



MORELAND SCHOOL DISTRICT
INSTRUCTIONAL OBSERVATION FORM

- X **Preliminary communication:** February 22, 2005
X **Formal observation:** (10 minutes minimum) February 23, 2005
X **Post observation conference** (date and time) February 25, 2005

Name: Karen Renae Compton

Date of observation: Wednesday, February 23, 2005

School: Country Lane

Time: 11:10 – 11:30

Duration: 20 minutes

Grade Level: 4th and 5th

Lesson observed: Band / Drums

Number of students present: 5

Ability level (if applicable): Beginning Band

Evaluator's Comments:

Upon entering the room, I observed the class engaged in the drum lesson. The students were focused on the sheet music as Renae was verbally counting out the beats of the selection.

During the lesson Ms. Compton used the following strategies:

- Modeled incorrect vs. correct handling of the drumsticks
- Modeled good and bad wrist motion
- Counted and clapped the beats
- Counted and emphasized “rests”
- Stopped students when they got off-track/ off-beat
- Rotated students between the different drum styles
- Used visual (whiteboard) to show quarter and eighth notes
- Kept time by counting aloud and/or clapping
- “Ugh” to represent *rests*
- Did not talk over students’ voices
- “Put your finger on...”
- “Show your friend...”

During the lesson, students:

- Were reading the music
- Pointed out “louder” and “softer” signs
- Followed instructions
- Responded to questions posed by the teacher
- Were enthusiastic during the lesson
- Kept pace with the lesson

Points for discussion:

- Sometimes (special needs’ students) shouted out; interrupted; and asked questions at inappropriate times (did not really interfere with the value or pace of the lesson; that’s what they need)
- Played drums while teacher was talking (loose sticks)-very common for this “section” of music— as long as it does not impede learning—“normal” part of the process
- Checking for understanding (solo play, teacher can identify “aurally” individual students, quizzes, group play)

Submitted to Evaluatee February 25, '05 Signed [Signature]
Evaluatee's Comments: _____
Evaluator

[Signature]
Evaluatee
2/25/05
Date

(The Evaluatee’s signature does not constitute endorsement of the observer’s notations but is recognition that the evaluatee has been given the opportunity to enter comments.)

A conference will be held between the evaluator and evaluatee within five days of the observation. This form is to be given to the evaluatee within seven calendar days.



MORELAND SCHOOL DISTRICT
INSTRUCTIONAL OBSERVATION FORM

- Preliminary conference 1-19-05
 Formal observation: 1-21-05
 Post observation conference: 1-28-05

Name: Renae Compton
School: Country Lane

Date of observation: January 21, 2005
Time: 1:22 to 1:45

Grade Level: 5th

Lesson observed: Clarinets

Number of students present: 14

Ability level: Mixed

Evaluator's Comments:

When I entered the room, the students were working on their warm-ups. The daily agenda was posted on the easel:

- Warm Up Handout
- Open book to designed page
- New Page
- Play with good posture and good sound
- Keep head up straight
- Tongue all notes

Renae commented about dark sounds and bright sounds. She reminded the students, “no electric chickens.” They repeated this phrase in unison.

Renae led the students through the lesson. She previewed each line and counted out the beats for the students by clapping her hands or snapping her fingers. She pointed out rest signs and had students pause in the appropriate places. (Repeat sign: Play once – Repeat-twice)

The focus then turned to the homework assignment. Again, Renae led the students through each piece line by line. She continued to sing the notes, “T, T, Ta,” and had the students do the same. When the students got stuck or played the measure/s incorrectly, she would stop them and have them replay it or hum the section and then replay it.

As a strategy, Renae coached the students to say, “Ugh,” when they came to a rest sign. She also divided the students into two groups and had them play sections of the music separately; and then together. For the group that was not playing, she had them finger the notes on their instrument. The students did much better on songs they were familiar with; i.e., “London Bridge.”

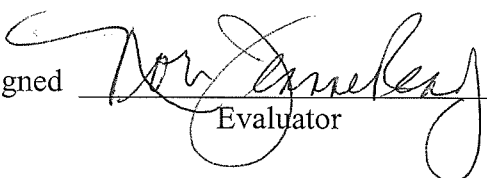
The lesson was well-paced, and Renae moved around the area and listened to individuals and small groups. Her classroom management style is effective, although there was some side conversation when Renae posed questions to the whole class. To get their attention, she said "Excuse me," and then waited for their attention. Periodically, Ms. Compton would have the musicians check their posture and tonguing!

Renae was very complimentary during the lesson and constantly encouraged the students. They responded well to her praise. Their on-task behavior indicates that they were in tune with the lesson and knew what to do.

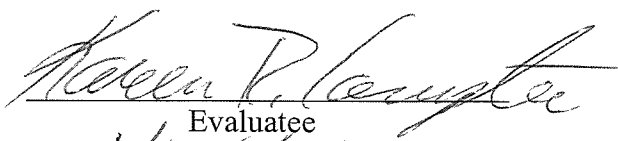
Renae and I discussed the following:

- Strategies to deal with a student who: plays his instrument at inappropriate times
- How to have a one-on-one conference with a student whose attitude is a bit negative at times; body language that shows disinterest/arrogance
- Alternative questioning techniques: partner; choral; silent signals,
- Continue working with students on "Quiet Signal"

Submitted to Evaluatee: 4/28/05
Date

Signed 
Evaluator

Evaluatee's Comments:


Evaluatee
4/28/05
Date

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MORELAND SCHOOL DISTRICT
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Preliminary communication: 10/28/04
 Formal observation: 10/27/04
 Post observation conference: Monday, November 1, 2004

Name: Renae Compton
School: Country Lane Elementary

Date of observation: October 27, 2004
Time: 10:32 a.m. to 10:52 a.m.

Grade Level: 5th

Lesson Observed: Music/Trumpets

Number of students present: 10

Ability level: Mixed

Evaluator's Comments:

Upon entering the back of the MU room, I observed students seated in a semi-circle. They were playing single notes on their trumpets. After students played the notes on their instruments, Renae had them stop and sing the notes "E, E, F." She counted aloud and snapped her fingers to keep time. Students then pressed the notes on their trumpets without blowing into the mouthpieces. Renae then asked her students, "What are the next three notes? Show me." The students responded correctly and Renae sang the notes. Following that—the student played the notes. Renae responded, "Good—do it again. Put both sections together, one, two—here we go." Renae led them through the measures and cautioned them about watching other people's fingers. She encouraged them to read the notes.

Next, Renae asked students to take off their mouthpieces and demonstrate tonguing. She prompted them with, "Show me what you don't want to do. Show me what you do want to do." The students tried the technique. Renae modeled on "E." She reminded them not to huff.

Over the next several minutes, Renae led the students through a duet. She started with Line A and prompted them orally, by asking the following:

"What's our first note?"

"Good job."

"The last two measures are tricky."

"Try that again."

After reviewing Line B with them, Renae counted out loud and points out the quarter notes and rests. She divided the class in half and had the students sing their parts before playing them on their trumpets. They played the piece twice, and then switched parts. She reminded them about fingering techniques and proper posture.

After the duet, Renae asked students, "How much time did you practice this week?" Students offered a variety of responses—they shouted out the answers (once, six times, 10 minutes, etc.) Renae then told them that music was like basketball. "You can't just show up for the games, you've got to practice. You need to work on strengthening your lips, cheek, and tongue."

Towards the end of the lesson, Renae introduced the homework on page 8. She remarked, "We're getting into some serious music. We have two new notes—D and G." She modeled both, and then the students played the notes. There was some chatter in the room and a bit of restlessness. She had them do a posture check to refocus their attention.

Commendation:


The lesson was very well done and well paced. Renae scaffolded the learning by counting orally, snapping her fingers, and having the students sing the notes before playing them. She modeled the notes and fingering technique while periodically checking their posture.

Recommendation:

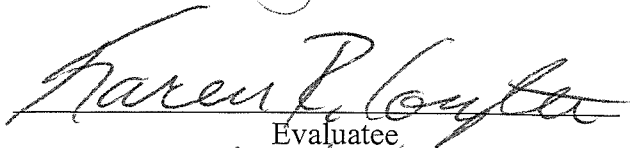
Students may need a more qualitative homework goal—time, level of competence, an audio model to strive for, etc. Also, while the students were generally well-behaved, it would be good to have different strategies to use for participation: fingers to represent hours of practice; play a "G" if you can tell me that you practiced at least an hour this week, tell a partner...

After the lesson, Renae and I discussed the following:

She will implement a handout called, "Tips for Success," which contains methods and strategies to help students with practice and homework. Also, she shared that she has asked two students to return to class when their behavior was inappropriate. With such large groups, she cannot afford to have children off-task. She has a firm line and clear expectations about proper conduct in the music room, and the students know it. They respond well to her teaching and are enjoying the program immensely. We did set Renae up with a laptop from Country Lane to help ease the burden of travel between schools. It is a very large program to coordinate.

Submitted to Evaluatee 11/3/04 Signed 
Evaluator

Evaluatee's Comments:


Evaluatee
11/3/04
Date

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