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| |  | | --- | | **Philip Teague** | | Thu, Oct 13, 2022, 8:53 AM |  |  |
| |  | | --- | | to me | | | |

It was great to be in your classroom yesterday.

Observations-

Students were playing possum and rabbit game.  Students were excited and participating.  Your students' were engaged in the lesson, each one wanting a turn.  Teacher was monitoring behavior and leading in the song.

Wondering-  Students were enjoying music class, what was the learning objective for the lesson?

Celebrations-  Students enjoying themselves, celebrating each other as they played the game.

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| |  | | --- | | **Philip Teague** | | Wed, Jan 11, 2023, 1:48 PM |  |  |
| |  | | --- | | to me | | | |

As I entered your classroom students were in line waiting for the activity to start.  Teacher was organizing lines.  Students were excited to participate in the activity.  Were you aware of the students talking while singing?  You stopped once to remind everyone to sing and not talk.  Remember to set the expectation for participation and hold them accountable to it each time.  You transitioned into another activity with students standing in a circle.  Next you brought them to the floor.  You stated to the class let's see if we can figure out our new note.  You engaged students in a discussion of the new note and then you had volunteers come up to lead the class in practice.  It was evident that you wanted students to learn a new note.

I want to challenge you to hold students to your expectations.  If you expect them to use the hand motions, then remind them and have them start over if needed.  You have built relationships with students, now how can you use what you have built to get full participation from all students?

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