**EDU Alternate Class Visitation Document**

**Student Name:** **Course: Section #:**

**Directions:** Fill out the following matrix about the videos you watched according to the columns labeled. Be sure to show that you have not only watched the video, but have processed it and reflected deeply. The videos must be either in a preK-12 setting, or with a preK-12 teacher. For full credit, you must have viewed/processed a **minimum of four videos**, and have a **minimum of 40 minutes** of viewing (some videos are only 2-3 minutes, while others are as long as 15 – 20 minutes). Do not use complete sentences; bulleting with brief phrases is suggested. Here are two suggested sites for accessing the videos, but you are not limited to them:

[**www.teachingchannel.org/videos**](http://www.teachingchannel.org/videos) **or** [**www.edutopia.org/videos**](http://www.edutopia.org/videos)

The first line is an example of what your entries should look like. You cannot use this one!

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| **Name of video, length in min.** | **Source (Teaching Channel, Edutopia, etc.)**  | **What is it about?**  | **Identify at least 1 classroom management teachnique, 1 relationship-building technique, and 1 take-away from the video** |
| Assessing students with Twitter-Style Exit Slip, 2 minutes. | Teaching Channel | * 6th grade teacher Maria Perryman assesses her students’ learning by having them fill out a Twitter-style exit slip
* Choice of 1 of 3 possible questions.
* Students address their chosen question in 140 characters (letters, spaces, and punctuation) or less
* Teacher checks the slips as students exit from class
 | * Teacher has excellent radar for classroom management, even when talking with one student she is constantly scanning the class
* Relationship-building: as teacher collects slips, she greets each student personally and gives them a smile and good-bye; also, allowing students to choose
* Take-Away: This is a great formative assessment tool that lets the teacher know whether or not the students learned what they were supposed to. Teacher can then adjust tomorrow’s lesson accordingly.
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