

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

**Evidence Guide
Illustrative Examples of Music 3-5**

Sample evidence of teacher practice developed by Connecticut educators



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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			
	<p>Teacher says, "Can someone help Jaden with the fingering?" Teacher points to a student and says, "Help him." Student points to another student and says, "You help him." Teacher says, "Will anybody help him?"</p> <p>Teacher is in front of the piano as students sing. When students sing a phrase incorrectly, teacher rolls her eyes.</p> <p>Teacher says, "To save time, I've selected all the songs we're going to be singing for the kindergarten concert. I know what I like and I think these are the best songs for us to sing."</p>	<p>Teacher says, "Can someone help Jaden with the fingering?" Student responds, "I showed him yesterday already." Teacher says, "Could you show him again, please?" Student responds, "Do I have to?" Teacher says, "Suzanne, can you help?"</p> <p>Teacher is walking up and down the right side of the room. When students near her sing a phrase correctly, the teacher smiles.</p> <p>Teacher says, "I haven't heard from three tables about choices for the classroom kindergarten concert. I need to hear from one table."</p>	<p>Teacher says, "Can someone help Jaden with the fingering?" Student responds, "I can help." Teacher says, "Thank you for helping. You have just earned a random act of kindness token."</p> <p>Teacher is in front of the piano, and walking around the room as students sing. When students sing a phrase correctly, teacher provides immediate feedback and encouraging remarks of their appropriate pitch and phrasing technique.</p> <p>Teacher says, "Who hasn't shared their idea yet for our kindergarten concert?" Student says, "I think we should sing 'I've Been Working on the Railroad'." Another student says, "That's a great idea. We could have a theme on trains."</p>	<p>Student says to another student, "Keep up the practice! That was great yesterday."</p> <p>Teacher moves about the room as students sing. She encourages efforts with thumbs-up, smiles and gentle shoulder touches. Students sit with appropriate singing posture (i.e., backs up straight, sitting tall, feet flat on the floor), eyes on the teacher, hands and feet to themselves.</p> <p>Student says, "That's a great idea. We could have a theme on trains." Another student says, "I'd rather do boats." A third student adds, "Let's do transportation. Then all of our ideas count."</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>
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>The classroom performance repertoire is limited to American Appalachian folk songs.</p> <p>During classroom singing practice, teacher says, "Let's not spend too much time talking about bugs. They make me shudder."</p> <p>Teacher says, "Everyone will list songs that I have written on the board. I provided one language."</p>	<p>The classroom performance repertoire reflects folk songs from Western music.</p> <p>During a practice, teacher says, "Who can translate 'La Cucaracha'? We only have five minutes before we move on to 'Sea Chanteys'."</p> <p>Teacher says, "Everyone will work independently to create a song using only the language phrase I provided to you."</p>	<p>The classroom performance repertoire reflects folk songs from Mexico, Puerto Rico and India.</p> <p>During a practice, teacher asks a student from Mexico to translate the words to "La Cucaracha." Student says, "It's about a bug that can't walk." Another student adds, "I've seen them before." Teacher says, "Cockroaches are interesting. There are lots of songs and stories about them that we could learn."</p> <p>Teacher says, "Based on your learning preferences, you make the following choices: you may work independently or with a partner. You may create a song utilizing a cultural theme or any ethnic phrase."</p>	<p>The classroom performance repertoire is created to include music and cultural artifacts reflecting students' cultural backgrounds and ethnicity traditions.</p> <p>Teacher says, "What other songs do you know from other languages and cultures?" Student responses include: "Frere Jacques," "Naramja Dulce" and "Chennai."</p> <p>Teacher says, "Based on your learning preferences, you make the following choices: you may work independently or with a partner.</p> <p>You may create a song using the cultural and ethnic themes shared in class. You may also create your song lyrics utilizing world language phrases or words and we will share with other classes.</p>

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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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>
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.
<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>When one student answers incorrectly that a quarter note is two beats long, the students laugh and say, "That is so easy. How did you get that wrong?" The teacher does not respond.</p> <p>The teacher asks, "How do you determine which note gets the beat in this exercise?" Students do not respond. Teacher answers her own question.</p>	<p>When one student answers incorrectly that a quarter note is two beats long, the students laugh and the teacher says, "It's OK, we all make mistakes sometimes," and the teacher moves on with the lesson.</p> <p>The teacher asks, "How do you determine which note gets the beat in this exercise?" Students call out answers: "The first note." "The second note." Teacher accepts the responses and move on.</p>	<p>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 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?"</p> <p>The teacher asks, "How do you determine which note gets the beat in this exercise?" Most students in the class raise their hands. Teacher calls on student, and student responds, "The first one." Teacher says, "How many of you agree? Disagree? Why?" All students raise their hands.</p>	<p>When one student answers incorrectly, another student says, "Billy, I would agree that the quarter note is a beat if we were in common time, but since we are in cut time it would only be half of a beat long."</p> <p>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 music selection."</p>

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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			
	<p>When students are struggling to sight-read a piece of music, the teacher says, "I know this is really tough, and it's asking a lot of you. Perhaps we can make this the last day and go on to the next piece."</p> <p>Teacher says, "Make sure you perform the whole song and don't stop."</p> <p>Teacher says, "I'm reducing the cumulative practice amounts because many of you have not done the work. We want something we can achieve."</p>	<p>When students are struggling to sight-read a piece of music, teacher says, "I need my experts, Team Four, to work on this."</p> <p>Teacher says, "This sight reading activity might help a few of you provided you show real effort."</p> <p>Students are directed to record their progress toward one of their section (i.e., trumpets, flutes) goals on a practice log. Data wall in the classroom shows that student contributions to cumulative practice goals have not been logged.</p>	<p>When students are struggling to sight-read a piece of music, teacher says, "We've had this problem before. How should we solve it? What should we do next?"</p> <p>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 competent sight readers!"</p> <p>Students are directed to record their progress toward one of their section (i.e., trumpets, flutes) goals on a practice log. Data wall in the classroom shows targets for shared cumulative practice goals.</p>	<p>Teacher says, "We've had this problem before. How should we solve it? What should we do next? Let's get into our problem solving groups and share our answers with each other."</p> <p>Student says, "I was able to use my improved sight reading skills to help me perform a piece in my church recorder ensemble this weekend, which they gave to us just a few minutes before we had to perform it!"</p> <p>Student takes out his personal goal log and adjusts personal goals.</p> <p>Student says, "My data chart shows that I am ahead of the curve on my major scales, but need to spend time practicing."</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>
<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>Most students are talking during a peer performance, and the teacher does not address the behavior.</p> <p>Several students are talking and do not have instruments up when teacher raises her 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 starts a recording and says, "Here is a musical recording. Listen to the music." When a group of students begins holding a side conversation, teacher does not respond.</p>	<p>Students begin giggling during a peer performance. Teacher points to the listening expectations poster to remind students of the noise level. A few minutes later, the students begin talking, and the teacher does not respond.</p> <p>Several students are talking and do not have instruments up when teacher raises her baton to cue the group to play. Teacher says, "We need to remember to bring our instruments up and prepare to play when I raise the baton." Ten of 50 students do not have instruments up when teacher raises baton, but teacher cues the group to begin playing anyway.</p> <p>Teacher says, "Listen quietly to the musical recording." When a group of students begins holding a side conversation, the teacher stops the recording and says, "You are supposed to be listening." Teacher plays the recording, and students begin to talk. The recording continues.</p>	<p>Students are quiet during peer performances. The teacher refers to appropriate listening expectations when a student performs, and the students respond by sitting still, keeping eyes on the performer, and clapping after each performance.</p> <p>Students are quiet and have instruments up and ready. The teacher says, "I can see the clarinets are ready to play. Their instruments are up and their eyes are on me." Teacher puts hands up to remind students to bring instruments up to prepare to play.</p> <p>Teacher says, "Listen quietly to the musical recording." When a group of students begins holding a side conversation, teacher stops recording and says, "What do we do when we are listening?" Student responds, "Keep our ears open and our mouths closed." Teacher plays the recording and students meet the expectation.</p>	<p>Student turns to another student talking and says, "Shhhh." The other student stops talking.</p> <p>Student points to conductor who has the baton raised 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>Teacher says, "Listen quietly to the musical recording." In one case, the teacher puts finger to lips and looks at a talking student. Student stops talking.</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			
	Teacher says, "Woodwinds, I'd like you to play from measure 12 to measure 30." The woodwind section practices while students in other sections talk. After practice, students leave their sheet music on their music stands and leave the room.	Teacher says, "Woodwinds, I'd like you to play from measure 12 to measure 30." Teacher reminds the rest of the band, "As a reminder, please be quiet while I'm working with the group." Students begin whispering while the teacher is working with the woodwind section. The teacher points to the group, and the group becomes quiet. Woodwind practice continues, and another group begins to talk. After practice, teacher reminds students to put their music in their folders. Some students put their music in their folders, but others leave it on their music stand. Teacher thanks those who put their music in their folders, but does not address those who left music on their stands.	Teacher says, "Woodwinds, I'd like you to play from measure 12 to measure 30." Teacher reminds the rest of the band, "As a reminder, please be quiet while I'm working with the group." The sections are quiet. After practice, teacher reminds students to put their music in their folders. All students put their music in their folders and file it in the cabinet. Teacher says, "Thanks for filing the sheet music. It will make it easier for us tomorrow."	When a student begins talking during the woodwind section practice, another student points to the music and the classmate stops talking. Other sections of the band review their music silently while teacher instructs the woodwind section. When a student leaves class early, a neighboring student points to the folder and the file cabinet. Student files his sheet music.

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.	Service provider encourages and/or provides opportunities for students to demonstrate and/or 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 to instrument sections 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 sections." 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 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 sections. 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 five minutes.</p> <p>Teacher says: "It is time for instrument sections." 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 change to the assembly schedule. Teacher announces: "Students, our assembly has been postponed. Let's get back to work."</p>	<p>Teacher uses a musical cue to signal students to move to previously set up instrument sections. 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's time to move into instrument sections." Students move into instrument sections and begin their task.</p> <p>Teacher receives a phone call regarding 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 sections earlier. Let's review our revised schedule, and I'll answer any questions you might have."</p>	<p>After attendance, students quickly organize into sectionals 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>Students independently begin to transition into instrument sections without teacher prompting.</p> <p>Teacher receives a phone call regarding change to the assembly schedule. Teacher announces the change to the class. One student says, "We would have been doing instrument sections 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 plans to have students compose a rhythmic ostinato to “John Kanaka” without planning to provide a variety of rhythms for students to use.	Lesson objective is to compose a rhythmic ostinato to “John Kanaka” following teacher model, using one sound source.	Lesson objective is to compose a rhythmic ostinato to “John Kanaka” using known rhythms. Students will use a variety of sound sources in their performance.	Teacher plans to use a metronome for students who have difficulty with pulse and steady beat. Teacher plans for small-group instruction for students having difficulty with rhythmical framework.

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.
<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 plans to explain what absolute pitch is. Students will sing “Twinkle, Twinkle Little Star,” “Jubilate Deo,” and “Jon Kanaka.” Teacher will then address issues related to rhythm and tempo.	Teacher plans for students to sing “Jubilate Deo.” Teacher plans to sing with students and will maintain steady tempo for them.	Teacher plans for students to sing “Jubilate Deo.” Students will sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, while maintaining a steady tempo.	The teacher plans to extend the lesson by having students sing “Jubilate Deo” in a round. Teacher plans for students to explore the history and types of musical rounds.
	The teacher plans for orchestra students to play “Twinkle, Twinkle Little Star” without prior experience playing the D major scale.	After learning the D major scale, the teacher plans for orchestra students to play “Twinkle, Twinkle Little Star.” The teacher plans to review the next major scale.	After learning the D major scale, the teacher plans for orchestra students to play “Twinkle, Twinkle Little Star.” The students will compare the descending scale passage of the piece with the scale work.	Teacher then asks students to make a connection between “Twinkle, Twinkle Little Star” and astronomy by exploring why stars appear to twinkle.
The teacher plans for students to improve literacy skills by memorizing rhythms by rote.	Teacher plans for students to improve literacy skills by having students echo familiar patterns.	Teacher plans for students to improve literacy skills by echoing and decoding familiar patterns aurally by using flashcards and then writing the notation.	Teacher plans for students to listen to pieces from different periods in history using the learned patterns to identify the types of pieces.	

2: PLANNING FOR ACTIVE LEARNING

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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 for all students to play “Skip to My Lou” as identified in the fourth-grade music book.	Teacher plans to use a piece of music that is at an appropriate level for only some of the members of the ensemble, based on the skills of the woodwind section. Some parts will be assigned randomly.	To select music for ensemble work, the teacher plans to use the following: students record themselves sight-reading a new piece, current level of instrumental performance, and teacher-observed results from individual practice. Teacher will rewrite parts for struggling musicians.	Teacher plans to select three appropriate pieces of music, from which students are invited to select one to perform. After each student sight reads a selection, students will be asked to identify the skills or measures in the piece of music they need more assistance with to perform the selected piece with more accuracy.

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			
	<p>The teacher plans to have students listen to songs with different rhythms while they build their instruments.</p> <p>Teacher dictates definitions for <i>forte</i> and <i>piano</i> to students.</p> <p>Teacher plans to have the class perform a single sight-reading exercise with grade appropriate rhythms and dynamic symbols, per the Notation Arts Framework Standard.</p>	<p>Based on the Notation Standard of the Arts Framework, teacher plans to provide samples of musical rhythms and what they sound like.</p> <p>Teacher plans for optional homework where interested students may bring a song in with that same rhythm.</p> <p>Teacher plans to have students demonstrate understanding of <i>forte</i> and <i>piano</i> by writing definitions and identifying them during the lesson.</p> <p>Teacher plans to have students perform sight-reading exercises with grade appropriate rhythms and dynamic symbols, per the Notation Arts Framework Standard. The teacher plans for students to ask questions if they get stuck.</p>	<p>Based on the Notation Standard of the Arts Framework, the teacher plans to teach grade-appropriate rhythms through modeling and echoing with counting. Then students will read and write the rhythms in standard music notation.</p> <p>Teacher plans to have students demonstrate understanding of <i>forte</i> and <i>piano</i> by using a Frayer vocabulary model to define, identifying the terms in music, and performing examples in small groups.</p> <p>Teacher plans to have students work in groups to support each other in performing sight-reading exercises with grade-appropriate rhythms and dynamic symbols, per the Notation Arts Framework Standard.</p>	<p>Based on the Notation Standard of the Arts Framework, the teacher plans to have each student select a grade-appropriate rhythm to teach to the rest of the class. Each student will select their note-taking strategy using a choice of notes, graphic organizer or manuscript.</p> <p>Teacher plans for students to select and hear a passage of music to identify <i>forte</i> and <i>piano</i>. Students will self-select a strategy to record and share what they've identified.</p> <p>Teacher plans to have students work in groups to support each other in performing sight-reading exercises with grade-appropriate rhythms and dynamic symbols, per the Notation Arts Framework Standard. The teacher plans three additional support systems for students, including a teacher help desk, center with video and audio support, and peer share.</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>
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	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.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
<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 will perform a musical passage and then performs again with a pitch, rhythmic, or expressive error. Teacher will identify the error and will move on to the next example. Teacher plans to record student ensemble performance, play it back, and have students indicate whether they liked the performance.	Teacher will perform a musical passage and then perform again with a pitch, rhythmic, or expressive error. The teacher plans to ask students to identify the type of error and the location of the error. Teacher plans to record student ensemble performance, play it back, and have students rate the performance on a numeric scale.	Teacher will perform a musical passage and 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. Teacher plans to record student ensemble performance, play it back, and have students complete written responses to guided questions that lead students to analyze and evaluate their performance.	Teacher will perform a musical passage, then performs 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 recognize and fix the error. Teacher plans to record student ensemble performance, play it back, and have 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 evaluation of the recording.

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>Instructional resources and flexible groupings support cognitive engagement and new learning.</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>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>	<p>Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.</p>
SAMPLE EVIDENCE				
	<p>In practice for the spring concert, teacher plans for students to count off by four and will group students randomly. Students will select exercises from the lesson book.</p> <p>Teacher plans to play a video of a symphony recording.</p>	<p>In practice for the spring concert, teacher plans for groups based on school schedule.</p> <p>Teacher plans to play a video of a symphony recording and have students create a drawing using colored pencils.</p>	<p>In practice for the spring concert, teacher will group students by instrumental family (e.g., brass, woodwind, percussion, strings). Within each instrumental family group, teacher plans for further grouping by skill.</p> <p>Teacher plans for a musician from a local symphony to visit the classroom to perform and discuss careers, music and performance opportunities.</p>	<p>In practice for the spring concert, teacher plans for students to research the type, style and period of music and share it with another grade level.</p> <p>Teacher plans for a musician from a local symphony to visit the classroom to perform and discuss careers, music and performance opportunities. Additionally, the musician will discuss the time signature and other connections to mathematics.</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>
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<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			
	In preparation to demonstrate achievement on singing a varied repertoire of songs alone and with others, teacher plans to tell students to try hard to be ready by the assessment date.	In preparation to demonstrate achievement on singing a varied repertoire of songs alone and with others, teacher plans to identify the sub-skills and requirements for students (e.g., technique, expression and technical accuracy). Students will be asked to identify their strengths and weaknesses in each area.	In preparation to demonstrate achievement on singing a varied repertoire of songs alone and with others, teacher plans to identify the sub-skills and requirements for students (e.g., sing on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo). Given a rubric, students will be given the opportunity to assess themselves and their peers.	In preparation to demonstrate achievement on singing a varied repertoire of songs alone and with others, teacher plans to identify the sub-skills and requirements for students (e.g., sing on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo). Given a rubric, students will be given the opportunity to assess themselves and their peers. Teacher plans to ask students, "In addition to this criteria, what else should we be thinking about to determine if we are successful?"

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			
	At the end of the rehearsal, teacher plans to assess and communicate results of the student performance for the day.	During rehearsal, teacher plans to listen to the whole group focusing on wrong notes.	During rehearsal, teacher plans to assess group performance for each section of the musical piece by listening for correct notes, rhythms, breathing, phrasing, dynamics, etc. Teacher plans to listen to the woodwinds, brass and percussion individually, as well as together.	During rehearsal, teacher plans for each group of musicians to talk to identify strengths and weaknesses of their section's 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.
<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, "Today you are composing a piece of music."	Teacher says, "Today we are going to compose a piece of music in binary form."	Teacher says, "Yesterday we listened to a piece of music that was in binary form (AB). Today, we are going to compose our own piece of music in binary form. You are going to use the rhythms that we have been studying to create the piece." (CTMCS 5, Notation and CTMCS and 4, Composition).	Teacher says, "Who can tell me the music form of the piece we listened to yesterday?" Student responds, "binary form." Teacher says, "How do you think you could compose your own binary form piece? What are the steps?" Students respond, "We would create two different phrases of music" and "We would follow the form of the piece we listened to" and "Make it AB."

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 says, "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>
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular 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			
	Teacher says, "We are going to play this piece. One, two, ready, go" Students cannot play the piece. No rehearsal practice was provided. Teacher has them play it again repeatedly, with no feedback.	Teacher divides students into parts randomly. Students have time to practice their parts. The teacher facilitates the groups as needed. Students play all the parts together.	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, giving 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.)	Students teach each other their parts—part A learns part B, etc. Students then choose the part they would like best, and perform in small groups. Use digital technology to record the groups and publish on school website.

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 for each section, describe what you hear. "Student says, "How do we describe what we hear?" Teacher says, "With music terms like we have done before. Now stop talking and listen."	Teacher says, "Listen to the piece, and for each section, describe the music and use some musical terminology that you remember from last week's class. You remember loud and soft don't you? It is piano and 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 posted terms, including tempo, dynamics, timbre, instrumentation, voice parts, and accompaniment, the teacher says, "Listen to the piece, and for each section, describe the music using musical terminology. For example, you might say the dynamics in section one are forte, which means loud."	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 forte mean again?" Another student replies, "Loud." Another student draws the musical symbol and asks a partner to identify the meaning of the term.

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.
<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>Teacher asks: "What is a crescendo?" Student responds, "Getting louder." Teacher asks, "What is decrescendo?" Student responds, "Getting softer." Task: Students circle the dynamics in their score.</p> <p>Teacher states, "Today we are going to listen to an American folk song. The music is written on the board. After we listen to the song, you will copy the music in your notes."</p>	<p>Teacher asks questions similar to the following: "Where is the decrescendo and crescendo in this piece?" Task: Students are asked to identify musical notation by reading a score, and perform the dynamics accurately.</p> <p>Teacher states, "We are going to listen to American folk songs that use only do-sol (first five notes of the major scale). You will be provided the first two measures of the song, and then you will change at least two of the notes to make a third and fourth measure."</p>	<p>Teacher asks a variety of questions similar to the following: "How are the dynamics in this piece similar to what we performed in the warm-up?" "What is another piece we are singing that uses crescendos and decrescendos in the same way?" Task: Students are asked to work with a partner and provide two other questions using the concepts being taught.</p> <p>Teacher states, "We have studied American folk songs that use only do-sol (first five notes of the major scale) by listening, discussing, and analyzing for the past few weeks. Today you are going to compose your own four-measure song using only do-sol." The students are given staff paper and begin to create their song.</p>	<p>Students work in groups of four and create sounds that occur around them that naturally crescendo and decrescendo (i.e., Doppler effect). Some also show their knowledge of the concepts by drawing it on chart paper. Students select their own American folk song that uses do-sol and compose a variation on the song they select.</p> <p>Students select their own American folk song that uses do-sol and compose a variation on the song they select.</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	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.
<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 arranges students in groups to play 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 created the 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 style="color: red; font-style: italic; font-size: small;">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>	<p>Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.</p>	<p>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.</p>	<p>Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>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.</p>
	SAMPLE EVIDENCE			
	<p>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 votes and then ultimately picks the song to perform.</p>	<p>Teacher plays three songs for ensemble/class. Students are assigned to groups and provided 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.</p>	<p>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 music, 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."</p>	<p>Students are grouped together by their selected song, and work together to determine potential trouble spots in rehearsing and performing the piece. They create a blog naming the trouble spots where they should practice.</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>
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
<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>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 provide specific feedback during weekly lessons. Teacher listens to the student perform the piece on the due date and says "Nice job."</p>	<p>Teacher states, "Today we have our playing assessment. Remember to play all the written dynamics, watch your articulations, and play with quality, 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 uses 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. Remember 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 write three sentences about what you can do to improve your musicianship. You will then discuss and compare your rubric results with the teacher."</p> <p>Teacher assigns a final performance assessment and uses 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 oral responses to these questions each week leading up to the final graded playing assessment.</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 the 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>
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	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.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their 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 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 replaying the passage in which they made the errors.	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.	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, 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.	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, fewer technical errors such as wrong fingerings or wrong notes, better phrasing and expression, etc.).

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><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 stops ensemble at the conclusion of a song and says, "Not quite. Play it again."	Teacher stops ensemble during rehearsal of a song: "You have done a pretty good job. Please play with more expression."	Teacher stops ensemble during rehearsal of a song: "This piece is sounding very nice, but there is more that we can do <i>expressively</i> to make it even better." Teacher asks students for specific areas for improvement, such as more dynamic contrast during crescendo and decrescendo passages, phrasing, etc. Students mark their music and the ensemble performs the song again, with more attention to the expressive details listed by the teacher.	After performing a song during rehearsal, teacher says to ensemble: "Please turn to a partner and discuss what you think we can do <i>expressively</i> to improve our performance of this song." Students discuss with neighbor, 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, during legato passages, etc.

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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.
	After performing a song during rehearsal, teacher says to ensemble, "This sounds very nice, but I can't hear the melody. 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. Please circle your dynamic markings." Students circle their dynamics, but when ensemble performs the passage again, many students do not play their parts any differently. Student turns to neighbor and says, "I'm not sure why we circled the piano marking 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 where the melody is. Trumpets, 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 and says, "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 where the melody is. Turn to a partner and discuss what section has the melody in this song 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 the song, and what they think they can do to make sure that the part is heard. 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. 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."

3: INSTRUCTION FOR ACTIVE LEARNING

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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>
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.
<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			
	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. Let's all play together again."	After performing a song with multiple errors, teacher has students break into smaller groups by instrument/part to work on their part as a section. Teacher circulates to each group to see what students are having difficulty with and helps students identify and correct areas of the song that need work. When the teacher notices improvement in the sections, she brings the whole group back together again.	After performing a song with multiple errors, teacher has students break into groups by boom whacker color to discuss their parts as a section. Teacher visits each group in turn to see what students are having difficulty with. A RED boom whacker student says, "I have a hard time counting four measures of rest, can you cue me at measure five?" Teacher marks his score to cue the RED boom whackers. GREEN boom whacker player says, "I can't remember how to play a dotted quarter eighth note." Teacher asks another GREEN boom whacker player to demonstrate. After visiting each group, teacher brings ensemble back together to perform the piece again. During the piece, teacher cues RED boom whacker at measure five and says "Greens, remember that dotted quarter/eighth measure."