**VIRTUAL CLINICAL OBSERVATION GUIDELINES**

**SECTION I. DEFINING VIRTUAL CLINICAL OBSERVATION**

A virtual clinical observation is an observation of a teacher candidate conducted by a supervisor or advisor using video technology. There are two ways to conduct a virtual observation using video.

1. Video capture: teacher candidate records the lesson to be used for observation and then uploads or sends the video recording to the supervisor.
2. Live video (e.g., Skype or Google Chat): teacher candidate and supervisor establish a live video connection so the supervisor can observe the teaching live, but virtually.

**SECTION II. WHEN IS VIRTUAL CLINCIAL OBSERVATION FOR STUDENT TEACHING EVALUATION APPROPRIATE?**

1. In cases of student teaching placements that are remote or distributed across wide geographic areas

 - or -

1. To supplement in-person observations (e.g., a program has a minimum of 3 required in-person observations and supplements those with one additional virtual observation).

- or -

1. To address intensity of supervisor work-load and travel needs by allowing one (at maximum) of the required observations to be conducted virtually.

**SECTION III. REQUIRED PRACTICE FOR VIRTUAL CLINICAL OBSERVATION**

1. The potential and expectations of using virtual clinical observations must be described in the course syllabus.

*Syllabus template language*

During your clinical field work in this program you may/will be observed by your supervisor or advisor via video technologies. Before engaging in a virtual clinical observation, your supervisor will ensure that you and your cooperating teacher are comfortable with video use and have access to the necessary equipment and Internet connections. Your supervisor will outline the specific expectations of the video clinical observation and how you will receive feedback or an evaluation based on the virtual observation.

It will be your responsibility to ensure that all school and district policies are followed regarding permission to video students. If no such policies exist, you will work with your supervisor and cooperating teacher to ensure video permissions are secured from the students who will appear in the video. By enrolling in this course and participating in a virtual observation, you are agreeing to not display videos publicly (e.g., personal websites, YouTube, Facebook) without specific permission from those featured in the video. These videos are to be used only to meet the specific requirements established by your supervisor.

**SECTION IV. RECOMMENDED PRACTICES FOR VIRTUAL CLINICAL OBSERVATION**

1. The supervisor should use the opportunity of virtual clinical observation to highlight technology competencies for teaching (this should also be documented in the course syllabus).
2. The program and supervisor should ensure that the teacher candidate has access to the necessary technology or that gaining access will not create undue burden on the candidate, the cooperating teacher, or the school. “Access” is defined as including the following:
	1. Video technology and Internet connections are available locally or through university programs
	2. Both the teacher candidate and the cooperating teacher have comfort, familiarity, and a perceived ease of use with the video technology
3. The supervisor and teacher candidate should do their best to ensure high quality video and sound capture such that the audio is clear and intelligible to supervisor and teacher candidate. For example:
	1. Quality of the microphones on cameras should be tested prior to an official observation
	2. Use of omni-directional microphones and wireless microphones can enhance the sound quality and the ability to hear the conversations with students during the observation
	3. Hand-held videography with microphone on the camera can enhance student voices on video
	4. Contextual considerations should be made for background noise or poor audio quality
4. Structure of the observation and appropriate interactions between teacher candidate and observer should be clearly defined prior to virtual observation (e.g., expectations for video capture of the teaching context, length of the observation video, establishing the focus of the observation, video analysis and questioning strategies, how feedback to candidate will be conducted).
5. Videos submitted for virtual observation should be unedited and continuous, with no interruption or deletion of content or time.
6. Teacher candidates should ensure originality of the video by indicating they are the person planning and implementing the teaching captured within the observation.

**SECTION V. VIDEO PERMISSIONS AND CONFIDENTIALITY**

1. Teacher candidates are responsible for ensuring that appropriate permissions and confidentiality related to their virtual clinical observation are secured. This will require that they are aware of the school or district policies related to video students and that they follow all of those regulations. In some cases, the school or district video permission will be sufficient and in some cases these regulations may prohibit the use of video capture of students. In cases where there is no school or district permission or policy related to video of students, the teacher candidate should work with the cooperating teacher to ensure that a classroom video permission form is collected from students who will appear in the video.

1. Teacher candidates will agree to not display videos publicly (e.g., personal websites, YouTube, Facebook) without specific permission from those featured in the video. Recommended practice is to have a statement in the syllabus regarding the limited use of video for use only within the requirements of the licensure program.
2. Faculty/supervisors with access to the virtual observation are required to abide by confidentiality best practices which prohibit sharing, copying, or posting of the observation in any public format. The permission forms may allow for the video to be used for instructional purposes within the teacher preparation program.

**SECTION VI. VIDEO STORAGE**

1. Videos should be uploaded and stored through secure and accepted formats agreed upon between the supervisor and teacher candidate.
2. Teacher candidates should employ standard encryption practices.
3. Video recordings should be removed or deleted within a specific timeframe to be determined prior to virtual observation by the candidate and supervisor.

**SECTION VII. TECHNOLOGY SUPPORT RESOURCES THROUGH THE U OF M**

**CEHD Video Equipment:** [**https://academics.cehd.umn.edu/edtpa/video-equipment/**](https://academics.cehd.umn.edu/edtpa/video-equipment/)

**CEHD Video Preparation:** [**https://academics.cehd.umn.edu/edtpa/video-preparation/**](https://academics.cehd.umn.edu/edtpa/video-preparation/)

**University Technology Training Center:** uttc@umn.edu, 612-625-1300

**iPad Checkout**: cehdinfo@umn.edu, 612-625-3339

**Troubleshooting/Assistance:** [www.oit.umn.edu](http://www.oit.umn.edu), 101 Coffman Memorial Union 50 Coffey Hall (St. Paul Campus) 612-301-HELP (4357)