

## VIDEOTAPING INFORMATION FOR STUDENT TEACHERS AND INTERNS

The College of Education and Allied Professions strives to prepare students to be inviting, reflective decision-makers. Student teachers and interns are encouraged to be reflective teachers by being videotaped so they can see themselves and evaluate their teaching. The videotaping helps you capitalize on your strengths and look for ways to improve.

The videotaping of two lessons is an instructional tool to help you become a better teacher. By using the videotape, you can see your teaching in action and can more thoroughly understand critiques and suggestions you have received. You view the tape and receive feedback on the lesson from your cooperating teacher and university supervisor. The videotaping of two teaching activities is a course requirement. You may arrange additional videotaping sessions.

### **Videotaping Suggestions for Student Teachers**

1. Ask your cooperating teacher about the videotaping policy at your school. If required, be sure to obtain parental permission prior to videotaping. A sample permission form is included in the handbook.
2. Before your lesson begins, use the camcorder to pan your classroom. Include audio to explain important aspects of the environment. Set the stage for your lesson by recording what you expect to accomplish or what you would like to evaluate in the lesson. This portion is videotaped without students present.
3. Tape the lesson from beginning to end. The beginnings and endings of lessons are very important. Avoid omissions in order to gain a complete assessment of teaching skills. It is important to provide a complete and authentic view of the lesson.
4. The videotape should focus on the students as well as the teacher in order to assess the students' reaction to the lesson. Students may be a little shy or boisterous with their first exposure to being videotaped. Therefore, it is sometimes beneficial to practice being videotaped.
5. Evaluate your lesson using one of the evaluation forms provided in this handbook or another which you have selected with your university supervisor.
6. View the videotape the same day that it is made. Write your reflections and evaluations of the lesson. Some cooperating teachers may want to see your analysis before they evaluate your teaching.
7. Share with your students why you are being videotaped. You may even allow them to view themselves on tape.
8. The cooperating teacher and university supervisor should view the videotape and provide feedback within a week of taping.

9. It may be beneficial to evaluate and be evaluated by peers in order to gain multiple perspectives and see different styles of teaching.
10. Save your tapes and record a few lessons throughout the year. These tapes will allow you to reflect on your changes and growth in teaching.
11. Your videotapes may be used as part of your professional portfolio.
12. **Enjoy** the challenges you meet in the classroom and **learn** from them.

#### **OTHER INFORMATION:**

Student teachers must provide their own videotapes/DVDs so that they can keep them.

If you have questions, please contact:

The Office of Field Experiences  
College of Education and Allied Professions  
Western Carolina University, 204 Killian  
Cullowhee NC 28723

Telephone: (828) 227-7314

Student Name \_\_\_\_\_

**VIDEOTAPING RELEASE FORM**

Parents/Legal Guardians:

**Within the next few weeks your child's student teacher will be videotaping teaching a lesson. The purpose of this experience is to improve instruction and evaluation skills of the student teacher.**

Although the videotaping will focus on the teacher, it is possible that some students may appear in the tape. Please provide your permission below for your child to be in the videotape. Please sign the form and return it to your child's teacher.

Thank you.

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My child may participate in the classroom videotaping of his/her student teacher.

\_\_\_\_\_  
(Signature of parent or guardian)

\_\_\_\_\_  
(Date)

I request that my child not be included in the classroom videotaping of his/her student teacher.

\_\_\_\_\_  
(Signature of Parent or Guardian)

\_\_\_\_\_  
(Date)

Nombre del Estudiante \_\_\_\_\_

## FORMULARIO PARA PERMITIR LA GRABACIÓN DE VIDEO

Padres / Guardianes legales:

**Dentro de las próximas semanas, el/la aprendiz(a) de enseñanza en la clase de su hijo / hija, será grabado/a mientras da una lección. El propósito de esta actividad es mejorar sus destrezas en el salón de clase y evaluar la instrucción.**

Aunque la grabación se enfocará en el/la aprendiz(a), es posible que algunos estudiantes aparezcan en el video. Por favor, firme este formulario en la parte que se encuentra a continuación para permitir que su hijo / hija esté en el video.

Gracias

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Permito que mi hijo / hija participe en la grabación de la/el aprendiz(a) de enseñanza.

\_\_\_\_\_  
(firma del padre o guardián)

\_\_\_\_\_  
(fecha)

Prefiero que me hijo/hija no participe en la grabación.

\_\_\_\_\_  
(firma del padre o guardián)

\_\_\_\_\_  
(fecha)

## VIDEOTAPE SELF-ASSESSMENT OF COMMUNICATION

Place a plus by well-developed skills and a minus by any skills that need improvement.  
Please make additional comments as necessary.

- + = Well-developed**  
**- = Needs Improvement**

### **Oral Communication**

### **Comments**

- \_\_\_\_\_ Overall verbal expression  
\_\_\_\_\_ Appropriate Volume  
\_\_\_\_\_ Articulation  
\_\_\_\_\_ Appropriate grammar

### **Non-Verbal Communication**

- \_\_\_\_\_ Eye contact  
\_\_\_\_\_ Approachability  
\_\_\_\_\_ Positioning in room  
\_\_\_\_\_ Posture  
\_\_\_\_\_ Interaction patterns  
\_\_\_\_\_ Facial expressions

### **Written Communication**

- \_\_\_\_\_ Appropriate usage  
\_\_\_\_\_ Correct Spelling  
\_\_\_\_\_ Legible handwriting  
\_\_\_\_\_ Correct punctuation and capitalization

### **Affective Qualities**

- \_\_\_\_\_ Accepting and tolerant  
\_\_\_\_\_ Encouraging and supportive  
\_\_\_\_\_ Friendly and warm

### **Respond to these reflective questions**

1. What did I like best about the lesson?
2. What would I change about this lesson?
3. What did I learn about teaching and the learning process?

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\*adapted from: Jenson, R.A., Sheptson, T.J., Killmer, N., & Connor, K. (1994). Fear of the known: Using audio-visual technology as a tool for reflection in teacher education. (ERIC Document Reproduction Service No. ED387482).

## **SELF-EVALUATION/REFLECTION GUIDE**

Lesson Topic:

Date:

1. How well did you use your voice? Did you speak clearly? Was the pace comfortable for your listeners? Did you use Standard English? Did you use “filler” words such as “OK” and “you know”?
2. How well did you use your body? Did you use any distracting mannerisms? How well did you circulate among students? Did you face the class when you spoke?
3. What feedback did you receive from students about your lesson?
4. What was the strongest part of your lesson? Why?
5. What part of the lesson was least effective? Why?
6. If you could teach the lesson again, what would you do differently? Why?
7. Were the lesson objectives met? How did you determine this?
8. What have you learned from teaching this lesson?