

**The Connecticut Common Core of Teaching (CCT)
Rubric for Effective Teaching 2014**

**Evidence Guide
Illustrative Examples of Music 9-12**

Sample evidence of teacher practice developed by Connecticut educators



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Connecticut Evidence Guides

*A Supplemental Resource to the CCT Rubric for Effective Teaching 2014
and the CCT Rubric for Effective Service Delivery 2014*

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The *Connecticut Common Core of Teaching (CCT) — Foundational Skills and Competencies (1999)*, revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. These standards identify the foundational skills and competencies that pertain to all educators, regardless of the subject matter, field or age group they teach. These competencies have long been established as the standards expected of all Connecticut educators. The *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*¹ are fully aligned to those standards and represent the criteria by which educators are prepared, inducted, evaluated and supported throughout their careers.

Observation of educator performance and practice plays a critical role in

1. The *CCT Rubric for Effective Service Delivery 2014* was developed for Student and Educator Support Specialists (SESS), who, by the nature of their job description, do not have traditional classroom assignments, but serve a “caseload” of students, staff and/or families. Student and Educator Support Specialists are referred to as service providers.

Who can use the CT Evidence Guides?

- Pre-Service — Teacher Preparation
- TEAM Mentors
- Teachers — all content areas/grade levels
- Service Providers
- Administrators/Observers
- Instructional Coaches

How can the CT Evidence Guides be used?

- To Prepare Educators
- To Induct Educators into the Profession
- To Coach for Professional Growth and Development
- To Generate Professional Conversations
- To Inform Observation

the educator evaluation and support system. The Connecticut State Department of Education (CSDE) recognizes the importance of meaningful and authentic observations. The Guidelines for Educator Evaluation require that districts provide all evaluators with training and calibration in observation and evaluation and how to provide high-quality feedback. Additionally, evaluators must demonstrate proficiency in conducting evaluations on an ongoing basis.

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators’ strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2014*

focus on the skills that can be directly observed either in the classroom or through reviews of practice. Similarly, the criteria in the *CCT Rubric for Effective Service Delivery 2014* focus on the skills that can be observed in the delivery of service.

Many educators have asked where **Domain 1 — Content and Essential Skills** fits within the *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*. Educators are required to demonstrate content and pedagogical skills during their preparation programs. All teachers/service providers are expected to be skilled in common practices such as establishing respectful environments, planning for a range of learners, and engaging students in rigorous and relevant learning; however, how they actually navigate these tasks depends, in large part, on the specific content they teach or service they provide. Teaching requires an understanding of the content and of how learners typically engage with the content. Effective teachers know their content well and can skillfully merge their knowledge about the practice of teaching with their content expertise. Likewise, effective service providers know how to seamlessly integrate their professional knowledge with their ability to deliver their services. The CCT rubrics are designed to evaluate how well a teacher/service provider can use his or her pedagogical/professional knowledge to teach his or her content or deliver services.

To provide more guidance as to what the rubric continuums *might* look like in practice for both of the CCT rubrics, the CSDE in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers and building leaders throughout the summer of 2014. These workgroups developed grade-level and content-specific samples of observable student and teacher/service provider behaviors that *might* be seen or heard during an observation. These *CT Evidence Guides* are presented as a resource to give observers a sense of the content area/grade level being observed. Although they are trained to be effective observers, administrators may have to observe an educator in a content area, grade level, or setting that

Please note, Connecticut Evidence Guides:

- **ARE NOT** to be used as a checklist of “look fors.”
- **DO NOT** serve as a rubric for evaluation.
- **ARE NOT** an exhaustive list of teacher practices.

is outside of their own expertise. These guides are intended to provide a snapshot of sample evidence aligned to the four performance levels for each indicator within the **first three domains** of both of the CCT rubrics.

The *CT Evidence Guides* **ARE NOT** intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric. Rather, the *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors and administrators. The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to the respective rubric.

As the educator evaluation and support system evolves over time, so will the evidence provided in these guides. As such, the CSDE will be continually eliciting feedback from the field on the CT Evidence Guides to ensure that they are effective, relevant and useful. To provide feedback on any aspect of the CT Evidence Guides please use the following link: [Feedback on the CT Evidence Guides](#).

If you have questions on the *CCT Rubric for Effective Teaching 2014*, please contact Claudine Primack, CSDE Education Consultant, at claudine.primack@ct.gov. For questions on the *CT Evidence Guides for the CT Rubric for Effective Service Delivery 2014*, please contact Kim Wachtelhausen, CSDE Education Consultant, at kim.wachtelhausen@ct.gov.

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Student says in front of the whole class, "Ugh, why did he get selected to play the solo! He can't even play!" Teacher does not respond to the disrespectful remark.	Student says to another student, "You keep playing the wrong notes. You don't know the fingerings." Teacher responds, "We don't talk that way in this classroom." Later when another student says, "You stink at playing!" teacher does not respond.	Student says, "If you don't know the fingering, I will help you." Teacher says, "Thank you, Jose, for helping Jayden. It is important that we all help one another."	Student says to another student, "Keep it up! That was better than last time. You are getting better every time."
	Teacher waves students away when they approach to ask a question.	Teacher points to a student who is raising her hand to ask a question. When another student raises his hand, teacher scowls and waves him away.	Teacher is in front of the piano and walking around the room as students sing. When students sing a phrase correctly, teacher smiles and gives thumbs up.	Students sit with appropriate singing posture, eyes on the teacher, hands and feet to themselves.
	Teacher calls on the same three students throughout most of the lesson.	When the same three students raise their hands, the teacher says, "How about someone that we haven't heard from yet?" Then she calls on one of the three whose hands are raised.	When the same three students raise their hands, teacher says, "How about someone that we haven't heard from yet?" Then students are instructed, "Let's turn and talk with our partners to share your thoughts before I call on someone to answer this question."	Students respond to one another's ideas using positive language, "That's a good idea." "I like the words you used to describe that."
Teacher does not choose repertoire that reflects cultural background and interests of the class.	Teacher chooses repertoire that reflects cultural background of one student. Teacher does not have students complete a survey to gain a better understanding of class interests, needs and makeup.	Teacher chooses repertoire that reflects cultural background and interests of students, based on surveys and informal conversations.	Students share connections to the music being studied and their own backgrounds with each other. "This music reminds me of what my grandfather sang to me." "This dance is like one we perform at family gatherings."	

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Repertoire is limited to one genre. Worksheets/music is not modified to reflect skill level.</p> <p>During a discussion about music from Mexico, a child raises his hand and says, "I visited Mexico." A classmate says, "Who would want go there?" Teacher ignores the comment.</p> <p>Teacher assigns groups and songs for small group performance.</p>	<p>Repertoire is limited to Western music. Worksheets/music is sometimes modified to reflect skill level.</p> <p>During a discussion about music from Mexico, the teacher asks a student who has visited that country to share how it is different from Connecticut. Another student adds, "My family is from Mexico." Teacher continues to ask the first student questions, and ignores the second student.</p> <p>Teacher allows some students to choose groups for a small group performance but assigns others to groups.</p>	<p>Repertoire used reflects various cultures. Worksheets/music is modified to reflect student skill level and interests. Adaptive technology is used.</p> <p>During a discussion about music from Mexico, the teacher asks a student who has visited that country to share how it is different from Connecticut. Another student adds, "My family is from Mexico." The teacher responds, "Do you still have family living there? Do you ever get to go and visit?"</p> <p>Teacher explains to students that their groupings for small group performances are based on skill level. Students are given three excerpts to choose from.</p>	<p>Students bring in music/cultural artifacts from their own cultures to share with classmates.</p> <p>The teacher chooses multicultural repertoire that is representative of the student population. The teacher asks students in advance to share their experiences with the class.</p> <p>Teacher allows students to choose groups for a small group performance. Students suggest three excerpts for their performance.</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	When one student answers incorrectly that a dotted quarter note is two beats long, in a common time signature, the students laugh and say, "That is so easy, how did you get that wrong!" The teacher does not respond. The teacher asks, "How do you determine which note gets the beat in this exercise?" Students do not respond. Teacher says, "I am going to wait here until someone gives me the right answer!"	When one student answers incorrectly that a dotted quarter note is two beats long, in a common time signature, the students laugh and the teacher says, "It's OK, we all make mistakes sometimes," and the teacher moves on with the lesson. The teacher asks, "How do you determine which note gets the beat in this exercise?" The same four students who have answered all the other questions raise their hands.	When one student answers incorrectly, the teacher says, "Well, let's think about that for a minute. Will it help us to figure out the total value of that dotted quarter note if we take the time to count out how many eighth notes fit into it? How might looking at the time signature help as well?" The teacher asks, "How do you determine which note gets the beat in this exercise?" Fourteen of the 18 students in the class raise their hands to participate.	When one student answers incorrectly, another student says, "Billy, I would agree that the dotted quarter note is a beat and a half long if we were in common time, but since we are in cut time, it would only be three quarters of a beat long." Student says, "I'm still confused about how to determine which note gets the beat in this exercise." Another student responds, "To help figure out what type of note gets the beat, look at the bottom note of the time signature at the beginning of the exercise."

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Teacher says, "Only a few of you are ready to perform this song from memory. I will call you up individually to allow you to perform the song."	Teacher says, "We are going to break into two groups. Some of you will need more time to work on memorizing this song, and some of you are ready to perform."	When students are struggling to memorize a piece of music, the teacher says, "You can figure this out. This is like the last time we got stuck trying to memorize a song. What steps did we take then to help get through it? What do you think we should try to do first?"	Student says, "Let's start with a brainstorming session on what steps might help us with our memorization." Student says, "I always struggle with memorization. I am going to create a step-by-step procedure to organize how I practice my memorization and share it with the class."
	Teacher says, "Our goal today is to perform this sight-reading exercise. Make sure you play the entire song and don't stop."	Teacher says, "This sight-reading activity might help a few of you."	Teacher says, "This activity will help you all become better sight readers. All professional musicians need to be able to sight read a variety of music effectively. You are all capable of becoming effective sight readers!"	Student says, "I was able to use my improved sight-reading skills to help me perform a piece in my church ensemble this weekend, which they gave to us just a few minutes before we had to perform it!"
Teacher says, "Some of you did poorly on your lesson book exercises. Hopefully, you will do better on the next assignment."	Students' practice goals are posted, but information on chart displaying progress toward personal goals is three months old.	Students are directed to record their progress toward their personal goals on a data chart daily (e.g., practice log, major scale checklist, lesson book exercise checklist). Data wall in the classroom shows progress toward shared goals.	Students adjust personal goals based on analysis of their performance data daily. Student says, "My data chart shows that I am ahead of the curve on my major scales, but I need to spend more time getting caught up on my lesson book exercises."	

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Communicating, reinforcing and maintaining appropriate standards of behavior</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.</p>	<p>Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.</p>	<p>Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.</p>	<p>Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.</p>
	SAMPLE EVIDENCE			
	<p>Eight students are talking during a peer performance, and the teacher does not address them.</p> <p>Several students are talking and do not have instruments up when teacher raises the baton to cue the group to play. Teacher cues the group to start playing, and several students continue to talk and do not bring instruments up while the rest of the group plays.</p> <p>Teacher turns on a musical recording and many students begin to hold a side-conversation throughout the listening activity without redirection from the teacher.</p>	<p>Students begin talking during a peer performance. Teacher points to the listening expectations poster to remind students of the expectation. A few minutes later, the students begin talking again, and the teacher does not respond.</p> <p>Teacher says, "We need to remember to bring out instruments up and prepare to play when my baton is raised." Ten of 50 students do not have instruments up when teacher raises the baton, but teacher cues the group to begin playing anyway.</p> <p>Teacher turns on a musical recording and some students begin to hold a side-conversation. After a short time, when the behavior does not correct itself, teacher stops the recording and says, "You need to be listening." The recording resumes and the teacher again waits for a short time before stopping and reminds the class to listen.</p>	<p>Students are quiet during peer performances. The teacher refers to appropriate listening expectations when a student talks, and the student responds with the expected behavior.</p> <p>Teacher says, "I can see the clarinets are ready to play. Their instruments are up and their eyes are on me." Teacher raises baton to remind students to bring instruments up to prepare to play.</p> <p>Students are asked to listen to a musical recording. At one point in the activity when a group of students begins to hold a side-conversation, the teacher stops the recording and models the expected behavior (i.e., not talking about other things during the listening activity). When she begins the recording again, the students follow through on her expectations.</p>	<p>Student says to another student in the class, "Remember, we need to be a good audience when one of our classmates is performing." The other student quiets down.</p> <p>Student points to conductor to remind other students in the section that instruments should be up. Student brings instrument up to playing position to cue other students to do the same.</p> <p>Prior to a listening activity, students are asked to identify proper listening behavior. Throughout the activity, non-verbal listening cues are modeled teacher-to-student and student-to-student (i.e., finger to lips, pointing to ear, etc.).</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Most students are talking during a listening activity, and the teacher does not address them. When a student comes in late and takes out his materials to follow along with the listening activity, the teacher does not look up from her desk and request the late pass.	Students begin talking during a listening activity, and teacher points to the posted listening expectations poster to remind the students of noise level. A few minutes later, the students begin talking and the teacher does not respond. Teacher says, "Even though you came into class with the expected late pass, I see that you got your score out quickly and found where we were in order to follow along." When another student comes in with the late pass, and takes out his materials, teacher does not respond.	Students are quiet during the listening activity, and the teacher refers to the listening expectations when a student begins talking and explains the reasons for good listening behavior (i.e., not distracting others). The student responds with expected behavior. Teacher says, "Even though you came into class with the expected late pass, I see that you got your score out quickly and found where we were in order to follow along." Thank you.	When a student begins talking during a listening activity, another student in the class says, "Remember we need to be a good listener so that we don't disturb others." The other classmate quiets down. When a student comes into class with a late pass and takes out his materials to follow along with the listening activity, a neighboring student points to where they are in the music without speaking aloud.

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1c: Maximizing instructional time by effectively managing routines and transitions.⁶

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Students move from whole-class grouping to instrument stations in four minutes, and teacher takes another six minutes to distribute instruments. Lesson is not completed.</p> <p>Teacher says, "It is time for instrument sectionals." Most students wander without a clear purpose. One student says, "Where are the instruments?" Another says, "What are we doing now?"</p> <p>Teacher receives a phone call regarding a change to the assembly schedule. Teacher does not share the information with the students. As a result, students start talking to one another about the assembly and why they haven't left the classroom yet. Teacher says, "We are not going to the assembly now. Take out your rhythm exercises while I find you something else to do."</p>	<p>Teacher plays a musical cue to signal students to move to instrument stations. Students attempt to organize into groups, but not all required materials are laid out. Some students pick up an instrument, while others are still looking for materials. Groups are finally ready after about five minutes.</p> <p>Teacher says, "It is time for instrument sectionals." Some students move into instrument groups, and some students do not take action. One student says, "What do we need to do?"</p> <p>Teacher receives a phone call regarding a change to the assembly schedule. Teacher announces, "Students, our assembly has been postponed. Let's get back to work."</p>	<p>Teacher plays a musical cue to signal students to move to previously setup instrument stations. Students quickly organize into groups and each member picks up an instrument, and everyone is ready to work within two minutes.</p> <p>Teacher says, "It is time for instrument sectionals." Students move into instrument groups and begin their task.</p> <p>Teacher receives a phone call regarding a change to the assembly schedule. Teacher announces, "Students, our assembly has been moved, and we will attend later this afternoon. As a result, we are going to begin our instrument sectionals earlier. Let's review our revised schedule, and I'll answer any questions you might have."</p>	<p>After attendance, students quickly organize into groups without teacher prompting. Students remind one another of their roles, retrieve materials from a central location, and begin working in under a minute.</p> <p>Teacher concludes listening activity. Students independently put away their listening journals and begin to transition into instrument sectionals without teacher prompting.</p> <p>Teacher receives a phone call regarding a change to the assembly schedule. Teacher announces the change to the class. One student says, "We would have been doing instrument sectionals during the assembly. Why don't we do that now instead?" As students continue working, the teacher updates the daily schedule.</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson plan is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher lists music standards in the lesson plan, which does not align to the planned activities. Lesson objective is to improvise over a 12-bar blues progression. Teacher does not plan any instruction with regard to rhythmic or harmonic content.	Some of the planned learning activities support the selected music standards, but others listed are not addressed in the lesson content. Lesson objective is to improvise over a 12-bar blues progression. Teacher does not plan to teach harmonic progression or stylistically appropriate rhythmic and harmonic concepts. Improvisation limited to blues scale only.	Teacher has identified the specific music standards that will be addressed in the content of the lesson. All lesson activities are designed to build student learning of the standards. Lesson objective is to improvise over a 12-bar blues progression using a blues scale and appropriate chord scales. The teacher plans to show and model stylistically appropriate rhythmic and harmonic concepts.	Teacher has strategically selected the music standards for the lesson content based on student needs; all lesson activities and planned assessments are aligned to the specific standards, and address the multiple learning styles of the students. Students will listen to and transcribe blues solos to further their understanding of stylistically appropriate rhythmic and harmonic concepts.

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	<p>Teacher plans for students to sing the “Hallelujah Chorus” with scores. The teacher cites that they will only sing through the piece.</p> <p>There is no use of warm-ups, technical exercises and chorales to connect to the repertoire.</p> <p>Teacher plans for students to play a piece. Students play through the piece several times in a row, without the teacher making any corrections or providing feedback.</p>	<p>Teacher plans for students to sing the “Hallelujah Chorus” with scores citing that they will sing it with the correct dynamics.</p> <p>The teacher plans warm-up exercises, technical exercises, and chorales, but not necessarily based on the repertoire being performed in that rehearsal.</p> <p>Teacher plans for students to play a piece. Students will be instructed to work together in sectionals to practice and improve, without providing feedback about specific passages to work on.</p>	<p>Teacher plans for students to sing the “Hallelujah Chorus” with expression and technical accuracy, from memory.</p> <p>The teacher plans the warm-up exercises, technical exercises, and chorales, based on the repertoire being performed in the rehearsal.</p> <p>Teacher plans for students to play a piece. Students will be instructed to work together in sectionals to practice difficult passages and improve them. Each section would be assigned certain passages to work on, based on their level of difficulty. Students perform for each other.</p>	<p>The teacher extends the lesson by teaching about the composer and historical background of the piece.</p> <p>The teacher extends the lesson by having students connect the exercises to other pieces being performed. Teacher will ask students to make the connection between the importance of the warm-up process in music and the warm-up process in sports and physical education class.</p> <p>Students research programmatic themes in the piece in cooperative learning groups, and share the information with the rest of the ensemble.</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Use of data to determine students’ prior knowledge and differentiation based on students’ learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students’ prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students’ prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher plans to use a piece of music that is an inappropriate difficulty level, not taking into account students’ prior skills/knowledge and interests. Teacher makes musical selections for ensemble based on curriculum, rather than considering student skill level.	Teacher uses whole class performance recording to select a new piece of music for the class to perform. Teacher makes musical selections based on whole-class performance recording, and parts are assigned randomly.	Teacher plans to use multiple sources of data (individual student recordings, previous performance assessments, written assessments) to determine students’ prior knowledge and skills. Teacher assigns parts of musical selection based on previous individual performance assessments. Teacher will modify parts and differentiate instruction for all students.	Teacher plans to have students record themselves performing class repertoire and then complete a self-assessment to identify learning needs. Teacher gives students section parts. Students then determine which part they will perform based on their strengths and weaknesses.

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	The teacher plans to teach rhythms by rote without making connections to how to count, read, or write the notation.	Based on the Notation Standard of the Arts Framework, the teacher plans to teach grade appropriate rhythms through model and echoing but makes limited connection to counting or written music notation.	Based on the Notation Standard of the Arts Framework, the teacher plans to teach grade appropriate rhythms through model and echoing with counting, and then having students read and write the rhythms in standard music notation.	Based on the Notation Standard of the Arts Framework, the teacher plans to facilitate students in selecting grade-appropriate rhythms that the student will teach to the rest of the class through model and echoing with counting, and then having students read and write the rhythms in standard music notation.
	Teacher dictates definitions for dynamic symbols to students without providing an opportunity for students to demonstrate their understanding.	Teacher plans to have students demonstrate understanding of dynamic symbols and terms by defining and identifying them during the lesson.	Teacher plans to have students demonstrate understanding of dynamic symbols and terms by defining, identifying in music, and performing them.	Teacher provides students with choices of how they will demonstrate understanding of symbols and terms.
	Teacher plans to have the class perform a single sight-reading exercise that does not use grade appropriate rhythms, per the Notation Arts Framework Standard.	Teacher plans to provide students with a few different sight-reading exercise that includes some grade appropriate rhythms and dynamic symbols, per the Notation Arts Framework Standard.	Teacher plans to have students perform individual sight-reading exercises with grade-appropriate rhythms and dynamic symbols, per the Notation Arts Framework Standard.	Teacher plans to have students compose a sight-reading exercise with grade-appropriate rhythms and dynamic symbols, per the Notation Arts Framework Standard. Students will exchange and perform each other’s exercises.

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b: Planning instruction to cognitively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Strategies, tasks and questions cognitively engage students</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Plans instructional tasks that limit opportunities for students' cognitive engagement.</p>	<p>Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.</p>	<p>Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.</p>	<p>Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.</p>
	SAMPLE EVIDENCE			
	<p>Teacher plans to perform a musical passage, then perform again with a pitch, rhythmic, or expressive error. The teacher will ask students to identify the type of error.</p> <p>Teacher records ensemble performance, plays back, and has students score the performance on a numeric scale without specifying corresponding criteria or rubric.</p>	<p>Teacher plans to perform a musical passage, then perform again with a pitch, rhythmic, or expressive error. The teacher will ask students to identify the type of error and the location of the error.</p> <p>Teacher records ensemble performance, plays back, and has students complete written responses to guided questions that elicit a minimal amount of open-ended feedback.</p>	<p>Teacher plans to perform a musical passage, then perform again with a pitch, rhythmic, or expressive error. The teacher will ask students to identify the type of error, the location of the error, and to analyze and explain how the error was made and how it is different from the correct performance.</p> <p>Teacher records ensemble performance, plays back, and has students complete written responses to guided questions that lead students to analyze and evaluate the ensemble's performance.</p>	<p>Teacher plans to perform a musical passage, then perform again with a pitch, rhythmic, or expressive error. The teacher will ask students to identify the type of error, the location of the error, and to analyze and explain how the error was made and how it is different from the correct performance. Students will also be asked to generate a practice plan to explain how a performer may be able to work on techniques to fix the error.</p> <p>Teacher records ensemble performance, plays back, and has students generate questions that will serve as the basis for the analysis and evaluation of the recording. Students will create an action plan of what musical attributes they need to work on for future performances, based on their assessment evaluation of the recording.</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b: Planning instruction to cognitively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional resources and flexible groupings support cognitive engagement and new learning.	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher allows students to randomly select a group to work with. Teacher selects music beyond students' playing ability and does not represent a variety of styles or genres.	Teacher chooses groups so that each group has an equal number of students, without regard for skill level. Teacher selects music of the same genre/style with little challenge in difficulty level.	Teacher chooses heterogeneous groups, so that more advanced students can help struggling students. Teacher selects a variety of music, both in genre/style and difficulty level, in order to challenge students and make interdisciplinary connections. Teacher plans to use multiple sources to convey musical concepts, such as audio recordings of professional musicians, articles, websites, etc.	Teacher forms heterogeneous groups based on student interests to facilitate an interdisciplinary research project for a select piece of music. Teacher encourages students to make interdisciplinary connections by having them research websites/articles the genre/styles being studied. Students will be asked to identify relationships to societal and or historical/cultural influences to the style/genre being studied.

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to *engage students in rigorous and relevant learning* and to *promote their curiosity about the world at large* by:

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Criteria for student success</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.</p>	<p>Plans general criteria for student success; and/or plans some opportunities for students to self-assess.</p>	<p>Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.</p>	<p>Plans to include students in developing criteria for monitoring their own success.</p>
SAMPLE EVIDENCE				
	<p>Teacher does not plan assessment criteria ahead of time (i.e., bowing, phrasing, dynamics), and does not plan opportunities for students to self-assess.</p> <p>Teacher does not plan to share assessment criteria with students or does not plan specific assessment criteria (i.e., dynamics, articulation, phrasing) before the lesson.</p> <p>Teacher does not plan opportunities for students to evaluate their performance. The plan calls for straight performances of all ensemble repertoires.</p>	<p>Teacher plans some assessment criteria but does not identify specific skills (i.e., bowing, phrasing, dynamics, etc.) and also does not determine acceptable/unacceptable responses. Teacher assumes one correct way to play per example.</p> <p>Teacher plans to share some assessment criteria (i.e., dynamics, articulation, phrasing), with little or no opportunities for self-assessment.</p> <p>Teacher plans little opportunity for students to evaluate their performance. A few questions cited include "How did you do?" and "Was what you played good or bad?" without setting expectation guidelines.</p>	<p>Teacher plans assessment criteria identifying specific musical skills (i.e., bowing, phrasing, dynamics), and plans to include questions leading students to self-assessment.</p> <p>Teacher plans to list assessment criteria (i.e., dynamics, articulation, phrasing) in an email before class. Students have the opportunity to assess themselves and their peers.</p> <p>Teacher plans time for students to evaluate their performance with a partner or independently (through written and oral responses) based on the written rubric (i.e., dynamic contrast, steady tempo, correct articulations, etc.).</p>	<p>Teacher plans to invite students to collaborate in identifying assessment criteria before playing a piece. Students will then be asked to turn to a partner and discuss strengths and weaknesses on at least three of the identified criteria.</p> <p>Teacher plans to facilitate student-led discussions regarding students' performance based on pre-determined assessment criteria (i.e., dynamics, articulation, and phrasing).</p> <p>Teacher plans time for students to use feedback from peers to self-assess their performance (through written and oral responses), based on the agreed on, student-generated rubric, which includes specific criteria. (i.e., dynamic contrast, steady tempo, correct articulations, etc.)</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher does not plan to assess students during rehearsals. Assessment is planned only for the concert performance.	Teacher plans to use some assessment criteria (i.e., wrong notes and rhythms) but does not assess breathing, phrasing, dynamics, etc.	Teacher will use immediate feedback during rehearsal, i.e., questioning, listening, correcting wrong notes, rhythms, breathing, phrasing, dynamics, etc. Teacher will also differentiate instruction based on the issues that will arise within various sections of the ensemble (first trumpet; second clarinet; first trombone, etc.).	Teacher plans to facilitate student-led discussion to create a rubric (i.e., wrong notes, rhythms, breathing, phrasing, dynamics, etc.) for self-assessment, which the students then use to reflect on their performance.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectation to student and sets a specific purpose or instruction and helps student to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE			
	Teacher says, "Today you are composing a piece."	Teacher says, "Today we are going to compose a piece in rondo form."	Teacher says, "Yesterday we listened to a piece that was in rondo form. Today, we are going to compose our own piece in rondo form. You are creating this using finale, using your choice of instruments, based on the music we listened to." (CTMCS 5, Notation and CTMCS 4, Composition)	Teacher says, "Who can tell me the form of the piece that we listened to yesterday?" Student responds, "Rondo form." Teacher says, "How do you think you could compose your own rondo? What are the steps?" Students respond, "We would create three different phrases of music. We would follow the form of the piece we listened to. We need to set up our score with the instruments we want to compose for."

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to *engage students in rigorous and relevant learning* and to *promote their curiosity about the world at large* by:

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "These drums come from South Africa. The djembe is played by the master drummer, and the cowbell and rattle keep the beat."	Teacher says, "These drums come from somewhere in Africa. They are used for a dance. The big drum is the master drum, the agogo is the double bell, and the rattle is like a maraca, with beads on the outside."	Teacher says, "These drums come from Ghana, a country in West Africa. These specific drums are used in Gahu. The boba is the master drum, the gankoqui is a double bell that acts as the time keeper, and the axatse is a rattle with beads on the outside."	Teacher say, "Discuss with your neighbor how each of the Ghanaian drums is used in the Gahu ensemble."

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content progression and level of challenge</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.</p>	<p>Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.</p>	<p>Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.</p>	<p>Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.</p>
SAMPLE EVIDENCE				
	<p>Teacher says, "We are going to play this piece. One, two, ready, go" Students cannot play the piece. No practice rehearsal or session was provided. Teacher has them play it repeatedly without giving feedback.</p>	<p>Teacher randomly divides students into parts. Students have time to practice their parts. The teacher facilitates the groups as needed. Students play all the parts together.</p>	<p>Students complete a performance assessment of melodic lines. Based on the results, teacher assigns students to specific parts. Each group is given a part of varying difficulty. The teacher facilitates the students' practicing; paying special attention to the group that requires more support. Then students play all the parts together, and reflect on the questions, "What can we do to improve our performance?" (CMCS 2, Students will play, alone and with others, a varied repertoire of instrumental music.)</p>	<p>Students teach each other their parts—part A learns part B, etc. Students then choose the part they prefer, and perform in small groups. Use digital technology to record the groups and publish on school website.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher says, "Listen to the piece and describe what you hear in each section. Student says, "How do we describe what we hear?" Teacher says, "With music terminology like we always do. Now stop talking and listen."	Teacher says, "Listen to the piece and describe what you hear in each section using musical vocabulary such as forte."	Teacher says, "Let us review the vocabulary we are going to use to describe what you are listening to. After the review of the terms tempo, dynamics, timbre, instrumentation, voice parts, accompaniment, the teacher says, "Listen to each section of the piece and describe the music using musical terminology. For example, you might say that section 1 contains many sforzandos, which means loud and accented."	Teacher says, "Let us review the vocabulary we are going to use to describe what you are listening to." Students are given a list of musical vocabulary to define individually. Teacher directs them to ask a friend if they don't know a definition. Student says, "What does sforzando mean again?" Another student replies, "loud and accented."

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	<p>Teacher asks, "What is a crescendo?" Student responds, "Getting louder." Teacher asks, "What is decrescendo?" Student responds, "Getting softer."</p> <p>Task: Students circle the dynamics in their score.</p> <p>Teacher states, "Today we are going to listen to a 12-bar blues by Miles Davis." Teacher plays recording and asks students what they think.</p>	<p>Teacher asks questions similar to the following: "Where are the decrescendos and crescendos in this piece?"</p> <p>Task: Students are asked to identify musical notation by reading a score, and by performing the dynamics accurately.</p> <p>Teacher states, "Today we are going to listen to a 12-bar blues by Miles Davis and follow along with the manuscript." Teacher hands out manuscript of the music and has students follow along and circle any measures that repeat.</p>	<p>Teacher asks a variety of questions similar to the following: "How are the dynamics in this piece similar to what we did in the warm-up?" "What is another piece we are singing that uses crescendos and decrescendos in the same way?"</p> <p>Task: Students are asked to gather, analyze, organize, respond to, and interpret information from multiple sources.</p> <p>Teacher states, "We have studied the history of the blues through listening, discussing, and analyzing for the past few weeks. Today you are going to compose your own 12-bar blues using the Bb blues scale."</p>	<p>Students work in groups to find examples of other pieces that use crescendos and decrescendos using YouTube, or music-listening apps.</p> <p>Students research and select an individual jazz artist. Students will build their blues composition in the style of their selected artist.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional resources and flexible groupings <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
	SAMPLE EVIDENCE			
	Teacher arranges students in groups to play a previously learned major scale, and students are asked to say "Good job" to each other after they perform.	Teacher arranges students in groups and provides them with an incomplete major scale. Students work together to decide what the missing notes are, and then perform it for each other.	Teacher arranges students in sections and has them work together to decipher how to play a new major scale based on a previous discussion of the mathematical relationships of half and whole steps in major scales. Students regroup and explain to the class the process of how they deciphered the formula for the major scale.	Students select groups to decipher how to play a new major scale based on previous discussion of the mathematical half- and whole-step relationships of major scales. Students will then discover how to play a simple song ("Happy Birthday") based on the new major scale. Students will rotate to new groups and perform and teach the simple song in the new key to other students.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Student responsibility and independence</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.
	SAMPLE EVIDENCE			
	Teacher plays three songs for class and asks for a show of hands from the whole group to indicate which one they like the best. Teacher considers student responses, and ultimately chooses the song to perform.	Teacher plays three songs for ensemble/class. Students are assigned to groups and provided with a teacher-created rating scale for each song. Students complete the rating scale for each song and submit back to teacher. Teacher compiles and analyzes data and shares with the ensemble/class.	Teacher states, "We have listened to three different songs over the past several rehearsals. Today, you will work in groups to decide which selection would be best for our ensemble/class to perform. After listening and following along with the score, answer questions about what the strengths and weaknesses of each piece are, and how they might showcase our ensemble/class. Each group will present their responses to the class, with all group members participating equally."	Students are grouped together by their selected song, and work together to determine potential trouble spots in rehearsing and performing the piece. They will create a practice plan for the trouble spots and post the plan on the band website as an at-home practice assignment.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Criteria for student success</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not communicate criteria for success and/or opportunities for students to self-assess are rare</p>	<p>Communicates general criteria for success and provides limited opportunities for students to self-assess.</p>	<p>Communicates specific criteria for success and provides multiple opportunities for students to self-assess.</p>	<p>Integrates student input in generating specific criteria for assignments.</p>
SAMPLE EVIDENCE				
	<p>Teacher assigns an eight-measure playing assessment but does not discuss assessment criteria or provide a playing assessment rubric.</p> <p>Teacher assigns a final performance assessment and does not check progress with formative assessments. Teacher listens to the student perform the piece on the due date and grades the student on the performance assessment rubric.</p>	<p>Teacher states, "Today we have our playing assessment. Remember to play all the written dynamics, watch your articulations, and play with a quality and full tone." After the playing assessment, the teacher completes a playing assessment rubric and discusses the results with the student.</p> <p>Teacher assigns a final performance assessment and schedules multiple formative assessments at weekly lessons prior to the final graded performance. At weekly lessons, the teacher listens to the student perform the piece and says to the student, "Check your dynamics at measure eight. Careful not to slur in measure four."</p>	<p>Teacher states, "Let us review the playing assessment rubric before we record your individual playing assessment today. After listening to the recording of your playing assessment, you will self-evaluate your performance by completing the rubric and writing three sentences about what you can do to improve your musicianship before your next playing assessment. You will then discuss and compare your rubric results with the teacher's."</p> <p>Teacher assigns a final performance assessment and schedules multiple formative assessments at weekly lessons prior to the final graded performance. At weekly lessons, the teacher listens to the student perform the piece and asks leading questions, "How were your dynamics in measure eight? What could you have done to bring out the articulation in measure four?" Student provides written or aural responses to these questions each week leading up to the final graded playing test.</p>	<p>Students work together in groups to develop the musical categories for the playing assessment rubric.</p> <p>Student reviews playing assessment rubric after performing the piece they are preparing for his or her final playing assessment. Student identifies areas of weakness on the rubric to guide his or her practice for the next weekly lesson.</p>

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Ongoing assessment of student learning</p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p>	<p>Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p>	<p>Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.</p>	<p>Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.</p>
	SAMPLE EVIDENCE			
	<p>Teacher stops ensemble during rehearsal of a song. "Many of you missed the key change in measure 16. Please take out your pencils and mark this in your music." Teacher proceeds to check each student's music to be sure that each student marks their music. After checking all student work, teacher says, "Good, now let's start with the next passage." Ensemble starts where they left off, without addressing the passage in which they made the errors.</p>	<p>Teacher stops ensemble during rehearsal of a song. "By a show of hands, how many people think we had to stop because people missed the key change?" Fifty to 70% of students raise their hands. Teacher replies, "Very good, we missed that key change in measure 16. Please take out your pencils and mark that in your music." After marking music, ensemble performs the passage again, with better note accuracy.</p>	<p>Teacher stops ensemble during rehearsal of a song. "Do you know why we stopped?" Students raise their hands, teacher calls on one student. "I think we were playing wrong notes." Teacher responds, "Very good, and can anyone be more specific?" Students raise their hands, and teacher calls on a different student. "There was a key change in measure 16 and I think some people weren't playing the D-flats." Teacher responds, "Excellent, and what can we do to make sure that doesn't happen next time?" Calls on a third student. "We can mark it in our music." Teacher says, "Exactly, let's pull out our pencils." After marking music, ensemble plays passage again, this time with accurate notes.</p>	<p>After performing a song during rehearsal, teacher says to ensemble, "Please turn to a partner and discuss what you think we did well, and what you think we could improve about our performance just now." Students discuss with neighbor (both within their instrumental section and with peers playing different instruments), mark their music, and practice on their own for two to three minutes. Teacher brings ensemble back from partner work. "OK, now let's try that same song again, with the edits that you and your partner made." Ensemble performs the song again, with better accuracy (i.e., more dynamic contrast, less technical errors such as wrong fingerings or wrong notes, better phrasing and expression, etc.).</p>

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
<p>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</p>	SAMPLE EVIDENCE			
	<p>After performing a song during rehearsal, teacher says to ensemble, "This piece is sounding very nice, but there is more that we can do expressively to make it even better. Let's try it again with more focus on expression."</p>	<p>After performing a song during rehearsal, teacher says to ensemble, "This piece is sounding very nice, but there is more that we can do expressively to make it even better. Let's try it again with more focus on dynamics, phrases, and articulation."</p>	<p>After performing a song during rehearsal, teacher says to ensemble, "This piece is sounding very nice, but there is more that we can do expressively to make it even better. What are some things you think we can do?" Students raise their hands, teacher calls on one student. "I think we can have more dynamic contrast during the crescendos and decrescendos." Teacher responds, "Very good, what else can we do?" Students raise their hands, and teacher calls on a different student. "We can try to not break the four-bar phrases during legato passage." Teacher responds, "Excellent, and is there anything else?" Teacher calls on a third student. "Sometimes there are accents, or those staccato markings. Maybe we can show that more when we are playing?" Teacher replies, "These are all great ideas! Let's mark this in our music, and then try the song again." Students mark their music and the ensemble performs the song again, with more attention to the expressive details listed by the class.</p>	<p>After performing a song during rehearsal, teacher says to ensemble, "Please turn to a partner and discuss what you think we can do expressively to improve our performance of this song." Students discuss with neighbor (both within their instrumental section and with peers playing different instruments), mark their music, and practice on their own for two to three minutes. Teacher brings ensemble back from partner work. "OK, now let's try that same song again, with the edits that you and your partner made." Ensemble performs the song again, with more focus on expression, such as more dynamic contrast during crescendo and decrescendo passages, not breaking the four-bar phrases during legato passages, etc.</p>

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
	After performing a song during rehearsal, teacher says to ensemble, "This sounds very nice, but I can't hear the melody at measure 16. Let's try that again."	After performing a song during rehearsal, teacher says to ensemble, "This sounds very nice, but I can't hear the melody at measure 16. Please circle your dynamic markings at measure 16." Students circle their dynamics, but when ensemble performs the passage again, many students do not play their parts any differently. Student turns to neighbor. "I'm not sure why we circled the piano marking at measure 16. Do you know?" Neighbor responds, "Not really."	After performing a song during rehearsal, teacher says to ensemble, "You're playing all the right notes and rhythms, but now let's focus on who has the melody. Trumpets, at measure 16, what dynamic level is written in your part?" Trumpets reply, "Piano." Teacher says, "Very good, and what does 'piano' mean?" Students say, "Soft/quiet." Teacher says, "Exactly, and the reason we need your part to be softer here is because the flutes have the melody. Let's mark that in your part and try that passage again." Trumpets mark their music; ensemble plays the passage again with more accurate dynamics. Trumpet student raises his hand. "Wow, I've never heard that flute part before, it's a great melody! I can see why we need to play softer there."	After performing a song during rehearsal, teacher says to ensemble, "You're playing all the right notes and rhythms, but now let's focus on who has the melody. Turn to a partner and discuss who you think has the melody in measure 16, and what you think we can do to make sure that their part is heard." Students discuss with neighbors which section they think has the melody in this passage, and what can be done to make sure it comes through. Teacher asks for volunteers to share what they discussed. One pair of students says, "We don't think we have the melody in the trumpet section, because our part is marked piano. We decided that we were probably playing too loud, because we couldn't hear where the melody was." Teacher asks students who think they have the melody to raise their hands, and flute students raise their hands. Teacher says, "You're absolutely right, flutes, you have the melody. Trumpets, I like your idea of playing softer so that you can hear this melody. Let's try the song again with this in mind."

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	After performing a song with multiple errors during rehearsal, teacher says, "That was pretty good. Let's move on to the next song."	After performing a song with multiple errors during rehearsal, teacher says, "Pretty good, but something doesn't sound right at measure 13. Let's all sing together starting there."	After performing a song with multiple errors during rehearsal, teacher goes back through the piece measure-by-measure to help individuals and sections with their difficult passages (i.e., "Tenors, I'll cue you at measure 13 because it seems like that is a tricky part for you" "Altos, I'm not hearing A-flats when the key changes, so please make certain that you circle the key change to remind you").	After performing a song with multiple errors during rehearsal, teacher has students break up into sections to discuss their parts. Teacher visits each section to see what students are having difficulty with. A student in the tenor section says, "I have a hard time counting 12 measures of rest, can you cue me at measure 13?" Teacher marks his score to cue the tenors. After visiting each group, teacher brings ensemble back together to perform the piece again. During the piece, teacher cues the tenors at measure 13, and says "Altos, remember that A-flat when approaching the difficult passage."