

Entry 5

Student Teaching Formal Observations

Professional Progress Form

Teacher Candidate: Bobbi Erhlich

School: Bluemont Elementary

Grade Level: Kindergarten

Supervisor: Mr. Matt McCoy

Date: 1/22/2014

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.	2	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.	2	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 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.	3	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.	3	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.	3	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.	2	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

In general, this lesson demonstrates some thoughtfulness in putting together the activities and instructional sequences. Additionally, your documentation of students with challenges is appreciated as is your use of the youtube audio for loud and quiet (though it might have been better had you sung the song first and at a later class, use the recorded audio).

A few considerations for future lessons:

1. Additional time needs to be given to transitions so as to not allow the children to become too distracted. For example, consider singing the “Hello Song” as the children enter the room rather than allow them to enter in “silence.” This would get their voices warming up as well as provide a signal that their participation is the expected behavior. Transitions between activities would also be an excellent time to review or introduce material from previous class (this is why it is good to have a repertoire of simple songs and spoken chants to use during these moments).
2. Consider making some of the administrative duties opportunities to listen and engage in music making. For example, instead of calling roll, sing to each child (and if the children feel so inclined, allow them to sing back to you as individuals or as a whole group). If you are walking around with a seating chart, use these singing roll calls as an opportunity to collect data about pitch matching, posture, etc.
3. Singing with the CD limits your ability to vary instruction and potentially engage the students. For example, do you really need the CD for the “Hello Song”? If not, just sing it unaccompanied and use the song to help you informally or formally observe how students can maintain a steady beat in the appropriate section. By singing the “colors” you can make sure each child has a turn in demonstrating their ability to keep the beat. Additionally, by singing the song, you can vary tempi according to the students’ needs. If you need to use the CD due to having a ill voice, then see if you can isolate the prerecorded voices from the accompaniment and turn them down.
4. More activities need to be included in the lesson for an active class such as this one. Consider using a wider variety of activities that allow you to work on various musical concepts in isolation or at the same time. Remember that a good rule of thumb concerning attention span of students at this age is one minute per year of age. Highly engaging activities (e.g., playing instruments), however, can often be extended to more time. All that said, in a 45 minute class, I might recommend planning at like 6-9 activities that all reinforce the concepts you are helping the students discover, identify, and articulate.
5. From our discussion, it was evident you understood that the xylophone on its side might be a bit abstract for some children to grasp the concept of high, low, and medium. Consider using a variety of visual metaphors (e.g., mountains, trees, etc.) to help the students visualize where the high, middle, and low sounds are on the instrument. Additionally, if you are going to teach where to play through direct instruction, it may be that the children are not necessarily grasping the concepts of high, middle, and low as much as imitating the movement you have modeled. Just something to think about.
6. Rote teaching song/chant repertoire needs to demonstrate better process. It is suggested that you review how one might go about teaching by rote and use the formula as provided in previous course work. While it is understood there are times to vary such “recipes,” it is nevertheless a good idea to start with the established sequences and then adapt as necessary to the students you are working with.
7. The information you have provided for assessment looks great on paper; however, it might have broken down a bit in terms of actual practice. It is understood that much of the assessment taking place will be informal, but if you write in your objectives that you are going to measure the percentage of time or the number of mistakes made by students, then you need to put in a plan that allows you to record such data. Otherwise, monitoring the children, minimizing distractions, etc. can get in the way of accurate and authentic assessment. What I might suggest is to find some way for you to video the students performances and then follow up with some way for the children to explain to you what it is they believe themselves to be doing when playing the bell kits, etc. Additionally, when assessing “loud” and “soft,” you need to find some way other than verbal communication for the kids to show you they perceive sounds at different dynamic levels. This could be through movement, visuals, etc. Verbal communication at this age, unless speaking one on one (or two or three) is possible.

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.	3	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.	2	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.	2	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.	2	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 an area that you have communicated some concern over. The good news is that you are well on your way to establishing a productive classroom environment capable of allowing children to learn. That said, consider the following suggests for future classes:

1. Establishing a culture for learning and engaging students at this age is often a matter of being the most interesting thing/person in the room. Don’t be afraid to use your performance skills to musically express songs, movement, chants, etc. as you are teaching. I know you were sick that day, but it does take a good bit of energy with the youngest of elementary students and it never hurts to turn on the “dog and pony show” in order to sustain their interest.
2. You noted that you would be using proximity as a means of managing behavior, but you were often stuck to the front of the room. It may be that it would work better to have the students sit in a circle when not having to look at the board and move to rows when visuals are required. The circle formation puts everyone on the front row and allows you to get around more easily to use proximity as a deterrent to off-task behavior.
3. Classroom routines may or may not be established in the school(s) where you are placed currently. If not, I would suggest thinking about creating several (particularly to manage transitions and moments when off-task behavior seems enticing) and discuss with your cooperating teacher or myself. Routines you may wish to think about are how to redirect students when distracted and needing to focus on you and listen to your directions (I would suggest with your saxophone background, you play a song on the recorder as a signal that they need to turn and look at you). Routines, particularly for Kindergartners, are essential for the management of behavior and to increase learning.

4. 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.	3	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.	2	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.	2	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.	3	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

Your verbal communication is coming along well (and this is tricky with kindergartners), as is your use of non-verbal communication. Feedback is timely and generally positive. To improve in a few areas, consider:

1. The comment in the previous section about engaging the students in learning. Again, you have to be full of energy for students at this age otherwise it is quite easy for them to lose interest.
2. Planning your questions to address HOTS on occasion as well as to provide opportunities for cooperative learning (which typically looks like *think/pair/share* at this age).

3. 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.	4	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.	5	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.		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.		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.	4	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.	5	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

Your professionalism is appreciated and it would be helpful to build the necessary bridges that will enable you to communicate better with the Clinical Instructor at your school.

Overall, this lesson had some challenges in both design as well as the students you were teaching. Consider the above comments as a starting point to raising your "game" in elementary teaching. As we discussed in our debriefing, working with elementary-aged children is one way to truly improve your teaching "chops" and such progress will also strengthen your work with much older students.

As always, if you have any questions or concerns regarding this observation report, please don't hesitate to communicate with me. I am also happy to let you use any resources we have here at K-State; just let me know what you are looking for and we'll see what we can do for you. I also apologize for the delay in getting this report out to you. Your patience is appreciated.

Mr. McCoy