

## MUSIC

### Component 2:

Differentiation in Instruction

### Component 3:

Teaching Practice and Learning Environment

### Component 4:

Effective and Reflective Practitioner

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## **Component 2: Differentiation in Instruction**

### **a. Knowledge of Students (KOS)**

- ❖ Aside from the information asked for in the guiding questions, what else do you know about these students as learners (learning styles, interests, individual personalities, cliques/groups, etc.)?
- ❖ Have you collected information about individual students from outside your content area (classroom teachers, district assessments, previous teachers, etc.)?
- ❖ Remember that the focus students you select will be described in detail just before you analyze their work.
- ❖ Have you described how you used all this information in your instructional planning?

### **b. Valuing Diversity (DIV)**

- ❖ Have you described ways in which you celebrate diversity in the classroom while ensuring a learning environment where all students feel safe enough to express themselves?
- ❖ Did you describe how you addressed the variety of learning styles mentioned under KOS?
- ❖ Have you explained how your choice in musical repertoire for instruction includes a rich and diverse collection of musical styles and genres? Have you explained the *reason* for selecting repertoire (heritage month, demographics, etc.)? Also think about how this choice might be appropriate for the community/learning environment.

### **c. Instruction & Content Knowledge (I & C)**

- ❖ Have you explained/provided examples of how students are engaged and challenged in learning in your classroom (technology, learning stations, other hands on activities, etc.)?
- ❖ Did you explain how your instruction matched students' developmental level and individual learning needs while maintaining beneficial, sequential, high quality music instruction? Think of the what, how, and why of your instruction.
- ❖ Did you show how your instruction demonstrated your comprehensive knowledge of music theory/history and highly specialized knowledge of your specialty area (general music, choral/vocal, instrumental, or orchestral)?
- ❖ Do you perform as a member of a professional or community ensemble, or do you model your musicianship in other ways? Did you explain how you make your students aware of this?
- ❖ Did you identify the instructional strategies you used?

### **d. Instructional Resources (IR)**

- ❖ Did you explain your rationale for choosing literature for your classes in general and this one in particular?
- ❖ Did you explain how you use the budget or additional funds, if any, to ensure that classroom materials are available to help students meet learning goals and objectives?
- ❖ Did you address how you use the budget to benefit all students to include those with special needs, ELL's, etc.?
- ❖ Did you explain why your choice of resources (media, technology, equipment, time, space, etc.) were appropriate for your instructional goals for these students?

### **e. Interdisciplinary Approach (ID)**

- ❖ Did you explain the interdisciplinary connections you made for this unit/lesson?
- ❖ Did you note specific examples on the videos of these connections, if possible?

### **f. Analysis (ANA)**

- ❖ What does the evidence show and what does it mean?
- ❖ Did the students achieve the goal(s)?
  - If yes, cite specific evidence that proves that.
  - If no, cite evidence that shows what needs to be worked on.
- ❖ Were any modifications made to the initial plan during the sequence?
- ❖ If so, what evidence from the student responses justified the modifications (rationale for change)?
- ❖ What future techniques will you use to correct weaknesses?

### **g. Reflection (R)**

- ❖ Have you explained what you could do to improve both your subsequent teaching and student learning?
- ❖ What student needs justify these strategies?
- ❖ What was successful in this lesson and why? What was not successful and why not?
- ❖ Have you identified positive and weak areas in your teaching?
- ❖ Did you explain what you could do to build and refine both the positive and weak areas?

## **Component 3: Teaching Practice and Learning Environment**

### **a. Knowledge of Students (KOS)**

- ❖ Aside from the information sought in the guiding questions, what else do you know about these students as learners (e.g., learning styles, interests, individual personalities, cliques/groups, etc.)?
- ❖ Did you provide some individual examples of different learning needs for some of your students?

### **b. Goals/Connections (G/C)**

- ❖ What is the overarching goal for the year addressed in the assignments?
- ❖ What is the specific goal(s)/objective(s) for the unit?
- ❖ What is the objective(s) for this lesson?
- ❖ How do those objectives tie to the overarching goals?
- ❖ Did you explain how these goals are related to these students' music learning needs?
- ❖ Why is this lesson being taught as a whole-class lesson, small-group lesson, chamber groups, or other instructional format? (The contents of the two videos combined must represent different instructional formats **and** different teaching strategies.)

### **c. Instruction (INS)**

- ❖ What was the sequence of instruction for the unit?
- ❖ What was the specific content being taught?
- ❖ How do your instructional strategies facilitate music learning?
- ❖ How did you model advanced performance skills?
- ❖ What did you do to foster proper technique to develop the skills necessary for these students to perform challenging literature?

### **d. Learning Environment (LE)**

- ❖ Have you described how you encourage students to be supportive, yet critical analyzers, of their own and their peers' musical performances? Cite an example from the video.
- ❖ Have you described how the students work collaboratively to problem solve and build on new ideas while putting constructive criticism of their performance into practice for making improvements?

### **e. Engagement (ENG)**

- ❖ Did you cite specific examples of significant student-student interaction.
- ❖ Does the video should show both teacher-student and student-student interaction?

### **f. Feedback (FB)**

- ❖ In what ways did you provide feedback to students?
- ❖ Did you explain how your feedback helped students move forward to achieve the learning goals you established?

### **g. Analysis (ANA)**

- ❖ What specific examples from the video show students meeting the goal(s)? How does it show this?
- ❖ What specific examples from the video show students' needs for the future? How does it show this?
- ❖ How did your planning and actions during the lesson enhance student attainment of the goal(s)?

### **h. Reflection (R)**

- ❖ Did your students achieve the goal(s)? Cite examples that show this.
- ❖ What was successful in this lesson and why? What was not successful and why not?
- ❖ Did you effectively justify the decisions you made about your teaching?
- ❖ Have you explained what you learned about your teaching from this analysis and what you will do to improve?
- ❖ Are these changes clearly tied to what is seen on the video?

## **Component 4: Effective and Reflective Practitioner**

*Do the forms and collect the evidence before beginning work on the written commentary.*

### **a. Knowledge of Students (KOS)**

- ❖ Have you collected statistical, anecdotal, and empirical evidence?
- ❖ Did you talk to previous teachers, school counselors, special education staff, ESOL staff, and other professionals?
- ❖ Did you survey parents to find out about technology available at home (e.g., internet access, laptops, cell phones), study habits, social concerns, etc.?
- ❖ Did you survey students to find out about the same things as you would with parent surveys as well as learning styles, interests, participation in activities, etc.?
- ❖ Did you get all you can from permanent records and administrative sources; e.g., attendance records, previous grades, standardized test scores, pertinent medical records?
- ❖ Did you include information that you collected at the beginning of the year as well as later in the year? (The assessor needs to know that you could adjust your teaching based on the knowledge you have about the class at any time during the year including the first week.)

### **b. Use of KOS (USE)**

- ❖ Did you use the information collected to describe the entire class?
- ❖ Did you cite specific details from the attached evidence in your description in the answer to question 2 on the Group Profile and Information Sheet?
- ❖ Did you analyze and synthesize the information to discern patterns from the information you attached?
- ❖ Did you note those students who are outliers from the general pattern of the class for each trait you used in the whole class description?
- ❖ Did you analyze all the information to determine what was useful in describing the class?
- ❖ In selecting the pertinent information to use in the description, did you think outside the box? Remember: It is hard for students to do word problems if they are unable to read; spatial relations covered on standardized math tests may give information that is important concerning students' artistic abilities; patterns which are tested in science and math often show up in music; analysis in social studies relies upon the ability to read both print and non-print text and analyze data; students have difficulty analyzing literature if they do not understand society, culture, and history.

- ❖ Did you not only rank the information from most to least important but also tell how you made that determination?

### c. Goals and Connections (G/C)

- ❖ Did you tie the assessments to the goals and to the needs of this class of students at this point in time?
- ❖ Did you use these sentence stems for the last question on the Instructional Context Form: "The formative assessment ties to the goals because..."; "The formative assessment ties to the class' strengths/needs because..."; "The summative assessment ties to the goals because..."; "The summative assessment ties to the class' strengths/needs because..."?
- ❖ Do the strengths or needs you used in the sentence stems clearly show up in your description of the class in question 2 on the Group Profile and Information Sheet?
- ❖ Does your summative assessment cover all your goals, either directly or indirectly?

### d. Assessments (ASMT)

- ❖ Did you tell in the commentary how you used the class' description in planning for the **types** of assessment you would use; e.g., visual, hands-on, written, auditory, etc.?
- ❖ Will the assessments give you measurable data that can be reported in some way, usually in a spreadsheet?
- ❖ If you used a rubric, is it tied directly to the goals and will it measure each goal separately?
- ❖ Did you tell how you guaranteed that the assessment **results** are fair, consistent, and accurate?

### e. Analysis and Use of Data (AUD)

- ❖ Did you cite specific details from the results of the assessments when you presented your analysis in the commentary?
- ❖ Did you describe patterns of learning regarding the goals and note outliers when you discussed the results of the assessments?
- ❖ Did you tell how you altered instruction because of the formative assessment results?
- ❖ Did you tell how the summative assessment results impacted/will impact instruction of future units?
- ❖ Did you tie the alterations/future plans to the results, goals, and class description?

## f. Feedback (FB)

- ❖ Can you describe clearly how the results of the assessments provide feedback to the students in a form they can use to improve their learning? For example, does the rubric have an individual criterion focusing on each part of the goal; does the rubric have clear descriptors so the student knows precisely what must be done to move to the next level; how does a student know why one answer is better than another on a multiple choice test?

## g. Student Self-Assessment (SSA)

- ❖ Is the self-assessment example developmentally appropriate; i.e., kindergarteners probably just state how they think they are doing while seniors also give rationale for the decision and pinpoint perceived weaknesses/strengths?
- ❖ Did you clearly state how this helped drive your instruction and planning for the unit from that point forward?

## h. Professional Learning Need (PLN)

- ❖ Does your professional need highlight something that was **learned** by you or your colleagues or both you and your colleagues?
- ❖ Did you answer these questions with question 1 on the Professional Learning Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- ❖ Did your answer to question 2 on the Professional Learning Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?

## i. Student Need (SN)

- ❖ Does the student need highlight something that was **needed** but out of the ordinary?
- ❖ Was the need school-wide or class specific or even student specific? Did you state this in the commentary?
- ❖ Did you answer these questions with question 1 on the Student Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- ❖ Did the action you took require collaboration, leadership, and/or advocacy on your part? (While the directions and the guiding questions often use just the word "collaboration," any of these is appropriate for this section.)
- ❖ Do you know what true collaboration entails?



- ❖ Did your answer to question 2 on the Student Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?

### **j. Reflection (R)**

- ❖ Did you tell how effective your efforts at gathering information for knowledge of students was for this class?
- ❖ Did you discuss what you could have done better or differently or more efficiently? Did you discuss what other types of information you might have gathered?
- ❖ Did you discuss the effectiveness of your assessments in measuring your students' performance and what you learned about effective assessment during the unit?
- ❖ Did you discuss what you could have done better or differently or more efficiently in terms of the assessments (including self-assessments)?
- ❖ Did you discuss the impact on both your professional learning and work to meet student needs? (Even though the commentary has only one question in the reflection section about this, you want to discuss both aspects.)
- ❖ Did you discuss specific future plans relating to the above parts?
- ❖ Did you answer the question of why for each of the above questions in this section?