

Entry 5
Formal Observations
Reflections on a Single Lesson

Name: ___Bobbi Ehrlich_____ School: _____Bluemont Elementary_____

Grade Level/Subject Area: Music – 3rd grade__ Date of Lesson: ___February 24, 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 actively engaged in the activities throughout the class. The activities moved quickly, and so in order to be successful, the students had to be engaged. There was broad student success and so I can deduce that they were well engaged. I can hear their conversations in their groups that are all about the topic at hand, telling me they are really processing the information.

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

The students did solidify concepts of rhythm, how to read it, recognize it, and notate it. It seemed that the objectives were met as the students did very well in all of the games. I can not be 100% positive because I was not recording each individual student's success.

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 altered the approach to the rhythm card team game. There were three levels, but the students were clearly not ready for level 3, so I stopped at level 2. This was fine because there were plenty of games to be played to fill the class period. This allowed to keep assessing the students without allowing the students to fail often and become frustrated, as they would have with level 3.

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

The strategies and activities were effective in reviewing the concepts. The students gained a greater understanding through repeated interaction. The only thing that could have made this more effective was to connect it to real, concrete musical experiences as opposed to a "theory" application.

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?

The use of class Dojo as well as clear rules and expectations and respect between students allowed for a strong culture of learning. The students were able to get along very well in their groups and have a competition between the groups without letting things get out of hand.

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.

The assessment was effective to me as I was able to see that the overall class has a strong understanding of quarter notes and eighth notes compared to where they started. It would be best to follow this up with some sort of individual assessment now that the students have the confidence to know that they are capable of these skills. My feedback to the students with the rally game was effective as the students were able to check themselves individually on their knowledge within the group as well as hear from me instantly whether they were right or wrong.

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

I would probably include something musical – such as a song, that would test the students. You could still in some way make it a part of the games fun, but it would allow them to have practical application.