**DEMONSTRATION LESSON VIDEO AND CRITIQUE**

**EDC 311 SPRING 2018 DR. HAMILTON**

**READ THROUGH ALL INSTRUCTIONS PRIOR TO WORKING ON ASSIGNMENT, GIVING PLENTY OF TIME FOR “UNPLANNED” OCCURANCES BEFORE ASSIGNMENT IS DUE!**

**STEP 1: PLAN YOUR TAPING SESSION**

TO DO:

Decide when you will videotape your lesson and make sure all permission forms for videotaping have been acquired.

Practice using equipment prior to the day of videotaping. Make sure lighting and sound are appropriate. If your classroom has windows realize that the amount of natural light may be different depending on the time of day.

Plan the areas you will use/where you will stand, questions you will ask, and how you will show that students understand and are working towards/meeting the goals for the lesson.

Look over the rubric to make sure you have planned how you will demonstrate all the requirements.

THINK ABOUT:

What are students learning and how will that learning be shown in the video/described in your reflection?

What do you want your professor to notice about your teaching and how will that be shown in the video/described in your reflection?

How are you implementing the Make Sense Strategies Toolkit?

What strategies are you using from class?

**STEP 2: VIDEOTAPE YOUR LESSON**

Videotape your lesson several days before the assignment is due in case something goes wrong and you have to videotape again. You should have practiced with lighting and sound prior to videotaping your lesson. Review what you want to show just prior to videotaping (the THINK ABOUT responses from STEP 1. Feel free to have “notes” available to look at if that helps you focus).

**STEP 3: WATCH YOUR VIDEO/TAKE NOTES**

This can be a difficult task, but it is also very enlightening! Review STEP 4 so you know what types of things you are looking for in your video. Take notes, including time stamps, during viewing so you can address all parts required in the reflection.

**STEP 4: WRITE YOUR REFLECTION**

Please address the following in your reflection using the proper headers:

STUDENT LEARNING: What are students learning and what is the evidence that learning is taking place (what are students doing to demonstrate the learning)?

TEACHING: What are you doing as the teacher? What strategies are you implementing from class? How are you incorporating the Make Sense Strategies Toolkit?

ANALYSIS OF STUDENT LEARNING: Review of data and documented evidence of lesson results as related to instructional objectives or standards.

ANALYSIS OF TEACHING: Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environment, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.

**STEP 5: FILL OUT THE SELF-ASSESSMENT RUBRIC**

**STEP 6: SUBMIT VIDEO, WRITTEN REFLECTION, AND SELF-ASSESSMENT RUBRIC TO DR. HAMILTON**