

Music, Instrumental, P-8 & 7-12

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The teacher knows a command of a rich understanding of music and how to relate it to other subject areas. Higher discipline knowledge of music theory, history, literature, performance and pedagogy must be demonstrated.

The teacher knows how to teach to the subject content and its application using a curriculum guide as a basis from which to start.

The teacher possesses a knowledge of how to convey and reveal subject matter to students, including basic characteristic sounds of the instruments and basic instrument fundamentals such as fingering, embouchure, etc.

The teacher knows how to incorporate "non-western" ideas into the classroom.

The teacher knows how to view performance as an avenue from which to study music.

DISPOSITIONS

June 11, 1998

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher realizes that new techniques and concepts occur frequently, and he/she is willing to stay informed of new ideas.

The teacher recognizes and values the different perspectives that students bring to their study of music.

The teacher demonstrates a personal love and respect for music. He/she views the subject as an expressive art form. She/he views the mental concentration, physical skill, and emotional awareness used in the problem solving process as parallel to the tension-release patterns common to daily experience.

The teacher is capable of understanding and teaching musical interpretation as an art form.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidences

The teacher effectively communicates with students/colleagues/parents/community by being a positive role model in writing skills and verbal usage

The teacher seeks opportunities to discuss multicultural influences in music.

The teacher is proficient in the detection and correction of errors in musical performance and strives for accuracy in content presentation.

The teacher compares new trends in teaching concepts with traditional practices and tries new approaches when applicable.

June 11, 1998

The teacher takes advantage of opportunities to be informed of current music related to scientific research and to integrate those findings into practice.

The teacher keeps abreast of innovations in technology through attending clinics and workshops at professional meetings.

The teacher makes use of a variety of approaches to teaching so that different learning styles can be accommodated.

The teacher recognizes the validity of different interpretations of musical ideas, and the value of experimentation with those different interpretations.

The teacher is willing to incorporate other art forms and academic disciplines in his/her music instruction.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher has the knowledge to connect and apply music to other disciplines as demonstrated through the use of interdisciplinary teaching examples.

The teacher knows how to maintain short, medium and long-range goals for the music program. The short range goals include a plan for the current year, medium range goals include planning for instruction from the beginning stages through the high school experience. Long range goals include a perspective on the sequential P-12 experience in music and the role of the music program in the school district's curriculum.

June 11, 1998

The teacher has knowledge of available teaching technologies such as CD's, tape, video, MIDI etc. and actively continues to pursue awareness of new development through attendance at professional meetings etc.

The teacher has knowledge of assessment techniques, such as adjudication of aural development and written testing of musical notation and terminology.

The teacher knows how to encourage creative thinking by helping students develop critical listening skills. Students will be exposed to skills necessary to make judgements about technical and musical success in solo, small ensemble and large ensemble performance.

The teacher knows how to promote musical literacy by reinforcement of the language of music, including note identification, rhythmic identification, and tempo and stylistic terminology.

The teacher knows how to use effective strategies for collaboration with other professionals and how to participate with families, students, and others in the development of individualized education plans/family service plans/transition plans for students.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher values organizational skills that can be modeled in students' attitudes and behaviors.

The teacher appreciates specialized school and community resources that can be engaged for their students' benefit, such as touring groups, guest artists, music clinics, adjudicator clinics, alternative assessments, and new music strategies and methodologies.

The teacher values the use of modern technology such as video tapes, tape recording, MIDI, computer, etc.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher assesses individual student progress through such activities as playing tests, written tests, chair placement, all region/all state tryouts.

The teacher assesses group progress through performance in concerts, region events, festivals, etc.

The teacher uses appropriate level literature to include a diversity of styles.

The teacher makes provision for advanced student development through solo performance, chamber music, and/or private instruction.

June 11, 1998

The teacher encourages individual creative musical thinking in areas such as: composition, arranging, improvising, etc.

The teacher demonstrates a willingness to continually seek a variety of avenues to enrich their musical knowledge as well as provide an example to their students to continue their musical experiences (church, community band, community theater, etc.)

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual student which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The teacher plans and implements developmentally and individually appropriate curriculums and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for students with a diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher cooperatively develops and evaluates an individualized education program/individualized family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods for average and diverse students [e.g., drugs, poverty, guns].

The teacher infuses speech skills into academic areas as consistent with mode or philosophy espoused and ability of the student who is deaf/hard of hearing.

The teacher selects media and technology appropriate to instructional goals and objectives and uses assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing students with information about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The teacher modifies tests for students with disabilities.

The teacher modifies the physical environment to ensure maximum performance on tests for students with disabilities.

The teacher collects, documents, and analyzes performance information through systematic observations and recordings of student learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

June 11, 1998

The teacher selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher involves families as active participants in the assessment process.

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community (especially for early childhood educators).

The teacher teaches for generalization of skills and transfer of knowledge by students and assisting them to develop learning strategies and independent study behaviors.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher knows how to express support of, and encourages participation in, all music groups within the curriculum.

The teacher knows how to make use of summer music camps, clinics at universities, services provided by music dealers, etc., to support his/her instructional strategies.

The teacher knows about the total K-12 music experience in his/her district, and works to improve and coordinate those experiences.

The teacher knows about support services including counseling, church and community resources, and the Internet, to support the total well-being of the student.

June 11, 1998

The teacher knows of the influence of peer pressure, and strives to use it as a positive influence through selection of student leaders.

The teacher knows how to bring in community groups and individuals to share their expertise and knowledge and also provide emotional and financial support for growth opportunities such as scholarships, camp costs, honor band costs, etc.

The teacher has knowledge to judge point of development of the student to move to the next level of learning.

The teacher has the knowledge of expected levels of ability/performance and literature available at each stage of development.

The teacher knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The teacher knows techniques for crisis preventions.

The teacher knows how to provide students with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to use resources, aids, and materials for teaching students with special needs.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher knows and understands indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher values choosing materials, literature and learning activities as well as adjusting part assignments that will challenge the varied levels of the individuals in the group.

The teacher appreciates introducing and encouraging activities that motivate individual achievement in areas such as All-Region, solos, ensembles, composition, arranging, improvisation, etc.

The teacher encourages student learning from peers through the creation of student leadership opportunities.

The teacher values the love of music and shares that love with his/her students.

The teacher respects the musical interests of his/her students, and uses those interests in helping to shape curriculum.

The teacher appreciates a positive environment by displaying classroom management techniques which include constructive criticism and structured rehearsal discipline.

The teacher is willing to be an active participant in an educational community that encourages student responsibility, nurtures collaboration, invites dialogue, and models attitudes and values of inquiry learning.

June 11, 1998

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all students can learn at high levels and persists in helping all students achieve success including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities where safety is not a factor.

The teacher is willing to use assistive technology.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connection to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The teacher provides opportunities for student success.

The teacher provides a means of rewards for group and individual achievement.

The teacher gives positive age-level feedback to students.

The teacher gives students an opportunity to build confidence and to achieve success through a mixture of new and reviewed material.

The teacher maintains a current knowledge of teaching techniques through means such as technology, periodicals, workshops, and professional societies, including participation in state association events and festivals, and consultation with other colleagues.

June 11, 1998

The teacher demonstrates the importance of student leadership by providing growth opportunities in diverse areas of responsibility. This includes activities such as officers, librarians, section leaders, and cooperative learning activities.

The teacher maintains a balance between technical and artistic development through an emphasis on tone quality, phrasing, nuance and expression.

The teacher recognizes and responds to individual learning styles by using different teaching methods such as small ensemble training, private lessons, previous elementary music activities, etc.

Using a knowledge of the culture and expectations of the existing program, the teacher conducts physical, emotional, social, and performance ability assessments of individual and group levels of achievement.

The teacher uses sufficient knowledge of sequential teaching philosophy of and of literature for all levels to support logical musical growth for each individual, and for the ensemble(s).

The teacher establishes procedure for determining the next sequential level of musical growth.

The teacher reviews available literature and materials and selects appropriate words with which to teach at the determined level.

The teacher initially seeks out the culture of the music program, both in school and in community, to determine the history of the performance and expectations of the program.

The teacher conducts physical, emotional and social and assessment of individual and group levels of capabilities and limitations.

The teacher manages the classroom with organization, structure, and flexibility.

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher uses or adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

June 11, 1998

The teacher assists students in developing independent study behaviors.

The teacher makes appropriate referrals to community health and social services.

The teacher implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher knows how to take the initiative, particularly in an initial appointment, to seek information from administration, peers, staff, etc. about the background of the program in both the school and community.

The teacher knows how to maintain an open line of communication with administration, colleagues, parents, and support staff.

The teacher knows how to demonstrate an understanding of the socio-economic and cultural differences within the global teaching environment.

The teacher knows how to relate to students in the class setting, and as individuals within different cultural and socio-economic backgrounds.

The teacher knows how to facilitate the integration of students with exceptionalities into the classroom.

June 11, 1998

DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The teacher is committed to providing equitable opportunities for leadership to all students.

PERFORMANCE

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect, and competence.

The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

Evidences

The teacher displays personal qualities of sensitivity and respect for others.

The teacher ensures that he/she is a positive role model through demonstrated personal values in integrity, sensitivity, respect and dignity.

The teacher communicates clearly and effectively to administration, students, and parents the policies and procedures of the instrumental program.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students/ learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher has a basic knowledge of school and community law equivalent to that covered in college teacher education courses.

The teacher knows about school legal and social policies and keeps abreast of current educational legal concerns through such means as in-service workshops, consortia (e. g....educational coops, professional memos, educational articles, etc.)

The teacher knows the value of using parent and guardian involvement in the music program. He/she studies effective ways to gain good public relations, strong positive input, approval and support through parent organizations, fund-raising, concession work, civic, church and business relations.

June 11, 1998

The teacher knows about the value of large and small ensembles in projecting a position image of the school and its music program in community affairs.

The teacher knows the value of the history of the school and the music program, and to the experiences of his/her colleagues, in developing instructional techniques.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher is committed to the conviction that the music program plays a highly significant role in the overall individual and social development of the student.

The teacher believes the music program can always be improved and is willing to explore possibilities to improve the overall environment of the school.

The teacher is open to research relating to teaching. He/she spends time reflecting on the program, provides the opportunity for assessment, and values continued collaborative learning.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher utilizes research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

Evidences

The teacher uses current research, and information from professional and technical journals, actively participates in related professional organizations and in-service workshops, and observes master teachers.

The teacher uses specialized school and community resources that can be engaged for their students' benefit. Examples of these resources are touring groups, guest artists, music clinics, adjudicator clinics, alternative assessments, new music strategies and methodologies.

The teacher fulfills his/her legal obligations by taking the initiative to learn school legal and social policies and current educational legal concerns through such means as in-service workshops, consortia e.g. educational coops, professional memoranda, educational articles, news, etc. and by modifying behavior accordingly.

The teacher works collaboratively with parents by engaging them productively in the work of the school.

The teacher remains current with advances in the profession by reading professional publications. Suggested publication include the Music Educators Journal, The Instrumentalist, Bank World, and the journal of the National School Orchestra Association.

The teacher reads and critically applies research and recommended practices for effective management of teaching and learning.