

PRINCIPLES FOR USING CLASSROOM VIDEO IN PERFORMANCE ASSESSMENT OF TEACHER CANDIDATES



The following principles guide the ethical use of classroom video and other instructional artifacts in the performance assessment of teacher candidates. These principles were developed by a task force of leaders from across the educator preparation, PK-12 education, and assessment fields.

1. Classroom video and associated materials and artifacts used for performance assessment should be used first and foremost to further and support student learning and success.
2. Classroom video and associated materials and artifacts used for performance assessment are most powerful when used for continuous improvement and to enhance student learning.
3. Classroom video and associated materials and artifacts used for performance assessment should only be shared, under terms or agreement, with service providers for legitimate educational purposes and consistent with federal, state, and local requirements. Consent to share must be given by a parent or guardian, or by a student (if the student is over 18). All parties involved in the authorization and use of classroom video should consider these principles and ensure that their own policies are consistent with them.
4. Everyone with access to classroom video, including educational institutions, assessment providers, state testing agencies, scorers, student teachers, and researchers, should have clear, publicly available rules and guidelines for how they collect, use, protect, and destroy those videos and associated materials and artifacts. Rules and guidelines should be consistent with existing industry standards, to the extent possible, and appropriate training in use of these rules and guidelines should be available to everyone with access to classroom video.
5. Those with access to classroom video should have access to only the videos and associated materials needed for scoring, assessment, and reflection.
6. Parents have the right to make informed decisions about the use of their students' information, and programs, districts, and others have a responsibility to provide them with the appropriate information.
7. Video of teacher candidates working in PK-12 classrooms should be used exclusively as part of performance assessment to promote candidate learning, preparation program success, and appropriate licensing or program completion decisions. Examples include use of video by faculty and candidates as part of in-class learning activities, by teacher candidates and PK-12 educators as part of candidates' clinical experience, and in the context of scorer training.
8. Any educational institution with the authority to collect and maintain classroom video and associated materials and artifacts should have:
 - a. A decision-making body that establishes rules and procedures regarding video collection, use, access, sharing, and security and use of online educational programs;
 - b. A policy for notifying families of any misuse or breach of information related to classroom videos and associated materials and artifacts, and steps the institution will take to remedy the breach;
 - c. A point of contact where students and families can go to learn of their rights and have their questions answered about classroom video collection, use, and security.
9. Educator preparation programs and PK-12 institutions and leaders should collaborate with state and local officials to develop clear and coherent policy guidance on the use of video in performance assessment and to review such policy guidance on a regular basis.

Principles developed by AACTE's Information Privacy Task Force, 2016



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