White Plains
PUBLIC SCHOOLS

5 Homeside Lane
White Plains, NY 10605

Outside Evaluator Obs #4 Year 1

User Information

Name: Anthony DiTaranto (8889)	**Title:** Music Teacher
Buildings: Church Street School,George Washington Elementary School,Post Road Elementary School	**Department:** Music
Grades: Grades 1-5,Kindergarten	**Evaluation Type:** Prob Tchr 4 Yr: Yr 1
Assigned Administrator: Roman, Lucy	**Evaluation Cycle:** 09/01/2018 - 06/28/2019
Submitted By: Roman, Lucy	**Date Submitted:** 06/26/2019 1:56 am EDT
Acknowledged By: DiTaranto, Anthony	**Date Acknowledged:** 06/26/2019 8:30 am EDT
Finalized By: N/A	**Date Finalized :** Unfinalized

Date of Observation: 5/29/2019

*2a: The Classroom Environment

Criteria	Ineffective	Developing	Effective	Highly Effective
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and the students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

*2b. Culture for Learning

Criteria	Ineffective	Developing	Effective	Highly Effective
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.

*2c. Managing Classroom Procedures

Criteria	Ineffective	Developing	Effective	Highly Effective
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions handling of supplies, and performance of non-instructional duties.

*2d. Managing Student Behavior

Criteria	Ineffective	Developing	Effective	Highly Effective
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

*2e. Organizing Physical Spaces

Criteria	Ineffective	Developing	Effective	Highly Effective
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There	The classroom is safe, and essential learning is accessible to most students, and the	The classroom is safe, and learning is accessible to tall students; teacher ensures that	The classroom is safe, and the physical environment ensures the learning of all students,

| | is poor alignment between the physical arrangement and the lesson activities. | teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. | the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. | including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |

*3a. Communicating with Students

Criteria	Ineffective	Developing	Effective	Highly Effective
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to student's cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to student's cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.

*3b. Using questioning/Prompts and Discussion

Criteria	Ineffective	Developing	Effective	Highly Effective
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

*3c. Engaging Student in Learning

Criteria	Ineffective	Developing	Effective	Highly Effective
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

*3d. Using Assessment in Instruction

Criteria	Ineffective	Developing	Effective	Highly Effective
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.

*3e. Using Flexibility and Responsiveness

Criteria	Ineffective	Developing	Effective	Highly Effective
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interest. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Teacher Observation Rating: Effective

Date of Conference: 5/31/2019

POINTS COVERED IN CONFERENCE:

The lesson observed was in a fourth grade music class at George Washington Elementary School. Mr. DiTaranto met the students outside and after greeting the students, he sang a song to get their attention and give them instructions for walking into the class. After the students settled in their locations on the rug, they sang some warm-up songs and listened to "Count on Me" by Bruno Mars. As the song was playing, the lyrics were displayed on the screen. Then Mr. DiTaranto reminded the students they were studying instruments and that they were going to be studying the brass family.

He asked the students to raise their hands if they had played a brass instrument and after a short discussion on brass instruments, Mr. DiTaranto played a video that provided a history and explanation of the brass instruments. At certain intervals during the video, he paused it to ask questions regarding the concepts presented and then they played a game that required the students to listen to drum beats and freeze when they heard a strong beat.

During the post observation conference, we discussed the lesson, the behavior of a student who needed to be refocused several times, commendations and recommendations. Mr. DiTaranto stated that, "...overall, the lesson went well".

The commendations included:

While the students participated in a couple of warmups at the beginning of the class, individual students were selected to use the pointer to guide the class as the students sang the warmup activity - students were used to help with portions of the lesson.

Mr. DiTaranto gave the class a choice of songs even though he selected the song due to the class' inability to come to a consensus

Expectations for learning and planned activities were communicated to students by Mr. DiTaranto

During the video, Mr. DiTaranto paused it to ask questions and keep the students focused on the content. It was suggested that he clearly communicate expectations for capturing or jotting notes during the video.

We also discussed using the game as a way to review and summarize the lesson's content.

Mr. DiTaranto was reflective and recorded suggestions for improvement.

I would like to thank Mr. DiTaranto for sharing his class.