

Video Analysis and Reflection 2

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Topic of Lesson: Bill of Rights

What InTASC standard(s) did you plan to demonstrate with this video?

I planned to demonstrate the following InTASC standard:

5.2.4 - Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

5.2.5 - Describe and give examples of individual rights guaranteed by the Bill of Rights.

Describe the degree to which you accomplished your goal:

Overall, I believe I accomplished my goals of having the students create a foldable on the Bill of Rights and identify the amendment that protects the citizen's rights in the concentration game. It is important to note that standard 5.2.4 was spread out over a couple of days. Each day was specifically dedicated to one of the documents listed in the standard. However, my unit only focused on the Articles of Confederation, the United States Constitution, and the Bill of Rights. For standard 5.2.5, the students describe the rights guaranteed by the Bill of Rights through the concentration game.

Self-Analysis of My Teaching

What are some of your personal idiosyncrasies? What can you do about them?

One of my idiosyncrasies is that I was unaware that when I was creating my own foldable for the students to see, I turned my back toward the students. Some of the students were following along with me while others turned and talked to their neighbors. Instead of turning my back and doing the foldable with them at the same time, I could have prepared multiple foldables that showed the students step by step how to create their foldable on the Bill of Rights. Another idiosyncrasy is that I walk around the room to see how the students were doing; I always keep my head down. I kept walking from one student to the next without even lifting up my head. During this time, some of the students were working on what they needed to, but others were not on task. To help prevent this in the future, I need to consciously lift my head up after two or three students to observe the other students as well and make sure everyone is on task.

What happens to your voice in different situations?

In different situations, my voice changes. When I was giving instructions on how to create our foldable, I was loud enough where everyone could hear over all of the paper folding. On the other hand, when I was going over the various rights guaranteed in the Bill of Rights, my voice was at a normal level. When I was talking to one student to help clarify the instructions, my voice was more at a whisper.

What did you do to set the mood or climate for learning? Would you do anything different?

For this lesson, I set the mood for learning by introducing the topic first and telling them

what they will be doing. Then, we watched the Bill of Rights Song to help get them motivated. Throughout the lesson, the students were engaged and when it came time to practice identifying which scenario matched what amendment, the students were having fun while learning. If I were to do anything different, I would make the rights for each amendment larger in my PowerPoint because some of the students were having a hard time reading the print. I also would consider making the foldables for each student ahead of time because that process took too much time.

Analyze your questions. What do you notice in terms of quality, levels, wait time, your response to learners?

After watching the video, I noticed that I need to work on asking more questions. I asked a few after we finished making the foldable in order for the students to understand how the foldable works. These questions were low quality and more right there questions instead of higher level questions. However, I did wait the appropriate amount of time before calling on a student and the responses were accurate. I also asked a few questions while the students were playing the concentration game. Throughout this part of the lesson, I asked more why questions. For example, I asked the students why this scenario matches with that amendment. These questions were higher quality and reached a high level because the students had to think and form a relationship between the two. As for my wait time, I waited the appropriate amount of time and the students explained to me why certain amendments matched certain scenarios.

How well did you involve *all* learners in responding and participating? Equity issues?

Overall, I believe that I did a decent job involving all of the learners in responding and a great job with having all of the learners participate. When I asked questions, the same students kept raising their hands to answer them and when I called on a student whose hand was down, she did not know the answer. However, all students were participating while making their foldable and while playing the concentration game. Additionally, I do not believe that there were any equity issues.

With what progress are you the most pleased?

I am most pleased how well the foldables actually worked. I was afraid that some of the students would give up or would not want to participate because they either were not paying attention or their note taking skills are not fully developed yet. Overall, the students were taking notes on the foldable and they understood how to use it appropriately. One of the students even said, "Ohhh. I get it!" aloud because she understood how she could use the foldable to help identify what rights went with what amendment.

What areas do you believe you still need improvement?

One aspect that I need to improve upon is making sure that I give directions clearly and repeat them more than once. For example, when I was giving directions on how to play the concentration game to identify the amendments to the rights, I assumed that the students knew how to play concentration and did not clearly explain the rules. Therefore, when I told them to have fun, at least three out of the eight groups raised their hands because they did not know what to do. Another thing that I need to work on is looking up

and scanning the rest of the classroom in between looking at individual student's work. This way I can make sure that all of the students are doing what they need to be doing.

Describe the differences you are seeing in yourself as a teacher.

As a teacher, one big difference that I am seeing is that more of the students respect me. Most of the students will do what I ask the first time instead of arguing back. I believe this is because I showed the students that I actually do care about them and I have taken the time to get to know who they are. Another difference I am seeing is that I am more confident in myself. In the beginning, I was not confident in my teaching abilities, but now I feel much more confident and with more practice the confidence will grow.