

**MEF INTERNATIONAL SCHOOL  
PRIMARY SCHOOL - TEACHER FORMAL CLASSROOM OBSERVATIONS**

<b>Teacher:</b>	Andrew Arcello	<b>Observer:</b>	Dr. Yann Lussiez
<b>Grade / Subject:</b>	Music- 4th Grade	<b>Date of Lesson:</b>	November 15, 2012
<b>Lesson Observed:</b>	4B	<b>Class size:</b>	20

<b>Teaching and Learning</b>	<b>Obs</b>	<b>Notes</b>
The lesson reflected the weekly schedule for subject allocation.	X	
Students were engaged as inquirers and thinkers, and showed responsibility for their own learning.	X	
Strategies were used to support the development of the language of instruction.	X	Music vocabulary
The lesson showed evidence that students were exposed to others perspectives and / diversity.		
A range and variety of strategies and resources were used to support learning.	X	Visual, musical, physical, discussion, whole group
The lesson was differentiated to meet students' learning needs and / or styles to support learning.		
The lesson supported the development of student attitudes and skills and allowed for meaningful student reflection and / or action.	X	Leadership opportunities, expression, reflection
The lesson engaged students in reflecting on how, what and / or why of the learning.	X	Identifies previous learning and where headed for the performance
Teaching and learning fosters a stimulating learning environment based on understanding and respect.	X	Treats students with respect and kindness
At the beginning of the lesson students were 'tuned in' to what they were about to learn ('we will be learning about...')	X	Seated on carpet- review.
Students were given an opportunity during and / or at the end of the lesson to share their learning.	X	Asks questions about what they have learned and new lesson
The learning environment was based on understanding and respect (classroom management techniques were evident through positive feedback to students and students were respectful of each other).	X	Students engaged and positive.

**General Observation**

Students on floor listening about rhythm versus beat. Getting beat with tapping of legs, and singing ta, ta, tee, tee.. Pink signs for the tee or ta signs. Calls on student who wasn't paying attention (pulls student back in). Reviews what Mr. Clark did the week before- tying it to previous lesson, lets student know where they are headed for the concert presentation. Practice with music on the stereo. Student leader- student leads the group, chooses different students to lead the group- leadership opportunities. How many steady beats are in a song like that? "Juliano can you keep your hands to yourself? Thank you very much" Students in a circle, clapping to beats. "It's ok, we are practicing, I appreciate you looking out for him." Gives expectations for when an instrument is given out- "When I give you an instrument where should it go?" "Those who are ready will receive an instrument." Students get instruments and play to music from boom box. Uses small sign "Quiet" to refocus students. Students sing about vitamins... Asks students why song didn't work- students share where they went wrong.

Central ideas for Grades on wall, informational posters, room neat and organized.

**Student Observation**

Two boys have difficulty focusing. Students excited about lesson and what they are learning. Moves students closer once they get a little too difficult.

**Strengths**

High energy and engagement- keeps students moving and focused.  
Pacing is good. Affective and Effective teaching evident.  
Clear expectations. Use of key vocabulary.

**Recommendations**

Put students like Juliano and Ramtin a little closer to you to keep focused- they gravitate to the back for a reason. Wondering about sound level of delivery- I think they are matching your energy and level, maybe taking it down a

notch, quieter voice when you want them quieter. Students are crowding towards the front and complaining about getting bumped or other, yet there's all this space in your room. Is there a way to mark on the carpet places to sit? My music teacher at my previous school had a world carpet with circles students sat on. Use your proximity more- you walked only a few times to the back where Juliano and other students were misbehaving.

**Standards and Practices**

Planning drives actual teaching and learning and is based on agreed learning objectives. Teacher collaborates and plans to incorporate differentiation strategies for student learning needs, styles, and language development

**Teaching and Learning:**

Teaching and learning reflects weekly schedule, engages students as inquirers, thinkers, and responsible students, and fosters a stimulating environment.

Teaching exposes students to human commonality, diversity, and multiple perspectives. Develops student attitudes and skills.

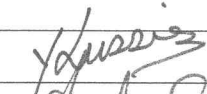
**Assessing:**

Teacher's assessment data reflects achievement according to the learning objectives and is reflected in the report card.

**Professional Responsibilities:**

Mr. Arcello collaborates effectively with colleagues, administration and parent community. Contributes positively to staff morale and school climate. He willingly accepts feedback and supports the mission of the school.

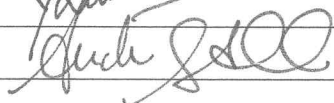
Signature Administrator:



Date:

Nov 19, 2012

Signature Teacher:



Date:

Nov 19, 2012