**Jessica Trelstad**

**Video-Tape Analysis**

*First Six Weeks Student Teaching*

*Harriet Bishop Elementary School*

*Fall Semester 2015*

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| **Date** | **Video Clip** | **Classroom** | **Identified Strength** | **Teacher Candidate** | **Evidence** |
| 9-22-15 |  | Jordan | Modeling and stating desired skill to students. | Miss Trelstad | 0:45-1:05 |
| Reflection:  *I believe this segment shows strength in modeling and stating the desired skill to students. After asking the students what month we were in, a student responded with “September.” Then, I modeled where to write “September” on the top of the page so that students could follow along. As I modeled this task, I also verbally explained to students what I wanted them to do and where. I believe this was a strength of mine because after the modeling, I paced the room and observed that all students had successfully completed the task.* | | | | | |

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| **Date** | **Video Clip** | **Classroom** | **Identified Strength** | **Teacher Candidate** | **Evidence** |
| 9-22-15 |  | Jordan | Keeping students engaged with deeper level thinking questions. | Miss Trelstad | 1:25-1:50 |
| Reflection:  *In this section of my video, you can see me asking students about the day before the first of the month. I believe it was an area of strength because many first graders have not yet grasped the concept of a calendar. By asking them this question, it makes the students think on a deeper level and make the connection that all months are connected. The students also stay more engaged when they are asked deeper level thinking questions. The students responded well to these questions and appeared to be engaged.* | | | | | |
| **Date** | **Video Clip** | **Classroom** | **Identified Area for Growth** | **Teacher Candidate** | **Evidence** |
| 9-22-15 |  | Jordan | Efficient use of SMART board | Miss Trelstad | 2:50-3:05 |
| Reflection:  *During this clip of my video, you can see me writing on the SMART board with my back turned to the students. It appears as if I am losing the attention of my students while I am taking the time to write. In the future, I would like to make this process more efficient during my lessons. Speeding up my speed of writing on the SMART board may help this problem. I also could continue to talk to the student while I am writing to keep their engagement in the lesson.* | | | | | |

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| 9-22-15 |  | Jordan | Tone of Voice | Miss Trelstad | 3:20-3:46 |
| Reflection:  *While watching my video I noticed that my voice level and excitement toward the lesson faded toward the end. I think that I could grow in this area by making it a priority to finish strong with excitement toward the lesson every time. I know this could be a difficult task to always do, but I believe it is important that the students feel that I am excited about the content and about teaching them.* | | | | | |
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