

Observing Classrooms Through a Digital Lens

Examining the Reliability and
Feasibility of Video
Observations in
Pre-Kindergarten Classrooms

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**Do you have experience
using video in classroom
observations?**

**What's your current stance
on using video in classroom
observations?**

Are you excited, curious,
skeptical, or cautious?





Possible Benefits of Video-Based Observations

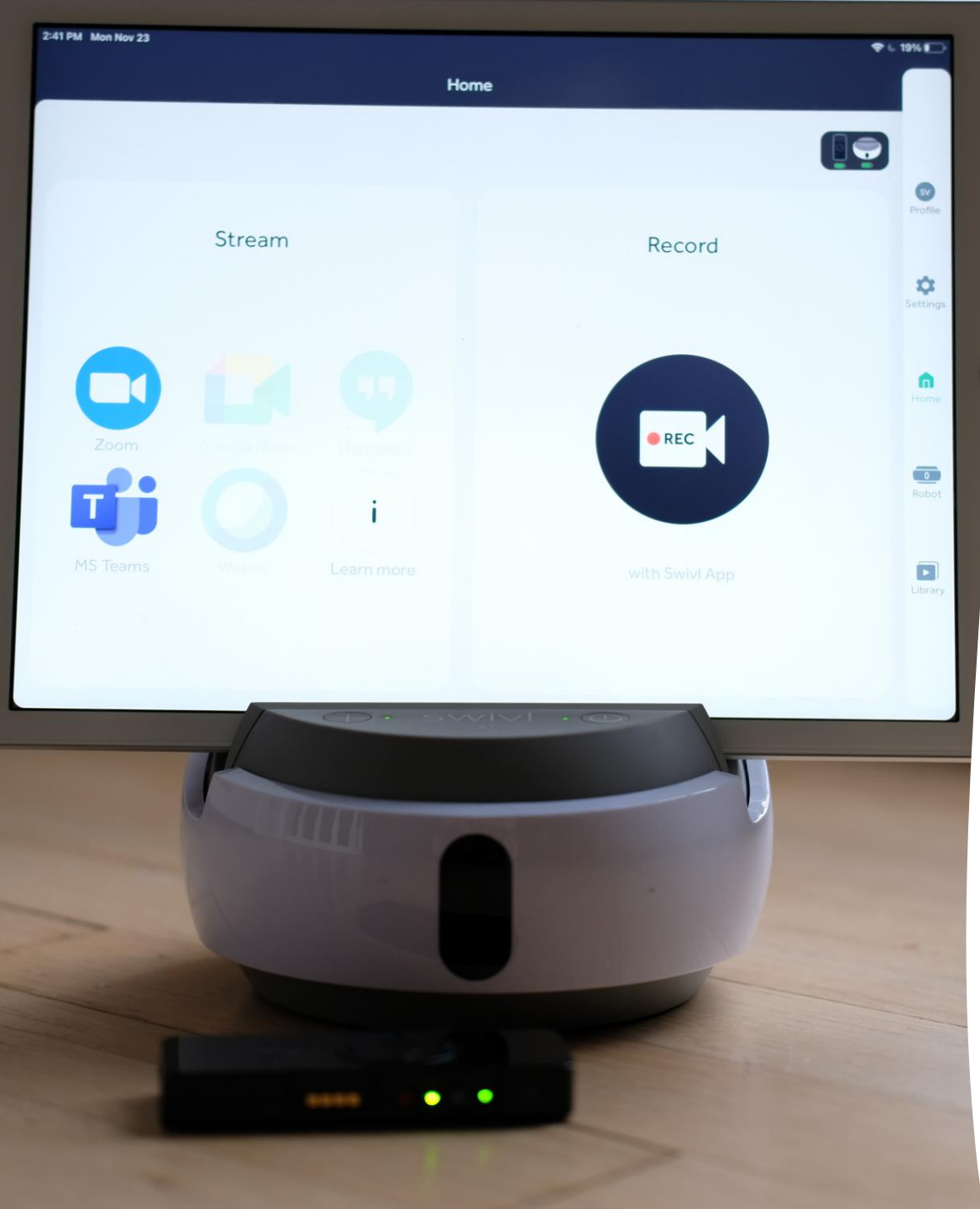
Teacher Support	Accountability	Research
<ul style="list-style-type: none">Teacher agency in timing of observationTeacher access to videos to review the observation results <p>Kane et al., 2020; Teachstone & Intentional Futures, 2023</p>	<ul style="list-style-type: none">Ability to staff observers with necessary language skills and expertiseCost and time savings by not traveling to sites <p>Meek et al., 2022; Office of Head Start, 2024</p>	<ul style="list-style-type: none">More accurately capture practices that support children's learningMinimize bias in classroom observations <p>Curby et al., 2016; Curenton, 2023</p>



Possible Barriers of Video-Based Observations

- Technological limitations
- Logistically complex
- Privacy concerns for teachers or students
- Most classroom observation tools not designed for video

Are video observations (1) reliable, (2) comparable to live scores, (3) feasible, and (4) cost effective?

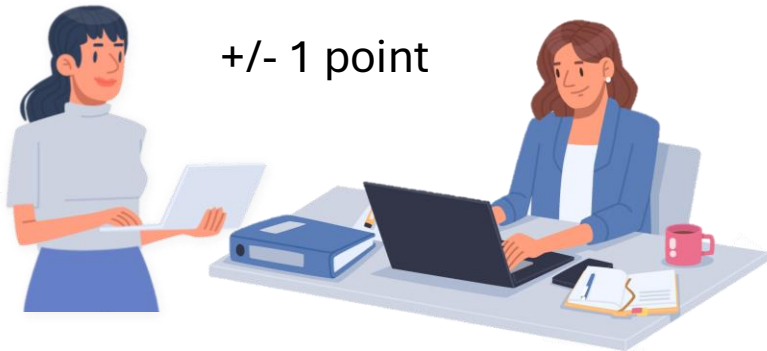


Approach

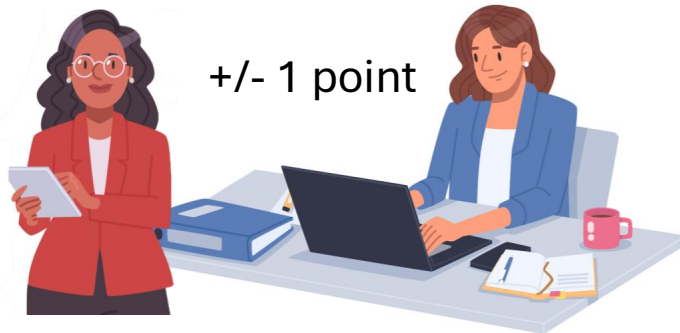


- 100 **CLASS 2nd Edition** and 59 **ECERS-3** observations in a range of center-based program types across 5 states
 - 47% of teachers had experience with video observations
- **Live observations** recorded using Swivl robot, iPad, and teacher microphones
- **Videos** later scored by a different observer

Question #1: Are video observations reliable?



Do observers assign similar scores over video?



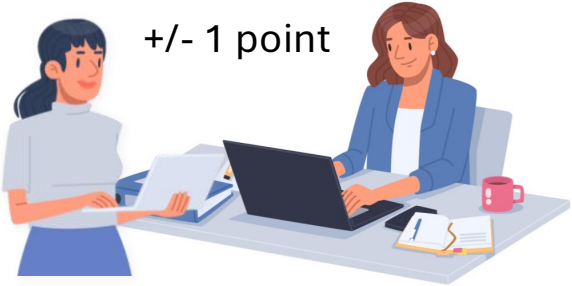
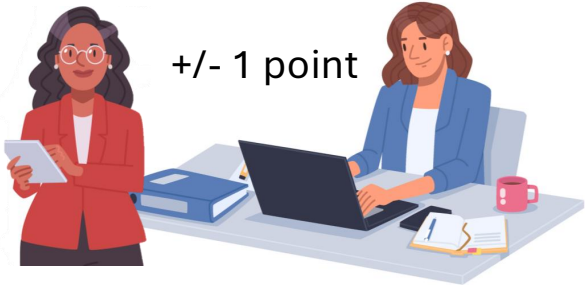
Do observers assign similar scores across live and video?

Goal = 80% reliability

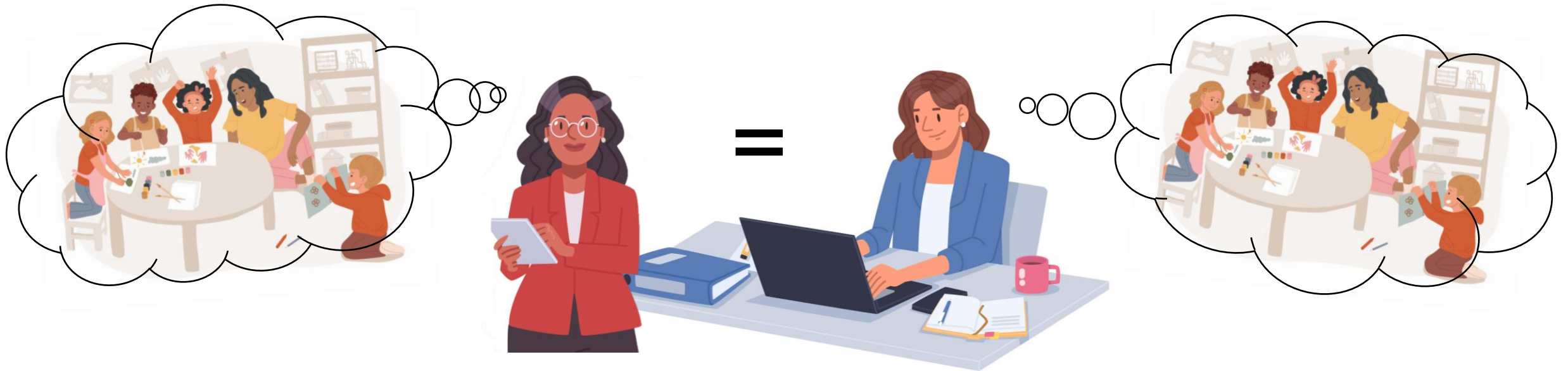
To be certified, CLASS and ECERS-3 observers must assign 80% within 1 point of the anchor.

CLASS and ECERS scores are reliable on video and across live and video.



		CLASS	ECERS-3
 <div>+/- 1 point</div>	On video	88%	88%
 <div>+/- 1 point</div>	Across live and video	88%	86%

Question #2: Do live and video observations produce equivalent ratings?



Do live and video scores vary systematically *within* an observation?

In most cases, CLASS and ECERS-3 live and video scores were consistent.



- Few significant differences between live and video scores across CLASS domains and ECERS-3 subscales.
- CLASS Emotional Support video scores were slightly lower (.2 points) compared to live scores.



Although score differences were typically minimal, there were exceptions.



Across several CLASS domains and ECERS-3 subscales:



Video scores were *lower* than live scores in the *highest* quality observations.



Video scores were *higher* than live scores in the *lowest* quality observations.



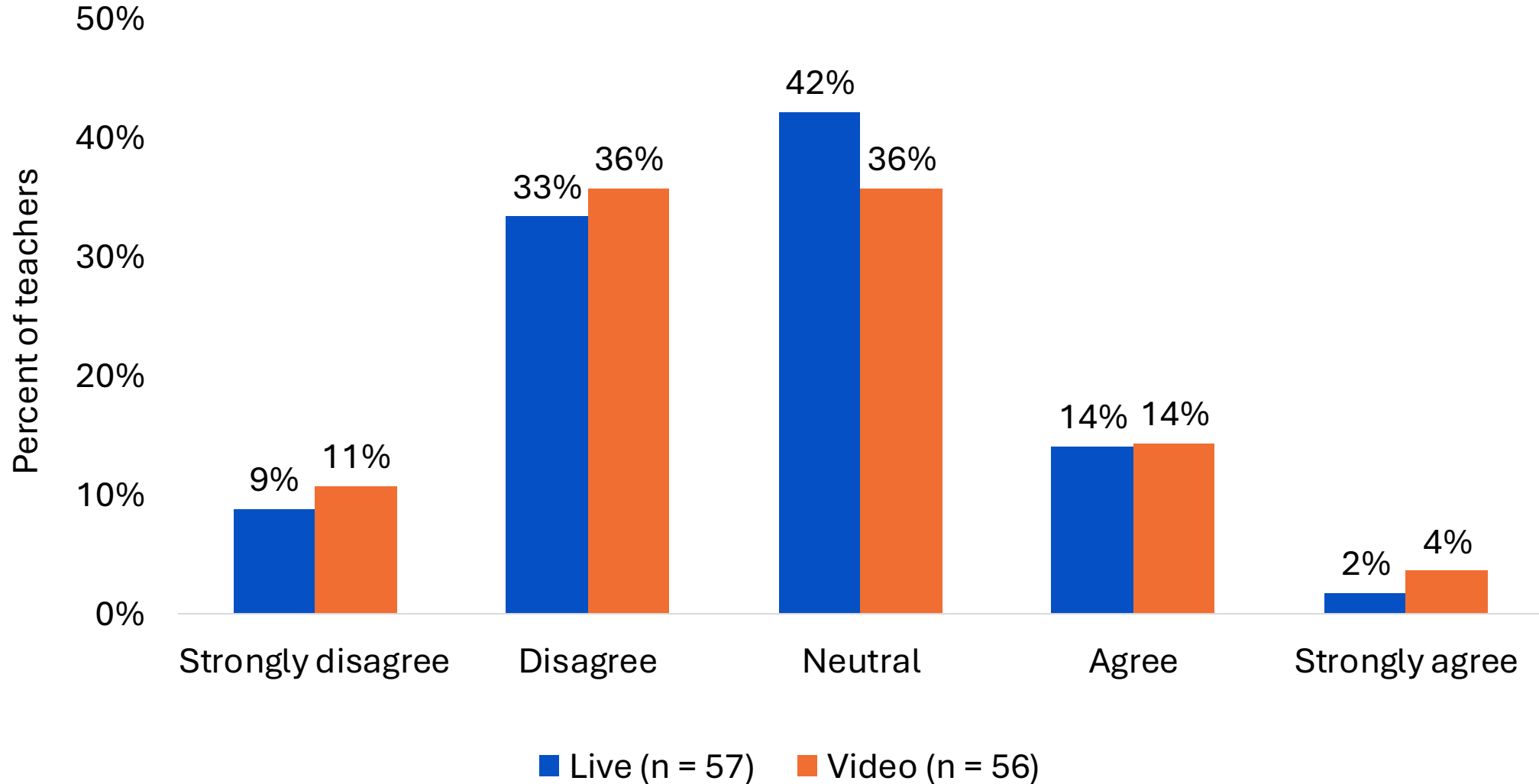
Question #3: What are teachers' perceptions?



How do video observations change teachers' experiences with classroom observations?

In what ways do teachers envision using video observations?

Whether teachers found having their classroom teaching observed *stressful* was similar by observation format.



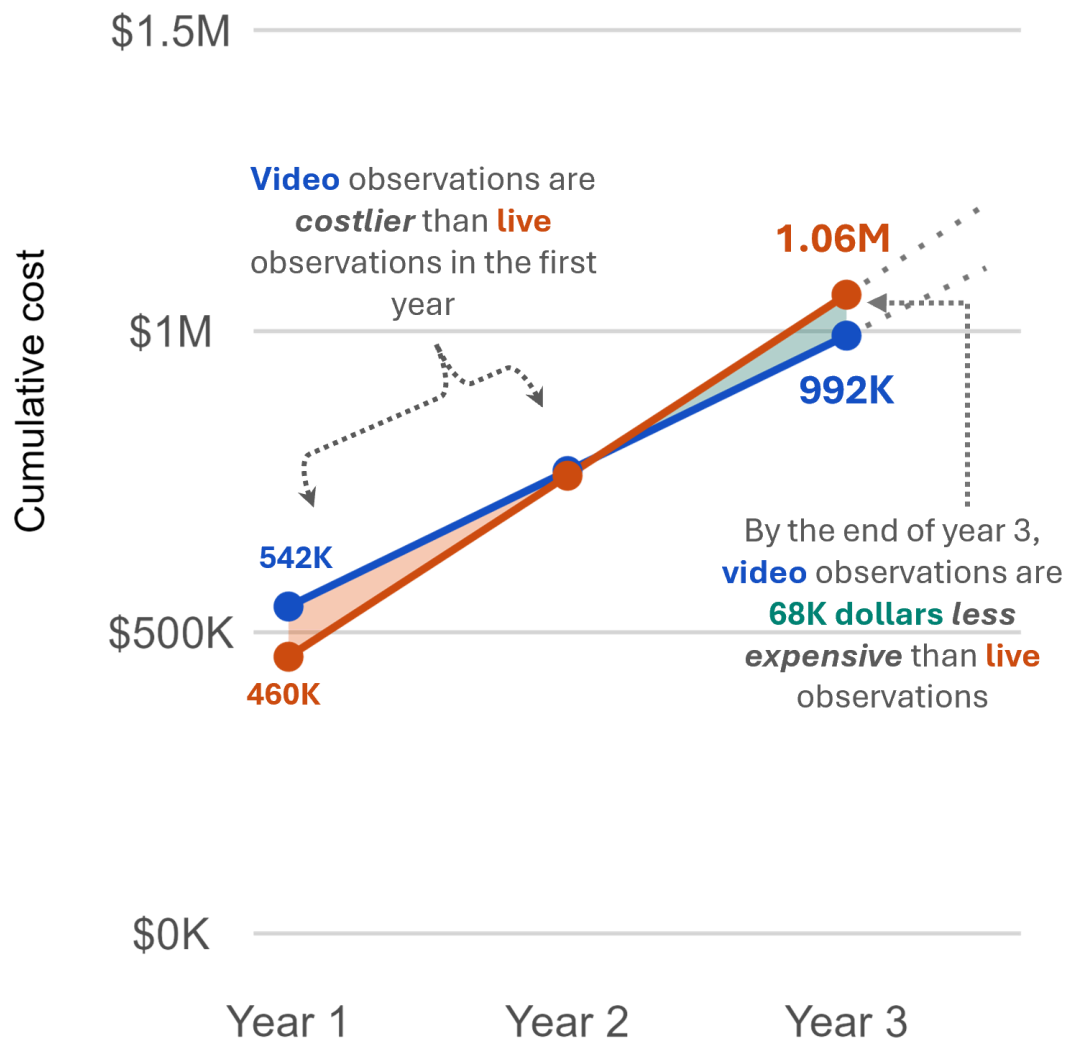
Teachers emphasized the *purpose* more than the *format*.



When providing feedback
on video observations,
teachers highlighted
**accuracy, privacy, and
relevance for practice.**



Question #4: Are video observations cost effective?



Video observations are *less expensive* than live observations when used in the context of **teacher support**.

Graph displays cost estimates for CLASS; ECERS-3 results were similar.

Key Takeaways

- Are video and in-person observations reliable and comparable?
- Do teachers feel comfortable using video in their classrooms?
- Does using video save us money?



Scan to learn more about the Reimagining Instructional Coaching in Early Education (RICiEE) initiative from SRI Education

