

## Video Analysis and Reflection

**Name:** Elizabeth Wood  
**Topic of Lesson:** Spelling

**Recording Date:** February 2<sup>nd</sup>, 2017

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

I planned to demonstrate the following InTASC standards:

- 5.RV.3.2: Vocabulary – Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- 5.W.6.2c: Spelling – Applying correct spelling patterns and generalizations in writing

Describe the degree to which you accomplished your goal:

Overall, I believe I accomplished my goal of having the students work cooperatively to learn their spelling words. However, I feel as though I did not fully accomplish meeting the InTASC standard 5.RV.3.2. The lesson did help students remember the meaning of their spelling words, but it did not help them determine the meaning of words within a nonfiction text. Also, I believe that I accomplished standard 5.W.6.2c because the students were practicing writing their spelling words in various ways.

### **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 of that I circle the room on the same track every time. I never went a different way. After watching the video, I realize that I need to change it up. I need to turn around and go around the room in different ways to observe the students. Another idiosyncrasy is I only focus on a few students at a time while I am observing them. Instead, I need to observe the students that I am focusing on and glance around the room to ensure everyone else is doing what they are supposed to be doing. There were a couple of times in the video where I did not notice students getting up while teaching because I was only focused on a few students.

What happens to your voice in different situations?

In different situations, my voice changes. For example, when I am getting the students attention, I am generally louder and my tone is more forceful. However, when giving directions, I tend to speak at my normal level. When talking to a student one on one, I am speaking at a softer level and tone.

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 having the students practice what they were going to do with various exercises. I rolled a die, stated the number, and the students had to do the activity that corresponded with the number. For example, if I rolled a four, the students had to high five someone. This gave them a little preview of their activity. If I had to do anything different, I would have settled the students down before rolling the next number because they were a little loud in the video.

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 asked very few questions other than while explaining the activity and the closure. When explaining the activity, I asked the students to state what activity they would be completing for numbers one to six. This was a low quality and a lower level question. As for my wait time, there really was not any because I had the students call out the activity that corresponded with the number. After each number, I said either good job or good. For the closure, I asked who would like to share their picture or sentence. This question is also a low quality and a lower level question. As for my wait time, I tried to wait at least three seconds before calling on someone to share their picture or sentence. After the student shared, I told the student thank you for sharing.

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

Overall, I believe that I did a good job involving all of the learners in responding and a great job with having all of the learners participate. When I asked the question about what activity the students would be doing, nearly all of the students were responding aloud. When I asked, who would like to share a picture or a sentence using their word, more than half of the students were excited to share. They were raising their hands and shouting me. While watching the video, I was very pleased that I only saw a couple of students a handful of times out of their seat or not paying attention. Even when I was walking around, there were only a few students who were not fully participating in the activity. Additionally, I do not believe that there were any equity issues.

With what progress are you the most pleased?

I am most pleased how the activity went as a whole. This was the first time that I tried a cooperating activity with the whole class because I was worried that they would be talking to their partners the entire time. However, even though there were a few conversations here and there, the students were engaged in the activity and the lesson went better than I expected it to go.

What areas do you believe you still need improvement?

One big area that I still need improvement on is getting the students attention first instead of trying to get their attention by talking over them. That method simply does not work. I need to use more classroom management techniques such as call and response. Another area that I believe I need to improve upon is finding the right amount of time to do an activity. While watching and teaching the lesson, I felt as though I gave the students too much time for the activity. By communicating more with Mr. York on how much time I have for specific subjects and lessons, it would help me plan my time more accordingly.