

FORMATIVE REPORT

Evaluatee: Andrew Arcello School: SBRHS
Position: Music Teacher Grade: 9-12
Date: October 26, 2011 Time: 9:35 – 10:32 a.m.

Summary of observation with respect to the Principles of Effective Teaching:

See attached

Evaluator's Signature: *Jim Anderson*
Evaluatee's Signature: *Andrew Arcello*
Date: 11/3/11

This formative report shall be signed by the evaluatee. The signature does not necessarily mean approval with the content of the document, but that the evaluatee is in receipt of the document.

I have have not attached comments to this report.

I observed Andrew Arcello teaching a Music Foundations I class on October 26, 2011 at 9:35 a.m. The objectives of the class were to review the key concepts of major scales, and to introduce the three minor scales.

The Massachusetts Curriculum Standards that are being addressed:

Standard 2: Reading Music 2.3, 2.5

Mr. Arcello begins the class by reviewing the concepts of major scales and key signatures. He introduces and discusses the differences between the three minor scales. At the end of the class he breaks the class into small groups where they write the minor scales for the key that they have selected.

The following commendations and recommendations are below:

II. Effective Planning and Assessment of Curriculum and Instruction

- A. The teacher plans instruction effectively
- B. The teacher plans assessment of student learning effectively
- C. The teacher monitors students' understanding of the curriculum and adjusts instruction, materials, or assessments when appropriate.

Commendations:

Mr. Arcello plans instruction effectively and sets long and short-term goals for the class. He told me that he starts off with intervals before moving to the construction of the different scales. In his lesson plan, he lays out the sequence of instruction, starting with a review of the concept of major scales (framing around students' prior knowledge) before moving to the new concept of minor scales. He uses appropriate materials and resources including an appropriate music theory book with worksheets for the students. At the end of the class, he incorporates an activity where students are interacting with the concepts being taught. The students work together in building minor scales based on the key that they have randomly selected. He integrates listening by playing the scales on the piano so the students can hear the difference between the major and minor scales. During the lesson, Mr. Arcello monitors student understanding by questioning and by having the students demonstrate their understanding by writing the scales on the board. Formal assessment occurs through tests and quizzes. As a result, students are learning appropriate material for this class in a sequential manner.

III. Effective Management of the Classroom Environment

- A. The teacher creates an environment that is positive for student learning and involvement
- B. The teacher maintains appropriate standards of behavior, mutual respect, and safety.

Commendations:

Management strategies are evident. Mr. Arcello manages routines effectively. At the beginning of class, Mr. Arcello tells several students to move up to the front row. After taking attendance, he tells the students to take out their homework, and goes down the row checking each person's work. He implements opportunities where students are interacting with ideas,

materials, teacher, and one another. At the beginning of class, the students are allowed to ask questions regarding previously studied material. These include questions about enharmonic notes and rhythm. Mr. Arcello uses classroom time and space to promote optimal learning by dividing the class time appropriately: 5 minutes for housekeeping (attendance and checking homework) at the beginning of class, 10 minutes for review, 30 minutes for new material, and 10 minutes for student work time at the end of the class. At the end of class, Mr. Arcello gives several pre-alerts to let the students know how much time they have left to work. Discipline is evident. When one of the students is late for class, Mr. Arcello questions her. She says that she thought that she had another class, and Mr. Arcello says that he saw her. "You looked at me," he says. He tells her that she has to get a pass from that teacher. At the end of class, some of the students are standing up waiting for the bell. Mr. Arcello tells them to have a seat. When one student wants to go to the bathroom in the middle of class, Mr. Arcello tells the student to fill out his agenda and continues with instruction. As a result of effective management strategies, most of the class is on-task for the entire class.

Recommendations:

Try not to get into a long discussion with individuals on discipline matters. With the student who was late, it might be more helpful to meet with her individually at the end of class so that the discussion doesn't take up class time.

IV. Effective Instruction

- A. The teacher makes learning goals clear to students
- B. The teacher uses appropriate instructional techniques
- C. The teacher uses appropriate questioning techniques

Commendations:

Mr. Arcello checks for student understanding at the beginning of class. He checks the students' homework, and gives the students the opportunity to ask questions about previously learned material. He makes connections between concepts previously taught by reviewing the pattern of major scales before moving on to minor scales. He uses appropriate instructional techniques by writing the pattern of the major scale on the board -- Whole, Whole, Half, Whole, Whole, Whole, Half. He introduces the three minor scales -- natural, harmonic, and melodic minor. He talks about each scale, asking the students if they know what each scale is, and discussing the pattern of each scale. Mr. Arcello tells the students, "Make sure you have these three different definitions down or you will be out to lunch in a few minutes." He tells the students how to find the relative minor scales. "You go up a 6th", and reminds them many times throughout the lesson that they have to count the first note of the scale as the 1st note (in order to correctly find the 6th note of the scale). He uses appropriate questioning techniques by asking the students to find the relative minor for the key of G major. He asks one of the students what the rule is for harmonic minor scales. When the student answers correctly that the 7th scale degree is raised, Mr. Arcello presses by asking, "What is my 7th scale degree?" He uses appropriate materials to reinforce skills by having the students come to the board to write out the scales, and by having the students work in groups at the end of class to write out the three minor scales of the key they have selected. Mr. Arcello reinforces the understanding of the differences of the scales by playing major and minor scales on the piano and by asking them to identify if they are major or minor. "My big concern is that you can hear the difference

between the major and minor and can write them out," he says. He congratulates students on their work. Mr. Arcello says, "I'm so glad the light bulbs are going off", when one student correctly names how to raise a note up a whole step. At the end of class, Mr. Arcello gives the students their homework and tells them that they will review their work on the next day (D day). He also tells them that the following class (H day), they will have a quiz. As a result of effective instructional strategies, most of the students seem to understand the material being covered.

Recommendations:

At the end of the class, there is one student who seems to be copying the work of another student while they are in their small groups. Mr. Arcello asks her what she is doing. "I want you to talk to your group about how you're going to do it," he says. I suggest building in some individual time for students who may need more work with the material being covered. This particular student does not seem to have the musical background/understanding of the others and it might be helpful to build in some one-on-one time with the students to check in with them individually at some point during the class.