

VIDEOTAPE REQUIREMENT

Videotaping and viewing lessons can be a powerful means for student teachers to reflect on their classroom practice and the interactions it contains. *Videotape and write a critique of at least two lessons.* One should be early in your student teaching experience, and a second during the final two weeks. Submit your critique to your University Supervisor. The following are suggestions for critiquing your lesson:

Lesson:

- At the beginning of the class period, did you clearly introduce the day's goals and/or objectives?
- Were your directions clear and concise?
- Did you include closure?
- Discuss possible consequences of the instructional design that you used.
- Note part of the lesson that could have been improved and why.
- Suggest alternative strategies and their rationales (e.g., Could you have used an inductive strategy?)
- What levels of questioning were used?
- Were error correction procedures (clues, prompts) used to guide the students to correct responses?
- Did you allow for flexibility in your lesson?
- How well did you listen to students? How did you help them listen to each other?

Student Learning:

- How were the students actively involved in the lesson?
- What indications are there that the students were motivated and engaged in the lesson?
- Which students did not ask or answer questions?
- Which students participated orally more than five times?
- How did you promote multicultural learning, gender fairness, and disability awareness?
- Note portions of your interactions with the students you feel went well and explain why.
- Did you use specific, positive reinforcement for academic responding and class behavior?
- Were a variety of techniques for checking understanding used (e.g., group responses, signals and individual response)?

Presentation:

- Did your voice have too little or too much volume? Did you vary your voice to convey meaning?
- Did you put "ing's" on your words and refrain from saying comin', jumpin', runnin', goin', doin', getting', talkin', etc.?
- Did you say "want to" rather than "wanta?" "Kind of" rather than "kinda?" "Going to" rather than "gonna?" "Yes" rather than "yah" or "yep?" "No" rather than "nope?"
- Do you overuse "O.K.," "all right," or "you know?"
- Identify any annoying non-verbal mannerisms.
- Identify contextual factors that influenced the lesson/activity.
- Did you have control of the classroom so that effective learning was possible for everyone?
- Were materials and equipment organized and distributed in an organized and efficient manner?
- Did you display enthusiasm?

Technology Integrated Lesson:

- Refer to the Technology Integration Rubric (Appendix E-2) as a guide to evaluation of this videotaped lesson.