# Entry 5
## Student Teaching Formal Observations
## Professional Progress Form

**Teacher Candidate:** ____**Bobbi Ehrlich**_____        **School:** _____**Eisenhower MS**_____

**Grade Level:** _____**MS Band**_____        **Supervisor:** **Dr. Phillip Payne**

**Date:** ___**3/31/2014**_____

## CATEGORY 1    Perspective and Preparation

| COMPONENT | UNSATISFACTORY 1 | BASIC 2  3  4 | PROFICIENT 5  6  7 | | DISTINGUISHED |
|---|---|---|---|---|---|
| Demonstrating Knowledge of Content and Pedagogy | Teacher displays little understanding of the subject or structure of the discipline, or of content related pedagogy. | Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions. | Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge. | **4** | Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| Demonstrating Knowledge of Students | Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning. | Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole. | Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students. | **5** | Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning. |
| Selecting Instructional Goals | Teachers' goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment. | Teacher's goals are moderate of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment. | Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment. | **4** | Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs to individual students, and permit viable methods of assessment. |
| Demonstrating Knowledge of Resources | Teacher is unaware of school or district resources available either for teaching or for students who need them. | Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them. | Teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them. | **4** | Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community. |
| Designing Coherent Instruction | The various elements of the instructional design do not support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has no defined structure. | Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while other do not. Teacher's lesson or unit has a recognizable structure. | Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure. | **4** | All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure. |
| Assessing Student Learning | Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction. | Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole. | Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals. | **3** | Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals. |

(Highlight all statements on this rubric where evidence was found to support the statements.)


**Summary of Progress in Category 1**

**Bobbi, there are some great moments in your lesson plan. Your objectives are getting much better. I would encourage you to revisit when to use percentages and when to use amount of mistakes. At times, this can be daunting for a music educator, so work to make this clearer. You are using HOTS in your**

objectives, but be sure you are also guiding your students to use those skills. Perhaps write out your questions within your lesson plan to help guide your sequencing as well. Describe your assessments a bit more specifically so others would be able to accurately measure as you intend the learning to be measured. Keep up the great work!

# CATEGORY 2   Classroom Environment

| COMPONENT | UNSATISFACTORY 1 | BASIC 2   3   4 | PROFICIENT 5   6   7 | | DISTINGUISHED |
|---|---|---|---|---|---|
| Creating an Environment of Respect and Rapport | Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict. | Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity. | Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students. | 4 | Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class. |
| Establishing a Culture for Learning | The classroom does not represent a culture for learning and is characterize by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work. | The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by." | The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work. | 4 | Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject. |
| Managing Classroom Procedures | Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time. | Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time. | Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time. | 5 | Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning. |
| Managing Student Behavior | Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior. | Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful. | Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students. | 5 | Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. |
| Organizing Physical Space | Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities. | Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities. | Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities. | 3 | Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students. |

(Highlight all statements on this rubric where evidence was found to support the statements.)

**Summary of Progress in Category 2**
- This is a tough day to spend working with the students, but I am interested to see how everyone responds.
- Great transition moving directly into the lesson.
- Tell me a bit about student engagement throughout the beginning of class. How could we engage them quicker and more deeply?
- With movement, how will you address classroom management? This will always be an issue with younger students. Also, consider how you can reword your instructions to elicit less responses…
- Now when they sit, they begin making noise on their instruments… is this what you want? Have them stand back up and repeat until you get what you want…
- Tell me about the talking and playing… how can you curtail some of this? What are your plans for your first classroom?
- When you have talking after cutoffs, how will you address this in your classroom?
- Consider coming off of the podium and working the classroom a bit more. Make yourself more accessible and alter proximity for heightened engagement.

- ## CATEGORY 3   Instruction

| COMPONENT | UNSATISFACTORY 1 | BASIC 2    3    4 | PROFICIENT 5    6    7 | | DISTINGUISHED |
|---|---|---|---|---|---|
| Communicating Clearly and Accurately | Teacher's oral and written communication contains errors or is unclear or inappropriate to students. | Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. | Teacher communicates clearly and accurately to students, both orally and in writing. | 4 | Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. |
| Using Questioning and Discussion Techniques | Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion. | Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation. | Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students. | 3 | Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion. |
| Engaging Students in Learning | Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure. | Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing. | Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson. | 4 | Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials.  The structure and pacing of the lesson allow for student reflection and closure. |
| Providing Feedback to Students | Teacher's feedback to students is of poor quality and is not given in a timely manner. | Teacher's feedback to students is uneven, and its timeliness is inconsistent. | Teacher's feedback to students is timely and of consistently high quality. | 3 | Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. |
| Demonstrating Flexibility and Responsiveness | Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand. | Teacher demonstrates moderate flexibility and responsiveness to students' needs and interest during a lesson, and seeks to ensure the success of all students. | Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions. | 5 | Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students. |

(Highlight all statements on this rubric where evidence was found to support the statements.)

**Summary of Progress in Category 3**
- You start out with the worksheets. These are very good, and my question to you is would you start with these in your classroom? Why or why not?
- Think about how to interact with MS students when you bring up, "Everyone has a pencil!" How could you make this more powerful to ensure they all have a pencil and are engaged.
- Think about discussion and how to guide it. TPS can help you a lot in this section.
- There are several who are still tired from the weekend… how could you reset your lesson to ensure they are engaged from the beginning?
- I like the stretching and the movement! This would work really well to start then move to the worksheets. What could you add to this experience that would help musically?
- Don't forget to give feedback every time they breathe. What should it feel like? How should it sound? How should they breathe?
- GOOD! You are now giving them specific things to listen for… make sure you do this more consistently.
- Pacing… move quicker and use fewer words. They will get distracted very easily.
- What did you notice about the students when you asked them to breathe in for four? Most of them took a breath on beat 4… how might you fix this?
- Think also about transitions from activity to activity. Make these faster and smoother…
- How might you adjust the scale warm-up for your own classroom? What are some of your ideas on enhancing this?
- Thank you for bringing out the melody in a worksheet! I am interested to see how this translates to the piece!
- My first question is if you have played and modeled for them before to use your playing as the instruction rather than your words?

- Perfect example… when you start singing there will be a lack of connection for them; however, if you play for them and have them match you will save a lot of time. Then you can alter your playing and have them describe it… Lots of directions to go when you have your instrument in front with you and use it to model.
- As you have noticed, they are not used to singing too much… once you get them in your wheel house, they react well. Get them there quicker.
- They want to learn, they want to do well, allow them to do that. Playing more and less dead time will allow for this. This is one of the hardest concepts to get past your first years of teaching.
- I would agree that the second time was better, but don' let them forget that there ends to notes as well. Always insist on their best effort.
- Here is also a good place to discuss Levels of Listening. 1-Self, 2-Neighbors/Section, 3- Instrument Family, 4- Opposite Family. Then you fix a lot of the issues you are noticing…
- You react to the "That is hard to go that long" comment with "Well, that's why we did BG at the beginning." What is a different reaction that could use the comment as a teaching moment? The fact they made the comment means what? It means they are segmenting rehearsal and not making connections. You have to facilitate the building of those connections. They typically will not do this without your guidance.
- Good question on who has melody at m13.
- Thank you for asking those not playing to listen…
- Here is where you can leave your baton down a bit and move away from the podium. Here you are teaching the piece not conducting, so free yourself from the podium and show them what you want them to do…
- I think the listening was a good choice. You might think about using less of a segment and discussing it… also have them follow along with their music and finger along rather than closing their eyes. Especially on a Monday morning… this can be difficult for MS students.
- They have some great answers! This shows they know the right answers, now it is just connecting this knowledge with their performance… how do we do this? What are our next steps?

- ## CATEGORY 4   Professional Responsibilities

| COMPONENT | UNSATISFACTORY 1 | BASIC 2   3   4 | PROFICIENT 5   6   7 | | DISTINGUISHED |
|---|---|---|---|---|---|
| Reflecting on Teaching | Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved. | Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved. | Teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved. | 6 | Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples.  Teacher draws on an extensive repertoire to suggest alternative strategies. |
| Maintaining Accurate Records | Teacher has no system for maintaining accurate records, resulting in errors and confusion. | Teacher's system for maintaining accurate records is rudimentary and only partially effective. | Teacher's system for maintaining accurate records is efficient and effective. | 7 | Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance. |
| Communicating With Families | Teacher provides little or no information to families and makes no attempt to engage them in the instructional program. | Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. | Teacher communicates frequently with families and successfully engages them in the instructional program. | NA | Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families. |
| Contributing to the School and District | Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects. | Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested. | Teacher participates actively in school and district projects, and maintains positive relationships with colleagues. | 7 | Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues. |
| Growing and Developing Professionally | Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills. | Teacher's participation in professional development activities is limited to those that are convenient. | Teacher participates actively in professional development activities and contributes to the profession. | 7 | Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development. |
| Showing Professionalism | Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students. | Teacher's attempts to serve students based on the best information are genuine but inconsistent. | Teacher makes genuine and successful efforts to ensure that all students are well served by the school. | 7 | Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. |
| Personal Habits | Is often late and/or tardy.  Does not perform minimum required tasks.  Clothing does not allow teacher to complete required duties without interference.  Hygiene does not allow students and peers to work with teacher without being offended. | Teacher is regularly in attendance and seldom if ever tardy.  Generally clothing is clean and allows teacher to perform required tasks without interference.  Hygiene generally allows students and peers to work with teacher without being offended. | Shows dedication by working beyond basic requirements.  Is absent only when necessary. Clothing is clean and neat and allows the teacher to perform required tasks without interference.  Hygiene allows students and peers to work with teacher without being offended. | 7 | |

(Highlight all statements on this rubric where evidence was found to support the statements.)

## Summary of Progress in Category 4

Bobbi,

Very good first observation. You are applying all of the concepts well and you are thinking very well on your feet. Continue exploring ways to make your transitions quicker, use fewer words, and move around the room a bit more. Also, think about your sequencing and continue refining this skill. Overall, you are doing fantastic and I was very impressed with the comfort you showed in your teaching. Congrats on your new job and know that all of us here at KSU are here to help you in any way that we can. Keep up the great work!

Dr. Payne