

2021-2022 Formal Holistic Observation (10_07_2021)

Educator: Jennifer Kuhn (OH1488718)
LEA: Princeton City (044677)
Building(s): Woodlawn Elementary School (042028)
Status: Completed
Closure Reason: N/A
Closure Comment: N/A
Signature(s): Sherry Thompson @ 11/27/2021 1:32:56 PM
Jennifer Kuhn @ 11/30/2021 7:08:19 AM

Date of Observation: 10/07/2021
Beginning Time: 01:17 PM
End Time: 02:03 PM

Pre-Conference

Instructional Planning

FOCUS FOR LEARNING

- What content will students know/understand? What skills will they demonstrate?
- How has high-quality student data been utilized to set developmentally appropriate goals for student learning?
- What connections does this lesson make to previous and future learning, to other disciplines, to real life and/or possible careers?
- How do the activities, assessments and resources align with student needs, school and district priorities, and Ohio's Learning Standards?

Educator Comments

[none]

Evaluator Comments (FOCUS)

[none]

KNOWLEDGE OF STUDENTS

- What should the evaluator know about the student population?
- How was it determined that this a developmentally appropriate learning activity?
- How does this lesson connect to students' experiences and/or culture?

Educator Comments

[none]

Evaluator Comments

[none]

Instruction and Assessment

LESSON DELIVERY

- How will the goals for learning be communicated to students?
- What questioning techniques will be used to check for understanding and encourage higher-level thinking?
- What collaborative and whole class instructional strategies will be used to engage all students?
- How will feedback be used to support student learning?
- What opportunities for student choice about learning paths and/or ways to demonstrate learning will be offered?

Educator Comments

[none]

Evaluator Comments (LESSON DELIVERY)

[none]

CLASSROOM ENVIRONMENT

- How do you demonstrate regard for student perspectives, experiences and cultures?
- How do you ensure interactions are respectful and supportive?
- How are students involved in establishing and maintaining classroom routines and procedures?

Educator Comments

[none]

Evaluator Comments (CLASSROOM ENVIRONMENT)

[none]

ASSESSMENT OF STUDENT LEARNING

- How will you check for understanding during the lesson?
- What potential learning obstacles might students encounter?
- What different methods of assessment are used in this lesson?
- How will you use assessment data to inform your next steps?
- What evidence does high-quality student data provide about student learning?

Educator Comments

[none]

Evaluator Comments (ASSESSMENT OF STUDENT LEARNING)

[none]

Professionalism

PROFESSIONAL RESPONSIBILITIES

- Discuss ways you reflect on and analyze your teaching.
- How do you collaborate with colleagues to improve student learning and instructional practice?
- How do you promote two-way communication with students? With families?

Educator Comments

[none]

Evaluator Comments (PROF RESP)

[none]

Observation Ratings

Instructional Planning (IP) - [Accomplished](#)

Focus for Learning (FL)

Use of high-quality student data (HQSD) - [Accomplished](#)

Evidence:

The lesson observed demonstrated a coherent transfer of content coupled with instructional strategies to engage the learners. The goals was clearly articulated to the students during the lesson. All students demonstrated the following skills during the lesson: singing, playing instruments, reading/writing notes, composing with sixteenth note rhythms, audiation while playing instruments, listening, form ABA, movement coupled with integration of subjects across the curriculum with at least 80% proficiency of the targeted skills. The

teacher inspired her students to learn through hands-on, interdisciplinary, experiential methods of presentation of the subject matter. In essence, the teacher set high expectations for growth while providing multiple opportunities for students to demonstrate their knowledge.

Connections to prior and future learning (CPFL) - **Skilled**

Evidence:

During the pre-conference the teacher shared the various ways in which she connected the lesson to real world application and previous/future learning. 1.) Connections made to previous lessons by adding note values and skill practice such as mallet instrument techniques, partwork, audiation and steady beat. 2.) Connections were made related to note values and composition skills. Once they know the content then they can read music with notes. 3.) Connections were made to content across the curriculum. (Poetry, literature, and language arts skills) 4.) Students were able to connect to items of interest while imbedding it into music. 5.) Lastly, the teacher incorporated a high level thinking skill to challenge the class. (The skill of audiate.)

Connections to state standards and district priorities (CSSDP) - **Skilled**

Evidence:

The activities, assessments and resources were aligned with the Ohio Learning Standards by using the following standards:

4.2 CR Compose short compositions using known rhythms and whole note and sixteenth-note combinations or syncopated rhythms in 2/4, 3/4 and 4/4 meter, using phrases and large form notations and a variety of sound sources.

4.1 PE Read, write and perform using known rhythms and whole note and sixteenth-note combination or syncopated rhythms in 2/4, 3/4, and 4/4 meter.

4.4 PE Play a variety of classroom instruments, along and with others, demonstrate proper techniques

4.1 RE Discuss the lives and times of composers from various historical periods and cultures.

4.8 RE Identify and respond to simple forms.

The teacher shared during her post conference the value in having been taught the skills as they relate to building upon previous skills in order to establish a foundation for more complex improvisation, music reading and language development.

Knowledge of Students (KS)

Planning instruction for the whole child (PWC) - **Accomplished**

Evidence:

The teacher utilized her data to demonstrate working knowledge of the skills that her students possessed. She designed a lesson that addressed all learning modalities. (Visual, kinesthetic and auditory) Keeping the needs of all at the forefront of her lesson design, she was able to create learning opportunities that ensured success for all students. This demonstrated that her lesson was equitable because all students had appropriate scaffolds to access learning equally.

Instruction and Assessment (IA) - **Accomplished**

Lesson Delivery (LD)

Communication with students (CS) - **Accomplished**

Evidence:

The lesson delivery demonstrated a progression of learning that was age appropriate and aligned with the state standards. The teacher gave students multiply opportunities to cement their acquired knowledge through participation of drill practice coupled with performance task assessments. (Ex: Peanut butter Pie =Audiation, Composing a composition piece with notes and then presenting it to a peer.) The learning targets were shared at the start of the lesson. The teacher's anticipatory set for the lesson provided opportunities for students to identify a unique instrument as it played. The students listened for the meter, rhythm, beats and sound to determine the instruments. The teacher provided cultural connections to cement the students knowledge. Several students made connections to real world applications such as vacations and commercials

Monitoring student understanding (MSU) - **Accomplished**

Student-centered learning and assessment (SCLA) - **Skilled**

Classroom Environment (CE)

Classroom routines and procedures (CRP) - **Accomplished**

Classroom climate and cultural competency (CCCC) - **Accomplished**

Assessment of Student Learning (AoSL)

Use of assessments (UA) - **Skilled**

Professionalism (PRO) - Accomplished

Professional Responsibilities (PROR)

Communication and collaboration with families (CCwF) - Accomplished

Communication and collaboration with colleagues (CCwC) - Accomplished

District policies and professional responsibilities (DPPR) - Skilled

Professional learning (PL) - Accomplished

Overall Observation Rating: Accomplished

Observation Notes

11/27/2021 by Sherry Thompson

1:17 (T) The teacher played music as she received the students. The student immediately sanitized their hands prior to sitting in their assigned area on the floor.

(S) Students were challenged with a host of probing questions to guess the name of the instrument by listening to the rhythm, meter, tempo, genre and sound. (Anticipatory Set)

(T) The teacher and students made real world connections about the instrument. A historical lesson was provided. Cross curriculum instruction. (Awesome information)

(S) The students transitioned to the next learning task. (Peanut Butter Pie-ABA form) The learning objectives were discussed. Opportunities of choice were provided for the assignments.

1:25 (S) The students practiced playing the instruments to the poem Peanut Butter Pie. They experienced a few challenges along the way.

(T) The teacher corrected the misconceptions by modeling and providing effective feedback. She continued to push them through their productive struggles.

1:36 (T) The teacher prompted the students to implement the skill of audiation as they played. This was difficult for them at first. Eventually, the students were able to demonstrate the newly acquired skill after several times of practicing.

(S) The students assessed their learning and comfort level with a thumbs up or thumbs down.

1:47 (T) The teacher prompted the students to put the mallets away in preparation for the next activity. ("Put your mallets down and walk back to the circles.") She provided directions for the next assignment.

(S) The students composed a composition as they worked in pairs to support one another.

1:55 (T) The teacher monitored progress as she circulated throughout the classroom. She provided effective feedback to engage the learners.

(O) The observer asked the students about the learning targets. The students were able to provide the goal and discuss the activities that supported the learning target. ("What are you learning today?" "We are learning about note values so we can make a composition.")

2:03 The observation ended.