

Christopher Lyons - Formal Pre-observation Planning and Conference Score

Menu Help Exit

6 Components

6 Required 6 Scored

1a: Demonstrating Knowledge of Content and Pedagogy

No Rationale Provided

2 Critical Attributes

The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
The teacher's plans reflect recent developments in content-related pedagogy.

1 Evidence

Required Distinguished (3)

Students will be performing in an ensemble setting. We will be working on dynamics, intonation, articulations, phrasing and correct notes. Students have had private lessons and should be proficient on their specified instruments.

12/12/13 12:24 PM

1b: Demonstrating Knowledge of Students

No Rationale Provided

6 Critical Attributes

The teacher knows, for groups of students, their levels of cognitive development.
The teacher is aware of the different cultural groups in the class.
The teacher has a good idea of the range of interests of students in the class.
The teacher has identified "high", "medium", and "low" groups of students within the class.
The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
The teacher is aware of the special needs represented by students in the class.

1 Evidence

Required Proficient (2)

This class is a large band ensemble including 7-8 grade students. Students have parts that are specific to their abilities. For instance, there may be six trumpet players, but some are playing Trumpet 1, Trumpet 2 and Trumpet 3. Trumpet 1 required the most skill and Trumpet 3 will be for my lower level learners.

12/12/13 12:25 PM

1c: Setting Instructional Outcomes

No Rationale Provided

5 Critical Attributes

Outcomes are related to big ideas of the discipline.

Outcomes represent high expectations and rigor.

Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.

Outcomes are written in terms of what students will learn rather than do.

Outcomes, differentiated where necessary, are suitable to groups of students in the class.

Required Proficient (2)

1 Evidence

Students will be able to perform selected music using proper articulations, and dynamics while performing in a large ensemble.

12/12/13 12:25 PM

1d: Demonstrating Knowledge of Resources

No Rationale Provided

4 Critical Attributes

The teacher pursues apprenticeships to increase discipline knowledge.

The teacher maintains a log of resources for student reference.

The teacher has ongoing relationships with colleges and universities that support student learning.

Texts are matched to student skill level.

Required Distinguished
(3)

1 Evidence

Often our class uses a video series entitled "The Breathing Gym." This has various exercises to utilize the students lungs and diaphragm and improve their breath support and intonation. We will not be using this today because of needing to use all of our class time rehearsing music in preparation for a concert.

12/12/13 12:25 PM

1e: Designing Coherent Instruction

No Rationale Provided

5 Critical Attributes

Learning activities are matched to instructional outcomes.

The plan for the lesson or unit is well structured, with reasonable time allocations.

Instructional student groups are organized thoughtfully to maximize learning and build on students strengths.

The teacher provides a variety of appropriately challenging materials and resources.

Required Proficient (2)

Activities provide opportunity for higher-level thinking.

1 Evidence

Students will enter the room and assemble the required materials (music, book, instrument, pencil). Students will then warm up by playing scales. We will sing as an ensemble to improve intonation. After we are warmed up, we will tune and rehearse musical selections.

12/12/13 12:26 PM

1f: Designing Student Assessments

No Rationale Provided

5 Critical Attributes

Lesson plans indicate possible adjustments based on formative assessment data.

All the learning outcomes have a method for assessment.

Assessment types match learning expectations.

Plans indicate modified assessments when they are necessary for some students.

Assessment criteria are clearly written.

Required Proficient (2)

1 Evidence

At the end of the class, the rehearsed selections will show significant improvement. Success doesn't look, but will sound like a musical improvement. From rehearsing a section of music where students are interpreting things differently, to performing great music.

12/12/13 12:26 PM

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Back to top

Christopher Lyons - Formal Post-Observation Reflection and Conference Score

Menu Help Exit

6 Components

6
Required 6 Scored

4a: Reflecting on Teaching

No Rationale Provided

2 Critical Attributes

The teacher's suggestions for improvement draw on an extensive repertoire. The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.

Required Distinguished
(3)

1 Evidence

Students listened to instruction, evaluated their personal achievement and made corrections based on their personal performance. Each student showed improvement in the area of performance.

1/13/14 10:33 AM

4b: Maintaining Accurate Records

No Rationale Provided

3 Critical Attributes

Students contribute to maintaining noninstructional records for the class. Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning.

Required Distinguished
(3)

1 Evidence

Student learning is based on a constant evaluation of student performance. Students perform on their given instruments, they receive instruction and apply that to their performance. If a student shows improvement throughout the instructional time, student learning has occurred.

1/13/14 10:33 AM

4c: Communicating with Families

No Rationale Provided

4 Critical Attributes

The teacher regularly makes information about the instructional program available.

The teacher regularly sends home information about student progress.

The teacher develops activities designed to engage families successfully and

appropriately in their childrens learning.

Required Proficient (2)

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

1 Evidence

It is important for me to make sure families are encouraging students to practice at home. With the help of the family, the students will enjoy what they are doing and be successful at their instruments.

1/13/14 10:33 AM

4d: Participating in the Professional Community

No Rationale Provided

3 Critical Attributes

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

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

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

Required Distinguished
(3)

1 Evidence

Today's lesson encouraged students to work as a cohesive ensemble. Each member of our ensemble serves a valuable role in the performance of music. These students work together each day to assure a strong community that encourages one another. If these students take their learned skill of teamwork to other classrooms, the other faculty will be able to do more hands on learning.

1/13/14 10:34 AM

4e: Growing and Developing Professionally

No Rationale Provided

3 Critical Attributes

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

The teacher actively seeks feedback from supervisors and colleagues.

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

Required Distinguished
(3)

1 Evidence

Singing in the ensemble. Recently I viewed a video of a school band in Texas singing as part of their warm up routine. We have began doing things like this in our ensemble. The goal is for the students to improve their intonation skills and technique in order to work better together as a group.

1/13/14 10:34 AM

4f: Showing Professionalism

No Rationale Provided

5 Critical Attributes

The teacher is considered a leader in terms of honesty, integrity, and confidentiality.

The teacher takes a leadership role regarding district regulations.

The teacher takes a leadership role in team and departmental decision making.

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

The teacher is highly proactive in serving students.

Required Distinguished
(3)

1 Evidence

Each day I dress professionally, I speak to the students as if they are respected, I show honesty and integrity when a student approaches me with questions. Today's lesson was based solely on performance, so I was encouraging as an instructor to the soloists, as well as the members of the band. I spoke clearly and used appropriate language, but also spoke on a personal level so I wasn't seen as superior to the students.

1/13/14 10:34 AM

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Summary

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Back to top

Christopher Lyons - Final Rating Score

[Help](#) [Summary](#) [Exit](#)

1 Components 1 Required 1 scored

Final Rating Required Satisfactory (1)

[Back to top](#)