

Year End Informal Observation

Juniata Valley School District

Owner: Michael Estep

Year End Informal Observation

scheduled by Jessica Quinter on Apr 8, 2015 9:50:00 AM
Started by Jessica Quinter on Apr 8, 2015 10:34:59 AM
Completed by Jessica Quinter on Apr 13, 2015 6:32:18 PM

Observation Details

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- Domain 2: The Classroom Environment:

- Component 2a: Creating an Environment of Respect and Rapport:
2 Proficient

Notes and Evidence

Teacher helped students put instruments away.
Apr 8, 2015 10:34:31 AM

Teacher had students put mallets on their heads to stop playing. It will be important to be respectful and safe as we're p
so you can hear directions and be safe in the room. You'll need to be super responsible to do this.
Apr 8, 2015 10:19:00 AM

That was a good one!
Apr 8, 2015 10:17:41 AM

Sit back on your bottom, hands in your lap. I want everyone to have their own instrument because we're going to do a lc
moving and changing, so you'll get to play a bunch of them.
Apr 8, 2015 10:06:30 AM

I'm going to need your help setting up a little bit. Bruce, will you pick a partner, and get a xylophone and put it next to a
metaliphone? Taryn, will you get another partner, and choose a glockenspiel? Riley, grab a partner, and get one of the l
bars.
Apr 8, 2015 10:05:10 AM

Summary

Mr. Lyons structured this lesson so all students were able to participate by playing a variety of instruments. Because stu
were involved in the initial set up, the possibility of disrespectful behavior was decreased.

Critical Attributes:

Distinguished: Students participate without fear of put-downs or ridicule from either the teacher or other students.
Proficient: Students exhibit respect for the teacher.
Proficient: Talk between the teacher and students and among students is uniformly respectful.

- Component 2b: Establishing a Culture for Learning:
2 Proficient

Notes and Evidence

Student - the wood is part of the instrument, too. Teacher - yes, we're actually going to use that if we have time today.
Apr 8, 2015 10:01:34 AM

Summary

Mr. Lyons used vocabulary in context to promote student understanding.

Critical Attributes:

Proficient: The teacher insists on precise use of language by students.

Proficient: Students expend good effort to complete work of high quality.

Proficient: The teacher demonstrates a high regard for students' abilities.

Proficient: The teacher communicates the importance of the content and the conviction that with hard work all students master the material.

- Component 2c: Managing Classroom Procedures:
2 Proficient

Notes and Evidence

Once I have your instruments, you can put your mallets in the bucket and then try to make a line. It will be tricky with the chairs there.

Apr 8, 2015 10:33:21 AM

Alright, I need you to take your mallets and put them in front of your instrument. If you have need to replace notes, go all the way and do that. If you're carrying a metalophone, a xylophone, or a glockenspiel, you'll need to carry it with both hands on the ends. If you have a base instrument, you'll need a partner. We only carry instruments, not mallets. So, I need all of the xylophones - they are made of wood.

Apr 8, 2015 10:32:51 AM

Now, on our instrument, we're going to take one of these off. Take off the e, the eggs.

Apr 8, 2015 10:24:42 AM

Now, the extra bars - I want you to replace your f's. Remember, they should go straight down. You have a little f and a t but not your b. Don't put your burger on, just your fries.

Apr 8, 2015 10:23:33 AM

Repeated rhyme to get students to move to a new spot.

Apr 8, 2015 10:22:50 AM

Here we go - repeated rhyme and moved to new instrument. Replaced clap with playing instrument one time.

Apr 8, 2015 10:16:59 AM

Ok, we're going to move to a new instrument. Repeat after me - 1, 2, 3, 4, mallets down get off the floor. 5, 6, 7, 8, hurry be late (clap). Ok, say it altogether.

Apr 8, 2015 10:15:38 AM

Everyone else, find an instrument and sit behind it. Everyone should be able to have their own instrument.

Apr 8, 2015 10:06:01 AM

Students came into classroom - teacher asked them to switch chairs to other side. Students sat quietly and got ready for class.

Apr 8, 2015 9:54:02 AM

Critical Attributes:

Proficient: Routines for distribution and collection of materials and supplies work efficiently.

Proficient: Transitions between large- and small-group activities are smooth.

Proficient: Students are productively engaged during small-group or independent work.

- Component 2d: Managing Student Behavior:
2 Proficient

Notes and Evidence

Get out of the chalk. Be careful with chairs.
Apr 8, 2015 10:34:50 AM

Paul, just on the letter C. Find the letter C and play both on that one.
Apr 8, 2015 10:26:47 AM

Teacher had students put mallets on their heads to stop playing. It will be important to be respectful and safe as we're p so you can hear directions and be safe in the room. You'll need to be super responsible to do this.
Apr 8, 2015 10:19:00 AM

Sit back on your bottom, hands in your lap. I want everyone to have their own instrument because we're going to do a lc moving and changing, so you'll get to play a bunch of them.
Apr 8, 2015 10:06:30 AM

I asked you to put that away.
Apr 8, 2015 9:59:16 AM

Critical Attributes:

Proficient: The teacher's response to student misbehavior is effective.
Proficient: Standards of conduct appear to have been established and implemented successfully.
Proficient: The teacher frequently monitors student behavior.

- Component 2e: Organizing Physical Space:
2 Proficient

Notes and Evidence

Alright, I need you to take your mallets and put them in front of your instrument. If you have need to replace notes, go al and do that. If you're carrying a metaliphone, a xylophone, or a glochenspiel, you'll need to carry it with both hands on t end. If you have a base instrument, you'll need a partner. We only carry instruments, not mallets. So, I need all of the xylophones - they are made of wood.
Apr 8, 2015 10:32:51 AM

I'm going to need your help setting up a little bit. Bruce, will you pick a partner, and get a xylophone and put it next to a metaliphone? Taryn, will you get another partner, and choose a glockenspiel? Riley, grab a partner, and get one of the l bars.
Apr 8, 2015 10:05:10 AM

Students came into classroom - teacher asked them to switch chairs to other side. Students sat quietly and got ready fo class.
Apr 8, 2015 9:54:02 AM

Critical Attributes:

Proficient: The classroom is arranged to support the instructional goals and learning activities.
Proficient: The classroom is safe, and all students are able to see and hear the teacher or see the board.

- Domain 3: Instruction:

- Component 3a: Communicating with Students:
2 Proficient

Notes and Evidence

Alright, I need you to take your mallets and put them in front of your instrument. If you have need to replace notes, go al

and do that. If you're carrying a metaliphone, a xylophone, or a glockenspiel, you'll need to carry it with both hands on the end. If you have a base instrument, you'll need a partner. We only carry instruments, not mallets. So, I need all of the xylophones - they are made of wood.

Apr 8, 2015 10:32:51 AM

Now, there's one more thing we need to do before our next music class - it's called a glissando. Listen to what it sounds on the piano.

Apr 8, 2015 10:29:33 AM

So find that letter C. We're going to tremolo, or play both mallets on C. When my hands are out, play. When they are no stop. Here we go, ready?

Apr 8, 2015 10:26:19 AM

Now, what's our pattern? We still have two, then three, then two, then three. We can still play back and forth, or together we can also play a certain note.

Apr 8, 2015 10:25:41 AM

Now, on our instrument, we're going to take one of these off. Take off the e, the eggs.

Apr 8, 2015 10:24:42 AM

In order for our music to have some sort of sense to it, it has to have one part that we talk about all the time. It has to have a steady beat. So, if I say back and forth, back and forth, and then I stop saying it out loud, but say it in my head, then I still have a steady beat.

Apr 8, 2015 10:21:35 AM

Ok, go ahead and play - how many times do we hit our instrument? Once!

Apr 8, 2015 10:16:08 AM

This is only one of what we have on the xylophone. It's a C. So, we're going to use the big thumper, like the big drum. The one is bigger, so it's going to be lower. Listen.

Apr 8, 2015 10:03:22 AM

Now, we're going to look at a xylophone. We can use the yarn, but we're going to use a rubber mallet on this one. Listen you'll notice that it doesn't ring the same way.

Apr 8, 2015 10:02:17 AM

This is the big one - it's a bass metaliphone. The pattern is the same, but it's bigger, so the sound is going to be - lower.

Apr 8, 2015 10:00:56 AM

It will resonate a little longer this time - it's an alto metaliphone.

Apr 8, 2015 10:00:06 AM

So, when we hit the instrument with this mallet, you hear it resonate.

Apr 8, 2015 9:58:30 AM

If I get a slightly larger metal instrument, and we look at our pattern, what do you notice? These are made out of metal, we're going to use certain mallets to play them. For this instrument, the mallet is covered with yarn.

Apr 8, 2015 9:57:48 AM

Teacher held up Orff instrument and explained how the notes are in order. Students were able to identify order of notes

Apr 8, 2015 9:56:28 AM

Critical Attributes:

Proficient: Students engage with the learning task, indicating that they understand what they are to do.

Proficient: The teacher's explanation of content is clear and invites student participation and thinking.

Proficient: The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.

Proficient: The teacher states clearly, at some point during the lesson, what the students will be learning.

- Component 3b: Using Questioning and Discussion Techniques:
2 Proficient

Notes and Evidence

As they get bigger, the sound is going to get what? We'll use what kind of mallet?

Apr 8, 2015 10:02:32 AM

Reid - what kind of mallet are we going to use?

Apr 8, 2015 10:00:29 AM

This one is a little bigger, so what will the notes sound like? They will be lower.

Apr 8, 2015 9:59:34 AM

This is called a metaliphone. This is the highest one, so which voice would it be in the chorus?

Apr 8, 2015 9:59:09 AM

Critical Attributes:

Proficient: Many students actively engage in the discussion.

- Component 3c: Engaging Students in Learning:
2 Proficient

Notes and Evidence

So, when I take my hand and I scoop, you're going to do it from the bottom to the top. Ready, let's try it. And, then if I go the top to the bottom... teacher did motions to indicate when students should play.

Apr 8, 2015 10:30:42 AM

Teacher led students in practicing back and forth, tremolo, and together.

Apr 8, 2015 10:28:56 AM

Everyone say these words - back and forth, back and forth. Let's try it. Now, let's say "together." Try it.

Apr 8, 2015 10:20:39 AM

Let's try this - we're going to play back and forth every time I step. So, you'll have to watch closely. Students played instruments as teacher stepped.

Apr 8, 2015 10:20:10 AM

We have two mallets, so we can play them a few ways - we can go back and forth, or we can play them at the same time that.

Apr 8, 2015 10:18:11 AM

Here we go - repeated rhyme and moved to new instrument. Replaced clap with playing instrument one time.

Apr 8, 2015 10:16:59 AM

Ok, we're going to move to a new instrument. Repeat after me - 1, 2, 3, 4, mallets down get off the floor. 5, 6, 7, 8, hurry be late (clap). Ok, say it altogether.

Apr 8, 2015 10:15:38 AM

So, find your B's and your F's (burgers and fries). Take one hand and put it on the side closest to your body, and then take the other hand and get the other side. Pull it straight up and sit it off to the side. Did we get all the burgers and fries off?

Apr 8, 2015 10:09:14 AM

When we use our mallet instruments, we're often going to take them apart. They sound kind of wonky, so we'll take them apart. It's important that you do this the right way, so watch how I do this. Right by the bar, there's a little peg that goes through all of them. That's the one we want to pay attention to. Think about a helicopter, it goes up and then takes off. So when we take these off, we'll go straight up and then put it to the side.

Apr 8, 2015 10:08:10 AM

Critical Attributes:

Distinguished: Virtually all students are intellectually engaged in the lesson.

Proficient: The pacing of the lesson provides students the time needed to be intellectually engaged.

Proficient: Materials and resources support the learning goals and require intellectual engagement, as appropriate.

- Component 3d: Using Assessment in Instruction:

2 Proficient

Notes and Evidence

So, when I take my hand and I scoop, you're going to do it from the bottom to the top. Ready, let's try it. And, then if I go the top to the bottom... teacher did motions to indicated when students should play.

Apr 8, 2015 10:30:42 AM

Teacher led students in practicing back and forth, tremolo, and together.

Apr 8, 2015 10:28:56 AM

Ok, so Taryn you're a perfect example. Taryn's got a danger zone - which is the end. So, if I hit my bar on the edge, what happen? So, you want to hit it right in the middle.

Apr 8, 2015 10:28:06 AM

It's really easy to get faster when we switch to together! Do we want it to get faster? No, we want a steady beat!

Apr 8, 2015 10:22:18 AM

Let's try this - we're going to play back and forth every time I step. So, you'll have to watch closely. Students played instruments as teacher stepped.

Apr 8, 2015 10:20:10 AM

Critical Attributes:

Proficient: Feedback includes specific and timely guidance, at least for groups of students.

Proficient: The teacher makes the standards of high-quality work clear to students.

Proficient: The teacher elicits evidence of student understanding.

- Component 3e: Demonstrating Flexibility and Responsiveness:
2 Proficient

Notes and Evidence

Ok, so Taryn you're a perfect example. Taryn's got a danger zone - which is the end. So, if I hit my bar on the edge, what happen? So, you want to hit it right in the middle.

Apr 8, 2015 10:28:06 AM

Summary

Due to the music room being shared by three teachers, Mr. Lyons needs to demonstrate flexibility when setting up and cleaning up the room.

Critical Attributes:

Proficient: When improvising becomes necessary, the teacher makes adjustments to the lesson.

Proficient: The teacher incorporates students' interests and questions into the heart of the lesson.

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Score Summary

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- **2: The Classroom Environment**

- **2a: Creating an Environment of Respect and Rapport** 2 Proficient
- **2b: Establishing a Culture for Learning** 2 Proficient
- **2c: Managing Classroom Procedures** 2 Proficient
- **2d: Managing Student Behavior** 2 Proficient
- **2e: Organizing Physical Space** 2 Proficient

- **3: Instruction**

- **3a: Communicating with Students** 2 Proficient
- **3b: Using Questioning and Discussion Techniques** 2 Proficient
- **3c: Engaging Students in Learning** 2 Proficient
- **3d: Using Assessment in Instruction** 2 Proficient
- **3e: Demonstrating Flexibility and Responsiveness** 2 Proficient

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Overall Comments

Areas of Strength

Mr. Lyons used engaging and developmentally appropriate practices with the fourth graders during this lesson. He reinforced the use of vocabulary (instrument names and musical terminology) and used rhythm and rhyme to manage student behavior and classroom procedures.

Areas of Growth

Teacher Post Lesson Artifacts (Including samples of student work)

There is no information available for this task.

Observer Supplemental Artifacts

Submitted by Jessica Quinter on Apr 11, 2015 10:36:45 AM
Lyons plan 4_8_15.pdf
uploaded by Jessica Quinter on Apr 11, 2015 10:36:42 AM

Practitioner Signature/Date: Ch Lyons 4/14/15 Observer Signature/Date:
Jessica Quinter 4/14/15

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