

Post Reflection Form

High School Music

Question: As you reflect on the lesson, were students cognitively engaged in the work? How do you know?

Answer:

Students were cognitively engaged in the work.

As active performers, presenters and assessors all students were required to be continuously engaged in the class from beginning to end.

Question: Did the students attain the lesson objectives? What is the evidence of their learning?

Answer:

Students did attain the lesson objectives.

The audio recording from this class can be compared with earlier attempts at creating and performing a Son Montuno.

This recording shows definite growth and a more meaningful, deeper understanding of this music.

Students were required to email their completed powerpoint presentations to me by the final due date.

I am collecting these presentations and creating a portfolio of student work throughout the course of the year.

Students are expected to show growth in researching, compiling materials and presenting.

This growth will be measurable through comparison of earlier work.

The rubric for presentations listed all the requirements for the lesson.

Evidence of meeting these criteria are the actual grades students earned.

Question: How did the instructional strategies you chose support student learning? How do you know?

Answer:

All students were engaged and invested in contributing to class.

An authentic, successful performance in the style taught is a clear indicator of student learning.

Allowing students to choose the instruments that they were most comfortable on is differentiating instruction.

The proof that this strategy worked is also quantifiable on the recording the students made.

Both primary portions of the lesson observed involved activating prior knowledge.

The evidence that this strategy was effective was shown by students ability to recall the various instrumental patterns taught as well as their ability to answer questions on topics presented.

By using a written anticipation guide on the board, I could easily gauge the level of prior knowledge about the new topic being introduced.

I knew this was successful through the topics covered in the "buzz" conversation that ensued.

Having students work in collaborative learning groups was another instructional strategy I chose.

This strategy supported student learning through teamwork.

Students that had strengths in one are complemented students with strengths in others.

The quality of the group presentations was my indicator for success.

Question: How have you promoted a culture for learning in your classroom?

Answer:

Collaborative assignments, both performance based and research based.

Collaborative assignments foster a sense of teamwork and shared learning.

To actually create something tangible, like a musical performance, as a group, having to work together is a powerful tool.

Having students grade each other and hold each other accountable for their work is another strategy that I employ to help foster a culture of learning.

When students have a sense of ownership in what they learn, they are more motivated and feel valued.

Through making connections everyday with how what we are learning is about the greater world outside of our district.

These connections help students learn where they "fit" in the greater picture and that there is use for what we learn beyond passing a test.

I always try to develop a life long love of learning more about other peoples and cultures and the common links that we all share.

Question: Did you make adjustments to your plan as you taught the lesson? What, how, and why?

Answer:

Yes I did make some adjustments as I taught. I had to lengthen the time allotted for introducing the next Unit.

I made the allowance by cutting short my portion of the lesson to allow students to more fully give their presentations.

I also had to choose between finishing a general conversation about the next unit or launching into a formal closure.

As I felt that the direction the conversation was traveling in was more useful for what was to follow in the next unit than wrapping up the former unit, I let it continue.

Question: If you were to teach this lesson again, what might you do (if anything) differently?

Answer:

Possibly spend a little less time on the performance, although this is a great way to warm up and get the students on task, it can become a little time consuming.

Question: Any other thoughts you would like to share about this lesson?

Answer:

I think it was a great lesson and a nice way to wrap up our Caribbean unit! The only thing I can think that would have made it even better would be the addition of some Caribbean food!!