Videotaping and viewing lessons is a powerful tool for reflecting on and improving classroom practice. Student teachers are encouraged to videotape or audio tape the delivery of two lessons, separated in time. The recordings should be minimally three weeks apart in order to afford sufficient time for growth. Work with your cooperating teacher in scheduling the recordings and to ensure that you meet school and/or district requirements for video and/or audio taping. Discuss with the cooperating teacher the appropriateness of notifying parents and guardians before proceeding.

In viewing and analyzing the recordings, consider the following.

Content and Context:

- Did you clearly introduce the day’s goals and/or objectives at the beginning of the lesson?
- Were your directions clear and concise?
- Note the part of the lesson that could have been improved and why.
- Suggest alternative strategies and their rationales.
- What levels of questioning were used? Provide examples.
- Were clues and prompts used to guide the students to correct responses?
- Did you allow for flexibility in your lesson?

Students’ Response:

- How were the students actively involved in the lesson?
- What indications are there that the students were motivated and engaged in the lesson?
- How did you promote multicultural learning, gender fairness, and disability awareness?
- Note portions of your interactions with the students that you feel went well and explain why.
- What classroom management strategies did you use to keep students on task?
- What strategies did you use to check for student understanding?

Presentation Skills:

- Did your voice have too little or too much volume?
- Did you vary your voice to convey meaning?
- Did you annunciate properly?
- Did you use verbal filler?
- Identify any annoying non-verbal mannerisms.
- Identify contextual factors that influenced the lesson.
- Did classroom management advance or impede student learning?
- Were materials and equipment distributed in an organized and efficient manner?
- Did you display enthusiasm?