

Template to Guide VAT Activity

Virtual Grand Rounds: Focus on Giving Instructions

1. Watch the video, and without talking to anyone, write down your observations of the teacher's instruction-giving as seen in the clip. Observe from the point of view of the role your facilitator has assigned you.

2. Watch the clip again, this time writing down as much as you can related to the teacher's instruction-giving.

3. Share your findings with a partner or small group who had the opposite role from you. How do checklists for "effective" instruction-giving inform—or direct—your observation?

This is an example of giving instructions from an observation checklist:

Begin lessons by giving clear instructions:

- a. *State desired quality of work.*
- b. *Have students paraphrase directions.*
- c. *Ensure that everyone is paying attention.*
- d. *Ensure that all distractions have been removed.*
- e. *Describe expectations, activities, and evaluation procedures.*

Partial list retrieved from <http://www.kean.edu/~tpc/Classroom%20Management/EFFECTIVE%20LESSON%20PLANNING%20&%20Classroom%20Mgmt.htm>

4. Share your findings with the whole group, coming up with a set of observables that you believe can justify whether instruction-giving appeared to be effective. Then, go out to other classrooms or observe other videos or video yourself, focusing just on instruction-giving. What did you discover?

5. Return to your observation statement in #1 of this template. What do you think of it now? What would you revise or expand in it?

6. Reflect on this video analysis task. What do you think you learned or reinforced from participating in it?



Available for download at <http://resources.corwin.com/VideoinTeacherLearning>