

Classroom Visit & Teacher Observation Protocol

Note: Teacher observation visits can only be scheduled after a teacher's consent form has been signed.

Materials Needed:

- This administration protocol
- Text for read-aloud
- Video camera and media cards – with cord, charged, with sufficient storage space
- Tripod

Overview: Sequence of Activities

Introduce yourself to teacher and explain today's procedures

- a. Discuss with the teacher if you have a list of any "opt-out" students that need to be seated away from camera
- b. Does the teacher have any parents who have requested to "opt out?"
- c. These children need to have a sticker placed on front and back of shirt to ensure we do not capture their image or can resolve if we accidentally do

General Directions

- Introduce yourself to the teacher before beginning the assessments.
- Explain the procedures for the visit and gather information:
 - **Today, I will videotape you reading a book to your whole class. I will also assess 4 students with returned consent forms.**
 - Ask if additional student consent forms returned (confirm complete).
 - Ask about any additional opt-out students
 - Gather information on what times of day would be best to conduct the whole-group book reading session.
 - Gather information about where the read aloud will be conducted to plan out distance between the camera and teacher to capture sound.
 - Explain that you will setup the camera for the book reading session.
 - Explain that you will give the teachers the book to read just a few minutes before the reading session. Explain with these exact words:
 - **We are interested in observing the ways you and your students typically share books. Please share the book as you normally would.**

Videotaping procedure

The aim of this videotaping is to code teacher and child behaviors at a later time; therefore, it is important to train the camera on the teacher and book, but place the camera no more than XX steps [TBD by site/camera specs] away from the teacher's chair/space to adequately capture his/her audio. When you're setting up the camera, explain purpose to students.

Say, "I'm a friend of your teacher. Today I'm going to videotape you sharing a book with your teacher because I want to know more about your learning. So try to pay attention to the book."

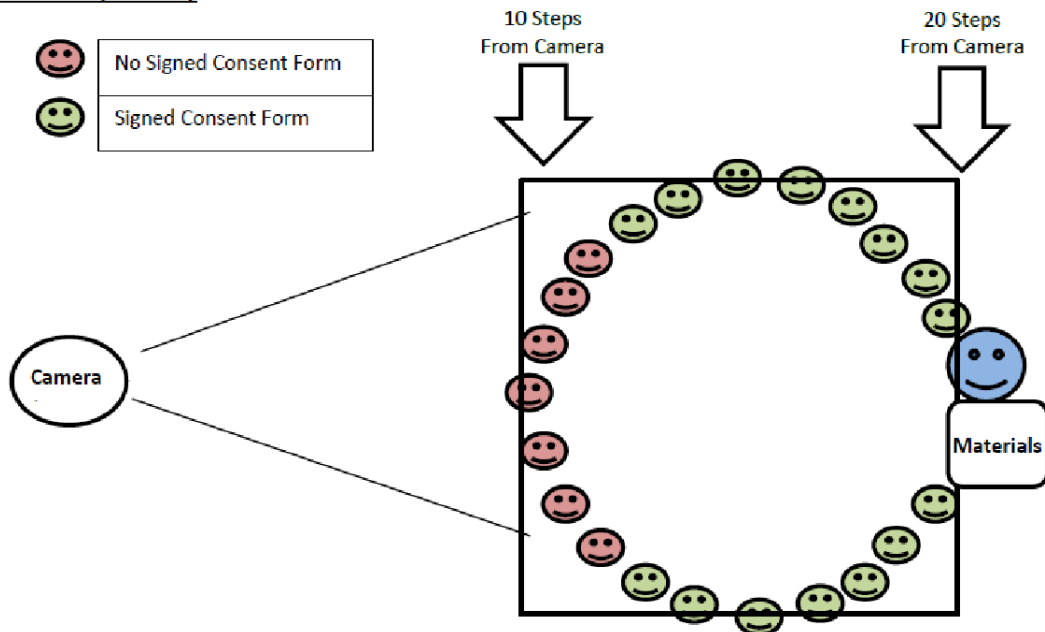
Considerations for Video Camera Setup

When setting up the tripod and camera, please consider the following:

- Place the tripod and camera away from noisy areas, like the doorway, to prevent background noise. This will make it easier to hear the teacher and the children participating in the video.
- Position the camera so that it faces away from windows and lamps to create a bright and clear video (camera facing a bright light makes image too dark).
- Be mindful of the camera's position, child entry/exit points, and cords across the floor and the stability of the tripod.
- Set the camera's viewfinder so that it is at the teacher's eye-level during the read aloud.
- Angle the camera to also capture the materials or book being read aloud.
- When you are done positioning the camera, arrange the children so that ONLY the faces of children with video consents will be seen in the video. Please refer to the diagrams and picture examples below for an example on how you can arrange the children in whole group and small group activity to avoid filming the faces of children with no video consent.

Figure 1. *Positioning the camera to exclude children whose parents opted out of filming.*

Whole Group Activity



Note: We recommend that you arrange the children so that the camera will only capture the back of children who do not have video consents.

Duration of Videotaping & Procedures

We are only interested in videotaping teacher and child behaviors during the read aloud session. We define the start and end of the reading session below. The examiner should begin the recording and ensure the camera is setup correctly *before* the read aloud begins. When the reading session ends, the examiner stops the recording. If you are uncertain of the start and end times, it is better to **capture extra footage before/after reading**.

The **start and end of the book reading session** are defined as:

- **Start** = book-related discussion begins, such as these signals:
 - telling the children it's reading time (*It's storytime.*) or
 - drawing children's attention to the book as focal object (*Our book is called...*) or
 - simply making the book visible (holding up; place on easel) or
 - discussing a topic related to the book (*We've been thinking a lot about how plants grow*) before reading
- **Includes before/during/after reading talk** related to the text such as:
 - after-reading group discussion related to book concepts (e.g., encouraging students to act out portions of the story) or
 - interactive/modeled writing to review or respond to the story (while staying at the whole-group meeting area) or
 - reviewing visual supports introduced before/during the story, such as graphic organizers or props/puppets
- **End** = book-related discussion ends and often includes these signals:
 - new activity begins (e.g., transition from group meeting space to centers/workstations; transition to phonics lesson but stay at the group meeting area) or
 - story-extension activities that move beyond large-group discussion setting/area (e.g., story-related crafts at tables; story-related center activities/games; individual student written story responses at their desks; story-related cooking) or
 - after-reading discussion occurs where the topic changes and the book is not the focus of attention (i.e., the teacher set the book far away on his/her desk and changes the topic).