# Video observation form

"A lesson in teaching, starring you," on p. 39 of this issue of *JSD*, describes how a group of high school science teachers recorded their own lessons to examine and reflect on practice.



See the September issue of *Teachers Teaching Teachers* for more information about using these professional learning strategies.

**PURPOSE:**

To give viewers a **common focus** for what to look for in the video.

To discuss **observational consistency** or reliability among observers.

To develop an **eye for evidence** of effective teaching and learning.

To identify **specific action** steps for applying what was learned.

**INSTRUCTIONS:**

While you watch the video, record any specific teacher behaviors, practices, or strategies that stand out *and* the corresponding student behaviors. During the post-video discussion, note how you would modify, adapt, or improve on what you observed, as well as any questions or comments.

**NAME/TOPIC OF VIDEO:**

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**Source:** *Powerful Designs for Professional Learning, 2nd Edition,* by Lois Brown Easton (Ed.). Oxford, OH: NSDC, 2008. Order through the NSDC online bookstore, http://store.nsdc.org.

**TEACHER BEHAVIORS OBSERVED IN VIDEO**

EXAMPLE:

- The teacher uses a graphic organizer to model past-tense verb endings.

- Most of the students are English language learners.

- She speaks fast for English language learners.

- She uses advanced academic language such as "conjugate the verb."

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**STUDENT BEHAVIORS OBSERVED IN VIDEO**

EXAMPLE:

- The students call out answers to help the teacher complete the graphic organizer.

- They are able to follow the teacher's instructions and actively respond to prompts and questions.

- Students use the graphic organizer to write about what they did over the weekend.

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**MODIFICATIONS, ADAPTATIONS, OR IMPROVEMENTS**

EXAMPLE: Even though the students in the video were able to follow the teacher's instructions, I would write challenging or unfamiliar academic terms on the board so my students both hear and read the terms.

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**QUESTIONS OR COMMENTS**

EXAMPLE: I want to know what the research says about the rate of speaking when working with English language learners. A number of people in the group felt the teacher's rate of speech was normal and that the students were able to understand. I still think it might have been too fast. The teacher took the time to explicitly model how to use the graphic organizer when writing.

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**ACTION PLAN AND EVIDENCE**

EXAMPLE: I want to co-construct a graphic organizer that targets a specific writing objective with my students and model how to use the information in the graphic organizer when they are writing. I will bring in pre- and post-writing samples from Julia O. for the group to analyze when we meet in two weeks.

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