**Video Choice and Rationale**

Video Title: The Midnight Ride of Paul Revere

Video Citation:

* Underwood, G. (2013). *The Midnight Ride of Paul Revere* (video). Retrieved from: https://thepartnershipfor21stcenturyskills238.eduvision.tv/default.aspx

Summary:

Students were reviewing what they knew about the Revolutionary War, specifically through a poem called “The Midnight Ride of Paul Revere” by Henry Wadsworth Longfellow. With different work stations set up by the teacher, the students were using different mediums to explore the poem, the facts of The Revolutionary War and the actual ride of Paul Revere. The classroom started out in a full room discussion and brainstorming session where students used the Intelli-board in the front of the room to fill out a word web where they wrote down words or phrases that they associated with the Fourth of July. Also, in the full room discussion setting, the teacher went over the rubric that the students used to assess themselves at the end of the day.

After full group, the students then split up into four different stations; dependent on the level the student was at. The first group worked with a guided reading lesson. The story had a Revolutionary War theme, though not directly about Paul Revere. They went through vocabulary, worked on shared reading, and worked on the skill of the week, which that week was sequencing. Students in the first group were working with the teacher. The students were in a group setting, but had individual sheets in front of them. The teacher guided the students and assisted in vocabulary and reading. The second group consisted of the students using the Intelli-board to practice their spelling words. They played a game called battleship. Since there was only one board, the students worked together and collaborated. The students showed efficiency using the Intelli-board and a laptop. The third group took part in a guided note-taking activity. The students re-read the story and selected the ten most important events from the story. They then took those ten most important events and put them in order on a timeline. This, again, helped students focus on the target skill for the week, sequencing. The students were in a cooperative, collaborative group. After discussing and deciding, they worked together to plot them. The teacher was there as a guide and helped keep the group focused. The fourth group used computers to access an already bookmarked Internet site comprised of a compare-contrast activity. The students read online the real version of the ride of Paul Revere. The students were put in pairs and they compared and contrasted the differences in the poem and the real version. The pairs then discussed some reasons that the author of the poem might need to change it around.

In the last section of class, the students came back to their seats and in a full class discussion setting, looked again at the rubric and talked about habits they showed while worked that were beneficial to the lesson and the stations and ways that the lesson and different stations could have gone better and been more efficient.

**Step 2: Identify elements of Best Practice**

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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” | What teacher was doing:   * Teacher incorporated aspects of the Revolutionary War in 3 of 4 stations * Each station was set-up in advance with groups ready and partnerships made. Bookmarks already on computers * Lesson dealt with different aspects of same theme and allowed students to ask questions and be productive in own learning.   What students were doing:   * In small groups, students were forced to be active participants in their learning. * Every station had some aspect of collaboration. Whether it is small group, or partner work. * With only 15 minutes at each station, the students were motivating themselves and partners to complete the assigned work |
| **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 | What teacher was doing:   * Was a guide for students in groups * Presented mini-lesson in beginning and again at the end to discuss day. * Each work station had different objective and way to learn about topic. * Provided students necessary tools (i.e. bookmarked Internet sites, guided reading sheet available, etc.) to complete actions.   What students were doing:   * Students were in cooperative, collaborative groups * Students discussed and worked with groups/partners to come to overall idea |
| **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 | What teacher was doing:   * She came up with creative stations for students to rotate to * Teacher and co-teacher each had a different group and assisted in the variety of ways.   What students were doing:   * At each station, students had different opportunities to discuss lesson. * Used different medias. EX: computer, Intelli-board, textbook, poem * At end, discussed with rest of class what worked and what they could have done to improve lesson based on rubric. |
| **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 | What teacher was doing:   * The groups in the class were separated by level * Each station was differentiated. Different ways to reinforce lesson   What students were doing:   * Had opportunities to learn in different ways * Worked in a variety of mindsets. Cooperative and collaborative, by self and with a partner. |
| **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 | What teacher was doing:   * Teacher did not necessarily get personal reflection time, but was able to assess students during their reflection time. * Teacher used whole class discussion   What students were doing:   * In the last section of class, students are asked to look at the rubric and assess themselves. * In whole group setting, students mention things they did right and did to help out their group but also what they could have done better |

**Step 3: Critique of the Video**

I believe that this video does exemplify the elements of Best Practice. In the short video I watched, I was able to see how the teacher organized her classroom in order to best suit students and their different learning needs. Our group came up with five elements that we all decided were essential in a Best Practice lesson and this lesson had many aspects included.

One element we deemed important was that the lesson needs to be Student-Centered, which means that the instruction connects content in a meaningful way to the students and their experiences, interests, concerns and questions. In this lesson, the teacher presented a mini-lesson but the rest of the class was focused on the students in their groups and working with partners. The students were able to see how the topic connected to both reading and social studies. In the various stations, the students used different skills that focused on the students learning more in a productive setting. For example, two of the stations used computers and technology, another which used guided reading which provided students who learn in different ways, the chance to highlight their skills.

The second element we thought was important was that the lesson needs to be Social- Collaborative. This means that students are learning by scaffolding and working with one another. By being collaborative, children learn from one another and work socially with each other in partnerships and groups. In this lesson, the students benefited from being in different group settings. They started out in the large classroom discussion setting then split in to four different groups. The different groups worked with students individually, all together, and in partnerships so the students had many different opportunities to collaborate with one another in the setting.

The third element of a Best Practice lesson is Cognitive- Expressive. When a lesson is cognitive- expressive the student is learning and experiencing the content in ways that allow the student to communicate in different ways. Specifically, this lesson was expressive because it allowed students to work in different ways and show what they know through different mediums. For example, students were working in groups and sharing their ideas on the Intelli-board and students were also working on a computer in partnerships where they were able to work with a partner on a collaborative assignment. The students could show what ways they work best and then they could express themselves and what they learned in different ways. This is a more difficult element to judge because oftentimes end of unit projects are a clear way to show cognitive-expressive points in a lesson and how the students gauged what was learned but in the little bit we saw, I feel like the teacher did a good job in allowing students to learn in different ways and to express themselves.

The next element we believe is essential is Cognitive-Developmental. In this element, instruction requires students to use higher-order thinking to develop a more thorough understanding of the concepts. The teacher used this in the classroom by separating students by level and allowing the students to work in groups where they were on the same level-thinking. Each station was differentiated which reinforced the lesson and allowed the different groups to work at their own level and pace without pressure to move faster or slower depending upon who they were partnered or grouped with. The students took part in their own learning.

The fifth and final element we chose to be important in a Best Practice lesson is Reflective. In order for a lesson to be reflective, it needs to have time set aside during the day for students and teachers to think about the day and what went well or could have gone better. The teacher set this up well by explaining in the beginning the rubric that the students should think about and assess themselves on at the end of class. Throughout the class, the students should have had the rubric in the back of their mind while completing assignments. After the students were done with the station rotations, they came back and looked at the rubric and assessed themselves. They discussed in a full class what went well and what could have gone better. One student was able to identify that it could have gone a little smoother if her group specifically would have been ready and prepared for the next station. The class time doesn’t allow much reflection time for the teacher but it does provide a formative assessment for her on what the students say and how they feel about their own work.