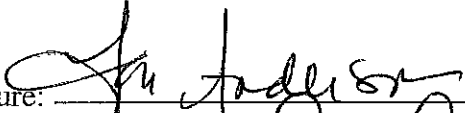
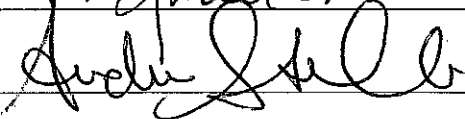

FORMATIVE REPORT

Evaluatee: Andrew Arcello School: High
Position: Music Teacher Grade: 9-12
Date: December 7, 2010 Time: 7:34 am.

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

See attached

Evaluator's Signature: 

Evaluatee's Signature: 

Date: 12/13/10

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 Concert Choir class on Tuesday, December 7, 2010. The objectives of the class were to: review the music the choir has been working on for their upcoming concert. Key concepts that will be addressed throughout the rehearsal will be healthy, appropriate singing.

The Massachusetts Curriculum Frameworks that were addressed:

Standard 1.10: Sing with expression and technical accuracy a large repertoire of vocal literature representing various genres, styles, cultures, and historical periods.

Standard 1.1: Sing music written in 4 parts, with and without accompaniment

Standard 1.12: Demonstrate well-developed ensemble skills

Standard 2.3.: Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them when performing

2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and alla breve meter signatures.

10. 3: Interdisciplinary connections

Mr. Arcello begins the class with a series of vocal warm-ups. At approximately 7:41 a.m., he starts working on the songs for the concert. He works on *The Light Came Down*, *Hanukkah Remembrance*, and *Velvet Shoes*. They spend approximately 20 minutes on the first song, 10 minutes on the second, and 15 minutes on the third song.

The Principles of Effective Teaching that were addressed:

II. Effective Planning of Instruction and Assessment

- a. The teacher plans instruction effectively
- b. The teacher plans assessment of learning effectively
- c. The teacher monitors student understanding of the curriculum, and adjusts instruction when appropriate.

Commendations:

Mr. Arcello plans instruction effectively. The music that he has selected for the chorus to sing is appropriately matched to the students' needs and ability level. The warm-ups are appropriate and include exercises to prepare them for singing, loosen up their voices, and to work on proper singing techniques. He addresses the physical aspect of singing by telling the students to give him some "palette lift" on do. He uses hand motions to reinforce what the students are doing vocally in both the warm-ups and the songs. The music he has selected is varied and gives the students the experience of singing different styles of music. Mr. Arcello engages the students and encourages them to sing with proper diction by telling them to sing like "Mrs. Doubtfire." Throughout the class, he monitors student understanding and assesses the performance of the chorus. For example, when the sopranos get to a certain spot in the warm-up song, *Hey Ho*, he tells them to add a hand motion to help them sing with vibrato. As a result of effective planning of instruction and assessment, the students are learning skills appropriate for choral singing,

III. Effective Management

- 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:

Mr. Arcello uses classroom time and space to promote optimal learning. The risers are set up ahead of time (Provisioning). There is evidence of routine as the students report to their assigned spots on the risers at the beginning of class. As the students enter the room, Mr. Arcello tells them to make their way up to the risers. When the bell rings, He starts with his first vocal warm-up, telling the students to blow their air out and in to a count of four. They spend approximately 10 minutes on the warm-up activities. He creates an environment that is positive for student learning by using positive feedback. Mr. Arcello congratulates the students after they sing a portion of *The Light Come Down*. "Thank you very much, nice. That was right in tune," he tells them. Mr. Arcello gives his full attention to the 80 +students in front of him, playing piano and directing. He manages the class by transitioning quickly from one activity to the next, dividing the class time equally between whole group instruction to section work. For example, in one of the songs, he works with the sopranos on their diction, moves to the altos, and then to the whole group, in less than 5 minutes. He keeps the momentum of the class moving. When a student comes in from band to accompany the chorus on one song, he uses that time to give announcements to the group. He gives the students reminders re: their behavior. When he works with the men in the group, he says "Ladies, have a seat for a moment, please don't talk." At approximately 8:00, he tell the students "Don't lose me now, we're on a roll." He tells the students at the end of class, "You focus on your singing and I'll bring it together." He has a strategy to keep the students focused. At approximately 7:41, he tells the group, "We're still in focus level three." Mr. Arcello gives a pre-alert at the end of class, telling them that they have 1 minute until the bell rings. As a result of effective management strategies, there is evidence of growth during the rehearsal. The students are engaged, on task for most of the class, and Mr. Arcello is able to achieve his goals for the class.

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 begins instruction with vocal warm-ups that serve to activate the students in the activities of the class. He uses the warm-ups to get them ready to sing, and to remind them of the proper vocal techniques. At the beginning of the first warm-up, he tells the students to sing at the "top of their head voice." In the second warm-up, he reminds the students that they are not changing the vowel shape, and continues "Give me some palette lift on do." He uses a variety of instructional strategies. He asks the students to use different hand motions to accompany their singing many times during the rehearsal to help them achieve the effects he is looking for. He tells the men to "get their own volume dial and turn it down" when he wants them to get quieter. He asks the students to "pull the linguine" when he wants them to keep their sound going. He tells the sopranos to give him a "gerbil" up there when they are singing in their high register. He adds "If we all have a nice warm vibrato, the sound will all come together." Mr. Arcello uses visualization telling the students he wants "A British choir in Carnegie Hall." He says the words to the song with an English accent (like Mrs. Doubtfire), and has the students say it with him. This strategy adds an element of humor to the class, and the students do this effectively without getting silly. He demonstrates the sound he wants the students to achieve throughout the class. He sings a portion of *The Light Came Down* to demonstrate how he wants the piece phrased and demonstrates again to show the students a "supported" sound versus the thin sound they just sang. Mr. Arcello connects to concepts previously taught by asking the students what they worked on the day before in the song, *A Hanukkah Remembrance*. He reviews, asking the students, "Tell me one thing we did yesterday." He uses appropriate questioning techniques, asking the students "How about each note moving, what do we do there?" When they don't answer, he demonstrates and asks "What am I doing?" The students correctly answer crescendo-ing. Mr. Arcello makes interdisciplinary connections by asking the students if they had ever been to a celebration in a synagogue. He tells the students that the role of the cantor is even more important than the rabbi in leading the service. "That's what this (the

song) is about," he says. As a result of effective instruction, the students are able to sing with good tone, intonation, and ensemble skills, and seem to be enjoying the activities of the class.

V. Promotion of High Standards

- a. The teacher communicates learning goals and high standards and expectations to students.
- b. The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum.

Commendations: Mr. Arcello communicates standards and expectations for the quality of students' work throughout the rehearsal. He reminds the students at the beginning of the *Hey Ho* song, that he wants a beautiful, supported sound. Before singing *The Light Came Down*, he reminds the students to "Tell me a story, give me diction, and rabbit teeth." He talks to the students about the poetry in the *Velvet Shoes*. "This is beautiful writing," he tells them. After they sing the song, he stops the group and gives them feedback on their performance. He encourages them, "Not bad for a run-through." He tells the students that he appreciates their understanding of the rubato used in the song. He models the values and attitudes he wants by thanking the students for their efforts throughout the rehearsal. As a result, the students are able to sing their music successfully.

Mr. Arcello has proved to be a great addition to the high school music department. His knowledge, musical skills, and ability to connect with the students have enabled him to be successful in the short time he has been with us.