

Video Analysis and Reflection

Directions: Early in your student teaching experience (no later than week 4) record a 30-45 minute segment of teaching. Include transitions into and following the lesson. Review the recording twice before completing this analysis. Later in the experience (8-10 weeks later), record another 30-45 minute segment of teaching. Complete a second Analysis and Reflection document. Both of these documents should be uploaded into your digital portfolio.

Name Alec Burke Recording Date Nov. 17, 2015
Topic of Lesson D Δ scale, 8th Notes, Ode to Joy, & Beethoven

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

The Learner & Learning: #3 Learning Environments
Content Knowledge: #4 Content Knowledge & #5 Application of Content
Instructional Practice: #6 Assessment, #7 Planning for Instruction,
#8 Instructional Strategies

Describe the degree to which you accomplished your goal:

#3 - Much improved! Positive, music playing as students enter and set up, tons of student input & modeling from teacher.
#4-6 - Great! 8th notes, recording, & lesson plan activities were all interconnected, seamless, and delivered effectively.
#7-8 - Completely left out one of my learning objectives and forgot to summarize @ end.

Self-Analysis of My Teaching

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

Occasional use of phrases such as "pretty good, but..." I've improved my quality and frequency of feedback & instruction, but I should strive to remove filler phrases entirely. Also, sometimes I 'break' my left wrist or flatten my fingers on viola while trying to assess students. This will improve with practice and experience.

What happens to your voice in different situations?

I do a great job of varying my voice & audiating as I count off the class. Also, when asking questions I subtly try to include, emphasize, or guide the answer as I ask the question.

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

I played a recording of Symphony no. 9 as students entered, we discussed our Daily Learning objectives and the piece's history somewhat at the start of class, I played with and for the students, and I let students get involved in their own learning. I would have summarized better at the end.

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

Questions were a mixture of binary (yes/no, etc), open-ended (opinion), assessing what students heard, and critical thinking (transcribing eighth note rhythmic patterns). My responses were positive, including both praise & constructive feedback.

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

I maybe reached only half the class, and I began to notice halfway through the lesson that I was mostly calling on the same few students volunteering. I should strive to call on a mixture of volunteers as well as students I know have the answer but aren't volunteering.

With what progress are you the most pleased?

I've gotten much better about give students instructions/goals before we play, guiding their answers & scaffolding their learning, and giving students more input and stake in their own learning.

What areas do you believe you still need improvement?

I can still do better in terms of time management & helping students recall & summarize content @ the end of a lesson. We didn't get to discuss the history of "ode to Joy" like I wanted to, and our summary of the lesson was an extremely brief after thought.

Description of classes taught and general classroom environment:

6th grade strings: organized and positive.

(If this is not the first video) Describe the differences you are seeing in yourself as a teacher.

My teaching is much more organic & my rapport with the students is positive. I can still incorporate more inter-disciplinary approaches and questioning for student self-assessment. I've also improved in my ability to reach a variety of learners and learning styles, but I rarely include these accommodations in my planning (even hypothetical situations).