ARTS TEACHER DEVELOPMENT AND EVALUATION:
WHAT TO LOOK FOR IN MUSIC

Aligned to *Minnesota Performance Standards for Teacher Practice*

> This is one in a set of five "What to Look For…" resources to support arts teacher development and evaluation. These five resources are similar, but each is specific to one arts area—Dance, Media Arts, Music, Theater, or Visual Arts.

The purpose of this resource is to help music educators communicate about teaching and learning in their classrooms with peers, instructional coaches, administrators, and others who may not have a background in music or the arts. Examples given are intended to help everyone connect understanding between music-specific practices and the vocabulary of general education.

Conversations between music educators and others often take place within the Teacher Development and Evaluation (TDE) process. This resource will fit right in because it is based on the work of Charlotte Danielson and aligned to the Minnesota Teacher Development and Evaluation State Model:

Domain 1: Planning and preparation	Domain 3: Classroom instruction
Domain 2: Classroom environment	Domain 4: Professionalism

Your district may use a different TDE model, even so, this resource can still help you discuss teaching and learning in your music classroom. What might an observer "look for" in a music classroom as evidence of quality instruction that is rigorous, relevant, and focused on the artistic processes?

Consider using this resource in various ways:
- At your desk, planning for a lesson or observation
- In a pre-observation conference to discuss examples of evidence with your observer
- For an observer to reference during an observation, most likely focusing on Domains 2 and/or 3
- In a post-observation conference to discuss examples of evidence in the lesson
- In reflection, as a framework for building a professional portfolio

<u>This resource has many examples, which are just that—examples</u>. These examples should not be taken as requirements or an all-inclusive list, nor should the goal be to check as many boxes as possible. There are various ways to be able to describe music-specific teaching and learning to others who may not have background in music but are interested in a deeper understanding.

Thank you to the many people who have contributed to this work!
- The team of Minnesota music educators who developed this practical resource:
  - Darren Eliason – Fine Arts Coordinator, Rockford Area Schools
  - Cathy Hoadley – Teacher, Rockford Area Schools
  - Charles Leibfried – Retired Principal, Duluth Public Schools
  - Douglas Orzolek, PhD – Professor, University of St. Thomas
  - Susan Potvin – Fine Arts Specialist, Elk River Public Schools
  - Michael Scott, PhD – Teacher, School District 197
  - Mary Schaefle, Team Leader – Executive Director, Minnesota Music Educators Association
- Tyler Livingston, Minnesota Department of Education, Director of School Support and Teacher Development and Evaluation, for understanding the need and opportunity to connect conversations between arts educators and evaluators.
- Karol Gates, Colorado Department of Education, Director of the Office of Standards and Instructional Support for sharing the ***Colorado State Model Educator Evaluation System: Practical Ideas for Evaluating Teachers of The Arts (Dance, Drama and Theatre Arts, Music and Visual Arts).***
- Americans for the Arts for making this work possible through the State Policy Pilot Project (SP3) grant.

Pam Paulson, PhD, SP3 Project Director
Senior Director of Policy
Perpich Center for Arts Education

Wendy Barden, PhD, Project Facilitator
Consultant
Segue Consulting Partners

PERFORMANCE STANDARDS FROM MINNESOTA DEPARTMENT OF EDUCATION
TEACHER PRACTICE RUBRIC

DOMAIN 1: PLANNING AND PREPARATION. The teacher develops an effective instructional sequence.

What will you teach? **Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.**	
i. PLANS UNITS AND LESSONS EFFECTIVELY	*Planning is thorough, consistent; builds on prior knowledge and experience*
ii. SELECTS LEARNING TARGETS AND ACTIVITIES	*Learning targets are stated in terms of student learning; aligned with learning activities; connect to Minnesota Standards; show different types of learning; Learning activities have variety of opportunities*
iii. APPLIES CONTENT KNOWLEDGE AND UNDERSTANDING OF HOW STUDENTS LEARN	*Teacher shows expertise in content and how students learn; anticipates student misconceptions; plans ways for students to assume responsibility*
iv. USES STUDENT DATA TO INFORM PLANNING	*Learning targets and lesson design informed by data*
How will you teach the lesson? **Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.**	
i. DESIGNS COHERENT INSTRUCTION	*Strategies/activities are well organized, support learning targets; student construction of knowledge; instructional grouping*
ii. CREATES INTERDISCIPLINARY AND EXTENDED LEARNING EXPERIENCES	*Connects to other subjects, integrates technology, reading, writing, and/or math; extends learning to other subjects and community life*
iii. USES AVAILABLE RESOURCES AND TECHNOLOGY	*Variety and depth of resources; technology used to increase engagement and learning*
iv. DESIGNS CULTURALLY RELEVANT INSTRUCTIONAL STRATEGIES	*Activities and strategies are informed by students' skills, interests, cultural backgrounds, language proficiency, exceptionalities*
How will you know if students learned what you taught? **Indicator 1C: PLANS FOR ASSESSMENT AND DIFFERENTIATION.**	
i. PLANS FOR FORMATIVE AND SUMMATIVE ASSESSMENTS	*Formative and/or summative assessment on learning targets; Formative helps determine next steps in instruction; Self- and peer-assessment against exemplars/criteria; Student-developed criteria*
ii. PLANS FOR DIFFERENTIATION	*Differentiation based on student data; Considers learning experience, content, process, product*

DOMAIN 2: CLASSROOM ENVIRONMENT. The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.

How does your classroom promote a culture of learning? **Indicator 2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS.**	
i. CREATES A SAFE LEARNING ENVIRONMENT	*Physical environment and classroom culture support positive social and personal skills; Develop positive teacher-student relationships*
ii. ESTABLISHES A CULTURE OF LEARNING	*Engagement in complex cognitive tasks shows enthusiasm and effort; Students construct own knowledge; High expectations for all*
iii. CREATES A CULTURE OF PERSISTENCE	*Students and teacher take responsibility for achieving learning targets; Support so students persevere*
How do you manage your classroom? **Indicator 2B: ESTABLISHES AND MAINTAINS CLEAR EXPECTATIONS FOR CLASSROOM AND BEHAVIOR MANAGEMENT.**	
i. ESTABLISHES AND MAINTAINS CLASSROOM ROUTINES AND PROCEDURES	*Teacher and students set clear expectations for procedures, transitions, time on task*
ii. MONITORS AND PROVIDES FEEDBACK ON STUDENT BEHAVIOR	*Behavior feedback is constructive and timely; Positive behavior is acknowledged; Approaches to behavior are preventative, respectful to individual needs; Student responsibility for monitoring their own and peers' behavior*

DOMAIN 3: CLASSROOM INSTRUCTION. The teacher engages students in learning and utilizes instructional strategies that help students understand content.

How do you communicate content to students? **Indicator 3A: COMMUNICATES LEARNING TARGETS AND CONTENT CLEARLY AND EFFECTIVELY.**	
i. USES CONTENT KNOWLEDGE TO PROMOTE LEARNING	*Emphasizes use and acquisition of concepts and skills, connections to other content and interdisciplinary learning; Content knowledge is culturally and contextually relevant and contributes to understanding and engagement; Appropriate use of arts-specific vocabulary*
ii. COMMUNICATES LEARNING TARGETS AND CONTENT	*Explanations are creative and connected to prior knowledge; Students explain content to peers; Directions are clear; Students may develop procedures when appropriate*
What strategies do you use to engage students and promote their ownership of learning? **Indicator 3B: FACILITATES ACTIVITIES AND DISCUSSIONS THAT PROMOTE HIGH COGNITIVE ENGAGEMENT.**	
i. USES INSTRUCTIONAL STRATEGIES TO ENGAGE STUDENTS IN LEARNING	*Instructional strategies engage students in rigorous and relevant learning, higher level thinking, inquiry; Provide options and choice; Differentiation in instruction and activities; Multiple opportunities to practice, apply, show learning*
ii. USES QUESTIONING AND DISCUSSION TECHNIQUES	*Range of questions; Discussions elicit evidence of cognitive engagement; Addresses mistakes; All students accountable to answer questions; Fosters discussions where students initiate, participate, lead*
iii. USES APPROPRIATE PACING AND STRUCTURE	*Lesson structure and pacing support lesson goals; Opportunities for engagement and reflection; All have opportunities to experience success throughout lesson*
How do you utilize student data to advance each student's learning? **Indicator 3C: USES VARIED ASSESSMENT TECHNIQUES TO ADVANCE STUDENT LEARNING.**	
i. USES FORMATIVE ASSESSMENTS TO INFORM INSTRUCTION	*Uses formative assessment to monitor learning and adjust instruction*
ii. PROVIDES FEEDBACK TO ADVANCE LEARNING	*Teacher feedback is timely and promotes higher level thinking; Peer feedback promotes learning*
iii. PROMOTES STUDENT SELF-ASSESSMENT	*Students monitor own work against established norms; Opportunities for ongoing revisions*

DOMAIN 4: PROFESSIONALISM. The teacher participates in on-going professional development activities and collaboration with colleagues and families to advance learning for teachers and students.

How do you reflect on your teaching? **Indicator 4A: REFLECTS ON TEACHING PRACTICE.**	
i. USES SELF-REFLECTION TO IMPROVE INSTRUCTION	*Assesses own effectiveness using student data; Identifies areas of strength, areas for growth*
ii. USES FEEDBACK TO IMPROVE INSTRUCTION	*Seeks feedback from colleagues, administration, families, students, professional literature*
iii. PLANS FOR PROFESSIONAL GROWTH	*Uses reflection and feedback to plan and implement action plan in professional growth*
How do you continue to improve your practice? **Indicator 4B: ENGAGES IN PROFESSIONAL DEVELOPMENT.**	
i. PARTICIPATES IN PROFESSIONAL DEVELOPMENT	*Engages in relevant professional learning that results in increased achievement*
ii. COLLABORATES WITH COLLEAGUES REGARDING STUDENT LEARNING	*Collaborates to increase learning;: analyze data, set goals, design common assessments, analyze work*
iii. CONTRIBUTES TO SCHOOL AND DISTRICT CULTURE OF LEARNING	*Contributes to school, district, community culture of learning*
How do you conduct yourself as a professional? **Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.**	
i. ADHERES TO STANDARDS OF ETHICAL CONDUCT	*Models high standards of professional ethical conduct*
ii. MAINTAINS ACCURATE RECORDS	*Record system is accurate, complete, timely, and consistent*
iii. COMPLETES TASKS IN AN ORGANIZED AND EFFICIENT MANNER	*Required and/or routine tasks completed in efficient, organized way*
iv. COMMUNICATES WITH FAMILIES	*Initiates positive, appropriate, 2-way interaction with families*
v. UNDERSTANDS THE CULTURAL AND LINGUISTIC BACKGROUNDS OF STUDENTS, THEIR FAMILIES AND THE COMMUNITY	*Seeks/leads experiences to understand students' home language and culture, adapts instruction based on this*

DOMAIN 1: PLANNING AND PREPARATION. The teacher develops an effective instructional sequence.

What will you teach?
Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.

i. PLANS UNITS AND LESSONS EFFECTIVELY: Planning is thorough, consistent; Builds on prior knowledge and experience

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- ☐ Lesson plan archive or rehearsal log is detailed and up-to-date
- ☐ Lesson plan template is used (such as local one, Understanding by Design, or essential questions)
- ☐ Lesson plan articulates alignment to prior learning and sets up for the next lesson/unit
- ☐ Planning addresses differentiation of levels of student abilities or accommodations
- ☐ Planning articulates school, district, state, national music standards and/or district goals
- ☐ Planning includes preparation such as score study or practicing parts/accompaniment
- ☐ Planning displays and/or discusses student learning outcomes using music vocabulary

Comments:

What will you teach?
Indicator 1A: ALIGNS LEARNING TARGETS WITH STANDARDS AND STUDENT DATA TO INFORM PLANNING.

II. SELECTS LEARNING TARGETS AND ACTIVITIES: Learning targets are stated in terms of student learning, aligned with learning activities, connect to MN standards, and show different types of learning; Learning activities have a variety of opportunities

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- ☐ Learning targets are based on school, district, state, or national music standards, and focused in artistic process: create, perform, respond, connect
- ☐ Lesson plan has learning targets written with age appropriate music vocabulary
- ☐ Planning includes selecting appropriate tasks and/or repertoire aligned to the learning target
- ☐ Rehearsal plan identifies the musical skills and/or concepts and knowledge students will learn, improve and/or master in a given piece of music
- ☐ Learning activities include a variety of opportunities for students
- ☐ Planning shows variety in the study of music genres
- ☐ Planning identifies exemplars to illustrate mastery of the musical skill or style
- ☐ Planning scaffolds lessons to allow for differentiation and a progression of challenge within the artistic process

Comments:

iii. APPLIES CONTENT KNOWLEDGE AND UNDERSTANDING OF HOW STUDENTS LEARN: Teacher shows expertise in content and how students learn; Anticipates student misconceptions; Plans ways for students to assume responsibility

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- ☐ Planning shows depth of knowledge required of the standards and artistic process: create, perform, respond, connect
- ☐ Planning captures the scope of music by including multiple perspectives, dimensions, and ideas from the field
- ☐ Planning articulates music content and concepts using music vocabulary
- ☐ Planning translates standard educational theory into music-specific pedagogy and curriculum development
- ☐ Planning includes strategies and activities that are student-centered, supporting inquiry and construction of new musical knowledge
- ☐ Planning reflects strategies or activities that are culturally relevant and meaningful for students
- ☐ Planning considers multiple approaches to teaching objectives/learning targets
- ☐ Planning considers multiple methods of teaching the key concept such as:
  - Demonstration
  - Teacher or peer modeling
  - Non-verbal/gestures
  - Explanation
  - Peer collaboration
  - Manipulatives
  - Movement
- ☐ Planning adjusts curriculum and lesson activities to meet the developmental needs of students such as:
  - Small groups in Kindergarten may occur by splitting the class in half
  - Small groups in high school may involve 3-4 students per group
- ☐ Planning considers use of technology for demonstration, reinforcement, or student engagement
- ☐ Planning anticipates potential areas in the music where students may be challenged to demonstrate competence and/or mastery
- ☐ Planning considers ways for students to assume responsibility for their own learning

Comments:

iv. **USES STUDENT DATA TO INFORM PLANNING:** Learning targets and lesson design informed by data

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

☐ Planning uses school data such as student demographics, standardized assessments, and/or special education data to inform pedagogical choices and curriculum development

☐ Planning is informed by formative student data collected in previous lessons such as pre-assessments, exit slips, journaling, reflection, or interest surveys

☐ Planning is informed by student interest

☐ Planning includes intention to use formative assessment specific to music such as:
- *"I'm hearing many students are cutting the half note short…"*
- *"Tell me one thing you learned in class today"*
- Asking a student to demonstrate a specific rhythm or pitch

☐ Planning is informed by student work documented throughout the school year in a music portfolio

Comments:

Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.

---

i. DESIGNS COHERENT INSTRUCTION: Strategies/activities are well organized and support learning targets; Student construction of knowledge; Instructional grouping

---

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- ☐ Planning includes objectives/learning targets written with age appropriate and music-specific vocabulary
- ☐ Planning includes selecting appropriate tasks and repertoire aligned to the learning target
- ☐ Planning for rehearsals includes purposeful warm-ups that match learning target/rehearsal objective or promote skill development
- ☐ Planning scaffolds lessons to allow for differentiation and a progression of challenge within the artistic process: create, perform, respond, connect
- ☐ Planning includes determination of appropriate groupings to accomplish the learning target
- ☐ Planning includes strategies and activities that are student-centered, supporting inquiry and construction of new musical knowledge
- ☐ Planning shows variety in music genres and styles studied
- ☐ Planning identifies exemplars to illustrate mastery of music skills such as teacher modeling or audio/video examples
- ☐ Planning incorporates the result of score study such as deep familiarity of the work and/or understanding of technical challenges, the form, and historical or cultural context
- ☐ Planning includes assignments and activities that will allow students to make choices

---

Comments:

How will you teach the lesson?
Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.

ii. CREATES INTERDISCIPLINARY AND EXTENDED LEARNING EXPERIENCES: Connects to other subjects, integrates technology, reading, writing, and/or math; Extends learning to other subjects and community life

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- ☐ Planning includes vocabulary and/or concepts from non-music disciplines
- ☐ Planning includes composition or improvisation assignments based on non-music source material
- ☐ Planning includes music-specific reading activities such as song lyrics, critic reviews, practice plans, or rehearsal notes from the composer
- ☐ Planning includes music-specific writing activities such as prompts for reflections, artist statements, or program notes
- ☐ Planning incorporates music-related connections to science and health such as vocal health and hearing loss
- ☐ Planning incorporates the historical or cultural context of the music
- ☐ Planning incorporates masterworks as exemplars to illustrate the skill or art form
- ☐ Planning incorporates use of technology such as multi-disciplinary projects or creating a music video
- ☐ Planning recognizes the connection between art forms
- ☐ Planning reflects exemplars and experiences that are culturally relevant and meaningful for students
- ☐ Planning includes cultural experts in person, virtual visits/chats, or video/audio recordings
- ☐ Planning recognizes that music can be used to share personal feelings and/or emotions
- ☐ Planning recognizes the role of music in society, history, and culture
- ☐ Planning recognizes partnerships that bring in guest artists and/or facilitate music experiences in community venues
- ☐ Planning identifies ways the learning target can extend to student interactions with music outside of the school day
- ☐ Planning provides opportunities to showcase student work in community performances

Comments:

How will you teach the lesson?
Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.

iii. USES AVAILABLE RESOURCES AND TECHNOLOGY: Variety and depth of resources; Technology to increase engagement and learning

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

☐ Planning includes music resources that respectfully portray various social, cultural, and historical contexts and are aligned to the learning target
☐ Planning recognizes community partnerships that support student learning such as musician residencies, professional performance venues, or professional music organizations
☐ Planning incorporates appropriate technology for demonstration, reinforcement, or student engagement
☐ Planning utilizes technology so students work as musicians do in creating, performing, and responding to music
☐ Planning utilizes multimedia resources to bring arts exemplars and experiences into full class instruction
☐ Planning utilizes available technology to document student work such as video recording, SmartMusic, music notation software, or digital portfolio
☐ Planning calls for available technology such as internet, video camera, iPad, SMART board, apps, podcast, blog, YouTube, social media, internet-based grading system, class website, so students may collaborate, document, monitor, and share their work

Comments:

Indicator 1B: USES CONTENT, RESOURCES AND STUDENT KNOWLEDGE TO DESIGN COHERENT INSTRUCTION.

iv. DESIGNS CULTURALLY RELEVANT INSTRUCTIONAL STRATEGIES: Activities and strategies informed by students' skills, interests, cultural backgrounds, language proficiency, exceptionalities

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- ☐ Planning includes activities to develop student-to-student and teacher-to-student relationships fundamental to engaging in music
- ☐ Planning of instructional strategies focuses on student assets, and is informed by student needs, language proficiency, and differences
- ☐ Planning is informed by student interests in popular culture and relevant community issues
- ☐ Planning incorporates music from multiple communities, genres, styles, perspectives, and geographic locations
- ☐ Planning includes connections to current music artists from various cultures and performing various styles or genres of music
- ☐ Planning utilizes students or community members to assist with the understanding of cultural practices related to artistic process: create, perform, respond, connect
- ☐ Planning includes activities to engage students in respectful portrayal of cultures or characters
- ☐ Planning incorporates teaching methods that are culturally relevant to the music studied such as using call and response or circle methods ("by ear") rather than notation
- ☐ Planning includes activities for students to discuss or critically analyze systems of power in music, the classroom, the school, district and/or society
- ☐ Planning shows encouragement of all students to perform to the best of their ability

Comments:

i.   PLANS FORMATIVE AND SUMMATIVE ASSESSMENTS: Formative and/or summative assessment on learning targets; Formative helps determine next steps in instruction; Self- and peer-assessment against exemplars/criteria; Student-developed criteria

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- ☐ Planning shows formative and/or summative assessment strategies that are aligned to learning targets
- ☐ Planning shows lesson or rehearsal plans are based on formative assessment in a previous class period
- ☐ Planning incorporates a variety of assessments that are both performance and verbal/written
- ☐ Planning shows intention of teacher feedback to the full class, small groups, and/or individuals
- ☐ Planning includes frequent opportunities to hear individuals and smaller groups/sections within the rehearsal
- ☐ Planning shows intention of peer-to-peer feedback
- ☐ Planning includes opportunities for students to develop criteria for evaluating their work in music
- ☐ Planning includes use of protocols to frame group discussions and feedback such as Critical Response, Descriptive Review, or Tuning Protocol
- ☐ Planning incorporates rubrics that are aligned with learning targets, and used as tools for self-assessment, peer-assessment, and/or formative and summative assessment
- ☐ Planning includes use of multimedia resources to collect student work
- ☐ Planning incorporates student reflection and self-assessment of their own creative process through verbal and/or journaling activities
- ☐ Planning shows opportunities to assist students in setting individual goals related to artistic process: create, perform, respond, connect

Comments:

ii. PLANS FOR DIFFERENTIATION: Differentiation based on student data; Considers learning experience, content, process, product

Teacher evidence could include various elements from artifacts and conversations, and today the checked statement(s) apply:

- ☐ Planning shows awareness of student IEPs and 504 plans and necessary accommodations
- ☐ Planning for differentiation is based on formative assessment data and knowledge of students
- ☐ Planning scaffolds lessons to allow for differentiation and a progression of challenge within the artistic process: create, perform, respond, connect
- ☐ Planning shows intention of providing one-to-one instruction, as needed, including what other students would be doing during this time such as:
  - Rehearsing or refining class material
  - Revising work based on feedback from the class or peers
  - Setting personal goals related to artistic process: create, perform, respond, connect
- ☐ Planning adjusts resources, roles, parts (1st trumpet vs. 3rd trumpet, melody vs. harmony) and strategies to challenge and support every student within the ensemble or large group such as:
  - Pairing students
  - Visual aids
  - Physical adaptations to the instrument or student environment
  - A hard copy of notes and/or vocabulary
  - Utilizing a class website
  - Adjusting the range of the part
  - Changing the instrumentation
  - Writing in letter names, fingerings, or counting/labels to rhythms rhythm patterns

Comments:

DOMAIN 2: CLASSROOM ENVIRONMENT. The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.

<table>
<tr><td colspan="2">

How does your classroom promote a culture of learning?
Indicator 2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS.

</td></tr>
<tr><td colspan="2">

i. CREATE A SAFE LEARNING ENVIRONMENT: Physical environment and classroom culture support positive social and personal skills; Develop positive teacher-student relationships

</td></tr>
<tr><td>

Teacher evidence could include various elements, and today the checked statement(s) apply:
- [ ] Maintains a physical space conducive to music learning—one that is clean and free of obstructions to prevent injuries or illness
- [ ] Nurtures positive relationships with all students in a variety of ways such as:
  - Greeting students at the door
  - Knowing student names and pronouncing them correctly
  - Acknowledging personal interests or information to develop rapport
  - Making a connection with each student each day
  - Incorporating music-focused community building activities
- [ ] Establishes a safe classroom community in a variety of ways such as:
  - Classroom expectations are clear
  - A seating chart is used
  - Protocols provide a safe way to share teacher and peer feedback
  - Community is safe for exploring, creating, and performing
  - Health and physical safety of music students is protected through practices such as adequate warm-ups, attention on good vocal health, hearing protection, attention to posture and technique to reduce muscle and tendon strain
- [ ] Models and leads students to develop respect for music from various cultures and times
- [ ] Models and leads students to be respectful of each others' unique contributions to the ensemble

</td><td>

Student evidence that may be observed today:
- [ ] Students greet teacher at the door
- [ ] Students willingly form small groups with any/all students
- [ ] Students respectfully participate in peer critiques and/or give feedback to the teacher
- [ ] Students are receptive to feedback
- [ ] Students follow classroom rules and expectations
- [ ] Students bring up non-musical topics important to them

</td></tr>
<tr><td colspan="2">

Comments:

</td></tr>
</table>

How does your classroom promote a culture of learning? **Indicator 2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS.**
ii. ESTABLISHES A CULTURE OF LEARNING: Engagement in complex cognitive tasks shows enthusiasm and effort; Students construct own knowledge; High expectations for all

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:

☐ Models life-long learning
☐ Displays music-focused information and materials around the room such as:
    • Word wall
    • Learning objectives
    • Deadlines
    • Posters, images
    • Calendar of community performances
☐ Articulates high expectations for all students
☐ Clearly communicates learning targets that are rigorous, appropriate for the age of the students, reflective of music standards, and attainable through careful scaffolding
☐ Allows for differentiation and a progression of challenge within the artistic process: create, perform, respond, connect
☐ Goes beyond remembering and understanding in learning activities to require higher level thinking such as analyzing, evaluating, and synthesizing
☐ Draws attention to attributes of growth mindset such as student focus, effective strategies, effort, improvement, and persistence in classroom work
	☐ Students enter and show readiness for class such as warming-up independently and sitting in the appropriate spot
	☐ Students reference prior knowledge
	☐ Students initiate learning opportunities such as projects
	☐ Students physically and verbally articulate what they are learning
	☐ Students demonstrate initiative when working independently or in small groups
	☐ Students work collaboratively
	☐ Students mentor peers through routines, class, compositions, performances
	☐ Students routinely reflect on their work in journaling, reflective statements, and/or against a rubric to plan next steps
	☐ Students confidently share their work with peers for feedback
	☐ Students show academic, behavioral, cognitive, and affective engagement in learning
	☐ Students adhere to deadlines

Comments:

How does your classroom promote a culture of learning?
Indicator 2A: CREATES A RESPECTFUL CLASSROOM CULTURE OF TRUST, SAFETY AND HIGH EXPECTATIONS.

iii. CREATES A CULTURE OF PERSISTENCE: Students and teacher take responsibility for achieving learning targets; Support so students persevere

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Draws attention to attributes of growth mindset such as student focus, exploration, effort, improvement, and persistence in classroom work ☐ Norms the process of ups and downs in learning such as: 　• Changing voice 　• Getting to the next level on an instrument ☐ Introduces strategies to persist such as peer-to-peer feedback, repetition, call and response ☐ Acknowledges teacher's own mistakes and describes mistakes or revisions as part of the learning process ☐ Models revision, practice, and persistence in teacher's own work ☐ Gives feedback that is timely, specific, descriptive, and in multiple formats so students know what they do well, what needs improvement, and how to improve ☐ Provides multiple opportunities for students to demonstrate understanding ☐ Gives encouragement to students in developing discipline and focus through performance, and to applying these habits into all aspects of music including rehearsal and performance ☐ Shares video examples and writings of professional musicians who have persevered	☐ Students articulate and/or demonstrate what they feel are the best elements of their work and what elements need refinement ☐ Students use informal moments or transitions between activities to rehearse or refine class material without the guidance of the teacher ☐ Students revise work based on feedback from the class, the teacher, or a peer ☐ Students create a practice journal ☐ Students set personal goals related to artistic process (create, perform, respond, connect) and show focus, effort, and persistence in meeting the goals ☐ Students develop rehearsal protocol and hold peers accountable to expectations

Comments:

How do you manage your classroom?   **Indicator 2B: ESTABLISHES AND MAINTAINS CLEAR EXPECTATIONS FOR CLASSROOM AND BEHAVIOR MANAGEMENT.**

i.   ESTABLISHES AND MAINTAINS CLASSROOM ROUTINES AND PROCEDURES: Teacher and students set clear expectations for procedures, transitions, time on task

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Establishes clear classroom procedures with students including what to do when not actively playing or singing ☐ Provides opportunities for students to contribute to the development of expectations for classroom behavior ☐ Uses a rehearsal routine that aligns with practices of musicians such as: • Sitting in assigned places • Getting instruments and music out • Assembling instruments • Removing gum • Warming up independently • Coming together to begin rehearsal ☐ Uses general/classroom music routines such as: • Sitting in assigned places (on the rug or on the risers) • Lining up at the end of class ☐ Uses non-verbal gestures to communicate with the ensemble or class ☐ Establishes and reinforces performer and audience etiquette ☐ Clearly articulates classroom procedures for recurring needs such as: • Making efficient and purposeful transitions • Re-teaching material from class to class • Giving feedback to students • Posting learning targets or objectives • Reflecting with exit slips ☐ Has materials, recordings, and other resources for the lesson readily available in the music room	☐ Students follow agreed upon classroom routines and articulate reasons for specific procedures ☐ Students bring their instrument and/or other specialized equipment to rehearsals/class ☐ Students know where to put their personal belongings and instrument case ☐ Students respond appropriately to non-verbal gestures ☐ Students conduct themselves in the music room with appropriate etiquette ☐ Students articulate their personal contribution and responsibility in group work or ensemble performances
Comments:	

ii. MONITORS AND PROVIDES FEEDBACK ON STUDENT BEHAVIOR: Behavior feedback is constructive and timely; Positive behavior is acknowledge; Approaches to behavior are preventative, respectful to individual needs; Student responsibility for monitoring their own and peers' behavior

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Models appropriate behavior criteria for individual and group work time	☐ Students recognize their personal contribution and responsibility in group performances
☐ Provides verbal and non-verbal feedback in a timely manner to reinforce positive behavior and/or redirect undesired behavior	☐ Students complete self-assessment on behavior
☐ Regularly engages students to reflect on their own behavior in the rehearsal or practice room	☐ Students engage in self-reflection and modify behavior appropriately
☐ Models independent practice and initiative to be able to meet performance expectations	☐ Students monitor each other's behavior using the established criteria co-created in class
☐ Establishes communication with families	☐ Students respond appropriately to feedback from teacher, class, or peer

Comments:

DOMAIN 3: CLASSROOM INSTRUCTION. The teacher engages students in learning and utilizes instructional strategies that help students understand content.

How do you communicate content to students?
Indicator 3A: COMMUNICATES LEARNING TARGETS AND CONTENT CLEARLY AND EFFECTIVELY.

i.   USES CONTENT KNOWLEDGE TO PROMOTE LEARNING: Emphasizes use of acquisition of concepts and skills, connections to other content and interdisciplinary learning; Content knowledge is culturally and contextually relevant and contributes to understanding and engagement; Appropriate use of arts-specific vocabulary

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Focuses music concepts and skills in artistic process: create, perform, respond, connect	☐ Students demonstrate concepts and terminology
☐ Plays or sings with students	☐ Students use music-specific vocabulary
☐ Uses music exemplars and experiences that are culturally relevant and meaningful for students	☐ Students use science and health terms related to music
☐ Makes music-related connections to science and health such as good vocal health, hearing loss, and/or posture and instrument placement.	☐ Students explain historical or cultural context of music
☐ Incorporates historical or cultural context of music	☐ Students create music based on non-music sources
☐ Incorporates the role of music in society, history, and culture	☐ Students connect current lesson with prior knowledge
☐ Makes connections between art forms	☐ Students articulate broad application of music outside of school
☐ Uses music-specific vocabulary in discussion and feedback	
☐ Promotes music as a means of communication, including sharing personal feelings and/or emotions	☐ Students write reflections about music or music performances
☐ Incorporates higher level thinking skills such as analyzing, evaluating, and synthesizing	☐ Students generate artist statements
☐ Uses multiple ways to demonstrate content such as physically, visually, interpersonally	
☐ Redirects or amends the lesson in the moment in response to students' questions or needs	
☐ Allows for artistic differences or multiple interpretations among students and time to build consensus	

Comments:

How do you communicate content to students?
Indicator 3A: COMMUNICATES LEARNING TARGETS AND CONTENT CLEARLY AND EFFECTIVELY.

ii. COMMUNICATES LEARNING TARGETS AND CONTENT: Explanations are creative and connected to prior knowledge; Students explain content to peers; Directions are clear; Students may develop procedures when appropriate

Teacher evidence could include various elements, and today the checked statement(s) apply:
- ☐ Uses age appropriate and music-specific vocabulary in learning targets
- ☐ Posts, communicates, restates, and reviews music-specific learning targets throughout the rehearsal or class
- ☐ Posts learning targets with rehearsal order (for ensembles)
- ☐ Connects learning target to repertoire or longer term goal such as a concert, or re-emphasizes learning target in subsequent activities (especially younger grades)
- ☐ Clearly articulates instructions for work as a full class, in small groups, and/or individually
- ☐ Models learning targets
- ☐ Relates musical sound to physical aspects of production such as breathing, movement, posture, arm or hand placement
- ☐ Plays or sings with students

Student evidence that may be observed today:
- ☐ Students are able to articulate and/or demonstrate learning targets
- ☐ Students are able to follow instructions with minimal confusion
- ☐ Students respond accordingly to non-verbal conducting gestures
- ☐ Students articulate their personal contributions to music class
- ☐ Students participate in feedback protocols
- ☐ Students write artist statements that reflect the learning targets

Comments:

What strategies do you use to engage students and promote their ownership of learning?
Indicator 3B: FACILITATES ACTIVITIES AND DISCUSSIONS THAT PROMOTE HIGH COGNITIVE ENGAGEMENT.

i. USES INSTRUCTIONAL STRATEGIES TO ENGAGE STUDENTS LEARNING: Instructional strategies engage students in rigorous and relevant learning, higher level thinking, inquiry; Provide options and choice; Differentiation in instruction and activities; Multiple opportunities to practice apply, show learning

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:

☐ Engages students in artistic process: create, perform, respond, connect
☐ Incorporates higher level thinking skills such as analyzing, evaluating, and synthesizing
☐ Uses multiple approaches to teach the objectives/learning targets
☐ Works toward the development of students' music literacy skills (students' ability to decode music notation or audio examples independently)
☐ Uses instructional strategies that engage students in rigorous music learning such as:
  • Direct instruction
  • Modeling by peers and/or teacher
  • Thinking routines
  • Visual Thinking Strategies
  • Predicting
  • Graphic organizers
  • Think-pair-share or work with elbow partners
  • Exit slips
☐ Uses instructional strategies that support differentiated learning in music such as:
  • Student choice
  • Learning centers
  • Goal setting
  • Individual conferencing
☐ Structures learning so it may be done as a full class, in small groups, and/or independently
☐ Engages all students in the ensemble in learning, even when working directly with just a section or small group
☐ Incorporates practice journals or other means for students to reflect on their individual work outside of class
☐ Uses instructional strategies or activities that are culturally relevant and meaningful for students
☐ Uses visual and/or auditory aids to support movement concepts
☐ Includes community building activities as part of lesson activities
☐ Uses feedback or peer feedback protocols to engage students in learning
	☐ Students self-assess own performance with suggestions for improvement
	☐ Students share ideas within group discussions
	☐ Students are able to recognize their own progress towards the learning target
	☐ Students participate in community building activities
	☐ Students show academic, behavioral, cognitive, and affective engagement in learning
	☐ Students show their learning in various ways and through multiple opportunities
	☐ Students reflect on their own thinking
	☐ Students are engaged in rigorous, higher level thinking

Comments:

What strategies do you use to engage students and promote their ownership of learning?
Indicator 3B: FACILITATES ACTIVITIES AND DISCUSSIONS THAT PROMOTE HIGH COGNITIVE ENGAGEMENT.

ii. USES QUESTIONING AND DISCUSSION TECHNIQUES: Range of questions; Discussions elicit evidence of cognitive engagement; Addresses mistakes; All students accountable to answer questions; Fosters discussions where students initiate, participate, lead

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Creates a safe space for students to ask questions
- ☐ Creates protocols to engage students in discussion so they know how and when to contribute, such as chalk talk, role playing, circle of viewpoints, "*I used to think… now I think*," and headlines
- ☐ Uses artistic protocols such as Critical Response or Visual Thinking Strategies as a basis for small group and/or full class discussions
- ☐ Poses discussion questions to individuals or small groups about composer or performer intent
- ☐ Uses a variety of questioning strategies such as:
  - Open-ended questions
  - Questions with more than one answer, or unknown answers
  - Encouraging students to add to a previous response
  - Asking follow-up questions to expand on a previous comment
- ☐ Uses strategies that engage all students in answering questions focused on the respond artistic process such as think-pair-share, elbow partners, padlet.com, KWL, reflection, choice, peer collaboration, small group work
- ☐ Models metacognition/reflective practice for students
- ☐ Addresses mistakes in ways that help students maintain self-confidence

Student evidence that may be observed today:

- ☐ Students participate in feedback protocols and critique peer progress
- ☐ Students listen and respond to peer questions
- ☐ Students ask clarifying questions
- ☐ Students use evidence or personal experience to justify answers
- ☐ Students lead discussions

Comments:

What strategies do you use to engage students and promote their ownership of learning?
Indicator 3B: FACILITATES ACTIVITIES AND DISCUSSIONS THAT PROMOTE HIGH COGNITIVE ENGAGEMENT.

iii. USES APPROPRIATE PACING AND STRUCTURE: Lesson structure and pacing support lesson goals; Opportunities for engagement and reflection; All have opportunities to experience success throughout lesson

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Clearly establishes class deadlines and adjusts as needed	☐ Students adhere to deadlines
☐ Models overall rehearsal pacing and structure after the work of practicing musicians with components such as warm-up, technical development, application, reflection and feedback, timeline for presentation	☐ Students can explain the overall structure or routine of the class
☐ Balances large group and section focus during the rehearsal or class	☐ Students participate in warm-up activities
☐ Designs curriculum to protect the safety of participants such as warm-up, vocal health, posture and instrument placement.	☐ Students use informal moments or transitions between activities to review their individual music part without the guidance of the teacher
☐ Assesses student nonverbal behavior to determine the pace of class	
☐ Balances repetition of a specific skill or learning target with incorporating that learning into a larger work	
☐ Assists students in setting individual goals and timelines related to artistic process: create, perform, respond, connect	☐ Students ask for additional time to practice or rehearse, or request additional work on a skill or section of music
☐ Allows for differentiation and a progression of challenge within the artistic process: create, perform, respond, connect	
☐ Reflects on the habits and pacing of instruction and adjusts as needed	

Comments:

How do you utilize student data to advance each student's learning?
Indicator 3C: USES VARIED ASSESSMENT TECHNIQUES TO ADVANCE STUDENT LEARNING.

i. USES FORMATIVE ASSESSMENTS TO INFORM INSTRUCTION: Uses formative assessment to monitor learning and adjust instruction

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Gathers formative data on student work in artistic process (create, perform, respond, connect) using strategies such as observation, exit slips, or audio or video recording ☐ Uses data from student work, process journals, class discussions, or reflections to plan subsequent classes ☐ Ensures that all students respond so formative assessment reflect class understanding rather than one or a few students ☐ Makes adjustments during the class based on individual or class data	☐ Students participate in formative assessment activities such as class discussion, feedback protocols, short performances, or self-assessments

Comments:

How do you utilize student data to advance each student's learning?
Indicator 3C: USES VARIED ASSESSMENT TECHNIQUES TO ADVANCE STUDENT LEARNING.

ii. PROVIDES FEEDBACK TO ADVANCE LEARNING: Teacher feedback is timely and promotes higher level thinking; Peer feedback promotes learning

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Provides whole group feedback in class, both verbal and nonverbal ☐ Provides timely verbal and written feedback on performance to individual students within the large ensemble setting ☐ Provides timely, descriptive feedback to individual students to inform next steps in their work ☐ Leads collaborative formative reflection and evaluation of individual/group performance towards next steps in preparation for performance ☐ Plans opportunities for peer feedback within structured parameters ☐ Facilitates a conversation using Warm and Cool Feedback Protocol	☐ Students make changes in response to verbal or nonverbal feedback ☐ Students adjust performance in the moment based on feedback ☐ Students adjust creative practice both in the moment and as part of the revision process ☐ Students participate in feedback protocols

Comments:

How do you utilize student data to advance each student's learning?
Indicator 3C: USES VARIED ASSESSMENT TECHNIQUES TO ADVANCE STUDENT LEARNING.

iii. PROMOTES STUDENT SELF-ASSESSMENT: Students monitor own work against established criteria; Opportunities for ongoing revisions

Teacher evidence could include various elements, and today the checked statement(s) apply:	Student evidence that may be observed today:
☐ Promotes a culture of continuous refinement in the creation or performance of music	☐ Students participate in self-assessment
☐ Promotes a culture where individuals routinely critique, form opinions, and interpret meaning in music	☐ Students contribute criteria for self-assessment activities
☐ Promotes individual and collaborative reflection on summative performances/work and carrying them forward to future performances/work	☐ Students self-assess on competency or mastery of skills and ability to communicate musical meaning
☐ Supports students in setting individual goals and timelines related to artistic process: create, perform, respond, connect	☐ Students articulate and/or demonstrate what they feel are the best elements of their music and what elements need refinement
☐ Provides opportunities for students to self-assess using technology tools and practice rooms with recording capabilities	
☐ Utilizes student self-assessment activities such as video with accompanying self-assessment rubric or artist statement	
☐ Introduces a variety of student self-assessment opportunities to acknowledge student ability or level	
☐ Provides one or more exemplars for students to reference in formative self-assessment	
☐ Encourages students to develop criteria for assessment	
☐ Provides the summative checklist or rubric for students to use in formative self-assessment at various milestones towards completion of the work	
☐ Allocates time and space for students to revise their work based on feedback prior to final performance	
☐ Encourages each student to keep a journal and reflect on their work in rehearsals, lessons, or independent practice	
☐ Collects student data and provides opportunities for students to analyze it and discover their own progress	

Comments:

DOMAIN 4: PROFESSIONALISM. The teacher participates in on-going professional development activities and collaboration with colleagues and families to advance learning for teachers and students.

How do you reflect on your teaching?
Indicator 4A: REFLECTS ON TEACHING PRACTICE.

i. USES SELF-REFLECTION TO IMPROVE INSTRUCTION: Assesses own effectiveness using student data; Identifies areas of strength, areas for growth

Teacher evidence could include various elements, and today the checked statement(s) apply:
- ☐ Reflects on video of the lesson/rehearsal and/or student artifacts such as journals, performances, critiques, and data to assess personal effectiveness and modifies instruction as needed
- ☐ Studies recordings of rehearsals to reflect on *"What went well?"*, *"Where do students need more work?"* and *"How can I help that?"*
- ☐ Keeps rehearsal notes including score/music markings to support reflection and future planning
- ☐ Examines student homework or testing data to inform future planning
- ☐ Is mindful of personal aesthetics and how this influences or impacts pedagogy, curriculum, activities
- ☐ Understands their own relationship to student success
- ☐ Identifies areas of strength in teaching, identifies areas needing improvement in teaching, and sets personal goals for professional growth
- ☐ Analyzes own gaps in ability, knowledge, skills, and interests as they relate to teaching music

Comments:

How do you reflect on your teaching?
Indicator 4A: REFLECTS ON TEACHING PRACTICE.

ii. USES FEEDBACK TO IMPROVE INSTRUCTION: Seeks feedback from colleagues, administration, families, students, professional literature

Teacher evidence could include various elements, and today the checked statement(s) apply:
- ☐ Solicits feedback from students to reflect on teaching effectiveness
- ☐ Incorporates post-concert discussion and reflection
- ☐ Uses best practices shared by colleagues in music-specific Professional Learning Communities
- ☐ Reflects on feedback of community members related to student performances
- ☐ Administers student and family surveys
- ☐ Seeks feedback from professional colleagues, school administration, or community organizations

Comments:

How do you reflect on your teaching?
Indicator 4A: REFLECTS ON TEACHING PRACTICE.

iii. PLANS FOR PROFESSIONAL GROWTH: Uses reflection and feedback to plan and implement action plan in professional growth

Teacher evidence could include various elements, and today the checked statement(s) apply:
- ☐ Reflects on strengths and weaknesses in students' artistic process (create, perform, respond, connect) and uses information to create an action plan for personal professional growth
- ☐ Uses feedback from colleagues, administrators, students, and/or families to create an action plan for professional growth
- ☐ Reads and reflects on information in a personalized learning network such as professional journals, observing another teacher, master classes, and symposia to plan for professional growth

Comments:

How do you continue to improve your practice?
Indicator 4B: ENGAGES IN PROFESSIONAL DEVELOPMENT.

i. PARTICIPATES IN PROFESSIONAL GROWTH: Engages in relevant professional learning that results in increased achievement

Teacher evidence could include various elements, and today the checked statement(s) apply:
- ☐ Engages in musical pursuits outside of school
- ☐ Seeks out appropriate resources for professional development
- ☐ Is knowledgeable about the local, state, regional, national, and/or international professional music education community
- ☐ Learns from guest artists-in-residence
- ☐ Participates in professional music education organizations
- ☐ Engages in workshops and other opportunities sponsored by professional music or music education organizations
- ☐ Attends or participates in performance opportunities in the community
- ☐ Participates in a music Professional Learning Community (PLC) or Q Comp
- ☐ Engages in cross-content experiences and connects learning to teaching practice
- ☐ Implements practices gained in ongoing professional development with positive results for increased student learning
- ☐ Attends staff meetings
- ☐ Participates in building and district professional development

Comments:

ii. COLLABORATES WITH COLLEAGUES REGARDING STUDENT LEARNING: Collaborates to increase learning by analyzing data, setting goals, designing common assessments, and analyzing work

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Engages in a Professional Learning Community (PLC) of music educators to assess, analyze, share best practices, and monitor growth in students' achievement
- ☐ Reaches beyond a school-based PLC to work with music educators across the district or across music disciplines
- ☐ Collaborates with teachers in other content areas to develop an interdisciplinary or arts integrated unit
- ☐ Recognizes positive gains in student achievement as a result of collaboration with colleagues or community
- ☐ Works as part of an artistic team and with students to produce public performance
- ☐ Examines student data with colleagues to determine future programming
- ☐ Collaborates with teachers outside the discipline to support student success
- ☐ Participates in IEP meetings when appropriate
- ☐ Participates in conversations about individual students in broader planning for the department and/or the school

Comments:

---

iii. CONTRIBUTES TO SCHOOL AND DISTRICT CULTURE OF LEARNING: Contributes to school, district, community culture of learning

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Contributes to the overall school community beyond the music classroom by participating in school-wide activities
- ☐ Seeks to build connections with colleagues across the school
- ☐ Takes a leadership role in the school through mentoring, curriculum writing, or serving on committees such as scheduling, staff development or equity team
- ☐ Connects with building colleagues in other areas to identify mutual challenges and solutions
- ☐ Serves on district-level committees, including ones focused in music
- ☐ Contributes to district or school-wide initiatives such as a showcase concert
- ☐ Describes and advocates for the whole child; for the unique characteristics of learning in an arts classroom
- ☐ Participates in PLC or Q Comp program
- ☐ Attends student performances outside of school activities

Comments:

How do you conduct yourself as a professional?	
Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.	

i. ADHERES TO STANDARDS OF ETHICAL CONDUCT: Models high standards of professional, ethical conduct

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Models and discusses adherence to copyright laws
- ☐ Follows school/district protocols for video recording public performances including media release, broadcast royalty
- ☐ Does not allow students to plagiarize music from internet sources such as YouTube
- ☐ Outlines in course syllabi consequences for violating school policies such as academic honesty or plagiarism
- ☐ Gathers deadlines from school district, area festivals, Minnesota State High School League (MSHSL) calendar and honors opportunities to incorporate into annual planning
- ☐ Supports Minnesota State High School League eligibility rules for all students
- ☐ Works with other arts educators and school staff to define the performance calendar and use of facilities with appropriate lead time
- ☐ Works with school personnel to resolve issues for students when a performance overlaps with another activity such as an athletic event
- ☐ Applies behavior expectations consistently to each student in a way that minimizes or eliminates bias
- ☐ Refers student concerns to appropriate school staff such as guidance counselor, social worker, or mental health case worker
- ☐ Reports issues of misconduct to appropriate school authorities
- ☐ Complies with mandatory reporting
- ☐ Follows data privacy laws
- ☐ Develops and shares grading rubrics with stakeholders to ensure transparency

Comments:

How do you conduct yourself as a professional?
Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.

ii. MAINTAINS ACCURATE RECORDS: Record system is accurate, complete, timely, and consistent

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Has a defined method of tracking equipment rentals, student accounts, permission forms and other student specific information that is beyond instructional assignments and feedback
- ☐ Maintains accurate records of school equipment and resources used in music such as musical instruments, music library, specialized technology, microphones, and lighting
- ☐ Maintains up-to-date department budget and student fundraising/activity accounts, and abides by district protocols for handling funds
- ☐ Documents and tracks observations of student work
- ☐ Keeps a portfolio of individual student performances to share with students
- ☐ Takes attendance in a timely manner
- ☐ Maintains internet-based grading system in a timely manner
- ☐ Documents communication with stakeholders
- ☐ Maintains a classroom website with up-to-date information
- ☐ Documents and reports student concerns to administration in a timely manner

Comments:

How do you conduct yourself as a professional?
Indicator 4C: MAINTAINS PROFESSIONAL RESPONSIBILITIES AND COMMUNICATES WITH FAMILIES.

iii. COMPLETES TASKS IN AN ORGANIZED AND EFFICIENT MANNER: Required and/or routine tasks completed in efficient, organized way

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Develops and maintains a check-out system for students to borrow school resources such as printed music and CDs
- ☐ Follows the field trip policy and procedures when planning field trips or performances in the community
- ☐ Respects general school deadlines, as well as additional deadlines in arts-related planning such as purchasing of resources or equipment, securing performance calendar dates, or paying guest artists
- ☐ Shares deadline information with students and parents in a timely manner, with reminders
- ☐ Submits lesson plans or curriculum map to relevant district administration
- ☐ Arrives prepared for class with appropriate materials, equipment, music
- ☐ Is prepared for parent-teacher conferences
- ☐ Creates a volunteer list for public performances
- ☐ Creates a checklist for public performance preparation and closure
- ☐ Develops a policy for make-up work that is in line with school expectations
- ☐ Uses online resources such as Google Docs to maintain records and organize class data

Comments:

iv. COMMUNICATES WITH FAMILIES: Initiates positive, appropriate, two-way interaction with families

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Reaches out to families using multiple methods such as phone, mail, email, parent meetings, and district resources/translators to reach families whose primary language isn't English
- ☐ Maintains a classroom website with current information
- ☐ Maintains the internet-based grading system in a timely manner
- ☐ Provides a course syllabus as appropriate
- ☐ Provides specific musical feedback to parents when asked about student placement
- ☐ Sends a letter of introduction to families at the beginning of the year
- ☐ Disseminates information about student performances multiple times, in various formats, and in a timely manner
- ☐ Interacts with parents at public performances
- ☐ Works with a parent booster/advisory group to engage families in the music program
- ☐ Engages family/parent volunteers for needs such as ushering at performances or chaperoning field trips
- ☐ Attends parent meetings such as PTO, graduation committee, family nights, community nights
- ☐ Documents communication with stakeholders such as personal notes, email messages, voicemail

Comments:

v. UNDERSTANDS THE CULTURAL AND LINGUISTIC BACKGROUNDS OF STUDENTS, THEIR FAMILIES AND THE COMMUNITY: Seeks/leads experiences to understand students' home language and culture; adapts instruction based on this

Teacher evidence could include various elements, and today the checked statement(s) apply:

- ☐ Seeks to understand students' culture and how it intersects with their work in music such as limits on music-making
- ☐ Invites culture bearers (students or community members) to assist with pronunciation or understanding of music, text, literature, cultural practices
- ☐ Adjusts pedagogy to accommodate the language and culture needs of the classroom
- ☐ Participates in professional development in areas such as LGBTQ, trauma-informed, immigrant communities, or academic equity to better understand and support all students
- ☐ Schedules concerts and other meetings in a way that considers all families' needs such as cultural and religious holidays, or transportation challenges
- ☐ Defines performance dress code to be inclusive of all students' cultural, religious, and personal identities
- ☐ Uses inclusive language in the classroom
- ☐ Provides opportunities for students to experience music from various cultures through artistic process: create, perform, respond, connect
- ☐ Includes community-building activities to develop student rapport
- ☐ Incorporates visual imagery in the classroom reflecting student identity and demographics
- ☐ Accommodates family schedules such as rescheduling conferences or planning matinee performances

Comments: