

Why are video observations helpful?

Video observations empower both teachers and administrators to be more impactful in education. Teachers can leverage video to identify specific student needs, evaluate the effectiveness of a lesson, and be more reflective of their teaching practice. Administrators, while being freed from the time constraints of watching live instruction, can use video to better recognize and make use of opportunities for professional development and peer support.

[This video by Visibly Better explains the impact video can have on observations and self reflection.](#)

How can I help teachers reflect on their classroom practices?

Watching yourself on video can be intimidating. We recommend providing teachers with a rubric to guide the reflection process. For sample rubrics and more support, check out [Harvard's Best Foot Forward Video Observation Toolkit](#)

What are some common mistakes that are made when watching a video for reflection?

1. **Information overload.** Paying attention to every detail is overwhelming. While distractions are important to note, establish an intention of filtering out the less significant details, to focus instead on issues in teaching and learning.
2. **Excessive self-criticism.** Watching playback of teaching practices is challenging, and teachers can be their own worst critic. If video reflection gets bogged down in overcritical self-analysis, opportunities for addressing issues might get missed.
3. **Only watching the teacher.** In order to gain insight into effective teaching practices, student behavior needs to also play a prominent role in a teacher's observation strategy.

How do I effectively analyze video for self-reflection?

- Step 1: Establish a goal for viewing.
- Step 2: Identify details related to instruction, rather than irrelevant happenings.
- Step 3: Focus on details that support your goal for viewing, rather than reactive self-criticism.
- Step 4: Use context to reason about classroom interactions.
- Step 5: Make connections with principles of effective teaching.
- Step 6: Plan future instruction.

How do I use video for evaluation?

1. Let teachers choose videos for observation, to show a comprehensive view of their best work. Research shows this encourages identifying what defines effective instruction, and also involves the teacher in fair evaluation.
2. Use video observations in tandem with in-person observations. It remains important for administrators to have presence in the classroom, but video can help shift the quality and focus of this time. Consider what types of evidence are best collected by video compared to in-person.
3. Consider involving other faculty members when viewing recorded evaluations. This helps diversify the feedback, and gives opportunities for more content-specific input about teaching practice.
4. Ensure teachers understand how to effectively use the software to record, select and edit their video, as well as information about privacy guidelines and how the video will be used.

For more help with the Kloud-12 Dashboard, see our full [User Guide](#). For support in connecting with teachers, we recommend this letter to teachers from [Harvard's Best Foot Forward](#).

If at anytime you need more tools and resources, send an email to support@kloud-12.com