

Entry 5
Student Teaching Formal Observations
Professional Progress Form

Teacher Candidate: Bobbi Ehrlich

School: Eisenhower MS

Grade Level: 7th Grade Band

Supervisor: Dr. Phillip Payne

Date: 4/30/2014

CATEGORY 1 Perspective and Preparation

COMPONENT	UNSATISFACTORY	BASIC			PROFICIENT			DISTINGUISHED	
	1	2	3	4	5	6	7		
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.			5	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.			4	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.			5	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.			5	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.			5	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, As a rehearsal technician you are designing rehearsals wonderfully. From a student learning perspective, I just have a few comments. I think your objective writing has improved immensely over the past two years. They are clearer and more measurable. You should be extremely proud of the work you have put in in this area.

Where you will want to continue spending time reflecting is in sequencing and assessment. Start with assessment... how will you know when the students have arrived? What are the benchmarks or indicators that allow you to make these decisions? You mention the criteria, but the 90% accuracy will become quite burdensome as you try to show individual mastery for an entire ensemble. Furthermore, many of the assessments you list are more showing what you will do rather than how you will measure. You say you will aurally assess, but how and to what extent. These skills will continue to be refined as you go through your first years of teaching. I would also encourage you to reflect on these practices daily throughout your first year to refine these skills to improve student learning. If you have any questions along the way, just let me know. I know you are going to have a successful tenure at Burlington!

CATEGORY 2 Classroom Environment

COMPONENT	UNSATISFACTORY	BASIC			PROFICIENT			DISTINGUISHED	
	1	2	3	4	5	6	7		
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.			5	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 characterized 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.			4	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.			4	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

- Good interactions with students as they enter the room.
- Tell me about entrance procedures... how will you want these to be different or the same when you have your own classroom?
- What are the procedures you will want to follow to set up these routines?
- Great idea with the lights off; however what worked? What did not?
- Tell me about cases...
- Consider the best routine for you and what that looks like... then really determine how this will transfer to your other sections of class time.
- Many are just now finishing the worksheets. What does this mean for the purpose and effectiveness?
- Work on teacher voice to get them moving a bit quicker at the beginning of class...
- Reiterate the process for passing papers... then reinforce this behavior.
- Attention spans are typical for middle schoolers... continue finding ways to engage them more deeply in the content.
- Thank you for not being on the podium for the worksheets, this was well done... now when you step up, be sure they recognize and follow you.
- Band Tin Hut... how did this work? Insist upon what you want or they will begin to ignore this as well.
- Stepping back down was effective, but then you didn't get right back on it. Be consistent and insist on what you want.
- Never try to talk over playing... make them listen and work to engage all players.

CATEGORY 3 Instruction

COMPONENT	UNSATISFACTORY	BASIC			PROFICIENT			DISTINGUISHED	
	1	2	3	4	5	6	7		
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.			5	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.			5	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.			6	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.			5	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

- Grading worksheets... what are some ways to engage the students while you check the worksheets?
- Tell me about the worksheets... how have these been effective? How could you make them even more effective?
- What other ways can we assess our students to ensure they are exhibiting the necessary skills to be successful musicians?
- Good reminder of the schedule of music...
- Work on pacing to pass papers... they want to dictate the pace... you can dictate this more so they move at your tempo. It is like when you conduct and want them to move faster. You must insist that they follow you and conduct ahead of them if need be... if you follow them they are the dictators of tempo. Same thing with transitions and pacing.
- Somebody busted out in ACDC in the percussion section when you said TNT. Pretty funny!
- Tell me about using class time to go over worksheets... what are your thoughts?
- I can see the usefulness as a take home and you grading assignment, but not sure that this is authentic assessment. What your thoughts?
- The playing is better. Be sure with a warm-up like this that you spend time providing feedback as well. They will just start going through the motions.
- The amount of noodling is uncanny. Knowing this is how they operate... give them 30 seconds to work on one part they need to practice. Then bring them back...
- You are having them play notes while off of the podium... this has to be set up.
- Too much talking with what you will do with your conducting. Set them up with an activity from the beginning to follow you. Don't explain it, just do it. (The Nike Principle!)
- Some are not even looking at you... you must insist that they watch.
- Then think about sizzling and tonguing their parts through the change... then sizzle and fingering with you playing the melody, then adding all of the voices.

- Check body language as well. You have done a good job of getting off of the podium, but then you step back to work with them... this is sending the wrong message. Move toward them and engage them with your eyes...
- Yes, it was the best vertical alignment and good adjustment with the trumpets chanting. How can you make this more student-centered to be sure they retain this concept?
- Add two more steps... have the tpts whisper, then have the woodwinds hear the voices when they play. This will help them internalize the pulse as well.
- From a conducting perspective... don't cross vertical too far. (I will explain this)
- Eye's up more often
- You are telling them a lot of information with the air in and air out... how can you make this more engaged learning? Do they understand more air? Middle schoolers often do not... how can you make this clearer and more engaging?
- They are sounding much better on this piece!!! You have done some great work with them!
- You mention the ends of notes... this is great! Now how can you make it stick? Use your resources... don't describe it with words, describe it with pictures (Crazy shapes). Then describe it with sound... use their ears... (Eyes closed practice)
- One concept at a time... then stack the concepts to practice.
- Notes in the flutes on descending arpeggio toward the end... (Measure 38 or so...)
- Flutes fall of at the end...
- Well done! Some great things happening with the pieces.

• **CATEGORY 4 Professional Responsibilities**

COMPONENT	UNSATISFACTORY	BASIC			PROFICIENT			DISTINGUISHED	
	1	2	3	4	5	6	7		
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.			6	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.				6	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,

You have made tremendous progress over the past eight weeks. I am so proud of all that you have done over the past 5 years here at K-State. You have a fantastic future in front of you as you take over in Burlington. Remember that we are always here to help in any way that we can. Some overall thoughts as we conclude our session of student teaching: Say more with fewer words. Limit feedback to only the essential words and have the students play more. I encourage you to time your videos and see what the ratio is... this is always an eye opener for all of us. Have them playing more often. Stay consistent with your expectations of all of your students. Keep thinking of the root cause of the issues you hear in class. Sequence your instruction accordingly and build one concept at a time. Remember that one concept at a time and label others as they present themselves. Finally keep your eyes up and take in more of the rehearsal each time you take the podium. Keep up the great work, you are going to have a great career here in the state of Kansas! Brava!

Dr. Payne

Source: Adapted from Danielson, Charlotte. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.