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| **What do you see?****View the video *without sound* to respond to each of the following:** |
| **NB Video Analysis Questions** | 1 | What is the extent of classroom involvement?What do you see that shows that students are involved?What do you see that shows that students may not be involved?What can you tell about the teacher’s level of involvement and awareness? |  |
| 2 | What do you see that indicates whether students are or are not engaged in the lesson?What facial expressions do you see?What does body language tell you? |  |
| 3 | What do facial expressions or body language tell you about reactions to questions or answers? |  |
| 4 | What evidence do you see that students understand or do not understand? |  |
| 6 | What tasks do you see students doing? |  |
| 9 | What do you see that indicates the nature of the classroom climate?What can you tell about student interactions? |  |
| 11 | Can you see if all (some?) students were successful in meeting learning goals?What evidence might you have seen that students were not successful? |  |

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| **What do you see and hear?****View the video *with sound* to respond to each of the following:** |
| **NB Video Analysis Questions** | 1 | What is the extent of classroom involvement (e.g., are the same students doing all the talking)? |
| 2 | Are the students engaged in the lesson? How can you tell? What do students’ facial expressions and body language tell you about your instruction? |
| 3 | What kinds of questions do you ask? Can all questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer or approach? Do you ask students to compare or evaluate alternative interpretations or strategies? |
| 4 | Were there any opportunities for students to ask questions? How would you categorize the students’ questions (e.g., did they indicate confusion and a need for clarification or understanding and extension)? |
| 5 | What roles (e.g., expert, facilitator, co-learner) did you play in the video recording? Was each role appropriate for the situation? |
| 6 | What kinds of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences? |

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|  | 7 | What instructional opportunities did you take advantage of? Why? |
| 8 | What instructional opportunities did you not take advantage of? Why? |
| 9 | What evidence did you see of the students taking intellectual risks? Does the climate of the classroom provide a safe environment for getting something wrong? Do students talk to each other as well as to you? |
| 10 | Do you encourage students to take risks, to speculate, to offer conjectures about possible approaches, strategies, and interpretations? |
| 11 | Were the learning goals for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What is the evidence for your answers, both in the video recording and from other sources? |
| 12 | Explain how your design and execution of this lesson affected the achievement of your instructional goals. (Your response might include – but is not limited to – such things as the anticipation and handling of student misconceptions, the unexpected questions from students, the unanticipated opportunity for learning that you captured, or your planned strategy and its outcomes in the lesson.) |