



**Office of Clinical/Field-Based Instruction,
Licensure, and Outreach (OCFBI)**

VIDEO SELF-REFLECTION ASSIGNMENT

TEACHER INTERNS WILL:

1. Obtain signed parent consent forms for every child that will be in the video prior to recording the lesson, and upload these forms along with a signed teacher intern consent form in TaskStream. Consent forms are available on the OCFBI website.
2. Video themselves teaching a lesson at least 30 minutes in length.
3. Watch the video and complete the self-reflection assignment. The reflection document should be written independently. (Interns can choose to view the video independently or in a small group with other interns.)
4. Refer to the assignment rubric for evaluation expectations.
5. Use the questions below to complete a self-reflection paper about videoed lesson in 12 point Times New Roman font (double-spaced). The self-reflection paper should be 2-3 pages in length and written in narrative format. Upload written paper in TaskStream and put video on a flash drive. Submit flash drive to university supervisor.
6. Respond to the following reflection questions after viewing video:
 - Was my content knowledge appropriate and evident for this lesson? Explain.
 - Did I challenge the students? How?
 - Was my lesson appropriately adapted for all learners? How did I differentiate instruction to meet the needs of all students during this lesson?
 - How did the students demonstrate understanding of the concepts presented?
 - Were my procedures and assessments effective in helping the students master the learning objectives?
 - Did I set clear expectations (academic and behavioral) so that the students knew what was expected of them? If not, how can I make my expectations clearer?
 - Did I find it necessary to make adjustments while teaching the lesson? If so, what were the adjustments, and were these adjustments effective?
 - Were there any classroom behavior issues? How did I handle them? Did my method work?
 - What would I change about this lesson if I taught it again?

“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.” Peter F. Drucker, American Educator and Writer, 1909