



## **Beginning Teacher Observation and Evaluation Using an Internet-based Video-Recording System**

**Naffziger, Loren B. & Fawson, Kenneth**

National University

United States of America

[lnaffziger@nu.edu](mailto:lnaffziger@nu.edu); [kfawson@nu.edu](mailto:kfawson@nu.edu)

Most teacher licensure/certification programs require some practice teaching under the supervision of an experienced teacher prior to awarding a credential. Typically, practice teachers must be observed and evaluated several times during the practice period. This process can be both time consuming and costly with marginal results. This requirement becomes even more complex with distance education and international teacher certification programs. To reduce the high cost of face-to-face observations and skill assessment, National University in southern California, USA, has been using thereNow, which is a secure website that features video-recording and multimedia options. This system links a remote live video and audio stream with observation and data collection tools for capturing information used to inform the teacher assessment and remediation of performance, all at a distance. The thereNow dashboard facilitates the use of Iris Connect camera, which has a 360-degree field of vision in the classroom in addition to pan, tilt and zoom capabilities. The system also has a variety of audio and video observer commentary capabilities that add to the communication between the beginning teacher and supervisor. With the dashboard tools, an evaluator and beginning teacher can view and discuss the skills observed and those needing remediation in a confidential environment. Beck et al. [1] suggest the use of videotaping to develop cases has an “intuitive” component, which relates to the use of the recording of actual classroom interactions (p. 346). According to the authors, beginning teachers are better able to make the cognitive transition from theory to practice as real life situations create the opportunity to discover instructional problems.

- [1] Beck, R. J., King, A., & Marshall, S. K. (2002). Effects of videocase construction on preservice teachers' observations of teaching. *The Journal of Experimental Education*, 70(4), pp. 345-361.