|  |  |
| --- | --- |
| Planning | 1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. |
| 1.1: Addresses more than one standard in a lesson (i.e. Creating, Performing, Refining, and Connecting.) Uses a checklist to plan lessons; Lists multiple standards in lesson plan.  1.2: Uses Essential Questions (Driving Questions); Higher Order Thinking Skills: Music Improvisation and Student musical creativity/choices.  1.3: Relates music to other subject areas, referring back to previous music lessons to prepare for new material. Connects standard based content to students’ personal experiences and real-life music preferences (i.e. media – radio, television, internet.)  1.4: Demonstrates knowledge of musical concepts (i.e. rhythm, melody, history, musicians, styles, etc.) in order to enrich the curriculum, being aware of new musical trends related to student interest (i.e. popular music, movies, etc.)  1.5: Uses a variety of pedagogical methods such as Kodaly and Orff. Attends workshops and conferences (GMEA) in order to stay current with research and methods.  1.6: Sets high expectations, and even enriches the curriculum through singing, playing, reading, composing and moving  1.7: Uses the standards to inform instruction per grade level. Uses knowledge of previous lessons and previous grade levels’ curriculum to inform instruction. |
| 2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. |
| 2.1: Uses diagnostic, formative, and summative assessments to inform future instruction.  2.2: Creates lesson plans and unit plans based on musical concepts addressed in the standards (i.e. Singing, Playing, Reading, Writing and Moving.)  2.3: Creates a year-long and unit-long scope and sequence plan for each grade level based on curriculum.  2.4: Differentiates instruction based on student needs, learning styles, or musical abilities.  2.5: Uses standard-based checklists while planning lessons.  2.6: Plans unit plans and daily lesson plans for each grade level and subject. Adjusts daily lesson plans based on needs or abilities of students (remediation and enrichment), different rates of completion per class, and days missed (holidays, workdays) that interrupt the weekly schedule. |
| Instructional Delivery | 3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills. |
| 3.1: Offers a variety of musical experiences within one lesson (Singing, Playing, Reading, Writing and Moving.)  3.2: Uses knowledge of previous lessons and previous grade levels’ curriculum to inform instruction.  3.3: Refers to essential question (driving question) throughout the lesson to relate music activities (Singing, Playing, Reading, Writing and Moving) back to the lesson goal.  3.4: Uses a variety of pedagogical methods such as Kodaly and Orff; Attends workshops and conferences (GMEA) in order to stay current with research and methods.  3.5: Uses music software (Finale, Quaver), presentations (Prezi, Promethean flip charts), web-based content, and other interactive technologies to enrich lessons.  3.6: Develops a systematic, logical and sequential plan to present material clearly; Uses informal and formal assessments (through Singing, Playing, Reading, Writing, Moving and written assessments) to check for student understanding.  3.7: Uses Essential Question. Includes Higher Order Thinking Skills in lessons. Gives students music improvisation and student musical creativity/choices.  3.8: Is aware of new musical trends related to student interest (i.e. popular music, movies, etc..) Relates music to other subject areas |
| 4. Differentiated Instruction: The teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences. |
| 4.1: Differentiates instruction based on student needs and musical abilities. Offers a variety of activities with varying degrees of difficulty. Offers various music activities based on the different learning styles of students (multiple intelligences.)  4.2: Adjusts daily lesson plans based on needs or abilities of students, remediation (more time to practice a music concept, e.g. simplified activities, instrumental/singing parts, modeling, peer helpers), enrichment (creating more challenging musical opportunities, e.g. harder instrumental/singing parts, more difficult rhythms/melodies, being a peer leader, etc.), different rates of completion per class, and days missed (holidays, workdays) that interrupt the weekly schedule  4.3: Groups students based on musical abilities into different instrumental/singing parts (easier parts for remediation, challenging parts for enrichment.) Uses peer leaders/helpers. Pair and Share. Small group activities for remediation/enrichment.  4.4: Uses diagnostic assessments to inform individual students’ musical needs and abilities (Singing, Playing, Reading, Writing and Moving.) Uses informal and formal formative assessments to check student learning and adjust daily lesson and unit plans. Uses summative assessments to check for student learning/performance accomplishments at the end of a unit and to plan for remediation if necessary.  4.5: Uses Essential Question (Driving Question.) Includes Higher Order Thinking Skills in lessons. Gives students music improvisation and student musical creativity/choices.  4.6: Sets high expectations for students of all abilities (Singing, Playing, Reading, Writing and Moving.) |
| Assessment of and for Learning | 5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population. |
| 5.1: Develops and administers diagnostic, formative and summative assessments based on performance standards (Singing, Playing, Reading, Writing and Moving.)  5.2: Allows students to make their own choices within a musical activity (i.e. choosing what instrument to play, composing songs, etc.) Student self-evaluate and self-monitor their individual performance (using rubrics, discussion, reflection.)  5.3: Uses IEPs to modify assessments as necessary. Collaborates with Special Education teachers to make appropriate adjustments of assessments based on student needs.  5.4: Uses informal music assessment strategies such as informal performances (singing, playing and reading aloud), vocabulary checks, thumbs up, higher order thinking questions, rubrics, flashcards, and Quaver activities in order to check for student understanding/mastery of concepts. Uses formal music assessments such as unit tests, written rubrics, and formal performance evaluations in order to check for student understanding and mastery of concepts.  5.5: Gives students final grades based on participation and performance at the end of each lesson, unit, and semester.  5.6: Develops assessments that correspond to students’ developmental levels (grade level, special needs, level of understanding topic.)  5.7: Collaborates with other music teachers within one school or a PLC in order to share best practices in assessing and to compare data. Collaborates with Special Education and classroom teachers to make appropriate adjustments to assessments based on student needs. |
| 6. Assessment Use: The teacher systematically gathers, analyzes, and uses data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to students and parents. |
| 6.1: Uses formal and informal diagnostic assessments at the beginning of each lesson and unit. Uses the data to inform instruction (differentiation, remediation, enrichment, acceleration.) Uses diagnostic assessments to gather data to compare to the summative assessment and measure student growth within a unit or throughout the year.  6.2: Uses informal music assessment strategies such as informal performances (singing, playing and reading aloud), vocabulary checks, thumbs up, questions, rubrics, flashcards, and Quaver activities to check for student understanding and mastery of concepts. Uses formal music assessments such as unit tests, written rubrics, and formal performances to check for student understanding and mastery of concepts.  6.3: Uses informal and formal formative assessments to check student learning and adjust daily lesson and unit plans. Uses summative assessments to check for student learning / performance accomplishments at the end of a unit and to plan for remediation if necessary.  6.4: Compares diagnostic assessment results to formative assessment results to inform/adjust instruction.  6.5: Uses report cards for grade comments. Returns and reviews student work/assessments once graded. Compares common assessment results with other music teachers to share successful and plan for adjustments.  6.6: Verbalizes feedback specific to music standards and performance. Gives written feedback on formal assessments.  6.7: Asks students to develop strategies on how to self-monitor and self-assess individual performance (Singing, Playing, Reading, Writing and Moving.) |
| Learning Environment | 7. Positive Learning Environment: The teacher provides a well-manages, safe, and orderly environment that is conductive to learning and encourages respect for all. |
| 7.1: Takes away an instrument from a student who is playing without permission or abusing equipment.  7.2: Has a behavior system in place. Discusses rules and expectations at the beginning of the year and continues using and reinforcing those routines throughout the year.  7.3: Has a positive attitude. Models musicianship.  7.4: Reinforces the idea of a music ensemble and the importance of cooperation as a musician.  7.5: Uses music from a variety of cultures.  7.6: Lets students make musical choices based on interest. Lets students have input in lesson activities. Lets students relate personal experiences to content being discussed in lesson.  7.7: Displays posters with musical content. Displays instruments.  7.8: Classroom set up to accommodate a variety of music activities such as: moving, playing large and small instruments, group work, using the textbooks, etc.… |
| 8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. |
| 8.1: Plans a variety of activities within a lesson in order to maximize a 45 minute period of time. Plans for transitions. Plans enrichment activities for accelerated classes or students. Plans for lost classroom time due to workdays and holidays that disrupt the weekly schedule.  8.2: Encourages participation, trying new things and musical experimentation (improvisation, creating/composing.) Leads discussion about ways to improve a musical activity/performance.  8.3: Differentiates lessons and offers a variety of activities based on student ability and interest (Singing, Playing, Reading, Writing and Moving.)  8.4: Uses procedures to transition between assignments, singing, movement, instruments, etc.  8.5: Leads discussion on quality music production. Reinforces musical performance expectations.  8.6: Provides enrichment activities and depth of knowledge questions/activities. Allows for musical creativity (improvisation, composition, movement.)  8.7: Encourages participation, trying new things and musical experimentation (improvisation, creating/composing.) |
| Professionalism and Communication | 9. Professionalism: the teacher exhibits a commitment to professional ethics and the schools’ mission, participates in professional growth opportunities to support students learning, and contributes to the profession. |
| 9.1: Is familiar with and adheres to board, local and state policies.  9.2: Follows school guidelines on attendance, punctuality, and dress code. Maintains a professional demeanor at school, concerts, and public performances.  9.3: Follows policies pertaining to confidentiality (IEPs, press releases, media releases, student home-life) except when student safety is at risk (reporting to DFACS.)  9.4: Uses self-assessments, SMART goals, and student data to evaluate personal effectiveness and inform instruction.  9.5: Attends and contributes to workshops and conferences (GMEA, Kodaly, Orff, Fulton County MLCs and PLCs.)  9.6: Interacts well with new colleagues; Maintains a positive attitude when change occurs.  9.7: Directs and attends performances (concerts, musicals, recitals.) |
| 10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders that enhance student learning. |
| 10.1: Uses routines with students to convey expectations (claps hands to get attention, hand signals, vocal cues.)  10.2: Maintains a website. Communicates with parents (Email, notes home.) Updates report card grades and comments.  10.3: Attends and contributes to workshops and conferences (GMEA, Kodaly, Orff, Fulton County Music Teachers PLCs and MLCs.)  10.4: Maintains professionalism in communication (polite, appropriate language, spell-check.)  10.5: Develops a systematic, logical and sequential plan to present material clearly. Uses clear and precise directions. Varies language and instructional delivery techniques based on grade level.  10.6: Is familiar with and follows school and district policies concerning communication of student information.  10.7: Invites parents into the classroom and to performances. Maintains polite and professional dialogue and correspondence.  10.8: Provides performances to community. Considers community input.  10.9: Uses a variety of communication media (written notes, emails, phone calls, meetings, websites, etc.) on a case-by-case basis. |