

Essential Guiding Questions for Classroom Video

By learning to notice, teachers gain valuable insight into the learning experience of their students. This exploration is a catalyst for continuous professional growth, fostering a culture of self-awareness and informed decision-making that significantly enhances teaching effectiveness.

Take your use of classroom video to the next level with these essential guiding questions.

1. What is the progression of student thinking during the video clip?
 - Can you identify key moments where students demonstrate shifts or growth in their understanding?
 - How do students build upon their prior knowledge or experiences as the lesson unfolds?
 - Are there instances where misconceptions are addressed and corrected, or where new insights emerge?
2. How are students interacting and responding to one another?
 - Observe the nature of student interactions – are they collaborative, competitive, or a mix of both?
 - What communication strategies do students use when working together?
 - Are there instances of students providing peer support or challenging each other's ideas?
3. What ideas are the students sharing?
 - Identify the main concepts or ideas that students express during the discussion.
 - Are there recurring themes or patterns in the ideas shared by different students?
 - How do students contribute to building a collective understanding of the topic?
4. What does student participation look and sound like?
 - Analyze the level of engagement demonstrated by individual students.
 - Consider the variety of ways students participate – verbally, through gestures, or using other non-verbal cues.
 - Does the level of participation vary among students, and if so, how?

5. What do students understand about the topic they are discussing?
 - Assess the depth of student understanding by noting instances where they demonstrate mastery of key concepts.
 - Identify any areas of confusion or common misconceptions that arise.
 - How do students articulate their understanding, and are there opportunities for deeper exploration?
6. What can we infer that the students think the goal of the lesson is?
 - Look for evidence in student discussions that indicates their perception of the lesson's purpose.
 - Are students able to articulate the learning objectives or essential questions?
 - Do their responses align with the intended goals of the lesson, and if not, why?
7. How can the video help me to better prepare for subsequent student interactions and future lessons?
 - Consider how the observed student interactions and responses inform your instructional decisions.
 - Identify effective teaching strategies and moments that contribute to positive student engagement.
 - Reflect on areas for improvement and consider adjustments to your teaching approach based on the observed student dynamics.

Consider using these questions for:

- Self-reflection
- Peer feedback
- Coaching

Bonus suggestion:

Consider using the videos to form a video club the way people use a book for a book club.

These questions were developed for Teaching Channel by Dr. Miriam Sherin, Northwestern University.



Dr. Miriam Sherin is a professor of Learning Sciences and the Associate Provost for Undergraduate Education at Northwestern University. Dr. Sherin holds a B.A. in mathematics from the University of Chicago and an M.A. from the University of California, San Diego. She received her Ph.D. in Science and Mathematics Education from the University of California, Berkeley. Her research seeks to improve our understanding of how teachers think and learn. Most recently, her research has focused on the idea of teacher noticing and she encourages the use of video to help her students reflect and learn from their instruction.