



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**DISCIPLINARY LITERACY IN MUSIC**

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MORNING AGENDA

2 hours      Disciplinary Literacy: Overview

1 hour        Disciplinary Literacy: Music

LUNCH

AFTERNOON AGENDA

1 ½ hours    Music Literacy Strategies

- Looking For Clues in a Musical Score both text and music itself;
- Music Listening;
- Compare/Contrast Music Scores of same text but different music/Venn Diagram
- Bloom's Musical Taxonomy/ Self Questioning Taxonomy; Rate Lesson
- Write a new ending to one of the pieces of music, both text and notes
- Word Walls/ Music Listening Evaluative Writing; Comparative/Evaluative Writing/Exit Sheet/Problem Solving

BREAK

1 hour        More Music Literacy Strategies

- Looking For Clues in a non-text short musical example
- Paired Reading Exercise of a composer history
- Possible Writing opportunities
- Wrap up of musical literacy

½ hour        Teacher Excellence and Support System (TESS)

- Identifying artifacts

## Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K-12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

*June 2, 2010*

## Key Design Considerations

### CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9-12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### Grade levels for K-8; grade bands for 9-10 and 11-12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9-12 to allow schools, districts, and states flexibility in high school course design.

### A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

### Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K-5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

## How to Read This Document

### Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area-specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

### Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

### Key Features of the Standards

#### Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading

to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

#### Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

#### Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

#### Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

#### Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

## College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

### Note on range and content of student reading

*Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.*

## College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

### Note on range and content of student writing

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.*

## An Overview of the Big Shifts in the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

February 14, 2012

<b>Appropriate Text Complexity</b>	Students have extensive opportunities to engage with complex texts. Teachers consider qualitative and quantitative measures as well as reader and task when selecting texts.
<b>Increased Reading of Informational Texts</b>	Throughout the school day, students at K-5 read a balance of 50% literature and 50% informational texts. By grade 12, at least 70% of texts read throughout the day should be informational texts. ELA classrooms at grades 6-12 will focus on literary nonfiction. At the secondary level, texts shift from narrative structures to those written to convey information, explanation, and points of view.
<b>Disciplinary Literacy</b>	Students read, write, and speak about discipline-related topics to build content knowledge. In the early grades, students read informational texts that include historical, scientific, and technical texts to prepare for the demands of reading discipline-specific texts in later grades. At grades 6-12, students grapple with discipline-specific complex texts that deepen their understanding of a topic and develop an understanding of the norms and conventions of each discipline; they demonstrate mastery by applying that knowledge when writing or speaking.
<b>Close Reading</b>	Students should read and reread texts of sufficient complexity to draw meaning from them. After students fully understand the text, they will be able to make appropriate connections and/or comparisons to other texts. For younger students or those needing additional help, the first reading of a text may be done by the teacher.
<b>Text-dependent Questions</b>	To gain deeper understanding of a text, students respond to high-quality questions about its content, structure, and language, including questions that ask students to make inferences and draw conclusions based on textual evidence. At least 80%-90% of questions about a text should be text-dependent.
<b>General Academic and Domain-specific Vocabulary</b>	Students acquire general academic vocabulary (Tier Two words) to comprehend complex texts that cross disciplines and domain-specific vocabulary (Tier Three words) that enables students to comprehend language specific to a discipline. Students demonstrate mastery by using both types of vocabulary when speaking and writing.
<b>Argumentative Writing</b>	Throughout the school day, all students write about topics or texts, some of which have differing viewpoints. In grades K-5, 30% of student writing should be writing opinions. In grades 6-8, 35% of student writing should be writing arguments in which they support claims with reasons and evidence. In grades 9-12, 40% of student writing should be well-developed arguments.
<b>Short and Sustained Research Projects</b>	Students conduct research, both short and long term, in which they synthesize information from many sources, construct knowledge, use technology when appropriate, and present findings in a variety of formats.

## Understanding the Big Shifts in the Common Core State Standards

### English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### Alignment of Arkansas's Big Shifts to PARCC's Key Instructional Shifts

**\*PARCC's Key Instructional Shifts**

**Arkansas's Big Shifts**

<p><b>COMPLEXITY</b></p> <p>Regular practice with <b>complex text</b> and its <b>academic vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Appropriate Text Complexity</li> <li>• Increased Reading of Informational Texts</li> <li>• Disciplinary Literacy</li> <li>• Close Reading</li> <li>• General Academic and Domain-specific Vocabulary</li> </ul>
<p><b>EVIDENCE</b></p> <p>Reading and writing grounded in <b>evidence from text</b></p>	<ul style="list-style-type: none"> <li>• Increased Reading of Informational Texts</li> <li>• Disciplinary Literacy</li> <li>• Close Reading</li> <li>• Text-dependent Questions</li> <li>• Argumentative Writing</li> <li>• Short and Sustained Research Projects</li> </ul>
<p><b>KNOWLEDGE</b></p> <p><b>Building knowledge through content-rich nonfiction and informational texts</b></p>	<ul style="list-style-type: none"> <li>• Appropriate Text Complexity</li> <li>• Increased Reading of Informational Texts</li> <li>• Disciplinary Literacy</li> <li>• Close Reading</li> <li>• Text-dependent Questions</li> <li>• Short and Sustained Research Projects</li> </ul>

\*For more information on PARCC's Key Instructional Shifts, see *A Strong State Role in Common Core State Standards Implementation: Rubric and Self-Assessment Tool*, p. 6, at <http://www.parcconline.org/sites/parcc/files/CCSS%20rubric%20and%20state%20planning%20tool%20-%202012.pdf>.

## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

### They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

### They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

### They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

### They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

### They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

## Shanahan Article Excerpt (Slide 14)

Harvard Educational Review

Spring 2008 Issue

"Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy"

*"In this article, Timothy and Cynthia Shanahan argue that "disciplinary literacy" — advanced literacy instruction embedded within content-area classes such as math, science, and social studies — should be a focus of middle and secondary school settings. Moving beyond the oft-cited "every teacher a teacher of reading" philosophy that has historically frustrated secondary content-area teachers, the Shanahans present data collected during the first two years of a study on disciplinary literacy that reveal how content experts and secondary content teachers read disciplinary texts, make use of comprehension strategies, and subsequently teach those strategies to adolescent readers. Preliminary findings suggest that experts from math, chemistry, and history read their respective texts quite differently; consequently, both the content-area experts and secondary teachers in this study recommend different comprehension strategies for work with adolescents. This study not only has implications for which comprehension strategies might best fit particular disciplinary reading tasks, but also suggests how students may be best prepared for **the reading, writing, and thinking required by advanced disciplinary coursework**" (italicized preface of document, page 40).*

# 8 Steps to Building Music Knowledge through Literacy

CONTENT AREA \_\_\_\_\_ GRADE LEVEL \_\_\_\_\_ DL FOCUS \_\_\_\_\_  
 STANDARD(S) \_\_\_\_\_  
 RESOURCES \_\_\_\_\_  
 TEAM MEMBERS \_\_\_\_\_

<p><b>1</b> List prior knowledge the learner will need to know for this lesson.</p>	<p><b>2</b> List new music vocabulary for the lesson and how instruction will incorporate this.</p>	<p><b>3</b> Share how the learner will deconstruct complex musical representation of ideas in the lesson.</p>
<p><b>4</b> List how students will use knowledge of musical elements and genres to identify main and subordinate ideas within the piece.</p>	<p>List the Musical Score</p>	<p><b>5</b> Identify activities that will help students articulate what the musical representations mean within a work.</p>
<p><b>6</b> List relevant questions that will offer the student an opportunity to think critically. Consider Bloom's Taxonomy in your construction of the questions.</p>	<p><b>7</b> Identify how students will compare musical elements of the work to other artwork.</p>	<p><b>8</b> Share how the learner will identify evidence to support their knowledge of the discipline.</p>

**REMEMBER**

**Describe the music.**

**UNDERSTAND**

**What is the theme of the music selection?**

**APPLY**

**Identify how the clues within the piece relate to each other.**

(i.e. What musical elements offer a clue about the style, genre, or back story to the music?)

## ANALYSIS

What is the composer trying to say within the music selection?

## SYNTHESIS

What would you add or take away from the music?

## EVALUATION

Critique the music selection.  
What do you think about it?

## EXIT SHEET

<p>Name two areas that show growth/improvement</p>	<p>Name two areas that still need improvement</p>
<p>Give one example of method or solution to area one that still needs improvement</p>	<p>Give one example of method or solution to area two that still needs improvement.</p>

## Music Reading & Writing Overview

ST.1.VMI.8;ST.1.VMII.8;ST.1.VMIII.8;ST.1.VMIV.8

Demonstrate through performance an understanding of the language of music

C.4.VMI.4;C.4.VMII.4;C.4.VMIII.4;C.4.VMIV.4 Identify Common elements and descriptive terms used in music with those used in other disciplines

RS ST 1: Cite specific textual evidence to support analysis of "musical" texts.

RS ST 2: Determine the central ideas or conclusions of a text;

RS ST 4: Interpret words and phrases as they are used in a text(score)

RSST:5 Analyze the structure of texts(scores), relationships

RS ST 6: Assess how point of view shapes content and style

### ***Salmo 150 by Aguiar***

•Take a couple of minutes with a partner at your table(2 – 3 people)

Discuss Salmo 150. Use the "Looking For Clues" Sheet. Be prepared to report back to the group

WS HST :2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WSHST:4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

•Now listen to a recording of this piece. Write a short paragraph explaining how the musical elements reflect the meaning of this piece.

C4.3.VMII.1;C.4.3.VMIII.1;C.4.3.VMIV.1 Apply criteria for making informed judgments

RSL:9 Analyze how two or more texts address similar themes or topics . . .

WSL:8 Gather relevant information from multiple sources, . . .

•Look at Salmo 150 by Aguiar and Psalm 150 by Neukomm. How are the music elements of the two songs of the same text treated differently? How do the musical elements reflect the meaning of the text? Are there differences in syllabic stress? What about the mood of the piece? Venn Diagram Compare/Contrast

•Two Minute Meeting: Stand up. Find someone that has not been seated at your table. Identify a partner. Decide who will be partner A and who will be partner B. Face your partner(partner A will be starting) You have 60 seconds to tell your partner how you might use this idea in your classroom this fall. Switch roles, partner B has 60 seconds. Thank your partner. Sit down.

•Group Share.

WSL: 4 Produce clear and coherent writing. . . .  
WSL:10 Write routinely over extended time frame . . .

Bloom's Taxonomy & Self Questioning Taxonomy

Choose one of the two Psalms 150 selections. Write a new text ending and musical ending consisting of at least four measures.

See Choir Lesson Plan

C.4.VMI.3;C.3.VMII.3;C.4.VMIII.3;C.4.VMIV.3 Perform music literature from a variety of styles, time periods, and cultures . . .  
c.4.VMIII.7;C.4.VMIV.7 Explore the genre, style, composer and historical background of the repertoire being studied.

RS.1 Read closely to determine what the text says . . .  
RS.2 Determine the central ideas or themes . . .  
WS 3 Write narratives to develop real or imagined experiences . . .  
WS 4 Produce clear and coherent writing

Vivald's Largo. Hand out composer information sheets. Explain the Pairs Read. At each table in groups of two, follow the Pairs Read procedure. Look at the short music example on the powerpoint, Use your Looking Clues sheet and answer questions about

the music. Listen to the short example of Largo from Winter by Vivaldi. Read the poem. Discuss the possible writing opportunities.

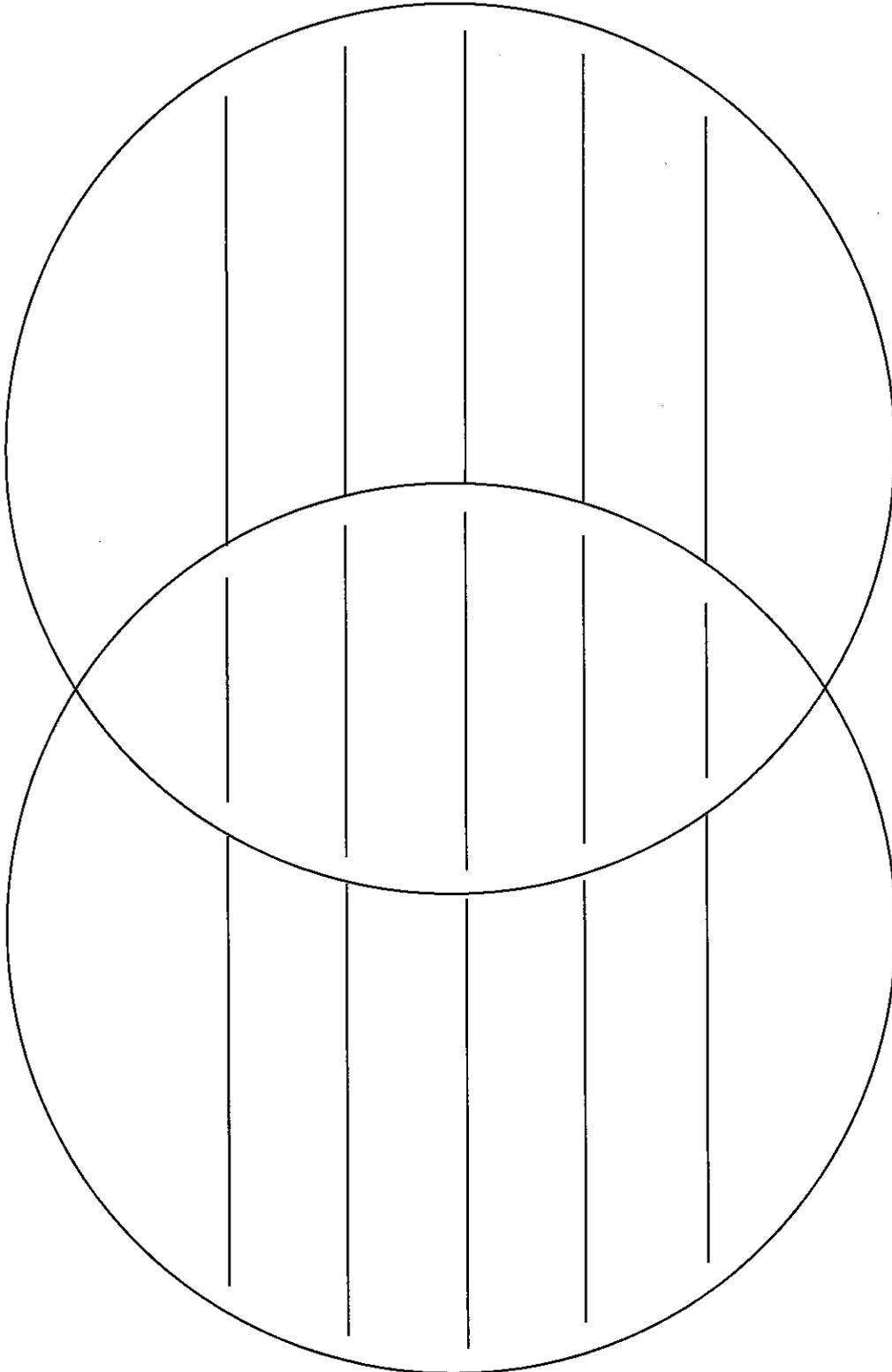
Blank musical staff with five lines.

### Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

Subject: \_\_\_\_\_

Subject: \_\_\_\_\_



# Lesson Plans

Teacher: **Outlaw**

Periods: **2,3,4(Choir)**

Grade **9 - 12**

Date: **3-17-21-14**

	Arkansas Frameworks	Common Core	Classroom Activities	Vocabulary	Assessments
<p><b>M</b> <b>O</b> <b>N</b></p>	<p>ST.1.VMI.1;ST.1.VMI.1;ST.1.VMIII.1,ST.1.VMI.1            V.1 Sing using proper vocal technique            ST.1.VMI.2;ST.1.VMI.2;ST.1.VMIII.2;ST.1.VMI.1            V.1 Demonstrate independence by performing alone or in an ensemble;            ST.1.VMI.3;ST.1.VMI.3;ST.1.VMIII.3;ST.1.VMI.1            V.3; Respond to basic conducting gestures;            ST.1.VMI.4;ST.1.VMI.4;ST.1.VMIII.4;ST.1.VMI.1            V.4 Sing easy literature with and without instrumental accompaniment;            ST.1.VMI.5;ST.1.VMI.5;ST.1.VMIII.5;ST.1.VMI.1            V.4; Demonstrate appropriate small and large ensemble performance techniques during formal and informal performances;            ST.1.VMI.7;ST.1.VMI.7;ST.1.VMIII.7;ST.1.VMIV.7            Sing-sing ensemble parts;            ST.1.VMI.8;ST.1.VMI.8;ST.1.VMIII.8;ST.1.VMI.1            V.8 Demonstrate thorough performance an understanding of the language of music;            CE.2.VMI.1;CE.2.VMI.1;CE.2.VMIII.1;CE.2.VMIV.1            MIV.1 Sing in manner reflecting the expressive qualities of music in rehearsal and performance .            C.4.VMI.1;C.4.VMI.1;C.4.VMIII.1;C.4.VMIV.1            Exhibit self-discipline and teamwork in daily rehearsal and musical performance;            C.4.VMI.1;C.4.VMI.1;C.4.VMIII.1;C.4.VMIV.1            Perform music literature from a variety of styles, time periods, and cultures using appropriate interpretation.</p>	<p>• RS RSI            Read closely to determine what the text says explicitly and to make logical inferences from it;            • RS 4            Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a scientific or technical context relevant to grades 9 - 12</p>	<p>•Vocal warm-ups            •Sightreading exercise using CPA standards            •Run through (without stopping) all three CPA selections            •Discuss CPA “word wall” pointing out the five areas of assessment and the vocabulary descriptors in each category            •Students orally describe/define each of the categories and give examples to further clarify the words (i.e. sing an example of throaty, nasal, breathy, etc)            •Group discussion of areas they think choir needs to improve on each selection</p>	<p>ACCURACY (rhythm, notes, intonation, pronunciation, enunciation)            ENSEMBLE(balance, sections, blend, coloration, prominent, themes) VOCAL TECHNIQUE( well placed, natural, full, well supported, pleasant, nasal, breathy, throaty, strident, registration)STYLE(period, mood, text, dynamics, interpretation)GENERAL EFFECT(presentation, suitability, stage presence, posture, expression)</p>	<p>Teacher observation</p>
<p><b>T</b> <b>U</b> <b>E</b></p>	<p>Same as above</p>		<p>1. Warm-up the choir            2. Run through pieces once            3. Check recording levels            4. Record the three CPA pieces for evaluation</p>	<p>Same as above</p>	

<b>W</b>	All of the above and	WS 1 Write arguments to support claims in an analysis of substantive topics or text using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> <li>• Warm up choir on board,</li> <li>• Hand out ARKCD A adjudication forms, place ARKCD A rubric</li> <li>• Refer students to word wall and past class discussions.</li> <li>• play recording for choir</li> <li>• Have students evaluate performance and rate just as if they were adjudicating</li> <li>• Have students give a final accumulative score for the performance.</li> <li>• Sing through the CPA pieces</li> </ul>		Student evaluation ARKCD A adjudication forms
<b>E</b>	CA.3.VMI.1;CA.3.VMII.1;CA.3.VMIII.1;CA.3.VMIV.1 Apply currently taught choral techniques and musicianship in the evaluation of music performances	WS 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
<b>D</b>		WS 4 Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose and audience.			
<b>T</b>	Monday & Wednesday listings		<ul style="list-style-type: none"> <li>• Discuss with students their evaluations.</li> <li>• Discuss the overall process, the classes accumulative scores and evaluations.</li> <li>• Sing through the CPA pieces paying special attention to the areas students noted need for improvement</li> </ul>		
<b>H</b>					
<b>U</b>					

F R I	Monday & Wednesday listings	WS 2 Write informative/explanatory texts WS4 Produce clear and coherent writing	Play CPA recording from 2/27/14; then play recording from class 3/18/14. Have students compare the two and look for growth or lack thereof, in each category.  EXIT SHEET: • Name two areas that show growth/improvement • Name two areas that still need improvement • Give two examples of methods or solutions to the two areas you listed as needs improvement		EXIT Sheets
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1. What instructional strategy(ies) will be used? (Activities the student does.)

- Concept definition mapping (p. 114)
- Paired reading (p. 61)
- Interactive reading guide (P. 109)
- Cornell (two/three-column notes)(p. 121)
- Anticipation guide (p. 113)
- Frayer Model (vocabulary) (p. 119)
- KWL Plus (p. 105)
- Background (p. 60)
- Vocabulary clues (p. 63)
- Jigsaw (p. 61)
- Other :word wall
- Minute paper
- Paired Questioning (p. 61)
- GIST (p. 62)
- Graphic organizer (p. 114)
- Story impressions (p. 111)
- Questioning the author (p. 117)
- RAFT (p. 110-112)
- Identifying similarities and differences
- Summarizing and note taking
- Generating and testing hypotheses

Writing (p. 77)

- Writing –to-learn (journals, learning logs, exit/admit slips, inquiry logs, math logs
- Writing-to-demonstrate-learning (paragraphs, essays, open response, lab reports, research paper, on-demand writing, creative tasks, project reports
- Authentic writing (articles, editorials, letters to the editor, speeches, letters, proposals, reviews, poems, plays, short stories, memos, resumes, business plans, personal narratives, e-mails
- Other: using arkoda rubric & evaluation sheet; self/group critique/evaluation

2. What instructional method(s) will be used?

- |                                     |                                      |                                     |                                    |
|-------------------------------------|--------------------------------------|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Whole group instruction              | <input checked="" type="checkbox"/> | Cooperative Learning               |
| <input type="checkbox"/>            | Individualized instruction as needed | <input type="checkbox"/>            | Manipulative/experiments/labs      |
| <input checked="" type="checkbox"/> | Demonstration/modeling/storytelling  | <input checked="" type="checkbox"/> | Discussion/questions/brainstorming |
| <input type="checkbox"/>            | Role playing/simulations             | <input type="checkbox"/>            | Small group instruction            |
| <input type="checkbox"/>            | Homework and practice                | <input type="checkbox"/>            | Technology                         |
| <input checked="" type="checkbox"/> | Music/rhythm/rhyme/tap               | <input type="checkbox"/>            | Other:                             |
| <input checked="" type="checkbox"/> | Peer tutoring                        |                                     |                                    |

**3. How will understanding and mastery of lesson objectives be checked? (Method of evaluation)**

- |                                     |  |                                     |                                 |
|-------------------------------------|--|-------------------------------------|---------------------------------|
| <input checked="" type="checkbox"/> | Teacher observation (overt/covert behavior(s)) | <input checked="" type="checkbox"/> | Oral response (student's)       |
| <input checked="" type="checkbox"/> | Analysis of independent practice               | <input checked="" type="checkbox"/> | Written response (student's)    |
| <input type="checkbox"/>            | Test (reflects EOC tests)                      | <input checked="" type="checkbox"/> | Visuals (graphs, poster, model) |
| <input type="checkbox"/>            | Rubrics and/or checklists                      | <input type="checkbox"/>            | Performance (skits, plays)      |
| <input type="checkbox"/>            | Other:   |                                     |                                 |

**4. Bloom's:**

- |                                     |           |                                     |               |                                     |             |
|-------------------------------------|-----------|-------------------------------------|---------------|-------------------------------------|-------------|
| <input checked="" type="checkbox"/> | Knowledge | <input checked="" type="checkbox"/> | Comprehension | <input checked="" type="checkbox"/> | Application |
| <input checked="" type="checkbox"/> | Analysis  | <input checked="" type="checkbox"/> | Synthesis     | <input checked="" type="checkbox"/> | Evaluation  |

**What higher order questions could be asked? What are we doing right, vocally, what are we doing wrong, what do we need to do to be a superior choir this year? Name one thing you can do as an individual to improve the overall performance of the choir. What can we do musically to improve our performance? Are there non-musical elements that affect our performance? How can we overcome or enhance those?**

**What misconceptions might students have?**

<p><b>One person can't make a difference in a performance</b></p>	<p><b>How can I help students make connections? The old adage, you can't catch "good health" is true. One person can affect your tone much more quickly than one can improve it. Have one student sing poorly(incorrectly) while the rest of the choir is singing correctly.</b></p>	<p><b>Reflections:</b> <b>(to be completed after the lesson) Probably the quietest this group has been all year. Very serious, almost subdued. Good teaching, but must be careful at this late date not to discourage them. Show a comparison of several performances to show growth. And continue to tell them they are improving on a daily basis.</b></p>
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# Arkansas Choral Directors Association

## Choral Performance Assessment Form

Judges should use the back for extended comments

Division  
Rating

Performance Date

Performance Time

School

Class

Group

City

Director

	7	8	VM1	VM2	VM3	VM4
This Choir	<input style="width: 30px; height: 20px;" type="text"/>					
This School	<input style="width: 30px; height: 20px;" type="text"/>					

First Selection	<input style="width: 90%; height: 20px;" type="text"/>	<input style="width: 95%; height: 20px;" type="text"/>
Second Selection	<input style="width: 90%; height: 20px;" type="text"/>	<input style="width: 95%; height: 20px;" type="text"/>
Third Selection	<input style="width: 90%; height: 20px;" type="text"/>	<input style="width: 95%; height: 20px;" type="text"/>

**Accuracy** - rhythm, notes, intonation, pronunciation, enunciation

**Ensemble** - balance within/among sections, blend, coloration (too dark/bright), weak/strong section, voices prominent, themes covered by voices or instruments.

**Vocal Technique** - quality/quantity of voices, well placed, full, natural, well supported, pleasant, nasal, breathy, throaty, strident, high/low registration

**Style** - Correctness according to period, mood, text, dynamic levels, cresc/decrec., interpretation

**General Effect** - best points of presentation, areas to be improved, suitability of literature, contrast of program, stage presence, posture, expression

**Raw Score**

100	
99	
98	
97	
96	
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92	
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89	R
88	R
87	R
86	R
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\_\_\_\_\_  
Signature of Adjudicator

# Looking For Clues

## Music Score

- Special features about this score
- Who wrote the piece?
- Where does the piece originate from?
- What instrumentation/voicing is needed to perform it?
- What is the mood/meaning of the piece?
- How are the musical elements treated in this piece?
- Are there any patterns established (rhythm, chords, melody, harmony, form?)
- How are dynamics treated in this piece?
- If you created another verse, what would the lyrics say?(if there are lyrics)
- Does the title suggest anything?
- What was the composer's purpose in this composition?

## Self-Questioning Taxonomy for Music Performance

Level of Thinking	Comprehension Self-Assessment	Focusing Question
Creating	I have created an interpretation of this music.	What might the composer be telling listeners through this music? How can my performance communicate this music to my listeners?
Evaluating	I can critically examine my performance of this music	What expectations does the composer have for the musicians playing or singing this piece? How have I met the composer's expectations?
Analyzing	I can understand how the composer created the musical effects of this composition.	How does the composer use the elements of music (form, rhythm, melody, harmony, timbre, texture, and expression)? Why did the composer make these particular musical choices?
Applying	I can use my understanding to perform and appreciate this music	How can I connect my experiences to performing this music? What emotional responses to the music does the composer seem to be indicating?
Understanding	I can understand the background of this composition.	When did this composer write this piece and how might the times have influenced this music? Why did the composer write this piece and for whom? What do we know about the composer, and was the piece characteristic of this individual's work?
Remembering	I can follow the composer's instructions.	How has the composer indicated that this piece should be performed? What attention do I need to pay to time signature, key signatures, note values, dynamics, tempo markings and pitches?

Buehl, D. & Buehl, W (2008, October). Connecting music to literacy. Paper presented at the Wisconsin School Music Association Conference Madison, WI.



**1678 – 174**

Antonio Vivaldi was born March 4, 1678 in Venice Italy to a baker turned violinist during an earthquake. He studied music with his father. He was born into a large family with four brothers and four sisters. He was baptized immediately by the midwife in his home due to “Danger of death.” It is not known if this danger was the earthquake or bad health.

Vivaldi had asthma from a young age. At age fifteen (1693) he studied to become a priest. With his startling red hair, he was referred to as the “red priest.” Vivaldi was ordained as a priest, but within only one year he desired to no longer celebrate mass because of his asthma. He was given a leave due to his health and became a violin teacher.

Vivaldi was eventually hired as a violin teacher at the school of the Ospedale della Piet (Hospital of Mercy) and eventually became their music director. The Ospedale was a girls orphanage, but had one of the finest music programs around. He wrote hundreds of compositions for the girls to perform in the orchestra or sing in the choir.

It was one of Vivaldi's duties to provide two concertos per month (even when he was away) for concerts given each Sunday. Visitors were amazed by the students' playing all the instruments rather than just the ones deemed suitable for ladies.

Vivaldi earned a living as a musician not only through his work at the Ospedale, but also through the sale of his music. He composed over 800 works such as instrumental concertos, over 90 solo and trio sonatas, instrumental chamber music, and vocal music such as operas, masses, oratorios, and cantatas.

Vivaldi negotiated sizable fees for his music, but spent it prolifically. This resulted in his dying in poverty. He was given a pauper's funeral in Vienna.

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

**CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts)**

**INDICATORS**

**EVIDENCE OBSERVED OR GATHERED**

INDICATORS	EVIDENCE OBSERVED OR GATHERED	Notes:
<p>A. Text-based instruction engages students in reading, speaking, or writing about text(s).</p>	<p>1 2 3 4</p> <p>There is no text under consideration in this lesson.</p> <p>A text (or multiple texts) is directly addressed in this lesson.</p>	
<p>B. The text(s) are at or above the complexity level expected for the grade and time in the school year.<sup>2</sup></p>	<p>1 2 3 4</p> <p>The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year.</p> <p>The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.</p>	
<p>C. The text(s) are clear and build knowledge relevant to the content being studied.</p>	<p>1 2 3 4</p> <p>The quality of the text(s) is low – they are unclear and are not relevant to the content being studied.</p> <p>The quality of the text(s) is high – they are clear and build knowledge relevant to the content being studied.</p>	

<sup>1</sup> Refer to Common Core Shifts at a Glance (achievethecore.org/ELA/Shifts) for additional information about the Shifts required by the CCSS.  
<sup>2</sup> Refer to achievethecore.org/da-literacy-common-core/text-complexity/ for text complexity resources.

**CORE ACTION 2: Employ questions and tasks that are text dependent and text specific**

**INDICATORS**

**EVIDENCE OBSERVED OR GATHERED**

		Notes:
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.	<p>1 → 2 → 3 → 4</p> <p>1 Questions and tasks do not refer directly to the text and instead elicit opinion answers.</p> <p>2 Questions and tasks can be answered without reference to evidence from the text or data.</p> <p>3 Questions and tasks require students to cite evidence from the text or data.</p> <p>4 Questions and tasks repeatedly return students to the text to build understanding.</p>	
B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.	<p>1 → 2 → 3 → 4</p> <p>1 Questions and tasks do not explicitly require use of academic or domain-specific language.</p> <p>2 Questions and tasks intentionally support students in developing facility with academic and domain-specific language.</p> <p>3 Questions and tasks require students to cite evidence from the text or data.</p> <p>4 Questions and tasks repeatedly return students to the text to build understanding.</p>	
C. Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.	<p>1 → 2 → 3 → 4</p> <p>1 Questions do not follow a clear sequence or are all at the same level of depth.</p> <p>2 Questions are sequenced to support and challenge students in deep examination of the text.</p> <p>3 Questions and tasks intentionally support students in developing facility with academic and domain-specific language.</p> <p>4 Questions and tasks repeatedly return students to the text to build understanding.</p>	
D. Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry analysis, and appropriate procedures.	<p>1 → 2 → 3 → 4</p> <p>1 Questions do not follow a clear sequence or are all at the same level of depth.</p> <p>2 Questions are sequenced to support and challenge students in deep examination of the text.</p> <p>3 Questions and tasks intentionally support students in developing facility with academic and domain-specific language.</p> <p>4 Questions and tasks repeatedly return students to the text to build understanding.</p>	

**CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson**

**INDICATORS**

**ILLUSTRATIVE STUDENT BEHAVIOR**

**EVIDENCE OBSERVED OR GATHERED**

	Notes:
A. The teacher provides the conditions for all students to focus on text.	1 2 3 4
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	1 2 3 4
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	1 2 3 4
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	1 2 3 4

Scale:  
 1 = The teacher does not provide students opportunity and very few students demonstrate this behavior.  
 2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior.  
 3 = The teacher provides students opportunity consistently and some students demonstrate this behavior.  
 4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.

This tool is designed for use in evaluation. The guide is intended for use in conjunction with the CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. To the extent possible under law, we have waived all copyright and related or neighboring rights to this work. Any and all components may be customized to meet the needs of any audience — they may be modified, reproduced, and disseminated without prior permission.

# A Framework for Teaching: Components of Professional Practice

## Domain 1: Planning and Preparation

- a. Demonstrating Knowledge of Content and Pedagogy
- b. Demonstrating Knowledge of Students
- c. Setting Instructional Outcomes
- d. Demonstrating Knowledge of Resources
- e. Designing Coherent Instruction
- f. Designing Student Assessments

## Domain 2: The Classroom Environment

- a. Creating an Environment of Respect and Rapport
- b. Establishing a Culture for Learning
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space

## Domain 4: Professional Responsibilities

- a. Reflecting on Teaching
- b. Maintaining Accurate Records
- c. Communicating with Families
- d. Participating in a Professional Community
- e. Growing and Developing Professionally
- f. Showing Professionalism

## Domain 3: Instruction

- a. Communicating with Students
- b. Using Questioning and Discussion Techniques
- c. Engaging Students in Learning
- d. Using Assessment in Instruction
- e. Demonstrating Flexibility and Responsiveness

# AR Teacher Excellence Support System

## EXAMPLES of ARTIFACTS

**Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.**

### Domain 1: Planning and Preparations

- a. Knowledge of Content and Pedagogy
  - Standards/Pacing Guides with notations
  - Task Analysis of Prerequisite Skills
  - Research Articles on Content & Pedagogical Approaches
  - Lesson Plans
  - Units of Study
  - Pre-Conference
- b. Knowledge of Students
  - Data Analysis/Test Scores/Data Notebook
  - Child Development Research
  - Child Development Charts
  - Student Learning Profiles
  - Surveys and Inventories (interest, learning styles, etc.)
  - Assessments (reading, language, content, etc.)
  - IEPs, AIPs, 504 Modification Plans
  - Pre-Conference
- c. Selecting Instructional Outcomes
  - Standards/Goals/Pacing Guides
  - Matrix or Spreadsheet for Tracking Different Instruction
  - Units of Study
  - IEPs, Modification Plans
  - Differentiation Plan
- d. Knowledge of Resources
  - Internet Usage Report/Log
  - Virtual Tours Report/Log
  - Sign-in Computer Lab
  - In-class Library Listing
  - Guest Speaker & Guests Log
  - Parent Partner List
  - Resource Log
- e. Designing Coherent Instruction
  - Lesson Plans
  - Units of Study
  - Pacing Guides/Instructional Maps
  - Modification Plans
  - Grouping Matrix
- f. Designing Student Assessments
  - Lesson Plans
  - Example Assessments
  - Rubrics
  - Checklists
  - Modification Plans
  - Self-Assessment and Peer-Assessment Instruments
  - Assessment Matrix
  - Various Formative Assessments
  - Student Progress Template

# AR Teacher Excellence Support System

## EXAMPLES of ARTIFACTS

**Note:** This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

### Domain 2: Classroom Environment

- a. Creating Environment of Respect and Rapport
  - Action Plan
  - Respect Worksheets/Activities
  - Lesson Plans with Activities that Reflect Students' Interest
- b. Establishing a Culture for Learning
  - Mission Statement
  - Class Motto
  - Norms/Rules
  - Student Assignment Revision Checklist
  - Peer Review Worksheet
  - Student Incentives
  - Performance Management/Action Planning and Reflection
  - Lesson Plans
- c. Managing Classroom Procedures
  - Rubric for Working as a Group
  - Grouping Plan
  - Classroom Transition Plan
  - Materials and Supplies Management Plan
  - Homework Policy/Plan/Procedures/Folder
  - Teaching Routine Checklist
  - Procedure/Routine for Non-Instructional (Poster or Checklist)
  - Volunteer/Para-Professional Check-in/Sign-in
  - Volunteer/Para-Professional Agenda/Plan/Activities
- d. Managing Student Behavior
  - Behavior Management Plan
  - Posted Rules/Norms
  - Code of Conduct
  - Office Referrals
  - Parent Contact Log with Notations of Behaviors
  - Student Behavior Checklists
- e. Organizing Physical Space
  - Safety Checklist
  - Drawing of Room Arrangement

# AR Teacher Excellence Support System

## EXAMPLES of ARTIFACTS

**Note:** This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

### Domain 3: Instruction

- a. Communicating with Students
  - Lesson Plans
  - Units of Study
  - Graphic Organizers
  - Expectations for Learning Charts
  - Printed Directions and Procedures
  - Modification Plans
  - Examples of Student Presentations/Plans
  - Teacher's Peer-Review Report/Feedback
- b. Using Questions & Discussion Techniques
  - Lesson Plans
  - List of Questions for each Lesson
  - Examples of Student Questions
  - Self-Assessment of Questioning Strategies Checklist/Template
  - Norms/Guidelines for Student Discussion/Participation
  - Discussion Rubric
  - Student Participation Checklist
  - Units of Study
- c. Engaging Students in Learning
  - Lesson Plans
  - Differentiation Plan
  - Assignments (Problem-based, Enrichment, Differentiated, Extension)
  - Learning Contracts
  - Student Engagement Checklist
  - Alternative Project Proposal
  - Grouping Plan
  - Units of Study
- d. Using Assessment in Instruction
  - Printed Assessment Criteria
  - Student-made Assessment Example(s)
  - Examples of Variety of Assessments (Formative & Summative)
  - Rubrics
  - Self-Reflection/Assessment Instrument
  - Examples of Written Feedback to Students
  - Exit Tickets
  - Lesson Plans
  - Units of Study
- e. Demonstrating Flexibility and Responsiveness
  - Lesson Plans
  - KWL
  - Rewards/Incentives
  - Teacher and/or Peer Observation Form

# AR Teacher Excellence Support System EXAMPLES of ARTIFACTS

**Note:** This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

## Domain 4: Professional Responsibility

- |   |   |  |
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| <p>a. Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>- Post-Conference</li> <li>- Lesson Reflection Questionnaire</li> <li>- Learning Logs</li> <li>- Action Planning and Reflection Chart</li> <li>- Lesson Plans</li> </ul> <p>b. Maintaining Accurate Records</p> <ul style="list-style-type: none"> <li>- Grades (hard copy and on-line)</li> <li>- Attendance Log</li> <li>- Assignment Checklist/Log</li> <li>- Homework Record</li> <li>- Student Progress Report</li> <li>- Report Cards</li> <li>- Permission Slips</li> <li>- Health Records/Requirements</li> <li>- Student Profile</li> <li>- Student Portfolios</li> <li>- Field Trip Brochure/Maps/Bus Information, Etc.</li> <li>- Volunteer File</li> <li>- Behavior Contracts</li> <li>- Notes Sent and Received from Home</li> </ul> | <p>c. Communicating with Families</p> <ul style="list-style-type: none"> <li>- Contact Log</li> <li>- Web Site</li> <li>- Notes Sent and Received from Home</li> <li>- Newsletters</li> <li>- Syllabus</li> <li>- Parent/Teacher Conference Record</li> <li>- Parent Night Sign-in and Agenda</li> </ul> <p>d. Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>- PLC Meeting Agendas/Minutes</li> <li>- Grade-Level or Content Meeting Agendas/Minutes</li> <li>- Study Group</li> <li>- Agendas/Assignments</li> <li>- School Project</li> <li>- Pictures/Plan/Outcomes</li> <li>- Portfolio of School-Related Participation</li> <li>- Teacher-Facilitated Professional Development</li> <li>- Profession Community Log</li> </ul> | <p>e. Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>- Course Work Syllabus, Certificate and/or Transcript</li> <li>- Professional Development Log/Printout/Certificates</li> <li>- Individual Professional Growth Plan</li> <li>- Research Material Folder</li> </ul> <p>f. Showing Professionalism</p> <ul style="list-style-type: none"> <li>- Department Chair Verification</li> <li>- Committee Chair Verification</li> <li>- List of Tutors</li> </ul> |
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