

OHS CLASS® Video Review Observation Protocol



Overview of OHS CLASS® Video Review Method

During FY26, OHS will conduct CLASS® reviews using video recordings of classroom observations. Grant Recipients will be provided with support, including training, to enable them to conduct their video observations in this manner. Each program will upload a 60-minute video observation from which two 20-minute segments will be identified and scored using the CLASS® Pre-K (2008) tool.

Following the OHS Video Observation protocol is essential. The approach is intentional and informed by research and best practices for implementing CLASS® to reflect the quality of educator-child interactions. The protocol also ensures all Grant Recipients are reviewed consistently.

Video Recorders

Video Recorders play a key role in this process. Grant Recipients are encouraged to involve the Video Recorders they select as early as possible, preferably starting with the Planning Call, which will be scheduled shortly after the program receives their 45-day notification letter. During this call, hosted by a MSG CLASS® Lead, the program will learn more about the CLASS® Review process and will discuss the video recording equipment required to conduct the review. Video Recorders are also encouraged to attend the Video Technology Training, which will be offered within two weeks of their Planning Call, because this training will cover detailed information related to how video is captured, stored, and shared.

Video Recorders are not required to be professional videographers. They can be any program staff member with experience using technology, and they will receive significant training and ongoing support to fulfill their responsibilities successfully. Many resources are in place to support the Video Recorder, including a Video Recorder Checklist, Tips and Tricks for Video Reviews, Q&A document, recording of Video Technology Training, as well as daily support as needed from the MSG CLASS® Lead and IRIS Connect staff. There will be a support helpdesk available daily to address technical issues.

Video Methodology

Video Recorder Role

- Collaborate with teachers in the sample classrooms to develop an observation schedule
- Schedule and conduct observations for classrooms within the sample
- Determine if the necessary conditions are present for the observation to occur
- Set up and start technology to record classrooms
- Ensure classroom videos are uploaded to the OHS Video Platform
- Confirm if the video meets the criteria for submission
- Recommend videos for submission

Scheduling and Availability

- Use classroom schedules to identify the optimal time to record (both time of day and actual day)
- Attempt to ensure a cross-section of activities are represented across the classrooms
- Work with educators to identify a 60-minute block of time in the morning or afternoon that avoids recess and/or times when children may be resting or not in the classroom
- Note that teachers should not be asked to shift their regular schedule and/or practices to accommodate video observations

Building an Observation Schedule

The MSG CLASS® Lead can guide on creating a classroom visitation schedule that is efficient and paced in a manner that will ensure all work is completed by the review deadline.

Activities to Record

- Educator or child-initiated activities, regardless of grouping/format
- Mornings or afternoons
- Snacks and meals that occur in the classroom
- Transitions and routines in the classroom, such as when lining up or washing hands
- Structured gross motor activities in the classroom
- Arrival and/or departure in the classroom

Activities to Avoid

- Unstructured gross motor activities, like recess
- Naptime
- Special events
- Outdoor activities
- Meal and snack times if students leave the classroom
- Any time the children leave the classroom

Example of Classroom Schedule

Daily Schedule	Caterpillars Classroom (full day)	Bumblebees Classroom (full day)	Dragonflies Classroom (double session)
7:30–8:00am	Welcome/Table Time	Welcome/Table Time	Welcome and Centers
8:00–8:30am	Morning Circle	Breakfast (in classroom)	Circle Time
8:30–9:00am	Snack and Transition	Morning Circle	Snack and Transition
9:00–9:30am	Learning Centers/Small Groups	Transition	Learning Centers/Small Groups
9:30–10:00am		Learning Centers/Small Groups	
10:00–10:30am	Recess		Recess
10:30–11:00am	Lunch (in cafeteria)	Recess	Story/Prep for Departure
11:00–11:30am	Quiet Time/Nap	Lunch (in cafeteria)	Prep for Afternoon Session
11:30am–12:00pm		Quiet Time/Nap	Welcome and Centers
12:00–12:30pm			Circle Time
12:30–1:00pm	Math/Science Activity		Learning Centers/Small Groups
1:00–1:30pm	Snack/Recess (outside)	Music Activity	
1:30–2:00pm	Art Activity/Learning Centers	Snack/Recess (outside)	Snack/Recess (outside)
2:00–2:30pm	Learning Centers	Math/Science Activity	Learning Centers
2:30–3:00pm	Story/Prep for Departure	Story/Prep for Departure	Story/Prep for Departure

Day of Recording

Arrive early to confirm:

- Classroom is in the sample from MSG by verifying the classroom location and the Lead Teacher's name
- Lead Teacher has been in the classroom for more than 10 consecutive program days
- Lead Teacher is present and will be in the classroom most of the observation time
- At least 50 percent of children enrolled are present
- Only adults normally assigned to the classroom are present

***All of the above must be true; otherwise, you will need to reschedule for another day. To determine if a classroom can be observed, refer to the CLASS® Observation Decision Tree.**

Presence of Teaching Staff/Substitutes

CLASS® observations should be conducted when the Lead Teacher is present and engaging with the class. The Lead Teacher must be present for at least one complete observation cycle. Reviewers may observe the entire classroom environment and any teacher-student interactions, and do not need to focus exclusively on the interactions of the Lead Teacher. **To be observed, teachers must be in the position for more than 10 consecutive school days.** The following are clarifications to this rule:

New Teachers

- A new teacher who will be a permanent teacher in a class may be observed after being in the position and completing more than 10 consecutive school days.
- A new teacher who has been in the class fewer than 11 school days should **not** be observed.

Substitutes for Lead Teacher (Long-Term)

- When the Lead Teacher is out and the *same* substitute has been in the position and completed more than 10 consecutive school days, the class may be observed.
- When a Substitute Teacher has been in the class fewer than 11 school days, the class should **not** be observed.

Substitutes for Assistant Teacher

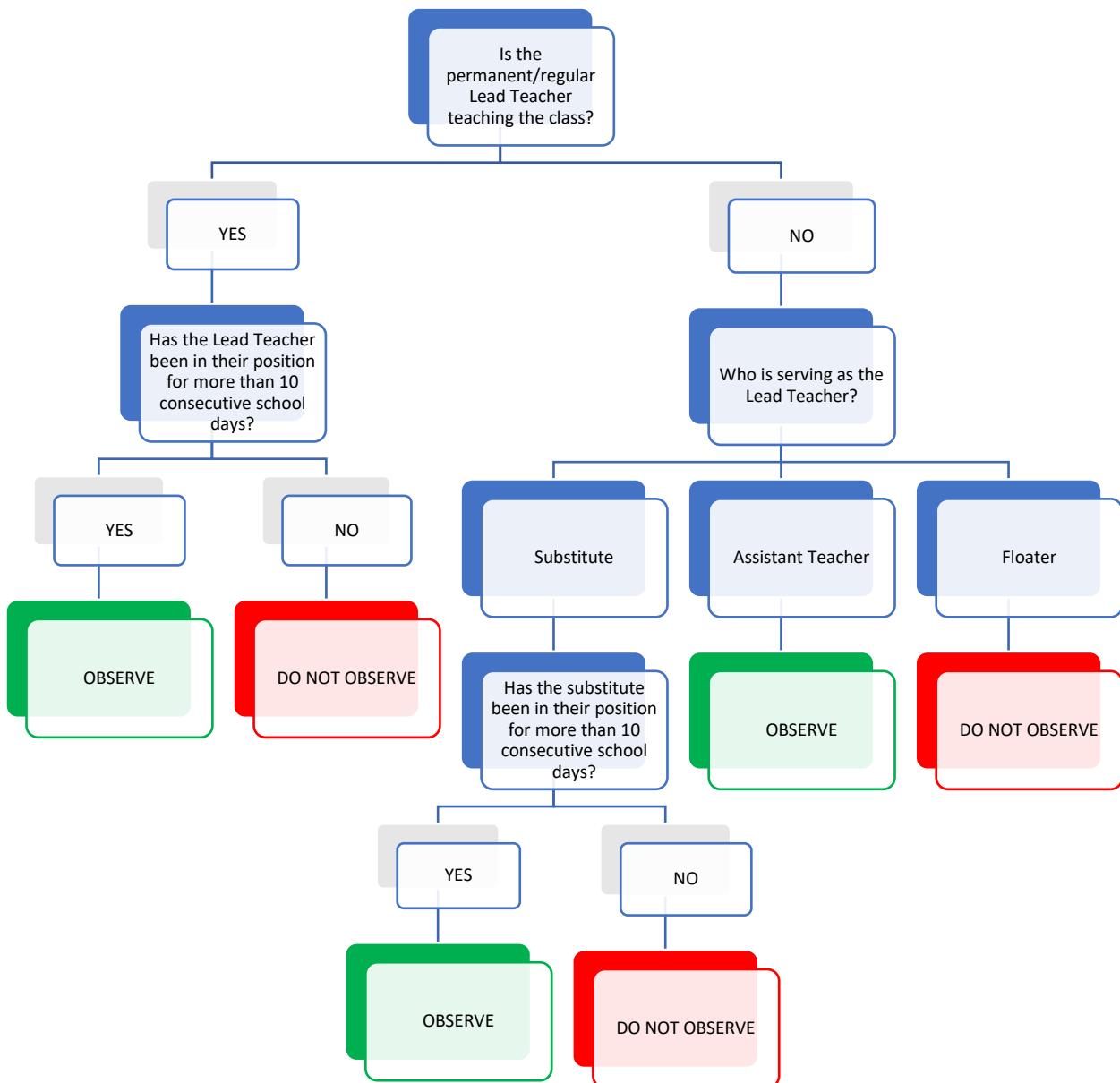
- If the Lead Teacher, either the permanent teacher or a substitute who has been in the position and completed more than 10 consecutive school days, is present, the presence of a substitute Assistant Teacher *should not affect* an observation.

- A substitute Assistant Teacher may be observed even if they have been in the classroom fewer than 10 consecutive school days, as long as the Lead Teacher is observable (see *Substitutes for Lead Teacher (long-term)* bullet for more information).

Assistant Taking Lead Teacher Role (Short-Term)

- If the regular Assistant Teacher is acting as the substitute Lead Teacher due to the Lead Teacher's absence or involvement elsewhere, an observation can be conducted.

CLASS® Observation Decision Tree: A reference to determine if a classroom can be observed.



The decision tree above provides a step-by-step approach to inform the reviewer whether or not a classroom can be observed. First, determine whether the lead teacher is teaching the class. If yes, consider whether the lead teacher has been in this classroom for more than 10 consecutive school days. If the lead teacher is not teaching the class, determine who is serving as the lead teacher and whether this person has been in this classroom for more than 10 consecutive school days. If either the lead teacher or the substitute meets this requirement, the classroom can be observed. The only exception is if the substitute is a floater, and if so, do not observe.

Video Recorder Presence in the Classroom

It is important that Video Recorders minimize the effect of their presence in the classroom and do not interfere with either the activities or dynamics of the class. Observation cycles may be conducted from more than one vantage point, depending on classroom activity. The Video Recorder should find a place to observe from which all or most of the activities can be seen and where teacher-child and child-child interactions can be heard.

When entering the classroom, the Video Recorders should acknowledge the teacher, provided it does not disrupt the flow of activities (i.e., a simple nod, wave, smile, or “hello” is sufficient). Video Recorders may also confirm the identity of teaching staff/volunteers in the classroom. To determine the feasibility of being able to conduct two 20-minute observation cycles, the Video Recorder may also ask if staff will be following the schedule posted in HSES.

Interacting with Grantee Staff, Children, and Teachers in the Classroom

Because CLASS® observations aim to capture an average day of enrolled children, Video Recorders should avoid any significant interactions with teachers and children while observing, as this may impact scores. The following are clarifications to this rule:

Interactions with Teachers

- Video Recorders should acknowledge the teacher with a simple nod, wave, or smile and confirm teacher status and feasibility of conducting two cycles.
- While they are observing, Video Recorders should avoid interactions with teachers aside from acknowledging them upon entering.

Interactions with Children during Observations

- If children approach the Video Recorders to inquire about their presence, then the Video Recorder should be honest and direct, saying something like, “I am

here to videotape your class" while avoiding extended conversations, which could interfere with the child's ability to engage in classroom activities.

- Video Recorders should avoid extended conversations with children that can interfere with their ability to engage in activities and to observe the class.

Video Goals

- At least 60 minutes in length
- Meets criteria within methodology
- Types of activities vary if possible
- Lead Teacher in the classroom for more than 10 consecutive program days
- At least 50 percent of all children enrolled are present
- Most children and adults are visible during most observations

Planning in Advance

Before Observation:

- Review schedule
- Collaborating with the teacher

Day of Observation:

- Identify the order of activities to inform device placement/view
- Ensure protocol criteria are met

Videotaping Tips

Use a wide angle to see most children most of the time. A side view is best to ensure all children and teacher interactions and reactions are captured. It is important that the Lead Teacher and other adults in the room appear in most of the video. Limited visibility can occur if the teacher is sitting with their back to the device, teachers are out of the frame, furniture or other obstacles prevent a clear view, or the device is facing a bright light or window on a sunny day.

Setting Up and Pairing Microphone

Identify the location for the device and the stand

- Open IRIS Connect App
- Check camera view
- Turn on and provide the microphone to the Lead Teacher
- Confirm audio and video are working correctly

Ensure the microphone is turned on and paired with the recording device properly placed

- Clipped to teacher's clothing, about 6 inches below the chin (mid-chest)
- Remove lanyard/jewelry to prevent loud noises
- Always charge the microphone after each observation

A stand or tripod is useful for limiting the movement of the device while recording

- Each microphone kit will come with a grooved “puck” that can be used as a stand for most devices

After Recording

- Upload video and use a naming convention that identifies it. Example: 05CH011410.ChampaignCounty.WashingtonCenter.BlueBirds.
- Check for the following when uploaded:
 - The teacher(s) should be consistently visible and audible for most of the time
 - Interactions between the teachers and children can be clearly seen and heard
 - Most children are visible throughout the video

Gather Contextual Information Needed

- Note languages spoken within the video
- Reconfirm the video meets all methodological requirements

Quality Assurance

- Teachers should be consistently visible and audible throughout most of the video
- Children are visible for most of the time
- Interactions between the teachers and children are clearly seen and heard throughout most of the video. If audio is not clearly understood or interactions are not fully in the frame for most of the video, the video will be considered unusable and will be rejected

Entering Key Data

The Video Recorder is responsible for answering the following questions before submitting each video.

1. Observation Start and End Times
2. Date of Observation

The Observation start time and date are automatically collected by the video device system at the moment that “record” is pushed on the mobile application. The device will also calculate the end time and present that to the observer by adding the video duration to the start time.

3. Number of Children Enrolled

This is a field on the submission form that the grant recipient fills in before sending the video for coding.

4. Minimum Number of Children Present During Observation

This is one of the bullet points that is pulled out of the observation protocol that the Video Recorder must confirm at the top of the submission form.

5. Predominant Language of Instruction between Students and Teachers

6. Other Languages Spoken (if answered yes, coder must enter which languages and the number of staff and students who spoke the language)

This is an element of the submission form.

7. Was the Lead Teacher present for complete observation?

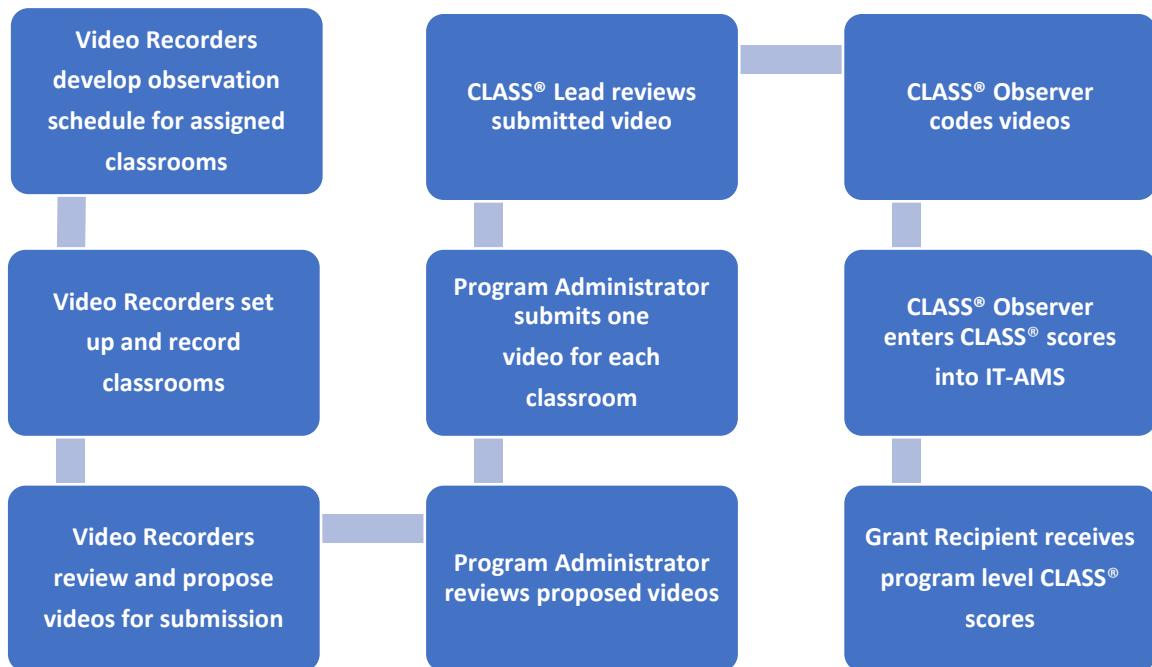
This is one of the bullet points that is pulled out of the observation protocol that the Video Recorder must confirm at the top of the submission form. Has the Lead Teacher been in the position for more than 10 consecutive school days?

This is one of the bullet points that is pulled out of the observation protocol that the Video Recorder must confirm at the top of the submission form.

8. Format/Activities

This is one of the bullet points that is pulled out of the observation protocol that the Video Recorder must confirm at the top of the submission form.

Overview of Process



Key Resources

Video Walkthrough and Set-Up Guides

User Guides (OHS IRIS Connect Support Hub)

Setting Up Your Devices

OHS IRIS Connect Support Hub

Classroom Identifier

Parent Postcards/Information Sheet
Additional Material Request Form
Getting Started, Admin, and User Guides
FAQ, Troubleshooting, and Resources
Install the Record App
System Check
Activate Your Account
Review, Submit, and Delete Videos
Managing Submissions

How to Get Support

- Email
 - CLASS® Lead or IRIS Connect support@irisconnect.com
- Phone (206) 201-1998 (press 2 support)
- Chat
- [Office Hours and IRIS Connect Support Hub](#)

Frequently Asked Questions

Process and Implementation

Q: What about times where the classroom daily schedule interrupts the continuous observable time with unobservable time (e.g., 20-minute observation and then eight minutes after that the classroom goes to unstructured recess/outdoor play)?

A: Video Recorders should attempt to identify optimal times for video observations in classrooms based upon schedules. All observations should be at least 60 minutes in length. If an observation is interrupted, depending upon the circumstances, it may be necessary for the Video Recorder to reschedule the observation for another day. If rescheduling is not possible, Video Recorders should continue recording until 60 minutes of instruction time is captured. Once a recording has started, it cannot be paused.

Q: Due to sickness (including COVID), what happens if the Lead Teacher or Assistant Teachers aren't present, or the number of children doesn't meet minimum requirements?

A: Grant Recipients have a window for video observations. If an observation cannot be conducted on the planned date and time, Video Recorders should work with Lead Teachers to reschedule the observation for a time within the observation window.

Q: When uploading multiple videos, does the camera need to always be placed in the same place (e.g., if I have the camera at one end of the classroom for one 30-minute session, does the camera need to be in that same place for the second 30-minute session, or can I have it at the other end of the classroom)?

A: Camera placement may vary depending upon a classroom schedule, arrangement, and activities planned on the day teachers are observed. We encourage Video Recorders to place the camera in a location that provides a view of most of the classroom and interactions. It is permissible to move the recording device if necessary.

Q: Can you be a recorder and an administrator?

A: A user account can only be one role: recorder or administrator. However, administrators are also able to record, upload videos, and submit on the IRIS Connect platform, as well as perform the Admin role of creating and managing users and managing submissions. Guides can be found on the [OHS IRIS Connect Support Hub](#) for submitting as an administrator, managing users, and managing submissions.

Q: Does the Assistant Teacher have to be in the classroom the same length of time as the Lead Teacher (11 consecutive days or longer)?

A: Only the Lead Teacher, or the teacher designated to be the focus of the observation, needs to have been in the classroom for more than 10 consecutive days before the video observation.

Q: What is the guidance if the program has a floater?

A: On the day of the video observation, adults who are normally in the classroom can be present. A floater should move in and out of the classroom as they would on any other day. A floater cannot be the **focus** of an observation unless that person has been with the children as their classroom teacher for more than 10 consecutive days.

Q: Will consent forms be required before recording?

A: The consent form that families signed during enrollment should cover the use of photos/videos for quality improvement. However, if a parent does not want their child videotaped, we recommend moving that child into a different classroom during observations. Additional options include having the child participate in activities that are not in the view of the camera or perhaps

scheduling the classroom at the time that the child is typically out of the classroom (i.e., speech therapy). When it is not possible to move the child to another classroom or shift the camera view, the Video Recorder should reach out to the MSG CLASS® Lead for additional support.

Q: Will Substitute Teachers be observed if they meet the eligibility criteria for observation?

A: A Substitute Teacher can be observed if they have been in the classroom for more than 10 consecutive program days.

Q: What happens if a teacher doesn't want to be recorded?

A: Please reach out to the MSG CLASS® Lead for additional support if one of your educators does not want to be recorded.

Q: Will the video recording be of the Lead Teacher only, or will it capture all adults in the classrooms?

A: The recording device should be positioned to capture as much of the classroom view as possible. All adults who are normally in the classroom can be present for the observation and included in the classroom view.

Q: Should Video Recorders move the camera around the room to follow the Lead Teacher, or should the camera stay stationary?

A: We recommend that the camera be kept stationary during the recording. However, we acknowledge that there might be times when the educator moves out of the view of the camera. This is fine if it is for a short period of time and the children are still in sight. However, if you feel that the recording would be improved by repositioning the camera (e.g., if the educator has moved, or students have moved), then this is to your discretion (e.g., repositioning is fine, but *following* the teacher is likely to result in the video being rejected). We also recommend that, where possible, you plan for the need to reposition the camera so that when it comes to moving the device, you have already selected where it will be located to avoid an extended disruption to the recording.

Q: Do programs submit recordings as they are completed (one by one)?

A: It is preferred that programs submit videos for classrooms as soon as possible. Programs can submit videos for classrooms one at a time, or as batches. However, it is important to keep the submission pace suggested by the CLASS® Lead.

Q: Is it okay if the teachers switch between Spanish and English to be able to speak to the children in their home language?

A: Yes. Teachers should not change how they interact with children on the day of the observation. It is important that programs make their leads aware that there may be more than one language spoken in the classroom, even if that language is not the “language of instruction”, so that the lead and program can determine if a bilingual coder is necessary.

Q: Do the recorders need to be in the room the whole time?

A: No, recorders do not need to be in the room the entire time. They just need to be available to set up the recording device, begin recording, and conclude recording at the appropriate time. However, having the recorders in the classroom is preferable because it allows the recording equipment to be moved as needed. It is less likely that a video will be rejected if the Video Recorder remains in the classroom.

Q: Can you extend a classroom video over a few days, or does it need to be done in one day?

A: Video Recorders must capture both cycles for CLASS® in one recording session.

Q: When will programs receive their reports, and what information will they provide?

A: The CLASS® reports are at the program level and will look the same as in previous monitoring years. Programs will receive reports in HSES after their observation window closes, all classroom videos have been coded, and review results are fully analyzed by the MSG Team.

Q: How do we use the classroom identifier cards?

A: Classroom identifier cards should be completed for each classroom observed. The Video Recorder should hold up a completed classroom identifier card in front of the camera at the beginning of the recording.

Q: Can we share one account between the recorders when making the recordings?

A: Users will need to use their own individual IRIS Connect accounts, which helps to ensure data security/privacy and makes it easier for admins to know who to speak to if they have any questions regarding the recording.

Technology

Q: Where can we go for help on the IRIS Connect platform?

A: The support resources available to you are:

- Checklist with interactive walkthrough guides (found on the bottom left of the web platform and under the side help menu)

- Live chat, available from the web platform and the [OHS IRIS Connect Support Hub](#)
- Guides, FAQs, and additional resources at the [OHS IRIS Connect Support Hub](#)

Q: Can we use the IRIS Connect website without downloading the app?

A: No. You will need to use the Record app to capture the videos. You then use the web platform separately to manage these videos to review and submit them.

Q: In testing the IRIS Connect app on a Samsung tablet with HD video, the default resolution was very low (VGA quality). Is this the quality desired?

A: The default quality setting should be sufficient; however, in the Settings for the mobile app, you can change the resolution for videos. Please note that higher-quality videos require more storage and will generate longer upload times, so make sure that you have sufficient data storage and internet connection.

Q: What are the memory requirements for video capture on devices?

A: Approximately 50MB of memory is needed to download the recording app onto your device. In addition, a file of approximately 600MB–1GB will be created for a one-hour lesson. However, as the device makes an encrypted copy of the file before starting the upload, you will always need *double* the file size in free space. Each one-hour video will take approximately 30 minutes to upload; however, this can vary depending on file size and internet speed, and stability. If recording devices do not have sufficient memory capacity, Grant Recipients should visit [Apple and/or Android support pages](#) to learn how to free up space on their device. Alternatively, programs will need to identify a device that has sufficient memory.

Q: If there is a tech issue, is the IT person able to come into the classroom to help the recorder?

A: Yes. If there is an issue with your recording device, your program's IT person can offer support to the Video Recorder. For issues related to the actual recording, Bluetooth microphone, and/or uploading a video, we recommend contacting IRIS Connect.

Q: What types of devices can be used to conduct video capture?

A: Recordings can only be made via an Apple or Android device. Further information can be found on the [OHS IRIS Connect Support Hub](#) Get In Touch page.

Q: If the classroom has limited or no internet service, can the video be captured and uploaded at a different location?

A: Signing in: You will need an internet connection the first time you sign into the IRIS Connect Record app. After this, you can sign in and record it offline.

Uploading: If you do not have an internet connection when you finish recording, provided you select Save and Upload, the app will save and encrypt the video on your device. Once you reconnect to Wi-Fi, the video will upload and then automatically be removed from your device's storage.

Q: When should we expect the microphones to be delivered?

A: Microphones may arrive as early as the day of the Planning Call. If you do not receive your microphones two weeks prior to the start of your observation window, please contact IRIS Connect.

Q: Does everyone wear a mic or just teachers?

A: Only one microphone can be paired with the recording device at a time. We recommend that the Lead Teacher be the designated person to wear the microphone. We are providing one microphone for every three classrooms in each sample. If you require additional microphones, please reach out to your CLASS® Lead, who can request them through the OHS IRIS Connect Support Hub.

Q: Can we use other Bluetooth microphones?

A: No, technical restrictions exist on which Bluetooth microphones can be used with the IRIS Connect app; however, we have selected the one in the Audio Kit because we found it to be the best mix of audio quality and usability. Therefore, we would suggest in the first instance requesting further microphones via Additional Material Request Form.

If you do decide to use your own microphones, then we highly recommend you do some test recordings to ensure they are working correctly with the Record app.

Q: What distance would we expect the microphones to pick up?

This varies depending on how much background noise is in the room. We recommend doing some test recordings to understand the limitations of the microphone, and where possible,

1. Have the microphone as close to the person talking as possible
2. Repeat the question/comment if you are unsure if the microphone picked it up
3. Use headphones when reviewing the video, rather than computer speakers

Account Activation

Q: Will the username and password be sent to each program for the IRIS Connect app?

A: Each Program Director will receive an invite to IRIS Connect and is able to add additional users to each program account. Additional users will receive email invites as well.

Q: I need to be an Admin for more than one program, and it appears that I can only be connected to one program with my current email address. Is it possible to serve as an Admin for more than one program?

A: Yes. It is possible to be directly connected and oversee videos for both of your programs from one account. If you need assistance to ensure you have the correct access, please contact the [OHS IRIS Connect Support Hub](#). However, this should be automatically set up in your account if you oversee multiple grants for the same program.

Video Uploads and Submission

Q: Is it possible to keep a copy of the video and upload it to IRIS Connect?

A: Videos will only be available within the platform. Videos cannot be downloaded for internal use. However, you will have access to the videos during the time your observation window is open.

Q: Once a video has been submitted, can we still view the video during the observation window?

A: No, once a video has been submitted, it can no longer be reviewed.

Q: Are the recordings saved locally and then uploaded, or are they uploaded as they are recorded?

A: Video files are stored while the recording is being made. Once the recording is stopped and the Save and Upload option selected, the file then begins uploading, provided the device has an internet connection.

Q: What if we upload the wrong video?

A: Videos recorded by mistake can be deleted on your device prior to upload or from the web platform once uploaded. You can then record another video.

Q: When reviewing the videos to submit, should they be observed by a certified CLASS® observer?

A: Videos do not need to be observed by a certified CLASS® observer prior to being uploaded. Videos submitted to MSG will be scored by experienced CLASS® observers, and scores will be provided to OHS.

Q: How soon after the observation are the recordings required to be uploaded?

A: There is no time limit for videos to be uploaded once recorded, as long as they are uploaded and submitted within the monitoring observation window. However, your MSG CLASS® Lead will suggest pacing for uploads. They are stored encrypted on the app until you connect to Wi-Fi. The main consideration is the space on your device if you are doing multiple recordings in a row before uploading, because files will be taking up space until they are uploaded, at which point the app then deletes the file. A secondary consideration is that some videos may be rejected, and you may need time to re-record them. It is wise to budget time for that possibility.

Q: How many videos can a program submit for each classroom?

A: Programs may take multiple videos of classrooms in their sample; however, only one video can be submitted for CLASS® scores.

Q: Who will have access to the videos we create?

A: The platform is set up so that Video Recorders can only see videos that they have uploaded. Admins are only able to review their own uploaded videos and videos that have been proposed for submission by recorders. Only videos submitted for CLASS® scores will be accessed by MSG observers.

All videos will be removed from the IRIS Connect platform and permanently destroyed after eight (8) weeks from the end of the observation window period.

Support Materials

Q: Where can we go for general information or additional help to prepare for and during our observation window?

A: Program Directors received an email with a link to schedule an OPTIONAL 30-minute touchpoint with MSG ahead of the opening monitoring date. Please be sure to check your spam folders because emails occasionally may end up there.

Q: When should we expect the parent postcards/information sheet?

A: You can expect parent postcards/information sheets to be delivered shortly following the Planning Call. They can also be downloaded from the OHS IRIS Connect Support Hub.

Checklist for Video Recorders

Pre-Review Activities

- Establish a communication plan with the Program Director to share updates in a timely manner (i.e., classrooms in need of replacement, tech issues, etc.).
- Request daily schedules for all classrooms within the program.
- Attend the Video Training.
- Attend a Planning Call if possible.
- Check video equipment capacity and ensure it meets requirements.
- Secure app account for video uploads.
- Ensure receipt of microphones prior to the start of the review period.
- Review training materials.
- Gather technology and equipment and confirm that audio and video are functioning correctly.
- Work with educators to identify a 60-minute block of time in the morning or afternoon.
- Create a schedule of observations for the program, using the daily activity schedule.
- Identify the optimal time to record (both time of day and actual day).
- Attempt to ensure a cross-section of activities are represented across the classrooms you are videoing.
- Ensure that permission is in place from parents and staff before videotaping.
- Acquaint yourself with technical support for troubleshooting.

Review Period Activities

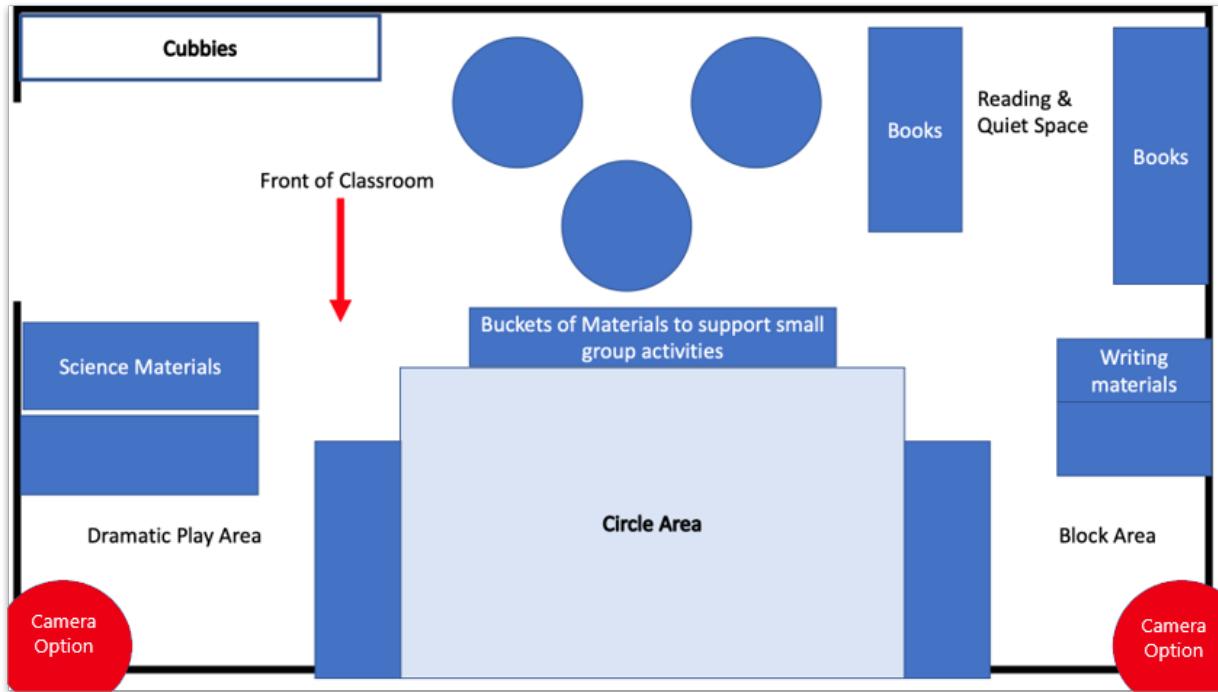
- Confirm that the classrooms are observable according to methodology (i.e., the presence of the Lead Teacher, 50 percent of children present, etc.). If not, reschedule or delay the observation.
- Use a Decision Tree when determining whether a classroom can be observed.
- Avoid interrupting the class as you set up the camera and equipment needed for the video observation. Refrain from social conversations or interactions with children.
- Ensure that teachers and children are fully visible in the frame and can be heard.
- Assist the Lead Teacher in clipping the microphone to their clothing to prevent movement and ensure that it is positioned away from hair, scarves, or jewelry.
- Confirm that the audio is functioning correctly.
- Place video equipment according to the guidelines provided.
- Set up and start using technology to record classrooms.
- End the video recording after 60 minutes have been recorded.
- Gather and provide contextual data for video observations submitted for CLASS® reviews and scoring (background questions data).
- Ensure accuracy in identifying videos and that the classroom entered for observation is the correct one. Use established naming conventions for videos.
- Review uploaded videos to confirm selection and determine if the video meets the criteria for submission.
- Once all videos are uploaded, alert the Program Director.
- Schedule a new video observation for the affected classroom if videos are rejected for methodological reasons.
- Confirm that videos are successfully uploaded, and that all classrooms on Target Sample have been videotaped.

Post-Review Activities

- Return Bluetooth microphones using the return label.

Sample Camera Set Up in the Classroom

The image below depicts a sample classroom layout with suggested camera placement options in either of the front corners of the room to capture a wide-angle view. Key classroom areas include cubbies, a dramatic play area, science and writing materials, a reading/quiet space, and a central circle area for group activities.



Appendix: Glossary

Class: A unique group of children and a teacher

Classroom: The physical space used by a class

Coding period: The 10 minutes observers spend completing the coding process and recording scores, preceded by an observation period

Cycle: One observation period plus one coding period

Double Session: A center-based option employing a single teacher to work with one group of children in the morning and a different group in the afternoon

Observation: The whole set of cycles the observer completes per classroom (two cycles for OHS)

Observation period: The 20 minutes in which observers are watching interactions and taking notes on what they see and hear, followed by a coding period