AN EVALUATION OF REMOTE OBSERVATION CAMERAS FOR SUPERVISING TEACHER CANDIDATES

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ACRES American Council on Rural Special Education

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

BACKGROUND

- Prior to 2013
  - UK serving teacher candidates in distant geographical locations for number of years
  - 16 KAR 9:080 – Observers must be present in the classroom
- 2013
  - Received OSEP Personnel Preparation Grant
  - Preparing Alternate Certificate Instructors for Rural Special Services (PAIRSS)

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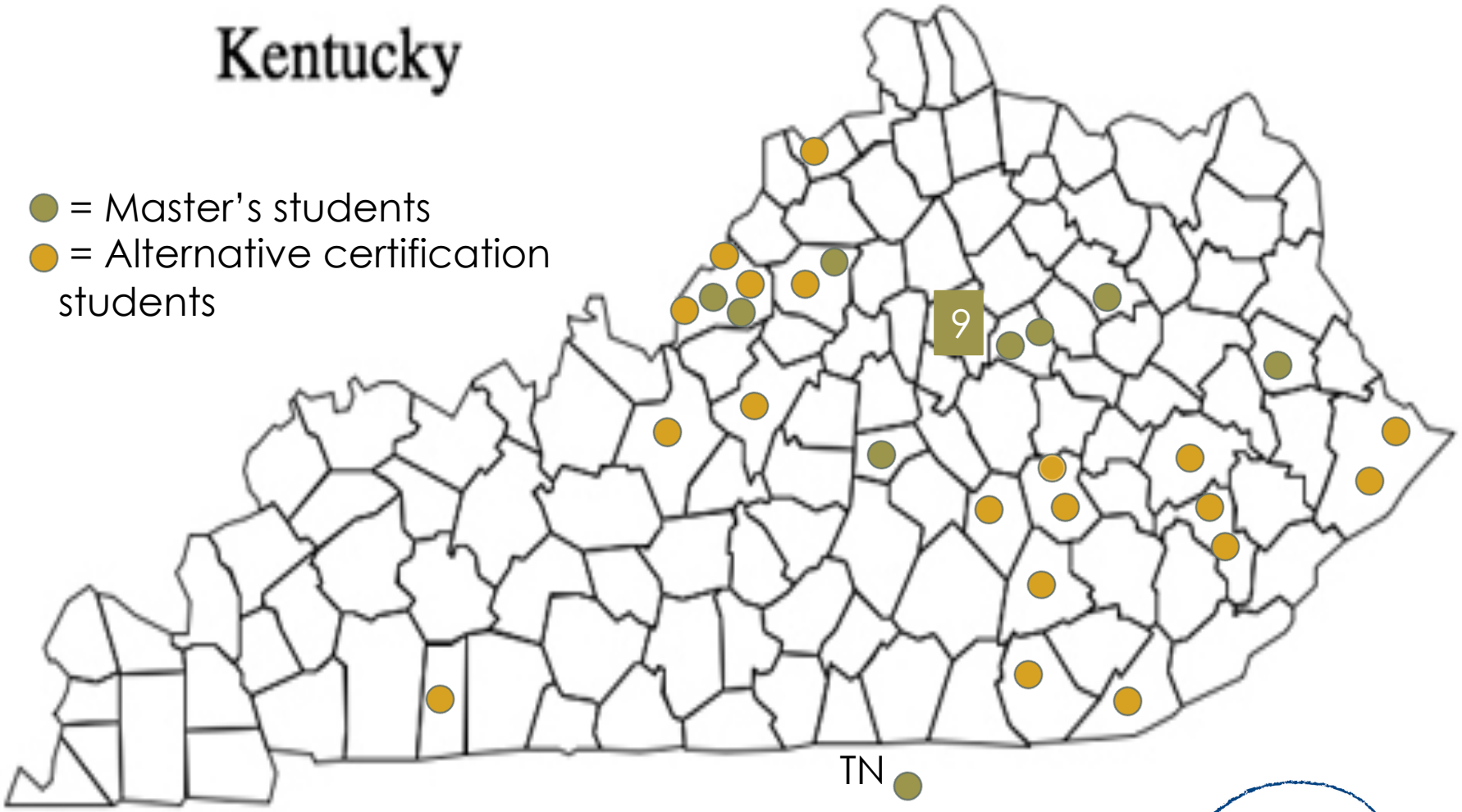

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BACKGROUND

- 2014
  - UK petitioned professional standards board to allow remote observations
- April 28, 2014
  - UK received waiver from the EPSB board to conduct pilot of remote observations of teacher candidates
  - First observation annually conducted face-to-face
  - Subsequent observations conducted remotely
  - Bluetooth audio use optional

CAMERA OBSERVATIONS

$900

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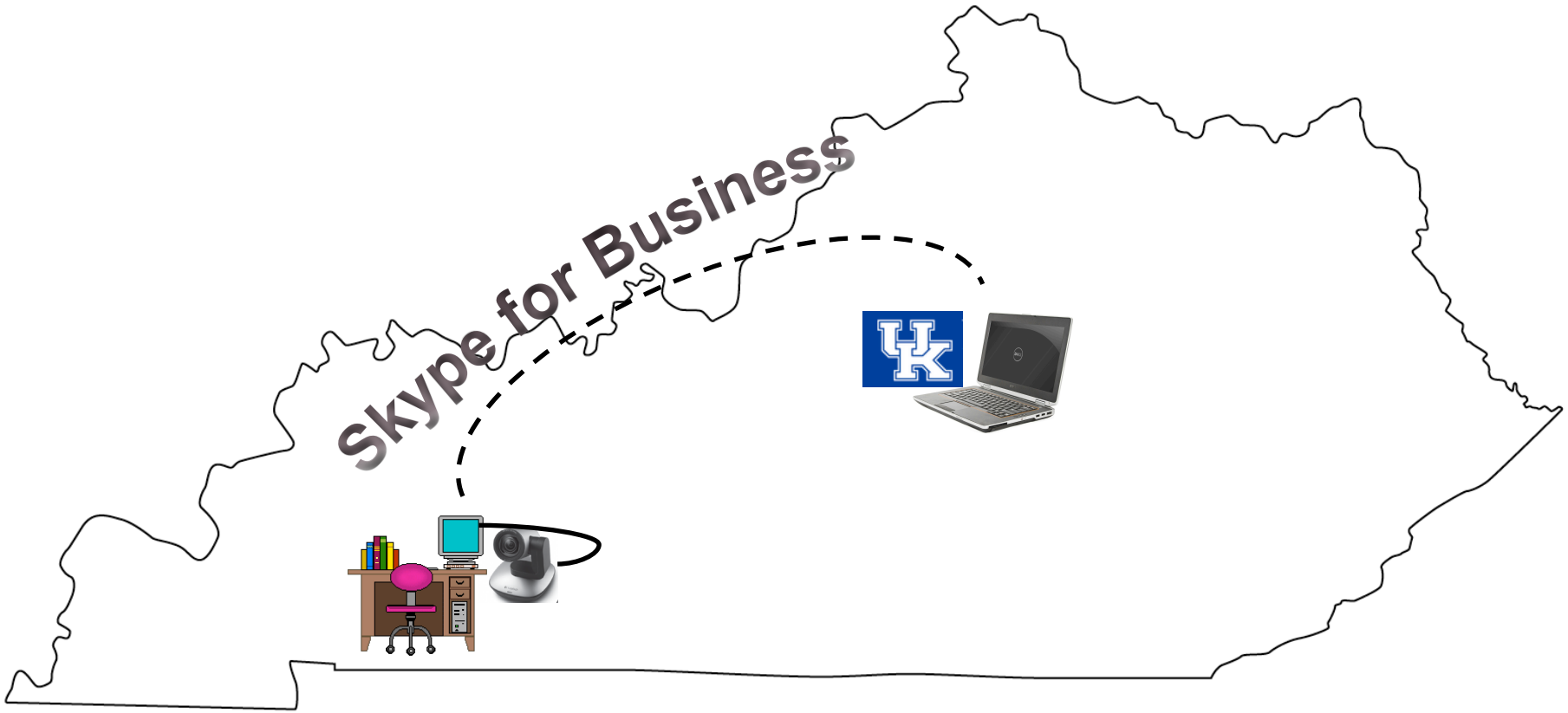
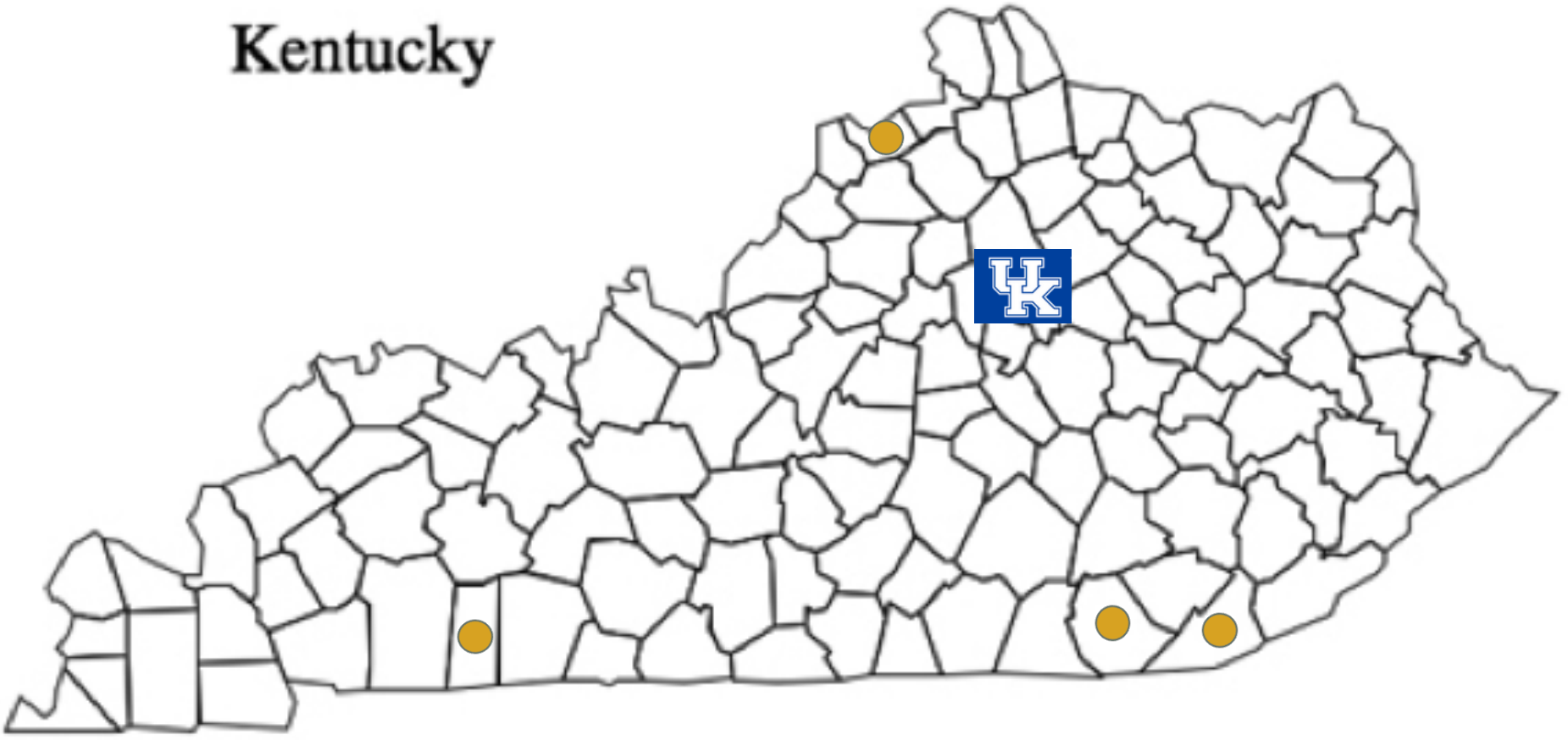

Skype for Business

EVALUATION OF REMOTE OBSERVATION CAMERAS

Fall 2015 – University of KY contracted with Dr. Ginevra Courtade, University of Louisville, to conduct an independent evaluation of the cameras

EVALUATION OF REMOTE OBSERVATION CAMERAS: PARTICIPANTS



EVALUATION OF REMOTE OBSERVATION CAMERAS

- Research Questions
  1. Is the evaluation reliable regardless of the format?
  2. What are the perceptions of the teacher candidates when being observed face-to-face vs. remotely?
  3. Is the use of the remote observations cost effective?

EVALUATION OF REMOTE OBSERVATION CAMERAS

FIELD PLACEMENT OBSERVATION FORM

Classroom Components

- Environmental supports
- Student support
- Instruction/Curriculum
- Assessment/Data Collection

Teacher Behaviors

- Provide Opportunities to Respond
- Attend to positive/negative student behavior

--1 face-to-face and 1 remote observer
--Collected data on same day and time

SURVEY PROTOCOL

Survey/Interview Protocol for Teacher Candidates

- Most useful
- More authentic
- More distraction
- Convenience
- Preference

Survey Protocol for Observers

- More detailed feedback
- More authentic
- Convenience
- Preference

RESULTS OF OBSERVATION

- Acceptable rates of reliability were achieved for both components of the observation.

- Acceptable rates achieved on the 16 indicators (*M* = 87.5%, range 50%-100%).
- Acceptable rates achieved on the teacher behaviors of:
  - Opportunities to respond (*M* = 80.7%, range 65%-100%)
  - Attention to positive behaviors((*M* = 94.6%, range 80%-100%)
  - Attention to negative behaviors (*M* = 87.5%, range 50%-100%).

RESULTS OF SURVEY: TEACHERS

- Majority of teacher candidates (3 of 4) indicated no difference in type of observation related to:
  - Feedback received
  - Authentic view of teaching
  - Convenience
- Teacher split on which type created more distraction
  - 1 face-to-face, 1 remote, 2 no difference
- None reported face-to-face as more convenient
- Three preferred remote observation, 1 no preference

RESULTS OF SURVEY: TEACHERS

- Challenges

"Learning the technology was a challenge, and having everything set up was a bit of a hassle."

"The only difficulty with the remote observation was accurately seeing the back of the room where our group area is without moving the camera closer. The camera was small however, so it was easily moved."

"No challenges were encountered as a result of the remote observations."

RESULTS OF SURVEY: TEACHERS

- Positive Outcomes

"The flexibility to have an observation at any time is a very positive outcome of utilizing remote observations. If I would have had a problem with a student or wanted some input on observing student behaviors or a lesson, the remote observation could have been quickly set up for my professors at UK to observe or another peer in the PAIRSS program to observe."

RESULTS OF SURVEY: TEACHERS

- Positive Outcomes

"I really enjoyed the remote observation. It creates less of a distraction for my students and personally, it does not make me feel as nervous ☺ It is almost like there is no one in the room and we could carry on throughout the day as normal without having a "visitor" in the room. ."

RESULTS OF SURVEY: TEACHERS

- Effective?

"Yes, I was observed face to face and with the remote system. Some of my most helpful and insightful feedback on utilizing systematic instruction, particularly constant time delay with a chained task, was provided from remote observations conducted."

"I believe they are. With the remote, you are able to still circulate the room and see everything that is going on. Plus, there are no distractions and my students pay no attention to the camera even being there. It still serves the same purpose. I am still able to ask questions and get the feedback I need with the remote. Also, if I were having trouble with a student during some point in the day, I could email or call my professors and ask them to take a look at what I am doing by using the remote and what I might need to do different. It is way faster and more efficient that way. If I had a problem with a student one day and asked them to come down to help, that student might not have that same problem the day my professor comes to visit. With the remote, they are able to see what exactly is going on at that time without distracting the student."

RESULTS OF SURVEY: TEACHERS

- Follow-up Telephone Interviews

"Follow up conference was similar; more nerve wracking with someone in the classroom, but a good thing they are there."

"Trouble with where the camera was on the desk; couldn't see the data sheets; moved it and that seemed to be fine."

"Liked them both; felt she got to know them (UK faculty) better face-to-face."

RESULTS OF SURVEY: OBSERVERS

- Both observers indicated no difference in:
  - Quality of feedback given
  - Authentic view of teaching
- Both agreed remote more convenient
- Both preferred face-to-face observations

RESULTS OF SURVEY: OBSERVERS

- Challenges

"Finding the right technology to work between schools and UK was a challenge; we really wanted the observations to be the same, so making sure we could pan, tilt, and zoom was critical – it took a long time to find the right technology."

"The microphone picks up all noise in the classroom, so if something is happening across the room, you can hear it (this is both a good and bad thing)."

"One school principal would not agree to have the camera installed in the classroom."

RESULTS OF SURVEY: OBSERVERS

- Positive Outcomes

"Students can be observed more frequently- rather than 2-3 observations per semester, observers could visit more frequently for shorter periods of time since the time of driving would not be needed."

"Observers can join the class at times of the day that are convenient for the teacher. For example, if a teacher would like observers to watch a lesson early in the morning, the observers would be able to do this using the camera whereas they may not be able to drive to the school and arrive for an early morning visit."

"We were able to use the technology to effectively coach during instruction and also in post-observation sessions."

RESULTS OF SURVEY: OBSERVERS

- Effective?
- *"I feel that I can see as much remotely as I do live; if there is something I can't see or want to see closer, I can ask for it during the post-conference."*
- *"I feel that the pros outweigh any cons… and we will always have the ability and choice to drive to a classroom to do a live observation if we feel that it is necessary."*
- *"This is an effective way to observe classrooms. The positives outweigh the challenges and the ability to more frequently observe students during times of the day that they need assistance outweighs the challenges."*

COST EFFECTIVENESS: FINANCIAL AND TIME

- Financial Costs of each camera $900
- Cost to complete 4 face-to-face observations per teacher .....range $156-$1263

- Time commitment costs (faculty time) based on 1 hour observation and 4 observations for each teacher

FACE-TO-FACE	REMOTE
86 hours	16 hours

CONCLUSION

- Both teachers and observers were satisfied with the remote observations and indicated they were an effective way to observe classrooms.
- Independent observers obtained similar results on a classroom observation tool during face-to-face and remote observations.
- The cost effectiveness analysis indicated the remote observations were more efficient.

FOLLOW-UP

- Independent evaluator recommended the approval of remote observations for Option 6 candidates.
- The board required an annual request to continue use of technology for distant supervision in the MSD Option 6 program
- Other programs must petition for a waiver to the EPSB to be able to use remote observations

Questions and Discussion

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