

## **Formal Observations Reflections on a Single Lesson**

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Grade Level/Subject Area: Varsity Choir      Date of Lesson: 09/04/13  
*(The following form is adapted from Danielson, 1996, and the KSU Student Teaching Handbook)*

1. As I reflect on the lesson, what did I do to actively engage the students? How do I know?

I knew students were engaged because they were thinking critically and actively participating in the discussion. They would have been more engaged if I did less talking and stuck to my lesson plan of discussing one verse and trying it, then discussing the next verse and trying it.

2. Did the students learn what I had intended (i.e., were my instructional goals and objectives met)? Were my instructional goals and objectives met? What is my evidence?

Students learned what I intended because their phrasing was much improved by the end of class. It would have been more effective though had I asked students to apply their new ideas immediately after each verse (as written in the plan) instead of making them wait until we got through analyzing the entire text.

3. 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 my activity as I taught the lesson by analyzing the entire text before I had students sing it. This was not an effective change, nor was it intended. I got so excited about sharing the article with the students, I just kept discussing it with them and before I knew it we were on the last verse.

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

My strategy was effective because the students' phrasing was much improved by the end of the class period. It would have been more effective if I had followed my plan and had students apply their ideas immediately instead of waiting.

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

The respect and rapport in the classroom between myself and the students and the respect students had for each other made students feel safe to share their ideas and feelings about the piece with each other without fear of what anyone else might say or

think. The environment made students much more likely to share, which contributed to student learning in this lesson.

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

Although my assessment for this lesson was only informal, I was able to hear a substantial difference in phrasing from the rehearsal before. I tried to give specific verbal feedback to guide them in the direction I wanted them to go and praise them as they improved.

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

If I had the opportunity to teach this lesson again, I would have followed my lesson plan and given students the opportunity to sing after the discussion of each phrase. I would also incorporate Think-Pair-Share as a way to get even more students involved in the discussion.