

Video Self-Analysis

Student: Rachael Howell Date: 3/7 Observer: _____

Subject/Topic/Skill: Properties of Tangents Grade Level: Grade 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:

I circled minimally met for number 1 because I didn't talk directly about it. The class objectives are always written on the whiteboard (out of the frame), but I didn't explicitly say to the class "these are our objectives". I also circled number 3 for numbers 2, 4, and 5. I feel that I partially met the standard number 4, but I could have been more clear; similar to number 1, I never explicitly discussed the future classes with the students. I circled 3 for numbers 2 and 5. I did not summarize the main points of the class as a wrap up because I wanted them to do it, I wanted to see what they felt they learned during class. I circled a 3 for number 5 because while we were on pace for the slower students in class, the students who needed more challenge, were not given that challenge.

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:

The reason I circled 3s for 5 and 7, goes back to my earlier statement. While the lesson was appropriately challenging for some, it was not challenging enough for others. So for those it was not challenging for, they would quickly get bored, then distracted and then distract others.

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:

The reason why I circled 2 for number 6 is because the pace was too slow. The majority of the class was comprehending quickly, so we could have finished and given them something more challenging to work on while working 1-1 with students who needed more time to process the new content. I circled a 3 on number 10 because the back table was very off task often and I could have used my positioning in the classroom to help them stay on task, or at least be less disruptive.

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:

I circled a 3 on number 2 because I should have asked more of a variety of challenging questions, we ended the class with a more complex and challenging question, but if I'd had more of those throughout the instructional period, the students who weren't being pushed would have been more engaged more frequently.

I circled a 3 for number 4 because there just weren't enough questions that were difficult for these students, so while they may have only been just introduced to the content, they understood it quickly enough for it not to be a stretch for them.

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:

I circled a 3 for number one here because I feel that some of the students who were bored with the content could have participated more in the class discussion rather than having their own side conversations. I also circled a 3 on number 3 because I feel like I could have done more to make this a more student run and student lead instructional period.

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

The objectives were that students will know how to identify the kinds of lines that intersect circles in specific ways and students will be able to compare tangent lines. These objectives were met, as students solved problems at their desks and at the board, we could see that identifying the kinds of lines intersecting a given circle was easy for them once they had a diagram that described the kinds of lines we were discussing. We also discussed the properties of tangents and students were able to demonstrate through practice problems that they could prove if a line was tangent to a circle using the Pythagorean Theorem.

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

If I was to do this lesson again, I would keep the introductory activity. Students were able to right away start working with tangent lines and one of their properties and discuss this property without even having all of the mathematical terminology yet. I feel like it was a good way for them to start working with circles and tangents lines.

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

I feel like the biggest things I could work on to improve in this lesson would be to make it more challenging. So many of the students were too bored that the students who were on pace were getting too distracted for the pace to be really helping them any anyways.

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

I feel like the biggest things I can improve on as I move forward is a) Classroom Management and b) Making my lesson more appropriately challenging.

For my classroom management, I need to find a way to keep students on task and engaged. Having a more appropriately challenging lesson would definitely help with that particular problem.