Lesson Video & Reflection
Due April 23, 2013  Class time

Videotaping allows you to examine and reflect upon your overall effectiveness in lesson preparation and presentation. The practice of viewing your own teaching as the students see it has the potential to improve your overall teaching. This allows you to evaluate your instructional effectiveness as well as determine student reactions to a lesson.

As you begin this process, be assured that areas of weakness in your teaching can be overcome with practice and intention. Don't criticize yourself too harshly in your initial encounters with your videotaped lesson. Try to get past the superficial things like physical appearance, vocal quality, and clothing. Focus instead on the instructional strategies and student reactions to the lesson. Remember, the most important thing about the lesson is “student learning”.

Procedure for Lesson Video & Reflection

1. Complete the General Lesson Information
2. Record the complete lesson as you teach it to students
   (25-35 minutes continuous taping with no stopping. No editing of the video.)
3. Watch the entire lesson video yourself
4. Answer the Reflection questions (you may have to watch the video numerous times)
5. Choose the fifteen minute clip you will share in class
6. Write a justification of why you chose that clip to share (one paragraph)

**It is extremely important that your lesson is of good audio and video quality.
The video should show an entire lesson sequence from introduction to closure.**

**Flip cameras are available for check out in the Education Office.**

**The lesson that you teach for this video should be substantive. This is not a mini-lesson, so a simple read-aloud is not enough. You may read a book as part of the overall lesson but that should not be the entire lesson. The lesson should be standards-based and teach meaningful content. You should teach the lesson to the whole group which means the entire class rather than just a reading group or another type of small group.**
General Lesson Information

Name of Teacher Candidate:

School where lesson was taught:

Name of Classroom Teacher: Grade Level:

Content area of the lesson:

Interdisciplinary components of the lesson:

Lesson Title:

Lesson Topic:

Class Profile

Number of girls in the class: Number of boys in the class:

Special needs of students and accommodations/modifications made:

Other circumstances of which the assessor should be aware:
Lesson Details

Objectives: Be sure to state these objectives with measurable verbs. After each objective, identify the level of Bloom’s Taxonomy.

Arkansas Frameworks or CC Standards Addressed:
Please include both numbers and statements.

List what students will know, understand, and be able to do after completing this lesson?

After the lesson, how will you determine if students know, understand, and are able to do those things you listed above? (Assessment)

Lesson Sequence and Description (Be specific)
Write a complete and detailed list of the sequence of the lesson.
Lesson Reflection Questions  10 Points Each

(Cite specific evidence from the video with time references in support of all answers.)

1. How do you feel students responded to this lesson? Were all students engaged? Cite at least two examples of student engagement with specific time references from the video.

2. What did you feel students learned as a result of this lesson?

3. What evidence do you have that student learning took place? Be specific.

4. What are your teaching strengths that are evident in this video?

5. What are your teaching weaknesses that are evident in this video?

6. How did you address the multiple intelligences in teaching this lesson? Be specific.

7. "With-it-ness" is described as an awareness of activities, movements, and extraneous events going on while you are teaching that you deal with in a way that does not interrupt the flow of your lesson. Cite specific examples from the video that demonstrate your “with-it-ness”. What were the events that occurred during the lesson and how did you react to those events? Be sure to give specific time references from the video.

8. Did you make adjustments in the original lesson plan as you taught? Why? Were the adjustments successful?

9. If you had the opportunity to teach this lesson again, what changes would you make? Why? Be specific. Your answer should show reflective thinking.

10. What did you learn about yourself and your teaching by watching the video lesson? Be specific. Your answer should show reflective thinking.
Sharing the Video and Collaboration - April 23rd and 25th

On these two dates, methods students will be sharing the fifteen minute clip of their video lessons. When you share your video, you will need to explain the justification for sharing this particular fifteen minutes of the video with your peers.

You will also share your reflections and insights gained about your own teaching. After watching each video, we will have opportunities for peer to peer collaboration. Be prepared to discuss areas for improvement along with your teaching strengths that are evident in your video lesson.

During this time, bring any student work samples you collected and be prepared to discuss student achievement based on your assessment of the lesson.