

RRSM Training Protocol¹

1. Carefully read the *RRSM User Guide*, including all appendices.
2. Contact Dr. Dana McCoy at dana_mccoy@gse.harvard.edu for the following materials:
 - a. List of *Training Videos*² – Specific videos that have been deemed appropriate for RRSM training.
 - b. *Master Codes & Logic* – This document includes not only the master codes, but also the coding logic developed by a team of expert RRSM coders.
3. Select one training video to watch with the entire coding team. After watching the video, each RRSM item should be discussed as follows:
 - a. Each coder decides on a code for each item, and provides a brief justification based on the *Observation & Scoring Guide* (Appendix A).
 - b. The team should then refer to the *Master Codes & Logic* for each item, in order to identify areas of disagreement between trainees and the *Master Codes* and resolve any confusion.
4. Following this initial group session, trainees practice coding two new videos independently.
5. Trainees then discuss their codes, referring to the *Master Codes & Logic* for each video, as well as the *Observation & Scoring Guide*. These conversations should occur within approximately one week of independent coding to ensure that trainees clearly remember their coding logic. Trainees are also encouraged to make notes regarding coding logic, and to re-watch videos during discussion.
6. Reliability (agreement between individual trainees and the master codes *before* group discussion) should be closely monitored during training, and additional support given as needed until all members of the team meet or exceed reliability standards (see Section 14 of the *RRSM User Guide*).
7. If there are members of the team who already have RRSM experience and have demonstrated reliability, we recommend that they practice-code with trainees and participate in the resolution of discrepant coding.
8. Repeat steps two through five until the team regularly meets reliability standards (see Section 14).

¹ We acknowledge that all of the provided videos come from one particular cultural/educational context. If the context in which the coding is being done differs substantially from the context of the training videos, alternative training/reliability approaches that are more locally specific should be used.

² We gratefully acknowledge the [Colorado Department of Education](#) for granting use of videos from their [Results Matter Video Library](#) for the purposes of RRSM Training.