

VIDEOTAPE LESSON ANALYSIS

A successful Student Teacher should develop a myriad of skills that include the ability to: manage student behavior, state performance objectives, assess student achievement of objectives, and use strategies that help students achieve objectives. It is also important that the Student Teacher learn to evaluate and remediate weaknesses in their own teaching and in their programs. One goal of the College Supervisor is to assist the Student Teacher in the development of their self-observation and evaluation skills.

Personal reflection, audio-taping, and videotaping are three methods of self-observation that can be effective tools in assisting a Student Teacher to accurately assess his/her own teaching behaviors. The reflective journal was discussed on the preceding pages. In this section the videotape analysis is presented. This system of self-assessment involves recording classroom interaction that is both teacher to class, and student to student.

The Student Teacher is asked to videotape at least two separate teaching episodes. (One taping scheduled at approximately midterm and another completed prior to head teaching will provide an opportunity to identify specific goals as well as the time to observe professional growth.) With the Cooperating Teacher's assistance, the Student Teacher should be able to arrange the videotaping session through the school's instructional media center, however, the Student Teacher may need to provide the blank videotape. **If a school does not have access to a video camera, the Student Teacher may check a camera out from the Instructional Media Lab in N188 Lindquist Center, a variety of microphones are also available.** The second videotape completed prior to head-teaching may be useful for the Student Teacher as appropriate evidence of teaching effectiveness for potential employers.

VIDEOTAPING - QUESTIONS TO CONSIDER

"Knowledge is power, but knowledge about oneself is the greatest power of all." The power of learning and discovering about yourself as a professional is at the heart of the teaching profession. Unfortunately, Student Teachers are usually dependent upon a Cooperating Teacher, College Supervisor, or Administrator to provide them with feedback about their teaching. In an effort to expand the Student Teacher's knowledge about him/herself, here is a list of questions which the Student Teacher should consider as he/she reviews a video-tape of their teaching.

Review the questions presented below prior to observing the videotape and select five or six different questions to guide each of your self-analysis.

What do you notice about your demeanor with the students - facial expression, voice, body language, positioning in the room, interactions, and reactions in communicating with them?

What do you notice about your interactions with individuals: Are you addressing a variety of students-responders and non-responders? Boys and girls? Active and inactive students? Attentive and inattentive students? Students with attention seeking behavior and quiet, shy students?

Describe your thinking about the introduction of the lesson?

Tell me about your materials and activities decisions?

What do you notice about your questioning skills with students? Types of questions? Tagging- using name at beginning or end of questions- questions directed toward whole group? What do you notice about your responding skills with students, praise, affirmation, open-ended, nods, further probing restatement or paraphrasing of answers?

What do you notice about your direction-giving strategies and management techniques?

What were your goals for this lesson? Did you achieve them? Why or why not? What did you particularly like about the lesson? What would you change?

What was your plan for closure? Did you want the students to have a finished product- what would you look for in these products to know whether you've met your goals? What were you looking for in terms of their process? Did you have an agenda beyond the product? Skills?

What do you think about your students' involvement in this lesson? Were you interested as well as interesting? If yes, how did you demonstrate your interest?

Are there examples in this lesson of your "with-it-ness" - awareness of activities, movements, and extraneous events? When and how did you react to these off-task students?

In what ways did you try to make learning relevant to the students- connecting learning to their lives?

If asked by a student " Why are we doing this?" How would you answer?

What did you notice about your transitions, how did you move from one activity to another or move students from one place to another?

What did you notice about your pacing? What did you notice about student reactions (e.g., boredom, inattentiveness, fidgety behavior)? Were the majority of students interested, involved? If some students were not involved were they overachievers, underachievers, or "hyper" in general? What plans do you have to meet the needs of these individual differences?

How would you describe the teacher talk, the student talk? Who talked more? What was the purpose of the talk? How much telling, how much asking, how much conversation- back and forth teacher to student, student to student?

If you were a student in this class would you have been interested? Why or why not?

What other ways might you have presented the same material? What other ways might you have engaged students in activities?

Did you use technology successfully? Why did you decide to use this equipment? Were there other alternatives? Why this one?

Were the students with special needs- behavioral, academic, cultural, physical addressed?