**Teacher**

*Self-Assessment Worksheet*

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| Name |  | Date | Click here to enter a date. |

**Carefully reflect on your teaching performance in all four domains and complete the Self-Assessment. You must use the Danielson Framework below, the Domains within the Domains and Charlotte Framework with Critical Attributes (located on shared drive) as your guide to complete this form.**

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| Domain 1: Planning and Preparation | | | | | | | | |
| **COMPONENT** | **UNSATISFACTORY**  **(UNSATISFACTORY)** | | **NEEDS IMPROVEMENT**  **(BASIC)** | | **SATISFACTORY**  **(PROFICIENT)** | | **EXCELLENT**  **(DISTINGUISHED)** | |
| 1a. Demonstrating Knowledge of Content and Pedagogy | The teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. | | The teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline. | | The teacher’s plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline. | | The teacher’s plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student understanding. | |
| *Cite Evidence:*    \* My lesson plans are very thorough and frequently include interdisciplinary relationships (note values and math fractions, teaching a piece of music in regards to a significant event or historical era (American Riversongs and the era of waterway shipping) \* Other schools have hired me to teach their camps based on my content knowledge and specialty areas \*My lesson plans include a variety of methods and principles of instruction column to adapt to the best fit for teaching a specific topic \* I include potential misconceptions or options for instruction in a "differentiated instruction" column of my plans to guide my instruction in the case of student confusion or misunderstanding | | | | | | | | |
| 1b. Demonstrating Knowledge of Students | The teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | | The teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | | The teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | | The teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. | |
| *Cite Evidence*:  \* At the middle school level, I use sectional time as a way to get to know my students. The small group setting allows me to ask students about their families/weekend actitivities (which gives me insight to what they do outside of school) as the enter the room and also allows me to understand their strenghts and weaknesses not only in band, but also as a learner. I very quickly catch on to the students who are good at math and dividing up notes and the students who are slow trackers in reading based on their behaviors when we're playing (trying to watch another students fingers instead of following their music, or being slow to point to notes when we sing). I also quickly pick up the learning styles of my students. (Ex: Students who hear a small line of music and can play it without knowing what's on the page of music, to the students who need to see my fingers to understand the fingering to the students who can put something into their muscle memory twice and they get it). I use this knowledge to guide how I help and group these students. I will initially point at every note for the slow trackers and then every measure and then have them point while we sing. I also include an exercise (good at all levels) where I will have students only play on certain beats of a measure so they're eyes get used to following the music \*Prior to teaching 8th and 16th notes in 5th and 6th grade, I asked the 5/6th grade math teacher what I could expect them to know in fractions \*Prior to assigning a paper as a make-up assignment, I asked the middle school Language Arts teachers what I could expect from that age group as far as quality work.  \* At the high school level I spend a siginificant amount of time with my students on the bus and with after school help that I have the opportunity to have conversations about their lives, future plans, favorite classes and activities. Fortunately at this point, by the time they get to high school I have had them in middle school for sectionals and know how they learn . I use the knowledge I have about them to select students to run sectionals and good mentors for freshmen who need help.  \*The differentiated instruction column of my lesson plans are also useful here. During marching season, I had a 7th grader play cymbals instead of a drum due to a shoulder condition.  \*My 5th grade flute player is a Jehova's Witness. She is not allowed to play celebratory or Christmas songs. I worked with her mom to go through and identify pieces she should not play and found alternative songs in the book that assess the same skills. | | | | | | | | |
| 1c. Setting Instructional Outcomes | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. | | Instructional outcomes are stated as goals reflecting high level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. | | Instructional outcomes are states as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. | |
| *Cite Evidence:* *\* I incorporate a multiple verbs into my outcomes/targets to assess what level my students are at (ex: I can identify, define and perform in 4/4 time)*  *\*My targets at the 7-12 level include a higher level of ability to accomplish (ex: I can perform at all dynamic levels with a consistent tone quality) \*I ask my students to set goals for the week for themselves and guide them in individual setting (ex: a 6th grade clarinet player is having a hard time getting out high notes. Her goal was to be able to play high C. I showed her how to do "pop-ups" and how to practice them to achieve her goal)*  *\*Prior to introducing 16th notes in 6th grade, we discussed "the whole note supreme" and how our note values related to one another. This helped students understand the interaction between 8th notes and 16th notes.* | | | | | | | | |
| 1d. Demonstrating Knowledge of Resources | The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge. | | The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching or for students who need them. The teacher does not seek to extend such knowledge. | | The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. | | The teacher seeks out resources in and beyond the school or district in professional organizations, on the internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. | |
| *Cite Evidence*: \*I attended a Band Director workshop during the summer to expand my knowledge on our ever-changing profession \*I utilize other teachers for information on students, and background knowledge (asking math teacher about fractions) \*I am a member of NAfME, NBA, IMEA, and IGSMA - I read the resource magazines they send out and use my connections within those organizations to ask questions and get ideas. \*I introduced a student to another band director that plays her instrument to give her advice about colleges with good flute studios \*I use my iPod and iPhone to record rehearsals and provide feedback to my students \*I used the Dukane cart to give a presentation prior to assigning a project \*Prior to selecting music for my ensembles, I compile a list of their strengths and weaknesses as a whole and locate music that challenges each group in the right areas. | | | | | | | | |
| 1e. Designing Coherent Instruction | The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students. | | The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | | The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | | The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs. | |
| *Cite Evidence:* *\*I designed a project for high school students requiring that they use the knowledge they have learned thus far in this concert cycle and research more information to develop one of their four project options. Project options are listed based on student learning style. \* Prior to selecting a piece of music for solo/ensemble, high school students were required to develop a list of their group's strengths and weakensses and choose 3 music options that would be a good fit for them. They were then required to write 1 paragraph explaining their musical choice.  \*My 6th grade percussionists are currently in 2 different sectionals based on content knowledge and ability. One group is just starting to play in band, while the other students have been playing for 1 year. The beginners are on an "accelerated track" to get caught up, so 5th grade sectionals will not be suitable for them. \*I make large sectional groups based on instrument personnel and part written by the composer. Ex: My trombone section is all freshmen, while my tenor/bari sax section has two older students. I combined my freshmen with the tenor/bari sax sectional so that they could get peer support during sectional time and ask questions in a small group setting. They also have similar musical parts.* | | | | | | | | |
| 1f. Designing Student Assessments | The teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact | | The teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole. | | The teacher’s plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students. | | The teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instructional for individual students. | |
| *Cite Evidence*: \*My summative assessments include my targets/outcomes on the test and are aligned to those outcomes. I use the feedback from my assessments to guage what students know and to plan for future lessons.  \*High school students are given a rubric for their playing exams \*After giving a memorization test for Salute to Freedom to the high school students, I learned that I needed to spend a few more days working on articulatios, dynamics and memorizing measures 19-35.  \* I removed some insignificant notes from the music for my high school clarinet players (one has not been in band for a few years and the other switched back from bass clarinet) so that they were still playing the part, but it better fit their needs. They were then able to perform their test at an approachable level.  \*My 7th grade clarinet players have not played since 5th grade. I had them take the B down an octave so they could still play the music at their level. \*My snare drummer who has only been playing percussion for the 2nd year is working on developing his rolls. I took the short rolls out of his music so that he only had to roll on longer rolls. He still developed the technique, but didn't lose the integrity of the music. | | | | | | | | |
| Domain 1 Areas for Growth/Next Steps: \*My summative assessments are good overall, and are continuing to get better with my PLC time, however I do not include enough formative assessments in my class (1f). | | | | | | | | |
| Domain 2: The Classroom Environment | | | | | | | | |
| **COMPONENT** | | **UNSATISFACTORY**  **(UNSATISFACTORY)** | | **NEEDS IMPROVEMENT**  **(BASIC)** | | **SATISFACTORY**  **(PROFICIENT)** | | **EXCELLENT**  **(DISTINGUISHED)** |
| 2a. Creating an Environment of Respect and Rapport | | Classroom interactions, both between the teacher and students and among students, are negative, inappropriate or insensitive to students’ cultural backgrounds and are characterized by sarcasm, put-downs or conflict. | | Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | | Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | | Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among members of the class. |
| *Cite Evidence*: \*I attended multiple volleyball games this year and kept up to date on other sports and ask students how they played or congratulate them on their wins \* Middle School students turn to people around them who are talking and say "shh" or ask them to be quiet on a regular basis. \* I frequently have individual sections perform in 5th and 6th grade. After a good performance, several comments of "that was really good!" are made if the performance was well done. \* I frequently sit with my students during sectionals so I can better demonstrate something and keep a close eye on their fingers. \* I have a rule that "I will always ask you nicely at least once, because sometimes we need reminders"  \*Students show enthusiasm for sharing special things (ex: a 7th grade trumpet player's dad left her a cute note in her trumpet case that said "band is cool and so are you!" she was really excited to share this note with me and the class" | | | | | | | | |
| 2b. Establishing a Culture for Learning | | The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. | | The teacher’s attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only “going through the motions.” | | The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. | | High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work. |
| *Cite Evidence:* \* Middle school students are frequently observed confirming fingerings with their neighbor who plays the same instrument. When they are unsure, one of them raises their hand. \* When working with a trumpet section, the woodwinds can be found fingering through their parts so they are ready when I get to them. Occasionally they need direction to do this. \* When asked to write the counts in for an exercise, students get to work and raise their hand when they have a question or are done and ready to be checked. \* A flute player that got her counts done early and checked asked if she could help check the rest of the flutes. | | | | | | | | |
| 2c. Managing Classroom Procedures | | Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties. | | Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective. | | Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | | Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. |
| *Cite Evidence:* \*An "emergency" substitute teacher who taught without sub plans commented that my class knew exactly what to do when they got to the room and my students led the class. \*I use either "2 claps on three-1-2-3" or a countdown from 5 signal to get my students attention \*5th and 6th grade students enter the room in a specific order (based on length of time it takes to put instrument together) that everyone knows. \*7-12 grade students keep an eye on the clock to know that they are late if they do not play the downbeat with us at 10:41 of 1:39 \*High School students get into sectionals right away with a warm-up and get to work on their section goal for the day | | | | | | | | |
| 2d. Managing Student Behavior | | There is no evidence that standards of conduct have been established and little or no teaching monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. | | It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher’s response to student misbehavior is appropriate and respects the students’ dignity. | | Standards of conduct are clear, with evidence of student participation in setting them. The teacher’s monitoring of student behavior is subtle and preventative, and the teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| *Cite Evidence:* \*For 5th and 6th Grade (and occasionally 7-12, depending on lesson), I set up the classroom with aisles to allow me to walk through the band and use proximity to manage behavior and help student learning. \*Unless it is an urgent situation, I ask students to speak to me after class regarding misbehavior \* Holding my hand up signals to students that I am ready to speak in middle school. | | | | | | | | |
| 2e. Organizing Physical Space | | The physical environment is unsafe, or some students don’t have access to learning. Alignment between the physical arrangement and the lesson activities is poor. | | The classroom is safe, and essential learning is accessible to most students; the teacher’s use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangements to suit learning activities, with partial success. | | The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology. | | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |
| *Cite Evidence*:  \*Middle School students put their cases outside of the classroom set-up so that students can get up if they need to without tripping and I can walk through the room easily. \*Percussionists uncover and recover their instruments at the beginning and end of every class so everything is neatly put away \* The person closest to the door will close it if I forget. If it gets to hot, a student will ask if we can open the door. \* My snare drummer asked if he could move over so he could see me over the tuba. \*My 6th grader who is very small compared to his tuba sits on the outside of the row so he can easily put his tuba down without distracting other students | | | | | | | | |
| Domain 2 Areas for Growth/Next Steps: \*Sometimes I give students too many warnings before escalating to an actual consequence. I need to remind students of the disciplinary steps and only give them one warning prior to taking further action or talking with them after class. | | | | | | | | |
| Domain 3: Instruction | | | | | | | | |
| **COMPONENT** | **UNSATISFACTORY**  **(UNSATISFACTORY)** | | **NEEDS IMPROVEMENT**  **(BASIC)** | | **SATISFACTORY**  **(PROFICIENT)** | | **EXCELLENT**  **(DISTINGUISHED)** | |
| 3a. Communicating with Students | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher’s use of language contains errors or is inappropriate for students’ cultures or levels of development. | | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher’s use of language is correct but may not be completely appropriate for students’ cultures or levels of development. | | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students’ cultures and levels of development. | | Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher’s oral and written communication is clear and expressive, appropriate for students’ cultures and levels of development, and anticipates possible student misconceptions. | |
| *Cite Evidence:* \* I go over the targets at the beginning of every class explaining to students that at the end of class they should be able to do whatever the target may be. On an introductory day, I explain to them that they should be able to identify it, but will need to interact with it more to really understand it.  \* While teaching "Jingle Bells" to 5th graders, I tell them that the last two measure are a little bit tricky and that 5th graders play it wrong a lot, so to finger along and sing it at least 3 times before playing it. (It's tricky because it skips a note) \* I asked in sectionals for 5th graders to look at the last 2 measure of Dreydl, Dreydl and tell me what the notes sound like. (it's their 5 note warm-up going down).  \*I ask middle schoolers to look at line 1 and line 2 of their music and make observations (ex: it's the same except for this measure or that rhythm) \*While teaching Da Capo al Fine to students, I explain relate Da Capo to decapitation as it is the top of your body and fine sounds like finished. D.C. al fine means to go to the top and go to the fine, whereas D.S. al fine means there will be an "S" sign somewhere in the music. | | | | | | | | |
| 3b. Using Questioning and Discussion Techniques | The teacher’s questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. | | Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher’s attempts to engage all students in the discussion are only partially successful. | | Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. | | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. | |
| *Cite Evidence*:  \*Occasionally, I ask questions that don't elicit much thought (just a recall) simply to remind students about what we've previously done \* When referring to 2 half notes tied together in 2/4 time, I asked a 5th grade class why the composer didn't just write a whole note? (Whole notes aren't allowed in 2/4 time, but students would have to understand note values AND time signatures to understand this concept) | | | | | | | | |
| 3c. Engaging Students in Learning | Activities and assignments, materials and groupings of students are inappropriate for the instructional outcomes or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | | Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained. | | Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students’ culture and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace. | | Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure. | |
| *Cite Evidence*: \*I always begin class by warming-up students and going over our targets. At the end, I always do a wrap-up session to give students the opportunity to reflect on what we learned for the day setting 3 separate sections to my lesson. \* After having sectionals during high school, students will asked when they will be given another sectional day. \* Occasionally my pacing is too fast. | | | | | | | | |
| 3d. Using Assessment in Instruction | Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work. | | Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | | Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | | Assessment is used in sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. | |
| *Cite Evidence:* \* After asking students to write the counts in their music, I will put the answer on the board and ask them to check their work. I will walk around and double check that students don’t make a corrections error or ask students who made an error to see if they can figure out why they made the mistake.  \* I occasionally use an exit slip if applicable to check for student understanding \* When I hear a wrong note I will ask that section to check the key signature and tell me what they missed.  \*When I hear a wrong rhythm, I will sometimes write it on the board and go through it as a class to help a section learn the rhythm (especially if other sections will have it later) \*When one section is struggling, I will have them play an excerpt and have other students identify what they are missing | | | | | | | | |
| 3e. Demonstrating Flexibility and Responsiveness | The teacher adheres to the instruction plan, even when a change would improve the lesson or address students’ lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. | | The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | | The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. | | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies. | |
| *Cite Evidence*: \*I use different sporting events to relate to audience behavior at different types of music events (Golf is quiet similar to a concert band setting wheareas basketball and football are energetic and exciting like a jazz setting). \*I let the 5th graders know there will be a test coming up soon, but I will not assess them until I am sure they're ready for it. I want to make sure they understand the concepts and are going to be successful. \* I use memorial day and veteran's day performances as an opportunity to incorporate our role as band members in society into my curriculum.  \* When teaching dotted quarter notes to snare drummers the same way I taught it to every one else didn't work, I had them add beat 2 to the rim so they could count through the note, and then had them take it out. | | | | | | | | |
| Domain 3 Areas for Growth/Next Steps: \* I struggle trying to develop "higher order thinking" questions with younger students where they are beginners in my content \* I tend to talk to quickly when I get excited about something so students who are not close to me need me to repeat myself. I need to slow down my pace of speech. | | | | | | | | |
| Domain 4: Professional Responsibilities | | | | | | | | |
| **COMPONENT** | **UNSATISFACTORY**  **(UNSATISFACTORY)** | | **NEEDS IMPROVEMENT**  **(BASIC)** | | **SATISFACTORY**  **(PROFICIENT)** | | **EXCELLENT**  **(DISTINGUISHED)** | |
| 4a. Reflecting on Teaching | The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved. | | The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved. | | The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved. | | The teacher’s reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each. | |
| *Cite Evidence:* \* I have a reflection section at the bottom of my lesson plans to remind me to reflect on what worked and plan for future lessons \* I predict the success students will have when I make adjustments in my reflection (Ex: Going note by note with the trumpets didn't work, because if was an ear training issue rather than a fingering issue. I would predict that having them buzz the melody on their mouthpieces with the flutes who have the same part will train their ears to get the melody with a much higher level of success with those students) \* After a lesson I'm not satisfied with, I will talk with my PLC colleagues to help me brainstorm new ideas. This is especially helpful when they know the students I'm working with. | | | | | | | | |
| 4b. Maintaining Accurate Records | The teacher’s systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion. | | The teacher’s system for maintaining both instructional and non-instructional records are rudimentary and only partially effective. | | The teacher’s systems for maintaining both instructional and non-instructional records are accurate, efficient and effective. | | The teacher’s system for maintaining both instructional and non-instructional records are accurate, efficient and effective and students contribute to its maintenance. | |
| *Cite Evidence:* \* I maintain a database of information everytime I send something home that needs to come back (ex: order forms, permission slips, practice journals) \* When students pay for something that I do not have right away, I record the way it was paid and the check number if paid for by check \* I made out receipts for students when they made payments for their New Orleans trip \* My gradebook is organized into Weekly progess, lesson grade, practice journals and performances so students can easily see which group they are losing the most points in. | | | | | | | | |
| 4c. Communicating with Families | The teacher’s communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program. | | The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families. | | The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner. | | The teacher’s communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate. | |
| *Cite Evidence:* \* I just started sending home a monthly newsletter via email to all of my families so parents know what is going on in our 5-12 program \* Middle school students have a weekly practice journal that is to be signed by their parents on a weekly basis so that they are involved in their student's progress. \* I am involved in my music booster program where we brainstorm ways to improve our fundraising and program \* I recruited and organized parent volunteers to host our solo/ensemble contest in 2012. \* I keep accurate records of my contacts home with parents via phone/emai \* When a student's instrument is broken I contact home so that parents understand the repair process. | | | | | | | | |
| 4d. Participating in a Professional Community | The teacher avoids participation in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving. | | The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. | | The teacher participates actively in professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues. | | The teacher makes a substantial contribution to the professional community and to school and district events and projects and assumes a leadership role among the faculty. | |
| *Cite Evidence:* \* I hosted the 2012 and volunteered to host the 2013 Solo/Ensemble competition for our IGSMA District \* I attended both the district and state IGSMA meeting and gave a great deal of input in decision making \* I volunteered to set-up rehearsal space and take down performance venue at IMEA events in 2011-2012 \* I chaperoned homecoming in 2010 and prom in 2011.  \* I did a presentation on band trips to the School Board \* I attend and actively participate in my PLC meetings | | | | | | | | |
| 4e. Growing and Developing Professionally | The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues. | | The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues. | | The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues. | | The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from the supervisors and colleagues. | |
| *Cite Evidence*: \*I attended a summer band director workshop \*I actively seek advice on the Band Director's Group Forum \*I actively participate in IMEA and IGSMA events to give my students more opportunity \*I am a member of NAfME and NBA which send monthly journals to help me better my instruction  \* I asked my PLC colleague to go over a project that I developed with my to give me some ideas on how to improve it | | | | | | | | |
| 4f. Showing Professionalism | The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines. | | The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher’s attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by. | | The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. | | The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations. | |
| *Cite Evidence*: \* I explained to teachers how to set-up a distribution email list using power school \* I am careful about student confidentiality, and only asking people for advice when they can help \* I showed the middle school teachers how to export their curriculum out of ATLAS in 2012 \* I stay after school to help students when they need it | | | | | | | | |
| Domain 4 Areas for Growth/Next Steps: \* Although I take a leadership role in my professional organizations, I could work on becoming a leader in our district. I need to find a place in our district where my services and knowledge would be useful \* I could make my way to the middle school more frequently to communicate with those teachers in person rather than through email | | | | | | | | |