

Entry 5
Formal Observations
Reflections on a Single Lesson

Name: ___Bobbi Ehrlich_____ School: ___Eisenhower Middle School_____

Grade Level/Subject Area: Band – 7th/8th grade___ Date of Lesson: ___April 30, 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 about 60% of the time. The worksheet portion of the class had terrible student engagement, which is a part of the way this is set up and out of my control. During my instruction on Childhood Hymn, their engagement was a lot better, up to about 80% or better, depending on their involvement in the portion I was trying to work on. They were grasping concepts and improving, which tells me that they were making the connections necessary.

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

The students improved on the transitions, but they were not flawless or where I would like them to be in preparation for the Band Festival on Saturday. They would do the transitions well one time through, and then the next time it would be close to falling apart. This means that consistency and focus is not there, though the students are capable of executing 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 altered the lesson approach because of the fact that Mr. Freeby wanted to have time to teach that day. I shortened the approach to different portions of the lesson and tried to still get the concept across. This was not fully affective, as is generally the case when trying to take less time with the same plan.

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

The strategy that I used of having the students count the beat pattern aloud and count through the transition at measure 9 was effective while it lasted. It lost its effectiveness when I skipped through steps and moved on too quickly. Student success was very high at one point in the scaffolding, and then the next step it greatly diminished. This tells me that I missed some steps in order to give a smooth transition of success.

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 students are still very talkative, although they have improved at understanding my expectations and the non-verbal communication that I give to show that there is too much talking going on. This saved me some yelling. They still could get more done if they were more attentive and focused.

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 not effective because I became really focused on getting things done with the students because of the performance coming up and my limited time and lost track of the importance of giving them proper feedback and allowing them to assess themselves as well.

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

I would not allow the time for the worksheet at the beginning. I think the music they are performing on Saturday is way more important than 20 minutes on a worksheet that most of them didn't have done anyway.