

Teacher:	Title:	Subject:	Grade:
Lyons, Christopher	Mid Year Formal Observation/Teacher Self-Review	N/A	N/A
Observation date:	Sep 25, 2014 - 8:44 AM		
Submitted by: Lyons, Christopher	Sep 25, 2014 - 11:58 AM		
Submitted by: Estep, Michael	Sep 25, 2014 - 9:19 AM		
Date Confirmed:	Sep 25, 2014 - 12:23 PM		
Focus:			
Additional instructions:			

## Scores and Evidence

1a: Demonstrating Knowledge of Content and Pedagogy	
<b>Lyons, Christopher</b>	<b>Score: 2</b>
<b>Critical Attributes</b>	
<p>Proficient - The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>Proficient - The teacher provides clear explanations of the content.</p>	
<b>Estep, Michael</b>	<b>Score: 3</b>
<b>Evidence</b>	
<p>Students begin to complete a journal entry and turn them into the teacher. Journal Entry topic: What does music mean to me? 8:45 am</p> <p>Teacher has the band begin the music. The teacher stops the group and says: "Let's do that again" 8:45 am</p> <p>Teacher says to a student: "Remember, when you go into the low end you will need as much air as you would when you go up." 8:46 am</p> <p>Student struggle with music. All laugh and the teacher gives the student correct music to play from. Teacher says "Much better!" 8:47 am</p> <p>Play that again and listen to it and let me know if you are in tune. 8:47 am</p>	

Alright, Jake, you are over playing. Students laugh. Including Jake.

8:48 am

Several student ask the teacher questions and the teacher responds.

8:48 am

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**Critical Attributes**

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Distinguished - The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.

Distinguished - The teacher's plans reflect recent developments in content-related pedagogy.

### 1b: Demonstrating Knowledge of Students

**Lyons, Christopher**

**Score: 2**

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**Critical Attributes**

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Proficient - The teacher has identified "high", "medium", and "low" groups of students within the class.

**Estep, Michael**

**Score: 3**

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**Evidence**

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Student struggle with music. All laugh and the teacher gives the student correct music to play from. Teacher says "Much better!"

8:47 am

Student name and Student name: You are way out of tune, you are just fighting through it, you need to listen to yourself and make adjustments.

8:47 am

Much laughter as the teachers say let's play: "The Great Locomotive Chase"

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Alright, Jake, you are over playing. Students laugh. Including Jake.

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Several student ask the teacher questions and the teacher responds.

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**Critical Attributes**

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Distinguished - The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.

Distinguished - The teacher seeks out information from all students about their cultural heritages.

Distinguished - The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

### 1c: Setting Instructional Outcomes

**Lyons, Christopher**

**Score: 2**

#### Critical Attributes

Proficient - Outcomes represent high expectations and rigor.

**Estep, Michael**

**Score: 3**

#### Evidence

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8:45 am

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8:45 am

The group begins again, the teacher stops the group and has then tune up again.

8:45 am

The teacher stops the group and says: "Pass around that tuner and get yourselves tuned up."

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Student name and Student name: You are way out of tune, you are just fighting through it, you need to listen to yourself and make adjustments.

8:47 am

Play that again and listen to it and let me know if you are in tune.

8:47 am

#### Critical Attributes

Distinguished - The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.

Distinguished - The teacher connects outcomes to previous and future learning.

Distinguished - Outcomes are differentiated to encourage individual students to take educational risks.

## 1d: Demonstrating Knowledge of Resources

Lyons, Christopher

Score: 3

Estep, Michael

Score: 2

### Evidence

Students begin to complete a journal entry and turn them into the teacher. Journal Entry topic: What does music mean to me?

8:45 am

Student turns off the snare drum, the teacher says Turn that back on. Can you hear that? (The snare drums vibrates.) Is McLane Sharp or Flat?

8:46 am

### Critical Attributes

Proficient - Texts are at varied levels.

Proficient - Texts are supplemented by guest speakers and field experiences.

Proficient - The teacher facilitates the use of Internet resources.

Proficient - Resources are multidisciplinary.

Proficient - The teacher expands their knowledge through professional learning groups and organizations.

Proficient - The teacher pursues options offered by universities.

Proficient - The teacher provides lists of resources outside the classroom for students to draw on.

## 1e: Designing Coherent Instruction

Lyons, Christopher

Score: 2

Estep, Michael

Score: 3

### Evidence

Students enter the classroom and immediately get their instruments and music out and take their seats.

8:45 am

Teacher has the band begin the music. The teacher stops the group and says: "Let's do that again"

8:45 am

Teacher says to a student: "Remember, when you go into the low end you will need as much air as you would when you go up."

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Student name and Student name: You are way out of tune, you are just fighting through it, you need to listen to yourself and make adjustments.

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### Critical Attributes

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Distinguished - Activities permit student choice.

Distinguished - Learning experiences connect to other disciplines.

Distinguished - The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.

Distinguished - Lesson plans differentiate for individual student needs.

## 1f: Designing Student Assessments

**Lyons, Christopher**

**Score: 1**

**Estep, Michael**

**Score: 3**

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### Evidence

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8:47 am

Much laughter as the teachers say let's play: "The Great Locomotive Chase"

8:47 am

Alright, Jake, you are over playing. Students laugh. Including Jake.

8:48 am

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### Critical Attributes

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Distinguished - Assessments provide opportunities for student choice.

Distinguished - Students participate in designing assessments for their own work.

Distinguished - Teacher-designed assessments are authentic, with real-world application as appropriate.

Distinguished - Students develop rubrics according to teacher-specified learning objectives.

Distinguished - Students are actively involved in collecting information from formative assessments and provide input.

## 2a: Creating an Environment of Respect and Rapport

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**Evidence**

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8:45 am

The teacher stops the group and says: "Pass around that tuner and get yourselves tuned up."

8:46 am

The teacher says: Shh, listen. (Students talking while the teacher is listening to the tune of a student's instrument)

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Student name and Student name: You are way out of tune, you are just fighting through it, you need to listen to yourself and make adjustments.

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Alright, Jake, you are over playing. Students laugh. Including Jake.

8:48 am

Bell rings. A few student stay after class and talk with the teacher.

8:48 am

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**Critical Attributes**

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Proficient - Talk between the teacher and students and among students is uniformly respectful.

Proficient - The teacher successfully responds to disrespectful behavior among students.

Proficient - Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.

Proficient - The teacher makes general connections with individual students.

Proficient - Students exhibit respect for the teacher.

## 2b: Establishing a Culture for Learning

Lyons, Christopher

Score: 3

Estep, Michael

Score: 3

### Evidence

Students begin to complete a journal entry and turn them into the teacher. Journal Entry topic: What does music mean to me?

8:45 am

Students begin to "Warm up" as the teacher observes.

8:45 am

Teacher has the band begin the music. The teacher stops the group and says: "Let's do that again"

8:45 am

The group begins again, the teacher stops the group and has then tune up again.

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8:48 am

Students put instrument away and clean up.

8:48 am

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### Critical Attributes

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Distinguished - The teacher communicates passion for the subject.

Distinguished - The teacher conveys the satisfaction that accompanies a deep understanding of complex content.

Distinguished - Students indicate through their questions and comments a desire to understand the content.

Distinguished - Students assist their classmates in understanding the content.

Distinguished - Students take initiative in improving the quality of their work.

Distinguished - Students correct one another in their use of language.

## 2c: Managing Classroom Procedures

**Lyons, Christopher**

**Score: 2**

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### Critical Attributes

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

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

Proficient - Classroom routines function smoothly.

**Estep, Michael**

**Score: 2**

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### Evidence

---

Students enter the classroom and immediately get their instruments and music out and take their seats.

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---

Critical Attributes

---

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

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

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

Proficient - Classroom routines function smoothly.

Proficient - Volunteers and paraprofessionals work with minimal supervision.

**2d: Managing Student Behavior**

**Lyons, Christopher**

**Score: 2**

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Critical Attributes

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Proficient - Standards of conduct appear to have been established and implemented successfully.

Proficient - Overall, student behavior is generally appropriate.

**Estep, Michael**

**Score: 3**

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Evidence

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The teacher says: Shh, listen. (Students talking while the teacher is listening to the tune of a student's instrument)

8:46 am

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Critical Attributes

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Distinguished - Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.

Distinguished - The teacher silently and subtly monitors student behavior.

Distinguished - Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

## 2e: Organizing Physical Space

**Lyons, Christopher**

**Score: 2**

### Critical Attributes

Proficient - The classroom is safe, and all students are able to see and hear the teacher or see the board.

Proficient - The classroom is arranged to support the instructional goals and learning activities.

**Estep, Michael**

**Score: 2**

### Critical Attributes

Proficient - The classroom is safe, and all students are able to see and hear the teacher or see the board.

Proficient - The classroom is arranged to support the instructional goals and learning activities.

Proficient - The teacher makes appropriate use of available technology.

## 3a: Communicating with Students

**Lyons, Christopher**

**Score: 2**

**Estep, Michael**

**Score: 3**

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Students begin to complete a journal entry and turn them into the teacher. Journal Entry topic: What does music mean to me?

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Several student ask the teacher questions and the teacher responds.

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Bell rings. A few student stay after class and talk with the teacher.

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### Critical Attributes

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Distinguished - If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.

Distinguished - The teacher points out possible areas for misunderstanding.

Distinguished - The teacher invites students to explain the content to their classmates.

Distinguished - The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.

Distinguished - Students use academic language correctly.

## 3b: Using Questioning and Discussion Techniques

**Lyons, Christopher**

**Score: 2**

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Critical Attributes

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Proficient - Many students actively engage in the discussion.

**Estep, Michael**

**Score: 2**

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Evidence

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Student turns off the snare drum, the teacher says Turn that back on. Can you hear that? (The snare drums vibrates.) Is McLane Sharp or Flat?

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Play that again and listen to it and let me know if you are in tune.

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Critical Attributes

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Proficient - The teacher makes effective use of wait time.

Proficient - Discussions enable students to talk to one another without ongoing mediation by teacher.

Proficient - Many students actively engage in the discussion.

### 3c: Engaging Students in Learning

**Lyons, Christopher**

**Score: 3**

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Critical Attributes

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

Distinguished - Lesson activities require high-level student thinking and explanations of their thinking.

**Estep, Michael**

**Score: 3**

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Evidence

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8:48 am

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### Critical Attributes

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

Distinguished - Lesson activities require high-level student thinking and explanations of their thinking.

Distinguished - Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.

Distinguished - Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

### 3d: Using Assessment in Instruction

Lyons, Christopher

Score: 2

Estep, Michael

Score: 3

#### Evidence

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Alright, Jake, you are over playing. Students laugh. Including Jake.

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#### Critical Attributes

Distinguished - Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.

Distinguished - The teacher is constantly "taking the pulse" of the class; monitoring of student understanding

is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.

Distinguished - Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

Distinguished - High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

### 3e: Demonstrating Flexibility and Responsiveness

**Lyons, Christopher**

**Score: 2**

**Estep, Michael**

**Score: 2**

#### Evidence

The group begins again, the teacher stops the group and has then tune up again.

8:45 am

Teacher says to a student: "Remember, when you go into the low end you will need as much air as you would when you go up."

8:46 am

Student name and Student name: You are way out of tune, you are just fighting through it, you need to listen to yourself and make adjustments.

8:47 am

#### Critical Attributes

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

Proficient - The teacher conveys to students that there are other approaches to try when the students experience difficulty.

Proficient - In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.

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

### 4a: Reflecting on Teaching

**Lyons, Christopher**

**Score: 1**

**Estep, Michael**

**Score: 2**

#### Critical Attributes

Proficient - The teacher accurately assesses the effectiveness of instructional activities used.  
Proficient - The teacher identifies specific ways in which a lesson might be improved.

#### 4b: Maintaining Accurate Records

Lyons, Christopher

Score: 2

Estep, Michael

Score: 2

##### Critical Attributes

Proficient - The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.

Proficient - The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.

Proficient - The teacher's process for recording noninstructional information is both efficient and effective.

#### 4c: Communicating with Families

Lyons, Christopher

Score: 2

##### Critical Attributes

Proficient - The teacher regularly makes information about the instructional program available.

Estep, Michael

Score: 2

##### Critical Attributes

Proficient - The teacher regularly makes information about the instructional program available.

Proficient - The teacher regularly sends home information about student progress.

Proficient - The teacher develops activities designed to engage families successfully and appropriately in their children's learning.

Proficient - Most of the teacher's communications are appropriate to families' cultural norms.

#### 4d: Participating in the Professional Community

Lyons, Christopher

Score: 3

##### Critical Attributes

Distinguished - The teacher regularly contributes to and leads events that positively impact school life.



**Estep, Michael**

**Score: 3**

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Critical Attributes

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Distinguished - The teacher takes a leadership role in promoting activities related to professional inquiry.

Distinguished - The teacher regularly contributes to and leads events that positively impact school life.

Distinguished - The teacher regularly contributes to and leads significant district and community projects.

#### 4e: Growing and Developing Professionally

**Lyons, Christopher**

**Score: 3**

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Critical Attributes

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Distinguished - The teacher seeks regular opportunities for continued professional development, including initiating action research.

**Estep, Michael**

**Score: 3**

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Critical Attributes

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Distinguished - The teacher seeks regular opportunities for continued professional development, including initiating action research.

Distinguished - The teacher actively seeks feedback from supervisors and colleagues.

Distinguished - The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

#### 4f: Showing Professionalism

**Lyons, Christopher**

**Score: 3**

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Critical Attributes

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Distinguished - The teacher is highly proactive in serving students.

Distinguished - The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.

**Estep, Michael**

**Score: 2**

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Critical Attributes


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Proficient - The teacher is honest and known for having high standards of integrity.

Proficient - The teacher actively addresses student needs.

Proficient - The teacher actively works to provide opportunities for student success.

Proficient - The teacher willingly participates in team and departmental decision making.  
Proficient - The teacher complies completely with district regulations.

 **Lyons, Christopher**

Self-Reflection:

 **Estep, Michael**

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

*Report exported on May 16, 2015 - 9:19 AM*