

# Video in Evaluation: Methodological Opportunities and Technical Tips

American Evaluation Association  
Annual Conference  
November 3, 2011

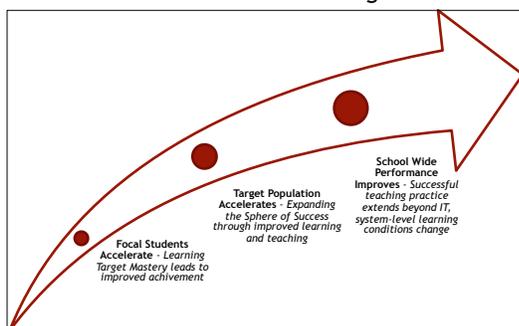


## On Tap for Today

- A (tiny, brief) background on Impact 2012
- Things I wish I knew when I started
- Picking a Purpose
- A Successful Shoot Day
- Organizing and Analyzing

## Tiny, Brief, Background on Impact 2010

“Start Small to Go Big”



A school coach works with a small group of teachers.

Teachers identify and address the learning gaps of a small number of students.

Consistent successes stimulate practice spread and system-level improvements.

There's plenty of data about student achievement.  
We have to get the rest.

## Things I Wish I Knew When I Started...

- Your client creates the shoot day.
- Equipment matters.
- Balance specificity and serendipity.
- Talking to an ally is better than not talking at all.
- iTunes = poor woman's video database.

## Picking a Purpose

### Practical

- One of you, many of them
- Deep(er) content analysis
- Jazz up a long report

### Analytical

- Demonstrate a complex or expert-driven process
- Stimulate reflection
  - *“Dissonance leads to analysis.”*

## Picking a Purpose 1: Dissonance Leads to Reflection



## Picking a Purpose 2: Explicate a Complex Process



## Logistics

### What to Ask

- Who knows the best time and location to film?
- Will I need permissions from my subjects?

### Why it Matters

- The evaluator is almost always wrong about this.
- Passive permissions are easy, active permissions are hard.

There's a handout for this!

## Relationships

### What to Ask

- Who should ask potential participants?
- What can you put in a one-pager about this?
- Can you stop in prior to filming?
- How can you put your participants at ease?

### Why it Matters

- A trusted ally is ideal
- This makes it easier for the ally to do the asking.
- It will make your film day smoother.
- People get nervous on video. Or goofy. Or both.

There's a handout for this!

## Working with a Videographer

### What to Ask or Answer

- What's the schedule for the day?
- What people, activities, or themes should the camera focus on?
- Is the deliverable raw footage, an edited movie?
- In what format will video be returned to you?

### Why it Matters

- Helps to assure they have the right equipment
- Being specific will improve the signal:noise ratio.
- Affects the costs and evaluators' level of effort.
- Make sure you can see and edit it!

There's a handout for this!

# Results of a Successful Shoot Day

## What's behind this clip

Schedule for the day  
Who's asking, who's talking  
How the question is asked



# Organizing and Analyzing

## Organizing

Address	Area	Year	Content	Event	Year	Comments
# 10-04-027-000000-0001-01	027	2010	000	Individual or Small Gr.	2010	PLC: CIB
# 10-04-027-000000-0001-02	027	2010	000	Individual or Small Gr.	2010	PLC: CIB
# 10-04-027-000000-0001-03	027	2010	000	Individual or Small Gr.	2010	PLC: CIB
# 10-04-027-000000-0001-04	027	2010	000	Individual or Small Gr.	2010	PLC: CIB
# 10-04-027-000000-0001-05	027	2010	000	Individual or Small Gr.	2010	PLC: CIB
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# 10-04-027-000000-0001-00	027	2010	000	Individual or Small Gr.	2010	PLC: CIB

## Analyzing

[2010-2011-000000-0001-0000](#)  
[Making practice public](#)  
[Practice spread](#)  
[Cycle of inquiry](#)  
[Cyclical](#)  
[Collaboration](#)  
[Equity/bias issue](#)

**Encinal School Reflections**  
 End of Year event, May 24, 2011  
**11-0524-NETWORKING DINNER-CONF 1-2**  
**11-0524-NETWORKING DINNER-CONF 2-1**

How you can help the students, building on what they know, and the amount of repetition that is essential for mastery. Next steps next year for school-wide impact, any thoughts, suggestions of how to integrate more fully with the rest of the school.

Lori: Incorporate **building a learning partnership into all PLCs as a foundation**, followed by shifting your thinking afterward. Focus of every PLC, and piggyback on that another focus that that PLC is interested in. **"If you don't have a relationship [with the student] you can't even go into the academics."**

Michelle: **Shifting your thinking from a deficit model** really standing out to me as so essential. Based on conversations with others, we are already strong on first item, relationships are very valued at our school (compared with other schools).

5:30 They are all equally important. But the second one stands out to me **liter hearing things that really bother me**. Being at a school like Encinal with such a dominant force, powerful, so influential and marvelous in so many ways, it is also leaving a whole other force out. **Our parent group, and just who we give attention to**  
**Reflect model, contributing.** I hope we have more conversations **students, our students of color, our EL students, our kids... who show up to a classroom where you are the only African America like? Have conversations around that.** Truthfully, I can't answer

There's a handout for this!

## Resources and Contact Information

### Resources

- *Video in Qualitative Research* (Sage, 2010)
- “Video for Use in Evaluation, a Conceptual Approach” *Studies in Educational Evaluation* (26)
- “Video Annotation Tools” *Journal of Teacher Education* (60,1)

### Contact Information

Corey Newhouse  
Public Profit  
[corey@publicprofit.net](mailto:corey@publicprofit.net)  
510.835.1669

Dear Parent or Guardian:

Your son/daughter's school is receiving services from the National Equity Project (NEP). They are working with teachers at your child's school to help them teach students more effectively. NEP has contracted with Public Profit and Community Bridge Video to evaluate these services.

This year, the evaluation will include videotaping classroom activities and on camera interviews with NEP staff, teachers, and students. Public Profit and Community Bridge Video will complete much of this videotaping. Some videotaping will also be done by specially trained NEP staff.

The video footage, visual images, and audio recordings will be used to help evaluate the Coaches and Teachers, to train NEP staff, and may also be used in a promotional video.

Some, part, or all of the footage may appear online or in DVD format and may be distributed to funders, supporters, and the public-at-large. The footage may show your child (example: a classroom of students is listening to a teacher lead the lesson). The footage might also feature your child working with a teacher (example: a one-on-one tutoring session with a teacher).

We do not anticipate any significant risks or discomforts for you or your children. Children will not be identified by name, only by the school they attend. It may be slightly stressful for some students to have a video camera in their classroom.

You have already given permission for program evaluators to take pictures and videotape your child/ren, as part of the paperwork you signed when registering them with the [name of school district]. ***If you prefer that your child/ren not participate in the NEP program evaluation, you will need to return a signed copy of this letter by May 16, 2011.***

If you have any questions about this project, please call.

We truly appreciate your child's participation.

Sincerely,

Contact Name One  
Phone  
Company  
Language Capabilities

Contact Name Two  
Phone  
Company  
Language Capabilities

Sign and return this page by May 16, 2011 if you do not want your child to be photographed, videotaped, or recorded as part of the NEP program evaluation.

-----  
Please do NOT include my child in this project.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Age/Grade

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Age/Grade

Sample

## **Impact 2012 Evaluation 2010-11 Video-Based Data Collection Information for Impact 2012 Schools November 2010**

For the 2010-11 school year, the Impact 2012 evaluation team is collecting video-based data in three strands: **Teacher Practice; Learning Partnerships; School Wide Change.**

### **TEACHER PRACTICE STRAND**

#### **Purpose**

Our goal is to stimulate meaningful, specific conversations with teachers about their practice and how Impact 2012 informed any improvements they made. Using video in this context 1) encourages increased objectivity and thoroughness, as memories change over time, and 2) invites others into the teachers' reflection process by showing the teachers' practice directly.

#### **What will take place**

Participating teachers agree to have video taken by their coach or a member of the Impact 2012 evaluation team November 2010 - January 2011 (for one day) to tape her/him in the classroom. The evaluation team will review the footage and identify two or three brief clips that explicate a key Impact 2012 theme, such as effective interventions, learning partnerships, differentiated instruction, or use of formative assessment.

Participating teachers will meet with the evaluation team in spring 2011 to review the footage and to reflect on changes in her/his practice, focusing particularly on those that were catalyzed by Impact 2012. These interviews will be taped by a professional crew.

The evaluation team will offer teachers up to three dates for filming; teachers are asked to select the date that works best for her/him.

### **LEARNING PARTNERSHIPS STRAND**

#### **Purpose**

Our goal is to have a video-based record of the ways in which teachers and other educational staff form authentic learning partnerships with students. This footage will be analyzed for content similarities and will be incorporated into the 2010-11 findings report to explicate key themes from interviews, focus groups, and surveys.

#### **What will take place**

Participating teachers agree to have a video crew on site in February/March 2011 or April/May 2011 (for one day) to tape in-class interventions, one-on-one tutoring sessions, and other activities that explicate the school's approach to learning partnerships.

The evaluation team will offer teachers up to three dates for filming; teachers are asked to select the date that works best for her/him.

## SCHOOL WIDE CHANGE STRAND

### Purpose

Our goal is to have a video-based record of the ways in which Impact 2012 is catalyzing changes to learning conditions. This footage will be analyzed for content similarities and will be incorporated into the 2010-11 findings report to explicate key themes from interviews, focus groups, and surveys.

### What will take place

Participating Impact 2012 members (including administrators) agree to be interviewed on camera by a member of the evaluation team, discussing specifically the ways in which their team is affecting school wide learning conditions.

Interviews will take place at the mid-year and end-of-year Impact 2012 Network events, or at some other common location.

## NOTIFICATIONS, PERMISSIONS, AND USE

National Equity Project will send courtesy notices to caregivers of students in volunteer teachers' classrooms. Parents/caregivers who prefer for their child NOT to appear on film can return a signed copy of the form to National Equity Project. The film crew will ask the teacher to identify any students whose parents do not want them to be taped and will not include them in the footage.

As noted earlier, footage will primarily be used for the purposes of the 2010-11 evaluation study. Footage will be provided to the National Equity Project for review and use for staff training and promotional purposes. A copy of footage used in the findings report will be provided to the principal of each participating school.

## TIMELINE

Fall 2010

- Coach and Evaluation Team generated footage of teacher practice.

Winter 2011

- Shoot Day 1: Up to two schools - learning partnerships
- Shoot day 2: Interviews - school wide change

Spring 2011

- Shoot Day 1: Up to two schools - learning partnerships
- Shoot day 2: Interviews - school wide change
- Shoot day 3: Interviews at up to 2 schools- teacher practice
- Shoot day 4: Interviews at up to 2 schools- teacher practice

## Sample Shoot Day Schedule

Time	Interviewee /Project	Tasks
<b>School One</b>		
8:15am		Arrive to set up
8:45-9:30 Interview room	Teacher 1	<p>15 minutes – review video clip</p> <p>10 minutes – discuss key themes, what will be covered in taped interview</p> <p>20 minutes – taped interview</p> <ol style="list-style-type: none"> <li>1. Can you tell me about what you were doing that day? (e.g. who were you working with, what were you focusing on)</li> <li>2. What led you to make those choices?</li> <li>3. What did you notice was working well?</li> <li>4. What could have been improved?</li> <li>5. How was this different than at the start of the school year?</li> <li>6. How is this different than what you are working on now?</li> <li>7. What is next for your classroom?</li> </ol>
9:45-10:30	Teacher 2	See above
10:45-11:30	Teacher 3	See above
11:45-12:30	Teacher 4	See above
	<b>BREAK/ LUNCH</b>	
<b>School Two</b>		
3:15		Arrive at school 2 to set up
3:30-4:45 Teacher classroom, 10 students present	Intervention (3:45-4:45)	Tape intervention after school session from start to finish.
4:45-5:30 Common room	ELA teacher	<ol style="list-style-type: none"> <li>1. Can you describe to me who is involved in the after school intervention at this school?</li> <li>2. What are students learning in these sessions?</li> <li>3. What led you (the team) to focus on those skills/subjects?</li> <li>4. How is it working? Are you seeing evidence that students are doing better?</li> <li>5. What have been some of the challenges? Some of the successes?</li> <li>6. What's next for inquiry at this school?</li> </ol>

## Sample Video Categorization Guide

### Naming

Review Clips to make sure they are named correctly - fix the ones that are not.  
Use the following convention: YEAR-MONTH-DAY-TEACHER-TYPE-#.mov

TYPE is what kind of event was taped and should be one of the following:

- \* INTN for intervention
- \* ITVW for interview
- \* COACH for coaching
- \* CLASS for classroom footage
- \* OTHER for other

So three clips shot of Ms. Stanford teaching the full class on Thursday, April 1 would be:  
2010-04-01-STANFORD-CLASS-01.mov  
2010-04-01-STANFORD-CLASS-02.mov  
2010-04-01-STANFORD-CLASS-03.mov

This will allow the files to show up in chronological order. It will also cluster individual teachers together.

Shots of focal students should also go under their teacher's name.  
Note that we are using dashes "-"

DO NOT use the following characters in your file names: slashes "/" periods "." commas "," or parenthesis "(" and ")"

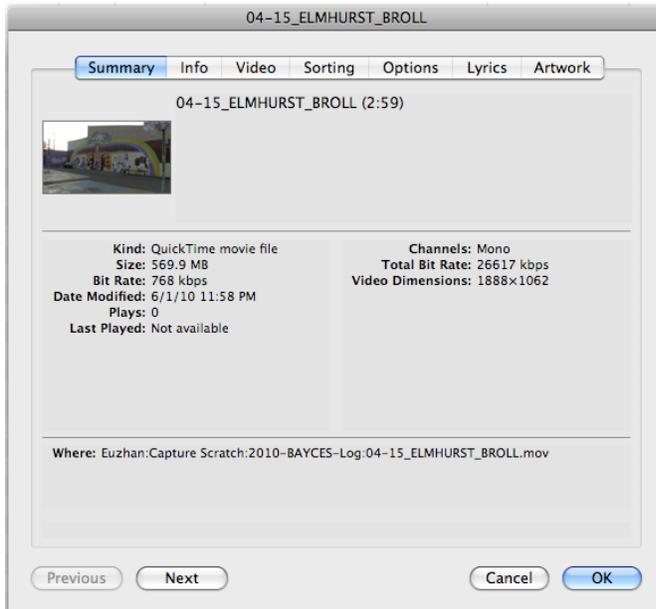
*Many computer systems and video editing programs (mac, pc, and unix) use these symbols to identify the location of files on your hard drive. Some of them also tell the computer what kind of file they are working with.*

*Using these symbols in file names can cause system crashes and other problems.*

## Coding<sup>1</sup>

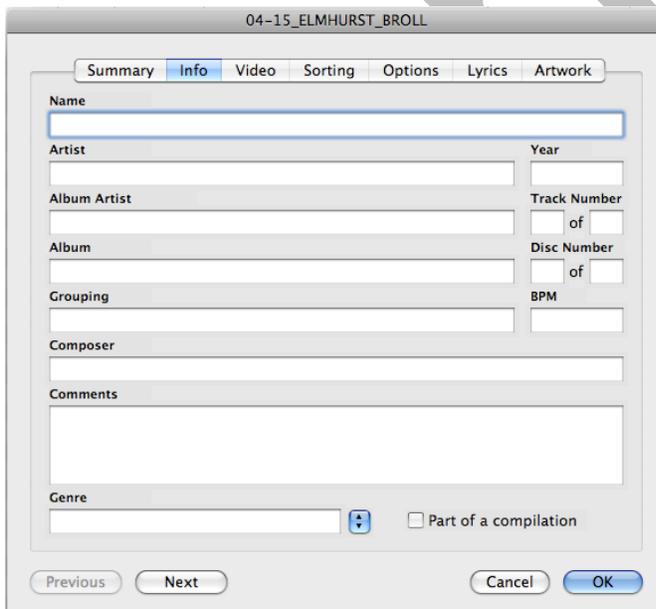
We will use common menus in iTunes to input information about each of the clips.  
To get to the menus, Click on Apple/Command + I or select File: Get Info.

### Menu 1 - Summary



All filled in by iTunes.

### Menu 2 - Info



NAME = The naming convention given on the previous page. This is automatically filled in.

ARTIST = School or Site.

YEAR = The year of the clip: 2010, 2011...

ALBUM ARTIST = Leave blank for now.

TRACK NUMBER = Leave blank for now.

GROUPING = Leave blank for now.

COMPOSER = The person/company that shot the video.

BPM = Leave blank for now.

<sup>1</sup> Depending on how iTunes is set up on a particular computer, coders may need to modify the library menu to see the applicable fields. Use Open-Apple J to modify the look of the iTunes library.

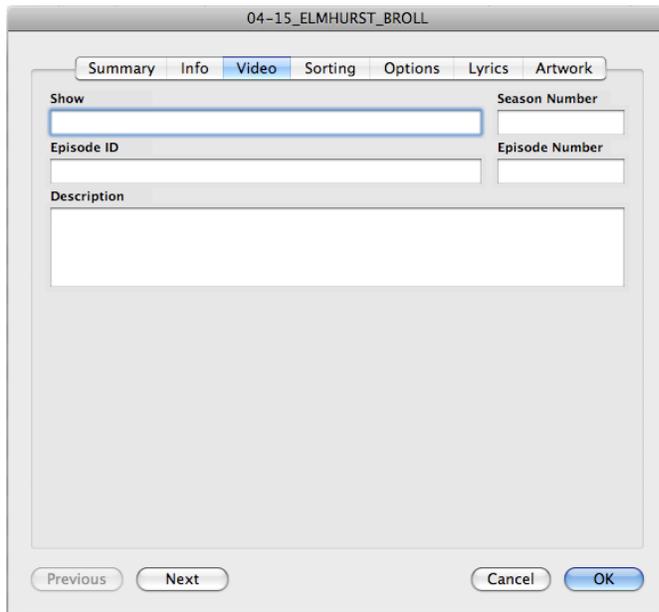
COMMENTS = People in the Footage. Two letter code - last name. Ex: FS-Smith

- \* FS = Focal Student
- \* CO = Coach
- \* IT = Inquiry Teacher
- \* AD = Administration

- \* OT = Other Teacher
- \* ST = BAYCES/EQUITY PROJECT Staff
- \* FACULTY (no need to put name)

GENRE = This should match the Type of clip described above. A list of Genre's and their descriptions is below. iTunes allows users to create custom genres in a drop-down menu, which will allow for more consistent use of this format.

### Menu 3 - Video



SHOW = Project Name. Ex: Impact 2012

SEASON NUMBER = School Year - 0910

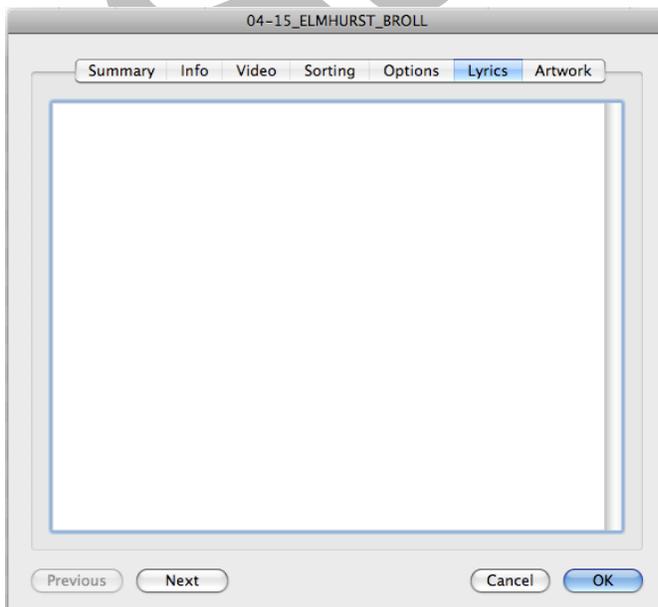
EPISODE ID = Leave blank for now.

EPISODE NUMBER = Leave blank for now.

DESCRIPTION = Information about the clip's **technical quality** here. Depending on the clip, this will include brief phrases like:

- \* High resolution/low resolution
- \* Good sound/Poor sound
- \* Good composition/Poor composition
- \* Group shot/Individual shot

Menu 4 - Sorting, Menu 5 - Options, and Menu 7 - Artwork  
Skip these Menus for now.



Menu 6 - Lyrics

LYRICS = Transcriptions.

Transcripts should be typed in a separate program and stored as .txt or .rtf files.

Then, you will cut and paste them here.

More info about the Transcription process is below.

## Tags

Tag the clip in the **Comments** field, using one or more common categories, listed below. Tags provide additional information about what took place within a certain context - they work with genres to create a picture of the activities and themes in a clip.

*Please update this document to reflect new tags.*

Tag	Description
Focal student strategy	Discussion or reflection on 2012 focal student strategy.
Formative assessment development	Inquiry team members discussing the development of a formative assessment or creating one together
Formative assessment results review	Review of formative assessment data
Summative assessment results review	Review of summative assessment data (usually CSTs, CAHSEE or other standardized tests)
Planning an intervention	Inquiry team members developing an intervention for a student or group of students
Conducting an intervention	Inquiry team members (or others) carrying out an intervention developed as part of 2012, whether one-on-one or in class.
Discussion of Impact 2012 model	Inquiry team member discussion or reflection on the three-phase 2012 model
Change in teacher practice	Discussion or reflection on changes in teacher practice
Learning partnership	Discussion, reflection, or example of teacher-student learning partnership.
Student learning acceleration	Discussion, reflection, or example of teacher-student learning acceleration.

## Genres

Add common genres as necessitated by the footage. *Please update this document to reflect new genres.*

Genre Name	Description
Coaching session	Footage of a coach working directly with an Inquiry Team member
Impact 2012 event	Footage of presentations at an official Impact 2012 meeting
Impact 2012 staff member interview	Interview with an Impact 2012 coach
In school presentation	Inquiry team presentation to colleagues
In-class intervention	Footage of a teacher with an entire class, leading a specific activity or intervention
Individual or small group work	Footage of a teacher or other staff member with one student or a small group of students
Inquiry Team meeting	Footage of an Inquiry Team meeting
Inquiry team member interview	Interview with a member of an inquiry team
Other	<i>Use sparingly!</i>
Student interview	Interview with a student

## Transcription

Transcripts should be typed in a separate program and stored as .txt or .rtf files. They should be typed in ALL CAPS to save time and make them easier to read.

Transcriptions should be “clean copy” i.e., eliminate speakers’ incidental phrases and stutters.

Bracketed citations [ ] should be used to indicate meaningful gestures or activities, such as when a speaker refers to a visual aide or points to another person in the room.

When two or more people are in the clip, identify each speaker by name (if possible). If they do not give their name or you can’t find someone in the BAYCES or Public Profit offices who can ID the person for you, use a consistent identifier (e.g. “Speaker 1,” “Speaker 2” or “Presenter 1,” “Participant 1”). When possible, ask the clip author to identify participants so that you might identify people by name. In some clips, the speaker says her/his name into the camera.

Example of a clean copy transcription:

SPEAKER 1: ON THE SHEET IN FRONT OF YOU THERE’S A LISTING OF THE DIFFERENT SKILLS THAT STUDENTS NEED TO HAVE TO MASTER READING. ACCORDING TO THE STANDARDS, MY STUDENTS ARE SUPPOSED TO BE HERE [MOTIONS TO PAPER] BUT ARE REALLY HERE [MOTIONS TO PAPER]