**Procedural Video Self analysis Protocol**

**Clinical intern name:**

**Clinical teacher name:**

**Clinical School:**

**Subject and grade level of videoed class:**

|  |
| --- |
|  |
| Describe the **Routine** you used to getstudents to enter the classroom and to begin the bell ringer/opening activity |  |
| Was this routine effective in getting students on task quickly? Cite evidence for or against the effectiveness of the routine. |  |
| Did you observably have your **Materials Ready** for the lesson? Cite specific evidence that you did or describe what evidence illustrates that you did not. |  |
| What technique did you use for **Whole Class Prompts**?  |  |
| How consistent were you in using it? Was there a time that you needed to use it and didn’t or when you were not consistent in your usage of it? |  |
| Did you make use of **Strategic Pause** in your lesson? Cite evidence of how use of strategic pause assisted you in assuring high time on task or how failure to use it harmed high time on task. |  |
| Describe how you used **Check for Understanding** to assure that ALL students were engaged in the lesson and that you were assessing ALL and not just a few. |  |
| Did you observably show that you had **High Expectations** of your students? Provide specific examples from the video that you held all students to high expectations or share points in the video where you had an opportunity to do so, but did not. |  |
| In what ways did you make the **Statement of Objective** in the lesson? Describe how you made the expectations of the lesson clear and the essential questions to be answered obvious, or how the direction of the lesson was made unclear by a failure to clearly state expected outcomes for the lesson. |  |
| Describe how you **set the stage** for instruction in this opening segment of the lesson. Use this section of the analysis to describe how the lesson was made more or less effective by your opening of the lesson. Be sure to cite instances from the rest of the lesson that document this effectiveness or lack of effectiveness. |  |

* **Whole class prompt**- For example: “Stop, look at me so I know you are paying attention.” This will help students get focused on you as a teacher before your give clear instructions of what you want them to do or what content you are trying to teach. You will do this multiple times during one class period.
* **Strategic pause**: Stop and wait on students to catch up to you while you are giving instructions or teaching content. This allows students a chance to make sure they are with you. After giving instructions, remain silent while students do what you have asked of them. Do not continue talking while they are working. This typically will distract students.
* Check for understanding: Consider ways you can ensure that all students are learning. Have all students answer your questions on white boards, paper, using clickers, etc. rather than just one or two. Calls on students randomly without having them raise their hands. Formal and informal assessment should be a continual part of your class with all students.
* Always begin your class with a warm-up exercise (bell-ringer) that is on your board. This can be a question or a journal entry related to what you will be teaching or some form of review of a prerequisite skill. This will help students focus more quickly and be ready to learn.
* Develop the same daily routine for students coming into your class. Have students sharpen pencils, turn in homework, get their books/notebooks out when they enter the room. Students need routine and will typically focus more quickly given the same daily routine.
* Have high expectations of your students. All students can learn.
* Parts of this procedural video analysis protocol were designed by M. L’Esperance (2010) for use with TPAC pilot. Revisions for HIED 4323/6600 made by A. Guidry (2012).