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EDTL 6430

Video Critique

July 6, 2013

**Part 1:**

The Midnight Ride of Paul Revere

*The midnight ride of paul revere*. (n.d.). Retrieved from https://thepartnershipfor21stcenturyskills238.eduvision.tv/Default.aspx

The students in Ms. Underwood’s class are doing some reinforcement activities after they read about Paul Revere’s ride. They begin by discussing how Paul Revere’s ride is related to the 4th of July and they create a web as a class to demonstrate what they know about the topics. The teacher then shows them the rubric that they will be using for assessing themselves that day (collaborative group skills). The class is divided into four groups where they will be for 15 minute rotations. Each group is completing different activities that incorporate social studies into their language arts lesson. There is a group reading a related story that is at their level, another group is working on spelling, a third is doing a re-read and creating a timeline, and the final group is using computers to compare and contrast versions of the story and collaborate why they think the author would make changes to the ‘real’ version of the story. The students return to their seats after the lesson and fill out the rubric according to how they feel they have participating and helped their group.

During the lesson, there are two teachers in the room. At the beginning of the lesson, the teachers are helping to guide the class in a class collaboration of a web that is on the interactive white board. During the group time, there is one teacher at group 1 helping with the leveled learners and another teacher at group 3 helping students to fill out the timeline.

The two essential questions that Ms. Underwood is asking is: ‘How is the future shaped by the past and the present?’ and ‘How can people promote freedom?’

**Part 2:**

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| **Element of Best Practice with definition** | **What the teacher is doing…** | **What the students are doing…** | **Comments** |
| **Student-Centered**  Instruction that connects content in meaningful ways to students’ experiences, interests, concerns, and questions, while taking an active role in learning. Lessons are authentic, challenging and experiential for the students. | * provides relevant lessons that allow students to engage with the content * provides materials to guide research * facilitator for learning * encourages students to ask questions and help each other * builds lesson on students natural curiosity * plans inquiry based lessons * provides students with necessary tools to be successful | * working at their own pace * motivating themselves * experimenting in hands-on activities * active participants * communicating with others * working collaboratively * engaged and excited about the material * students are asking and answering each other’s questions * “learning while doing” | * The teacher has created a lesson that has the students engaged in learning and has provided the tools (interactive whiteboard, computers, etc.) to complete the lesson successfully. * The teacher is acting as a facilitator for learning (Groups 1 and 3). * The students are being active participants in the groups and are working collaboratively. |
| **Social- Collaborative**  Learning by using scaffolding; students work with one another, not in silence. Promotes children learning with and from one another while working socially with each other in group discussions. | * acting as a guide for students * steering students in the right direction when needed * presenting small mini-lessons to give students the needed information to begin working together * “scaffolding” lessons to ensure students are reaching their learning goals * giving students the proper tools to be successful during group work | * working with one another on task given by the teacher * talking and NOT working in silence * helping one another understand or learn the information; learning from one another * giving feedback to one another to help aid in learning * following rules for working in groups during class | * Students are working collaboratively to choose the 10 most important facts in the text. They then will work together to put the 10 events in to chronological order (Group 3). * By working collaboratively, the students are helping each other learn from the information and are giving to feedback to help each other as well. * The teacher is acting as a guide for this group and ‘scaffolding’ the learning to help students reach their goals. |
| **Cognitive- Expressive**  Students experiencing and communicating learning and understanding. | * preparing and implementing ideas and ways for students to express themselves and their learning in various ways * teaching is assisting and providing many DIFFERENT and VARIED ways for students to succeed and show understanding | * being creative! * given opportunities, students are communicating in a variety of medias- Example: speech, writing, drawing, dance, music and movement * learning about themselves through content and how they choose to present information | * The teacher has provided each group with a different way for them to succeed and show content understanding. |
| **Cognitive- Developmental**  Instruction at a developmental level of a student that requires higher-order thinking and inquiry to develop a true understanding of the concept | * developing differentiated lessons and projects * making sure all students are successful at their learning level and are gaining knowledge * providing materials that are developmentally appropriate for students | * working toward a personal goal * learning in a way that is best for them * gaining understanding of the concept being taught | * The teacher has developed differentiated lessons for each groups ability level and has provided materials that are appropriate for the activity. * Students are working in groups on skills that need to be developed for them particularly (Group 1). * The students are learning is a way that is best for them. |
| **Cognitive- Reflective**  Time set aside for teachers and students to look back on their learning, recognize connections, appreciate accomplishments, and understand how they overcame challenges. | * ALSO reflecting…on the lesson, what students learned, what worked and didn’t work, etc. * guiding students with an outline/boundaries for the students’ reflections * providing time for student reflection…beginning, middle, and/or end of lesson * using a variety of reflection tools: entrance/exit slips, KWL charts, whole class/small group/paired discussions, “art walk” of what students learned, quick-write, etc. * reading or listening to the students’ reflections and altering their future tasks and lessons to meet the students’ needs | * looking back on what they learned * debriefing over the content discussed * appreciating their accomplishments, while acknowledging their “failures” * understanding HOW they overcame obstacles * discussing with other; written reflections * becoming consciously aware of WHAT they learned, HOW they learned it, and WHAT ELSE needs to be learned | * Students are using an interactive whiteboard to practice spelling words (Group 2). * At the end of group time, the class comes back together and discusses how things worked as a group and what they had learned. |

**Part 3:** Provide a critique of the video. Does it exemplify Best Practice? Why or why not? Use specific examples.

According to what our group considered ‘best practices,’ I would have to say that there were several being used in this lesson. The main best practice that we agreed on as a group was making teaching student centered. This was evident in a couple ways. One way to make learning student centered is to have the teacher working as a facilitator. At group 1 and group 3, there was a teacher there to help guide the student learning and ask questions to lead them in the right direction. Another way student centered learning was evident is by the students working in groups. When the students were at group 4 working on the computers, it showed them working collaboratively with each other, being engaged in the assignment, and helping each other figure out the best way to answer the questions. Another best practice that we liked was Social-Collaborative. This is very evident since the students were working in groups. In group 3, the students were working collaboratively to figure out the correct order of events for the timeline. The other three best practices that we liked as a group were Cognitive-Expressive, Developmental, and Reflective. I did see some evidences of each of these, but the one I saw most was developmental. In group 1, the students were going to be reading books/stories that were appropriate to their developmental level. Also, across the board, each group station was using a different type of learning style or likeness. There was reading and comprehension, using technology, comparing and contrasting, and using logical skills with a timeline. At some point in the rotation, each student was going to come across a method of learning that is best for them and help them to gain a better understanding of the concept that is being reinforced by these activities.