

DISCUSSION GUIDE: Role of video in pre-K teacher learning

Purpose of this Guide

This discussion guide complements [a webinar hosted by the Gates Foundation](#) and SRI on June 27, 2025. It draws on key insights from [Observing Classrooms Through a Digital Lens](#) (SRI, 2025) and is designed to help you:

- Reflect on your current professional learning and observation practices
- Explore the opportunities and challenges of using video
- Imagine what would make video-based coaching useful in your context

This guide was created to help facilitate a team discussion about how video-based classroom observations could support teacher professional learning and growth in your pre-K setting. The discussion can be 30-60 minutes, depending on the time available.

Section 1: Setting the Stage

Opening Reflection

Ask participants: *When you hear “video-based coaching” in early childhood settings, what comes to mind?*

Section 2: What the Research Says

Review the slides that summarize the ECCO study:

<https://usprogram.gatesfoundation.org/early-learning-webinar>

Ask participants: *Did any findings surprise you?*

Section 3: Spark a Conversation

Choose 3-5 questions for your group discussion:

For Teachers:

On Practice and Professional Growth

- Have you or your colleagues ever used video as part of coaching or professional learning? What was that experience like?
- What kinds of PD or coaching activities do you think are most helpful for pre-K teachers? Could video enhance any of those?
- How might video help (or hinder) teachers reflect on their practice and grow in areas like emotional support or instructional quality?

On Implementation

- What might be some barriers to using video effectively in your context—especially in multilingual or rural settings?
- What supports (e.g., equipment, training, tech help) would make video more usable for you and your program?
- What would make a video-based coaching session feel safe, supportive, and useful?

On Teacher Agency

- How would you want to be involved in deciding *how* video is used in your PD?
- What are your biggest hopes—and hesitations—about being recorded for coaching purposes?
- What role should trust, privacy, and consent play in implementing video-based observations?

For System Leaders:

On System Design and Goals

- What are the main goals of your current professional learning or coaching system? Could video support any of those?
- What aspects of quality improvement in your system rely on classroom observation?
- In what situations would video offer an advantage over live observations?

On Implementation

- What barriers do you foresee in implementing video-based coaching at scale (e.g., technology, staffing, buy-in)?
- How would you ensure video doesn't become "one more thing" for teachers, but instead a meaningful support?
- What kind of supports (infrastructure, training, norms) would be needed to ensure equitable access to video-based PD across settings?

On Teacher Trust

- How might video help address access to coaching—especially in rural or multilingual settings?
- What guidance or protocols might you need to develop around privacy, storage, and data use?
- How can you build trust with teachers around the use of video for formative—not evaluative—purposes?

Section 4: Imagining the Future

Prompt for group brainstorming:

- Imagine it's 2030, and your program is using video as a regular part of coaching. What would need to be true for it to be working well for teachers, coaches, and children?
- Optional: Record responses on a shared document or whiteboard.