Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Guided Reflection of Video Clip #1**

**Background**: This is a videotaped demonstration of direct instruction by a first-year English teacher introducing sonnets and iambic pentameter to her students. The classroom is located next to the band room, so at times you will notice music in the background. Read through all of the questions before viewing the film.

Take notes on the following observable teacher behaviors:

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher movement | Eye contact & use of student names | Teacher  Preparedness | Evidence of established procedures |
|  |  |  |  |

1. Notice the students’ reaction to the teacher’s statement, “We’re filming again.” How does she return them to the task?

2. How long after the intercom announcements are over does the teacher begin an overview of the warm-up activity? What good teaching practices does she exhibit during this mini-lesson?

3. The teacher begins the transition to the day’s work by saying “On Friday we finished our last unit by taking a test.” Then she interrupts the transition to talk about test make-ups. What suggestion would you have to improve delivery here?

4. How effective do you think her attempt to empathize with the students’ need for a lighter unit of study?

5. She begins the lesson by asking students to recall what they know about sonnets. What graphic organizer would be helpful here? What other method of note-taking would be effective?

The teacher makes an effective use of cueing when she asks students to turn to pages 208-209 in their English book. What words does she use?

Based on your observation, what are the overall strengths and weakness in this lesson?

Strengths Weaknesses