**Video Reflection Guide**

**Goals**:

* To watch yourself with purpose
* To highlight priority evidence
* To analyze evidence and make self-directed adjustments to your instruction

**Tools to support**:

[Video Reflection Module](https://docs.google.com/presentation/d/14hGTrWhbdFoDzc4Eb_Lvo7r6f7JNDnZHSVoJWJ4rV3c/edit?usp=sharing)

**Steps**:

1. Record lesson
2. Watch video segment on your own (10 - 15 minute segment)
3. Make observations and gather evidence, pausing and rewatching as needed (Documentation on following page) - View “[Video Reflection Module](https://docs.google.com/presentation/d/14hGTrWhbdFoDzc4Eb_Lvo7r6f7JNDnZHSVoJWJ4rV3c/edit?usp=sharing)” to learn more about the process
   1. When watching the video:

* Focus on evidence, rather than irrelevant or reactive details.
* Focus on evidence that is important.
  + Keep your observations focused on what students are getting out of the talk and interaction.
  + Keep focused on how the classroom talk is serving the learning goals of the lesson and the science and engineering practices involved.

1. Use context to reason about classroom interactions.
2. Make connections with MSTF Standards of Practice.
3. Plan future instruction.

**Complete the following documentation**

**Lesson Goals:**

Ambitious Science Practice/Impact Cycle Goal -

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Student Learning Goal -

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Strategy implemented to react Ambitious Science Practice/Impact Cycle Goal:

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| **Piece of Evidence** | **Importance** | **Context** | **Connections** | **Next Steps** |
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1. On a scale of 1 - 10, with 1 being “I did not come close to hitting my goal” and 10 being “I met my goal completely”, how would you rank that lesson?
2. What pleased you about the lesson?
3. What would have to change to move the lesson closer to a 10?
4. What would your students be doing differently if your class was a 10?
   1. Say more about what that would look like.
   2. How could we measure that change?
   3. What teaching strategy(ies) might you use to elicit this change?
5. What did the data you collected (student work, exit tickets, formatives, reflections….) tell you about the students’ learning and experience?
6. What will you or did you do differently based on the student data (how did it impact your instruction)?

Notes: