



# *Tips for Preparing Your Video for Review Teacher Classroom Management*

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## **Accreditation/Certification**

These two words are used interchangeably in this document. Our European sites commonly refer to the process as accreditation and our US sites prefer the word certification. Both indicate the same review process!

## **When to send in your video for review**

If your agency has an accredited IY coach or mentor we recommend that you regularly review videos of your group sessions with him/her, right from the beginning of your first group. If you don't have a coach or mentor in your agency, we recommend you and your co-leader regularly review videos of your group sessions using the Group Leader Collaborative Process Checklist and the Peer and Self-Evaluation forms. By reviewing these video recordings together, you can self-reflect on your group leadership process and methods and determine goals for your learning and future sessions.

Once you have done this a few times, we recommend some outside IY telephone consultation from an Incredible Years trainer or mentor to answer your questions and discuss the group process. Next send in a video recording of one of your sessions for a detailed review by an authorized mentor or trainer.

Ideally this should occur at some point during your first group. By doing this early, you can get feedback and support for your approaches and learn of new strategies you can use to make your groups more successful. This will move you faster towards accreditation!

## **How many session recordings will I need to send for review?**

Send one edited section of a workshop day at a time – 2 hours per video submission (see information later in this document regarding editing). Then use the recommendations from your review to make changes in your group leadership methods or processes and submit a 2nd video that addresses the suggestions from your prior review. After your 2nd submission, you will receive feedback about whether or not a 3rd review will be required. It is common to submit 3 or more videos prior to accreditation.

## **Camera Set Up**

The camera should be focused on you. When you do role-plays or move about, please move the camera so the reviewer can see your work. Be sure that you have adequate sound quality so we can hear both you and the participants in the group.

## **Working with a co-leader and essential components for accreditation**

You may send a video showing how you and your coleader working together. We do assess the collaborative quality of how the leader and co-leader work together and support each other. This is part of the session leadership assessment. However, the person whose video



is being reviewed should show their group leadership skills specifically in regard to the following methods:

- mediating program vignettes and leading discussions of them
- setting up role plays and small group practices with leader coaching
- review classroom suggested activities
- sufficient knowledge of topic content
- collaborative interpersonal style of interactions with participants
- promoting teacher self-reflection on their management approaches & goal setting
- instigating buzzes
- small group breakouts for behavior plans
- strategies for including parents in partnership with teachers
- pulling out key concepts and/or principles learned from participants
- amount of praise, encouragement and incentives given to participants
- coordination with co-leader
- engagement of participants/level of enjoyment
- integration of cognitive, affective and behavioral components

### **Can my co-leader and I use the same session for accreditation?**

We need to see each applicant demonstrating all of the skills listed above. Since the teacher program is typically offered in 6-7 hour sessions, it is possible that you and your co-leader can both submit portions of the same training day for review, but each leader should submit a separate edited video from that day. See below for tips on editing your session.

### **Editing a video for Review**

Leaders submitting video for the teacher program will need to edit their video submission to provide the reviewer with examples of all the different aspects of the day. Please do not send a 6 hour tape, or send two consecutive hours out of your 6-hour day. We would like to see two hours of edited video. These two hours should include (times are approximate) 15-20 minutes homework review, 15 minutes introducing new topic of the session through discussion and a benefits/barriers brainstorm, 20-30 minutes of vignettes, 15-20 minutes of setting up, running, and debriefing a large group role play, 10 minutes of setting up behavior plans for teachers and then processing afterwards, 10 minutes of reviewing concepts from the day and assigning the classroom homework assignments.

### **Number of Sessions**

To qualify for accreditation, 6 full days must be offered (covering workshop days 1-6). The sessions can be offered as full day trainings (spaced 3-4 weeks apart) or as half days (the total workshop time must still be completed). The 6 days should not be offered sequentially in one week because the practice assignments between workshops are a valuable part of the experiential learning process.

### **Number of Teachers in Group**

To qualify towards certification, teacher workshops must have at least 10 participants.



## **Number of Vignettes Shown in a Session**

For each day-long session, there are 30-60 vignettes to choose from. Core vignettes are indicated on the protocol and it is highly recommended that leaders show these vignettes. In general leaders are expected to show 15-20 vignettes in a full day session. The protocol indicates vignettes that are more appropriate for preschool versus grade school classrooms. In addition, there are vignettes from several special education classrooms. When choosing vignettes for the session, the leader should begin with the core vignettes and then make selections for additional vignettes based on the age and special needs of the children in the classrooms. The trainer reviewing the video takes into consideration the specific vignettes shown, the number of role-plays conducted and quality of discussion when reviewing a video submission. It is important to have a good balance of all these components but 2/3 of the session should emphasize modeling (either video or live) and practice of skills compared with cognitive discussion approaches.

## **How can I use a certified Incredible Years coach or mentor to assist me in achieving certification?**

If your agency has a certified IY coach or mentor, it will be ideal to start leading a group with this person because their prior experience with the program will be helpful to you. They can assist you by reviewing recorded sessions with you and giving you feedback. You will want to meet in advance of sessions to prepare for the session and decide who is responsible for which aspects of the leadership. For example, which vignettes you will lead and who will identify principles or give out rewards.

## **What do I need to send in along with my video recording for review?**

When you send in a video for review, please send in the application form, a brief letter summarizing the session or lesson topic covered and the nature of the population served, and your own self-evaluation of the session using the Collaborative Process Checklist and Peer and Self-Evaluation forms. Please also indicate which leader on the recording is you – hair color, what you're wearing. Please write your name and the session number on your video and/or notes accompanying the video.

## **Enhancing your video submission**

Although not required, it is very helpful to the reviewer for the group leader to submit notes about the session. For example, the leader might provide some background information on the participants in the group and explain how this informed his/her choices of which vignettes to show or how to structure/choose activities. In addition, it is helpful for leaders to provide some narrative of his/her thoughts about the session. If leaders share ideas for what could be improved or changed, this shows an understanding of the group process that will be taken into account when the reviewer watches the video. Also, you may indicate sections of the video recording that you have questions about or any particulars you would like feedback on.



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**Once your video review has been passed, you may then submit your application paperwork with the remaining required items:**

- background questionnaire
- letter of intent
- letters of recommendation (2, professional)
- weekly and final evaluations by participants (2 sets)
- session protocols/workshop checklists (2 sets)
- 2 self-evaluations
- 2 peer-evaluations

### **Please Ask!**

This process can be complicated and there are many steps. When in doubt, please contact us prior to sending in your video or materials. A well-prepared video will get you to your certification goal much faster!

The Incredible Years, Inc.  
1411 8th Ave West  
Seattle, WA 98119  
[www.incredibleyears.com](http://www.incredibleyears.com)  
[incredibleyears@incredibleyears.com](mailto:incredibleyears@incredibleyears.com)