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Salient Points of Interest
*Same Music, Different Tune: Making the Teacher Evaluation Process Work for You*

Pedagogical Approach
- ❖ Warm-ups; long tones/balance
- ❖ Chorales
- ❖ Sight-reading
- ❖ Technical warm-ups
- ❖ Rhythmic passages
- ❖ Listening
- ❖ Melodic/rhythmic dictation

Districts are using the teacher evaluation models of Danielson, Marzano, or a hybrid of the two models.

Practice must be pervasive.

*Summarization in Any Subject*, Rick Wormeli, published by ASCD
- ❖ 3-2-1
- ❖ Triad Summarization

Instructional Terms for State-Mandated Testing: Mood, Infer, Metaphor, Compare/Contrast, Justify…actions, Justify…decisions, Summarize, Main Idea, Analyze, Evaluate, Characterize, Sequence, Symbolize, Perception, Conclude, Tone

If testing and content-related vocabulary is posted in your band/orchestra room, is it being utilized in the instructional process?

Key Instructional Terminology for Planning: Progress Monitoring, Self-Assessment, Differentiated Instruction, Summarization, High-Level Thinking, Metacognition, Collaborative Structures, Distributive Practice, Reflect, Assessment, Student-Initiated Inquiry/Questions, Cooperative Learning, Technology, Engagement

Kagan Cooperative Structure Easily Implemented In Performance-Based Ensembles:
- ❖ *Rally Robin* (Stand Partners)
- ❖ *Round Robin*
- ❖ *Think, Pair, Share* (Stand Partners)

Critical Points
- ❖ Questioning, continually frame with "why" and "how." The use of "what if" requires students *to justify* their responses.
- ❖ Students need to be able to articulate what they are learning and why it is relevant.
- ❖ Utilize collaborative structures (oral, written, and performance).
- ❖ Ensure the music classroom is a print-rich environment (Eyeball to print; interactive).
- ❖ Capitalize on content vocabulary. It's your ticket to teaching literacy.
- ❖ Students need to learn how to be "critical" of their own learning.