The Danielson Framework~

Through The Eyes of a Music Teacher

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Actions & Evidence to Demonstrate Distinguished Teaching

Domain 1

Planning & Preparation

1a:Demonstrating Knowledge of Content and Pedagogy

Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.

Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.

Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

In addition to the characteristics of "proficient," Teacher cites intra- and inter-disciplinary content relationships.

Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.

1a. ACTIONS, ARTIFACTS & EVIDENCE

Creation or editing of curriculum*
http://traughberband.weebly.com/6th-grade-band-curriculum.html

Historical and contextual information about piece:*

Comprehensive Musicianship Through Performance

https://docs.google.com/presentation/d/1dN3IlKg48CkPwfQfmjQ7P11Xq6GJuehm7fT9fzeoS8k/edit?usp=sharing

Listen to/watch examples performed by other types of groups (i.e. Choirs, orchestras)

1a. ACTIONS, ARTIFACTS & EVIDENCE

Students annotate own music in preparation of playing*
https://drive.google.com/file/d/0ByK8_TasVf4-ZXFacVhqQ29LY3c/view?usp=sharing

http://www.rcampus.com/rubricshowc.cfm?code=ZXW9CWB&sp=yes

Provide exemplars for students (written work, ensembles and individual instruments)*
Annotation Example

1a. ACTIONS, ARTIFACTS & EVIDENCE

Student self/group feedback-does it match your goal/vision? (formative/summative assessment)

Use of technology and research based practices*
Rhythm Bee
Rhythm Bee 2
Rhythm Bee 3
http://www.rhythmbee.com/

- NoteNames-*
http://www.musictheory.net/exercises/note

https://itunes.apple.com/us/app/notenames+/id9312678 59?mt=8

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2016 - RhythmBee - Accelerated Eastman - Multiple Pages

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Displaying Program **1 - 30** of **124** in total
(Unit_1_-_2016_-_Foot_Tap.swf through Unit_15_in_Cut_Time_-_2016_-_Cut-time_Half_and_Quarter_Quartet.swf)

Unit_1_-_2016_-_Foot_Tap.swf

Unit_2_-_2016_-_Foot_Tap_and_Quarter_Rest.swf

Unit_3_-_2016_-_Solid_Tap___Arrows.swf

Unit_4_-_2016_-_Reading_Music_-_With_animated_character.swf

Unit_4A_-_2016_-_Reading_Music_with_No_animated_character.swf

Unit_5_-_2016_-_Reading_Music_-_With_animated_character.swf

Unit_5A_-_2016_-_Reading_Music_-_Without_animated_character.swf

Unit_6_-_2016_-_Reading_Music_-_With_the_animated_character.swf

Unit_6A_-_2016_-_Reading_Music_-_No_animated_character.swf

Unit_7_-_2016_-_Quarter_Notes_with_the_Animated_Character.swf

Unit_7A_-_2016_-_Quarter_Notes_-_Without_Animated_Character.swf

Tempo - "Play" - 4 beats.

Audio

100

1b: Demonstrating Knowledge of Students

Teacher understands the active nature of student learning, and attains information about levels of development for groups of students.

The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

The teacher knows, for groups of students, their levels of cognitive development.
The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class.
The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.

The teacher is aware of the special needs represented by students in the Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.

The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

1b. ACTIONS, ARTIFACTS & EVIDENCE

Choosing ability/playing level appropriate music
http://beginningbandmeca.weebly.com/concert-band-grade-level-difficulty-guidelines.html

Choose music that will challenge the group and move playing abilities forward (musical challenges)

Exercises to fill gaps/needed with supplemental information

1b. ACTIONS, ARTIFACTS & EVIDENCE

Rotate part assignments depending on rigor of piece to meet individual student growth needs

Individual lessons or small ensemble work that is tailored to students' needs and readiness levels

1b. ACTIONS, ARTIFACTS & EVIDENCE

Daily questions http://www.minds-in-bloom.com/2010/01/20-question-to-ask-kids.html

Information sheet, "getting to know you" games and forms https://drive.google.com/file/d/0ByK8_TasVf4-Z0xpaEZZNnFSRXc/view?usp=sharing

Use of information in Medical Alerts and Special Education Binder adapt parts for students with special needs

1b. ACTIONS, ARTIFACTS & EVIDENCE

Pre-tests of new and returning concepts*
https://docs.google.com/forms/d/1COW7FBCSHZtTPoGcC3HwO3I63mEXiTNw0O9ePonpTWc/viewform

Adjust testing formats for all learning styles (performance and written tests)
Smartmusic, In-class, Indiv/Private, Written work in computer labs, iPads, Read tests to students, Extended Time, Retests, etc.

Most materials presented visually, audibly and in written format

1c: Setting Instructional Outcomes

All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment.

Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.

Outcomes take into account the varying needs of individual students.

In addition to the characteristics of "proficient," Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.

Teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.

1c. ACTIONS, ARTIFACTS & EVIDENCE

Warm-up and skill exercises aligned with concert repertoire

Learning new pieces in small chunks, focusing on each element prior to reading- Begin in sections which support tutti playing and large concepts

Rotate parts, all students have opportunity to increase their skill level-part assignment charts

1c. ACTIONS, ARTIFACTS & EVIDENCE

Concert reflections/goal for next quarter or concert*
https://docs.google.com/forms/d/1AT3OwAhJsBAhUQbxfpud2z0ZWNnbrEuu8mqOrp1iUA8/viewform

Daily slides with essential questions and "I can statements"* (example)

Written vision of expectations of students skills *
https://drive.google.com/file/d/0ByK8_TasVf4-VER1clRLZ09SeE0/view?usp=sharing

Instrument specific technique evaluations
https://drive.google.com/file/d/0ByK8_TasVf4-SjZVdGhFZEt3SVk/view?usp=sharing

Wednesday, October 28, 2015-8th Grade

Learning Targets

Today I can:

play with a characteristic tone.

play with rhythmic and technical accuracy.

mark/annotate my music.

Directions

Rhythm Bee: 15 A RED   **R.S.:** WB #10-12

WB: 91   **Scale:** G Concert

Music: Lady Gaga

Question of the day:

Essential Questions

*I can evaluate and discuss my/our performance while constructively recommending ways to improve our sound and performance.
*I can integrate experiences and prior knowledge to form wise musical decisions in rehearsal.

What is working? Why?
What is not working? Why?
What can you do to improve (fill in the blank)?
What can we do to improve (fill in the blank)?

Practice Assignments in SM:
#90-91

Tests This Week:
Pictures at an Exhibition IN SMART MUSIC
*Perc-Alfred SD Bk 2, Lesson #2 Comb. Study

1d:Demonstrating Knowledge of Resources

Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

In addition to the characteristics of "proficient," Texts are matched to student skill level.

The teacher has ongoing relationship with colleges and universities that support student learning.

The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.

1d. ACTIONS, ARTIFACTS & EVIDENCE

Careful selection of developmentally appropriate literature and materials

Performance database
https://drive.google.com/file/d/0ByK8_TasVf4-WFh5NTY4WWVJY28/view?usp=sharing

Attend music reading sessions

Collect and Study repertoire lists

1d. ACTIONS, ARTIFACTS & EVIDENCE

Self generated warm-ups, chorales, etc.

Private lesson teachers/sectional coaches

Clinics and observations with College/University faculty as guest conductor

1d. ACTIONS, ARTIFACTS & EVIDENCE

Resource page available for students on your website

Host or attend clinics and performances by professional/university groups

Students attend honor festivals, special instrument days, IMEA, etc.

1e: Designing Coherent Instruction

Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.

These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice.

The lessons' or unit's structure is clear and allows for different pathways according to diverse student needs.

Learning experiences connect to other disciplines.

Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.

Lesson plans differentiate for individual student needs.

1e. ACTIONS, ARTIFACTS & EVIDENCE

Small Ensemble/Chamber Groups

Solo Recital-students are guided in choosing own solo
  Standard of Excellence Solo books with SM accompaniment

Team Teaching: Differentiated Sectionals, Small Groups, Individual

1e. ACTIONS, ARTIFACTS & EVIDENCE

Student Directed Sectionals- Students are taught to run and assess success of the sectional *
https://drive.google.com/file/d/0ByK8_TasVf4-QkI4dWpVQWlULU0/view?usp=sharing

Student research projects

Student program notes/powerpoint presented at concerts

1f: Designing Student Assessments

Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development.

Assessment methodologies have been adapted for individual students, as needed.

The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Teacher intends to use assessment results to plan future instruction for individual students.

All the learning outcomes have a method for assessment.

Assessment types match learning expectations.

Plans indicate modified assessments for some students as needed.

Assessment criteria are clearly written.

Plans include formative assessments to use during instruction.

1f: Designing Student Assessments

Lesson plans indicate possible adjustments based on formative assessment data.

Assessments provide opportunities for student choice.

Students participate in designing assessments for their own work.

Teacher-designed assessments are authentic with real-world application, as appropriate.

Students develop rubrics according to teacher-specified learning objectives.

Students are actively involved in collecting information from formative assessments and provide input.

1f. ACTIONS, ARTIFACTS & EVIDENCE

Use of Rubrics for summative assessments. Students have copies in their class binders. *

http://www.rcampus.com/rubricshowc.cfm?code=A8XX45&sp=yes

http://www.rcampus.com/rubricshowc.cfm?code=X8WCA2&sp=yes

http://www.rcampus.com/rubricshowc.cfm?code=W8643W&sp=yes

1f. ACTIONS, ARTIFACTS & EVIDENCE

Students track rubric results for summative playing tests. *
https://drive.google.com/file/d/0ByK8_TasVf4-eTdQQWN2QWVaZHM/view?usp=sharing

Non verbal system of real time student feedback (use of fingers, gestures, etc. to show understanding)

Summative Assessments each tied to concept based curriculum

1f. ACTIONS, ARTIFACTS & EVIDENCE

Daily individual, small group, section demonstration of concepts and skills

Daily plans are adjusted and tracked according to the previous rehearsal with each group

Student demonstration of understanding and mastery guides all rehearsal planning-including data from written assessment

1f. ACTIONS, ARTIFACTS & EVIDENCE

Extensive Use of Assessment Data

Google Forms
https://docs.google.com/forms/d/1ijb5ZZ8aXYb2GpesfIYwfZs6O5V5W6FStqfr7A3FLYs/viewform

https://docs.google.com/forms/d/1W-LsJ8PfPqvWRHIM58ZfMmhy9t8Wubs0x9UgS_S7fAg/viewform

Floobaroo (Google form add-on) for grading *

https://docs.google.com/spreadsheets/d/1wFXdiDQgtYzUkVYiA0eG5zs-Fa1xesjQ4SmzIatiQho/edit?usp=sharing

1f. ACTIONS, ARTIFACTS & EVIDENCE

Other Assessment Technology

Quizlet

Plickers

Kahoot

Domain 2

The Classroom Environment

2a: Creating an environment of respect and rapport

Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.

Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class.

The net result of interactions is that of connections with students as individuals.

In addition to the characteristics of "proficient," Teacher demonstrates knowledge and caring about individual students' lives beyond school.

When necessary, students correct one another in their conduct towards classmates. There is no disrespectful behavior among students.
The teacher's response to a student's incorrect response respects the student's dignity.

2a. ACTIONS, ARTIFACTS & EVIDENCE

Question/Discussion of the day non-subject related http://www.positiveparentingconnection.net/40-questions-that-get-kids-talking/

Create mentor program with student helpers

Non-verbal cue to pay attention-Often student initiated

Turn and talks

2a. ACTIONS, ARTIFACTS & EVIDENCE

Turn critiques to positive action-based directions

Name-tags on stands/picture based seating charts

Train students to be good audience members for performances/testing in class

Track speaker with eyes

2b: Establishing a culture for learning

The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.

The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.

In addition to the characteristics of "Proficient," The teacher communicates a genuine passion for the subject.

Students indicate that they are not satisfied unless they have complete understanding. Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.

Students recognize the efforts of their classmates.

Students take initiative in improving the quality of their work.

2b. ACTIONS, ARTIFACTS & EVIDENCE

Student created rehearsal expectations

Provide opportunities for students to work in small clusters to clarify understanding
(ex: Students turn to neighbor to check fingering)

Teacher puts reflection on the students, students provide verbal/non-verbal feedback

Lesson does not progress until students agree that level is acceptable

2b. ACTIONS, ARTIFACTS & EVIDENCE

Students are allowed to appropriately celebrate others achievements

Retake policy, allows retakes for mastery until end of grading period/concert
https://drive.google.com/file/d/0ByK8_TasVf4-NFJJQ3FFa1FUR2M/view?usp=sharing

Rehearsal Expectations Poster

DAILY REHEARSAL EXPECTATIONS

Pencil On EVERY Stand

Music Out of Plastic

Mark Corrections ~
The more you mark, the less
   we stop

Eye Contact with Director-
Track

Instrument To Mouth On
   Count Off

Correct Playing Position &
Posture

Raise Hand for Comments &
Questions

Positive Body Language &
Energy

Apply What You Already Know

Behavior is Productive &
Effective

2c: Managing Classroom Procedures

Instructional time is maximized due to efficient classroom routines and procedures.

Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.

Routines are well understood and may be initiated by students.

Students take the initiative with their classmates to ensure that their time is used productively.

Students themselves ensure that transitions and other routines are accomplished smoothly.

Students take initiative in distributing and collecting materials efficiently.

2c. ACTIONS, ARTIFACTS & EVIDENCE

Daily slides at front of the class

Count down timer
  http://www.online-stopwatch.com/countdown-timer/

Spend time at beginning of year teaching/training (and retraining) student procedures, provide demonstrations and examples

Provide consistent expectations for clear set up and pack up time.

2c. ACTIONS, ARTIFACTS & EVIDENCE

Students prepare classroom set-up for next class

Self-attendance system

Sectional Rubric- Train students to run their own sectional
https://drive.google.com/file/d/0ByK8_TasVf4-RXNVbldHT1A2NGc/view?usp=sharing

2d: Managing Student Behavior

Student behavior is entirely appropriate.

Students take an active role in monitoring their own behavior and that of other students against standards of conduct.

Teachers' monitoring of student behavior is subtle and preventive.

Teacher's response to student misbehavior is sensitive to individual student needs and respects students.

Student behavior is entirely appropriate; no evidence of student misbehavior.

The teacher monitors student behavior without speaking – just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

2d. ACTIONS, ARTIFACTS & EVIDENCE

Room set-up: Add aisles to the room

Percussion Boxes: mark each instrument's area with painters tape

Proximity teaching, move around the class

Alternative set-ups

Seating Charts w/Student Photos and Ensemble Specific *
http://www.bgreco.net/band/

2d. ACTIONS, ARTIFACTS & EVIDENCE

Establish cues to keep behavior focused

Ask for student feedback on classroom procedures/behavior
 (Do you hear anyone talking/playing out of turn? What would make it   easier to set up faster? Can you see when I am off the podium?)

2e: Organizing Physical Space

The classroom is safe, and learning is accessible to all students including those with special needs.

Teacher makes effective use of physical resources, including computer technology.

The teacher ensures that the physical arrangement is appropriate to the learning activities.

Students contribute to the use or adaptation of the physical environment to advance learning.

Modifications are made to the physical environment to accommodate students with special needs.

There is total alignment between the goals of the lesson and the physical environment.

Students take the initiative to adjust the physical environment.

Teachers and students make extensive and imaginative use of available technology

2e. ACTIONS, ARTIFACTS & EVIDENCE

Clean/organized room
- Chart for percussion jobs
- Tape for rows-student setup
- Folders designated with extra parts

Extra music & supplies labeled in front of room

Aisles in classroom set-up

Using Sectional/Practice Rooms
https://docs.google.com/spreadsheets/d/1C2BS7JNzVSNFeBzJDl8Uy3W2qxLIb6ZCSq2jipD7_r0/edit?usp=sharing

2e. ACTIONS, ARTIFACTS & EVIDENCE

Use Technology provided:
- Projector
- Smartmusic-Rhythm Sets/Scales
- Recordings
- Examples of music annotation

White Board Folder-daily slides, scale sets, rhythm sets, reminders, concepts

Daily Equipment Responsibilities: Put away correctly at the end of the class.

Alex Best-music stands

Michael Conklin-timpani

Alex Davenport-music & workbooks

Joshua Farley-mallets & sticks

Naomi Farrow-small accessories in cabinet

Atharva Iyer-marimba 1

Matt Neal-marimba 2

Morgan Ramseier-xylo

Marissa Rodriguez-snare drum, bongos & tom toms

Danaan Sutton-bells

Matthew Ulrich-all cymbals

Dickinson, Shea-timpani

Hamrick, Brady-mallets & sticks

Hebert, Payton-marimba

Hernandez, Norman-xylo

Johnsen, Joseph-music stands

Licina, Zane-small accessories in cabinet

Marshall, Vada-music & workbooks

Meldon, Owen-snare drum, bongos & tom toms

Rabick, Matthew-bells

Rabick, Mitchell-all cymbals

PERCUSSION RULES!

1. All sticks, books, and notebooks must be put away in lockers after every rehearsal.
2. All large percussion equipment must be covered and reset for the next rehearsal.
3. All small equipment must be put away in the cabinet after every rehearsal.
4. All chairs and stands must be reset for the next rehearsal.
5. Nothing should be left on the floor or trap tables.

Failure to follow these rules may result in detentions and/or the loss of equipment privileges.
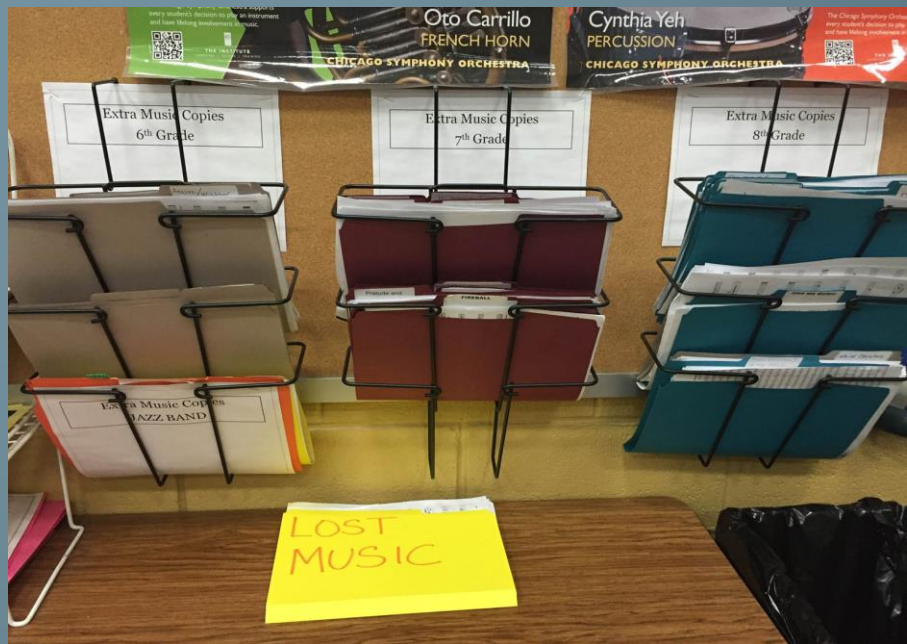
Domain 3

Instruction

3a: Communicating With Students

The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.

Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.

Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

In addition to the characteristics of "proficient," the teacher points out possible areas for misunderstanding.

Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. All students seem to understand the presentation.

The teacher invites students to explain the content to the class, or to classmates.

Teacher uses rich language, offering brief vocabulary lessons where appropriate.

3a. ACTIONS, ARTIFACTS & EVIDENCE

Rhythm sets/Warm-ups that correspond to chosen literature

Use of content and repertoire specific musical vocabulary

Use of a "Word Wall"

Musical modeling and demonstrations to enrich delivery of instruction

Posting and USING "I Can" statements

3a. ACTIONS, ARTIFACTS & EVIDENCE

Teacher guides student annotations of music to anticipate areas of misconceptions or difficulty

Students lead review and demonstration of musical vocabulary words

"Turn and Talk" with stand partner

Small groups (4 people) work together to identify specific concepts,trouble spots, etc.

3b: Using Questioning and Discussion Techniques

While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding.

Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.

Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

Teacher uses a variety or series of questions or prompts to challenge students cognitively, advanced high level thinking and discourse, and promote meta-cognition.

Students formulate many questions, initiate topics and make unsolicited contributions.

Students themselves ensure that all voices are heard in the discussion.

3b. ACTIONS, ARTIFACTS & EVIDENCE

Discussion of composer's intention/inspiration

Creative writing or art exercises while listening to recordings of the repertoire

Students share and discuss ideas with turn taking strategies in sections or small groups:

Rehearsal Detective for forgotten instrument*
https://drive.google.com/file/d/0B3pYQXDtpSc0NGMyZ
WFlZTItNzBiNy00NDBlLTg0MzgtOTkwYTEyNmE4YW
Qw/view?usp=sharing

3b. ACTIONS, ARTIFACTS & EVIDENCE

Students share and discuss ideas with turn taking strategies in sections or small groups:*

Kagan Cooperative Learning Strategies

http://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning

https://drive.google.com/file/d/0ByK8_TasVf4-RjlLX0ZCNmVlWnM/view?usp=sharing

3b. ACTIONS, ARTIFACTS & EVIDENCE

Kagan Cooperative Learning

- Instructional strategies
- Engages students
  - Positive interdependence, working together
  - Individual accountability, performance
  - Equal or equitable participation, responsibilities
  - Simultaneaous interaction, production
- Learns content and social skills

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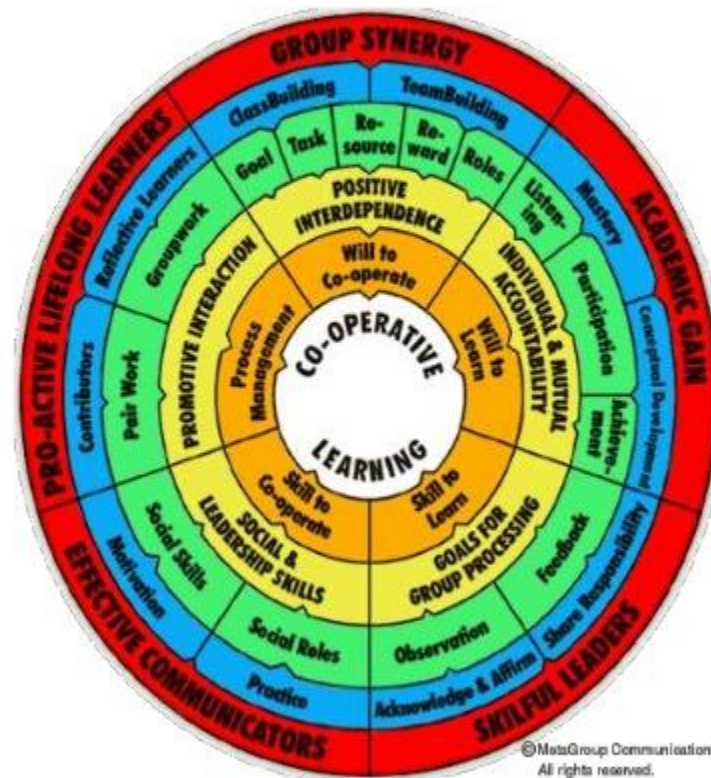
3c: Engaging Students In Learning

Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes.

In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content.

The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding.

Students may have some choice in how they complete tasks and may serve as resources for one another.

In addition to the characteristics of "proficient," Virtually all students are highly engaged in the lesson.

Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.

 Students suggest modifications to the grouping patterns used.

Teacher utilizes proximity to monitor all students

Short (1 min) "practice" breaks during rehearsal

Short (1 min) "write in", "look up" "ask" breaks during rehearsal

3c. ACTIONS, ARTIFACTS & EVIDENCE

Students are given some choice in part selection or choosing between teacher screened selections

Students provide feedback for next rehearsal step

Each student selects which 4 or 8 measures of teacher selected excerpt they will use for an assessment.

Student reflection of lesson: Exit Slip*
https://drive.google.com/file/d/0ByK8_TasVf4-UFhZalE3ZHkxckU/view?usp=sharing
https://drive.google.com/file/d/0ByK8_TasVf4-bTRtelRvMVNLRWc/view?usp=sharing

3d: Using Assessment In Instruction

Assessment is fully integrated into instruction, through extensive use of formative assessment.

Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.

Students self-assess and monitor their progress.

A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning.

Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.

Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.

Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources, including other students.

Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

The teacher's adjustments to the lesson are designed to assist individual students.

3d. ACTIONS, ARTIFACTS & EVIDENCE

Student generated classroom/rehearsal expectations

Student designed rubrics (keep it simple)

Quick grade slips (blue feedback sheets)
      Side-by-side: teacher vs. student grade
        on test

3d. ACTIONS, ARTIFACTS & EVIDENCE

Formative Assessment Tools:
http://www.techlearning.com/resources/0003/over-35-formative-assessment-tools-to-enhance-formative-learning-opportunities/69721

3e: Demonstrating Flexibility and Responsiveness

Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings.

Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

In addition to the characteristics of "proficient," teacher successfully executes a major lesson readjustment when needed.

Teacher seizes on a teachable moment to enhance a lesson.

The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.

In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.

3e. ACTIONS, ARTIFACTS & EVIDENCE

Redirect a lesson

Train students and self in a mastery mind-set
     Retakes until end of grading period/performance
     https://docs.google.com/document/d/1Vt4Fm9WpZ8
     kvsrKX0UCODrnMn-
     F06dXbnhQtjdtocoA/edit?usp=sharing

Do not move on to next concept, material, etc. unless it's
95-100% correct

3e. ACTIONS, ARTIFACTS & EVIDENCE

Communication with staff members who share common students (Keep emails, notes, etc. on collaboration)

Asana-work team communication website*

https://app.asana.com/0/46803077183117/progress

Domain 4

Professional Responsibilities

4a: Reflecting On Teaching

Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.

Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.

Teacher's suggestions for improvement draw on an extensive repertoire.

4a. ACTIONS, ARTIFACTS & EVIDENCE

Handwritten plan book kept on podium
http://www.bluesky.com/july-2015-june-2016-today-s-teacher-clear-cover-stripes-weekly-monthly-planner-5x8.html

Long-Term plan outline for each class*
https://drive.google.com/file/d/0B6o0GkO3DpnoZ0x5ZFR5cTU4TURiTkNaWWRNdUVRRTY5UFNB/view?usp=sharing

After each class make list of needs/adjustments for next rehearsal

4a. ACTIONS, ARTIFACTS & EVIDENCE

Record Rehearsals

Use of performance rubric to reflect on recordings*
https://drive.google.com/file/d/0ByK8_TasVf4-RGNubEdpVjN5eDg/view?usp=sharing

https://www.zoom.co.jp/products/handy-recorder/h1-handy-recorder

4b: Maintaining Accurate Records

Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.

Students contribute to and maintain records indicating completed and outstanding work assignments.

Students contribute to and maintain data files indicating their own progress in learning.

Students contribute to maintaining non-instructional records for the class.

4b. ACTIONS, ARTIFACTS & EVIDENCE

Daily Roster Charts
https://docs.google.com/spreadsheets/d/13lyob2gPZDhKZD3ERzsmCNlGEfWFqR-l3YxUUMUlcyU/edit?usp=sharing

Sheet for student self tracking of test grades

4b. ACTIONS, ARTIFACTS & EVIDENCE

Gradebook is up to date within 24 hours of grade completion
   Students have e-school/smartmusic access to gradebook

All formative assessments are tracked in on-line grade book (practice minutes, non-weighted assignments)

Smartmusic gradebook
- Picture of feedback
- Grade
- Recording

4b. ACTIONS, ARTIFACTS & EVIDENCE

Student leaders help organize band library, inventory of instruments, band uniforms, entering own information for database-i.e. field trips
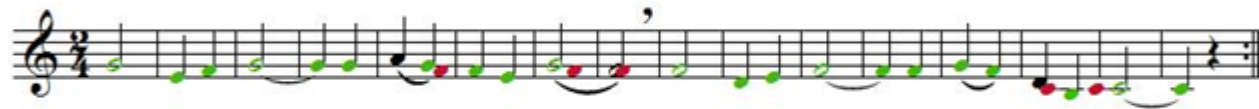
4c: Communicating With Families

Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.

Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

On a regular basis, students develop materials to inform their families about the instructional program.

Students maintain accurate records about their individual learning progress and frequently share this information with families.

Students contribute to regular and ongoing projects designed to engage families in the learning process.

4c. ACTIONS, ARTIFACTS & EVIDENCE

Weekly e-mail newsletter*
https://drive.google.com/file/d/0ByK8_TasVf4-eUlwYmY5dFhWdVk/view?usp=sharing

Text, Facebook, Twitter, Website updates
cel.ly
https://www.facebook.com/TraughberBand/
http://traughberband.weebly.com/
https://twitter.com/traughberband

4c. ACTIONS, ARTIFACTS & EVIDENCE

Self assessments for conferences and post-concerts (goal setting)*
https://docs.google.com/document/d/1Krcd2LnwKC8lw4fiqz671jGjvgna9H8MuP628vhwx2Y/edit?usp=sharing

Weekly practice reflection (google form)*
https://docs.google.com/forms/d/1tRrDzhXEZJFkHr627yi0_Am7qf0X3oIxi2OgVM4HeDE/viewform
https://docs.google.com/forms/d/1rNkRZQUrwWEbZ98PYr1hZwFAMJDrZ_UST3yvvwje2wc/viewform
https://drive.google.com/a/sd308.org/file/d/0ByK8_TasVf4-SFV1SC1VOU5paFk/view?usp=sharing

4c. ACTIONS, ARTIFACTS & EVIDENCE

Communication with home: student have time each wek to fill in assignment notebooks with HW, Tests, Events, etc.

Concerts-Students can make announcements and handle communicatio

Google form for self assessments
https://docs.google.com/forms/d/1RzvSbObYt9NMKpYOBcSDnb7jrg5hk3MU8uQUVbOuxN8/viewform

4d: Participating In A Professional Community

Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.

Teacher takes a leadership role in promoting a culture of professional inquiry.

Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

The teacher takes a leadership role in promoting activities related to professional inquiry.

The teacher regularly contributes to and leads events that positively impact school life.

The teacher regularly contributes to and leads significant school district and community projects.

4d. ACTIONS, ARTIFACTS & EVIDENCE

Keep track of everything done outside of school day ie. Pep Band, parade, jazz band, performance at honor breakfast, ice cream social, playing at assemblies
https://drive.google.com/a/sd308.org/file/d/0ByK8_TasVf4-SkdCaFhfM0o2ZWc/view?usp=sharing

Recruiting activities with feeder schools

4d. ACTIONS, ARTIFACTS & EVIDENCE

Music group sponsors a team at school events-have students participate in extra activities outside of music

Coach Activities & Sports

Participate on non-music committees (Building Leadership, Discipline, etc.)

4d. ACTIONS, ARTIFACTS & EVIDENCE

Chaperone events

School-Wide Mentor Programs

Use of Asana for collaborative work

Outside of school day social events/activities to build relationships with staff

4e: Growing and Developing Professionally

Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.

Teacher seeks out feedback on teaching from both supervisors and colleagues.

Teacher initiates important activities to contribute to the profession.

The teacher seeks regular opportunities for continued professional development, including initiating action research.

The teacher actively seeks feedback from supervisors and colleagues.

The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

4e. ACTIONS, ARTIFACTS & EVIDENCE

Document continued professional development

Leadership roles in professional organizations

Creating action research with student growth assessments/measurements

4e. ACTIONS, ARTIFACTS & EVIDENCE

Invites guests into classroom for feedback (music and non-music) to observe teaching and the ensemble

Creation of music specific rubric for teaching*
https://drive.google.com/file/d/0ByK8_TasVf4-WkRydnN3RlBCbTA/view?usp=sharing

4e. ACTIONS, ARTIFACTS & EVIDENCE

Prepare presentations and publications

Preparation and application to outside festivals/conferences for performance

Judge/clinic other groups

4f: Showing Professionalism

Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed.

Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.

Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students.

Teacher makes a concerted effort to ensure opportunities are available for all students to be successful. Teacher takes a leadership role in team and departmental decision-making. Teacher takes a leadership role regarding school district regulations.

4f. ACTIONS, ARTIFACTS & EVIDENCE

Create extra ensembles to increase student involvement i.e. Pep Band, Jazz II, Chamber ensembles, etc.

Bring new instructional strategies to department meetings

Create PLC's when none exist

4f. ACTIONS, ARTIFACTS & EVIDENCE

Initiate meetings with other teachers when needing information for student success

Be the eyes/ears for kids who are overlooked in the school

Sit in on IEP/504 meetings as "regular ed" rep

Stay away from negative "opportunities"

4f. ACTIONS, ARTIFACTS & EVIDENCE

Serve on district/building/department level committees

Volunteer to teach other staff new technology

4f. ACTIONS, ARTIFACTS & EVIDENCE

Online & Digital Evidence:*
https://docs.google.com/spreadsheets/d/1Tv6 83hGOUvBu5gU7Ni2OamoIRWDGw4_b7MN CFNTbiLk/edit?usp=sharing

Spreadsheet for Tracking Evidence:

https://drive.google.com/file/d/0ByK8_TasVf4- d2NkQ3I1RWRrRkk/view?usp=sharing