

**Entry 5**  
**Formal Observations**  
**Reflections on a Single Lesson**

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Grade Level/Subject Area: Band – 7<sup>th</sup>/8<sup>th</sup> grade Date of Lesson: March 31, 2014  
(The following form is adapted from Danielson, 1996)

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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 70% of the time. During the worksheet instruction, students were less interested. There was a dull chatter about the room and a lack of real focus. Also, after an activity or while other sections were playing, there was a lot of chatter or excessive playing, which tells me that students are still thinking all about themselves. Either they get to play or it just doesn't matter.

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

The students did learn how to legato tongue and this transferred well. They also did a good job of listening and reflecting. I'm not sure they truly have legato tonguing down yet, but it is important that they at least are beginning to grasp this concept and how it should sound. I definitely feel that they did not grasp the idea of phrasing as this concept never really was heard in their playing.

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 putting the melody in context as I didn't really have time to go through all the steps that I had planned to. I skipped over some steps and tried to gloss through the topic hoping they would pick up on this. These changes weren't really effective as the students don't have a broad enough inner ear to pick up on all of the intricate lines in the countermelodies without them being picked out for them to hear.

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

The strategy with the melody sheet was effective. The students were able to begin listening and matching each other. The listening activity was also very effective. This allowed the students to get a better sound of the piece in their ears. The students were able to give strong answers as far as feedback on the recording, which tells me that they are musically advanced enough to hear it when guided through listening, now to transfer those listening skills while they are playing.

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 talk A LOT and there is not a lot of discipline apparent in the classroom. This made it to where we could not get through as much, directions had to be repeated, and connections weren't being made to the overall flow of the lesson.

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 as I didn't do as good of a job as I hoped in asking HOTS level questions. I also didn't get the students answering individually or assessing their own knowledge. Instead, all of my answers were coming from specific students. I thought my feedback to the students in regards to their posture and breathing was good and allowed the students to refocus their brains to something from the beginning of the lesson that they had forgotten about.

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

I would ask the students to give themselves more feedback, especially in terms of their legato playing. I think that in order to not segment the lesson so much, it would be good to have the stereo available in the room. Then, after we have played a few times and the students are satisfied with their connection, but I am not, we can listen to the opening portion of the professional recording. Then challenge the students, can you sound that connected? This will get the students thinking and lead up to the listening that will come later on in the lesson.