

## STUDENT TEACHING VIDEO ASSIGNMENT

You will be expected to video a minimum of three lessons at different times during your student teaching this semester. UMF strives to produce caring, confident, collaborative professional leaders who are reflective practitioners. Using video is one way for you to reflect on your own teaching. This is a trend in teacher education and may be something you see used in your teaching career to assess your performance. In fact, some school districts are asking for video as part of the interview process. By taking video early in your placement and using the self-assessment tool you can easily develop goals for yourself as you continue to show progress.

### Expectations

You will be expected to video a minimum of three lessons and complete a reflection for each lesson. Your second video must be part of your Teacher Work Sample.

Lesson One, for your eyes only: Complete early in your student teaching. Turn in a reflection, including the lesson plan for the lesson that you videoed. Complete the Classroom Management Observation Checklist.

Lesson Two: **This video must be part of your Teacher Work Sample.** Save this video clip for future sharing sessions. For this video you must use the Video Self-Analysis form. Submit lesson plan and self-analysis; video not required.

Lesson Three: Reflection of your choice turned in with lesson plan. Video may be reviewed with supervisor.

Although you may not be required to **submit** your videos, save them until the end of the semester for potential review or use in your portfolio.

### REMEMBER...

- ❖ Talk this over with your mentor and be sure to get permission from your mentor and students.
- ❖ Written permission must be secured. Use the Parent/Guardian Permission for Photographs and Video form in the *Student Teaching Handbook*.
- ❖ Don't wait until the last minute, start taking videos as soon as possible. Plan ahead!
- ❖ This is something that you may want to use in your portfolio to show an example of one or more of the standards!
- ❖ Let your students know you will be doing this throughout the semester so that they behave as close to normally as possible when you are videoing.
- ❖ If your lesson is over 45 minutes you may want to video parts of it. Try to get the introduction and closure - you may want to cut out some of the independent work time.
- ❖ Student teachers have had success using their laptops, i-pads, or cameras. The focus should be mainly on the student teacher.



## Video Self-Analysis

Student: Rachel Yorke Date: 3/7 Observer: Self

Subject/Topic/Skill: Box Plots Grade Level: 8

### Procedures:

- ❖ Obtain permission to video students. Video a practice lesson to acclimate students to the camera. Set up the camera to include you and the students if possible.
- ❖ Choose a lesson where you are teaching so that you will learn more about your teaching. Video the lesson, including a portion of student work time.
- ❖ Complete the rating form and written response items. Submit the form and lesson plan to your supervisor by the assigned due date.

Evaluation scale: 1. Standard Not Met 2. Standard Minimally Met 3. Standard Partially Met 4. Standard Satisfactorily Met 5. Standard Exceeded

Standard	A. Organization and Preparation: Do you					
(1,4)	1. State the lesson objective in clear identifiable terms and its relationship to the previous class?	1	2	3	(4)	5
(3)	2. Emphasize and summarize main points with students during the class?	1	2	3	(4)	5
(4)	3. Make smooth transitions from one topic to another?	1	2	3	(4)	5
(5)	4. Relate the day's session to upcoming presentations?	1	2	3	(4)	5
(7)	5. Include neither too much not too little material in a class period?	1	2	3	(4)	5
(4)	6. Seem at ease with the material?	1	2	3	(4)	5
(8)	7. Begin and end class promptly?	1	2	3	(4)	5

Comments:



Evaluation scale: 1. Standard Not Met 2. Standard Minimally Met 3. Standard Partially Met 4. Standard Satisfactorily Met 5. Standard Exceeded

Standard	B. Style of Presentation: Do you					
(8)	1. Speak in a clear, strong voice that can be easily heard?	1	2	3	(4)	5
(8)	2. Speak at a rate that allows students to take notes?	1	2	3	(4)	5
(8)	3. Talk to the class, not the board or windows?	1	2	3	(4)	5
(8)	4. Listen carefully to student's comments and questions without interruption?	1	2	3	(4)	5
(7)	5. Present in a style that maintains student attention?	1	2	3	(4)	5
(8)	6. Obtain students' attention prior to beginning lesson by using an engaging , creative opening?	1	2	3	(4)	5
(8)	7. Provide appropriate amounts of wait time for all students throughout the lesson?	1	2	3	(4)	5
(11)	8. Use technology in an appropriate manner to enhance the learning process for your students?	1	2	3	(4)	5

Comments:

Standard	C. Clarity of Presentation: Do you					
(4)	1. Define new terms, concepts, and principles?	1	2	3	(4)	5
(4)	2. Give examples, illustrations, or applications to clarify abstract concepts?	1	2	3	(4)	5
(4,7)	3. Explicitly relate new ideas to familiar ones?	1	2	(3)	4	5
(6)	4. Seem to know whether or not the class is understanding you?	1	2	3	(4)	5
(7)	5. Use alternate explanations when students do not understand?	1	2	3	(4)	5
(6,7)	6. Pace presentation to match class comprehension?	1	2	(3)	4	5
(4)	7. Refrain from needlessly digressing from the main topic?	1	2	3	(4)	5
(4,7,8)	8. Use handouts and audio visual aids effectively?	1	2	3	(4)	5
(8)	9. Write legibly and clearly on the board or overhead?	1	2	3	(4)	5
(8)	10. Move purposefully throughout the classroom and lesson to monitor, assist and engage students?	1	2	3	(4)	5

Comments:

Evaluation scale: 1. Standard Not Met 2. Standard Minimally Met 3. Standard Partially Met 4. Standard Satisfactorily Met 5. Standard Exceeded

Standards	D. Questioning Skills: Do you					
(6)	1. Periodically ask questions to gauge whether students need more or less information on a topic?	1	2	3	(4)	5
(4,5,6,7)	2. Ask different levels or kinds of questions to challenge and engage students?	1	2	3	(4)	5
(8)	3. Pause sufficiently after all questions to allow students time to respond?	1	2	3	(4)	5
(8)	4. Encourage students to answer difficult questions by providing cues or rephrasing?	1	2	(3)	4	5
(4,5)	5. Answer questions directly before elaborating or giving additional information?	1	2	3	(4)	5
(8)	6. When necessary, ask students to clarify their questions?	1	2	(3)	4	5
(3)	7. Ask follow-up questions if a student's answer is incomplete or superficial?	1	2	3	(4)	5

Comments:

Standard	E. Student Interest and Participation: Do you					
(1,4,8)	1. Encourage students' questions?	1	2	3	(4)	5
(2)	2. Accept other points of view?	1	2	3	(4)	5
(1,2,7)	3. Provide opportunities for students to practice what they are learning?	1	2	3	(4)	5
(2,3)	4. Incorporate students' questions and concerns into presentations?	1	2	(3)	4	5

Comments:

Evaluation scale: 1. Standard Not Met 2. Standard Minimally Met 3. Standard Partially Met 4. Standard Satisfactorily Met 5. Standard Exceeded

Standard	F. Classroom Climate: Do you					
(2,7)	1. Address students by name (and with the correct pronunciation)?	1	2	3	(4)	5
(2,3)	2. Call on male and female students in equal numbers?	1	2	3	(4)	5
(2,3)	3. Call on students of different ethnic groups in equal numbers?	1	2	3	4	5
(3,8)	4. Evenhandedly listen attentively and respond to students' comments and questions?	1	2	3	(4)	5
(3,6)	5. Give feedback, encouragement, criticism and praise evenhandedly?	1	2	3	(4)	5
(3)	6. If use humor, use it appropriately and effectively?	1	2	3	(4)	5

N/A

Comments:

Standard	G. Discussion: Do you					
(2,8)	1. Encourage all students to participate in the discussion?	1	2	3	(4)	5
(1,2)	2. Draw out quiet students and prevent dominating students from monopolizing the discussion?	1	2	(3)	4	5
(3,8)	3. Refrain from monopolizing the discussion yourself?	1	2	3	(4)	5
(2,3)	4. Encourage students to question one another?	1	2	(3)	4	5
(3)	5. Mediate differences of opinion?	1	2	3	4	5
(7,8)	6. Bring closure to the discussion?	1	2	3	(4)	5

N/A

Comments:

Explain ways in which you did or did not meet the lesson's objective(s). How do you know?

All students were able to identify the five number summary of their data sets and construct a box plot from the summary. Students were responsive to questions and completed a packet in which they found five number summaries, constructed box plots, and interpreted box plots.

What would you repeat if you were to teach this lesson again?

It was very beneficial for the students to a hands-on activity as a means for introducing box plots which is why I would keep that aspect of it. Many indicated that they liked being able to work directly with the content and it gave them a clear understanding. Box plots, by nature, can sometimes be difficult to construct and interpret. By keeping it simple and using manipulatives, the understanding seemed to come much easier to the students.

Describe changes you would make if you were to teach this lesson again.

The biggest struggle experienced in the lesson was by far the spaghetti noodles rolling around on the desks. Many of the students indicated that they had a hard time keeping the noodles on their paper which made it difficult to complete the task. Since the activity was the strongest part of the lesson, I would change what kind of noodles I used from regular spaghetti to a flat noodle so that it would not roll.

What goal(s) would you set for yourself based on this analysis?

I think ultimately I need to go slightly slower when doing examples. I often skip over steps or briefly gloss over them instead of explicitly demonstrating what I am doing. I think I also should tell students when they need to write something down as to model good note taking strategies.