLIDE 1:
ONGOING CHILD ASSESSMENT: COLLECTING AND USING VIDEO

Introductions:

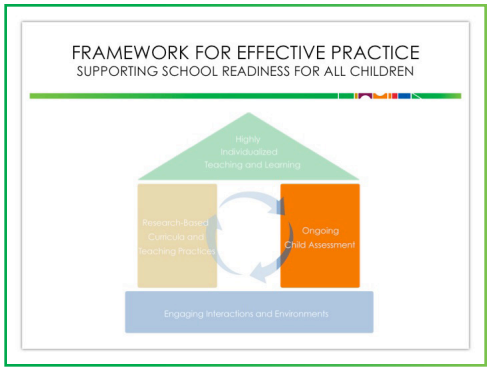
- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves.
- Conduct an icebreaker activity to promote participation.

Examples:

- Ask participants to share their definition of ongoing assessment.
- Ask participants to name one strategy they use to collect information about children's progress in their classroom.
- Ask participants to share an example of how they have used video to document progress.

Introduce the topic.

This presentation is about using video as a way to collect information on child progress. Documenting information on child progress can help teachers become more effective.



SLIDE 2:
NCQTL'S FRAMEWORK FOR EFFECTIVE PRACTICE

Introduce NCQTL.

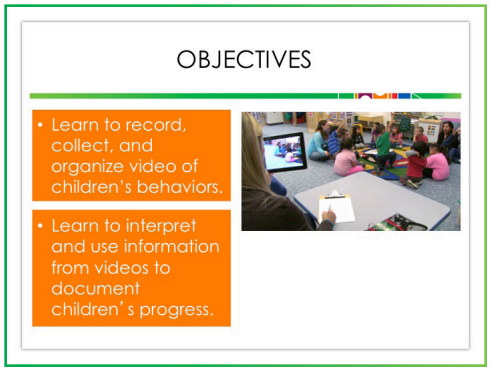
The four components of the House Framework support school readiness for all children:

- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices, and ongoing child assessment.
- The roof represents highly individualized teaching and learning.
- All four components interact with each other and are essential to effective practices.

This in-service suite is part of the *Ongoing Child Assessment* pillar of the House. It focuses on how teachers can use video as one of the ways to collect assessment information. Assessment information helps teachers evaluate kindergarten readiness and effective teaching practices.

NOTE

Remind participants that any record of child progress (including video, work samples, and photographs) must be treated consistently with their program's record-keeping policies, especially in regards to ensuring appropriate confidentiality of information.



EMPHASIZE

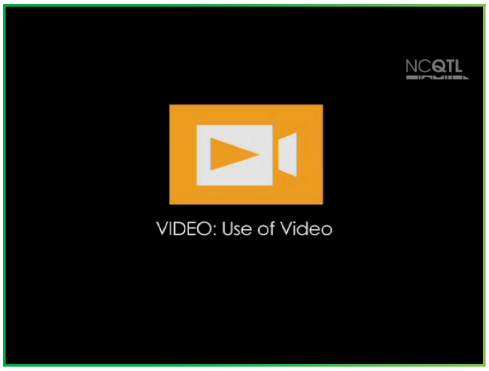
Children aren't automatically learning just because they're present in a program.

SLIDE 3:
OBJECTIVES

The children in your Head Start classroom have to learn many things in order to be ready for kindergarten. How do you know they're learning what they need to know? By observing them during everyday activities in your classroom. Ongoing child assessment is necessary to understand children's progress and is important to quality teaching and learning.

In this presentation we will discuss:

- How to record, collect, and organize video clips of children's behaviors.
- How to interpret and use information from classroom videos to document children's progress.



Length of video: Approximately 2 minutes and 19 seconds

SLIDE 4:
VIDEO: USE OF VIDEO

Introduce the video.

This video shows teachers recording and using videos in the classroom.

Ask participants to think about the following questions as they watch the video:

- Why do the teachers feel it's important to record what the children are doing and saying?
- How do they decide what to record?
- How do they make it easier to record video observations?

VIDEO

DISCUSSION

Ask participants to share their comments and answers to the above questions.

Points to highlight from the video:

- Teachers focus on recording videos that show children's behaviors and progress over time.
- Teachers use video observations when planning instruction.
- Teachers find that video can be a comfortable, convenient way to share information about children's behavior with families, so they can set goals together.
- Teachers use small, easy to operate video cameras that fit into a pocket.

NOTE

- All adults in the classroom work together to observe and document observations.
- Teachers in the video also use a variety of other methods to record observations (anecdotal records, checklists, photos, work samples like drawings, writing, etc.).

EMPHASIZE

Videos capture skills that may be difficult to observe and document using other methods.

SLIDE 5: COLLECTING AND USING VIDEO

Video is a unique and meaningful way to collect and use assessment information, but it's important to keep these two points in mind:

Know what you want to assess.

Videos can be used to:

- Document children in everyday activities that reflect domain areas and learning goals.
- Capture information on behaviors, such as social interactions and child engagement, that may be difficult to document with other methods.
- Exchange information with families.

Collect enough information.

Multiple videos of a same behavior, over time, can be used to:

- Show children's progress across domains.
- Monitor instructional practices, and help teachers decide what changes to instruction are needed.

SLIDE 6: THE BASICS: COLLECTING AND USING VIDEO

Video cameras are used to document authentic, ongoing everyday activities. An authentic assessment places children within their natural settings and cultural context, and demonstrates their understanding or skill level.

Video cameras are:

- Readily available
- Relatively inexpensive
- Easy to use
- Efficient

DISCUSSION

Ask participants to provide examples of how they use video cameras in the classroom. Record examples, if desired.

BENEFITS

- Identify strengths and needs of individual children
- Inform instruction and improve learning for all children
- Collect observations of skills from multiple domains
- Enhance team collaboration and family engagement

SLIDE 7:
BENEFITS

Why are videos used for assessment?

- To identify strengths and needs of individual children
- To inform instruction and improve learning for all children

Benefits of using video:

- Short video clips are an efficient way to collect information on children's behaviors across multiple domains.
- Using video enhances team collaboration and family engagement.

DISCUSSION

Ask participants to discuss how they could use video to monitor children's progress in multiple domain areas.

Give an example, such as a vignette or video clip of children engaged in a group activity.

Have participants identify specific examples of behaviors, from multiple domains, that can be observed during the activity.

Refer to the Head Start Child Development and Early Learning Framework, if desired.

Possible example:

A cooking activity allows teachers to observe children's behaviors in Social & Emotional Development, Approaches to Learning, Language Development, and Mathematics Knowledge & Skills.

PLANNING FOR VIDEO

Week of:	Who	What (Learning goal or skill)	Where (Location or activity)	When (Time of day)	Domain area(s)	Check when done:
9/23	Jaden	Work cooperatively in a small group, take turns	In the classroom working at small group table	During center time on Tuesday morning	Social & Emotional Development	
9/30	Nevaeh & Cora	Have a conversation with peer and adult	In the classroom at the snack table—Speech and Language Pathologist is facilitating	Wednesday morning during snack time	Language Development	
10/7	Javier	Attention to task (sit on floor, participate in circle time activities)	On the floor at circle time	During circle time on Wednesday	Approaches to Learning; Social & Emotional Development	

EMPHASIZE

Video assessment should take place during ongoing, daily activities and routines that demonstrate a child's abilities.

SLIDE 8:
PLANNING FOR VIDEO

Planning is important; you don't want to miss the best opportunities to capture the children in action. Also, because unplanned opportunities arise, you'll want to keep a video camera handy.

Here's an example of a planning form. You can adapt it to your program needs, but it should include:

- **Who** will be recorded—the child (or children's) names (and, if you wish, which adult will do the recording)
- **What** activity will be documented
- **When** the activity will take place—the date and time of day
- **Where** the activity will take place
- **Behaviors and domain areas** to be documented

LEARNING ACTIVITY:
VIDEO PLANNING CHART

In this activity, participants use a classroom video planning chart to choose who, what, when, and where to record with video.

Participants can work independently or in small groups.

HANDOUT

Distribute the *Video Planning Chart* learning activity and review directions.

DISCUSSION

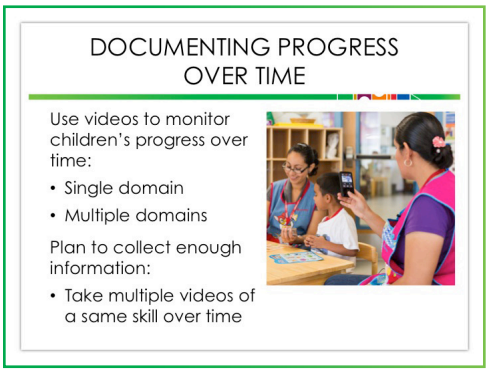
Ask volunteers to share their answers with the larger group.

Points to highlight:

- Videos of children's progress should focus on ongoing, authentic daily activities.
- Prioritize the learning goals that could be captured by video.
- Be specific about who, what, where, and when in your planning chart.

NOTE

The *Tools for Teachers* handout is a blank version of the *Classroom Video Planning Chart* that teachers can use in their own classrooms. Consider distributing the handout during this activity.



SLIDE 9:
DOCUMENTING PROGRESS OVER TIME

Teaching teams may want to decide whether to use videos to monitor children's progress in a single domain or multiple domains.

For example:

- Single domain: Film language samples to document language development, throughout the year.
- Multiple domains: Film an activity (e.g., sensory table, or science project) where children demonstrate multiple behaviors such as working cooperatively, maintaining attention, and communicating with a peer.

Plan to collect enough information over time.

- To document a child's learning, plan to collect multiple videos that show a same skill, in a same situation, over multiple points in time.

SLIDE 10:
HOW TO CAPTURE VIDEO

You'll want to practice using the video camera to get comfortable with it.

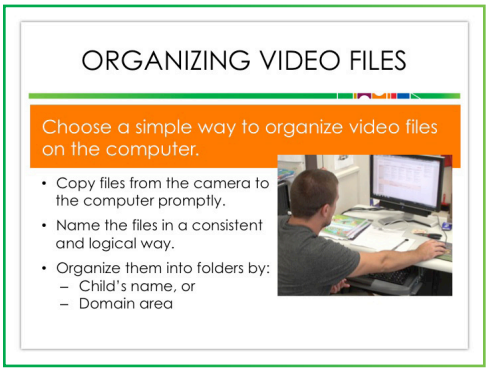
Here are some practical suggestions for capturing good video:

- Refer to the instruction manual to learn what your camera can do.
- Show the camera to the children; let them see and touch it.
- Get close enough to show only the people and actions you want to document.
- Get close enough to capture the sound; often, you'll need to be at the child's level.
- Use a tripod to steady the camera, or brace your arm against a shelf, wall, etc.
- Keep the camera close by and charged, so you can capture unexpected moments.

DISCUSSION

Ask if there are more suggestions and record them, if desired. Other considerations might be:

- Background noise (running water, children's voices)
- Distracting objects in the background
- Light that is too bright or too dim, and other quality issues
- Professional dress of the adults



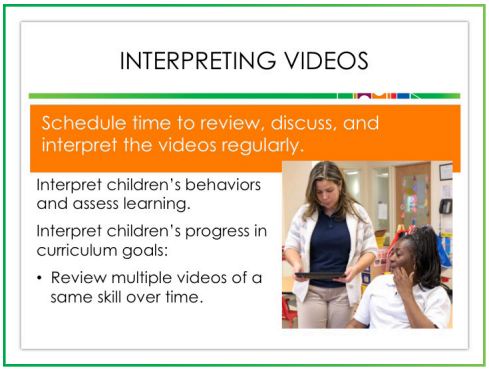
SLIDE 11:
ORGANIZING VIDEO FILES

Before you start collecting video files, choose a simple way to organize them on the computer.

- Copy the files to the computer promptly after recording.
- Name the files in a consistent and logical way, for example: child's name, date, or learning domain.
- Make the files easy to find:
  - » Organize into an e-portfolio folder for each child, or
  - » Organize into folders by learning domain

DISCUSSION

Ask participants for more suggestions or concerns. Record comments, if desired.



EMPHASIZE

The interpretation of video serves as a basis to modify instruction.

SLIDE 12: INTERPRETING VIDEOS

After you've planned what and when to record, and decided how to organize the video files, it's helpful to plan a schedule for systematic review of the videos by family members and the teaching staff.

Teaching teams need to review, discuss, and interpret video clips on a regular basis in order to understand children's behaviors and assess children's learning.

Teachers may also want to review videos with the children, and make notes of their reactions and comments as they view themselves. This can provide valuable information on a variety of skills including language, memory and recall, making predictions, and self-regulation.

One of the most important aspects of applying child assessment information is to interpret the videos in relation to the classroom curriculum. This will help you modify instruction so that children make progress.

To assess a child's progress, teachers need to be able to review multiple videos of a same skill over time.

NOTE

For more information on viewing videos with children, refer to the video, *Watching Video Documentation with Children*, on the Results Matter Video Library.

http://www2.cde.state.co.us/media/resultsmatter/RMSeries/WatchingVideoDocumentationWithChildren_SA.asp

LEARNING ACTIVITY: VIEWING AND INTERPRETING VIDEOS

In this activity, participants watch a short video of children who are dual language learners, and practice recording their observations of the children's interactions. The video, *Lyly Garden*, is found on the PowerPoint slide for this learning activity.

HANDOUT

Distribute the *Viewing and Interpreting Video* learning activity and review directions.

VIDEO

Participants watch the *Lyly Garden* video twice.

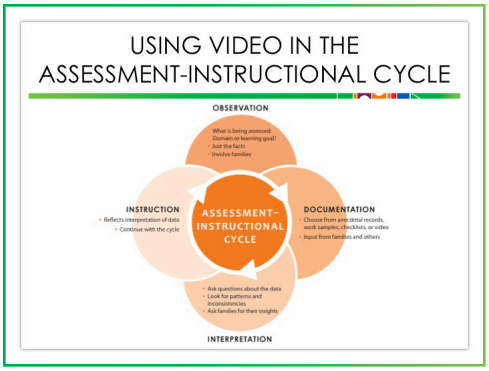
- **First viewing:** Participants focus on language use and interactions.
- **Second viewing:** Participants focus on additional areas of development and learning.

DISCUSSION

Ask volunteers to share their observations with the larger group.

Points to highlight:

- Videos can be viewed multiple times in order to gather a variety of information.
- Videos can make it easy to focus on specific areas of development (language development, social and emotional development, etc.).
- Videos can inform teaching by helping teachers identify what the child could learn next.



EMPHASIZE

The steps in the assessment–instructional cycle repeat continuously for each child.

SLIDE 13: USING VIDEO IN THE ASSESSMENT-INSTRUCTIONAL CYCLE

The assessment-instructional cycle refers to the ongoing and interrelated decision-making process that takes place during child assessment. Teachers continually make informed decisions about what to observe and why, and they choose the best ways to gather and document information about children's behaviors. They also decide how to organize, interpret, and use the information to guide and adjust their instruction. Throughout the process, teachers seek input from families and share information with them.

Here are four points to keep in mind:

Observation

You've learned about the importance of deciding in advance what to observe and how to plan for using video to collect information during regular classroom activities and routines.

Documentation

One way to document your observations is to collect videos. Videos for each child can be filed and organized, so they are easy to refer back to and share with others.

Interpretation

The teaching team interprets assessment information by watching the videos, with the child's family, to see what the child is learning. They discuss possible meanings and cause of behaviors, and then use the resulting information to plan instruction for each child.

Instruction

The teaching team, with input from the child's family, uses their findings to plan instruction and make changes in teaching, so that every child will learn.

DISCUSSION

As the presenter, relate examples from your own experience of documenting and interpreting observations that lead to teaching improvements.

Ask participants to share examples of when they have changed their teaching, based on their own classroom observations.

SLIDE 14:
VIDEO AS AN ASSESSMENT TOOL

Teachers can use video for assessment in a variety of ways:

- Select video clips of the same child behavior at different points in time to show the child's progress.
- Share with families at parent conferences, IEP meetings, and home visits. This can be a two-way exchange; families may share with teachers.
- Share with the child to add information to the video assessment, and create new learning opportunities for the child.
- Share with specialists (special education teachers, speech and language pathologists, physical and occupational therapists).
- Enhance team collaboration and training for teachers and assistants.
- Review for new ideas for teaching next steps.
- Review for ideas and direction for teaching modifications.

LEARNING ACTIVITY:
SHARING VIDEOS

In this activity, participants brainstorm ways to collect and share videos that would be helpful to other education specialists or their teaching team.

Participants can work independently or in small groups.

HANDOUT

Distribute the *Sharing Videos* learning activity and review directions.

DISCUSSION

Ask volunteers to share their answers with the larger group.

Points to highlight:

- Think about which specialists and team members you would want to share video with in your own program.
- Think about which activities would provide useful assessment video information to others in your program.

LEARNING ACTIVITY: DOCUMENTING AND ORGANIZING VIDEOS

In this activity, participants practice how they will document and organize their own classroom videos.

Participants can work independently or in small groups.

HANDOUT

Distribute the *Documenting and Organizing Videos* learning activity and review directions.

DISCUSSION

Ask participants to share their handout responses with the larger group.

Points to highlight:

Plan ahead. Think about the authentic and ongoing activities that you could capture in your classroom with video.

Write down a brief description of each video, and organize the video files.

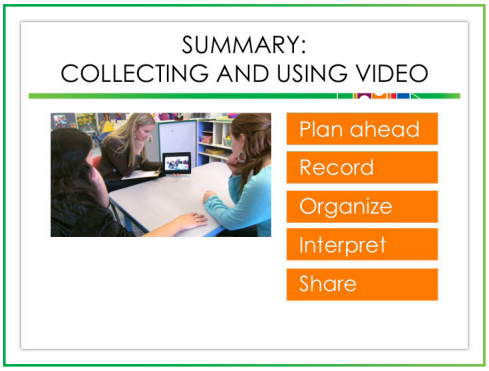
OPTIONAL DISCUSSION

Ask participants to discuss the benefits of having an organized system in place for their videos, photos, and observation notes.

Points to highlight:

An organized system saves teachers time as they review and use data at multiple times during the year:

- At the time of the observation
- At the end of the day or week
- Quarterly and yearly



EMPHASIZE

Videos help inform teaching so that children can meet important learning goals.

SLIDE 15: SUMMARY: COLLECTING AND USING VIDEO

Video can be used as one of the ways to monitor children's progress for ongoing child assessment.

Teachers can document children's behavior and skills with video, on a regular basis, during everyday activities.

These steps can make video a useful tool.

Plan ahead: Video recordings should be planned in advance and answer the questions: who, what, when, and where. It's important to choose the child, the learning goal or skill for that child, the activity that would illustrate the child's progress, the place where the video should be recorded, and the best time for the recording.

Record: Capture the assessment activity and audio.

Organize: Copy files promptly to the computer. Decide how to name the files and organize them.

Interpret: Videos of children's behavior during ongoing, typical classroom activities can be reviewed and interpreted by teaching teams. The information can be used to decide how to modify instruction.

Share: Video can be a useful way to show families what their child is learning. It can also encourage a two-way exchange and show the child's learning and skills beyond the classroom.

HANDOUT

Distribute handouts, if not distributed during the presentation.

Based on participant roles:

- Distribute and review *Tips for Teachers*. This handout briefly highlights material covered in this in-service suite.
- Distribute and review *Tools for Teachers*. This handout is a *Classroom Video Planning Chart* for participants' use.
- Distribute and review *Tools for Supervisors*. These two handouts are meant for participants who are supervising programs or grantees. The *Helping Teachers Use Video* handout gives practical ideas for assisting teachers as they record, collect, and use video. The *Video Planning and Communication Checklist* can be used to provide feedback.
- Distribute the *Helpful Resources* handout and highlight how the list can be used.

FOLLOW-UP ACTIVITIES

SHARE THE FOLLOWING SUGGESTIONS WITH PARTICIPANTS:

- Work with a peer to develop a system to collect and organize videos.
- Consult with a more experienced colleague on learning goals and activities best suited for video documentation.
- Set up meetings with families to review videos.
- Choose a time and day to review and discuss videos with teaching teams.

SLIDE 16:
CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources that support effective assessment and teaching practices in the classroom.