

Evaluation of Evidence Guide

Early Adolescence through Young Adulthood/Music Portfolio Entry 1

1. Aspects of teaching. As you read through the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.

- a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of human development and of students (as individuals and/or ensemble members), instructional context, and how it informs planning.
- b) **KNOWLEDGE OF MUSIC (KOM):** Comprehensive knowledge of music theory or history; highly specialized knowledge in general, choral or instrumental music.
- c) **LEARNING ENVIRONMENT (LE):** Nurturing, challenging environment encouraging all students, offering student choices, accommodating a wide variety of responses.
- d) **KNOWLEDGE OF CURRICULUM (CUR):** Thorough knowledge of curriculum in specialty area (general, instrumental, or choral music).
- e) **ASSESSMENT OF STUDENT WORK (ASMT):** Teacher's ability to describe the plan, implement and interpret the data from a range of appropriate assessments, and use this data in planning subsequent instruction.
- f) **DIVERSITY (DIV):** Planned curriculum is inclusive of all students and rich in musically diverse repertoire.
- g) **REFLECTION (R):** Next steps, alternative approaches. Evidence that the teacher is thinking critically about her or his own teaching practice in relation to the student performances; teacher's ability to address substantive alternative approaches, to reflect, analyze and modify his or her own practice.

2. Does the planned and implemented interrelated series of lessons or rehearsals promote these students' performance, participation, or skills? For the identified group of students, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:

- information about the students ← → the teacher's assessment of the student work ← → the goals
- the goals ← → the instructional plan ← → the reflection

- the student work on the video recording ← → the written commentary (i.e., quality of “fit”: do the sources of evidence support and enhance each other or do they conflict and undermine each other?)
3. **Does the teacher’s general approach to planning promote student growth in performance, participation, or skills?**
Consider the following:
- the teacher’s selection of an important sequence of lessons or rehearsals
 - the nature and flow of the instructional strategies and activities planned for the instructional sequence
 - the teacher’s analysis of the student work as it relates to the instructional sequence
4. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to plan, implement, and guide a sequence of learning experiences that are based on a thorough knowledge of students, and that utilize a wide selection of instructional resources, strategies, and activities? Think of this in terms of:**
- the evidence in the written commentary
 - the evidence on the video recording
 - the unit plan

Evaluation of Evidence Guide

Early Adolescence through Young Adulthood/Music Portfolio Entry 2

1. **Aspects of teaching. As you review the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of human development and of students (as individuals and/or ensemble members), the music-learning process, and how it informs instruction.
 - b) **KNOWLEDGE OF MUSIC/MUSICIANSHIP (KOM):** Substantive knowledge of music or superior musicianship.
 - c) **ASSESSMENT (ASMT):** Provide students with detailed information regarding what they are expected to know and do, how they are to be assessed, what criteria will be used for judgment, and how they can improve.
 - d) **ERROR DETECTION/CORRECTION (ED):** Identify and correct errors in student performances.
 - e) **ENTHUSIASM (ENT):** Encourage students to take risks in the music learning process.
 - f) **SEQUENCE OF INSTRUCTION (SI):** Demonstrate a well-planned sequence of learning activities.
 - g) **MEETING INDIVIDUAL NEEDS (MIN):** Modify and extend instruction appropriately for individual learners while directing all students to meet high realistic goals.
 - h) **LEARNING ENVIRONMENT (LE):** Provide challenging curriculum in a learning environment supported by the teacher where students are constructively engaged in sustained activity.
 - i) **REFLECTION (R):** Next steps, alternative approaches, ability to analyze and modify his or her own teaching practice and student performances.

2. **Does the lesson on the video recording combine with other aspects of the entry to facilitate students' growth in musical understanding? As you answer this question, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:**
- information about the students ← → the goals ← → the sequence of instruction
 - the sequence of instruction ← → the teacher's analysis ← → the reflection
 - the written commentary ← → what you saw on the video recording (i.e., quality of "fit": do the two sources support and enhance each other or do they conflict and undermine each other?)
3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to draw on a knowledge of students' needs, to deliver instruction through which the teacher facilitates and assesses her or his students' music learning, and to reflect effectively on her or his teaching? Think about this in terms of:**
- the written commentary
 - the evidence from the video recording itself

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Early Adolescence through Young Adulthood/Music Portfolio Entry 3

1. **Aspects of teaching. As you review the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge of human development, of students (as individuals and/or ensemble members), and of students' developing musical abilities.
 - b) **KNOWLEDGE OF MUSIC/MUSICIANSHIP (KOM):** Modeling expert musicianship through singing, playing, or conducting within the context of the lesson.
 - c) **ASSESSMENT (ASMT):** Integrate appropriate assessments as a means of informing future teaching.
 - d) **LEARNING ENVIRONMENT (LE):** High expectations for behavior, quality and performance, and that is accepting of differences.
 - e) **DIVERSITY (DIV):** Value diverse backgrounds, abilities, and perspectives of students.
 - f) **INSTRUCTIONAL STRATEGIES (IS):** Employ appropriate and responsive strategies that meet the needs of the learners.
 - g) **REFLECTION (R):** Seek to improve teaching through the process of reflection, modify his or her own teaching practice, next steps, alternative approaches.

2. **Did the teacher show the use of her or his own musicianship, develop a specific music concept and skill, and develop musicianship in her or his students? As you answer this question, think about the quality of and the links between the different parts of the evidence—are the parts and links logical, accurate, and complete? Here are the links to think about:**
 - information about the students ← → the goals ← → the instruction
 - the instruction ← → the teacher's analysis ← → the reflection
 - the written commentary ← → what you saw on the video recording (i.e., quality of "fit": do the two sources support and enhance each other or do they conflict and undermine each other?)

3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to apply a thorough knowledge of students and content in the design, delivery, and evaluation of a lesson in which, through the demonstration of specific aspects of musicianship, the teacher fosters the development of those aspects among her or his students? Think about this in terms of:**
- the evidence in the written commentary
 - the evidence from the video recording itself
 - the links between different aspects of the performance

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Early Adolescence through Young Adulthood/Music Portfolio Entry 4

1. Accomplishments:

- Briefly describe each accomplishment and note the documentation provided by candidates
- Note the aspect(s) addressed in the evidence for each accomplishment as described below:
 - a) **TEACHER AS PARTNER WITH FAMILIES AND COMMUNITY (P-F/C):** Evidence that the teacher treats parents and other interested adults as valued partners in the child's development and education. Also, evidence that school–community connections facilitate ongoing, mutually beneficial interactions between the students and the wider community and enhance teaching and learning. Evidence that the teacher fosters two-way dialogue with parents and other interested adults.
 - b) **TEACHER AS LEARNER (TL):** Evidence that the teacher has engaged in ongoing professional development whereby she or he has strengthened his or her knowledge, skills, and abilities relevant to his or her teaching context. Does the teacher seek information on current theories and research—and their applications—through familiarity with professional literature, participate in and support professional organizations, or take advanced course work relevant to his or her teaching and learning context?
 - c) **TEACHER AS LEADER/COLLABORATOR (L/C):** Evidence that the teacher has worked collaboratively with colleagues to improve teaching and learning (within school or in wider professional community). Also, evidence that the teacher has shared his or her expertise in a leadership role with other educators so that teaching and learning can be improved.
- Evaluate each accomplishment and its impact on student learning

2. **Reflective Summary: Does the teacher explain what was most effective in impacting student learning and why it was effective? Does the teacher plan for impacting student learning in the future? Describe and evaluate the teacher’s summary.**
3. **Look at the descriptions and the documentation together with the Reflective Summary. What is the nature of the “fit” between them? Consider the following:**
 - Descriptions ← → supporting documentation ← → Reflective Summary (Each and every accomplishment listed by the teacher need not be verified by supporting documentation, and the documentation may not necessarily address every detail of the teacher’s description.)
 - Supporting documentation ← → development as a learner; leading/ collaborating with the professional community; and outreach to families and community ← → Reflective Summary
4. **Professional development, work with colleagues, and appropriateness and extent of outreach to families and the community. Consider the following evidence:**
 - Professional development activities and work with colleagues is ongoing, showing the application of improved content knowledge and/or pedagogical approaches that impact student learning.
 - Strategies used by the teacher to reach out to families and the community are appropriate for his or her students and extensive enough to engage families and the community in two-way communication for the purpose of impacting student learning.
 - Communications with families and community address substantive teaching and learning issues and student progress. (As opposed to communications that are strictly procedural, such as organizing field trips, or focused on behavior or discipline issues.)
5. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to impact student learning through work with colleagues, professionals, families, and the community, and as a learner? Think about this in terms of the following areas:**
 - Teacher as Partner with Families and Communities
 - Teacher as Learner
 - Teacher as Leader/Collaborator (including advocacy)