

Generic Video Analysis Questions

Video recorded teaching sessions offer particularly strong evidence of a teacher's knowledge and ability. The following questions are designed to focus attention on aspects of teaching that are described in the National Board Standards. We suggest that you use these questions to hone your skills as an observer and analyst of your own teaching. These questions will also be useful in guiding discussion of your video recordings and those of others in your professional collaboration group, if you are working with such a group.

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?
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 taking risks? 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 in ways that provide every student access to the material? 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.)