

Entry 5
Formal Observations
Reflections on a Single Lesson

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Grade Level/Subject Area: Music – 3rd grade Date of Lesson: February 17, 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 most of the time, though not necessarily the lesson always. There were many times where their participation and response showed that they weren't catching on to what the activities were supposed to be teaching them. This was especially apparently with the Bumble Bee activity.

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

The students began to grasp the concept of rhythm with the rhythm cards very well, and this objective was met. The melody experience was not quite met – some students were doing well with it while others were still struggling.

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 Hot Cross Buns so that I could get through all of it with the students. I essentially took some steps out and made it more of a basic, this is what we hear, this is how it looks. These changes were not particularly effective though and lost many students in the hustle of changing it.

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

The strategies were well-thought out, and most were effective. The Bumble Bee activity was the one that was least effective, mostly because I did not give enough classroom expectations for how this game would go so that the students would follow it well. This was evident as they never really grasped the concept of the poem, nor did they play the game very well but instead did a lot of throwing the bee and just having fun.

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 have some respect for me as a teacher but are also at a point where they find it fun to be goofy and silly. They don't have enough maturity yet to keep it together, though I have given them more free reign. It would be good to expect more out of them for student behavior and procedures in order to improve the pace and flow of the lessons. The movement around the room was good for the students as it kept them engaged in something new as opposed to stuck sitting next to the same people and staring at the same board the whole time.

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.

I felt that some portions of my assessment were effective. It was easy for me to watch the students passing the bee and see how each individual student was doing. However, sometimes I got too many things going in an activity that I was supposed to be assessing (like the rhythm sticks) and allowing the students so many different things to be doing had me dealing with student behavior as well as attempting to assess performance in 3 different facets. At these points, feedback was no longer effective and I was not sure exactly what to say to the students. My feedback was helpful when we did rhythm cards as I was able to tell the students what they had done well and what they hadn't and have them repeat cards in order to improve.

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

I would set ground rules for the Bumble Bee game and not give in to any poor behavior. Instead of going back to the game, simply decide that we can't handle the game and move on to something else. This is where backup plans are especially important.