

MUSIC DEMONSTRATION SCHOOLS PROGRAM
APPLICATION 2010-2013
Instructions for Teacher Form

Directions: Before beginning the accompanying form to this document, you must perform a “Save As” function, renaming the form according to protocol. See the document labeled “Overview and Protocols.”

Each music teacher in the applicant school must complete this form; however, *itinerant and adjunct teachers are required to complete only six (6) specific sections in this form.* They are labeled as:

- Evidence I-D
- Evidence II-C
- Evidence II-D
- Evidence II-E
- Evidence IV
- Evidence VI-A

Teachers in schools that are applying for a third (or greater) consecutive designation as a Music Demonstration School, *and who have taught in that school throughout those designation cycles*, are required to complete only six (6) specific sections in this form. They are labeled as:

- Evidence I
- Evidence II
- Evidence IV
- Evidence V
- Evidence VII
- Evidence VIII

Type all responses directly into this form, unless directed to do otherwise. Some criteria specify length of response, such as “limited to 35 words.” Exceeding the word limit will result in disqualification.

Evidence of Meeting General Criteria

I. All music educators in the applicant school are certified in K-12 Music Education; teach in-field throughout each instructional day; and, at the time of a potential fall 2009 site review, will have been employed as faculty members in their current teaching assignments at the applicant school for a minimum of two full years. Please note: If a school has three (3) or more full-time, certified music teachers returning, with only one new music teacher, the school may still apply. The new music teacher must have completed one full year at the time of the fall 2009 site reviews.

Evidence I-A, I-B, and I-C: See the document titled **Instructions for School-wide Forms** in the section labeled 2010-2013.School Materials.

Evidence I-D: Provide a clear copy of your daily schedule. Be certain to include times, class name/type (Elementary: include classroom teachers' names), special assignments (e.g., bus duty, tutoring), and explanations of schedule anomalies, such as rotation schedules and class splits. If you are assigned to paraprofessional duties (e.g., cafeteria duty, bus duty), or to out-of-field teaching (e.g., math tutoring, physical education activities), please note how these assignments are distributed throughout the school's staff.

Review the document labeled "Overview and Protocols" to learn how to correctly name documents. Save your **Schedule** in the following format:

2010-2013.District.School.Teacher.Schedule

II. The music program incorporates the Florida Sunshine State Standards for Music and includes:

- i. general, vocal, and instrumental music instruction;
- ii. individual, small-group, and large class or ensemble instruction and activities;
- iii. evidence of formative and summative assessment;
- iv. instructional planning informed by assessment;
- v. a sufficient scope of instruction and variety of experiences to serve the total school population; and

- vi. modifications or accommodations for students with special needs, including those having high levels of musical aptitude or skill.

Evidence II-A: See the document titled **Instructions for School-wide Forms** in the section labeled 2010-2013.School Materials.

Evidence II-B: Provide student-completed assessment/evaluation information:

- Describe procedures used for assessing student learning, including formative and summative assessment (Limit – 150 words). Please be clear about the assessment formats and activities you used.
- Provide student-completed samples of assessment or evaluation (e.g., textbook quizzes, teacher-made tests, project summaries, individual or group performances) that include teacher feedback. (Limit – 4 pages per teacher) Review the document labeled “Overview and Protocols” to learn how to correctly name documents. Save these **Student Samples** in the following format:
2010-2013.District.School.Teacher.Student Samples
- Provide a student-written reflection statement on a music activity, performance, or other experience; and include a corresponding sample or description of the activity, performance, or experience (Limit – 1 page).) Review the document labeled “Overview and Protocols” to learn how to correctly name documents. Save this **Student Reflection** in the following format:

2010-2013.District.School.Teacher.Student Reflection

Evidence II-C:

- Select one (1) Sunshine State Standards-based music concept, benchmark, or skill. For a full listing of all benchmarks included in the Sunshine State Standards, visit:
 - PreK-2 Benchmarks: <http://www.fldoe.org/bii/curriculum/SSS/pdf/musick.pdf>
 - 3-5 Benchmarks: <http://www.fldoe.org/bii/curriculum/SSS/pdf/music3.pdf>
 - 6-8 Benchmarks: <http://www.fldoe.org/bii/curriculum/SSS/pdf/music6.pdf>
 - 9-12 Benchmarks: <http://www.fldoe.org/bii/curriculum/SSS/pdf/music9.pdf>

- Select two (2) current, regularly scheduled classes at different developmental levels:
 - Elementary: Different grades (e.g., 1st and 4th) or ensembles (e.g., beginning and advanced choruses)
 - Secondary: Different grades (e.g., 6th and 8th), classes (e.g., Guitar 1 and 2), or ensembles (e.g., Orchestra I and III)
- Provide two (2) digital video clips of your instruction of the same concept or skill to each grade or class—one at the introductory level, and the second at or near the mastery level for that grade or class.
- Limit each of the four (4) video clips to five (5) minutes, totaling no more than twenty (20) minutes in length. Please see Very Important Tips below.
- In the accompanying written materials required below, include ways in which you provided, or could provide, modifications or accommodations for students with special needs or with high levels of musical aptitude or achievement.

Evidence II-D: Select Grade/Class/Ensemble #1 or 2 and describe briefly a way to re-teach the concept if formative or summative assessment indicates that some students do not yet grasp the concept or skill.

Evidence II-E: Self-Reflection: There are no specific requirements in this section. This is your opportunity to reflect on whatever you wish relative to your instruction on the video. You may choose to address such instructional elements as pacing, classroom management, physical proximity, use of materials and equipment, environment, teacher feedback, and modeling; or you may choose different topics entirely. You may be as specific or global in your reflections as you like.

VERY Important Tips:

- Use the highest quality recording equipment available – digital equipment is highly recommended.
- To the degree possible, include views of both the teacher and students during instruction. This may be determined by school or district guidelines regarding use of student photos or video for public viewing, as videos of exemplary teaching may be posted on-line.
- The video should not be stopped during instruction.

- Each of the four (4) video clips must be no more than five (5) minutes in length, totaling no more than twenty (20) minutes of video footage. Videos exceeding these limits can not be reviewed by the Review Panel.
- **Send raw video footage only. Do NOT add graphics, photos, or enhance the video in any way.** Such extraneous details slow the review process, and may result in an applicant's disqualification.
- Review the document labeled "Overview and Protocols" to learn how to correctly name documents. Save the **Video** clips separately or as one file in the following format:
2010-2013.District.School.Teacher.Video

III. Music instruction is based on a written program of sequential skills development and musical processes.

Evidence: See the document titled **Instructions for School-wide Forms** in the section labeled 2010-2013.School Materials.

IV. All educators in the music program are certified music teachers who seek to improve or augment their skills through appropriate professional development activities. Briefly note your most significant professional development events or training. Add lines, as needed.

Evidence: Provide up to 6 professional development events or training over a two-year period.

V. The music program has sufficient time for substantive instruction, properly equipped classrooms, appropriate instructional materials, reasonable class sizes, physical facilities for a variety of activities, and a safe and aesthetically satisfying environment.

Evidence: See the document titled **Instructions for School-wide Forms** in the section labeled 2010-2013.School Materials.

VI. The performance aspect of the program is of high quality according to generally accepted criteria.

Evidence VI-A: List the repertoire performed and read by performance groups from the current school year.

Evidence VI-B: Submit digital copies of up to four (4) performance programs from the current year and the previous school year. These programs should reflect your (portion of the) music program and your philosophy regarding student participation, performance quality, and repertoire. Review the document labeled “Overview and Protocols” to learn how to correctly name documents. Save these **Concert Programs** in the following format:

2010-2013.District.School.Teacher.Concert Programs

Evidence VI-C: Submit a digital sampling of all performing ensembles from the 2008-2009 school year (Limit: two contrasting pieces per ensemble). In the case of multi-movement works, use only one movement from the work and contrast it with a selection or movement of a different composer and genre. Review the document labeled “Overview and Protocols” to learn how to correctly name documents. Save these **Ensemble** clips separately or as one file in the following format:

2010-2013.District.School.Teacher.Ensemble Name.Date Recorded

Evidence VI-D: Teachers in Secondary Schools—Submit digital copies of Music Performance Assessment (MPA) information, including copies of judges’ comment sheets for large ensembles and a summary of solo and ensemble results for the most recent assessment. Secondary schools must have outstanding performance groups in at least 2 of the 3 major performance areas (i.e., band, chorus, and orchestra) based on ratings from district and FSMA-sanctioned music festivals. Review the document labeled “Overview and Protocols” to learn how to correctly name documents. Save these **MPA Sheets** in the following format:

2010-2013.District.School.Teacher.MPA Sheets.Date of MPA

Evidence VI-E: Submit digital copies of the cover(s), repertoire(s), and list(s) of student participants in select district-wide and All-State ensembles from the current year and the previous school year. Prior to scanning, place an X or check (✓) in front of the name of each student participant from the applicant school. Review the document

labeled “Overview and Protocols” to learn how to correctly name documents. Save these **Honors Ensembles** programs in the following format:

2010-2013.District.School.Teacher.Honors Ensembles

VII. There is reciprocation of services and enrichment among schools in the district, and between the school music program and the community. This may include such services and activities as:

- Loaning of equipment and/or facilities
- Recruitment activities in feeder schools
- Community performances
- Parent/community volunteer and/or support groups
- Artist-in-residence programs
- Use of supplemental arts professionals (ensemble coaches, choreographers, etc.)
- Business/community support (financial or in-kind)

Note: Please limit your response to 150 words – a bulleted list, with dates where appropriate, is most advisable. Up to ten (10) clearly labeled photos may be submitted with the application. Please provide photo captions and dates. Review the document labeled “Overview and Protocols” to learn how to correctly name documents. Save these optional **Photos** in the following format:

2010-2013.District.School.Teacher.Photos

VIII. The music program purposefully contributes to the success of students in the areas of reading, writing, mathematics, and science.

- Evidence:** Describe a way in which your instruction addressed reading/literacy, math, and/or science during the 2008-2009 school year. Provide descriptions, limited to seventy-five (75) words, that include such background information as faculty collaboration, collaborators, and the purpose of the instruction (e.g., planned in collaboration with a classroom/subject-area teacher; taught in support of a school-wide instructional activity; requested or required as part of an FCAT-focused effort). Evidence may include:
- reading in the content area
 - integrated or arts-infused units of study
 - school-wide activities in which literacy/reading, writing, mathematics, and/or science were purposefully addressed through music or integrated instruction.