VIDEO ANALYSIS

1. Capture on video the instructional experiences of both practicing teachers and teacher candidates.

2. Engage candidates in observation, reflection, and discussion concerning observed practices.¹
   - Analyze instruction
   - Identify strengths and areas for improvement²

How can I use this?

Analyzing Others’ instruction:
When engaging in video analysis, it is important to provide candidates with videos that are both examples and nonexamples of effective teaching practices. Guiding questions can be used to focus reflection and patterns in responses can spur in-person/online discussions.

Self-Analysis of Instruction:
Candidates can produce videos of their own instruction, complete a self-reflection, and then engage in a feedback session with faculty, mentor teachers, or peers.

WHAT IS IT?
A practice in which teachers’ instructional experiences are captured on video and used as a tool for teacher educators to engage candidates in observation and discussion concerning effective practice.

BENEFITS
Positively affects candidates’ self-analysis of instruction³
Candidates can see what effective instruction looks like
This document was produced under the U.S. Department of Education, Office of Special Education Programs, Award Nos. H326Q160001 and H325A120003. Celia Rosenquist and David Guardino serve as the project officers. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this document is intended or should be inferred.

Endnotes

