

**VIDEO LESSON PLAN ANALYSIS**  
**EDUC 540-902: STUDENT TEACHING SEMINAR**  
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After first reviewing the videotaped lesson plan I performed on October 8, 2014, I was critical of my performance. I realized that I have never liked to view myself on video or hear myself in an audio recording, but I decided to view the video with unbiased eyes and an open mind as if I were observing a colleague or a student. The lesson I taught was adding and subtracting money, a lesson that I have analyzed and reflected on in a past assignment. Actually viewing the video assisted me in dissecting each aspect the lesson and clearly identifying the strengths and weaknesses in the lesson plan and my implementation of this lesson as aligned with the four domains of Danielson's Framework.

I was prepared for the lesson and it was carefully planned and thought out prior to meeting with the students. Creating and using simple, essential questions that extended student knowledge of curricular area such as "What is money?" and "How do you use money?" enabled me to demonstrate this preparedness and careful planning (domain 1). Meeting with the cooperating teacher, reviewing the mathematics Common Core State Standards (CCSS) for fourth grade, determining specific learning outcomes (objectives and goals), and compiling necessary materials such as textbook pages and workbook pages were necessary steps in being prepared and properly planning as well. The learning objectives for this videotaped lesson were as follows: 1) extend prior knowledge in adding and subtracting money with and without regrouping, 2) collaborate to solve problems adding and subtracting money with and without regrouping, 3) use manipulatives to make change using a variety of coins and bills. Anticipating student responses to the essential questions and possible pitfalls in adding and subtracting money (regrouping) added to my meeting the components of domain 1.

One of the strengths I found in the videotaped presentation was how easily I set the tone for a nurturing, engaging, respectful and dynamic classroom environment (domain 2). For instance, one student kept asking questions that were irrelevant to the current topic.

Instead of being impatient with the student, ignoring his questions, or correcting him for being “off topic”, I responded to his questions about seventh grade math and redirected the class to focus on the topic, adding and subtracting money. Another strategy I employed was using hand gestures (a blinking light bulb) to enable the students to indicate understanding. I carefully explained how to use the gesture and to use it when I asked the question, “Who gets it?”. This was a great way to survey informally the students without stopping to answer several questions (great time management tool!). I also organized the students into small groups simply by turning to face the table behind them. This was a good use of space without wasting a great deal of time.

As mentioned above, I used essential questions and informal, survey questions to assess student knowledge and understanding. I also used modeling of addition and subtraction problems with and without regrouping on the Smartboard with student volunteer input prior to encouraging students to model problem solving in small groups (domain 3). I demonstrated flexibility and responsiveness by meeting with each small group and addressing individual student questions and concerns. The students, in turn, responded positively by actively participating in all aspects of instruction, such as discussion of essential questions, volunteering to guide teacher modeling of problem solving, and collaborating with group members to find solutions to multistep word problems using critical problem-solving skills related to adding and subtracting money with and without regrouping. In meeting the components of domain 4 of Danielson’s Framework, I was respectful of the cooperating teacher’s desires for learning outcomes and consulted her on all aspects of the lesson prior to creating and implementing the plan. In contemplating my instructional strategies and methods in implementing this lesson, I need to remain calm and not be too hard on myself. I will grow and develop each time I create and implement a lesson. Most importantly, I can learn from the students by feeling comfortable enough to make a mistake. They are very resilient and realize that they are learning, as am I.

### References

C. Danielson. (2013). The Framework for Teaching Evaluation Instrument. Retrieved on October 5, 2014 from [www.danielsongroup.org](http://www.danielsongroup.org).

Pennsylvania Department of Education. (2014). Standards Aligned System. Retrieved on October 12, 2014 from <http://www.pdesas.org/>.

Appendix 1: Artifact 1

C

$$\begin{array}{r}
 \$3.50 \\
 + \$4.00 \\
 \hline
 7.50
 \end{array}$$

$$\begin{array}{r}
 0.81 \\
 \cancel{\$10.00} \\
 - \$7.50 \\
 \hline
 2.50
 \end{array}$$

change 2 dollars 2 quarters) \$2.50

1.) 
$$\begin{array}{r}
 18 \\
 +20 \\
 \hline
 38 \phi
 \end{array}$$

2.) 
$$\begin{array}{r}
 24 \\
 +24 \\
 \hline
 58 \phi
 \end{array}$$

3.) 
$$\begin{array}{r}
 50 \\
 +38 \\
 \hline
 88 \phi
 \end{array}$$

4.) 
$$\begin{array}{r}
 51 \\
 +25 \\
 \hline
 76 \phi
 \end{array}$$

5.) 
$$\begin{array}{r}
 \$7.23 \\
 \$2.55 \\
 \hline
 \$9.78
 \end{array}$$

11.) 
$$\begin{array}{r}
 741.13 \\
 +206.64 \\
 \hline
 947.77
 \end{array}$$

12.) 
$$\begin{array}{r}
 142.18 \\
 +226.71 \\
 \hline
 368.89
 \end{array}$$

Appendix 2: Artifact 2

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1.) $\begin{array}{r} 18¢ \\ + 20¢ \\ \hline 38¢ \end{array}$	2.) $\begin{array}{r} 24¢ \\ + 34¢ \\ \hline 58¢ \end{array}$	3.) $\begin{array}{r} 50¢ \\ + 38¢ \\ \hline 88¢ \end{array}$
4.) $\begin{array}{r} 51¢ \\ + 25¢ \\ \hline 86¢ \end{array}$	5.) $\begin{array}{r} \$7.23 \\ + 2.55 \\ \hline \$9.78 \end{array}$	

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11.) $\begin{array}{r} \$741.13 \\ + 206.64 \\ \hline \$947.77 \end{array}$	12.) $\begin{array}{r} \$226.71 \\ + 142.18 \\ \hline \$368.89 \end{array}$
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Appendix 3: Artifact 3

Money

October 8, 2014

\$10.00

\$3.50

\$4.00

7.50

\$10.00

- 7.50

2.50

change 2 dollars and 25 cents

\$ 2.50