

Entry 5
Formal Observations
Reflections on a Single Lesson

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Grade Level/Subject Area: ___Music - Kdgn___Date of Lesson: ___January 22, 2014_____
(The following form is adapted from Danielson, 1996)

1. As I reflect on the lesson, to what extent were the students actively engaged? How do I know?

The students were a part of the lesson when they were focused. However, there were many times that the students lost focus. At these points, the students are no longer engaged and I am simply pulling the class through a series of hoops. I can tell when the students are engaged as they answered the questions correctly and were eager to follow directions that were given to them. Sometimes when asked to play along, they were more focused on other things.

2. Did the students learn what I had intended? Were my instructional goals and objectives met?
a. What is my evidence?

No, the students did not fully learn what I had intended. The students were not playing the bells correctly and struggled through this part. This tells me that they are not yet differentiating between high and low pitches correctly.

2. Did I alter my goals, strategies, activities, student grouping and/or assessment as I taught the lesson? If so, what changes did I make and why did I make these changes?

I didn't really alter much with the lesson, except that we did not get through everything that I had intended to because of discipline problems.

3. Were my strategies and activities effective? What is my evidence?

The strategies were well-thought out, I just simply did not engage the students well enough throughout the lesson in order to make the connection. They also needed to be better prepared for the activity of playing the bells through more preparations. This activity probably should have occurred during a latter class time.

4. To what extent did the classroom environment (Respect and Rapport, Culture for Learning, Classroom Procedures, Appropriate Student Behavior, the Physical Environment) contribute to student learning? What is my evidence?

Right now there is not a lot of understanding of how students should behave when I am teaching. Though the students are very excited about music and love to play the bells, there are not enough procedures and expectations set in place in order for the students to be successful in this. This is evident especially in transitions, which sometimes took a long time and resulted in lost discipline and focus from large portions of the class.

5. Was my assessment effective and useful to my students and me? Describe an instance in which my feedback positively affected a student's learning.

My assessment was thought out, but not effective for the students. It was impossible to manage students and accurately assess the class. Therefore, I was hoping that the class was doing well enough that any stragglers were left in the dust. My feedback was sometimes given well to the students in the groups as they were playing the bells.

6. If I had the opportunity to teach this lesson again, what might I do differently? Why?

I would spend less time on the counting song with the students. Many of the discipline problems came because the students were tired of doing this song over and over again without feeling that they were doing anything new. This activity could have been broken into multiple days.