

**Video Self-Analysis**

Student: CHRISTOPHER COLEMAN Date: 11/7 Observer: MYSELF

Subject/Topic/Skill: GEOMETRY TEST REVIEW Grade Level: 8<sup>th</sup> GRADE

**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:

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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:

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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

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

Comments: