

Music Teacher Competency	<i>Ineffective</i> (1) [Score Range: 7 – 11 points]	<i>Needs Improvement</i> (2) [Score Range: 12 – 17 points]	<i>Effective</i> (3) [Score Range: 18 – 25 points]	<i>Highly Effective</i> (4) [Score Range: 26 – 28 points]
<p>Teaches Comprehensively</p> <p>RISE STANDARDS: 1.3, 1.4 2.1, 2.2, 2.3, 2.6, 2.9</p> <p>MUSIC STANDARDS: 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Rarely plans for and/or strives to deliver instruction that focuses on specific musical content, which is usually made known to students in the absence of a musical context. Ineffective music teachers rarely consider the Indiana Music Standards when planning for instruction, are especially product driven, routinely make arbitrary repertoire choices, and fail to see the value of a comprehensive music education.</p>	<p>Sometimes plans for and/or strives to deliver instruction that focuses on specific musical content, which is often made known to students in the absence of a musical context. Teachers needing improvement seldom consider the Indiana Music Standards when planning for instruction, remain mostly product driven, and sometimes make arbitrary repertoire choices without considering the aesthetic or educational needs of students.</p>	<p>Often plans for and strives to deliver instruction that focuses on specific musical content, which is made known to students through structured activities that are based on the Indiana Music Standards. An effective music teacher strives for balance between process and product and connects students to a diverse body of repertoire that maintains aesthetic and/or educational value.</p>	<p>Frequently plans for and strives to deliver instruction that focuses on specific musical content, which is made known to students through structured activities that are based on the Indiana Music Standards. A highly effective music teacher achieves balance between process and product and connects all students to a diverse body of repertoire that maintains both aesthetic and educational value.</p>
<p>Engages Students in a Variety of Music Experiences</p> <p>RISE STANDARDS: 1.3, 1.4 2.1, 2.2, 2.3, 2.6, 2.9</p> <p>MUSIC STANDARDS: 1, 2, 3, 4, 6</p>	<p>Plans for and engages students in an especially limited variety of musical activities. An ineffective music teacher typically engages students in one primary musical activity (e.g. singing, listening, or playing instruments), seldom encourages students to express themselves through music, and fails to see the need for all students to develop vocal, instrumental, and critical listening skills.</p>	<p>Plans for and engages students in a limited variety of musical activities. Teachers needing improvement typically engage students in one primary musical activity (e.g. singing, listening, or playing instruments), rarely provide students with opportunities to create musical products, and seldom encourage students to express themselves through music.</p>	<p>Regularly plans for and engages students in a variety of listening and performing activities, but less frequently provides opportunities for students to create musical products. An effective music teacher provides several opportunities for students to develop vocal, instrumental, and critical listening skills and sometimes encourages students to express themselves through music.</p>	<p>Regularly plans for and engages students in a variety of listening, performing, and creating activities. A highly effective music teacher provides several opportunities for students to develop vocal, instrumental, and critical listening skills and frequently encourages all students to express themselves through music.</p>
<p>Differentiates Instruction</p> <p>RISE STANDARDS: 1.1 2.5, 2.8 3.1, 3.4</p>	<p>Rarely fosters a welcoming atmosphere where students of all ability and interest levels are encouraged to participate in music making and other classroom activities. An ineffective music teacher rarely considers the specific needs of aural, visual, and kinesthetic learners, and fails to see a need to modify instruction to meet individual students' needs.</p>	<p>Sometimes fosters a welcoming atmosphere where students of all ability and interest levels are encouraged to participate in music making and other classroom activities. Teachers needing improvement rarely consider the specific needs of aural, visual, and kinesthetic learners, but attempt to modify instruction to meet individual students' needs.</p>	<p>Fosters a welcoming atmosphere where students of all ability and interest levels are encouraged to participate in music making and other classroom activities. An effective music teacher strives to provide experiences that will resonate with aural, visual, and kinesthetic learners and attempts to modify instruction to meet individual students' needs.</p>	<p>Fosters a welcoming atmosphere where students of all ability and interest levels are encouraged to participate in music making and other classroom activities. A highly effective music teacher provides experiences that resonate with aural, visual, and kinesthetic learners and modifies instruction to meet all individual students' needs.</p>
<p>Provides for the Application of Musical Skills and Knowledge</p> <p>RISE STANDARDS: 2.2, 2.6, 2.9</p> <p>MUSIC STANDARDS: 5, 7</p>	<p>Rarely provides students with opportunities to apply musical skills and knowledge to other learning situations and/or real world contexts. An ineffective music teacher fails to see a need for all students to be musically literate or able to audiate music notation.</p>	<p>Sometimes provides students with opportunities to apply musical skills and knowledge to other learning situations and/or real world contexts. Teachers needing improvement vaguely attempt to improve students' music literacy and audiation skills.</p>	<p>Often provides students with opportunities to apply musical skills and knowledge to other learning situations and/or real world contexts. An effective music teacher prepares students to be informed consumers of music and purposefully attempts to improve students' music literacy and audiation skills.</p>	<p>Frequently provides students with opportunities to apply musical skills and knowledge to other learning situations and real world contexts. A highly effective music teacher prepares all students to be informed consumers of music and ensures all students are musically literate and able to audiate music notation.</p>
<p>Utilizes Musically-Appropriate Assessments</p> <p>RISE STANDARDS: 1.1, 1.2, 1.3, 1.4, 1.5</p>	<p>Rarely assesses students' knowledge and/or skills related to specific musical content. Ineffective music teachers fail to recognize the importance of assessment and do so in arbitrary ways. Assessment data is rarely utilized when planning, assessments are not aligned with learning outcomes, and do not lead to student growth.</p>	<p>Sometimes assesses students' knowledge and/or skills related to specific musical content. Teachers needing improvement recognize a need for assessment, but focus on only group or individual assessments that are not always utilized when planning. Assessments do not always lead to student growth, lack authenticity, and are not always aligned with specific learning outcomes.</p>	<p>Often assesses both students' knowledge and skills related to specific musical content. Effective music teachers recognize the need and importance of both individual and group assessments, and often utilize assessment data when planning. Assessments are somewhat ambitious, mostly authentic, and aligned with specific learning outcomes.</p>	<p>Frequently assesses both students' knowledge and skills related to specific musical content. Highly effective music teachers recognize the need and importance of both individual and group assessments, and frequently utilize assessment data when planning. Assessments are ambitious, especially authentic, and aligned with specific learning outcomes.</p>
<p>Demonstrates a Commitment to Cross-Curricular Instruction</p> <p>RISE STANDARDS: 1.3, 1.4 2.1, 2.2, 2.3, 2.6, 2.9 3.2</p> <p>MUSIC STANDARDS: 8, 9</p>	<p>Rarely plans for and/or strives to deliver instruction that integrates core content into music teaching and learning processes. An ineffective music teacher fails to recognize the importance of integrating the curriculum and does so in ways that minimize the importance of music and music making activities.</p>	<p>Sometimes plans for and/or strives to deliver instruction that integrates core content into music teaching and learning processes. Teachers needing improvement sometimes integrate the curriculum in ways that minimize the importance of music and music making activities.</p>	<p>Often plans for and strives to deliver instruction that integrates core content into music teaching and learning processes. An effective music teacher seeks creative ways to integrate the curriculum that might not minimize the importance of music and music making activities.</p>	<p>Frequently plans for and strives to deliver instruction that integrates core content into music teaching and learning processes. A highly effective music teacher finds creative ways to integrate the curriculum that do not minimize the importance of music and music making activities.</p>
<p>Provides a Model for Professionalism</p> <p>RISE STANDARDS: 2.8 3.3, 3.5</p>	<p>Rarely models for students exemplary musicianship through continued music making with their voice and/or instruments. An ineffective music teacher does not seek professional development opportunities to inform their instruction, does not include parents and families in the education process, does not use demonstration to improve student learning, and lacks personal credibility with stakeholders.</p>	<p>Sometimes models for students exemplary musicianship through continued music making with their voice and/or instruments. Teachers needing improvement usually do not seek professional development opportunities that might inform their instruction, seldom include parents and families in the education process, and less frequently use demonstration to improve student learning, which does not improve credibility with stakeholders.</p>	<p>Often models for students exemplary musicianship through continued music making with their voice and/or instruments. Effective music teachers occasionally seek professional development opportunities that might inform their instruction, occasionally include parents and families in the education process, and use demonstration to improve student learning and increase personal credibility with all stakeholders.</p>	<p>Frequently models for students exemplary musicianship through continued music making with their voice and instruments. Highly effective music teachers regularly seek professional development opportunities that might inform their instruction, include parents and families in the education process, and skillfully use demonstration to improve the learning of all students and increase personal credibility with all stakeholders.</p>