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Project C

Analyzing my teaching from videotaping lessons has been an interesting and great learning experience. The process of identifying an area of focus, videotaping the lesson, and then analyzing my performance with another person was intimidating, but necessary for my growth as a professional. I now know the benefits of filming lessons in the process of reflecting as a teacher. There is so much that happens during a lesson, and filming it allows you to go back and notice areas of strength and areas of improvement. Overall, this was a beneficial project that has aided in the development of some of my teaching skills.

The pre-conference with my co-op was a bit intimidating, because we were identifying an area of focus for my teaching, which made me think that she was identifying an area of weakness. Even though we did pick an area that I could use improvement on (which is normal for a pre-service teacher), I still was intimidated to hear what she thought I needed improvement on. We decided to focus on managing instruction for several reasons. Throughout this semester, one of my biggest struggles has been time management. I often times listen to students comments for too long or spend too long on one part of a lesson. We also chose this area to focus on the type of adjustments I make throughout the lessons, and the feedback and interaction I have with the students throughout instruction, because these are good areas to reflect on to improve teaching. I think that both pre-conferences were very beneficial because it was an opportunity for me to talk with my co-op about what she thinks I should focus on, which allowed me to be more cognizant throughout all of my instruction, not just the lessons being videotaped. I think this awareness allowed me to grow in this area of focus throughout the semester.

Watching the digital recording was at first uncomfortable. I thought that I looked and sounded very silly. I was so animated, energetic, and I had so much intonation in my voice. However, when I looked at how the students were responding, I realized that even though I looked

silly, it was effective instruction for the students. I noticed many things that I had wouldn't have remembered after the lesson if I didn't watch the video, such as minute behavior management strategies such as proximity, eye contact, or gently putting my hand on a student to let them know they need to quiet down or calm down. I learned that even though watching a digital recording is uncomfortable and intimidating, it is extremely valuable for reflection and growth because you see so much more than you can remember after teaching.

Picking an area of focus was a great strategy for making conscious changes to my instruction and monitoring my improvement. From the first lesson to the second, I saw much growth in regards to managing instruction. One conscious change I made was to improve opportunities for equitable participation. During the first lesson I noticed that I left some students out and I called on other students more than once, so for the second lesson, I used popsicle sticks with their names on it to make sure each student has a chance before other students are called on. I also was very conscious of how long I spent listening to student comments and questions. Even though I love hearing what they have to say and I think it's very important to not cut them off too much because listening to students makes them feel so valued, I also had to move the lesson along. During the second lesson, I announced that to save comments and questions until the end to make sure we learn all of the important things about the sense of touch (the lesson for the day).

Another change I made to improve my management of instruction was to give more specific feedback and praise, rather than general phrases such as "good job" and "good answer." For the second lesson, I made sure to tell students why their answer was good, or to praise a specific action and how that will contribute to them being a better learner, student, or friend. A focus and goal of improvement from one lesson to the next was my time management. Even though I still struggled with this during the second lesson, I did improve. I was able to make better adjustments throughout the lesson to cut out elements that were not essential to the students attaining the objectives for the lesson, whereas during the first lesson, I focused too long on trivial parts of the lesson. I still went

over time during the second lesson, but that was because I planned the lesson as if I had more time than I did for the lesson.

Watching the videos and reflecting on my performance and growth has allowed me to come up with realistic and specific goals for my student teaching placement next semester. The first is to focus on time management. This starts with making sure that when I plan my lessons, I plan them out to take as long as I have for the lesson. This was my mistake for the second lesson. I need to make lists to teach the important elements of the lesson. I also need to limit student comments and questions, which is hard for me to do.

Another goal is to address behavior issues as early as possible. During the second lesson, I had to stop the lesson half way through to review behavior expectations; however, I could have predicted that they would have needed to re-center before the lesson began, so I wish I had better preventative strategies. This is something to be aware of and work on for next semester.

Lastly, a goal for next semester is to plan out my verbal instruction better for my lessons. In both lessons, I ended up giving instructions and explanations that were too wordy or took too long. Instead, I need to plan how to give concise instructions and explanations that still teach effectively, but do not take as long. This way I do not need to worry about students becoming disinterested, and I am being more efficient with my time and what I'm teaching the students.

Videotaping myself teaching has been a great learning experience. I now have realistic and specific goals for my teaching based upon evidence from my actual teaching. After having this experience, I have decided to video tape my teaching next semester and into my professional life. Even though it is intimidating and sometimes uncomfortable, it is extremely necessary for professional growth and effective teaching to video tape and reflect on teaching.

Self-Analysis: Classroom Management

Video 1

Area of Focus

Questions:	Notes
What is the management area of focus you identified with you co-op?	Managing instruction
What was this management area selected?	We selected this area because this is a hard skill to master, so it's good to consciously practice it and reflect on it.
What do you hope to learn about your teaching by selecting this area of focus?	I hope to learn about my time management, and if I make sure to teach the key elements of the lesson.
What do you observe about your teaching related to this area of focus?	Currently, I notice that I often times let students talk for longer than I should because I'm interested in what they have to say, and I don't want to cut them off too much. I also need to be more conscious on time management.

Managing Instruction

Questions:	Notes
Are time management procedures (brisk pacing, effective transitions, etc.) used?	<ul style="list-style-type: none"> -went over time -took too long with the mirror activity -needed to speed up picking the words that start with 'h' -listened to students comments for too long and allowed for the comments to get off topic
Are effective academic feedback and academic monitoring skills in use?	<ul style="list-style-type: none"> -I monitored the class by looking at all of the students -I did not call on a student that I should have called on (She doesn't usually raise her hand) -I did not give much specific feedback or praise, such as, "good job", "good answer"
Did you make adjustments based on information gained while monitoring instruction?	<ul style="list-style-type: none"> -I could have made an adjustment to how long the mirror activity was taking with the students -I could have adjusted how much time I spent talking/listening to the students -I listened to the students talk for too long and let some of the comments go off topic.
Describe the questions you asked of students?	-I tried calling on different students with their

<p>Who was asked? How did you decide which students to call on?</p>	<p>hands raised- boys and girls. -Looking back, there was one student with her hand raised that usually doesn't raise it that I wish I called on. - I called on students that were being more vocal and not necessarily following the expectations (calling out, saying 'oo!oo! I know!') -I spent a lot of time calling on students-I should have cut down some of the time spent calling on students. -I asked questions such as, "Can you think of words that start with the sound 'ha', 'ha', 'ha'."</p>
<p>Is there evidence of consistent class procedures? Do students know the routines for effective classroom management?</p>	<p>-Students know that the expectation is to be quiet and listen while the teacher is talking. I needed to remind them of this a few times. -Students know that the expectation after learning a letter is to go and sit down at their tables and work in their letter books. They followed this expectation.</p>

**Planning Questions
Video 1**

1. What did you learn from watching the digital recording? Were you surprised by anything?

I was surprised by how animated I was during the lesson, and how I was 'in my own world'. While teaching, I thought I looked very silly, but the students were very engaged, so I was not too concerned. I was surprised that I never called on a student that had her hand up the whole time. I was also surprised by the amount of time I spent with the students' comments.

2. Describe changes you will make to improve classroom management focus area.

One thing that I need to focus on is calling on students that I usually do not call on. I think that I can use popsicle sticks to ensure equitable participation. I also let students talk to me for too long. This helped students feel important and that I wanted to hear what they had to say, but it took too much time and it made the students get really talkative. With so much that needs to be packed into one day, it is not practical to let every student share everything that they are thinking.

3. What goals would you set for yourself based on this analysis?

- Time management
 - In order to ensure that I get through all of the lesson, and that the students obtain the learning objectives for the day, I need to make sure I watch the time. Next time, I will write down the parts of the lesson I need to get to, so that we don't take too long on one part of the lesson.

- Equitable participation
 - I will use some sort of equitable participation tool (popsicle sticks) for next time, because watching back on the lesson, there were students that were called on more than once, and students with their hands raised that I didn't call on once throughout the lesson.
- Adjusting throughout the lesson
 - I planned an interactive activity that demonstrated the type of action making the sound for the letter 'h' by giving them a hand held mirror and fogging it up. However, this was taking a really long time, longer than I expected, so I should have adjusted the activity to speed this activity up, but I didn't. Therefore, the lesson went over time and students didn't have as long to spend on their letter books.

Self-Analysis: Classroom Management Video 2

Managing Instruction

Questions:	Notes
Are time management procedures (brisk pacing, effective transitions, etc.) used?	-I was watching the clock the entire lesson. -I planned the lesson as if there was more time than was allotted, so it was still rushed. -Effective transitions were used when the students came into the room from the hallway- they sat right down. -I hit on each part of the lesson that I needed to. -Had time for a good assessment at the end.
Are effective academic feedback and academic monitoring skills in use?	-I gave specific feedback such as, "I liked the way that you really thought about how the mystery object felt" -I had an extension activity that had them think about where to sort the mystery object based upon it's texture, and throughout the sorting, I made sure to make the class still engaged even though they weren't actively participating. -When students looked bored or restless while the chosen student was picking the mystery object out of the bag, I gave questions to engage the class in the learning, such as, "What are some things in this room that are bumpy?"
Did you make adjustments based on information gained while monitoring instruction?	-I adjusted the lesson well because I noticed that the students were a little bit more distractible than most days, so I figured the main part of the lesson was going to take longer than I was expecting. -I cut out parts of the lesson that would have been

	<p>good extensions of knowledge, but that were not necessary for reaching the content and language objectives.</p> <p>-I stopped the lesson half-way through to review the behavior expectations because the students came in rambunctious and easily distractible. This was necessary in order to make sure the environment was conducive for learning.</p>
<p>Describe the questions you asked of students? Who was asked? How did you decide which students to call on?</p>	<p>-Questions asked, "How does it feel?", "What do you think it could be?" "Is it bumpy/smooth/soft/rough?" "Where do you think this object belongs?"</p> <p>-I used popsicle sticks this time to make sure that there was equitable participation throughout the lesson.</p> <p>-Each student was called on at least once.</p> <p>-Because I was short on time, I made sure to not take too many student questions and comments throughout the lesson. I said things like "Right now we have a lot to learn, so hold your question til the end! Think really hard about remembering it!"</p>
<p>Is there evidence of consistent class procedures? Do students know the routines for effective classroom management?</p>	<p>-Students came in from the hallway and put up their stars (class management procedure)</p> <p>-Students needed to be reminded of expectations for behavior</p>

Planning Questions Video 2

1. What did you learn from watching the digital recording? Were you surprised by anything?

Watching this video helped to show some of the techniques that I use that I wasn't even aware that I was using for implementing instruction and for monitoring behavior. I remember becoming frustrated while teaching because the student's were not behaving very well, and having to stop the lesson to review the expectations. I was worried to watch the video because I figured that I was visibly very frustrated, but I came across still happy and calm, which I was surprised by, because I remember feeling very different. I was surprised that the students were able to demonstrate such better behavior after we reviewed the behavior expectations again. I was able to see some of the students in the back of the room better in the video, and I was able to see that some of them needed the reminder because after we reviewed the expectations, they were

much less restless and chatty. And I am always surprised by how excited the kindergarteners are to learn new things!

2. Describe changes you will make to improve your classroom management focus area.

I still really need to work on time management in the class. This started from when I created the lesson. I created the lesson to take more than 20 minutes, when I only had 20 minutes to teach it. Throughout the lesson I made adjustments to have the lesson take less time, but it still went over time and was a bit rushed. I also should have recognized that the students were in a more restless mood than usual, and should have had them do an activity to get their minds ready to learn and to center themselves before starting the lesson. This would have been part of the prevention area of focus, but I ended up having to make adjustments based upon their behavior.

3. What goals would you set for yourself based on this analysis?

- Work on Time Management
 - Even though I made adjustments throughout the lesson to eliminate parts of the lesson that were not essential to the students grasping the learning objectives, I still planned the lesson to take longer than the time I had. I planned an activity in which each student needed to come up to the magic bag to pick out a mystery object to see how it feels, so I had to make sure I left time for each student to do this. I should have planned for the lesson to have more time, or I should have created a lesson that could have realistically been completed in 20 minutes. Also, I could have still cut down time with limiting student comments and questions.
- Prevention of Behavior Issues
 - If I notice that the students are restless or a little bit more rambunctious than usual, I need to make my priority to get the environment ready for learning, instead of rushing into the lesson. I think I was worried about starting the lesson and getting through it, that I didn't address the behavior issues, but I ended up needing to stop the lesson to address it, which disrupted the students' learning and the lesson. It would have been much better to address this before the lesson began.
- Don't give unnecessary explanations and instructions
 - Throughout the lesson, I would sometimes give too much explanation or instruction that took too long. For example, at the end to transition back to the carpet, I would tell students, "James, you can go back to your seat, Lily, you can go back to your seat... etc", when I could have said, "When I call your name, go back to your seat on the carpet.. James, Lily, etc." This will cut down time on the lesson, and also reduce behavior issues because students would be in transition for less time. Also, while teaching the lesson, I would give too wordy of explanations sometimes.